

MASTER PLAN

FOR ENGLISH LEARNERS



Language Services and Student Programs

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Our Children, Our Schools, Our Future!

JURUPA UNIFIED SCHOOL DISTRICT

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REVISED DECEMBER 2010

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Dimension I - Involvement

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

EL 1 The district outreach to parents/guardians of English learners (ELs) includes the following actions:

- a) The district sends notice of and holds regular meetings for the purpose of formulating and responding to the parents'/guardians' recommendations,
- b) The district informs parents/guardians how they can be involved in the education of their children and be active participants in assisting their children in the following:
 - Attain English proficiency,
 - Achieve at high levels in core academic subjects, and
 - Meet challenging state academic standards expected of all students.
- c) If the district has not met the established target for any of its Annual Measurable Achievement Objectives (AMAOs), parents/guardians of ELs are notified by the district no later than 30 days after state notification.

EL 2 A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent/guardian members are elected by parents/guardians of English learners,
- b) Parents/guardians of English learners constitute at least the same percentage of the committee membership as their children represent of the student body,
- c) The ELAC advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement,
- d) The ELAC reviews the district's Master Plan for English Learners,
- e) The ELAC advises the principal and staff on the school's program for English learners,
- f) The ELAC assists in the development of the school's:
 - Needs Assessment,
 - Language Census (R-30LC), and
 - Efforts to make parents/guardians aware of the importance of regular school attendance.
- g) The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities,
- h) The ELAC elects at least one member to the District English Language Advisory Committee (DELAC). Each site submits the names of their elected DELAC representative and alternate to the Department of Language Services and Student Programs no later than September 15th of each year, and
- i) A minimum of four meetings should take place annually.

The committee shall elect a chairperson, a vice-chairperson (to act in the absence of the chairperson), a secretary, a DELAC representative, and an alternate. The chairperson shall help to plan the agenda for each meeting and conduct the meetings.

The establishment and proper functioning of ELAC is the responsibility of the site principal or his/her designee. The requirements of ELAC may be delegated to School Site Council (SSC) only if:

1. The ELAC has been formally established,
2. Members have received training regarding their role and responsibilities,
3. The committee votes to delegate responsibility to SSC, and
4. The SSC understands and accepts their responsibility. This action must be documented in the agenda and minutes of the ELAC meeting. When SSC takes over, all requirements for ELAC need to be met and documented in the agenda and minutes of the SSC meetings. **Such delegation of responsibility is not allowed when the EL population of the site exceeds 49% of the total school population.**

EL 3 A district with 51 or more English learners must have a functioning District English Learner Advisory Committee or a subcommittee of an existing district committee in which at least 51 percent of the members are parents/guardians (not employed by the district) of English learners.

1. The DELAC advises the school district governing board on all the following tasks:
 - a. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement,
 - b. Conducting of a district wide needs assessment on a school by school basis,
 - c. Establishment of district program, goals, and objectives for programs and services for English learners,
 - d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements,
 - e. Administration of the Annual Language Census (R-30LC),
 - f. Review of and comment on the school district's reclassification procedures, and
 - g. Review of and comment on the written notifications required to be sent to parents and guardians.
2. The district provides training and materials, planned in full consultation with the committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

Each site submits the names of their elected DELAC representative and alternate to the Department of Language Services and Student Programs no later than September 15th of each year. A chairperson and vice-chairperson are elected during the first October meeting. The chairperson assists the director of Language Services and Student Programs, or his/her designee, in planning each meeting and conducts each DELAC meeting.

A variety of parent/community trainings are provided at school sites and district level. These include Positivity Responsibility Influence Consequences Encouragement (P.R.I.C.E), Community Based English Tutoring Program (CBET), Parent Institute for Quality Education, teacher and/or grade-level standards meetings, School Site Council and English Learner Advisory Committee (ELAC) training. The district provides District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) parent training as well as opportunities for committee members to attend educational conferences.

Dimension II - Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements.

EL 4 The district properly identifies, assesses, and reports all students who have a primary language other than English.

When 15 percent of or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

4.1 Home Language Survey: A Home Language Survey (HLS) (Appendix 1) is completed as part of the registration packet for every student in accordance with district policy and procedures (Appendix 2). If any of the responses to questions 1, 2, or 3 indicate a home language other than English, school staff calls the Assessment Center to schedule an appointment for the student. If the responses indicate English only, no appointment (testing) is required and the HLS is placed in the student's cumulative file.

Spanish-speakers comprise 98.2% of the English learners (ELs) in Jurupa. The next highest percentage languages spoken are Vietnamese (.4%) and Khmer (.2%). The HLS is currently available in English and Spanish.

4.2 English Language Proficiency Assessment: The English language proficiency assessment must be completed within 30 days of initial enrollment using the California English Language Development Test (CELDT) for any student whose home language is other than English as determined by the HLS.

4.3 Spanish Language Proficiency Assessment: Each Spanish speaking English Learner is assessed for primary language proficiency within 90 days of the date of the pupil's initial enrollment. Currently in Jurupa, Spanish language proficiency is assessed using the Spanish IDEA Proficiency Test (IPT). Languages other than Spanish are not represented in the district in significant numbers and therefore students of other language backgrounds are not formally assessed in their primary language (Appendix 3: please see current R-30LC on the district's web site at <http://www.jusd.k12.ca.us>).

At the Assessment Center, the parent/guardian is asked to complete a survey about the student's prior educational history (Appendix 4). This information is especially helpful for students whose home language is other than English.

4.4 Parents/Guardians are notified of their child's Initial Assessment Results: Parents/guardians are asked to remain at the Assessment Center during the testing session. At the completion of testing, parents/guardians are notified of their child's initial English language and primary language proficiency assessment results both verbally and in writing, in English and/or in Spanish (Appendix 5 and 6). In addition, an English Learner Master Folder is initiated for each student who is classified as an English learner.

This master folder includes all initial assessment results and is reviewed and updated on a yearly basis to include program services provided to the students (Appendix 7). The parent/guardian also receives an envelope to take back to the school site with the assessment results for the teacher. This information is used at the school site to determine appropriate instructional placement. Copies of the assessment results completed during the week are sent to the schools at the end of each week and placed in each student's cumulative file. In addition, testing results are entered into the district student database, Zangle, for immediate access by the schools and district personnel.

- 4.5 Parents/Guardians are notified of Program Placement:** Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians are notified of student's initial results (see 4.4), they are also notified (at the Assessment Center) of their child's language designation, how such level was assessed, program placement, program options, and program exit criteria. The Jurupa Unified School District reports the graduation rate from Jurupa secondary schools to parents/guardians during the initial CELDT score reporting conference at the Assessment Center. Information is also included in the notification letter, with the current year's graduation rate and expected rate for the next year. Also included in the letter is information directing parents/guardians to inquire on future graduation rates with the Department of Assessment and Accountability, or with the California Department of Education on their website: <http://www.cde.ca.gov>

Graduation Rate Criteria: Adequate Yearly Progress (AYP) requires schools set a target rate of 83% *or* "Change" (improvement in the rate from the previous year) of at least 0.1 *or* "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

For ELs with a disability, students on an Individualized Education Program (IEP), program placement options and IEP items are discussed at the school site and parents/guardians are informed on how such program will meet the objectives of the IEP.

- 4.6 Parents/Guardians are informed Annually:** Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of their child's language designation, English proficiency level, how such levels were assessed, program placement, description of program options, and program exit criteria. The Jurupa Unified School District reports the graduation rate from Jurupa secondary schools to parents/guardians in the annual notification letter. Included in the notification letter is the current year's graduation rate and expected rate for the next year. Also included is information directing parents/guardians to inquire on future graduation rates with the Department of Assessment and Accountability, or with the California Department of Education on their website: <http://www.cde.ca.gov> (Appendix 8)

Graduation Rate Criteria: AYP requires schools set a target rate of 83% *or* "Change" (improvement in the rate from the previous year) of at least 0.1 *or* "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

For ELs with a disability (students on an IEP), parents/guardians are informed of program placement options and how such program will meet the objectives of the IEP.

English Learners are Annually Assessed: English learners are assessed annually with CELDT for English language development and with the California Standards Test (CST) for academic progress.

4.7 English Language Proficiency is Assessed Annually: All English learners are assessed with CELDT during the annual assessment window (July to October) to evaluate their English language proficiency.

4.8 English Learners with Disabilities: English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil’s IEP or 504 Plan. Currently there is no alternate test, therefore all students are assessed with CELDT.

4.9a Parents/Guardians of English Learners are notified of their child’s English Language Proficiency: Parents/guardians of English learners are notified annually of their child’s English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (Appendix 9)

Identification and Classification of Students as English Learners

English Learners (EL) / Limited English Proficient (LEP): Students with an overall score of Beginning, Early Intermediate, or Intermediate on the CELDT are classified as English Learners/Limited English Proficient. Students with an overall score of Early Advanced or Advanced with any subtest below Intermediate are also classified as English learners. **Students are assessed in four domains: listening, speaking, reading, and writing.**

Limited English Proficient (LEP)
K-12
Beginning, Early Intermediate and Intermediate Overall CELDT Score Overall CELDT Score of Early Advanced or Advanced with any subtest below Intermediate

Identification and Classification of Students as Initial-Fluent English Proficient (I-FEP)

Initial-Fluent English Proficient (I-FEP): Students with an overall score of Early Advanced or Advanced and a minimum score of Intermediate in each of the four domains on the CELDT are classified as I-FEP.

Initial Fluent English Proficient (I-FEP)
K-12
Overall CELDT score of Early Advanced or Advanced, and no subtest below the Intermediate level

Dimension III - Funding

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

EL 5 Adequate general fund resources are used to provide each English Learner (EL) with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

General funds are used to provide the base program for all students. This includes teachers' salaries, core curricular materials, instructional supplies, and other district services (i.e., transportation, library, special education, food, health, and counseling). District adopted core English Language Development (ELD) program materials are provided in all grades, K-12.

Textbook Adoptions Grades K-12

<i>Subject</i>	<i>Title / ISBN#</i>	<i>Grade</i>	<i>Publisher</i>
HISTORY			
History Social Science	Houghton Mifflin History-Social Science	K-6	Houghton Mifflin
History Social Science	Holt California Social Studies World History, Medieval to Early Modern Times US History, Independence to 1914	7 8	Holt, Rinehart, Winston
World History	World History: The Modern World	10	Prentice Hall
World History AP	World Civilizations: The Global Experience	10, 11, 12	Prentice Hall
US History	America Anthem: Modern American History	11	Holt
GOVERNMENT			
American Government	Magruder's American Government	12	Prentice Hall
American Government AP	Government in America: People, Politics and Policy Advanced Placement Edition	12	Pearson Longman
SCIENCE			
Science	Harcourt Calif. Science	K-6	Houghton Mifflin Harcourt Pub.
Biology	Biology		Prentice Hall
Life Science	Focus on Life Science	7	Glencoe McGraw-Hill
Physical Science	Focus on Physical Science	8	Glencoe McGraw-Hill
Geophysical Science	Spectrum, A Physical Approach	HS	Holt, Rinehart, Winston
Geophysical Science	Earth Science	HS	Holt, Rinehart, Winston
Physics B AP	College Physics	11-12	Prentice Hall
Physics	Physics	11-12	Holt, Rinehart, Winston
Chemistry AP	Chemistry-The Central Science	11-12	Prentice Hall

Chemistry	Chemistry	11-12	Holt, Rinehart, Winston
Environmental Science AP	Laboratory Investigations AP Environment Science	11-12	People's Education
Environmental Science AP	Environment: The Science Behind the Stories 2 nd Edition	11-12	Pearson/ Benjamin Cummings
ECONOMICS			
Economics	Economics: Concepts and Choices	12	McDougal Littell
Microeconomics & Macroeconomics AP	Economics Principles & Tools	HS	Prentice Hall
VISUAL ARTS			
Visual Arts	Exploring Visual Design: The Elements and Principles	8	Davis Publication
Art History	Gardner's Art Through the Ages, 11 th Edition	11-12	Wadsworth Publishing
INDUSTRIAL ARTS			
Residential Construction	Modern Carpentry	10-12	Goodheart-Wilcox
MISCELLANEOUS			
Landscaping/ Horticulture/ Agriculture	Landscaping: Principles & Practices – 5 th Edition	HS	Delmar
SPANISH			
Spanish, Level I	En Español I	9-12	McDougal, Littell & Co
Spanish, Level II	En Español II	9-12	McDougal, Littell & Co
Spanish, Level III	En Español III	9-12	McDougal, Littell & Co
Spanish	Nuevas Vistas Uno	9-12	Holt, Rinehart, Winston
Spanish	Nuevas Vistas Dos	9-12	Holt, Rinehart, Winston
ITALIAN			
Italian	Prego!	9-12	McGraw Hill
FRENCH			
French, Level I	Allez, Viens! Level I	9-12	Holt, Rinehart, Winston
French, Level II	Allez, Viens! Level II	9-12	Holt, Rinehart, Winston
French, Level III	Allez, Viens! Level III	9-12	Holt, Rinehart, Winston
Vocal Music	Essential Elements for Choir Musicianship Level I	7-8	Glencoe McGraw-Hill
Vocal Music	Essential Elements for Choir Mixed Voices, Level II	7-8	Glencoe McGraw-Hill
MATH			
Mathematics	California HSP Math	K-6	Harcourt
Mathematics	Mathematics	3-6	Houghton Mifflin
Mathematics	California HSP Math	3-6	Harcourt starting 2010-2011
Pre-Algebra	Pre-Algebra	7	Holt
Algebra I	Algebra I	8	Holt
Algebra II	Algebra II with Trigonometry	9-12	Prentice Hall
Geometry	Geometry – California Edition	9-12	McDougal Littell
Pre-Calculus	Pre-Calculus with Limits-A Graphing Approach	10-12	Houghton Mifflin

Calculus AP	Calculus of a Single Variable,	9-12	Houghton Mifflin
Statistics	The Basic Practice of Statistics	11-12	W.H. Freeman & Company
Statistics	The Practice of Statistics: Ti 83/89 Graphing Calculator enhanced	11-12	
ENGLISH LANGUAGE ARTS			
Language Arts	HM Reading: A Legacy of Literacy	K-6	Houghton Mifflin
Language Arts	Timeless Voices, Timeless Themes 7 th Bronze 8 th Silver	7-8	Prentice Hall
Writing for College – Senior English	English Skills with Readings	12	McGraw-Hill
English B English 9 English 10 English 11	Writer’s Choice: Grammar and Composition	9-12	Glencoe: McGraw-Hill
English Literature	Timeless Voices, Timeless Themes Platinum Level	10	Prentice Hall
ENGLISH LANGUAGE DEVELOPMENT			
English Language Development ELD	Visions: Introduction Level A, Level B, Level C	6-12	Heinle & Heinle ESL
English Language Development ELD	ESL Program	7-8	
English Language Development ELD	On Our Way to English CA Version	K-5	Harcourt Achieve Rigby & Steck-Vaughn
READING INTERVENTION			
Reading Intervention	Language! The Comprehensive Literacy Curriculum 3 rd Edition	4-6	Sopris West Educational Services
Reading Intervention	High Point, Success in Language – Literature Content	7-8	Hampton-Brown
PSYCHOLOGY			
Psychology AP	Psychology in Action	HS	Wiley & Sons, Inc People’s Publisher
MULTIMEDIA			
Multimedia	Communication Technology Today & Tomorrow	9-12	Glencoe MacMillan McGraw Hill
<i>Supplemental Textbook Orders</i>	<i>List numerous titles</i>		
Connections to Your Future Course	Succeeding in the World of Work 6 th Ed	9-11	Glencoe McGraw-Hill
	Freak The Mighty	7	
	Fuel Systems and Emissions Control		
	The Egypt Game		
	Rifles for Watie		

5.1 Funds provided by Economic Impact Aid (EIA) and Title III for Limited English Proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. The funds are used to supplement the base program for English learners in grades K-12. Bilingual language tutors provide primary language support and other assistance to students at most schools in the district. Each site receives an annual entitlement of EIA-LEP funds, based on their number of identified English learners, to purchase supplemental instructional materials, attend conferences, and provide extra support for ELs.

The following is a listing of district-adopted supplemental materials purchased with Title III funds for use with ELs in district-wide ELD programs. These materials are provided in order to enhance the English language development of our students.

Core Subject	Kindergarten through Fifth Grades	Sixth through Twelfth Grades
ELD	Rigby – “On Our Way To English” (2004) (K-5)	Visions (2004) (6-12)

Dimension IV - Standards, Assessment, and Accountability

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

EL 6 The district implements a process and criteria to determine the effectiveness of programs for English learners (ELs), including:

- (a) A way to demonstrate that the programs for ELs produce, within a reasonable period of time:
- English language proficiency comparable to that of average native speakers of English in the district
 - Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

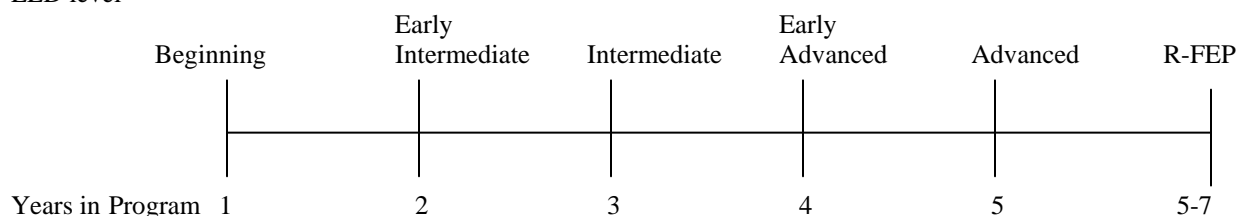
District Profile Cards: Jurupa Unified School District has established a plan for evaluating the effectiveness of the District's English Language Development (ELD) program, to measure an English Learner's English language proficiency in comparison to that of average native speakers of English in the district. State ELD standards and district assessments guide daily ELD instruction. Individual student profile cards (K-12) are used to monitor ELD progress in listening, speaking, reading, and writing in English in each of the five proficiency levels. ELD standards are assessed and reported to the district no less than twice yearly. District ELD Assessment Binders guide teachers with questions to assess the listening, speaking, reading, and writing proficiency of their EL students in grades K-5. Teachers in grades 6-12 use the district Test of Standards (TOS), embedded assessments from core English Language Arts (ELA) and ELD curriculum, and objective teacher direct assessments to determine ELD standards mastery. District ELD Profile Cards, a record of ELD standards mastered at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels, are completed by the student's certificated ELD teacher at the following levels: Kindergarten through Grade 2; Grades 3 through 5; Grades 6 through 8; and Grades 9 through 12. Profile cards follow the EL student, and are used as a component of our district's multiple measures to determine reclassification of an EL as proficient in English. (Appendix 10)

District Catch-Up Plan: If it is determined that a student is not making adequate progress toward English proficiency, teachers follow the steps outlined in the district Catch-Up Plan (Appendix 11). Students are identified as needing a Catch-Up Plan through multiple measures outlined in Step One of the plan. Interventions are planned in Step Two. Documentation of planned interventions is recorded on the form Interventions, Modifications and Adaptations for English Language Learners. Action, on the Plan, including parent communication, is taken in Step Three. In Step Four, the school site Language Intervention Team (LIT) meets to determine progress closing the proficiency gap. At this time, district personnel may be invited to observe the student and give input as to further intervention. Finally, in Step Five, if adequate progress

has not been made as determined by the LIT, the Student Study Team (SST) will meet to discuss possible referral to special education.

The rate of second language acquisition will vary from one student to the next, depending on such factors as age, primary language literacy, level of English proficiency, educational background, and ELD instruction. English learners are expected to progress at least one proficiency level per year of ELD instruction. Students can take up to seven years to become Fluent English Proficient, attaining mastery in the cognitive academic domain (reading and writing) as well as aural/oral proficiency in both ELD and the content areas as indicated by research on second language acquisition. Below is an example of what the progress should look like for most EL students.

ELD level



Marking Practices and Guidelines for the Elementary Progress Report, Grades 1-6: On Student Progress Reports to parents, EL students are graded using the same criteria as is used for their native or proficient English speaking peers if they are determined to have “reasonable fluency in English.” The letters “EL” are used in place of a letter grade if a student is determined to have “less than reasonable fluency in English,” and “whose performance is below grade-level and may be due to the student’s level of English language acquisition.” (See Marking Practices and Guidelines, page 2, #6.) This applies to Kindergarten as well.

Appendix C of the JUSD Elementary Marking Practices Guideline (1999) outlines for teachers the explicit way students are identified as being either “reasonably fluent” or “less than reasonably fluent.” (Appendix 12)

District Tests of Standards (TOS): Grade one students are assessed four times annually with the *Houghton Mifflin Reading* California Summative test. Students in grades two through six are tested five times annually using the TOS. Students in grades seven through eleven are tested three times annually. Data for English learners is disaggregated from that of non-English learners to compare each subgroup’s progress. At the school site, grade level or department teams meet to analyze their data and determine which groups may need a focused effort on which low-performing standard, and decide on strategies to best meet that group’s learning needs.

The five versions of the TOS for math and language arts are written to mirror the CST blueprints. An effort has been made to approximate the level of difficulty of the CST released items and to assess the same standards that the state has decided are essential for students to know at each grade-level.

Each TOS version is an end-of-year assessment, and each version is similar in difficulty to the other. With the addition of test items from Key Data Systems, an independent contractor, we add to each test fifteen or more “embedded” items. These additional items are determined by the district Pacing Guides for math and language arts. Five state standards are selected each quarter to represent the embedded standards for each test. The intent is to give teachers more accurate data on the standards that were the focus of their instruction for the preceding quarter.

According to JUSD’s *Pupil Promotion and Retention Guidelines*, AB 1626: Pupil Promotion and Retention provides the following guidelines for services for EL students.

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Special Needs Students: It is generally inappropriate to retain English learners (EL) who have failed to meet academic standards in areas in which access to grade-level content is limited by their development in English. When EL students are considered for retention, development of English language acquisition shall be given primary consideration. Other information shall include the student's educational history, exposure to instruction in English and/or primary language resources at home, and exposure to mainstream curriculum. Retention of special education or EL students shall be based on a strong rationale. If available, English learners shall be offered district after-school lab or summer school programs similar to that received by other students performing below minimum grade-level standards. Parents of English learners should be notified of programs and services in their native language, if practical. All efforts should be made to provide information to parents in a way that they will understand. When EL students are considered for retention, at least one other qualified (Cross-Cultural Language Academic Development (CLAD), Bilingual Cross-Cultural Language Academic Development (BCLAD), Specially Designed Academic Instruction in English (SDAIE)) teacher should serve on the committee.

- (b) The district also implements a criteria and process to determine the effectiveness of programs for English learners that include an ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.**

The data mentioned above are analyzed at each site to determine the success of English learners in language development and academics as compared to native English speakers at the same grade level. The school plan is revised annually and changed as needed based on the results of these analyses.

When staff members fail to implement appropriate programs for English learners, progressive actions are taken to rectify this circumstance. Among these progressive actions are the following:

- (1) Documentation of noncompliance, inappropriate programs, and assessment concerns via informal and/or semi-formal communications (e.g., Categorical Program Monitoring (CPM), Principal or Language Services and Student

Programs Director observations, Director of Curriculum and Assessment or Assistant Superintendent of Education Services data review)

- (2) Documentation of noncompliance, inappropriate programs, and assessment concerns via formal communication (e.g., CPM self review, Principal or Language Services and Student Programs Director observations, Director of Curriculum and Assessment or Assistant Superintendent of Education Services memorandum)
- (3) Hold formal meetings with staff to clarify expectations and discuss the implementation process and proposed modifications
- (4) Develop written action plans (including timelines, person responsible, measurements) aimed at ensuring appropriate implementation
- (5) Provide formal disciplinary communication that specifies needed actions, timelines, resources, and evaluation plan to monitor progress.

EL 7 The district reclassifies a pupil from English learner to proficient in English by using a process and criteria as described below:

(a) Assessment of English-language proficiency

In Jurupa, English learners take the California English Language Development Test (CELDT) annually, and they must score Advanced or Early Advanced with no subtest below intermediate to be considered for reclassification.

(b) Comparison of student performance in basic skills against an empirically established range of performance, such as California Standards Test (CST) for English language arts

Part of the reclassification criteria for Jurupa is that students be at the basic level in CSTs: 325 in English language arts; 300 in mathematics. In addition, Jurupa has instituted the district's Test of Standards (TOS) in English language arts and mathematics. Students take these tests, and when considered for redesignation, their performance is compared to those whose primary language is English, with the expectation that they will score at the district average or above.

(c) Teacher evaluation that includes, but is not limited to the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.

As part of the criteria for reclassification our teachers assist in completing the reclassification form by filling out the portion where they evaluate the classroom academic performance of the students. They also have the opportunity of recommending the student for reclassification or to retain the student's LEP status.

(d) Opportunities for parent opinion and consultation during the reclassification process

Parents/guardians of the student are consulted through a letter (Appendix 13) when the student is initially considered for reclassification. Parents are also given the opportunity to request a meeting regarding such reclassification.

Reclassification Criteria

Grade	CELDT Level	ELD Level	Academic Achievement		
			TOS	CST	End of year Summatives
1	Early Advanced or Advanced with no subtest below the Intermediate level	Mastery of Advanced Level on District ELD Profile Cards	End of year TOS in English Language Arts	N/A	District Average or above
2	Early Advanced or Advanced with no subtest below the Intermediate level	Mastery of Advanced Level on District ELD Profile Cards	95% or above in end of year TOS in Math	N/A	District Average or above
3-8	Early Advanced or Advanced with no subtest below the Intermediate level	Early Advanced or Advanced Level on District ELD Profile Cards	Grade level district average or above in English Language Arts and Mathematics	English Language Arts scale scores: 325 Mathematics scale scores: 300	N/A
9-12	Early Advanced or Advanced with no subtest below the Intermediate level	<p><u>Must meet any two of the following:</u> Early Advanced or Advanced Level on District ELD Profile Cards <u>And/Or</u> 2.5 semester GPA in core subjects with no grade below a C- <u>And/Or</u> TOS district average or above in Language Arts and Mathematics <u>And/Or</u> Semester grade of C or higher in ANY AP course other than primary language <u>Or</u> California High School Exit Exam (CAHSEE)</p>	Same as Above	English Language Arts scale scores: 325 Mathematics scale scores: 300	N/A

The reclassification forms (Appendix 14) are partially completed at the Department of Language Services and Student Programs, and then sent to the school site for completion. However, the reclassification process can be initiated at either the school site (by the administrator, English Language Facilitator, classroom teacher, parent, or student) or at the Department of Language Services and Student Programs.

At the elementary level, the reclassification forms are sent to the principal or his/her designee. Classroom teachers complete specified sections of the form before it is returned to the principal or designee for his/her signature. The school sends the parent letter home and follow-up contacts with the parent/guardian are made if requested. (Appendix 13)

At the secondary level, the reclassification forms are sent first to the principal or his/her designee. The original reclassification form is sent to the English teacher for his/her input and completion of specified sections of the form. All forms are returned to the principal or his/her designee for signatures. The school sends the parent letter home and follow-up contacts with the parent/guardian are made if requested. Completed and signed forms are returned to the Department of Language Services and Student Programs for final review and approval by the Director. If approved, the classification of the student is immediately changed from EL to R-FEP. The principal and/or his designee are notified if the reclassification was approved or denied. If the student is approved, the reclassification form is then sent back to the school site to be filed in the student's cumulative file. If the Reclassification is denied, the form is filed in the student's cumulative file and the student may be recommended again for reclassification the next year, or as soon as the student meets the criteria. Parents are notified in writing of the decision. (Appendix 15 and 16)

EL 7.1 The district maintains in the pupil's permanent record documentation of the following:

- **Language and academic performance assessments:** Students' records contain CSTs and CELDT yearly results.
- **Participants in the reclassification criteria:** The reclassification form is filed in the student's cumulative record and contains all the signatures of all people who participate in the reclassification of the student, along with all required paperwork.
- **Decision regarding the reclassification:** If the student is reclassified, the reclassification form has the signature of the Director of Language Services and Student Programs. When a student is not reclassified the form will instead contain the word "denied".

EL 7.2 The district monitors the progress of reclassified pupils for a minimum of two years to ensure correct classification, placement, and additional academic support, if needed.

There is a follow up process to ensure the success of students who have been reclassified. The Follow-Up form (Appendix 17) is used at the school sites to verify the success of these students. These forms are completed at the six-month, one-year, and two-year mark. The forms are initiated by the Department of Language Services and Student Programs and are sent to the school sites. Once the forms have been completed by the teachers they are returned to the Department of Language Services and Student Programs for review. If reclassified students are not successful on subsequent district TOS and/or classroom expectations, interventions are put in place and a Language Intervention Team (LIT) at the school site meets to decide how to best help these students. Based on classroom grades and proficiency on the TOS, students receive either an "E" for Excellent, "S" for Satisfactory or "N" for Needs Improvement on the JUSD Follow-up Form. If an "N" is assigned, the student is referred to the site LIT for interventions.

The number of Reclassified students is reported annually on the Language Census Report (R-30).

Dimension V - Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

EL 8 Teachers assigned to provide English language development or access to core curriculum instruction for English learners (ELs) are appropriately authorized or are actively in training for an appropriate English learner authorization.

All teachers at Jurupa Unified School District are authorized to work with English learners. The following table shows the type of instruction and the proper authorizations teachers have in order to give such instruction.

Teacher Authorizations

Type of Instruction	Proper Authorization
English Language Development (ELD)	Cross-Cultural Language Academic Development (CLAD), Bilingual Cross-Cultural Language Academic Development (BCLAD), SB1969, SB395 or equivalent
Specially Designed Academic Instruction in English (SDAIE)	CLAD, BCLAD, SB1969, SB395 or equivalent
Primary language	BCLAD or equivalent

At the elementary level, English learners are placed with authorized teachers or teachers in training. These teachers provide SDAIE instruction in the content areas and ELD at the level appropriate to the students' needs. Bilingual language tutors also provide additional support.

In grades 7-12, English learners are placed in ELD classes based on their ELD proficiency levels. They are assigned to SDAIE content classes following Jurupa's program design for English learners. All students have access to the highest levels of math and science and a bilingual tutor may be assigned to assist if needed.

Only fully authorized BCLAD or equivalent certificated teachers can be assigned to teach in a bilingual alternative program.

Bilingual language tutors are assigned to provide primary language and other additional support to English learners. This support may be in the form of previewing and reviewing lessons in Spanish, one-on-one or small group follow-up and/or reinforcement of English instruction, or any instructional clarification needed to facilitate the understanding of concepts, directions, assignments, and content. Tutors may use primary language materials that support the English instruction with students.

It is appropriate for tutors to make telephone or personal contacts with parents/guardians or interpret during parent conferences for teachers who do not speak the primary language of the students. They may assist parents/guardians during peak registration periods at the beginning of

the school year and during kindergarten early registration. Bilingual language tutors may not be assigned to perform routine office tasks. **The job of the bilingual tutor is to work directly with students.**

Bilingual language tutors are assigned to work in the classrooms under the direct supervision of teachers. The principal or his/her designee makes assignments based on students' needs.

Summary of Program Design for K-12 English Learners

ELD level	ELD	Program	Language Arts, Math, Science, and Social Studies	Music, Art, and P.E.	Staffing Authorizations
Beginning Early Intermediate Intermediate	English	SEI	SDAIE with primary language support or instruction in the primary language w/ approved waiver (K-8 only)	English	CLAD, BCLAD, SB1969, SB395 or equivalent
Early Advanced Advanced	English	ELM	English with authorized teacher or teacher in training	English	CLAD, BCLAD, SB1969, SB395 or equivalent
Beginning Early Intermediate Intermediate Early Advanced Advanced	English	Bilingual: Dual Immersion	Spanish and English Kinder: 90% Spanish 10% English 1 st : 80% Spanish 20% English 2 nd : 70% Spanish 30% English 3 rd : 60% Spanish 40% English 4 th through 12 th : 50% Spanish 50% English		BCLAD, Bilingual Cross-Cultural (BCC), or equivalent

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

As of January of 2006, all Jurupa's teachers are authorized to work with English learners and only teachers with EL authorizations are being hired. Therefore, Jurupa does not have a need for a "Plan to Remedy". However, if ever the need arises, the district has the capability to provide BCLAD, CLAD/CTEL (California Teacher of English Learners), and SB395/AB2913 training. Other teacher trainings related to ELD, SDAIE, Sheltered Instruction Observation Protocol (SIOP), literacy, etc., is also provided by the district, Riverside County Office of Education, and local universities.

EL 9 The district provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- a) Designed to improve the instruction and assessment of English learners,
- b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners,
- c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills, and
- d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

Ongoing professional development for teachers related to ELD, SDAIE, literacy, etc. is provided by the district, Riverside County Office of Education, conferences, and local universities.

In-service training related to the district program for English learners is provided to newly hired teachers and administrators each year. Additional training is provided to administrators during regularly scheduled principals' meetings. Other trainings are scheduled with special topics as necessary and may include other site and district staff.

Professional development for bilingual language tutors is provided by district personnel on an ongoing basis. All in-service training is related to district programs and procedures, identification of English learners, second language acquisition, access to the core content, discipline, and effective communication.

A variety of parent/community trainings are provided at school sites and district level. These include Positivity Responsibility Influence Consequences Encouragement (P.R.I.C.E.), Community Based English Tutoring Program (CBET), Parent Institute for Quality Education, teacher and/or grade-level standards meetings, School Site Council and English Learner Advisory Committee (ELAC) training. The district provides District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) parent training as well as opportunities for committee members to attend educational conferences.

Dimension VI - Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency, as required by law.

EL 10 All pupils are placed in English language classrooms unless a parental exception waiver (English Learner Program Waiver Request, Appendix 18) has been granted for an alternative program.

10.1 Placement of Students: Based on the district’s criteria of reasonable fluency, English learners (ELs) are placed in Structured English Immersion (SEI) or in English Language Mainstream (ELM) program settings. English learners who do not meet the criteria for participation in ELM are placed in an ELM program if the parent/guardian so requests.

The district offers various instructional program options to English learners (Appendix 19). The following two take place in English language classrooms.

Structured English Immersion (SEI): Structured English Immersion is an English language acquisition program for students in which nearly all classroom instruction is in English. Curriculum and presentation is designed for students who are learning English (Article 2, Education Code 306d). It is a program for English learners with “less than reasonable fluency in English” that provides English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) by authorized teachers or teachers in training. The teacher or bilingual tutor provides primary language support (in Spanish) to the students as needed for instructional clarification and reinforcement to facilitate the understanding of concepts, directions, assignments, and content. Instructional materials are in English but may be supplemented with Spanish materials.

English learners with “less than reasonable fluency in English” are all those at the Beginning, Early Intermediate, and Intermediate language proficiency levels on the ELD Standards Student Profile Card or the California English Language Development Test (CELDT). These students are placed in SEI programs for a period not normally intended to exceed one year. Students will continue to participate in an SEI program until they have reached “reasonable fluency” in English.

English Language Mainstream (ELM): The English Language Mainstream program is for students whose first language is English, or who have acquired “reasonable fluency” in English (Article 2, Education Code 306c). All instruction and materials are in English. English learners with “reasonable fluency” in English are those at the Early Advanced and Advanced levels on the ELD Standards Student Profile Card or on the CELDT.

A parent/guardian of an English learner may have his or her child moved into an ELM program after submitting the Structured English Immersion Exception Waiver (Appendix 20). If the student has less than “reasonable fluency” in English, he/she may also require primary language support and SDAIE instruction. All students continue to receive ELD until they are reclassified.

The following students may be placed in an ELM program:

- English Only
- Initial-Fluent English Proficient (I-FEP)
- Reclassified-Fluent English Proficient (R-FEP)
- Limited English Proficient with reasonable fluency
- Limited English Proficient by parental request

Students with less than reasonable fluency			
English Proficiency Level	Program type		
Beginning on either the CELDT or District ELD assessments	SEI	ELM by parent request	Alternative through Parental Exception Waiver
Early Intermediate on either the CELDT or District ELD assessments	SEI	ELM by parent request	Alternative through Parental Exception Waiver
Intermediate on either the CELDT or District ELD assessments	SEI	ELM by parent request	Alternative through Parental Exception Waiver

Students with reasonable fluency		
English Proficiency Level	Program type	
Early Advanced and Advanced on either the CELDT or District ELD assessments	ELM	Alternative through Parental Exception Waiver

As part of the district plan to ensure equal access for all students, the goal is to have no more than two consecutive proficiency levels per class; and as stated by federal law, all students continue to receive daily ELD using the adopted core curriculum until they are reclassified.

10.2 Structured English Immersion Program (SEI): The Jurupa Unified School District has designed and implemented an SEI acquisition process in which the curriculum and instruction are designed for children who are learning the language.

Structured English Immersion is an English language acquisition program for students in which nearly all classroom instruction is in English. Curriculum and presentation is designed for students who are learning English (Article 2, Education Code 306d). It is a program for English learners with “less than reasonable fluency in English” that provides ELD and SDAIE by authorized teachers or teachers in training. The teacher or bilingual tutor provides primary language support (in Spanish) to the students as needed for instructional clarification and reinforcement to facilitate the understanding of concepts, directions, assignments, and content. Instructional materials are in English but may be supplemented with Spanish materials.

Note: The Individualized Education Program (IEP) team determines placement of each special education student regardless of language proficiency. The IEP shall address the language needs of the students.

EL 11 Parents/guardians of English learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

11.1 Granting parental exception waivers: The district procedures for granting parental exception waivers include the following components:

- Parents/guardians are provided, on enrollment and annually, full written and, on request, spoken description of the Structured English Immersion Program, English Language Mainstream Program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options.
- Parents/guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school.
- Parents/guardians are informed of any recommendation by the school principal and educational staff of an alternative program and are given notice of their right to refuse the recommendation.
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

11.2 Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.

11.3 If a waiver is denied, parents/guardians are informed in writing by the principal and other educational staff of the reason for denial and are advised that they may appeal to the local board of education or the court.

11.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

The alternative program options mentioned previously are:

Alternative Program: Bilingual Education/Primary Language Instruction is a language acquisition program in which much or all of the instruction, textbooks, and teaching materials are in the student's primary language (Article 2, Education Code 306e). The district's alternative program is a bilingual Spanish program for students who have been granted a waiver according to district policy and procedures. English learners will receive ELD, and primary language instruction in the core content until reclassified. Schools with fewer than 20 students at a given grade level may offer the alternative program or allow the pupils to transfer to a school in which such a program is offered. Schools with 20 or more students at a given grade level receiving parental exception waivers will offer the alternative program.

Academy of Language and Culture (Newcomers): Jurupa offers an Academy of Language and Culture to students who are new to the country and score at the beginning level on the CELDT. The program is offered to students in grades three to eight. The Academy is designed to prepare students for a new culture, school system, and language. Students are able to stay in this program one to two years. While in the program, students receive intensive ELD and some instruction in their primary language (Spanish). The goal of the program is for students to learn English while not falling behind in academics. Parent/guardian approval is required for students to participate in this program.

Dual Immersion: Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students in this program as well as all other students in the district learn California standards in all subject areas and become linguistically and academically fluent in two languages. (Appendix 21)

Note: **The Individualized Education Program (IEP) team determines placement of each special education student regardless of language proficiency. The IEP shall address the language needs of the students.**

Parents/guardians are informed annually of their child's placement in English language classrooms. Each fall a letter is sent home from the school principal informing parents/guardians that the student is placed in either an SEI or ELM program (Appendix 8). The letter contains information about the educational opportunities available to them in the district, including the Spanish bilingual program available through the parental exception waiver process for students in grades K-8. A tri-fold brochure, Instructional Program Options for English Learners K-12, describing the three instructional program options for English learners and the materials used, is sent home with each letter (Appendix 19). The letter and brochure are available in English and Spanish.

The program options brochure is included as part of the registration packet of information for all parents/guardians. These brochures are also given to parents/guardians at the Assessment Center when they receive the language assessment results.

Information about the various instructional program options, materials, and opportunity to apply for a parental exception waiver is reviewed during the first District English Learner Advisory Committee (DELAC) meeting and at site level English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings each year. Additional parent/guardian information meetings may be scheduled at individual sites.

Parents/guardians may waive placement of students in English language classrooms. Parents/guardians must visit the school to apply for the waiver. At the time of the visit, the parent/guardian must be presented a full description of the materials to be used in different educational program choices and all the educational opportunities available to their child.

Waivers may be granted to students who meet the following criteria:

- a. Students who already possess good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, and writing. Such scores must be at or above the state average for his or her grade level; or, at or above the fifth-grade average, whichever is lower,
- b. Students who are 10 years of age or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English skills, and
- c. Students with special needs: The child has already been placed for a period of not less than 30 days during that school year in an English language classroom and it is subsequently the informed belief of the school's principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational settings would be better suited to the child's overall educational development. A written description of these special needs must be provided, and any such decision is to be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the Board of Education. The existence of such special needs shall not compel issuance of a waiver.

The criteria for determining if a student can be defined as a "special needs" student for placement in an alternative program is listed in JUSD's Request for Student Study Team Consultation (RSSTC), pages 1-5 (Appendix 22). Per Education Code 311, the RSSTC form collects student information in the following areas:

- Academic (Educational): (e.g., reading, writing, spelling, and mathematics);
- Basic learning processes (Physical): (e.g., visual perception, auditory perception, memory, motor skills, visual motor skills, attention);
- Speech and language (Physical): (e.g., speech, fluency, voice, receptive and expressive language);
- Behavioral/Emotional (Social/Emotional): (e.g., work habits, classroom and/or playground/campus behavior, reaction to frustration or discipline, personal and social skills).

The procedure for handling special needs waiver requests is as follows:

- Parents/guardians or teacher initiates a request with the principal for an alternative placement.
- Principal initiates fact-finding process to include the collection of data on the student's educational, social, emotional, or physical special needs using district criteria as specified by the Request for Student Study Team Consultation. A synopsis of this fact finding will be written, including documentation of the interventions that have been used in an attempt to meet the child's special needs. Such fact finding will include notification and data collection from the parents/guardians if it appears that the fact finding may lead to a valid waiver request.
- Based on the data collection (including that of the parents/guardians, if necessary), the principal will determine whether the special needs waiver request is valid, contact the parents/guardians with the decision, and ask the parent/guardian to sign a waiver agreement or disagreement.
- The waiver, if approved by the parents/guardians, shall then be sent to the superintendent of schools or designee for final approval.
- If the parental exception waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and if relevant, advised of procedures to appeal the decision to the local board of education or the court. Appeals shall be made in writing first to the assistant superintendent of education services, second to the superintendent, and finally to the Board of Education or the court.

Parental exception waivers shall be acted upon by the school within twenty (20) instructional days of submission to the school principal.

Dimension VII - Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

EL 12 Each English learner (EL) receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

An essential component in serving ELs is ELD that is appropriate for the students' identified levels of language proficiency. ELD is explicit instruction and practices to develop listening, speaking, reading, and writing skills in English according to state ELD standards.

ELD standards address a required content area unique for English learners: second language acquisition. These standards identify the linguistic competencies English learners must develop to achieve the proficiency in English that native speakers possess when they enter school and continue developing throughout life. ELD standards are not a substitute for standards in other content areas. They initially precede English language arts standards.

State ELD standards are the core curriculum for ELD instruction. Each teacher of English learners is required to provide daily ELD instruction, using district-adopted texts, as shown below:

Minimum Daily ELD Instruction Requirements

Grade	Time	Adopted Text
K	30 minutes	Houghton Mifflin/Rigby, <i>On Our Way to English</i>
1-5	30 minutes	Houghton Mifflin/Rigby, <i>On Our Way to English</i>
6	30 minutes	Houghton Mifflin/Thompson & Heinle, <i>Visions</i>
7-12	1 period	Prentice Hall <i>Timeless Voices/Thompson & Heinle, Visions</i>

Student progress in ELD is monitored using individual California English Language Development Standards Student Profile cards (Appendix 10). These cards are part of the students' permanent record and follow the students from year to year until they are reclassified. The profile cards match the ELD standards in that they are specific to four different grade spans: K-2, 3-5, 6-8, and 9-12.

Student progress in ELD is evaluated via assessment of ELD standards. At a minimum, teachers are to administer these assessments twice a year, at the end of each semester, and document the standards mastered on individual profile cards. Student progress results are entered into the district student system twice a year (December and April). Individual and group data are compiled annually to monitor the progress of students' English language development.

At the elementary level, it is recommended that English learners be grouped homogeneously, according to their ELD levels, in order to facilitate ELD instruction at the appropriate level of proficiency.

Appropriate placement of English learners in ELD classes in grades 7-12 is outlined in the following chart:

English Language Proficiency	ELD class
Beginning	ELD 1 – one year
Early Intermediate	ELD 2 – one year
Intermediate	ELD 3 – one year
Early Advanced and Advanced	English Language Mainstream (ELM) with ELD standards addressed in the mainstream ELA class

EL 13 Academic instruction for ELs is designed and implemented to ensure that students meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.

Another essential component in serving ELs is access to the core curriculum (i.e., language arts, math, science, and social studies) to ensure that English learners are meeting the district’s content and performance standards for their respective grade levels.

In Structured English Immersion (SEI) programs, access to the core is provided through Specially Designed Academic Instruction in English (SDAIE) and primary language support. In an alternative program, access to the core is provided through instruction in Spanish in the core content areas.

Jurupa Unified School District has selected a simultaneous approach to teaching English learners. This means that English learners develop and acquire English and learn grade level academic content simultaneously. Extended Learning Opportunities (ELO) before, during and after school, Saturday, etc., are provided to help students progress toward and maintain academic achievement compared to that of English native speakers. The instructional focus of summer extended learning programs is ELD for students with “less than reasonable fluency in English” and mastery of minimum grade level content standards for English learners with “reasonable fluency in English.”

Our goal at JUSD is for English learners to acquire proficiency in the English language and academics. English learners in Jurupa’s SEI programs receive grade level academic instruction across the district’s core curriculum through SDAIE. Instruction is provided by SDAIE authorized teachers (i.e., Cross-Cultural Language Academic Development (CLAD), Bilingual Cross-Cultural Language Academic Development (BCLAD), SB1969, SB395, or equivalent certification). Bilingual teachers and/or bilingual language tutors provide primary language support to English learners. The students’ primary language may be used to provide instructional clarification, such as previewing and reviewing lessons, and reinforcement to facilitate the understanding of concepts, directions, assignments, and content presented in English. For additional support, primary language materials that reinforce the English instruction are utilized in the classroom and at home.

The curriculum, materials, and approaches used are appropriate to the various English proficiency levels of the students. Teachers modify instruction, assignments, and assessments to allow students access to the core at a level appropriate to their English proficiency, while continuing to focus instruction on grade-level content and cognitive development. Language proficiency is the ability to use language for both basic communicative tasks and academic purposes.

Classroom Environment: Classrooms should be rich in visual and kinesthetic stimuli as a way of providing more comprehensible input for students. The teacher looks for ways to show students what he/she is talking about when developing new vocabulary and concepts. The teacher builds language around visual (contextual) clues and provides ways for students to demonstrate their ability to understand and apply what they have learned.

Instructional Strategies: Instructional strategies that facilitate language and content acquisition include but are not limited to: (1) Cooperative Learning, (2) questioning strategies that are appropriate to students' levels of English fluency, (3) Total Physical Response (TPR), which allows students to demonstrate comprehension without having to produce language, such as pointing, drawing, or other whole body responses to commands given in context by the teacher, (4) allowing sufficient time for students to respond, (5) Language Experience Approach in which students dictate a story or text to the teacher or tutor in order for students to see the connection between oral and written language and thereby creating reading material that is meaningful and relevant to their own experiences, (6) consideration of students' proficiency levels when planning to ensure equitable instruction, (7) content and language objectives, and (8) sentence frames. Appropriate questioning assists in equitable access to the core and expression of knowledge.

Interaction is encouraged among students, and active student participation in learning is essential so that all students have opportunities to share and learn. Some factors to consider when forming cooperative groups are background knowledge in the content area being addressed, dominance of personalities, and level of English proficiency. Whenever possible, English learners must be provided opportunities to interact with peers in their native language to increase understanding of new concepts and cognitive development. When the cooperative group activity is less cognitively challenging, students can be grouped with mixed levels of English fluency to allow more English language development to occur.

Teachers use subject matter as a tool for second language acquisition and as a means of maintaining the students' academic progress. Teachers alter their approach to presenting subject matter and assessing student progress without reducing concepts to a remedial level. Emphasis on English Language Development in the content areas will prepare students for the linguistic challenges of our grade level, standards-based curriculum.

Teachers focus instruction on ELD and essential content standards, devoting extra time and attention to the mastery of essential language arts standards in English. English materials are the same as those used in the English Language Mainstream program. However, additional teaching tools are utilized to provide students access to the core content, such as visuals, realia, graphic organizers, semantic webs, charts, and overhead transparencies. Effective teaching strategies are

essential to develop vocabulary, activate prior knowledge, build background knowledge (especially cultural), and promote higher level thinking and active participation of all students.

Assessment: Formative evaluations and assessments must be appropriate to the language and performance abilities of the students. In addition to state and district formal assessments, portfolios and other authentic assessments are appropriate and meaningful methods of evaluating the academic progress of English learners.

Access to the Core Curriculum

English Proficiency Level	SEI	ELM	Alternative
Beginning Early Intermediate Intermediate	SDAIE strategies and primary language support	SDAIE strategies and primary language support as needed	Spanish and SDAIE
Early Advanced Advanced		SDAIE strategies and primary language support as needed	Spanish and SDAIE

13.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. The following is a summary of actions taken.

District Profile Cards: Jurupa Unified School District has established a plan for evaluating the effectiveness of the District’s ELD program, to measure an English learner’s English language proficiency in comparison to that of average native speakers of English in the district. ELD standards are assessed and reported to the district using profile cards twice a year. (Appendix 10)

Marking Practices and Guidelines for the Elementary Progress Report, Grades 1-6: On Student Progress Reports to parents/guardians, English learner students are graded using the same criteria as is used for their native or proficient English speaking peers if they are determined to have “reasonable fluency in English”. The letters “EL” are used in place of a letter grade if a student is determined to have “less than reasonable fluency in English,” and whose performance is below grade-level and may be due to the student’s level of English language acquisition.

Pursuant to the Jurupa Unified School District’s plan for implementing Proposition 227, English learners with “**less than reasonable fluency in English**” are those who meet the following criteria:

Grades: K-12 Students scoring in levels 1, 2, or 3 (Beginning, Early Intermediate, or Intermediate) on the California English Language Development Test (CELDT).

or

Students on levels 1, 2, or 3 (Beginning, Early Intermediate, or Intermediate) on their profile cards.

English learners with “**reasonable fluency in English**” are those who meet the following criteria:

Grades: K-12 Students scoring in levels 4 or 5 (Early Advanced or Advanced) on the California English Language Development Test (CELDT) with no subtest below a level 3.

or

Students on levels 4 or 5 (Early Advanced or Advanced) on their profile cards.

District Tests of Standards (TOS): English learners (and all students in our district) are tested up to five times annually using the district’s Test of Standards (TOS). For more information, refer to the district’s testing calendar. Data for English learners is disaggregated from that of non-English learners to compare each subgroup’s progress. At the school site, grade level or department teams meet to analyze their data and determine which groups may need focused instruction on low-performing standards, and decide on strategies to best meet that group’s learning needs.

Ongoing Intervention at all Grade Levels: District Catch-Up Plan: If it is determined that a student is not making adequate progress toward English proficiency, teachers follow the steps outlined in the district Catch-Up Plan and Interventions, Modifications, and Adaptations for English Language Learners, Grades K-12 (Appendix 11). Students are identified as needing a Catch-Up Plan through multiple measures outlined in the plan.

Pupil Promotion and Retention Guidelines: It is generally inappropriate to retain English learners who have failed to meet academic standards in areas in which access to grade-level content is limited by their development in English. When EL students are considered for retention, development of English language acquisition shall be given primary consideration. Other information shall include the student’s educational history, exposure to instruction in English and/or primary language resources at home, and exposure to mainstream curriculum. Retention of special education or EL students shall be based on a strong rationale. If available, English learners shall be offered district after-school lab or summer school programs similar to that received by other students performing below minimum grade-level standards. Parents/guardians of English learners should be notified in their native language, if practical. When EL students are considered for retention, at least one other qualified (CLAD, BCLAD, SDAIE) teacher should serve on the committee.

Appendices

Appendix 1	Home Language Survey
Appendix 2	Policies and Procedures: Regulation 6505
Appendix 3	Language Census Report (R30) Sample
Appendix 4	Assessment Center Student Information Form
Appendix 5	Student Score Report (CELDT)
Appendix 6	Language Proficiency Results Letter
Appendix 7	English Learner Master Folder
Appendix 8	Parent Notification of Student Placement
Appendix 9	California English Language Development Test Results
Appendix 10	California English Language Development Standards Student Profile Cards
Appendix 11	Jurupa Unified School District Catch-Up Plan
Appendix 12	Marking Practices and Guidelines for Elementary Progress Report Grades 1-6, Appendix C
Appendix 13	Parent Notification/Consultation of Reclassification
Appendix 14	Recommendation for Reclassification Form
Appendix 15	Letter of Approval for Reclassification
Appendix 16	Letter of Denial for Reclassification
Appendix 17	Reclassification Follow-Up
Appendix 18	English Learner Program Waiver Request
Appendix 19	Instructional Program Options for English Learners
Appendix 20	Structured English Immersion Exemption Form
Appendix 21	Dual Immersion Program Brochure
Appendix 22	Request for Student Study Team Consultation (RSSTC)

Jurupa Unified School District

HOME LANGUAGE SURVEY

Name of Student: _____

Last First Middle Grade Birthdate

Student ID# (the school will provide this number) _____ **Date** _____

_____ **District and school last attended** _____ **Current Assigned School**

_____ **Country of Origin** _____ **Current Assigned Teacher**

_____ **Date of U.S. entry (if applicable)** _____ **Date of entry into CA (if applicable)**

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

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

Name of Parent/Guardian Phone number

This form must be filled out *completely*.

EDUCATION FOR ENGLISH LEARNERS

Identification, Assessment, and Placement

Upon enrollment each student's primary language shall be determined using the Home Language Survey. Within 30 days of their initial enrollment, students who are identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading, and writing. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Education Code 52164.1, 62002; Code of Regulations, Title 5, Section 4304). All students designated as LEP will have a LEP Master Folder to document instructional program services and student progress.

Schools must comply with the State educational regulations in providing instruction to English learners. All English learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

English learners with less than reasonable fluency in English will be placed in a program of **structured English immersion** for a period not normally intended to exceed one year. If the pupil has not achieved a reasonable level of English proficiency at the end of the transitional period the student may be re-enrolled, unless the parents or guardians object to the extended placement.

English learners with reasonable fluency in English may be placed in an **English language mainstream program**. The district has established criteria to determine when English learners have acquired reasonable fluency in English.

English Learners who have been granted a parental exception waiver are placed in an **alternative program**.

All programs for English learners shall include:

- 1) English language development appropriate to the language proficiency of the student;
- 2) Access to the core curriculum through a. specially designed academic instruction in English (SDAIE) in the core content (reading, language, math, science, and social studies); or b. primary language instruction in an alternative program.
- 3) Instruction that promotes a positive self-image and cross-cultural understanding.

At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom using the district parent request form.

Notification to Parents/Guardians

Instruction
Regulation 6505
Page 2 of 4

Note: When 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in either language. (Education Code 48985, 52164, 52164.1)

The Superintendent or designee shall send a notification of the results of English proficiency assessments to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient or limited English proficient. (Education Code 52164.1)

In addition, the notice shall be given orally to the parents/guardians at the Assessment Center when students are initially tested.

Parental Exception Waivers

Parents/guardians must be informed of the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. A full written description of all instructional program options available in the district will be provided. Upon request by a parent or guardian, a spoken description of such programs will also be provided.

Pursuant to Education Code section 311(c), request for an alternative program due to special needs, parents and guardians must be informed that the student must be placed for a period of not less than thirty (30) calendar days in an English language classroom and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board.

Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.

All parental exception waivers shall be acted upon by the school within twenty (20) instructional days of submission to the school principal. However, parental waiver requests under Education Code section 311(c) shall not be acted upon during the thirty (30)-day placement in an English language classroom. These waivers must be acted upon either no later than ten (10) calendar days after the expiration of that thirty (30)-day English language classroom placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later.

In cases where a parental exception waiver pursuant to Education Code sections 311(b) and (c) is denied, the parents and guardians must be informed in writing of the reason(s) for denial and, if relevant, advised of any procedures that exist to appeal the decision to the board of education.

For waivers pursuant to Education Code section 311(a) and for students for whom standardized assessment data is not available, district identified equivalent measures may be used.

Any parent or guardian who applies for a waiver under Education Code section 311 may request a review of the school district's guidelines or procedures by the State Board of Education.

Duration of Services

Additional and appropriate educational services shall be provided to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers until the English learners have

- (a) demonstrated English-language proficiency comparable to that of the school district's average native English-language speakers; and
- (b) recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

Redesignation

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write well enough to receive instruction in the regular program and make academic progress at a level equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria (Education Code 52164.6):

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Objective assessment of the student's English comprehension, speaking proficiency, and writing skills.
3. Parental letter of notification regarding redesignation and parent response.
4. Objective data on the student's academic performance in English.

The Superintendent or designee shall provide subsequent monitoring and support of reclassified students.

Advisory Committee

At the district level when there are more than 50 English language learners and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their

children represent of the total number of students in the school. (Education Code 52176, 62002.5)

Community-Based English Tutoring

Community-based English tutoring programs will provide English language instruction and tutoring to parents and other adults in the community who pledge to provide personal English language tutoring to students with limited

Instruction
Regulation 6505
Page 4 of 4

English proficiency pursuant to Education Code sections 315 and 316. Funds may be used to provide direct program services, community notification, transportation services, and background checks as needed related to the tutoring program.

Revised and renumbered from 6501.1R 4/19/99



LIMITED ENGLISH PROFICIENT (LEP) STUDENTS K-12
R-30 LANGUAGE CENSUS REPORT - MARCH, 2009

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Camino Real	18	20	23	11	9	10	14							105
Glen Avon	54	52	39	40	36	32	40							293
Granite Hill	60	59	57	42	45	25	41							329
Ina Ar buckle	61	55	42	50	45	20	45							318
Indian Hills	25	30	23	15	23	14	13							143
Mission Bell	71	46	48	39	33	27	34							298
Pacific Avenue	41	41	34	15	26	20	23							200
Pedley	55	53	44	44	36	34	33							299
Peralta	44	38	35	42	21	30	29							239
Rustic Lane	67	65	63	42	37	38	55							367
Sky Country	31	34	37	29	23	26	23							203
Stone Avenue	44	44	46	37	26	25	23							245
Sunnyslope	53	54	43	38	36	23	27							274
Troth Street	101	86	108	63	66	64	69							557
Van Buren	44	51	49	43	30	30	34							281
West Riverside	84	63	75	51	48	69	40							430
Jurupa Middle								110	119					229
Mira Loma Middle								177	144					321
Mission Middle								170	163					333
Jurupa Valley High										169	176	161	111	617
Patriot High										124	139	89	77	429
Rubidoux High										166	126	110	74	476
Nueva Vista Cont. High										0	5	21	40	66
Rio Vista High										0	3	4	1	8
STEPS								4	3	8	6	4	0	25
Total	853	791	766	601	540	487	543	461	429	467	455	389	303	7085



**LIMITED ENGLISH PROFICIENT (LEP) STUDENTS K-12 BY LANGUAGES
R-30 LANGUAGE CENSUS REPORT - MARCH, 2009**

SCHOOL	Albanian	Arabic	Cantonese	Gujarati	Hindi	Hungarian	Ilocano	Indonesian	Khmer	Korean	Lao	Punjabi	Rumanian	Russian	Samoan	Spanish	Tagalog	Tongan	Urdu	Vietnamese	Other	Total
Camino Real	1	2					1					4				95				2		105
Glen Avon								1				2				290						293
Granite Hill		2														326				1		329
Ina Arbuckle																317				1		318
Indian Hills				1	1	1				1	1	5	2			127				5		143
Mission Bell				1												296	1					298
Pacific Avenue																199				1		200
Pedley								2	1	1						295						299
Peralta		1							2	1		1				233				1		239
Rustic Lane															1	363	2			1		367
Sky Country																203						203
Stone Avenue					1							2				242						245
Sunnyslope			1													273						274
Troth							1									556						557
Van Buren																281						281
West Riverside			2													428						430
Jurupa Middle								1								225	1		1	1		229
Mira Loma Middle																320	1					321
Mission Middle									1	1	1					329		1				333
Jurupa Valley High			1											1		615						617
Patriot High		1	2		1			1				3				411	3	1	2		4	429
Rubidoux High		1									1					470		3	1			476
STEPS									1							24						25
Nueva Vista High										1						65						66
Rio Vista High																8						8
Total	1	7	6	2	3	1	2	5	5	4	3	17	2	1	1	6991	8	5	4	13	4	7085



PERCENTAGE OF LEP STUDENTS
March, 2009

School	Number of LEP Students	Total Enrollment	Percentage
Camino Real	105	750	14%
Glen Avon	293	623	47%
Granite Hill	329	750	44%
Ina Arbuckle	318	580	55%
Indian Hills	143	637	22%
Mission Bell	298	572	52%
Pacific Avenue	200	428	47%
Pedley	299	724	41%
Peralta	239	669	36%
Rustic Lane	367	697	53%
Sky Country	203	674	30%
Stone Avenue	245	719	34%
Sunnyslope	274	681	40%
Troth Street	557	911	61%
Van Buren	281	615	46%
West Riverside	430	751	57%
Jurupa Middle	229	1187	19%
Mira Loma Middle	321	1040	31%
Mission Middle	333	945	35%
Jurupa Valley High	617	2157	29%
Patriot High	429	2396	18%
Rubidoux High	476	1446	33%
STEPS	25	58	43%
Nueva Vista High	66	268	25%
Rio Vista High	8	31	26%
TOTALS	7085	20309	35%



**FLUENT ENGLISH PROFICIENT (FEP) STUDENTS K-12
R-30 LANGUAGE CENSUS REPORT - MARCH, 2009**

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Camino Real	1	3	4	12	18	14	10							62
Glen Avon	1	4	4	10	15	27	16							77
Granite Hill	3	3	6	18	30	30	30							120
Ina Arbutckle	1	2	6	16	23	24	29							101
Indian Hills	0	2	8	16	19	10	19							74
Mission Bell	5	2	4	11	21	27	25							95
Pacific Avenue	6	0	0	8	14	11	16							55
Pedley	2	4	10	13	22	24	29							104
Peralta	3	3	1	9	14	19	12							61
Rustic Lane	3	2	1	17	16	36	35							110
Sky Country	2	1	6	9	14	19	14							65
Stone Avenue	2	6	10	20	21	36	32							127
Sunnyslope	4	5	6	16	18	25	30							104
Troth Street	4	3	10	31	45	39	32							164
Van Buren	2	2	11	6	21	22	27							91
West Riverside	7	4	7	29	29	36	46							158
Jurupa Middle								139	167					306
Mira Loma Middle								138	154					292
Mission Middle								158	166					324
Jurupa Valley High										164	153	158	160	635
Patriot High										185	195	134	142	656
Rubidoux High										155	170	133	78	536
STEPS								0	1	2	3			6
Nueva Vista High										0	1	16	43	60
Rio Vista High											2	1		3
Total	46	46	94	241	340	399	402	435	488	506	524	442	423	4386



R-30 LANGUAGE CENSUS - MARCH 2009
RECLASSIFICATION TOTALS FROM 1998/1999-2008/2009

School	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Camino Real	0	3	6	8	6	4	3	4	6	13	5
Glen Avon	2	14	5	10	13	12	0	1	12	32	16
Granite Hill	4	18	6	24	18	21	9	29	24	25	32
Ina Arbutuckle	0	28	16	26	18	15	11	21	20	38	33
Indian Hills	13	13	4	15	5	10	0	5	22	16	22
Mission Bell	3	3	9	28	5	5	4	1	19	6	41
Pacific Avenue	3	17	8	16	5	11	0	17	15	11	9
Pedley	1	0	5	20	4	10	0	22	11	18	45
Peralta	14	13	12	9	2	6	4	5	6	8	17
Rustic Lane	10	36	6	25	15	1	8	2	40	7	44
Sky Country	4	4	11	12	1	0	8	2	0	6	28
Stone Avenue	2	18	4	15	6	15	10	19	13	28	41
Sunnyslope	26	13	18	18	20	9	3	1	20	24	43
Troth Street	3	36	9	56	16	27	3	50	26	17	68
Van Buren	5	5	7	35	12	15	0	1	18	37	8
West Riverside	21	22	27	57	15	24	10	26	24	52	49
Jurupa Middle	1	11	23	33	38	45	4	21	29	42	21
Mira Loma Middle	28	15	17	40	16	8	10	25	31	31	26
Mission Middle	19	7	24	33	16	25	2	43	32	29	31
Jurupa Valley High	113	77	10	27	8	32	9	3	9	30	18
Patriot High										16	32
Rubidoux High	11	10	44	1	29	20	12	8	29	10	20
STEPS	0	0	0	0	0	0	0	0	0	0	0
Nueva Vista	0	0	0	0	0	0	0	0	0	0	0
Rio Vista	0	0	0	0	0	0	0	0	0	0	0
TOTALS	283	363	271	508	268	315	110	304	406	496	649

**Jurupa Unified School District
Instructional Services
Assessment Center – Student Information**

Date: _____

Name of Student: _____

Birthdate: _____

School: _____

Grade: _____

Country of Origin: _____

Date of entry (child) into U.S.

(if applicable)

Language spoken by child at home: _____

1. Has your child received English-as-a Second Language (ESL) in the past?

Yes No

2. Has your child received instruction in his/her primary language in the past?

Yes No

3. Has your child received any of these services?

Speech _____ Resource Specialist Program _____ Special Day Class _____

Centro de Pruebas - Información Sobre el Alumno

Fecha: _____

Nombre del alumno: _____

Fecha de nacimiento: _____

Escuela: _____

Grado: _____

País de origen: _____

Fecha de entrada del niño/a los EE.UU.

(si aplica)

Idioma que habla el niño/a en el hogar: _____

1. ¿Ha recibido su hijo/a instrucción de inglés como segundo idioma en el pasado?

Sí No

2. ¿Ha recibido su hijo/a instrucción en su idioma natal en el pasado?

Sí No

3. ¿Ha recibido su hijo/a los siguientes servicios?

Terapia del habla _____	Programa con Especialista de Recursos _____	Clase de Educación Especial _____
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Jurupa Unified School District 赫儒帕学区

Instructional Services 教务组

Assessment Center – Student Information 评估中心- 学生调查表

日期 Date: _____

学生姓名 Name of Student: _____

生日 Birthdate: _____

学校 School: _____

年级 Grade: _____

原国籍 Country of Origin: _____

此学生进入美国日期 : Date of entry (child) into
U.S. (if applicable)

此学生在家使用的语言 : Language spoken by child at home: _____

1. 此学生是否曾经接受过英语为第二外语的训练? Has your child receive English-as-a second Language (ESL) in the past?

是 Yes

否 No

2. 此学生是否曾经接受过使用他/她的母语的的教学指导? Has your child received instruction in his/her primary language in the past?

是 Yes

否 No

3. 此学生是否接受过以下各项服务? Has your child received any of these services?

Speech 发音训练 (语言医疗) _____ Resource Specialist Program (专人辅导计划) _____

Special Day Class (特殊日间辅导课程) _____

Jurupa Unified School District
Instructional Services
Centre d'évaluation – Renseignements sur l'élève

Date: _____

Nom de l'élève:

Date de naissance:

Ecole:

Classe: (Niveau d'enseignement scolaire;
Form)

Pays d'origine: (Lieu de Naissance;
Nationalité)

Date de l'arrivée de l'élève aux Etats-Unis
(si applicable)

Langue parlé par l'enfant à la maison:

1. Votre enfant a été enseigné en anglais comme langue secondaire dans le passé?
Oui Non

2. Votre enfant a été enseigné en sa langue maternelle dans le passé?
Oui Non

3. Votre enfant a reçu aucun de ces services?

Orthophonie _____ Programme de spécialiste en ressources pour l'éducation
spéciale _____ Cours spécial de jour _____

जुरूपा यूनीफ़ाइड स्कूल डिस्ट्रिक्ट
शिक्षण सेवाएं
निर्धारण केंद्र - छात्र जानकारी

तिथि: _____

छात्र का नाम: _____

जन्मदिन: _____

विद्यालय: _____

कक्षा: _____

मूल देश: _____

अमरीका में (बच्चे की) आगमन तिथि: _____ (यदि आवश्यक हो)

घर पर बोली जाने वाली भाषा: _____

1. क्या आपके बच्चे ने अंग्रेज़ी भाषा, द्वितीय भाषा के रूप में सीखी है?

हां / नहीं

2. क्या आपके बच्चे ने मातृभाषा में प्रशिक्षण लिया है?

हां / नहीं

3. क्या आपके बच्चे को कभी इन निचे दी गयी सेवाओं की आवश्यकता पड़ी?

वाणी _____ स्रोत विशेषज्ञ कार्यक्रम _____ विशेष कक्षा _____

Jurupa Unified School District
Servizi Istruzionali
Centro d'Esami – Informazione dello Studente

Data: _____

Nome dello studente: _____

Data di nascita: _____

Scuola: _____

Classe: _____

Paese d'origine: _____

Data d'ingresso (bambino/a) nel U.S.

(se applicabile)

Lingua parlato dal/la bambino/a a casa: _____

1. Ha ricevuto suo/a figlio/a istruzione d'inglese come lingua seconda (ESL) nel passato?

Sì No

2. Ha ricevuto suo/a figlio/a istruzione nella sua propria lingua nel passato?

Sì No

3. Ha ricevuto suo/a figlio/a alcuni di questi servizi?

Terapia di parla _____ Programma di specialista per l'educazione speciale _____
Classe speciale di giorno _____

Centro de Pruebas- Información Sobre el Alumno

Fecha _____

Nombre del alumno _____ Fecha de nacimiento _____

Escuela: _____ Grado _____

País de origen _____ Fecha de entrada (del niño/a los EE.UU. _____)

Idioma hablado en el hogar por el niño/a: _____

1. ¿Ha recibido su hijo/a instrucción de inglés como segundo idioma en el pasado?

Sí No

2. ¿Ha recibido instrucción en su idioma natal en el pasado?

Sí No

3. ¿Ha recibido su hijo/a los siguientes servicios?

Terapia de habla _____ Programa de especialista Clase Especial de
en recursos para la Día _____
educación especial _____

ジェルパ統合学区
教育サービス
評価センター 学生個人情報

日付： _____

学生氏名： _____ 生年月日： _____

学校名： _____ 成績： _____

母国： _____ 米国への入国日（子供）該当する場合：

子供が自宅で話す言語： _____

1. 子供さんが過去に第二外国語としての英語クラスを取ったことがありますか？
はい。 いいえ。

2. 子供さんが過去に母国語で授業を受けたことがありますか？
はい。 いいえ。

3. 子供さんが、下記のサービスを受けたことがありますか？

言語能力 _____ 人的資源専門家プログラム _____
昼間特別学級 _____

Jurupa Unified School District
Instructional Services

Centro de Avaliação – Informação dá estudante

Data: _____

Nome da estudante: _____

Data de nascimento: _____

Escola: _____ Classe: _____

País de origem: _____

Data de entrada nos Estados Unidos: _____

Lingua falada por seu/sua filho/a: _____

1. Seu/sua filho/a ha recibido inglés como segunda lingua no pasado?

Sim _____ Por quanto tempo? _____ Não _____

2. Seu/sua filho/a ha recebido instrução em sua lingua primaria no pasado?

Sim _____ Por quanto tempo? _____ Não _____

3. Como le e scrive seu/sua filho/a na sua lingua primaria?

Muito bem _____ Mais ou menos _____ Nada _____

4. Seu/sua filho/a ha recebido algun destes serviços?:

Desenvolvimento da fala _____ Programa Especial do Recursos Didáticos _____

Aula espeçial no día _____

Jurupa Unified School District
Serbisyo sa Pagtuturo
Sentro ng Pag-iiksamen – Impormasyong Pang-estudyante

Date: _____

Pangalan ng Estudyante:

_____ Petsa ng Kapanganakan: _____

Paaralan: _____ Baitang: _____

Bansang
Pinanggalingan: _____ Petsa ng pagpasok (ng bata) sa U. S.
(kung nauukol)

Wikang ginagamit ng bata sa bahay: _____

1. Nakatanggap ba ang anak mo ng “English as a Second Language” (ESL)?
Oo Hindi
2. Nakatanggap ba ang anak mo ng pagtuturo sa pangunahing wika niya?
Oo Hindi
3. Alin sa mga serbisyong ito ang tinanggap na ng anak mo?
Speech ____ Resource Specialist Program ____ Special Day Class ____
(Pagsasalita)

**California
English Language
Development Test**

Local Scoring Tool (LST)
2010-11 CELDT Edition

Preliminary Local

Student Score Report

Student Information

Student Name: Doe, John	Student Grade: K	Answer Book ID: 8888888
SSID: 1098765432	Test Form: 1	District: Jurupa
Birth Date: 09/09/2005	Test Date: 9/09/2010	School: Troth Street
Gender: Male	Local Student ID: 1234567891	Teacher: Smith

Listening

	# Correct
Teacher Talk:	5
Ext. Listening Comp.:	2
Following Oral Directions:	3
Rhyming:	2
Listening Raw Score:	12

Reading

	# Correct
Word Analysis:	5
Fluency & Vocabulary:	3
Reading Comprehension:	2
Reading Raw Score:	10

Speaking

	# Correct
Oral Vocabulary:	3
Speech Functions:	2
Choose & Give Reasons:	3
4-Picture Narrative:	2
Speaking Raw Score:	10

Writing

	# Correct
Copying Letters & Words:	2
Writing Words:	2
Punc. & Capitalization:	1
Writing Raw Score:	5

Scale Scores

Domain	Raw Score	Scale Score	Domain Performance Level
Listening	12	426	Intermediate
Reading	10	304	Early Intermediate
Writing	5	315	Beginning
Speaking	10	393	Early Intermediate
Overall Student Scale Score		Overall Performance Level	
399		Early Intermediate	

Comments: For K-1, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing.

LEP-INITIAL

Jurupa Unified School District
 4850 Pedley Road
 Riverside, CA 92509

Dear parent/guardian of _____:

The answers you provided on the Home Language Survey completed during the school registration of your child indicate that there is a language other than English spoken at home. Therefore, according to state law, an assessment of your child’s proficiency in English was performed. These assessments are administered to determine the best instructional program for each student.

Below, are the results of the language proficiency assessment that indicate the level of English proficiency your child is presently at.

If you have any questions, please call our office at (951) 360-4179.

Sincerely,

Martha Gomez,
 Director of Language Services and Student Programs

OVERALL ENGLISH PROFICIENCY LEVEL

- Beginning Early Intermediate Intermediate Early Advanced Advanced

- Which means your son’s/daughter’s classification is: Limited English Proficient
 Fluent English Proficient

I received an explanation and a copy of the results.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that due to my child’s proficiency level his/her placement will be in the ____ Structured English Immersion Program (SEI) ____ English Language Mainstream Program (ELM) ____ Alternative Program	Yes <input type="checkbox"/> No <input type="checkbox"/>
I agree with the program placement recommendation.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I am interested in the alternative study program.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I am interested in the Dual Immersion program.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Parent/Guardian Signature: _____ Date: _____



**Jurupa Unified School District
English Learners
Master Folder**



Please check off each item when completed:
Items with this symbol require a parent/guardian signature.

IDENTIFICATION: INITIAL ANNUAL

PROGRAM PLACEMENT

HOME LANGUAGE SURVEY PARENTAL NOTIFICATION OF VOLUNTARY PARTICIPATION

California English Language Development Test (CELDT)

Listening _____ Results _____

Speaking _____ Results _____

Reading _____ Results _____

Writing _____ Results _____

Overall _____ Results _____

Grade	Program	Date
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____

PRIMARY LANGUAGE PROFICIENCY ASSESSMENT

IPT Oral Language Assessment _____ Results _____

IPT Spanish Reading Assessment (Grades 2-12) _____ Results _____

IPT Spanish Written Assessment (Grades 2-12) _____ Results _____

PARENT NOTIFICATION OF ASSESSMENT RESULTS

Parent Signature _____ Date _____

PARENTAL REQUEST FOR PROGRAM WAIVER

RECLASSIFICATION PROCEDURES

ELD Profile Card _____ Date _____ Teacher Signature _____

Reclassification Record Form _____ Date _____ Teacher Signature _____

Six Month Follow-up _____ Date _____ Teacher Signature _____

One Year Follow-up _____ Date _____ Teacher Signature _____

Two Year Follow-up _____ Date _____ Teacher Signature _____

CELDT RESULTS

Grade	Date	Classification
_____	_____	_____

PARENTAL NOTIFICATION OF STUDENT REDESIGNATION
Teacher Signature _____ Date _____

CELDT Scores transferred from: _____ Date _____

**The LEP Master Folder is part of the student's permanent record and is to be kept as
part of the State Cumulative File maintained by the school site office.**

August 30, 2010

Dear Parent/Guardian of:

Place Label Here

Label includes student's name, ID,
School, Grade, current ELD Level,
current teacher.

Your answers to the Home Language Survey indicated that your son/daughter has a primary language other than English. Therefore, in accordance with state and federal law, we assess your son's/daughter's English and Spanish language skills when applicable. We conduct such testing in order to plan the best educational program for our students.

Our latest assessment results indicated that your son's/daughter's English language skills are at an early-advanced or advanced level. Please see label above for your child's specific English proficiency. (1-B, 2-EI, 3-I, 4-EA, 5-A)

- **Beginning (1-B):** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.
- **Early Intermediate (2-EI):** Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
- **Intermediate (3-I):** Students at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
- **Early Advanced (4-EA):** Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.
- **Advanced (5-A):** Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English speaking peers, further linguistic enhancement and refinement are necessary.

The recommended placement for your son/daughter is in an English Language Mainstream (ELM) program. This program provides special instruction to help students develop and improve their English language abilities. Since this program is offered in your child's classroom it will not be necessary for your child to be transferred to a different classroom or be assigned a different teacher.

The other options are:

1. **Structured English Immersion (SEI):** Provides direct instruction, textbooks, and teaching materials in English with primary language support. This program is recommended for all English learners whose overall English proficiency level is Beginning, Early Intermediate or Intermediate.
2. **Alternative Program (ALT):** 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. Parents have the right to request a Parent Exception Waiver for the Alternative Program and must visit the school site to make the request. There must be 20 students per grade level per school in order to comply with this request.

Your child's placement in an ELM program is voluntary and you may request a program change. A letter will be sent to you each year to notify you of your child's program placement.

Attached you will find a description of the exit or reclassification criteria according to the various grade levels.

Adequate Yearly Progress (AYP) requires that schools set a target rate of 83% or "Change" (improvement in the rate from the previous year) of at least 0.1 or "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2. You may check on future graduation rates with the Department of Assessment and Accountability in the district, or with the California Department of Education on their website: <http://www.cde.ca.gov>

We invite you to visit your son's/daughter's classroom and discuss with us his/her program or other programs. In addition, we would like to encourage your participation on the school's or district's English Learner Advisory Committee (ELAC/DELAC). Meanwhile, if you have questions or comments, please call us at (951) 360-2714.

Sincerely,

Caron Winston

Principal, Camino Real Elementary

August 30, 2010

Dear Parent/Guardian of:

Place Label Here

Label includes student's name, ID,
School, Grade, current ELD Level,
current teacher.

Your answers to the Home Language Survey indicated that your son/daughter has a primary language other than English. Therefore, in accordance with state and federal law, we assess your son's/daughter's English and Spanish language skills when applicable. We conduct such testing in order to plan the best educational program for our students.

Our assessment results indicated that your son's/daughter's English language skills are limited and would benefit from assistance in learning or improving his/her command of the English language. (1-B, 2-EI, 3-I, 4-EA, 5-A)

- **Beginning (1-B):** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.
- **Early Intermediate (2-EI):** Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
- **Intermediate (3-I):** Students at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
- **Early Advanced (4-EA):** Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.
- **Advanced (5-A):** Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English speaking peers, further linguistic enhancement and refinement are necessary.

The recommended placement for your son/daughter is in a Structured English Immersion (SEI) program. This program will provide: (1) special instruction to help students develop/improve their English language, and (2) specially designed instruction in English in the core subjects so that students do not fall behind academically. The teacher or tutor will also provide support to the student in Spanish if it is needed. The SEI program also promotes cross-cultural understanding and the self-concept of the students. Since this program is offered in your child's classroom it will not be necessary for your child to be transferred to a different classroom or be assigned a different teacher.

The other options are:

1. **English Language Mainstream (ELM):** Provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP). This program is recommended for all English learners whose overall English proficiency level is Early Advanced or Advanced.
2. **Alternative Program (ALT):** 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. Parents have the right to request a Parent Exception Waiver for the Alternative Program and must visit the school site to make the request. There must be 20 students per grade level per school in order to comply with this request.

Your child's placement in a SEI program is voluntary and a program change may be requested. A letter will be sent to you each year to notify you of your child's program placement.

Attached you will find a description of the exit or reclassification criteria according to the various grade levels.

Adequate Yearly Progress (AYP) requires that schools set a target rate of 83% or "Change" (improvement in the rate from the previous year) of at least 0.1 or "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2. You may check on future graduation rates with the Department of Assessment and Accountability in the district, or with the California Department of Education on their website: <http://www.cde.ca.gov>

We invite you to visit your son's/daughter's classroom and discuss with us his/her program or other programs. In addition, we would like to encourage your participation on the school's or district's English Learner Advisory Committee (ELAC/DELAC). Meanwhile, if you have questions or comments, please call us at (951) 360-2714.

Sincerely,

Caron Winston

Principal, Camino Real Elementary

JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION Dawn Brewer, President Mary Burns, Clerk Noreen Considine Michael Rodriguez Sheryl Schmidt
SUPERINTENDENT Elliot Duchon

January 2010

Dear Parent/Guardian:

State and Federal laws require all districts in California to give a state test to students who indicate a language other than English on the Home Language Survey. The name of this test is the California English Language Development Test (CELDT). The purpose of the CELDT is to determine how well each student speaks, listens, reads, and writes in English.

Your child has been given the annual CELDT during the testing window (July – October, 2009). We have recently received the results of this assessment and have attached a copy of your child's results for your records. Included with the results are the proficiency descriptors that indicate the English skills your child has mastered in listening, speaking, reading and writing. The proficiency descriptors also give you an idea of what skills your child will be developing in order to continue with his/her progress to the next proficiency level.

We will be having an informational meeting for parents to answer any questions you may have regarding the test results. The meeting will be held at the Education Center's Board Room, 4850 Pedley Road, on Tuesday, March 9, 2010 and you can attend either the 9:00am-10:30am session or the 5:00pm-6:30pm session but you must RSVP. To RSVP, please call our office at (951) 360-4179.

If you have any questions, please feel free to contact your child's school.

Sincerely,

Martha Gomez,
Director of Language Services and Student Programs

Test Scores

CELDT is one measure that teachers use in combination with other school information to make decisions about classification of English learners.

The scores define five levels of proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Separate scores are determined for the Reading, Writing, and Listening/Speaking sections, and these scores are combined to give an Overall test score, using the following rule:

$$\text{Overall score} = (.25) \times \text{Reading score} + (.25) \times \text{Writing score} + (0.5) \times \text{Listening/Speaking score}$$

The Student Proficiency Level Report indicates the student's level of English language proficiency in each of the skill areas and the overall proficiency level. The sample report below shows how the information is displayed.



Student Proficiency Level Report

SANDY SCHOENLEBER

Grade: 6

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04-19-99

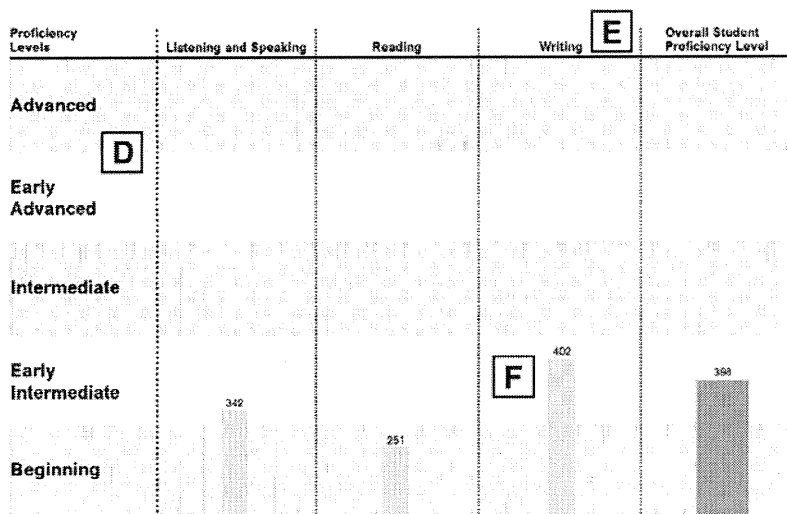
Special Code:
AJKDFGHIJKLMNOPQRST
1234567890.....

Test Date: 2002 Administration

CDSE: 11-11345-1234567

Class: MADISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

10/02/02

- A—Student's name and grade
- B—Purpose of report
- C—District and school information
- D—CELDT Proficiency Levels

- E—Skill Areas assessed by CELDT
- F—Scale Score for each Skill Area and Overall
- G—How to interpret Scale Score information

Appendix C:

Overall Performance Level Descriptors

Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — Students performing at this level of English language proficiency begin to tailor their English–language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

California English Language Development Standards

Student Profile Card

Jurupa Unified School District
Grades K-2

CELDT Overall Performance Level Descriptors

Note that the performance level descriptors are written from basic level to advanced level and that each level builds on the preceding level. Individual student English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unparallel development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English performance level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

NOTE: For NCLB compliance purposes, a comprehension score is the average of the scores for the Listening and Reading sections of the test.

Name: _____
 Identification #: _____
 School: _____
 Grade Starting Profile Card: _____

Kindergarten CELDT Label

1st Grade CELDT Label

2nd Grade CELDT Label

Initial CELDT Date	_____	
	Scale Scores	Proficiency Levels
Listening	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____
Overall	_____	_____

Reclassification
 FEP
 Date: _____

Grade	Semester	Ending Level	# of standards met	Teacher Signature	Date
K grade	1 st	B-EI-I-EA-A			
	2 nd	B-EI-I-EA-A			
1 st grade	1 st	B-EI-I-EA-A			
	2 nd	B-EI-I-EA-A			
2 nd grade	1 st	B-EI-I-EA-A			
	2 nd	B-EI-I-EA-A			

Special Services: Speech RSP SDC GATE

English Fluency Levels

	Students have:	Students can:	Teachers should:
Stage 1 Beginning	<ul style="list-style-type: none"> Minimal comprehension. No verbal production. 	<ul style="list-style-type: none"> Nod answers to questions. Point to objects or print. Categorize objects or pictures. Pantomime. Draw cartoons and pictures. Move to show understanding. Match words or objects. 	<ul style="list-style-type: none"> Provide ample active listening opportunities. Create a classroom in which students are surrounded by comprehensible language. Create high context for shared reading. Use physical movement. Use art, mime, and music.
Stage 2 Early Intermediate	<ul style="list-style-type: none"> Limited comprehension. Limited verbal production. 	<ul style="list-style-type: none"> Listen with greater understanding. Respond in one and two-word phrases. Identify people, places, things. Repeat memorable language. List and categorize. Use routine expressions independently. 	<ul style="list-style-type: none"> Ask <i>yes/no</i> and <i>who? what? where?</i> questions. Continue to provide active listening opportunities with rich context. Have students complete sentences with one- or two-word responses. Have students label or manipulate pictures and objects. Do shared reading with props, building upon students' prior knowledge. Use predictable and patterned books. Introduce dialogue journals (supported by conversation).
Stage 3 Intermediate	<ul style="list-style-type: none"> Good comprehension. Enough proficiency to make simple sentences (with errors). 	<ul style="list-style-type: none"> Describe events, places, people. Recall facts. Retell information from text. Summarize. Compare and contrast. Explain academic concepts. 	<ul style="list-style-type: none"> Ask open-ended questions. Model, expand, restate, and enrich student language. Have students describe personal experiences. Use predictable or patterned books for share and guided reading. Support the use of content-area texts with retellings, role-plays, etc. Have students create books through language experience activities.
Stage 4 Early Advanced	<ul style="list-style-type: none"> Excellent comprehension. Few grammar errors. 	<ul style="list-style-type: none"> Give opinions. Justify views or behaviors. Negotiate with others. Debate with others. Defend actions and opinions. Persuade. Express the results of synthesis, analysis, and evaluation. 	<ul style="list-style-type: none"> Structure group discussions. Guide use of reference materials. Provide more advanced literature. Ask students to create narratives. Provide for a variety of realistic, authentic writing opportunities. Publish students' writing.
Stage 5 Advanced	<ul style="list-style-type: none"> Near-native speech. 	<ul style="list-style-type: none"> Produce written and oral language that is comparable to that of native speakers of the same age. 	<ul style="list-style-type: none"> Continue on-going language development through integrated language arts and content-area activities.

IMPORTANT NOTES

- ELD Standards drive ELD instruction.
- Assessment of standards should be ongoing (not a one time test).
- Sign off standards as student masters each one.
- Profile card must be a true reflection of the students' ability.
- Student needs to have mastery of 100% of the standards in a particular proficiency level before they can be identified at the next level.
- Profile levels are to be submitted before winter break and end of April.
- Attach yearly CELDT label to front cover in appropriate box.
- Initial CELDT information must be completed on all CELDT cards.
- These are only the ELD power standards chosen for this grade level span. For a full listing of all ELD standards log on to the California Department of Education website at: <http://www.cde.ca.gov/be/st/ss/documents/enlandevstnd.pdf> or contact the office of Language Services and Student Programs at (951) 360-4179.

ALL K-2 TEACHERS SHOULD HAVE THE JUSD ASSESSMENT BINDERS

One K-2 Student Prompt Book
and
One K-2 Teacher Manual

ADDITIONAL ASSESSMENTS TOOLS

- ELD Textbook Unit Test = ETUT
- Oral Presentation Rubric = OPR
- Writing Rubric = WR
- Informal Observation = IO
- Test of Standards = IOS
- Standardized Tests = ST
- Student Work Samples = SWS

For questions related to ELD standards, profile cards, catch-up plan, etc., please contact the office of Language Services and Student Programs at (951) 360-4179.

Grades K-2 English Language Development Standards Profile Card
Beginning Level

Listening and Speaking	Date Standard Met
1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
2. Answer simple questions with one-to-two-word responses.	
3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	
4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you," "You're welcome").	
Reading	Date Standard Met
6. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	
9. Retell simple stories by using drawings, words, or phrases.	
10. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	
11. Respond orally to stories read aloud, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	
13. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).	
15. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	
16. Listen to a story and respond orally in one or two words to factual comprehension questions.	
17. Draw pictures related to a work of literature identifying setting and characters.	
Writing	Date Standard Met
19. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	
20. Write a few words or phrases about an event or character from a story read by the teacher.	
21. Write a phrase or simple sentence about an experience generated from a group story.	
22. Use capitalization when writing one's own name.	

Comments: _____

Grades K-2 English Language Development Standards Profile Card
Early Intermediate Level

Listening and Speaking	Date Standard Met
1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	
2. Ask and answer questions by using phrases or simple sentences.	
3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	
4. Orally communicate basic needs (e.g., "May I get a drink?").	
5. Recite familiar rhymes, songs, and simple stories.	
Reading	Date Standard Met
6. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.	
9. Read simple vocabulary, phrases, and sentences independently.	
10. Read aloud an increasing number of English words.	
12. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension.	
13. Draw and label pictures related to a story topic or one's own experience.	
14. Understand and follow simple two-step directions for classroom activities.	
15. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.	
16. Draw logical inferences from a story read aloud.	
19. Identify orally the setting and characters by using simple sentences and vocabulary.	
Writing	Date Standard Met
20. Write simple sentences about events or characters from familiar stories read aloud by the teacher.	
21. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months, e.g., "Today is Tuesday.>").	
23. Use capitalization to begin sentences and for proper nouns.	
24. Use a period or question mark at the end of a sentence.	
25. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	

Comments: _____

**Grades K-2 English Language Development Standards Profile Card
Intermediate Level**

Listening and Speaking	Date Standard Met
1. Ask and answer instructional questions by using simple sentences.	
2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	
3. Make oneself understood when speaking by using consistent standard English grammatical forms and sound; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	
4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	
5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	
Reading	Date Standard Met
6. Pronounce most English phonemes correctly while reading aloud.	
7. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	
8. Recognize and name all upper case and lower case letters of the alphabet.	
10. Use decoding skills to read more complex words independently.	
11. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).	
12. Apply knowledge of content-related vocabulary to discussions and reading.	
13. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>).	
14. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	
15. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	
16. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.	
17. Write captions of phrases for drawings related to a story.	
18. Understand and follow some multiple-step directions for classroom-related activities.	
19. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.	
20. Read simple poetry and use simple sentences in answering factual comprehension questions.	
Writing	Date Standard Met
21. Write short narrative stories that include the elements of setting and characters.	
22. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	
23. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	
24. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	
25. Write a friendly letter of a few lines.	
26. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	
Comments:	

**Grades K-2 English Language Development Standards Profile Card
Early Advanced Level**

Listening and Speaking	Date Standard Met
1. Listen attentively to stories and information and orally identify key details and concepts.	
2. Retell stories in greater detail by including the characters, setting, and plot.	
5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	
6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").	
Reading	Date Standard Met
7. Use common English morphemes to drive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	
8. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	
9. Recognize simple antonyms and synonyms (e.g., <i>good</i> , <i>bad</i> ; <i>blend</i> , <i>mix</i>) in stories or games.	
10. Use simple prefixes and suffixes when they are attached to known vocabulary.	
11. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	
12. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.	
13. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	
14. Write a brief summary (three or four complete sentences) of a story.	
15. Read and use basic text features, such as the title, table of contents, and chapter headings.	
16. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	
17. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	
18. Read a literary selection and orally identify the literary elements of plot, setting, and character.	
19. Read a story and identify the beginning, middle, and end.	
Writing	Date Standard Met
20. Write short narratives that include elements of setting, characters, and events.	
21. Proceed through the writing process to write short paragraphs that maintain a consistent focus.	
22. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	
23. Write a formal letter.	
24. Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	
27. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).	
Comments:	

Grades K-2 English Language Development Standards Profile Card
Advanced Level

Listening and Speaking	Date Standard Met
1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	
2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand.") by responding to such expressions and using them appropriately.	
3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	
4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	
5. Narrate and paraphrase events in greater detail by using more extended vocabulary.	
6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	
Reading	Date Standard Met
7. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	
8. Explain common antonyms and synonyms.	
9. Recognize words that have multiple meanings in texts.	
10. Apply knowledge of academic and social vocabulary to achieve independent reading.	
11. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.	
12. Prepare an oral or a written summary by using various comprehension strategies (eg., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.	
13. Locate and use text features, such as the title, table of contents, chapter heading, diagrams and index.	
14. Read a variety of children's literature and respond to it both orally and in writing.	
16. Compare and contrast different authors' use of literary elements.	
Writing	Date Standard Met
17. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	
18. Write short narratives that describe the setting, characters, objects, and events.	
19. Produce independent writing by using correct grammatical forms.	
20. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	
21. Use complete sentences and correct word order.	
22. Use correct parts of speech, including correct subject/verb agreement.	
23. Edit writing for punctuation, capitalization, and spelling.	
24. Produce writing that demonstrates a command of the conventions of standard English.	
Comments:	

Jurupa Unified School District
Annual Benchmarks for English Learners
Grades K-2

Benchmarks					
Beginning of School Year CELDT Entry Level	End of Year ELD Profile Card Level	CST Language Arts	CST Math	End of Year TOS Language Arts	End of Year TOS Math
Level 1 Beginning	Early Intermediate	Far Below Basic	Far Below Basic	Far Below Basic 47.9 or below	Far Below Basic 47.9 or below
Level 2 Early Intermediate	Intermediate	Below Basic, Basic, Proficient	Below Basic, Basic, Proficient	Below Basic (48-69.9), Basic (70-85.9), Proficient (86-93.9)	Below Basic (48-69.9), Basic (70-85.9), Proficient (86-93.9)
Level 3 Intermediate	Early Advanced	Basic, Proficient	Basic, Proficient	Basic (70-85.9), Proficient (86-93.9)	Basic (70-85.9), Proficient (86-93.9)
Level 4 Early Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient (86-93.9), Advanced (94-100)	Proficient (86-93.9), Advanced (94-100)
Level 5 Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient (86-93.9), Advanced (94-100)	Proficient (86-93.9), Advanced (94-100)

*Students may take up to seven years of participation in the English learner program to meet the academic requirements to be reclassified.

Student History						
Most Recent Scores for Grade Level (May of previous grade)						
Grade	Years in EL Program	ELD Profile Level	CST Reading	CST Math	TOS Reading	TOS Math
1						Intervention needed in: <input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
2						<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD

* If students are not meeting annual benchmarks, a Catch-up Plan must be in place. Specific interventions must be detailed with descriptions and dates.

California English Language Development Standards

Student Profile Card

Jurupa Unified School District
Grades 3-5

CELDI Overall Performance Level Descriptors

Note that the performance level descriptors are written from basic level to advanced level and that each level builds on the preceding level. Individual student English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unequal development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English performance level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

NOTE: For NCLB compliance purposes, a comprehension score is the average of the scores for the Listening and Reading sections of the test.

Name: _____

Identification #: _____

School: _____

Grade Starting Profile Card: _____

3rd Grade CELDT Label

4th Grade CELDT Label

5th Grade CELDT Label

Initial CELDT Date	_____	
	Scale Scores	Proficiency Levels
Listening	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____
Overall	_____	_____

Reclassification
FEP
Date: _____

Grade	Semester	Ending Level	# of standards met	Teacher Signature	Date
3 rd grade	1 st	B-EI-I-EA-A			
3 rd grade	2 nd	B-EI-I-EA-A			
4 th grade	1 st	B-EI-I-EA-A			
4 th grade	2 nd	B-EI-I-EA-A			
5 th grade	1 st	B-EI-I-EA-A			
5 th grade	2 nd	B-EI-I-EA-A			

Special Services: Speech RSP SDC GATE 7/2010

English Fluency Levels

	Students have:	Students can:	Teachers should:
Stage 1 Beginning	<ul style="list-style-type: none"> Minimal comprehension. No verbal production. 	<ul style="list-style-type: none"> Nod answers to questions. Point to objects or print. Categorize objects or pictures. Pantomime. Draw cartoons and pictures. Move to show understanding. Match words or objects. 	<ul style="list-style-type: none"> Provide ample active listening opportunities. Create a classroom in which students are surrounded by comprehensible language. Create high context for shared reading. Use physical movement. Use art, mime, and music.
Stage 2 Early Intermediate	<ul style="list-style-type: none"> Limited comprehension. Limited verbal production. 	<ul style="list-style-type: none"> Listen with greater understanding. Respond in one and two-word phrases. Identify people, places, things. Repeat memorable language. List and categorize. Use routine expressions independently. 	<ul style="list-style-type: none"> Ask <i>yes/no</i> and <i>who? what? where?</i> questions. Continue to provide active listening opportunities with rich context. Have students complete sentences with one- or two-word responses. Have students label or manipulate pictures and objects. Do shared reading with props, building upon students' prior knowledge. Use predictable and patterned books. Introduce dialogue journals (supported by conversation).
Stage 3 Intermediate	<ul style="list-style-type: none"> Good comprehension. Enough proficiency to make simple sentences (with errors). 	<ul style="list-style-type: none"> Describe events, places, people. Recall facts. Define new vocabulary. Retell information from text. Summarize. Compare and contrast. Explain academic concepts. 	<ul style="list-style-type: none"> Ask open-ended questions. Model, expand, restate, and enrich student language. Have students describe personal experiences. Use predictable or patterned books for share and guided reading. Support the use of content-area texts with retellings, role-plays, etc. Have students create books through language experience activities.
Stage 4 Early Advanced	<ul style="list-style-type: none"> Excellent comprehension. Few grammar errors. 	<ul style="list-style-type: none"> Give opinions. Justify views or behaviors. Negotiate with others. Debate with others. Defend actions and opinions. Persuade. Express the results of synthesis, analysis, and evaluation. 	<ul style="list-style-type: none"> Structure group discussions. Guide use of reference materials. Provide more advanced literature. Ask students to create narratives. Provide for a variety of realistic, authentic writing opportunities. Publish students' writing.
Stage 5 Advanced	<ul style="list-style-type: none"> Near-native speech. 	<ul style="list-style-type: none"> Produce written and oral language that is comparable to that of native speakers of the same age. 	<ul style="list-style-type: none"> Continue on-going language development through integrated language arts and content-area activities.

IMPORTANT NOTES

- ELD Standards drive ELD instruction.
- Assessment of standards should be ongoing (not a one time test).
- Sign off standards as student masters each one.
- Profile card must be a true reflection of the students' ability.
- Student needs to have mastery of 100% of the standards in a particular proficiency level before they can be identified at the next level.
- Profile levels are to be submitted before winter break and end of April.
- Attach yearly CELDT label to front cover in appropriate box.
- Initial CELDT information must be completed on all CELDT cards.
- These are only the ELD power standards chosen for this grade level span. For a full listing of all ELD standards log on to the California Department of Education website at: <http://www.cde.ca.gov/be/st/ss/documents/enlandevstnd.pd> or contact the office of Language Services and Student Programs at (951) 360-4179.

ALL K-2 TEACHERS SHOULD HAVE THE JUSD ASSESSMENT BINDERS

One 3-5 Student Prompt Book
and
One 3-5 Teacher Manual

ADDITIONAL ASSESSMENTS TOOLS

- ELD Textbook Unit Test = ETUT
- Oral Presentation Rubric = OPR
- Writing Rubric = WR
- Informal Observation = IO
- Test of Standards = TOS
- Standardized Tests = ST
- Student Work Samples = SWS

For questions related to ELD standards, profile cards, catch-up plan, etc., please contact the office of Language Services and Student Programs at (951) 360-4179.

**Grades 3-5 English Language Development Standards Profile Card
Beginning Level**

Listening and Speaking	Date Standard Met
1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
2. Answer simple questions with one-to-two-word responses.	
3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	
4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	
Reading	Date Standard Met
5. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	
7. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	
9. Demonstrate comprehension of simple vocabulary with an appropriate action.	
13. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.	
14. Understand and follow simple one-step directions for classroom activities.	
15. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	
16. Identify, using key words and/or phrases, the main idea in a story read aloud.	
17. Point out text features, such as the title, table of contents, and chapter headings.	
18. Listen to a story and respond orally in one or two words to factual comprehension questions.	
19. Identify orally different characters and settings in simple literary texts by using words or phrases.	
20. Distinguish between fiction and nonfiction by giving one- or two-word oral responses.	
21. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folk tales, myths, and legends.	
Writing	Date Standard Met
22. Write the English alphabet legibly.	
23. Label key parts of common objects.	
24. Create simple sentences or phrases with some assistance.	
26. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	
27. Use capitalization when writing one's own name and at the beginning of sentences.	
28. Use a period at the end of a sentence and a question mark at the end of a question.	
COMMENTS:	

**Grades 3-5 English Language Development Standards Profile Card
Early Intermediate Level**

Listening and Speaking	Date Standard Met
1. Begin to be understood when speaking but may have some inconsistent use of Standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	
2. Ask and answer questions by using phrases or simple sentences.	
3. Repeat and execute multiple-step oral directions.	
4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.	
5. Orally communicate basic needs (e.g., "May I get a drink of water?").	
6. Recite familiar rhymes, songs, and simple stories.	
Reading	Date Standard Met
7. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a <i>cat</i> and final consonants).	
8. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	
10. Read simple vocabulary, phrases and sentences independently.	
11. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	
13. Read aloud with some pacing intonation, and expression one's own writing of narrative and expository texts.	
17. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	
18. Read text and orally identify the main ideas by using simple sentences and drawing inferences about text.	
19. Read and identify basic text features such as the title, table of contents, and chapter headings.	
20. Orally identify examples of fact and opinion in familiar texts read aloud.	
21. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	
22. Read literary texts and orally identify the main events of the plot by using simple sentences.	
23. Recite simple poems.	
24. Describe orally in simple sentences the setting of a literary work.	
25. Distinguish orally between poetry, drama, and short stories by using simple sentences.	
26. Describe orally in simple sentences a character in a literary selection according to his or her actions.	
Writing	Date Standard Met
27. Write short narrative stories that include elements of setting and characters.	
28. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	
29. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	
30. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	
31. Follow a model to write a friendly letter.	
32. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	
33. Use capitalization to begin sentences and for proper nouns.	
34. Use a period at the end of a sentence and use some commas appropriately.	
COMMENTS:	

Grades 3-5 English Language Development Standard Profile Card
Intermediate Level

Listening and Speaking	Date Standard Met
1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").	
2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	
3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	
4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	
5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	
Reading	
9. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.	
11. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	
12. Use content-related vocabulary in discussions and reading.	
13. Recognize some common roots and affixes when they are attached to know vocabulary (e.g., <i>speak</i> , <i>speaker</i>).	
15. Read text and identify features, such as the title, table of contents, chapter heading, diagrams, charts, glossaries, and indexes in written texts.	
16. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	
17. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	
18. Understand and follow some multiple step directions for classroom-related activities.	
19. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	
20. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	
21. Apply knowledge of language to derive meaning from literary texts and comprehend them.	
Writing	
22. Narrate with some detail a sequence of events.	
23. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	
24. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	
25. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)	
26. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	
27. Write a letter independently by using detailed sentences.	
28. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	
29. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	
COMMENTS:	

Revised 5/2010

Grades 3-5 English Language Development Standards Profile Card
Early Advanced Level

Listening and Speaking	Date Standard Met
1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	
2. Summarizing major ideas and retell stories in greater detail by including the characters, settings, and plot.	
3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	
4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and retelling and soliciting information.	
5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	
6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").	
7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.	
Reading	
9. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
10. Recognize that some words have multiple meaning (e.g., <i>present/gift, present/time</i>) in literature and text in content areas.	
11. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).	
12. Use a standard dictionary to find the meaning of known vocabulary.	
13. Recognize simple analogies (e.g., "He like a bird") and metaphors used in literature and texts in content areas.	
15. Recognize some common idioms (e.g., "screwed silly") in discussions and reading.	
16. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	
17. Describe the main ideas and supporting details of a text.	
18. Generate and respond to comprehension questions related to the text.	
20. Locate text features, such as format, diagrams, charts, glossaries and indexes, and identify the functions.	
21. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.	
22. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	
23. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	
24. Identify and describe figurative language (e.g., similes, metaphors, and personification).	
27. Identify the motives of characters in a work of fiction.	
28. Recognize and describe themes stated directly in a text.	
30. Read a literary selection and orally identify the main conflict in the plot and its resolutions.	
31. Recognize the difference between the first-person and third-person points of view in a literary text.	
Writing	
32. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	
33. Use standard word order but may have more consistent grammatical forms, including inflections.	
35. <i>English-Language Arts Content Standards Grade Three: Spelling 1.8</i> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to ies when forming the plural), and common homophones (e.g., hair-hare). 1.9 Arrange words in alphabetic order.	
Grade Four: 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	
36. Write a detailed summary of a story.	
37. Arrange compositions according to simple organizational patterns.	
38. Independently write simple response to literature. Independently write simple response to literature.	
39. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	
41. Write multiple paragraph narrative and expository compositions appropriate for content areas with consistent use of standard grammatical forms.	
COMMENTS:	

Revised 5/2010

**Grades 3-5 English Language Development Standards Profile Card
Advanced Level**

Listening and Speaking		Date Standard Met
1. Listen attentively to stories and information on topics, and identify the main points and supporting details.		
2. Demonstrate understanding of figurative language and idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately.		
3. Initiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.		
4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience and subject matter.		
5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.		
6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.		
Reading		Date Standard Met
7. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		
8. Apply knowledge of common root words and affixes when they are attached to known vocabulary.		
9. Recognize that some words have multiple meanings and apply this knowledge consistently.		
11. Use common idioms, some analogies, and metaphors in discussion and reading.		
14. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.		
15. Describe the main ideas and supporting details, including supporting evidence.		
16. Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.		
17. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.		
18. Distinguish fact from opinion and inference and cause from effect in text.		
19. Describe the major characteristics of poetry, drama, fiction, and nonfiction.		
21. Recognize and describe themes stated directly or implied in literary texts.		
22. Compare and contrast the motives of characters in a work of fiction.		
Writing		Date Standard Met
23. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).		
24. Write a persuasive composition by using standard grammatical forms.		
25. Write narratives that describe the setting, characters, objects, and events.		
26. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.		
27. Independently use all the steps of the writing process.		
28. Use complete sentences and correct word order.		
29. Use correct parts of speech, including correct subject/verb agreement.		
30. Edit writing for punctuation, capitalization, and spelling.		
31. Produce writing that demonstrates a command of the conventions of standard English.		
COMMENTS:		

Revised 5/2010

**Jurupa Unified School District
Annual Benchmarks for English Learners
Grades 3-5**

Benchmarks

Beginning of School Year CELDT Entry Level	End of Year ELD Profile Card Level	CST Language Arts	CST Math	End of Year TOS Language Arts	End of Year TOS Math
Level 1 Beginning	Early Intermediate	Far Below Basic	Far Below Basic	Far Below Basic	Far Below Basic
Level 2 Early Intermediate	Intermediate	Below Basic, Basic, Proficient	Below Basic, Basic, Proficient	Below Basic, Basic, Proficient	Below Basic, Basic, Proficient
Level 3 Intermediate	Early Advanced	Basic, Proficient	Basic, Proficient	Basic, Proficient	Basic, Proficient
Level 4 Early Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced
Level 5 Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced

TOS Language Arts

Grade	FBB	BB	B	P	A
3	0 - 39.9	40 - 59.9	60 - 79.9	80 - 89.9	90 - 100
4	0 - 32.9	33 - 53.9	54 - 74.9	75 - 87.9	88 - 100
5	0 - 32.9	33 - 53.9	54 - 74.9	75 - 87.9	88 - 100

TOS Math

Grade	FBB	BB	B	P	A
3	0 - 47.9	48 - 69.9	70 - 85.9	86 - 93.9	94 - 100
4	0 - 34.9	35 - 54.9	55 - 79.9	80 - 89.9	90 - 100
5	0 - 32.9	35 - 49.9	50 - 74.9	75 - 87.9	88 - 100

*Students may take up to seven years of participation in the English learner program to meet the academic requirements to be reclassified.

**Student History
Most Recent Scores for Grade Level
(May of previous grade)**

Grade	Years in EL Program	ELD Profile Level	CST Reading	CST Math	TOS Reading	TOS Math	Intervention needed in:
3							<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
4							<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
5							<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD

* If students are not meeting annual benchmarks, a Catch-up Plan must be in place. Specific interventions must be detailed with descriptions and dates.

Revised 7/2010

California English Language Development Standards

Student Profile Card

Jurupa Unified School District Grades 6-8

CELDT Overall Performance Level Descriptors

Note that the performance level descriptors are written from basic level to advanced level and that each level builds on the preceding level. Individual student English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unparallel development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English performance level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

NOTE: For NCLB compliance purposes, a comprehension score is the average of the scores for the Listening and Reading sections of the test.

Name: _____
 Identification #: _____
 School: _____
 Grade Starting Profile Card: _____

6th Grade CELDT Label

7th Grade CELDT Label

8th Grade CELDT Label

Initial CELDT Date _____	Proficiency Levels
Listening _____	_____
Speaking _____	_____
Reading _____	_____
Writing _____	_____
Overall _____	_____

RECLASSIFIED
FEP

Date: _____

Grade	Semester	Ending Level	# of standards met	Teacher Signature	Date
6 th grade	1 st	B-EI-1-EA-A			
6 th grade	2 nd	B-EI-1-EA-A			
7 th grade	1 st	B-EI-1-EA-A			
7 th grade	2 nd	B-EI-1-EA-A			
8 th grade	1 st	B-EI-1-EA-A			
8 th grade	2 nd	B-EI-1-EA-A			

Special Services: Speech RSP SDC GATE

English Fluency Levels

IMPORTANT NOTES

- ELD Standards drive ELD instruction.
- Assessment of standards should be ongoing (not a one time test).
- Sign off standards as student masters each one.
- Profile card must be a true reflection of the students' ability.
- Student needs to have mastery of 100% of the standards in a particular proficiency level before they can be identified at the next level.
- Profile levels are to be submitted before winter break and end of April.
- Attach yearly CELDT label to front cover in appropriate box.
- Initial CELDT information must be completed on all CELDT cards.
- These are only the ELD power standards chosen for this grade level span. For a full listing of all ELD standards log on to the California Department of Education website at: <http://www.cde.ca.gov/be/st/ss/documents/enlndevstmd.pdf> or contact the office of Language Services and Student Programs at (951) 360-4179.

ADDITIONAL ASSESSMENTS TOOLS

- ELD Textbook Unit Test = ETUT
- Oral Presentation Rubric = OPR
- Writing Rubric = WR
- Informal Observation = IO
- Test of Standards = TOS
- Standardized Tests = ST
- Student Work Samples = SWS

For questions related to ELD standards, profile cards, catch-up plan, etc., please contact Language Services and Student Programs at (951) 360-4179.

	Students have:	Students can:	Teachers should:
Stage 1 Beginning	<ul style="list-style-type: none"> • Minimal comprehension. • No verbal production. 	<ul style="list-style-type: none"> • Nod answers to questions. • Point to objects or print. • Categorize objects or pictures. • Pantomime. • Draw cartoons and pictures. • Move to show understanding. • Match words or objects. 	<ul style="list-style-type: none"> • Provide ample active listening opportunities. • Create a classroom in which students are surrounded by comprehensible language. • Create high context for shared reading. • Use physical movement. • Use art, mime, and music.
Stage 2 Early Intermediate	<ul style="list-style-type: none"> • Limited comprehension. • Limited verbal production. 	<ul style="list-style-type: none"> • Listen with greater understanding. • Respond in one and two-word phrases. • Identify people, places, things. • Repeat memorable language. • List and categorize. • Use routine expressions independently. 	<ul style="list-style-type: none"> • Ask <i>yes/no</i> and <i>what? where?</i> questions. • Continue to provide active listening opportunities with rich context. • Have students complete sentences with one- or two-word responses. • Have students label or manipulate pictures and objects. • Do shared reading with props, building upon students' prior knowledge. • Use predictable and patterned books. • Introduce dialogue journals (supported by conversation).
Stage 3 Intermediate	<ul style="list-style-type: none"> • Good comprehension. • Enough proficiency to make simple sentences (with errors). 	<ul style="list-style-type: none"> • Describe events, places, people. • Recall facts. • Define new vocabulary. • Retell information from text. • Summarize. • Compare and contrast. • Explain academic concepts. 	<ul style="list-style-type: none"> • Ask open-ended questions. • Model, expand, restate, and enrich student language. • Have students describe personal experiences. • Use predictable or patterned books for share and guided reading. • Support the use of content-area texts with retellings, role-plays, etc. • Have students create books through language experience activities.
Stage 4 Early Advanced	<ul style="list-style-type: none"> • Excellent comprehension. • Few grammar errors. 	<ul style="list-style-type: none"> • Give opinions. • Justify views or behaviors. • Negotiate with others. • Debate with others. • Defend actions and opinions. • Persuade. • Express the results of synthesis, analysis, and evaluation. 	<ul style="list-style-type: none"> • Structure group discussions. • Guide use of reference materials. • Provide more advanced literature. • Ask students to create narratives. • Provide for a variety of realistic, authentic writing opportunities. • Publish students' writing.
Stage 5 Advanced	<ul style="list-style-type: none"> • Near-native speech. 	<ul style="list-style-type: none"> • Produce written and oral language that is comparable to that of native speakers of the same age. 	<ul style="list-style-type: none"> • Continue on-going language development through integrated language arts and content-area activities.

Grades 6-8 English Language Development Standards Profile Card
Beginning Level

Listening and Speaking		Grade	ELA Standard	Assessment Used	Date Standard Met
2. Ask and answer questions by using simple sentences or phrases. (ES)		7 8	1.1 1.2	Visions	
4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ").				Visions	
Reading		Grade	ELA Standard	Assessment Used	Date Standard Met
5. Recognize and correctly pronounce most English phonemes while reading aloud. (ES)				Visions	
6. Recognize the most common English morphemes in phrases and simple sentences. (ES)				Visions	
7. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.		6	1.4 ES	Visions	
9. Create a simple dictionary of words frequently used by the student.				WR	
12. Read simple text and orally respond to factual comprehension questions by using key words or phrases.		6-7 8	2.4 2.3	Visions	
13. Understand and follow simple multiple-step oral directions for classroom or work-related activities.		6-8	2.5	IO	
17. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.		6-8	3.1	IO OPR	
19. Respond orally in one or two words to factual comprehension questions about simple literary texts.		6 7 8	3.6 ES 3.4 ES 3.5 ES	IO OPR	
22. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.		6-8	3.1	IO, OPR, SWS	
23. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.				Assessment Used	Date Standard Met
Writing		Grade	ELA Standard	Assessment Used	Date Standard Met
27. Write a brief narrative by using a few simple sentences that include the setting and some details.		6-8	2.1 ES	Visions	
28. Use the writing process to write brief narratives and stories with a few standard grammatical forms.		6-8	2.1 ES	Visions	
29. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. (ES)		7 6, 8	1.2 1.3	WR SWS	
32. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.		7 6, 8	1.7 1.6	Visions	
33. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.		6-8	1.1	WR SWS	

Comments:

Revised 5/2010

Grades 6-8 English Language Development Standards Profile Card
Early Intermediate Level

Listening and Speaking		Grade	ELA Standard	Assessment Used	Date Standard Met
3. Restate and execute multiple-step oral directions. (ES)		6	1.3 ES		
5. Orally communicate basic needs (e.g., "I need to borrow a pencil.") (ES)		6	1.2 ES	CST-ES	
6. Prepare and deliver short oral presentations.		6-8	2.1		
Reading		Grade	ELA Standard	Assessment Used	Date Standard Met
12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.		6	1.1		
15. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.		6	1.4		
18. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas using simple sentences.		7	2.1	CST	
21. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.		6 6-7	3.6 2.2	CST	
22. Read literary texts and orally identify the main events of the plot by using simple sentences. (ES)		6 7-8	3.3 3.2	CST-ES	
26. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.		6 7-8	3.2 3.3		
Writing		Grade	ELA Standard	Assessment Used	Date Standard Met
30. Write an increasing number of words and simple sentences appropriate for language arts and other content areas. (e.g., math, science, history-social science). (ES)		6-8	1.1	ES CELDT	
31. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution that include a main idea and some details in simple sentences. (ES)		6 6, 8 8	2.2 ES 1.3 2.4 ES		
33. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. (ES)		6-8	2.1 ES	CST	

Comments:

Revised 5/2010

Grades 6-8 English Language Development Standards Profile Card
Intermediate Level

Listening and Speaking	Grade	ELA Standard	Assessment Used	Date Standard Met
3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	6	1.4		
	8	1.6		
4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	6-7	1.5		
	6-8	2.1		
5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	Grade	ELA Standard	Assessment Used	Date Standard Met
	7-8	1.2		
10. Use knowledge of English morphemes, phonics, and syntax to decode text. (ES)	6	1.3 ES		
	7-8	1.2		
13. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	6	1.5		
	7-8	1.3		
14. Recognize that some words have multiple meanings.	6	2.3		
	8	2.4		
16. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. (ES)	6	3.6 ES		
	7	3.4 ES		
22. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	8	3.5 ES		
	Grade	ELA Standard	Assessment Used	Date Standard Met
23. Narrate a sequence of events and communicate their significance to the audience.	6-8	2.1		
	6	2.2 ES		
24. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	7-8	2.4 ES		
	6	2.4 ES		
26. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	7-8	2.2 ES		
	6, 8	1.1		
27. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	6, 8	1.6 ES		
	7-8	1.7 ES		
30. Use basic strategies of note-taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)	6, 8	1.3 ES		
	6, 8	1.1		

Comments: _____

Revised 5/2010

Grades 6-8 English Language Development Standards Profile Card
Early Advanced Level

Listening and Speaking	Grade	ELA Standard	Assessment Used	Date Standard Met
2. Retell stories in greater detail by including the characters, setting, and plot. (ES)	7	1.5		
	6	1.7		
3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.	7-8	1.6		
	7	1.1		
6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	8	1.2		
	Grade	ELA Standard	Assessment Used	Date Standard Met
9. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (ES)	7-8	1.2		
	6	1.4		
11. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. (ES)	7-8	1.3		
	6	1.5 ES		
12. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	7-8	1.3		
	6	1.5 ES		
15. Recognize idioms, analogies and metaphors used in literature and texts in content areas.	7-8	1.1		
	6-8	2.1 ES		
19. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	7	2.6 ES		
	8	2.7 ES		
20. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. (ES)	7-8	3.6 ES		
	7	2.4		
22. Describe the author's point of view in literary text by using detailed sentences.	8	3.7		
	7	3.4		
23. Compare and contrast a similar theme across several genres using detailed sentences.	8	3.5		
	6	3.6 ES		
24. Describe orally and in writing a similar theme or topic by using detailed sentences.	7	3.4 ES		
	8	3.5 ES		
25. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.	7-8	3.2		
	8	3.4 ES		
27. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	Grade	ELA Standard	Assessment Used	Date Standard Met
	6-8	2.1 ES		
28. Develop a clear thesis and support it by using of analogies, quotations, and facts appropriately.	6	2.2 ES		
	7-8	1.1		
29. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	6	2.4 ES		
	7-8	2.2 ES		
30. Use appropriate language variations and genres in writing for language arts and other content areas.	6-7	1.1 ES		
	8	1.2		
32. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	6	2.5 ES		
	7-8	2.4 ES		
33. Write detailed fictional biographies or autobiographies.	6-8	2.1 ES		
	7	1.3		
34. Use strategies of note-taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.	6, 8	1.6		
	6-7	1.5		
35. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	6-8	2.3 ES		
	6-8	1.1 ES		
36. Create coherent paragraphs through effective transitions.	6-8	1.1 ES		
	6-8	1.4 ES		

Comments: _____

Revised 5/2010

Grades 6-8 English Language Development Standards Profile Card
Advanced Level

Grade	ELA Standard	Assessment Used	Date Standard Met
6-7 6, 8	1.4 1.7		
6 8	1.7 1.6		
Grade	ELA Standard	Assessment Used	Date Standard Met
6 7-8 7-8	1.5 ES 1.3 1.3 ES 1.2 1.1		
6 8	2.3 ES 2.4 ES		
6-7 6, 8	2.6 ES 2.7 ES		
6 7	3.8 ES 3.4		
6 7-8	3.7 3.6 ES		
8	3.7 ES		
6 7 8	3.6 ES 3.4 ES 3.5 ES		
Grade	ELA Standard	Assessment Used	Date Standard Met
6, 8 7-8	1.2 ES 1.1 ES		
6 7-8	2.4 ES 2.2 ES		
6-7 7-8 7	2.5 2.4 ES 1.2 ES		
6, 8 7	1.6 ES 1.7 ES		
6-8	2.1 ES		
6-8	2.3 ES		
6, 8	1.6 1.7		

Comments:

Jurupa Unified School District
Annual Benchmarks for English Learners
Grades 6-8

Benchmarks

Beginning of School Year CELDT Entry Level	End of Year ELD Profile Card Level	CST Language Arts	CST Math	End of Year TOS Language Arts	End of Year TOS Math
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Level 5 Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced	Proficient, Advanced

TOS Language Arts

Grade	FBB	BB	B	P	A
6	0-34.9	35-56.9	57-77.9	78-89.9	90-100
7/8	0-19.9	20-39.9	40-59.9	60-79.9	80-100

TOS Math

Grade	FBB	BB	B	P	A
6	0-34.9	35-51.9	52-74.9	75-89.9	90-100
7/8	0-19.9	20-39.9	40-59.9	60-79.9	80-100

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(May of previous grade)

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7							<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
8							<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD

* If students are not meeting annual benchmarks, a Catch-up Plan must be in place. Specific interventions must be detailed with descriptions and dates.

California English Language Development Standards

Student Profile Card

Jurupa Unified School District

Grades 9-12

CELDT Overall Performance Level Descriptors

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Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

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Name: _____
 Identification #: _____
 School: _____
 Grade Starting Profile Card: _____

9th Grade CELDT Label

11th Grade CELDT Label

12th Grade CELDT Label

12th Grade CELDT Label

Initial CELDT Date _____ Proficiency Levels

Scale Scores	_____
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Overall	_____

RECLASSIFIED
FEP
Date: _____

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10 th grade	1 st	B-EI-1-EA-A			
10 th grade	2 nd	B-EI-1-EA-A			
11 th grade	1 st	B-EI-1-EA-A			
11 th grade	2 nd	B-EI-1-EA-A			
12 th grade	1 st	B-EI-1-EA-A			
12 th grade	2 nd	B-EI-1-EA-A			

Special Services: Speech RSP SDC GATE 7/2010

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	Students have:	Students can:	Teachers should:
Stage 1 Beginning	<ul style="list-style-type: none"> • Minimal comprehension. • No verbal production. 	<ul style="list-style-type: none"> • Nod answers to questions. • Point to objects or print. • Categorize objects or pictures. • Mime. • Draw cartoons and pictures. • Move to show understanding. • Match words or objects. • Listen with greater understanding. • Respond in one and two-word phrases. • Identify people, places, things. • Repeat memorable language. • List and categorize. • Use routine expressions independently. 	<ul style="list-style-type: none"> • Provide ample active listening opportunities. • Create a classroom in which students are surrounded by comprehensible language. • Create high context for shared reading. • Use physical movement. • Use art, mime, and music.
Stage 2 Early Intermediate	<ul style="list-style-type: none"> • Limited comprehension. • Limited verbal production. 	<ul style="list-style-type: none"> • Ask <i>yes/no</i> and <i>who? what? where?</i> questions. • Continue to provide active listening opportunities with rich context. • Have students complete sentences with one- or two-word responses. • Have students label or manipulate pictures and objects. • Do shared reading with props, building upon students' prior knowledge. • Use predictable and patterned books. • Introduce dialogue journals (supported by conversation). 	<ul style="list-style-type: none"> • Ask open-ended questions. • Model, expand, restate, and enrich student language. • Have students describe personal experiences. • Use predictable or patterned books for share and guided reading. • Support the use of content-area texts with retellings, role-plays, etc. • Have students create books through language experience activities. • Structure group discussions. • Guide use of reference materials. • Provide more advanced literature. • Ask students to create narratives. • Provide for a variety of realistic, authentic writing opportunities. • Publish students' writing.
Stage 3 Intermediate	<ul style="list-style-type: none"> • Good comprehension. • Enough proficiency to make simple sentences (with errors). 	<ul style="list-style-type: none"> • Describe events, places, people. • Recall facts. • Define new vocabulary. • Retell information from text. • Summarize. • Compare and contrast. • Explain academic concepts. 	<ul style="list-style-type: none"> • Give opinions. • Justify views or behaviors. • Negotiate with others. • Debate with others. • Defend actions and opinions. • Persuade. • Express the results of synthesis, analysis, and evaluation.
Stage 4 Early Advanced	<ul style="list-style-type: none"> • Excellent comprehension. • Few grammar errors. 	<ul style="list-style-type: none"> • Produce written and oral language that is comparable to that of native speakers of the same age. 	<ul style="list-style-type: none"> • Continue on-going language development through integrated language arts and content-area activities.
Stage 5 Advanced	<ul style="list-style-type: none"> • Near-native speech. 		

Grades 9-12 English Language Development Standards Profile Card
Beginning Level

Listening and Speaking	Assessment Used	Date Standard Met
1. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).		
2. Ask and answer questions by using simple sentences or phrases.		
4. Respond with simple words or phrases to questions about simple written texts.		
Reading	Assessment Used	Date Standard Met
7. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).		
8. Recognize simple affixes (<i>educate/education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big/large</i>), and antonyms (e.g., <i>hot/cold</i>).		
9. Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.		
11. Use an English dictionary to derive meaning of simple known vocabulary.		
15. Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g. newspaper, brochures, etc.) by using key words or phrases.		
18. Identify orally the beginning, middle, and end of a simple literary text.		
Writing	Assessment Used	Date Standard Met
24. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.		
25. Create simple sentences or phrases with some assistance.		
28. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.		
31. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.		
Comments:		

Grades 9-12 English Language Development Standards Profile Card
Early Intermediate Level

Listening and Speaking	Assessment Used	Date Standard Met
2. Ask and answer questions by using phrases or simple sentences.		
3. Restate and execute multiple-step oral directions.		
5. Orally communicate basic needs (e.g., "Do we have to...?").		
Reading	Assessment Used	Date Standard Met
10. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.		
11. Recognize simple idioms, analogies, figures of speech (e.g., "the last word") in literature subject-matter texts.		
15. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.		
16. Use a standard dictionary to find the meaning of unknown vocabulary.		
18. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.		
22. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).		
26. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.		
Writing	Assessment Used	Date Standard Met
30. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.		
32. Use simple sentences to create a draft of a short essay that follows an outline.		
33. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).		
34. Write expository compositions such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details, in simple sentences.		
38. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).		
Comments:		

Grades 9-12 English Language Development Standards Profile Card
Intermediate Level

Listening and Speaking	Assessment Used	Date Standard Met
2. Listen attentively to stories/information and identify key details and concepts using non-verbal responses.		
4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.		
7. Prepare and deliver short presentation on ideas, premises, or images obtained from various of common sources		
Reading	Assessment Used	Date Standard Met
11. Use standard dictionary to derive the meaning of unknown vocabulary.		
15. Use decoding skills and knowledge of both academic and social vocabulary to read independently.		
16. Apply knowledge of text connectors to make inferences.		
19. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.		
22. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.		
24. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.		
29. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.		
Writing	Assessment Used	Date Standard Met
33. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.		
38. Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.		
42. Edit and correct basic grammatical structures and usage of the conventions of writing.		

Comments:

Revised 5/2010

Grades 9-12 English Language Development Standards Profile Card
Early Advanced Level

Listening and Speaking	Assessment Used	Date Standard Met
1. Summarize literary pieces in greater detail by including the characters, setting, and plot, and analyzing them in greater detail.		
3. Use simple figurative language and idiomatic expressions (e.g. "sunshine girl", "heavy as a ton of bricks") to communicate ideas to a variety of audiences.		
1. Prepare and deliver presentations that follow a process of organization and use various sources.		
Reading	Assessment Used	Date Standard Met
9. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).		
11. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.		
13. Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts.		
14. Use a standard dictionary to determine meaning of unknown words (e.g. idioms and words with multiple meanings).		
16. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.		
17. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
19. Analyze the structure and format of workplace documents and the way in which authors use structure and format to achieve their purposes.		
23. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).		
26. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.		
30. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		
Writing	Assessment Used	Date Standard Met
32. Develop a clear thesis and support it by using of analogies, quotations, and facts appropriately.		
35. Fill out job applications and resumes that are clear and purposeful and address the intended audience appropriately.		
38. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, with consistent use of standard grammatical forms.		
41. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.		

Comments:

Revised 5/2010

**Jurupa Unified School District
Annual Benchmarks for English Learners
Grades 9-12**

Benchmarks					
Beginning of School Year CELDT Entry Level	End of Year ELD Profile Card Level	CST Language Arts	CST Math	End of Year TOS Language Arts	End of Year TOS Math
Level 1 Beginning	Early Intermediate	Far Below Basic	Far Below Basic	Far Below Basic 19.9 or below	Far Below Basic 19.9 or below
Level 2 Early Intermediate	Intermediate	Below Basic, Basic, Proficient	Below Basic, Basic, Proficient	Below Basic 20-39.9 Basic 40-59.9 Proficient 60-79.9	Below Basic 20-39.9 Basic 40-59.9 Proficient 60-79.9
Level 3 Intermediate	Early Advanced	Basic, Proficient	Basic, Proficient	Basic 40-59.9 Proficient 60-79.9	Basic 40-59.9 Proficient 60-79.9
Level 4 Early Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient 60-79.9 Advanced 80-100	Proficient 60-79.9 Advanced 80-100
Level 5 Advanced	Advanced	Proficient, Advanced	Proficient, Advanced	Proficient 60-79.9 Advanced 80-100	Proficient 60-79.9 Advanced 80-100

*Students may take up to seven years of participation in the English learner program to meet the academic requirements to be reclassified.

Student History						
Most Recent Scores for Grade Level (May of previous grade)						
Grade	Years in EL Program	ELD Profile Level	CST Reading	CST Math	TOS Reading	TOS Math
9						Intervention needed in: <input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
10						<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
11						<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD
12						<input type="checkbox"/> LA <input type="checkbox"/> Math <input type="checkbox"/> ELD

* If students are not meeting annual benchmarks, a Catch-up Plan must be in place. Specific interventions must be detailed with descriptions and dates.

**Grades 9-12 English Language Development Standards Profile Card
Advanced Level**

Listening and Speaking	Assessment Used	Date Standard Met
1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.		
2. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.		
6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.		
Reading	Assessment Used	Date Standard Met
7. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		
9. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.		
12. Use a standard dictionary to determine the meaning of unknown words.		
13. Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.		
16. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.		
19. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).		
20. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.		
21. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).		
Writing	Assessment Used	Date Standard Met
24. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.		
27. Complete job applications and write résumés that fit the purpose and audience and follow the conventional format for the type of document.		
30. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.		
33. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.		
34. Edit writing for conventions of writing to approximate standard grammatical forms.		
Comments:		

JURUPA UNIFIED SCHOOL DISTRICT

CATCH UP PLAN

STEP ONE: IDENTIFICATION

- Identify your students who need to have a catch up plan
- Review CELDT levels
- Review CST levels
- Review grades, and report cards
- Review profile level
- Review all pertinent reports

STEP TWO: INTERVENTION

Immediate Intervention:

- Talk to student
- Talk to parent
- Move seat, proximity, teacher academic assistance, bilingual aid support

Parent Communication:

- On going communication with parents, via e-mails, phone calls, one-on-one, written
- Teacher/student conference
- Progress reports
- Translation into primary language

Instruction:

- Active teaching, differentiated instruction based on CELDT level
- Individual or small group assistance in the classroom
- Cooperative learning, realia, manipulatives, non linguistic representations
- Peer tutors, cross age tutors,
- GLAD/SDAIE strategies

Documentation:

- Fill out Intervention, Modifications and Adaptation form for all those students that are not progressing adequately as indicated on the catch up plan
- Fill in date when you start an intervention
- Fill in "Specific Target Area"
- Fill in table of intervention, modifications, and/or adaptations
- Fill in outcome of intervention whether it was successful or not with teacher comment
- Fill in information for next step (ex: No more intervention needed, one-on-one tutoring, ELO, etc.)
- Fill in dates and comments for parent communication

STEP THREE: ACTION

Parent Communication:

- Translated progress report, weekly progress report
- Contract with student and parent
- By progress report time parents will be informed if students have Ds and/or Fs, or have dropped two or more grade levels.
- Review the cum, attendance, health concerns, district/state test scores, grades, behavior, reading intervention, EL intervention, and special education, 504, SST, if applicable
- Review length of time in EL program
- Review CELDT and EL Profile proficiency progression
- Review CST proficiency advancement
- Review placement

STEP FOUR: LANGUAGE INTERVENTION TEAM (LIT)

- Continue parent communication
- Review report card
- Classroom observations with student in the classroom
- Post conference feedback with teacher
- LIT with parent, student, counselor, ELD teacher, ELD program specialist, and principal
- Mentor assigned to student
- Check proper placement of student
- Check proper use of materials
- Review curriculum, review report cards, intervention progress report, review instructional practices in the classroom
- Invite Bilingual Language Teacher to scheduled observation of classroom with student
- Demonstration lessons utilizing best instructional strategies; GLAD, SDAIE, non linguistic representations, recognition, homework and practice, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses; cues, questions , and advance organizers

STEP FIVE: REFERRAL

It is important to note that special education referrals are not discouraged, but they should be a last resort, and only after all other venues have been exhausted.

- Continued parent communication
- SST with parent, student, counselor, ELD teacher, ELD program specialist, principal
- **Possible** referral to special education
- **HAVE YOUR INTERVENTIONS, MODIFICATIONS AND ADAPTATIONS DOCUMENTED WITH SAMPLES**

Interventions, Modifications and Adaptations for English Language Learners Grades K-12

Date	Interventions Attempted	Date	Modification of Instruction	Date	Adaptation of Materials	Date	Behavioral Support
_____	Student conference	_____	Shorten instruction (one or two steps)	_____	Assignment notebook	_____	Clearly defined limits
_____	Parent conference	_____	Repeat or write instructions	_____	Partner reading	_____	Cues/prompts
_____	Preferential Seating	_____	Cooperative learning strategies	_____	Tape recording of required readings	_____	Reminder of rules
_____	Before/after-school tutoring	_____	Visual aide	_____	Highlighted materials for emphasis	_____	Frequent breaks
_____	Individualized/small group instruction	_____	Auditory aide	_____	Study aide and/or manipulatives	_____	Implementation of behavior contract
_____	One on one	_____	Multi-sensory instruction	_____	Computer software	_____	Change of seating
_____	Bilingual Tutor assistance	_____	Extra time for response	_____	Primary language material	_____	Positive reinforcement
_____	Change in student grouping	_____	Adjusting pace and/or amount of work	_____	Lesson notes/summaries	_____	Home/school communication system
_____	Contracts	_____	Oral exams	_____	High interest low level books	_____	Offer choices
_____	Parent workshops	_____	Exams of reduced length	_____	Other	_____	Other
_____	Other	_____	Open book quiz				
		_____	Preview of test questions				
		_____	Immediate feedback				
		_____	Teaching to student's strengths				
		_____	Extra time for practice				
		_____	Flexible group instruction				
		_____	Leveled instruction				
		_____	Portfolios				
		_____	Alternative assessments				
		_____	Other				

Specific Target Area of Need:

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

Parent Communication:

Comments:

Attach additional pages as necessary

Specific Target Area of Need:

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

Parent Communication:

Comments:

Specific Target Area of Need:

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

Parent Communication:

Comments:

Specific Target Area of Need:

Date initiated	Provided by:	Duration	Outcome	Next steps
	Teacher Parent Resource Tutor Other			

Parent Communication:

Comments:

**Marking Practices and Guidelines for Elementary Progress Report
Grades 1-6
Appendix C Definitions**

Pursuant to the Jurupa Unified School District’s plan for implementing Proposition 227, English learners with “**less than reasonable fluency in English**” are those who meet the following criteria:

Grades: K-12 Students scoring in levels 1, 2, or 3 (Beginning, Early Intermediate, or Intermediate) on the California English Language Development Test (CELDT).

or

Students on levels 1, 2, or 3 (Beginning, Early Intermediate, or Intermediate) on their profile cards.

English learners with “**reasonable fluency in English**” are those who meet the following criteria:

Grades: K-12 Students scoring in levels 4 or 5 (Early Advanced or Advanced) on the California English Language Development Test (CELDT).with no subtest below a level 3.

or

Students on levels 4 or 5 (Early Advanced or Advanced) on their profile cards.

Jurupa Unified School District

PARENT NOTIFICATION/CONSULTATION OF RECLASSIFICATION

Student: _____ School: _____ Grade: _____

Date: _____

Dear Parent/Guardian:

When your child entered the district the results of his/her language assessment indicated that he/she was limited English proficient. At this time, we are reviewing your child’s progress and are considering changing his/her language classification from limited English proficient to fluent English proficient. We consider such a change when a student is reaching English proficiency and performing well academically.

We invite you to share your opinion in this matter, and we will consider it when making the reclassification decision. **Please complete the form below and mail or return it to the school as soon as possible.** Meanwhile, if you have any questions or concerns, please call us.

Sincerely,

Principal

School Telephone Number

RECLASSIFICATION

_____ Please call me to discuss this matter.

_____ Please consider my opinion as written here, when deciding upon my child’s language classification:

_____ Please inform me of the results.

Student’s Name

Parent/Guardian Signature

Date

Home Telephone Number

White: Parent

Yellow: cum

RECOMMENDATION FOR RECLASSIFICATION

Limited-English to Fluent-English Proficient

K-2

Name: _____ Teacher: _____ School: _____

Grade: _____ Years in EL Program: _____ Date of Recommendation: _____

1. Objective assessment of English language development

<u>CRITERION</u> CELDT	<u>STANDARD</u> Early Advanced or Advanced Level (Listening, Speaking, Reading and Writing need to be at the Intermediate level or above) L ____ S ____ R ____ W ____ O ____ Date _____
JUSD ELD Assessments	Mastery of Advanced Level (Copy of ELD profile card must be submitted)

2. Objective Assessment of English Language Arts and Mathematics

<u>CRITERION</u> Academic achievement in the core curriculum	<u>STANDARD</u> District Test of Standards (TOS): Grade level district average or higher in Language Arts and Mathematics	<u>ACHIEVEMENT DATA</u> TOS Date _____ Language Arts _____ Mathematics _____
--	--	--

3. Teacher evaluation of the pupil's English language proficiency

<u>CRITERION</u> Teacher Evaluation corresponding with Report Card (submit copy of Report Card)	<u>STANDARD</u> Skills comparable to those of native English speakers of the same age and grade level.	<u>ACADEMIC PERFORMANCE</u> Reading ____ (Constructs meaning from text effectively) Writing ____ (Expresses ideas clearly) * Use key at bottom of page
---	--	---

4. Notification to parents in writing of proposed reclassification

Parent Notification/Consultation Letter – Please enter date it was mailed _____

Parent interview (if requested) – Please enter date _____

5. Recommended classification based on preceding information:

(Teacher, Resource Teacher, Principal or Designee)

Check only one: Retain LEP Status Reclassify to FEP-R Status

6. Concurrent Signatures:

District Approval Date _____

Teacher

Principal or Designee

Language Services Director

* Key: E = Excellent S = Satisfactory N = Needs Improvement	[Language Services Use Only] R30 _____ FEP-R Data Entry RDB _____ Zangle Entry _____
--	---

RECOMMENDATION FOR RECLASSIFICATION
Limited-English to Fluent-English Proficient
Grades 1 and 2

Name: _____ Teacher: _____ Grade: _____ School: _____

ID#: _____ Years in EL Program: _____ Date of Recommendation: _____

1. Objective assessment of English language development

CRITERION CELDT	STANDARD Early Advanced or Advanced Level (Listening, Speaking, Reading and Writing need to be at the Intermediate level or above) L ____ S ____ R ____ W ____ O ____ Date _____
JUSD ELD Assessments	Mastery of Advanced Level (Copy of ELD profile card must be submitted)

2. Objective Assessment of English Language Arts and Mathematics

CRITERION: Academic achievement in the core curriculum

STANDARD: District Test of Standards (TOS): 95% or above in end of year Mathematics	Date _____ Score _____
STANDARD: End of Year Summatives District average or above in English Language Arts	Date _____ Score _____

3. Teacher evaluation of the pupil's English language proficiency

CRITERION: Teacher Evaluation corresponding with Report Card (submit copy of Report Card)

STANDARD: Skills comparable to those of native English speakers of the same age and grade level.	ACADEMIC PERFORMANCE Reading ____ (Constructs meaning from text effectively) Writing ____ (Expresses ideas clearly) * Use key at bottom of page
---	---

4. Notification to parents in writing of proposed reclassification

Parent Notification/Consultation Letter – Please enter date it was mailed _____

Parent interview (if requested) – Please enter date _____

5. Recommended classification based on preceding information:

(Teacher, Resource Teacher, Principal or Designee)

Check only one: Retain LEP Status Reclassify to FEP-R Status

6. Concurrent Signatures:

District Approval Date _____

Teacher

Principal or Designee

Language Services Director

* Key: E = Excellent S = Satisfactory N = Needs Improvement	[Language Services Use Only] FEP-R Data Entry in RDB and Zangle _____	R30 _____
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RECOMMENDATION FOR RECLASSIFICATION

Limited-English to Fluent-English Proficient

3-8

Name: _____ Teacher: _____ School: _____

Grade: _____ Years in EL Program: _____ Date of Recommendation: _____

1. Objective assessment of English language development

<u>CRITERION</u> CELDT	<u>STANDARD</u> Early Advanced or Advanced Level (Listening, Speaking, Reading and Writing need to be at the Intermediate level or above) L _____ S _____ R _____ W _____ O _____ Date _____
JUSD ELD Assessments	Early Advanced or Advanced Level (Copy of ELD profile card must be submitted)

2. Objective Assessment of English Language Arts and Mathematics

<u>CRITERION</u> Academic achievement in the core curriculum	<u>STANDARD</u> District Test of Standards (TOS): Grade level district average or higher in Language Arts and Mathematics	<u>ACHIEVEMENT DATA</u> TOS Date _____ Language Arts _____ Mathematics _____
Academic achievement on State Standards Test	California Standards Test Scores minimum of: Language Arts: 325 Mathematics: 300	CST Date _____ Language Arts _____ Mathematics _____

3. Teacher evaluation of the pupil's English language proficiency

<u>CRITERION</u> Teacher Evaluation corresponding with Report Card (submit copy of Report Card)	<u>STANDARD</u> Skills comparable to those of native English speakers of the same age and grade level.	<u>ACADEMIC PERFORMANCE</u> Reading _____ (Constructs meaning from text effectively) Writing _____ (Expresses ideas clearly) * Use key at bottom of page
---	--	---

4. Notification to parents in writing of proposed reclassification

Parent Notification/Consultation Letter – Please enter date it was mailed _____

Parent interview (if requested) – Please enter date _____

5. Recommended classification based on preceding information:

(Teacher, Resource Teacher, Principal or Designee)

Check only one: Retain LEP Status Reclassify to FEP-R Status

6. Concurrent Signatures:

District Approval Date _____

Teacher

Principal or Designee

Language Services Director

* Key: E = Excellent S = Satisfactory N = Needs Improvement	[Language Services Use Only] FEP-R Data Entry RDB _____ Zangle Entry _____	R30 _____
--	--	-----------

RECOMMENDATION FOR RECLASSIFICATION

Limited-English to Fluent-English Proficient

9-12

Name: _____ School: _____ Grade: _____

Years in EL Program: _____ Date of Recommendation: _____

1. Assessment of English Language Development:

Criterion	Standard
CELDT	Overall score must be Early Advanced or Advanced Level on most Recent CELDT: Overall _____ Test Date _____ Intermediate or above for each sub-skill: L ___ S ___ R ___ W ___

2. Comparison of Performance in Basic Skills:

Criterion	Standard
Academic Achievement on State Standards Test Language Arts: 325 Mathematics: 300	CST Date _____ Language Arts _____ Math _____

3. Teacher/District Evaluation of Student Academic Achievement (must meet TWO of these):

Criterion	Standard	
District Test of Standards (TOS)	Meets or Exceeds District Average for Language Arts	TOS Date _____ Score _____
Semester GPA (Core Subjects)	2.5 semester GPA in core subjects, with NO grade below a C-	____ Eng ____ Math ____ Sci ____ SS ____ Foreign Lang ____ Overall GPA
District ELD Profile Cards (Attach copy of Profile Card)	Early Advanced or Advanced Level Proficiency as documented on ELD Profile Card	Date _____ Level _____
Advanced Placement GPA	Semester grade of C or higher in ANY AP course other than primary language	Subject _____ Grade _____
CAHSEE	Passing Score	Date _____ Language Arts _____ Math _____

4. Notification to parents in writing of proposed reclassification:

Date letter sent _____ (Attach Copy)
If requested, date of parent meeting _____

5. Recommended classification from site review: ____ Retain LEP Status ____ Reclassify to R-FEP Status

6. Concurrent Signatures: _____ District Approval Date _____

Principal or Designee

Date

Language Services Director

[Language Services Use Only]	R30 _____	FEP-R Data Entry RDB _____	Zangle Entry _____
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JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION Sheryl Schmidt, President Mary Burns, Clerk Dawn Brewer Noreen Considine Michael Rodriguez
SUPERINTENDENT Elliot Duchon

Date: _____

School: _____

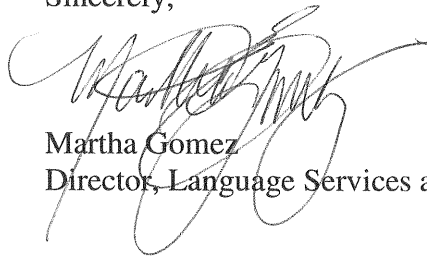
Dear Parent or Guardian:

Your child, _____, has been reclassified from English Learner (EL) to fluent English Proficient (FEP) status. This means your child has attained the necessary skills in speaking, reading, and writing to function in an English mainstream program. These language skills are comparable to those of students of the same age or grade whose primary language is English.

Your child will remain in his/her current assigned class.

Please feel free to speak with your child's teacher or principal regarding any questions or concerns about this reclassification decision.

Sincerely,



Martha Gomez
Director, Language Services and Student Programs

mg/cr

JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION Sheryl Schmidt, President Mary Burns, Clerk Dawn Brewer Noreen Considine Michael Rodriguez
SUPERINTENDENT Elliot Duchon

Date: _____

School: _____

To the Parents/Guardians of: _____

Your child was previously recommended for reclassification. Because your child did not meet the criteria, he/she will not be reclassified at this time. He/she may be evaluated again next year to see if sufficient academic progress will warrant his/her redesignation at that time.

Reclassification was denied for the following reason(s):

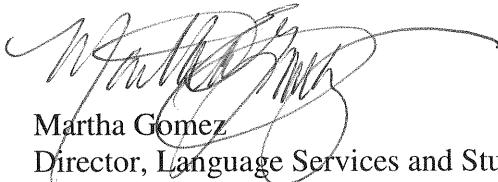
Grades K-8

- CELDT level not at Early Advanced or Advanced, or one subject below Intermediate
- JUSD ELD Assessments not at Early Advanced or Advanced (Mastery of Advanced for level K-2)
- TOS not at the district average or higher
- CST Scores not at the basic level: ELA=325, Math=300
- End of year English Language Arts Summative is not at District average or above
- Teacher Evaluation on Academic Performance: Needs Improvement in Reading and/or Writing
- Teacher's request, to retain as LEP.

Grades 9-12

- Student did not meet two of the required criteria under the district evaluation of academic achievement.

Sincerely,



Martha Gomez
Director, Language Services and Student Programs

mg/cr

Jurupa Unified School District

Reclassification Follow-up



Student Name: _____ Student ID#: _____

Current Teacher: _____ Current Grade: _____ School: _____

Reclassification Date: _____ Reclassification Grade: _____ Reclassification School: _____

CSTs Scaled Scores

Test Date	English Language Arts	Mathematics

6 Month Follow Up **Date:** _____
 12 Month Follow Up
 24 Month Follow Up

Progress:

Reading _____

Writing Skills _____

Language _____

Math _____

***Key: E=Excellent S=Satisfactory N=Needs Improvement**

If student is below expectations, please indicate teacher interventions.

Appropriate Placement: Yes No

If no, please comment:

Teacher Signature

Date

White: Student's Cum

Yellow: Language Services

Pink: Language Services

Jurupa Unified School District English Learner Program Waiver Request

Student Name _____ Grade _____ School _____

Waiver Options

Parents are permitted to request a waiver of the law that requires that all English language learners be placed in an **English language classroom**. Such waiver requests, however, may be granted under limited circumstances as defined under section 311 of the Education code. Parental exception waivers are good for one year only, and may be granted for any of the following reasons.

- a. **Children who already possess good English language skills**, as measured by standardized tests of English vocabulary comprehension, reading, and writing. Such scores must be at or above the state average for his or her grade level or at or above the fifth-grade average, whichever is lower.
- b. **Children who are 10 years of age or older**, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English skills.
- c. **Children with special needs**: The child has already been placed for a period of not less than 30 days during that school year in an English language classroom and it is subsequently the informed belief of the school's principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. Any such decision is to be made subject to the examination and approval of the superintendent.

Parent Request

I have visited my child's school and have been informed of the educational program options and materials available to my child. I understand that the superintendent must approve the waiver request pursuant to guidelines adopted by the school district. I request a waiver to allow my child to enroll in the alternate program of instruction indicated below during the _____ school year:

_____ **Bilingual (Spanish) Program**

The bilingual program provides the opportunity for the acquisition of English in an educational setting in which much or all instruction, textbooks, and teaching materials are in Spanish.

Parent/Guardian Signature _____ Date _____

Recommend approval of Waiver _____

Waiver approved _____

Recommend denial of Waiver _____

Waiver denied _____

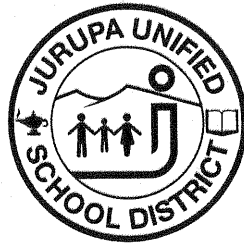
Principal Signature

Date

Superintendent/Designee Signature

Date

Instructional
Programs Options
for English Learners
K-12



Jurupa Unified
School District

Riverside, California

Option 1: Structured English Immersion (SEI) Program (Grades K-12)

The SEI Program provides an educational setting in which the language and materials of instruction are in English. The curriculum and the presentation are specifically designed for students who are learning the English language and are provided by authorized teachers. Instructional clarification and reinforcement may be provided in the primary language of the student to facilitate the understanding of concepts, directions, assignments and content. A strong (ELD) program is an essential component of this option.

The Structured English Immersion program is offered at every school in the Jurupa Unified School District.

Grade	Subjects Taught in English	Subjects Taught in Spanish
K-6	Language Arts English Language Development Mathematics Science Social Studies Physical Education Music/Art	None
7-8	Language Arts English Language Development Mathematics Science History/Social Studies Physical Education Music/Art	None
9-12	Language Arts English Language Development Mathematics Science History/Social Studies Physical Education Music/Art	none

Option 2: English Language Mainstream (ELM) Program (Grades K-12)

The English Language Mainstream Program provides the opportunity for the acquisition of English in an educational setting in which the language and material of instruction are presented in English from Kindergarten through twelfth grade by an authorized teacher using Specially Designed Academic Instruction in English (SDAIE) strategies. All English Learners continue to receive English Language Development (ELD) in (ELM) programs.

Grade	Subjects Taught in English	Subjects Taught in Spanish
K-6	Language Arts Mathematics Science Physical Education Music/Art Social Studies ELD	None
7-8	Language Arts Mathematics Science Physical Education Music/Art Social Studies ELD	None
9-12	Language Arts Mathematics Science Physical Education Music/Art Social Studies ELD	None
3-8	Academy of Language & Culture, access to all core materials listed above	

Option 3: Bilingual Spanish Program (Grades K-12)

K-12	<p>The Bilingual Spanish Program is only available to students receiving a waiver. The Bilingual Spanish Program provides the opportunity for students to learn English as quickly and efficiently as possible through a strong English language development component. Primary language instruction is offered to ensure access to the core curriculum. The amount of primary language instruction is determined by the student's level of English language proficiency. Those students with the least amount of English proficiency will receive the greatest amount of primary language instruction. As students increase their knowledge in language proficiency, the amount of English instruction is increased until the student meets the criteria to transition into an English language arts program. After successful completion of the transition process, the student enters a mainstream English program.</p>
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Grade	Subjects Taught in English	Subjects Taught in Spanish
K-12	English Development Physical Education Music/Art	Spanish Language Arts Science Math History/Social Studies

The texts that are used in the instruction of English and Spanish have been adopted by the Jurupa Unified School District and approved by the Department of Education of the State of California. According to the program model, when the instruction is given in English, English texts are used. When the instruction is given in Spanish, Spanish texts are used.

For Kindergarten through Six grade:

Subjects	Texts in English	Texts in Spanish
LANGUAGE ARTS	HOUGHTON MIFFLIN READING (K-6)	HOUGHTON MIFFLIN LECTURA (3-6)
MATHEMATICS	HOUGHTON MIFFLIN (2002 EDITION) (K-6)	
HISTORY/SOCIAL STUDIES	HOUGHTON MIFFLIN (2007) (K-6)	
SCIENCE	HARTCOURT (2000) (K-5) PRENTICE HALL FOCUS ON EARTH SCIENCE (2001) (6 TH)	HOUGHTON MIFFLIN (3-5)
ELD	RIGBY – “ON OUR WAY TO ENGLISH” (2004) (K-5) VISIONS (2004) (6 TH – 12 TH)	
READING INTERVENTIONS	LANGUAGE! 3 rd edition	

For seventh and eighth grade:

Subject LANGUAGE ARTS	Texts in English PRENTICE HALL TIMELESS VOICES (2002)
MATHEMATICS	PRENTICE HALL PRE-ALGEBRA (2001) PRENTICE HALL ALGEBRA I (2002) AMERICAN BOOKS CO. CA MATHEMATICS REVIEW (2001)
HISTORY/SOCIAL STUDIES	HOLT, RINEHART & WINSTON (2007)
SCIENCE	PRENTICE HALL FOCUS ON LIFE SCIENCE – (7 TH)
ELD	FOCUS PHYSICAL SCIENCE –(8 TH) (2001) THOMSON & HEINLE (2004) VISIONS
Subject	Text in English
Language Arts Mathematics Science History/Social Studies Physical Education Music/Art	District-adopted texts appropriate for subject and grade level

For more information, contact the nearest school or
call the Language Services & Student Programs Office
at (951) 360-4179

**Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509**

Structured English Immersion Exemption Form

School	Student	Grade
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In accordance with your child’s level of English language proficiency, he/she was placed in an English language classroom where structured English immersion is provided as the instructional program.

It is the recommendation of the district that the student remain in a program of structured English immersion until he/she has reached reasonable fluency in English, according to district established criteria and guidelines.

You have the right to withdraw your child from the structured English immersion program to receive mainstream English instruction.

I have been fully informed of the instructional program my child is receiving. I have considered the information given to me and hereby choose to withdraw my child from the structured English immersion program. I understand that, by state law, I cannot refuse ELD instruction for my child.

Parent/Guardian Signature	Date
---------------------------	------

Principal’s Signature	Date
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APPLICATION INFORMATION

This is a voluntary program and enrollment is limited. Once the classes are filled we will create a waiting list. For additional information please contact Sunnyslope Elementary at (951) 360-2781 or Language Services and Student Programs at (951) 360-4179. We will be happy to answer any of your questions.

**Please return the interest card to
Language Services and Student Programs
4850 Pedley Road
Riverside, CA 92509**

STUDENT'S NAME _____ BIRTHDATE _____

PARENT/GUARDIAN NAME _____

ADDRESS _____

CITY _____ ZIP _____

(____) _____ (____) _____
HOME PHONE CELL PHONE

HOME SCHOOL _____

HOME LANGUAGE Spanish English Bilingual

GRADE FOR 2010-2011: _____

GRADE FOR 2011-2012: _____

Do you already have children in the Dual Immersion Program? If yes, what are their names and grades?



WHAT IS DUAL IMMERSION?

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. Instruction is provided by highly trained and caring teachers. Students will not only work on standards just like everyone else in the district, but in addition they will become fluent in two languages; linguistically and academically.

PROGRAM GOALS

- **Bilingualism**-The development of high levels of proficiency in the student's first and second language
- **Biliteracy**-The performance at or above grade level in academic areas in both languages.
- **Multiculturalism**-To understand different cultures and the development of high self

WHY IS IT BENEFICIAL?

- Young children learn a second language more naturally at a young age.
- Biliterate skills give students the options for careers requiring multilingual skills.
- The study of a second-language helps develop strong thinking and reasoning skills useful for problem solving.

KEY CONSIDERATIONS

- Parents must be actively involved in their child's education using their home language.
- Attendance is critical. Every day counts!

Dual Immersion Program

*"One language sets you in a
corridor for life. Two
languages open every door
along the way."*



Sunnyslope Elementary

7050 38th Street
Riverside, CA 92509
(951) 360-2781
Gary Dixon, Principal

"Where excellence is never extinct."

**JURUPA UNIFIED SCHOOL DISTRICT
REQUEST FOR STUDENT STUDY TEAM CONSULTATION**

DEMOGRAPHIC DATA:

DATE: _____

Student Name: _____ DOB: _____ C.A.: _____ Ethnic Code: _____ Teacher: _____
School: _____ Grade: _____ Student Number: _____
Parent /Guardian's Name: _____ Home Phone: _____
Address: _____ Work Phone: _____

STUDENT DATA:

Previous Assessment: _____
Vision Screening Date: _____ Results: _____
Hearing Screening Date: _____ Results: _____
Previous School History (services, programs, discipline, retention, etc.): _____

How long have you had this student in your class: _____
Attendance Prior Years: Excellent _____ Good _____ Fair _____ Poor _____
Attendance This Year: Number of Absences _____ Number of Tardies _____
Previous/Current Services: RSP _____ LSH _____ SDC _____ ESL _____ Bilingual Class _____ Other: _____

BILINGUAL INFORMATION (If Applicable)

Primary Language in Home: _____ Of Student: _____

QUESTIONS:

1. How long has this student lived in the United States? _____

2. During what grades has this student attended school in the United States?

K 1 2 3 4 5 6 7 8

3. What are the results of the Language Assessment Testing (must be within the last 6 months)?

Date Tested: _____

(Circle level applicable)

English 1 2 3 4 5

Spanish 1 2 3 4 5

4. a. During what grades was this student placed in Primary Language instruction classes? (Circle grade)

K 1 2 3 4 5 6 7 8

b. During what grades did this student receive bilingual services on a pull-out basis only?

K 1 2 3 4 5 6 7 8

STUDENT STUDY TEAM REFERRAL:

Consultation Initiated by Teacher _____ Parent _____ Other _____
Reason(s) for consultation request: Academic (area) _____ Health _____ Behavioral/Emotional _____
Speech/Language _____ Other _____ Specific Areas of need/concerns: _____

Check all items which apply

ACADEMIC SKILLS:

Reading:

- Estimated reading achievement level
 Poor word recognition skills
 Poor reading comprehension
 Poor decoding skills

Written Language/Spelling:

- Difficulty expressing thoughts in writing
 Difficulty writing grammar, etc.
 Illegible, sloppy handwriting
 Poor scores on weekly tests
 Does not apply spelling skills

Arithmetic:

- Poor computational skills
 Estimated math achievement level
 Poor problem solving/application
 Requires manipulative

BASIC LEARNING PROCESSES:

Visual Perception

- Poor discrimination of visual similarities and differences
 Difficulty with maintaining visual focus (fatigues, shifts focus)
 Poor visual sequencing (unable to reproduce sequence of symbols)

Auditory Perception

- Poor discrimination of auditory similarities and differences
 Difficulty maintaining auditory focus (easily distracted by noises)
 Difficulty following oral directions (especially more than one)

Memory

- Poor visual memory (unable to recall details or sequence of visual pattern)
 Poor auditory memory (unable to recall details or sequence of oral information)
 Forgets movements easily; Requires extra practice writing, etc.

Motor Skills

- Large motor difficulty (running, throwing, jumping, skipping)
 Small motor difficulty (using pencil, scissors, puzzle pieces, etc.)

Visual Motor Skills

- Difficulty with drawing, coloring, tracing
 Difficulty copying designs, letters, numbers, and with penmanship
 Difficulty copying from board to paper

Attention

- Very short attention span compared to class/age mates
 Requires frequent reminders to stay on task or complete work
 Appears easily distracted by noise, movement, self or others
 Daydreams frequently

SPEECH/LANGUAGE:

Speech

- Auditory discrimination problem
 Difficulty pronouncing sounds/words

Fluency

- Rate of speech: Too Rapid _____ ; Too Slow _____ ; Erratic _____
- Repeats sounds, words, phrases
- Has excessive pauses or hesitation when speaking
- Prolongs sounds significantly longer than needed

Voice

- Chronic hoarseness _____ Always sounds like he/she has a cold
- Talks too loud _____ Too soft _____ Too high _____ Too low

Receptive and Expressive Language

- Poor comprehension skills _____ Often asks you to repeat what is said
- Limited speaking vocabulary _____ Requires excessive reteaching
- Problems with grammar usage _____ Problems with verbal expression
- Does not know meaning of age appropriate words in reading or speech
- Continues to have difficulty with basic skills after significant exposure:
 - Letters _____ Colors _____ Shapes _____ Opposites
 - Likenesses _____ Differences _____ Rhyming _____ Other _____

HEALTH/ENVIRONMENT

- Signs of possible physical abuse/neglect. Specify: _____
- Poor self-help skills (toileting, blowing nose, dressing)
- Frequent visits to nurse's office or complaints about health
- Unhealthy/Unclean appearance
- Vision problems: Glasses _____ Does student wear them? _____
- Allergies : _____ Medications _____
- Purpose of medication: _____ Dosage: _____
- Is medication used at school: Yes or No: _____
- Other health impairments. Specify _____

BEHAVIORAL/EMOTIONAL

Work Habits

- Frequently off task
- Does not complete homework
- Seldom completes task assigned
- Works more efficiently at different times of day
- Is disorganized with work, materials, and time
- Has a difficult time beginning an assignment

Classroom and Playground Behavior

- Often out of seat and restless _____ Disturbs other classmates
- Talks out without permission _____ Makes many excuses
- Makes inappropriate noises _____ Aggressive (pushes, fights)
- Often impulsive _____ Gets along well with others
- Does not appear to understand consequences of own behavior
- Often plays with objects while working or listening

Reaction to Frustration or Discipline

- Gives up easily; says "I can't" _____ Constantly asks for help
- Gets angry quickly _____ Uses negative self statements
- Denies own actions _____ Blames others for actions
- Overreacts to criticism and blame _____ Defiant (talks back)
- Difficulty conforming to rules _____ Cries easily and often

Personal and Social Skills

- Has difficulty in new situations
- Is withdrawn
- Destructive of property
- Appears depressed
- Poor self concept

- Does not display emotions
- Often appears angry
- Has extreme swings in mood
- Does not work well in groups
- Gets along well with others

INTERVENTIONS ATTEMPTED

Administrative Interventions

- Change teacher/class
- Shorten school day
- Change school
- Parent conference
- Grade change
- Suspension

Support Personnel Interventions

Individual counseling provided by: _____ Group counseling provided by: _____
 Observation in class: Observer _____ Date: _____
 Academic Achievement Test used: _____ Examiner: _____ Date: _____
 Results: _____

Parent Interventions

- Parent questionnaire
- Behavior contract
- Community resources
- Participation in parent groups (support or instructional)
- Other: _____
- Reduce TV viewing time
- Monitor homework
- Use of positive reinforcement
- Counseling
- Tutor

Teacher Interventions and Other Interventions Attempted:

Dates	Interventions	Changes		
		None	Some	Significant

Form Completed by: _____ Date: _____