

MODESTO CITY SCHOOLS

MASTER PLAN

FOR

ENGLISH LEARNERS

Effective July 1, 2003

Modesto City Schools

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Modesto City Schools
Master Plan for English Learners

Table of Contents

| | |
|---|----|
| Introduction | 1 |
| | |
| EL 1: Redesignation of EL students to FEP | |
| Redesignation Process..... | 2 |
| Redesignation Follow-Up Review | 3 |
| State Coordinated Compliance Items Related to Redesignation | 3 |
| | |
| EL 2: Program Evaluation | |
| Adequate Annual Progress and Interim Benchmarks..... | 4 |
| State Coordinated Compliance Items Related to Program Evaluation | 4 |
| | |
| EL 3: Instructional Services | |
| K-12 State English Language Development Standards | 6 |
| K-6 Structured English Immersion Program..... | 7 |
| K-6 Instructional Program for English Learners | 7 |
| K-6 English Language Development (ELD) Component..... | 7 |
| K-6 ELD Instruction | 8 |
| K-6 ELD Curriculum..... | 8 |
| K-6 Specially Designed Academic Instruction in English (SDAIE) Component | 8 |
| Instructional Characteristics of a SDAIE Program..... | 9 |
| 7-8 English Learners' Program..... | 10 |
| 7-8 English Language Development (ELD) Component | 10 |
| 7-8 ELD Curriculum Materials | 11 |
| 7-8 Specially Designed Academic Instruction in English (SDAIE) Component..... | 11 |
| 7-8 SDAIE Curriculum Materials..... | 11 |
| Instructional Program for 9-12 EL Students | 12 |
| 9-12 English Language Development (ELD) Program | 12 |
| 9-12 Specially Designed Academic Instruction in English (SDAIE) Programs..... | 13 |
| 9-12 SDAIE Curriculum and Materials | 13 |
| Alternative Spanish Bilingual Waiver Program..... | 14 |
| Alternative Spanish Bilingual Waiver Program Goals | 14 |
| Transition to English Reading for Students in the Alternative Spanish Bilingual Waiver Program | 14 |
| Additional and Appropriate Educational Services for English Learners | 15 |
| State Coordinated Compliance Items Related to Instructional Program..... | 16 |

Table of Contents

EL 4: Identification and Parent Notification

| | |
|--|----|
| Initial Identification | 17 |
| Primary Language Assessment | 18 |
| Parent Notification of Initial Testing | 18 |
| Annual Notification of Program Placement | 18 |
| State Coordinated Compliance Regulations Related to Student Identification | 19 |

EL 5: Placement in Instructional Program

| | |
|---|----|
| Structured English Immersion Program (Grades K-12) | 20 |
| Mainstream English Program (Grades K-12) | 21 |
| Bilingual Spanish Alternative Program..... | 21 |
| State Coordinated Compliance Regulations Related to Instructional Program Setting..... | 23 |

EL 6: Teaching Personnel

| | |
|---|----|
| K-6 School/Class Level Trigger Numbers | 24 |
| 7-12 School/Class Level Trigger Numbers | 24 |
| State Coordinated Compliance Items Related to Staffing..... | 25 |

EL 7: Professional Development

| | |
|---|----|
| School Site Action..... | 26 |
| District Action | 26 |
| State Coordinated Compliance Items Related to Staff Development | 26 |

EL 8: Parental Exception Waivers

| | |
|---|----|
| District Action | 27 |
| School Site Action..... | 27 |
| Alternative Bilingual Forms..... | 27 |
| State Coordinated Compliance Items Related to Parental Exception Waivers..... | 29 |

EL 9: Advisory Committees

| | |
|---|----|
| School English Learners Advisory Committee (ELAC) | 30 |
| District English Learners Advisory Committee (DELAC) | 30 |
| State Coordinated Compliance Items Related to Advisory Committees | 31 |

EL 10: Funding

| | |
|---|----|
| Site/District Action..... | 33 |
| State Coordinated Compliance Items Related to Resources | 33 |

| | |
|---|-----------|
| Appendix A: Interim Bench Marks | 34 |
| Appendix B: Adequate Annual Progress..... | 35 |
| Appendix C: Parent Notification of Initial Testing | 35 |
| Appendix D: Annual Parent Notification of English Language Status..... | 36 |
| Appendix E: Petition to Participate in the Bilingual Program (English/Spanish) | 37 |
| Appendix F: Bilingual Waiver Request Approval/Denial Form..... | 38 |
| Appendix G: Junior High Catch-Up Plan | 39 |
| Appendix H: Secondary Catch-Up Plan..... | 40 |
| Appendix I: Student Registration Form..... | 41 |
| Appendix J: Addition of Formal English Reading Instruction | 42 |
| Appendix K: Beginning Transitional English Reading Program..... | 43 |

Introduction

This revised Master Plan for English Learners is the culmination of a process that began in 1997 when Modesto City Schools became a *Comité de Padres* district. *Comité de Padres* refers to the original parent committee that brought suit against the California Department of Education in 1979 for failure of the department to monitor the implementation of bilingual education programs. Based on the settlement of this suit in 1985 and a follow-up agreement in 1996, districts that have a history of noncompliance in the State Program for English Learners may be subject to additional monitoring and technical assistance by the Comité Unit of the California Department of Education. Modesto City Schools began the Comité process September 3, 1997 when key District staff attended the Comité Superintendents' Symposium. Since that time district and school site personnel have worked in concert with the California Department of Education to bring Modesto City Schools' English Learners Programs into compliance with all state and federal regulations.

The Modesto City Elementary (K-6) district graduated from Comité at the end of the 2000-01 school year. Representatives from the Comité unit of the California Department of Education (CDE) visited Shackelford, Bret Harte, El Vista and Fairview Schools May 31 and June 1. They also interviewed the principals of John Muir and Robertson Road Schools and reviewed district documentation supporting ongoing efforts to resolve noncompliant issues. The high level of district and site collaboration in improving instruction for English Learners was cited by the CDE as a key reason for graduation.

A third *Comité de Padres* court settlement on July 3, 2001 raised the bar for graduation of the Modesto City Schools (7-12) High School district. Representatives from each district junior and senior high school met as a group with the CDE technical assistance provider in the fall of 2001 to plan what steps would need to be taken for the secondary schools to graduate from Comité. A Comité Steering Committee was formed as a result of this meeting and subgroups were assigned specific tasks. The subgroups and steering committee continued meeting and working on program improvement. CDE representatives returned in March 2002 to visit two junior highs and two high schools. They interviewed two additional principals and met with key district personnel. The end result was graduation for the junior and senior high schools. The district was commended for their teamwork evident at the site and district level.

Modesto City Schools is committed to the English Learner programs and policies that were implemented during the Comité process. The Master Plan for English Learners has been rewritten to reflect the changes made during the Comité process. Changes mandated by the new federal legislation, No Child Left Behind (NCLB), and new California legal requirements such as the California English Language Development Test (CELDT) are also reflected in this new updated master plan.

EL 1: Redesignation

English Learners (ELs) will be redesignated to Fluent English Proficient (FEP) status when they demonstrate the skills necessary to compete equally with average native English speaking students.

Redesignation Process

The process of redesignating a student from EL to R-FEP status involves several steps. The teacher, principal, resource staff, parent, student or the Assessment Center of the Office of State and Federal Programs can request review for redesignation.

The Assessment Center will automatically begin the Redesignation Review Process when a student has met all of the following criteria:

1. CELDT level of Early Advanced or higher.
2. Student has scored 325 (midpoint of Basic) or higher on the California Standards English-Language Arts test.
3. Teacher input by report card:
 - a. Third grade final report card shows student meets standards in reading, math and language
 - b. Fourth through sixth grade report card of 2.0 GPA in reading, math and language
 - c. Grades seven through twelve report card of 2.0 GPA in core subjects.

The Assessment Center will provide the school with the redesignation form. The school will notify the parent and give the parent an opportunity to review and express an opinion on the student's redesignation. Once the redesignation paperwork has been completed, the Assessment Center will change the students English Learner status to R-FEP.

A parent, student or school may request that a Site Redesignation Team review a student for redesignation before the above criteria have been met. The Site Redesignation Team will consist of at least one administrator, two teachers and the parent. The team will review interim assessments, student work, and any other pertinent data and recommend redesignation if appropriate. Site Redesignation team recommendations must conform to the following:

1. Can only be for students at the upper end of the CELDT intermediate level or higher on every subtest.
2. Student has scored between 300 and 324 (below midpoint of Basic) on the California Standards English Language Arts test or a substantial body of work indicates that the student has skills equivalent to Basic on the California Standards English Language Arts test.

3. The above report card requirement cannot be changed.
4. Must include parent participation in the decision, preferably at the meeting or at least through a notification.

Once the redesignation paperwork has been completed, the Assessment Center will change the students English Learner status to R-FEP.

Redesignation Follow-Up Review

Students who have been redesignated to R-FEP status have their academic performance reviewed by the site after 30 days. Further reviews are conducted by the sites at six months, one year, and two years using standardized forms generated by the Assessment Center and completed by the student's teacher. All follow-up forms are filed in the student's cum record. Copies of the follow-ups are sent to the Assessment Center Office of State and Federal Programs.

Redesignated students not maintaining academic progress retain their redesignated status but must be provided additional remedial instruction available to students in the regular program in order to alleviate the specific areas of underachievement. Site administrators are responsible for ensuring that "at risk" redesignated students are provided with opportunities for extended learning and remediation.

State Coordinated Compliance Items Related to Redesignation

Compliance Item EL 1

Each former English Learner who has been redesignated to fluent English proficient has demonstrated English language proficiency comparable to that of the average native English speaker and can participate equally with average native English speakers in the school's regular instructional program.

EL 2: Program Evaluation

The district has established **Adequate Annual Progress** and **Interim Benchmarks** to measure student English Language growth. These indicators can be used to monitor the individual growth of each student and to track trends throughout the district. The classroom teacher at the K-6 level and EL Coordinators at each junior high and high school are responsible for monitoring student growth. The district has a data management plan in place to facilitate the production of reports on English Learner progress.

All sites have access to the SASI system. Student personal information as well as program codes, CELDT, primary language and standardized test information is stored in this system and can be used to generate reports such as matched scores. Report card grades at the secondary level are also stored in this system. Principals use the reports generated from the SASI system to monitor English Learner progress at each site.

The district has established English Language Development assessments at all grade levels. Teachers use these interim assessments to monitor the growth of their individual students. The results of these assessments are also compiled into reports that are analyzed by district level Educational Services administrators. The reports are then shared at principals meetings. The principals are responsible for using this data to improve the English Learner programs at their individual school sites.

The district superintendent requires each principal to complete an annual school project. This school project has been incorporated into the single school plan required by the California Department of Education. Standardized test results are analyzed as part of this project/plan. Whole school, grade level and subgroup results are analyzed. English Learners' needs are addressed in this process. The principal is required to write an action plan to remedy any identified weaknesses.

State Coordinated Compliance Items Related to Program Evaluation

Compliance Item EL 2

The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Learners.

Compliance Item EL 2a

The evaluation process includes the following:

1. A way to demonstrate that the practices, resources, and personnel actually used at each school in the district effectively implement district's program(s) for English Learners.
2. A way to demonstrate that the program(s) for English Learners produce, within a reasonable period of time, a) English language proficiency comparable to that of average native speakers of English in the district as well as b) academic results indicating that English Learners have achieved and sustained parity of academic achievement with students who entered the district's school system already proficient in English.

Compliance Item EL 2b

The district has an ongoing mechanism for using 1) and 2) above to improve program implementation and to modify the program, as needed, to ensure each English Learner's language and academic success.

EL 3: Instructional Services

Each English Learner (EL) identified in the Modesto City Schools District will receive special instructional assistance to help develop English proficiency and to promote academic success. To do so, the district focuses its energies on three key instructional program components: 1) English Language Development (ELD) lessons, 2) Specially Designed Academic Instruction in English (SDAIE), and 3) primary language instruction for students with approved waivers. The main objective of the district's program is to ensure that each English Learner becomes proficient in English and is academically successful.

Structured English immersion and Mainstream English programs are offered throughout the entire school district. The Spanish bilingual program is offered at schools with 20 or more approved waivers at a grade level. Each of these programs must provide the appropriate level of ELD and SDAIE to each student. These components are described in greater detail in this section.

K-12 State English Language Development Standards

Teachers will utilize the state adopted ELD standards to guide instruction and measure the progress of English Learners.

The state's ELD Standards are organized around the following three skills: 1) Listening/Speaking, 2) Reading, and 3) Writing. They were developed from the state English Language Arts Standards and are designed to serve as pathways for English Learners to achieve the ELA standards. As pathways, the ELD standards provide benchmarks, which will eventually lead English Learners to master the "regular" standards.

Each of these three skills (Listening/Speaking, Reading, and Writing) is further delineated by more specific skills as shown below.

| | |
|-----------|---|
| Listening | Strategies and Applications |
| Reading | Word Analysis Fluency and Systematic Vocabulary Development Reading Comprehension Literary Response and Analysis |
| Writing | Strategies and Applications Conventions |

In addition, the ELD standards are organized by grade spans (K-2, 3-5, 6-8, and 9-12) and the following five levels of language proficiency:

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

Each of these factors is considered when developing the ELD instructional program for English Learners.

The K-6 Structured English Immersion Program

The goals of the Structured English Immersion Program are:

- Develop a working knowledge of English as quickly as possible;
- Learn reading, writing, math, science, and social studies in English with help in the students' home language if available; and
- Achieve English fluency and academic performance comparable to native English speaking students.

The K-6 Instructional Program for English Learners

Each English Learner in kindergarten through grade six will receive the following two instructional components: 1) English language development (ELD) and 2) Specially Designed Academic Instruction in English (SDAIE). When necessary, English Learners in the structured English immersion program are to receive primary language support if possible.

K-6 English Language Development (ELD) Component

Each student in the district who is identified with limited English proficiency is to receive daily English Language Development (ELD) lessons. The purpose of ELD is to develop English language proficiency as rapidly and effectively as possible. Teachers will use the state adopted English Language Development Standards to guide them in planning their ELD lessons. Quality ELD instruction is imperative to the scholastic success necessary for achieving native-like English fluency and for transition into the mainstream English program.

Students are diagnosed in three dimensions in order to determine the appropriate level of ELD instruction. These three key areas are: 1) oral English skills as measured by the state approved CELDT test, 2) English reading comprehension skills, and 3) English writing skills.

Each student's ELD program is to be based on improving identified areas of development and meeting the ELD standards and redesignation criteria adopted by the district. The ELD standards shall dictate the ELD instructional program. Teachers are to base their lessons on the state's ELD standards. They are to use the district adopted ELD program and supplementary materials to ensure that students progress in ELD as determined by the ELD standards.

K-6 ELD Instruction

Developmental in nature, ELD instruction utilizes the building-block approach to learning. Teachers must utilize an instructional pace appropriate to the age and language proficiency level of each student. In classrooms, where there are various levels of language and academic proficiency, needs may be met through team teaching, departmentalization, or creative, multi-level teaching techniques so that instruction is differentiated.

Language instruction should be based on the real needs, purposes, and functions across the many different cultures. Instruction through use of Total Physical Response (TPR), realia, manipulatives, visual aides, and a variety of hands-on experiences help increase the student's English abilities and understanding of the core curriculum. Direct instruction should be used in the areas of handwriting, sound-letter correspondence, and pronunciation.

K-6 ELD Curriculum

ELD curriculum, at beginning levels, first concentrates on basic language survival skills to help students adjust to the school and community environment as rapidly as possible. As students progress, they learn to communicate in English, both orally and via the written word through thematic teaching of the core curriculum.

K-6 Specially Designed Academic Instruction in English (SDAIE) Component

Every K-6 English Learner is expected to meet district content and performance standards for their respective grade levels in core curricular areas. In order to accomplish this goal, teachers are to use Specially Designed Academic Instruction in English (SDAIE) techniques when teaching English Learners. Effective use of SDAIE techniques makes the content of each lesson understandable to the students without lowering learning expectations. Quality SDAIE techniques also help facilitate the eventual transition of EL students to FEP status by promoting academic achievement and English fluency. Students not making

appropriate progress even after SDAIE techniques are used will be able to attend intervention programs such as tutoring, intersession, and/or student study teams.

Instructional Characteristics of a SDAIE Program

For all subject areas, SDAIE teachers use much more than the district-adopted materials to make the subject matter comprehensible to their students. Quality instruction in a SDAIE classroom should reflect the following:

- A low anxiety environment
- Use of audio-visuales, gestures, cognates, realia, and other context clues
- Access to native language materials and support if possible
- Determination of student's prior knowledge
- Simplification of the input to the student (slower speech, clear enunciation, controlled vocabulary, controlled sentence length, etc.)
- Emphasis on vocabulary
- Initiating cooperative learning techniques
- Use of cognitive academic language learning strategies
- Use of the student's own language experiences
- Use of variety of techniques to check for understanding
- Use of preview/review strategy with bilingual support staff
- Use of few idiomatic expressions
- An environment for developing successful and positive self-image

7-8 English Learners' Program

Each junior high school in the district will provide the instructional programs for English Learners as required in the California Education Code, Section 300. This means that each of the following programs will be offered: 1) Structured English Immersion and 2) Mainstream English. Regardless of the organizational structure of the school, these instructional programs must be in place to ensure student success and assure district compliance with state and federal regulations. In either program, all teachers of English Learners should have credential authorization or be in training to teach English Learners.

English Learners with less than reasonable fluency in English will be provided a structured English immersion program. This means that English Learners who are identified as Beginning, Early Intermediate, or Intermediate on the California English Language Development Test (CELDT) will automatically be scheduled into a Structured English Immersion Program. Also, English learners scoring higher on the CELDT, but with poor reading and writing skills are to be provided specialized structured English immersion services. The Structured English Immersion Program entitles each English learner to English Language Development and SDAIE content course instruction. Teachers and paraprofessionals may use the student's language to support learning for no more than 25% of each class period.

English Learners who have a good working knowledge of English will be served in the mainstream English program. Although instruction will be conducted entirely in English, teachers will use SDAIE techniques as necessary and appropriate.

To assist in providing appropriate services to English Learners, site ELD coordinators are assigned at each site. A District English Learner Coordinator provides staff development and instructional support to teachers. These positions are paid out of categorical funds.

7-8 English Language Development (ELD) Component

The junior high schools in the district organize their English language development component by grouping EL students on the basis of their language proficiency levels. Students are typically placed into one of three levels of proficiency: beginning, intermediate, and advanced. Class sections are then determined by the numbers of students at each level.

The structured English Immersion Program will provide each English Learner with ELD and SDAIE course content instruction. Students are placed into one of three proficiency levels: beginning (ELD 1/2), intermediate (ELD 3/4), and advanced (Transitional English) based on multiple measures. These multiple measures include CELDT, teacher recommendations, district assessment and state tests.

ELD instruction is based on the state and district adopted ELD standards. Students in the beginning level will receive two hours of ELD. It is recommended that students receive at least two hours of ELD at the intermediate level; however, sites have the option of offering a one-hour ELD course. Students in the advanced level may receive one hour of ELD (sheltered language arts) and one hour of sheltered reading instruction. To meet the demands of a school with extremely small numbers of EL students, a school may be forced to combine different courses into one section. For example, a beginning level English language development course could be combined with an intermediate level English language development course.

The goal of the 7th-8th grade ELD program for beginning through intermediate levels is to develop basic English language skills in reading, writing, speaking, and listening while providing access to curriculum designed for second language learners through the use of appropriate teaching strategies. Such strategies include but are not limited to the Natural Approach, TPR, and Reciprocal Teaching. The goal for ELs at the advanced level is further development of native-like English skills while paralleling the core curriculum of comparable mainstream courses.

7-8 ELD Curriculum Materials

Teachers are to utilize state approved ELD materials currently adopted by the district. They may also choose from a variety of district adopted supplemental materials listed on ELD course outlines. ELD course outlines are found in the Secondary Curriculum Office. ELD teachers are provided copies of course outlines for the classes they are assigned.

7-8 Specially Designed Academic Instruction in English (SDAIE) Component

SDAIE courses created for limited English proficient students parallel the mainstream curriculum but use appropriate sheltered instructional strategies. The goal of these classes is to promote academic achievement while developing content specific English Language Development (ELD). Students of all English proficiency levels take these courses. Sections are to be formed by English proficiency level whenever possible.

7-8 SDAIE Curriculum Materials

Mainstream state approved and district adopted textbooks are currently being used in SDAIE classes. Teachers may also choose from supplementary materials listed on district approved course outlines. SDAIE course outlines are found in the Secondary Curriculum Office. SDAIE teachers are provided copies of course outlines for the classes they are assigned.

INSTRUCTIONAL PROGRAM FOR 9-12 EL STUDENTS

Each high school in the district will provide the required components of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to all EL students entitled to such instruction. Regardless of the organizational structure of the school, these program components must be in place to assure compliance with state and federal regulations.

The scope of these program components varies by high school due to 1) size of EL population, 2) concentration of students representing specific language groups, and 3) supply of bilingual teachers, bilingual paraprofessionals, and teachers to provide English Language Development (ELD) and SDAIE. Nevertheless, the goal of the program is to give EL students the opportunity to develop their English and academic proficiency so that their education will lead to lifelong learning and not just a high school diploma.

Students who experience difficulty meeting the graduation requirements (e.g. insufficient credits or failure to pass district proficiency tests) will be encouraged to seek alternative education programs. They will be counseled to explore programs provided by Modesto Junior College, Vocational Education, ROP, Adult Education, and/or MCS Elliott Education Center (Adult Education, Continuation School) and be given the opportunity to attend a college or university with designated programs in order to continue their education.

Each EL student will be enrolled in English Language Development (ELD) until he/she has progressed to the intermediate level of English proficiency. In addition, the student will be enrolled in content courses commensurate with his/her English language ability. These subject matter courses are specifically designed for EL students based on English proficiency level. ELD content courses are designed for beginning level EL students. Sheltered (SDAIE) content courses are designed for intermediate level EL students. English proficiency notwithstanding, all secondary EL students will be provided equal access to the educational opportunities given to all students. A "Catch-Up" Plan denoting recommended sequence of courses is located in the Appendix.

9-12 English Language Development (ELD) Program

ELD instruction is based on the state and district adopted ELD standards. There are currently four levels of ELD at the high school: ELD1-2, ELD 3-4, ELD 5-6, and Transitional English. Placement into these classes is based on multiple measures including CELDT, teacher recommendations, district and state assessments.

The goal of the high school ELD program is to develop students' English skills so that they will be able to transition to mainstream classes and achieve Fluent English Proficient (FEP) status. As discussed above, all high schools offer some form of the ELD program and students are supported with bilingual staff, either paraprofessionals or teachers, whenever possible. The exact number of course sections offered at any one site is determined by the number of EL students at a particular English language proficiency level. To meet the demands of a school with extremely small numbers of EL students, a school may be forced to combine different courses into one section. For example, a beginning level English language development course could be combined with an intermediate level English language development course. ELD course outlines are found in the Secondary Curriculum Office. ELD teachers are provided copies of course outlines for the classes they are assigned.

9-12 Specially Designed Academic Instruction in English (SDAIE) Programs

SDAIE programs at the high school level encompass the core curriculum and include selected elective courses. All comprehensive high schools are able to offer SDAIE programs for each grade level, although student enrollment sometimes necessitates offering certain courses in alternating years. As the term SDAIE suggests, sheltered strategies are integrated into instruction to enable limited English proficient students to access the curriculum. The goal of SDAIE content area courses is twofold: 1) develop student's knowledge of content area curriculum and 2) develop language skills (listening/speaking, vocabulary, reading, and writing) necessary for each subject.

9-12 SDAIE Curriculum and Materials

SDAIE course outlines and instructional materials for grades 9-12 are found in the Secondary Curriculum Office. Teachers are provided copies of the course outlines for classes they are assigned.

Alternative Spanish Bilingual Waiver Program

Modesto City Schools offers a Spanish bilingual waiver program at school sites where there is a significant number of English Learners whose primary language is Spanish. Spanish bilingual programs will be offered on an annual basis following the application procedures described in section EL 8 of this document. The Spanish bilingual program will be provided for each grade level at a site that has 20 or more approved waivers.

Alternative Spanish Bilingual Waiver Program Goals

The primary goal of the district's transitional Spanish bilingual waiver program is to ensure academic achievement while developing English fluency in EL students as efficiently as possible with full sensitivity to the socio-cultural development of each student. This goal will be accomplished through:

1. Development of English reading, writing, and speaking proficiency.
2. Development of cognitive academic language proficiency skills in Spanish.
3. Promotion of student achievement at grade level.
4. Promotion of Spanish language skills to facilitate transfer of academic skills to English from Spanish.
5. Promotion of a positive attitude towards multicultural education and self-identity.

As the term "transitional program" suggests, students progressing through the grade levels experience a corresponding decrease in the use of Spanish. The amount of Spanish and English to be used for each grade level is shown below.

| <u>Grade Level</u> | <u>% Spanish</u> | <u>% English</u> |
|------------------------------------|------------------|------------------|
| Kindergarten | 70% | 30% |
| 1 st – 2 nd | 60% | 40% |
| 3 rd | 50% | 50% |
| 4 th – 8 th | 40% | 60% |
| 9 th – 12 th | 30% | 70% |

Transition to English Reading for students in the Alternative Spanish Bilingual Waiver Program (also see Appendix)

The "addition of English reading instruction" refers to the process a teacher follows to determine a Spanish limited English proficient student's readiness to begin formal English reading instruction. It is not to be confused with redesignation of a student from EL to FEP status.

The two criteria described next must be met prior to transitioning a student into English reading.

Criteria A – Spanish Reading

Student has mastered Spanish reading text level 30.

Criteria B – Oral English

The most recent California English Language Development Test (CELDT) results indicate Intermediate proficiency level in Listening and Speaking.

The student is ready to begin a transitional reading program when he/she has met the criteria described above. Use the form found in the Appendix to document a student’s readiness to begin formal English reading instruction.

Additional and Appropriate Educational Services for English Learners

Each school in the district receives an allocation from EIA-EL funds for the purpose of providing supplemental educational services for English Learners. Schools will earmark these funds for educational services, which help EL students overcome language barriers, and to help them recoup any academic deficits, which may have been incurred in the core curricular areas as a result of language barriers.

Examples of additional services may include the following:

1. Bilingual Paraprofessionals
2. Special Tutoring Classes
3. Specialized intersession or after school programs
4. Accelerated classes for ELD
5. Summer School ELD classes

State Coordinated Compliance Items Related to Instructional Program

- Compliance Item EL 3** The district is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.
- Compliance Item EL 3a** Each English Learner receives a program of instruction in English Language development in order to develop proficiency in English as rapidly and effectively as possible.
- Compliance Item EL 3b** English Learners are meeting district content and performance standards for their respective grade levels in core curricular areas.
- Compliance Item EL 3c** The district continues to provide additional and appropriate educational services to English Learners in kindergarten through grade 12 in any and all classroom situations. These services are for the purposes of overcoming language barriers until the English Learners have demonstrated English language proficiency comparable to that of the district's average native English language speakers, and recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

EL 4: Identification & Parent Notification

- Initial Identification

Each student enrolled in Modesto City Schools must be formally identified as either a native English Only (EO) speaker, an English Learner(EL) (formerly limited English proficient), or a Fluent English Proficient (FEP) student. The following procedures and guidelines are to be used to determine the official classification of each student.

School Site Action:

The parent/guardian completes a Home Language Survey (HLS) on the back of the enrollment card for each child upon registration at school. The school site secretary enters the HLS information into the district SASI system. A copy of the registration card with the HLS is found in the appendix. Any response other than English to questions 1, 2, or 3 on the survey means that the student has a home language other than English and is considered a “potential English language learner.” Potential English learners must be tested for English and/or primary language proficiency unless the student has already been tested in another California District and has been identified as an EL, EO or FEP student in that district. Testing is to be conducted by the district’s Assessment Center staff.

Assessment Center Action:

The Assessment Center will be responsible for the assessment of students who are identified in the district SASI system with a home language other than English. English listening and speaking, reading and writing will be assessed using the California English Language Development Test (CELDT.)

All newly identified potential English learners not previously assessed must be **CELDT** tested **within 30 calendar days** of enrollment.

Grades K-1 Criteria

Students enrolled in grades K-1 are designated as English Learners or FEP solely on the basis of their Listening and Speaking scores on the **CELDT**. K-1 students do not take the Reading and Writing portions of the **CELDT**. Students scoring Beginning, Early Intermediate and Intermediate will be designated as English Learners (EL). Students scoring Early Advanced or Advanced will be designated Fluent English Proficient (FEP).

Grades 2-12 Criteria

Students enrolled in grades 2-12 will take all parts of the **CELDT**. Students scoring Beginning, Early Intermediate, Intermediate, and Early Advanced will be designated as English Learners (EL). Students scoring at the Advanced level will be designated as Fluent English Proficient (FEP).

- Primary Language Assessment

English Learners will be tested in their primary language within 90 calendar days after enrollment to determine oral fluency, comprehension, and writing skills to the extent test instruments are available. Assessment Center staff currently administer these tests in Spanish, Cambodian and Lao.

- Parent Notification of Initial Testing

Parents must be apprised of their child's initial identification test results. The Assessment Center staff completes the parent notification letters written in the student's primary language as appropriate. The parents of the children tested are notified of the test results, designation as an English Learner (EL) or a Fluent English Proficient (FEP) student, and program placement (SEI or Mainstream). The letter also includes information about the alternative bilingual program. The letters are sent to parents by the State and Federal Programs Office. At the school site, the administrator and the classroom teachers can give parents more information about the different program options available to them, including information about waivers for an alternative program option. Sample letters are in the Appendix.

Annual Notification of Program Placement

In accordance with ESEA, Title III requirements, parents of English Learners will be sent a letter by the State and Federal Programs Office at the beginning of each school year following initial identification with updated information on their students' status as an English Learner. Sample letters are in the Appendix.

State Coordinated Compliance Regulations Related to Student Identification

- Compliance Item EL 4:** The district has properly identified, assessed, and reported all students who have a primary language other than English; who are known as English Learners (EL) and are also known as Limited English Proficient (LEP).
- Compliance Item EL 4a:** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student in the district, including migrant, special education, and continuation school enrollees.
- Compliance Item EL 4b:** Each student with a home language other than English has been assessed within **30 calendar days** of enrollment in English comprehension, speaking, reading, and writing.
- Compliance Item EL 4c:** The district has further assessed each English Learner for primary-language proficiency, including comprehension, speaking, reading, and writing within **90 calendar days** of enrollment.
- Compliance Item EL 4d:** All parents of EL and FEP students have been notified in writing, in the language of the home, of their child's English and proficiency assessment results and program placement options.

EL 5: Placement in Instructional Program

California Education Code 300-340 stipulates that all English Learners are to be placed in English language classrooms unless a parental exception waiver has been granted for an alternative bilingual program. Two types of English language classroom programs are to be provided by the district. Students with less than reasonable fluency in English (poor working knowledge of English) will be placed into a Structured English Immersion (SEI) program. English Learners, who have a good working knowledge of English, will be placed in a Mainstream English program. Each English Learner enrolled in Modesto City Schools will be placed in one of the three instructional programs described below based upon his/her English skills or a district approved waiver.

1. Structured English Immersion Program (Grades K-12)

School Site Action:

English Learners scoring at Beginning, Early Intermediate or Intermediate on the CELDT (or the equivalent on other state approved tests) are automatically considered to have less than reasonable fluency in English. These students will be placed in a structured English immersion program. Students in this program receive daily ELD instruction at the appropriate level, as well as sheltered content (SDAIE) instruction to provide access to the core curriculum. Students identified as needing primary language instruction in the core curriculum may be provided this support either by a bilingual teacher or a bilingual paraprofessional. The amount of primary language use will depend on the English proficiency of the student. Students requiring instructional materials in the primary language may be provided with the appropriate materials. English Learners in the SEI program must be taught by a teacher with the appropriate credential authorization to teach ELD and SDAIE or a teacher-in-training actively pursuing such authorization.

English Learners may exit the SEI program at the parent's request. The parent can request that their child be placed in a Mainstream program, or they can request a waiver for an alternative bilingual program.

2. Mainstream English Program (Grades K-12)

School Site Action: English Learners may participate in the Mainstream program as appropriate for their English level and academic needs. Students in this program receive ELD instruction at the appropriate level, as well as sheltered content (SDAIE) instruction to provide access to the core curriculum. Students identified as needing primary language instruction in the core curriculum may be provided this support either by a bilingual teacher or a bilingual paraprofessional. The amount of primary language use will depend on the proficiency of the student in English. Students requiring instructional materials in the primary language may be provided with the appropriate materials.

English Learners in a Mainstream program should be taught by a teacher with the appropriate credential authorization to teach ELD and SDAIE or a teacher-in-training actively pursuing such authorization.

3. Bilingual Spanish Alternative Program

School Site Action: The alternative waiver program available in the district is the Spanish bilingual program. The alternative program is offered to English Learners who are Spanish-speaking. The Spanish bilingual program is provided at each grade level for which twenty waivers have been approved. When the requisite number of waivers have been approved, each student with an approved waiver is provided a Spanish bilingual program of instruction based on enrollment.

Once a bilingual class at a grade level has been established, a dual class may be formed if at least a third of a Structured English Immersion class has approved waivers, then both formal Spanish instruction and sheltered (SDAIE) instruction would be part of those students' instructional program (per revised MCS Board policy as of Nov. 15, 1999). The teacher assigned to staff this classroom should be appropriately certificated (BCLAD, BCC, etc.) or in training for such certificate.

If a site does not have enough English Learners with waivers per grade level, these students may transfer to a school with an alternative program on a space available basis. District transportation will be provided if an existing bus route is

already established between the schools involved. Otherwise, transportation will be the responsibility of the parent.

The Spanish bilingual program shall be transitional in nature. Primary language instruction is utilized to teach primary language literacy and to provide core curriculum instruction. The amount of primary language instruction is reduced as the student becomes more proficient in English. MCS has established the following guidelines to assist teachers in developing the student's instructional program.

| <u>Grade</u> | <u>Spanish</u> | <u>English</u> |
|------------------------------------|----------------|----------------|
| Kindergarten | 70% | 30% |
| 1st – 2 nd | 60% | 40% |
| 3 rd | 50% | 50% |
| 4 th – 8 th | 40% | 60% |
| 9 th – 12 th | 30% | 70% |

In addition, teachers need to consider the English proficiency of the student. The following chart assists teachers in developing the instructional program based on the proficiency level of each student.

| <u>Eng. Proficiency</u> | <u>Spanish</u> | <u>English</u> |
|-------------------------|----------------|----------------|
| Beginning | 70% | 30% |
| Early Intermediate | 50% | 50% |
| Intermediate | 30% | 70% |
| Early Advanced | 10% | 90% |

State Coordinated Compliance Regulations Related to Instructional Program Setting

- Compliance Item 5:** All English Learners shall be placed in English language instructional program unless a parental exception waiver has been granted for an alternative program.
- Compliance Item 5a:** All English Learners with less than reasonable fluency in English are placed in a structured English immersion program for a period not normally to exceed one year, as required by law. If the pupil has not achieved a reasonable level of English proficiency at the end of the one year, the student may be re-enrolled, unless the parent or guardian objects. Parents can request that the student be placed in an English Mainstream program. They can also request a waiver for an alternative program. Reasonable fluency requires that the student be at the Intermediate Level of English proficiency based on the ELD standards.
- Compliance Item 5b:** English Learners with reasonable fluency in English are placed in an English Mainstream program. Reasonable fluency requires that the student be at the Intermediate Level of English proficiency based on the ELD standards.
- Compliance item 5c:** English Learners who have been granted parental exception waivers are placed in an alternative program. Whenever 20 or more students of a given grade level in a school receive parental exception waivers, the school offers the alternative program. Schools with fewer than 20 pupils at a given grade level offer the alternative program or have allowed the pupils to transfer to a public school in which such a program is offered.

EL 6: Teaching Personnel

Each school will assign highly qualified teachers with the appropriate certification (CLAD, BCLAD, SB1969 etc.) to teach English Learners. Schools will use the criteria outlined below to determine which specific teachers are required to have such certification.

The Director of State and Federal Programs will meet with the Associate Superintendent of Personnel annually to review the teacher placement and staffing needs for each school in the district.

K-6 School/Class Level Trigger Numbers

Each elementary school in the district will be categorized as either a “High Impacted” or a “Low Impacted” school. Highly Impacted schools have 100 or more English Learners enrolled as reported 30 days after the start of school. Low Impacted schools have 99 or fewer English Learners enrolled as reported 30 days after the start of school.

Each Highly Impacted school will have the appropriate number of properly credentialed teachers to serve no less than 95% of its English Learner population. In addition, each teacher who is assigned to teach five or more English Learners will be required to have the appropriate certification. Classes with less than five will be provided with an appropriate or alternative program for EL students.

Each Low Impacted school will be required to concentrate its English Learners for instruction by qualified teachers when five or more English Learners are enrolled in any particular grade level or class. In addition, schools will make every effort to group English Learners by language proficiency levels for English Language Development instruction.

7-12 School/Class Level Trigger Numbers

Each junior high or high school in the district should have the appropriate number of properly credentialed teachers to serve no less than 95% of its English Learner population. The key subjects to be reviewed include: English, mathematics, science, social science, and health.

In addition, each teacher who is assigned to teach five or more English Learners in any class period (including both sheltered and mainstream classes) must have the appropriate

certification. Classes with less than five will provide appropriate instruction or alternative programs for EL students.

When a junior high or high school has an insufficient number of qualified teachers assigned to teach English Learners, those teachers without the proper certification will be required to attend and complete training annually in order to secure the proper certification.

District Action:

Within the first month of school of each semester, the administrators of the Educational Services division will review the class assignment and class schedule of English Learners. The Associate Superintendent of Educational Services, along with the Associate Superintendent of Personnel will take corrective action to ensure that the “trigger numbers” outlined above are followed. Newly hired teachers needed to staff ELD and/or SDAIE classes will be required to pursue training towards a CLAD/SB395 certificate or other appropriate credential.

State Coordinated Compliance Items Related to Staffing

- | | |
|------------------------------|--|
| Compliance Item EL 6 | The district shall ensure that all teaching personnel shall be qualified to provide instructional services to English Learners. |
| Compliance Item EL 6a | An adequate number of qualified teachers have been assigned to implement the required English language development instruction for each English Learner. Upon documentation of a local shortage of qualified teachers, the district has adopted and is implementing interim measures by which it plans to remedy the shortage. |
| Compliance Item EL 6b | An adequate number of qualified teachers have been assigned to provide access to core curriculum instruction to ensure equal education opportunity for each English Learner. |

EL 7: Professional Development

School Site Action: Schools will provide opportunities to their staff to develop a greater understanding of teaching English Learners through the sharing of best instructional practices at faculty, department and grade level meetings.

District Action: The district shall offer opportunities for teachers to earn CLAD, BCLAD, or SB1969/395 or equivalent authorization. Priority will be given to those teachers assigned to teach English Learners.

On-going training shall be provided by the district to teachers, counselors, paraprofessionals, and administrators on the English Learners' instructional program. Such training will focus on subjects such as: the Master Plan for English Learners, advanced techniques for sheltered instruction, cross-cultural competence, scheduling/placement of EL students, and ELD standards.

State Coordinated Compliance Items Related to Staff Development

Compliance Item EL 7 The district provides an adequate in-service training program, which results in qualifying existing and future personnel to provide instructional services to English Learners.

EL 8: Parental Exception Waivers

District Action:

Each year, the district will send a letter to the parents of all English Learners to notify them of their child's assessment results and program placement. The letter will also describe to parents the educational programs and options available to them. The letters are sent in a language understandable to the parents as appropriate. The parents will also receive notice of scheduled meetings to discuss district options and to respond to parent concerns and questions.

Each spring, prior to the end of school, the district will send to parents of Spanish-speaking English Learners a letter notifying them of the opportunity to apply for a waiver. Details regarding the waiver program, application process, parent meetings, and any deadlines will be explained in this letter. Similar information will be given to each parent of any new Spanish-speaking English Learner enrolling in the district.

The Administrator of Special Projects will be responsible for establishing the timeline by which waivers are to be completed, sent to the State and Federal Programs Office for approval, and processed in order to form bilingual classes for the following school year.

School Site Action:

Each principal in the district may send a follow-up letter to the parents of Spanish-speaking English Learners notifying them of the district's waiver program and a scheduled parent meeting at their school site to review the waiver application. Program options are reviewed at this time. Parents are informed that first priority is given to beginning and Early Intermediate EL students.

Alternative Bilingual Program Forms

Waiver application forms are distributed to parents during such informational meetings. Teachers and (Samples in the Appendix) other bilingual staff may assist parents with the completion of the waiver applications if requested by the parents. Teachers may also provide information to parents, if requested, about the best program placement for their child.

Schools collect and process the waivers according to the annual timeline established and forward the waivers and their recommendations for approval or denial to the Office of State and Federal Programs. The Administrator of Special Projects reviews the recommendations of the school site staff and makes the final decision to approve or deny the waiver

application. If a waiver is denied, the parents are informed of their right to appeal. All appeals are directed to the Director of State and Federal Programs.

Appeal Process:

1. Parents must call the Director of State and Federal Programs to appeal a denied waiver. The Director of State and Federal Programs will review with the parents the evidence for denying the waiver.
2. Parents who wish to pursue their appeal upon denial by the Director of State and Federal Programs may request to present their case to Associate Superintendent of Educational Services who will review the denial.
3. Parents who wish to pursue their appeal upon denial by the Associate Superintendent of Educational Services may request to present their case to the MCS board by calling the Associate Superintendent of Administrative and Pupil Services.
4. Parents who wish to pursue their appeal upon denial by the MCS board may request that the California State Board of Ed. review the waiver guidelines established in the district for compliance with Section 11303.

State Coordinated Compliance Items Related to Parental Exception Waivers

| | |
|------------------------------|--|
| Compliance Item EL 8 | The district has established procedures for parental exception waivers, which include prior written informed consent, annual request, and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational program choices and all of the educational opportunities available to the student, as well as descriptions of the educational materials to be used. |
| Compliance Item EL 8a | Parents and guardians of English Learners are notified of the placement of their children in an English language classroom and are provided the description of all educational opportunities available to them. |
| Compliance Item EL 8b | Parents and guardians are notified of the opportunity to apply for a parental exception waiver. |
| Compliance Item EL 8c | The school shall act upon all parental exception waivers following the procedures which include: <ol style="list-style-type: none">1. Timelines2. Availability of alternative program(s)3. Reason for denials4. Appeal of denials |

EL 9: Advisory Committees

School English Learners Advisory Committee (ELAC)

Each school with twenty-one (21) or more identified English Learners on the annual R-30 Language Census must have a school English Learners advisory committee which is legally constituted by an election of members. Exceptions will be made for schools that open the school year with less than 21 English Learners. The committee must be comprised of parents of English Learners enrolled at that particular school. The parent component of the committee must also be representative of the English Learners' population of the school. In addition, school site employees cannot be part of the parent component at the school site where they are employed. A district employee may serve as a parent representative on an ELAC at a school site where they are not employed, but have a child in attendance.

Each school ELAC should meet at least five times a year unless they vote their powers over to the site council. In which case, the school site council must fulfill all of the legal obligations of the ELAC. The ELAC is required to advise the principal in four areas:

1. the school plan
2. the school needs assessment
3. the R30 school language census and
4. the importance of regular school attendance.

The district has adopted a standardized format for all ELAC agendas and minutes to ensure that each ELAC meets its legal obligations. The district DELAC agendas and minutes will serve as models for the site ELACs. Each school will send copies of all ELAC agendas and minutes to the State and Federal Programs Office to be placed in site binders. The State and Federal Programs Office will monitor ELAC minutes for compliance with district policy and state law.

District English Learners Advisory Committee (DELAC)

A District English Learners Advisory Committee (DELAC) shall be established whenever fifty-one (51) or more limited English proficient students are enrolled in the school district. One representative from each school ELAC shall be elected to serve on the District English Learners Advisory Committee (DELAC). Representatives to the DELAC shall be comprised of a majority of parents (51%) who were elected by their ELAC. The mission of the District English Learners Advisory Committee shall be to assist in the formulation, implementation, and monitoring of the overall District English Learners instructional program.

The agendas and minutes of the DELAC will be distributed to each site and will serve as models for ELAC agendas and minutes. The DELAC minutes will reflect the fulfillment of all ELAC and DELAC legal obligations.

State Coordinated Compliance Items Related to Advisory Committees

Compliance Item EL 9

The district and school sites, as required, have functioning English Learner advisory committees meeting all legal requirements.

Compliance Item EL 9a

Whenever there are 21 or more English Learners at a school site, there is a functioning English Learner advisory committee (ELAC) that has met all of the following requirements:

1. Has advised the principal and staff of:
 - a. The development of the school plan for English Learners submitted to the governing board.
 - b. Conduct of the school's needs assessment
 - c. Administration of the school's language census
 - d. Efforts to make parents aware of the importance of regular school attendance;
2. Has a membership of EL parents in at least the same percentage as there are EL students at the school;
3. Has had an election of members in which all parents of English Learners have an opportunity to vote;
4. Has had the opportunity to elect at least one member of the district EL advisory committee or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district
5. Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.

Compliance Item EL 9b

Whenever 51 or more English learners are enrolled in a district, the district has a functioning district English learners advisory committee (DELAC) or a subcommittee of an existing district committee that has met all of the following requirements:

1. Has had the opportunity to advise the governing board regarding:
 - a. A timetable for and development of a master plan for English learner education.
 - b. A district wide needs assessment on a school - by-school basis
 - c. District English learner education goals and objectives
 - d. Administration of the language census
 - e. Review of and comments on the written notification of initial enrollment
 - f. Review of and comments on any related waiver requests.

2. Has a majority membership of parents of English Learners not employed by the district.
3. Has received training materials and training developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities

EL 10: Funding

Site/District Action: All English Learners will receive a base program comparable to that of their native English-speaking peers. The base program shall be defined as services and materials received by English-only speaking students, which are paid by district general funds. Funding from EIA-EL, IASA Title I, and Title III, or other supplemental money must adhere to state and federal regulations and may only be used to provide qualified services over and above the district's base program.

State Coordinated Compliance Items Related to Resources

Compliance Item EL 10 There are adequate basic resources for English Learners and EIA-EL funds are used to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.

Compliance Item EL 10a There are adequate basic general fund resources to provide each English Learner with learning opportunities in an appropriate program. The provision of such general fund resources is not contingent upon the receipt of state or federal categorical funds.

Compliance Item EL 10b EIA-EL funds are used to meet the needs of English Learners. These funds supplement but do not supplant existing resources at the school site.

APPENDIX

Adequate Progress
English Learner (EL) Interim Bench Marks

| L1 Proficient Year in Program | L1 Non-Proficient Year in Program | MCS Program Code | Core GPA | District ELD Standards Proficiency | Common Assessments Core Content |
|-------------------------------|-----------------------------------|------------------|----------|------------------------------------|---------------------------------|
| 1 | 1 | 10 | 2.0 | Beginning | 0 to 9% of District Average |
| 2 | 2 | 20 | 2.0 | Early Intermediate | 10 to 29% of District Average |
| 3 | 3 | 30 | 2.0 | Intermediate | 30 to 49% of District Average |
| 4 | 4 | 40 | 2.0 | Early Advanced | 30 to 49% of District Average |
| | 5 | 41 | | | |
| 5 | 6 | 42 | 2.0 | Advanced | 70 to 100% of District Average |
| | 7 | 43 | | | |
| 6 | 8 | 80 R-FEP | 2.0 | N/A | District Average |

English Learner (EL)
Adequate Annual Progress

| L1 Proficient Year in Program | L1 Non-Proficient Year in Program | MCS Program Code | California Standards Test English Language Arts | California Standards Test Math | CELDI |
|-------------------------------|-----------------------------------|------------------|---|--------------------------------|--------------------|
| 1 | 1 | 10 | 0 - 99 | 0 - 99 | Beginning |
| 2 | 2 | 20 | 100 - 199 | 100 - 199 | Early Intermediate |
| 3 | 3 | 30 | 200 - 249 | 200 - 249 | Intermediate |
| 4 | 4 | 40 | Not applicable | Not applicable | Early Advanced |
| | 5 | 41 | 250 - 269 | 250 - 269 | |
| 5 | 6 | 42 | 270 - 299 | 270 - 299 | Advanced |
| | 7 | 43 | 300 - 324 | 300 - 324 | |
| 6 | 8 | 80 R-FEP | 325 - 349 | 325 - 349 | Not applicable |



Modesto City Schools
Assessment Center

Parent Notification of Initial Testing

Name: _____ ID #: _____ Date: 4/4/2003
 Birthdate: _____ Grade: 5 School: Tuolumne

Dear Parent/Guardian:

The State of California requires every school district to test the English language ability of each student who speaks a language other than English. Speakers of Spanish, Cambodian and Lao may also be tested in their primary language. Your child was tested for English listening and speaking, reading and writing skills using the California English Language Development Test (CELDT). The results for your child are shown below:

Test Date: 4/2/2003

| LANGUAGE | LISTENING and SPEAKING Proficiency Level | READING Proficiency Level | WRITING Proficiency Level | CELDT OVERALL Proficiency Level |
|----------|---|------------------------------|------------------------------|------------------------------------|
| English | Beginning | Beginning | Beginning | Beginning |
| Spanish | Early Advanced | Early Advanced | Early Advanced | EngProf: L Prog: 10 |

Based on the test results above, your child is classified as: **English Learner**

Beginning: The student has no English listening and speaking, reading and writing skills.

California's Education Code requires schools to place children who are English learners in specific types of classrooms, STRUCTURED ENGLISH IMMERSION or ENGLISH LANGUAGE MAINSTREAM, based on their level of English skills. Your child may be placed in a structured English immersion program designed for children who are in the beginning stages of learning English. Although your child's home language may be used in this program, English will be used nearly all of the time to teach reading, math, science, and social studies. English Language Development will be emphasized. Materials designed for English Learners will supplement the curriculum. Children in the intermediate, early advanced and advanced stages may be transitioned into the English Language Mainstream program as appropriate. Your child will continue to receive this program until he/she demonstrates a good working knowledge of academic English. Your child's teacher is currently assessing your child's academic performance. If your child took the State test (STAR) the results were sent to you. The academic progress of your child will be reported to you through parent teacher conferences, completed assignments sent home, Back to School Night, Open House, report cards and communication from your child's teacher. If you have a question regarding your child's progress, do not hesitate to contact his/her teacher. You may visit your child's school to discuss this class placement with the school site principal or staff. Parents have the right to apply for a waiver from the above program. Modesto City Schools does have a Spanish bilingual waiver program. You must visit your neighborhood school office in person to obtain further information on the Spanish bilingual waiver program and/or to apply for a waiver.

REDESIGNATION PROCESS: Children are redesignated as Fluent English Proficient when they have CELDT scores of Early Advanced or Advanced, standardized test scores in total Reading and Math of 30% NP or higher, a passing score on a writing test and classroom success based on teacher input by report card. Your child's school will contact you when they think your child is ready to be redesignated. Parents may request a redesignation conference when they think their children are ready for this important step. Students are expected to meet redesignation guidelines after five to seven years in Modesto City Schools, and are expected to graduate from high school.



Modesto City Schools
Assessment Center

Aviso a los Padres del Primer Examen

Nombre: _____ Identificación: _____ Fecha: _____

Fecha de Nacimiento: _____ Grado: _____ Escuela: _____

Estimado padre de familia o tutor:

El estado de California requiere que cada distrito escolar evalúe el nivel de dominio del idioma inglés de todos los estudiantes que hablan otro idioma que no es inglés. A los estudiantes de habla hispana, camboyano y lao también se les administra un examen de lenguaje en su idioma natal. A su hijo(a) se le administró un examen de lenguaje en inglés llamado California English Language Development Test (CELDT) para identificar el nivel de habilidad que posee para escuchar, hablar, leer y escribir el idioma inglés. Los resultados/calificaciones de su hijo(a) en este examen se encuentran en la siguiente gráfica.

Fecha del examen: 4/2/2003

| IDIOMA | APRENDIZAJE ESCUCHAR Y HABLAR | APRENDIZAJE LECTURA | APRENDIZAJE ESCRITURA |
|--------------|-------------------------------|-------------------------|-------------------------|
| Inglés | Principiante | Principiante | Principiante |
| Idioma Natal | Nivel Avanzado Temprano | Nivel Avanzado Temprano | Nivel Avanzado Temprano |

| DOMINIO CONQUISTADO |
|--|
| Principiante |
| EngProf: <input type="checkbox"/> L <input type="checkbox"/> Prog: <input type="checkbox"/> 10 |

De acuerdo con los resultados de arriba, su hijo(a) fue identificado(a) un(a) estudiante: Con un dominio limitado del idioma inglés **Principiante: El/la estudiante posee un dominio limitado del idioma inglés, lo que limita su habilidad para escuchar, hablar, leer y escribir el idioma inglés.**

El Código de Educación Estatal requiere que las escuelas asignen a estudiantes aprendices de inglés a clases específicas como; en una clase estructurada de Inmersión al idioma inglés o inglés solamente usando como base el nivel de dominio del idioma de cada estudiante. Su hijo(a) tal vez sea asignado(a) a una clase estructurada de inmersión al idioma inglés diseñada para los niños en etapa Principiante. Aunque el idioma natal de su hijo(a) puede usarse en este programa, las materias de lectura, matemáticas, ciencias y ciencias sociales serán impartidas en inglés. Habrá un enfoque en el desarrollo del idioma. Se proveerán materiales de instrucción especiales para los aprendices de inglés. Estudiantes en etapa Intermedia, Avanzada Temprana y Avanzada pueden hacer la transición a una clase de inglés sólo si se considera apropiado. Su hijo(a) continuará recibiendo este programa académico hasta que él o ella muestre un buen conocimiento del inglés académico. El/La maestro(a) de su hijo(a) está actualmente evaluando el desempeño académico en la clase. Si su hijo(a) tomó el examen del estado STAR, le mandaron los resultados a su casa. Se le informará sobre el progreso académico de su hijo(a) por medio de conferencias, cumplimiento de deberes/tarea en casa, noche de regreso a clase (Back to School Night), exposiciones escolares, boletas de calificación y comunicación por parte del/la maestro(a). Si tiene alguna pregunta sobre el progreso de su hijo(a), no dude en llamar al/la maestro(a) de su hijo(a). Usted puede visitar la escuela de su hijo(a) para discutir la asignación con el/la directora(a) o cuerpo docente. Los padres tienen el derecho de solicitar una exención del programa académico anteriormente mencionado. El distrito escolar de Modesto cuenta con un programa de exención bilingüe. Usted tiene que visitar a su escuela comunitaria para obtener información sobre el programa bilingüe o solicitar una exención.

Proceso de una nueva asignación académica: Los niños son nuevamente asignados o identificados como estudiantes con un dominio suficiente del idioma inglés (FEP) cuando los resultados en el examen CELDT muestran un nivel Avanzado Temprano o Avanzado del idioma inglés, y un porcentaje de un 30% o más alto en las materias de lectura y matemáticas, una calificación aprobatoria en un examen de escritura y éxito en la clase basado en información proveída por el/la maestro en la boleta de calificación. La escuela de su hijo(a) se pondrá en contacto con usted cuando ellos crean que su hijo(a) está capacitado(a) para recibir una nueva asignación. Los padres pueden pedir una conferencia cuando crean que sus hijos están capacitados para tomar este paso tan importante. Se espera que los estudiantes cumplan con los requisitos de una nueva asignación después de 5 (cinco) a 7 (siete) años en el distrito escolar de Modesto, y que gradúen de la secundaria.



Modesto City Schools
Assessment Center

Parent Notification of Initial Testing

Name: _____ ID #: _____ Date: _____

Birthdate: _____ Grade: _____ School: _____

Dear Parent/Guardian:

The State of California requires every school district to test the English language ability of each student who speaks a language other than English. Speakers of Spanish, Cambodian and Lao may also be tested in their primary language. Your child was tested for English listening and speaking, reading and writing skills using the California English Language Development Test (CELDT). The results for your child are shown below:

Test Date: _____

| LANGUAGE | LISTENING AND SPEAKING | READING | WRITING |
|----------|------------------------|-------------------|-------------------|
| | Proficiency Level | Proficiency Level | Proficiency Level |
| English | | | |
| Spanish | | | |

| | |
|---------------|----------|
| CELDT OVERALL | |
| EngProf: | F |
| Prog: | |

Based on the test results above, your child is classified as:

: The student has sufficient English language skills to be placed in the District's regular instructional program.

Your child will be placed in an English Language Mainstream classroom. This means your child will be in a class with native English-speaking students and other students who have a good knowledge of English. Your child's teacher is currently assessing your child's academic performance. If your child took the State test (STAR) the results were sent to you. The academic progress of your child will be reported to you through parent teacher conferences, completed assignments sent home, Back to School Night, Open House, report cards and communication from your child's teacher. If you have a question regarding your child's progress, do not hesitate to contact his/her teacher. You may visit your child's school to discuss this class placement with the school site principal or staff.



Modesto City Schools
Assessment Center

Aviso a los Padres del Primer Examen

Nombre: _____ Identificación: _____ Fecha: _____

Fecha de Nacimiento: _____ Grado: _____ Escuela: _____

Estimado padre de familia o tutor:

El estado de California requiere que cada distrito escolar evalúe el nivel de dominio del idioma inglés de todos los estudiantes que hablan otro idioma que no es inglés. A los estudiantes de habla hispana, camboyano y lao también se les administra un examen de lenguaje en su idioma natal. A su hijo(a) se le administró un examen de lenguaje en inglés llamado California English Language Development Test (CELDT) para identificar el nivel de habilidad que posee para escuchar, hablar, leer y escribir el idioma inglés. Los resultados/calificaciones de su hijo(a) en este examen se encuentran en la siguiente gráfica.

Fecha del examen: _____

| IDIOMA | APTITUD ESCRIBIR/HABLAR | APTITUD LEER | APTITUD ESCRIBIR | APTITUD COMUNICAR |
|--------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Inglés | Principiante | Principiante | Principiante | Principiante |
| Idioma Natal | Nivel Avanzado Temprano | Nivel Avanzado Temprano | Nivel Avanzado Temprano | Nivel Avanzado Temprano |

| APTITUD COMUNICAR |
|--|
| Principiante |
| EngProf: <input checked="" type="checkbox"/> F <input type="checkbox"/> Prog: <input type="checkbox"/> |

De acuerdo con los resultados de arriba, su hijo(a) fue identificado(a) un(a) estudiante: Dominante del idioma inglés
Principiante: El/la estudiante cuenta con un dominio / habilidad suficiente del idioma inglés para ser colocado(a) en un programa educativo regular (clase de inglés) del Distrito Escolar.

Su hijo(a) será colocado(a) en una clase de inglés solamente. Esto significa que su hijo(a) estará en una clase con estudiantes de habla inglesa y otros estudiantes que poseen un buen conocimiento del idioma. El/La maestro(a) de su hijo(a) está actualmente evaluando el desempeño académico en la clase. Si su hijo(a) tomó el examen del estado STAR, le mandaron los resultados a su casa. Se le informará sobre el progreso académico de su hijo(a) por medio de conferencias, cumplimiento de deberes/tarea en casa, noche de regreso a clase (Back to School Night), exposiciones escolares, boletas de calificación y comunicación por parte del/la maestro(a). Si tiene alguna pregunta sobre el progreso de su hijo(a), no dude en llamar al/la maestro(a) de su hijo(a). Usted puede visitar la escuela de su hijo(a) para discutir la asignación con el/la directora(a) o cuerpo docente.



Modesto City Schools
Assessment Center

សិទ្ធិតបញ្ជាក់លទ្ធផលប្រឡង(ធ្វើតេស្ត)ដំបូង

ឈ្មោះ: _____ ID #: _____ ថ្ងៃខែ _____

ថ្ងៃកំណើត _____ ថ្នាក់ _____ សាលា _____

ជូនចំពោះមាតាបិតា:
ច្បាប់សាលារដ្ឋកាលីហ្វ័រនី បានតម្រូវឲ្យសាលាធ្វើតេស្ត(ឲ្យសិស្សប្រឡង) ខាងភាសាអង់គ្លេស ចំពោះសិស្សណាដែលចេះ
និយាយភាសាផ្សេងទៀត ក្រៅពីភាសាអង់គ្លេស ។ សិស្សខ្លះត្រូវធ្វើតេស្តជាភាសាកំណើតរបស់ខ្លួនផង បើគេអាចធ្វើទៅបាន
ក្នុងលោកអ្នកបានធ្វើតេស្ត ផ្នែកខាងការស្តាប់, និយាយ, អាន និងការសរសេរ ហើយបានលទ្ធផលដូចខាងក្រោមនេះ :

ថ្ងៃខែប្រឡង 5/31/02

| | | | | |
|----------|---------------------|--------|----------|---|
| ភាសា | កម្រិត និង និរន្តរៈ | ការអាន | ការសរសេរ | កិច្ចសរុប |
| អង់គ្លេស | ជាន់ខ្ពស់ | មធ្យម | មធ្យម | លើមធ្យម |
| ខ្មែរ | ជាន់ខ្ពស់ | | | EngProf: <input type="checkbox"/> L Prog: <input type="checkbox"/> 40 |

យោលទៅតាមលទ្ធផលខាងលើនេះ កូនលោកអ្នកត្រូវបានគេចាត់តាំងថា មានកម្រិត: ជាន់ទាប (ខ្សោយខាងភាសាអង់គ្លេស)
លើមធ្យម : សិស្សមានចំណេះល្មមខាងភាសាអង់គ្លេស ។

ច្បាប់សាលារដ្ឋកាលីហ្វ័រនី បានតម្រូវឲ្យសាលាចាត់ថ្នាក់ឲ្យសិស្សអន់ខ្សោយខាងភាសាអង់គ្លេស រៀនឲ្យបានសមតាមកម្រិតវិជ្ជា
សិស្សណាបានពិន្ទុទាបប្រហែលគេចាត់ថ្នាក់ជាន់ទាបល្មមតាមវិជ្ជាសិស្ស ។ ថ្នាក់បែបនេះប្រហែលគេអាចជួយពន្យល់
ជាភាសាកំណើតសិស្សបាន តែភាគច្រើនគ្រូនិងប្រើភាសាអង់គ្លេសបង្រៀនសិស្សខាងការអាន, គណិតសាស្ត្រ, វិទ្យាសាស្ត្រ
និងសង្គមសាស្ត្រ ។ សិស្សណាបានពិន្ទុមធ្យមទៀត ប្រហែលគេចាត់ថ្នាក់ជាន់ខ្ពស់ល្មម ។ កូនលោកអ្នកនឹងរៀន
ថ្នាក់បែបនេះ រហូតដល់ចេះភាសាអង់គ្លេសបានល្អ ។ គ្រូនិងព្យាយាមបង្រៀន និងសង្កេតមើលភាពរីកចម្រើននៃការសិក្សារបស់
សិស្ស ហើយនឹងជម្រាបលទ្ធផលនោះជូនលោកអ្នកតាមសំបុត្រ ឬក្នុងកិច្ចប្រជុំមាតាបិតា ។ បើលោកអ្នកមានសំណួរពិភាក្សា
របស់កូន សូមទាក់ទងគ្រូ ឬទៅជួបនាយកដើម្បីពិភាក្សា អំពីការចាត់ថ្នាក់ឲ្យកូនរៀន ។

ការចាត់តាំងជាថ្មី : សិស្សនឹងត្រូវគេចាត់តាំងឲ្យចូលក្នុងជំពូកសិស្សពូកែខាងភាសាអង់គ្លេស បើសិស្សនោះប្រឡងជាប់ខាង
ការនិយាយ, ការអាន, សរសេរ, គណិតសាស្ត្រ ហើយរៀនបានជោគជ័យនៅក្នុងថ្នាក់ទៅតាមការសង្កេតឃើញរបស់គ្រូ ។
សាលានឹងទាក់ទងលោកអ្នក កាលណាគេសង្កេតឃើញថា កូនលោកអ្នកអាចនឹងចាត់ចូលក្នុងជំពូកសិស្សពូកែខាងភាសា
អង់គ្លេសបាន ។ បើលោកអ្នកយល់ថា កូនអាចមានលទ្ធភាពចូលក្នុងជំពូកសិស្សពូកែបាន សូមទាក់ទងសាលារៀន ។ តំបន់
សាលាក្រុងម៉ូដេស្តូស្ត្រីម៉ា ក្នុងពេលប្រាំឆ្នាំសិស្សនឹងត្រូវរៀនឲ្យបានចូលក្នុងជំពូកសិស្សពូកែ ហើយជាប់ថ្នាក់មធ្យមសិក្សា ។



Modesto City Schools
Assessment Center

ຈົດໝາຍແຈ້ງບອກພໍ່ແມ່ ເຖິງການທົດສອບໃນຕອນທຳອິດ

ຊື່ _____ ID #: _____ ວັນທີ່ _____

ເກີດວັນທີ່ _____ ຊັ້ນ _____ ໂຮງຮຽນ _____

ຮຽນ ພໍ່ແມ່/ຜູ້ປົກຄອງ

ອີງຕາມກົດໝາຍຂອງລັດ ແມ່ນກຳນົດໃຫ້ຫມົດທຸກ ໆ ໂຮງຮຽນໃນຄາລິຟໍເນຍ ທຳການທົດສອບເບິ່ງຄວາມສາມາດໃນພາສາອັງກິດຂອງນັກຮຽນແຕ່ລະຄົນ ທີ່ປາກເວົ້າພາສາອື່ນນອກຈາກພາສາອັງກິດ. ເດັກທີ່ປາກເວົ້າ ສປານິດສ໌, ຂເນນ ແລະລາວ ກໍຍັງຕ້ອງຖືກທົດສອບເບິ່ງພາສາປະຈຳບ້ານອີກດ້ວຍ. ລູກຂອງທ່ານໄດ້ຖືກທົດສອບເບິ່ງໃນການຮັບຟັງ, ການປາກເວົ້າ, ການອ່ານ ແລະການຂີດຂຽນໃນພາສາອັງກິດ. ຜົນຈາກບົດທົດສອບໃນພາສາອັງກິດ ຊຶ່ງໄດ້ຮັບການປັບປຸງໃຫມ່ຂອງຄາລິຟໍເນຍ ສຳລັບລູກຂອງທ່ານໄດ້ບອກໄວ້ຢູ່ຂ້າງຕາລຸ່ມນີ້:

ທົດສອບ ວັນທີ່ 10/18/02

| ພາສາ | ການຟັງແລະການປາກເວົ້າ | ການອ່ານ | ການຂຽນ |
|--------|----------------------|------------------|------------------|
| ອັງກິດ | ຂັ້ນກ້າວຫນ້າແລ້ວ | ຂັ້ນກ້າວຫນ້າແລ້ວ | ຂັ້ນກ້າວຫນ້າແລ້ວ |
| ລາວ | | | |

| ຄະແນນຮວມ |
|--|
| ຂັ້ນກ້າວຫນ້າແລ້ວ |
| EngProf: <input checked="" type="checkbox"/> F <input type="checkbox"/> Prog: <input type="checkbox"/> |

ອີງຕາມຜົນຂອງການທົດສອບຂ້າງເທິງ, ລູກຂອງທ່ານ ຖືກຈັດບອກວ່າ: ຂັ້ນກ້າວຫນ້າແລ້ວ

ຂັ້ນກ້າວຫນ້າແລ້ວ : ນັກຮຽນສາມາດຫລີກລ້ຽງບຸນຄ່າໃນການໃຊ້ພາສາອັງກິດ ຈຶ່ງຖືກຈັດເຂົ້າຮຽນຢູ່ໃນຫ້ອງຮຽນສິດສອນແບບທັນມະດາຂອງໂຮງຮຽນ.

ລູກຂອງທ່ານ ຈະຖືກຈັດເຂົ້າຢູ່ໃນຫ້ອງຮຽນສິດສອນແບບທັນມະດາຂອງໂຮງຮຽນ: ນີ້ໝາຍວ່າລູກຂອງທ່ານຈະໄດ້ຮ່ວມຮຽນຢູ່ກັບບັນດານັກຮຽນທີ່ປາກເວົ້າພາສາອັງກິດມາແຕ່ກຳເນີດ ແລະນັກຮຽນຄົນອື່ນ ໆ ທີ່ປາກເວົ້າພາສາອັງກິດແກ່ງແລ້ວ. ປັດຈຸບັນ ຄຣຸກຳລັງຕິດຕາມຄວາມກ້າວຫນ້າໃນການຮຽນຂອງລູກທ່ານ. ຫາກລູກຂອງທ່ານໄດ້ຖືກສອບຈາກບົດສອບຂອງລັດ ຜົນຂອງການສອບກໍໄດ້ສົ່ງມາຫາທ່ານ. ຄວາມກ້າວຫນ້າໃນການຮຽນຂອງລູກທ່ານ ຈະຖືກແຈ້ງບອກໃຫ້ທ່ານໄດ້ຮັບ ດ້ວຍການມີປະຊຸມຄຣູ-ພໍ່ແມ່ນັກຮຽນ, ເຈ້ຍຜົນງານການຮຽນທີ່ເຮັດແລ້ວ ສົ່ງມາທາງບ້ານ, ບັດລາຍງານການຮຽນ ແລະສື່ສານຈາກຄຣູຂອງລູກທ່ານ. ຫາກທ່ານມີຄຳຖາມກ່ຽວກັບຄວາມກ້າວຫນ້າຂອງລູກທ່ານ ກໍຢ່າໄດ້ລົງເລໃຈທີ່ຈະຕິດຕໍ່ຫາຄຣູສອນຂອງເດັກ. ຢ່າງໃດກໍດີ ທ່ານຄວນແວະໄປທີ່ໂຮງຮຽນຂອງລູກທ່ານ ເພື່ອສົນທະນາໃນການຈັດເຂົ້າຮຽນນີ້ຮ່ວມກັບຫົວຫນ້າ ຫລືພັກງານຂອງໂຮງຮຽນ.

Modesto City Schools

Assessment Center

Annual Parent Notification of English Language Status

Name: _____ ID #: _____ Date: _____

Birthdate: _____ Grade: _____ School: _____

Dear Parent/Guardian:

The State of California requires every school district to test the English language ability of each student who speaks a language other than English. Your child was tested for English listening and speaking, reading and writing skills. The 2002 California English Language Development Test (CELDT) results for your child are shown below.

Test Date: FALL 2002

| LISTENING & SPEAKING | READING | WRITING |
|--|---------------------------------------|--|
| Following Oral Direction/Phonemic Awareness and Oral Vocabulary/Phonemic Control | Synonyms, Antonyms, and Comprehension | Sentences Structure and an Essay (1-3) |
| Score | Score | Score |
| Early Advance | Intermediate | Intermediate |

Based on the test results above, your child is classified as:

Limited English Proficiency (LEP):

Intermediate : The student has some English listening and speaking, reading and writing skills

Transitional Bilingual Education (TBE): California's Education Code requires schools to place children who are English learners in specific types of classrooms based on their level of English skills unless the parent requests a waiver for an alternative program. You have applied and been granted a one year waiver from the Structured English Immersion Program. Your child will be placed in a Transitional Bilingual Spanish/English program for this school year. The TBE program provides a foundation for learning in Spanish with transition into English. The program offers a sequential program of English Language Development (ELD) taught daily, and grade level language arts, math and other subjects taught first using the student's native language, then using Specially Designed Academic Instruction in English (SDAIE) strategies with Spanish support followed by mainstream English. As students gain proficiency in English, the amount of instruction in English increases, while the amount of instruction in Spanish decreases. District-adopted instructional materials written in English and/or Spanish are used. Instructional goals are for students to learn English and meet appropriate academic achievement standards for grade promotion and graduation. Students, who begin this program in Kindergarten are expected to be ready to transition into a Structured English Immersion Program during third grade. The best time to transition students into English only instruction is determined by the students progress in Spanish reading and ELD. Your child's teacher is currently assessing your child's academic performance. If your child took the State test (STAR) the results were sent to you.

The academic progress of your child will be reported to you through parent teacher conferences, completed assignments sent home, Back to School Night, Open House, report cards and communication from your child's teacher. If you have a question regarding your child's progress do not hesitate to contact his/her teacher. You may visit your child's school to discuss this class placement with the school site principal or staff. Parents have the right to revoke the waiver at any time. Waivers for the bilingual program must be reapplied for annually

Redesignation Process: Children are redesignated as Fluent English Proficient when they have CELDT scores of Early Advanced or Advanced, score of 325 or better on the California English Language Arts test and classroom success based on teacher input by report card. Your child's school will contact you when they think your child is ready to be redesignated. Parents may request a redesignation conference when they think their children are ready for this important step. Students are expected to meet redesignation guidelines after five to seven years in Modesto City Schools, and are expected to graduate from high school.

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Modesto City Schools

Assessment Center

Aviso Anual para los Padres sobre el Dominio del Idioma Inglés de sus Hijos

Nombre: _____ # de identificación: _____ Fecha: _____

Fecha de Nacimiento _____ Grado: _____ Escuela: _____

Estimado padre de familia o tutor:

El estado de California requiere que cada distrito escolar evalúe el nivel de dominio del idioma inglés de todos los estudiantes que hablan otro idioma que no es inglés. A su hijo(a) se le administró un examen de lenguaje en inglés llamado California English Language Development Test (CELDT) para identificar el nivel de habilidad que posee para escuchar, hablar, leer y escribir el idioma inglés. Los resultados/calificaciones de su hijo(a) en este examen se encuentra en la siguiente gráfica.

Fecha del examen: Fall 2002

| ESCUCHAR Y HABLAR | LECTURA | ESCRITURA |
|--|-----------------------------------|---|
| Signa instrucciones orales/Conocimiento fonético y Vocabulario Oral/Control fonético | Sinónimos/Antónimos y Comprensión | Estructura de una oración y redacción de un ensayo(essay) (1-5) |
| Calificación | Calificación | Calificación |
| Intermedio | Principiante | Intermedio |

De acuerdo con los resultados de arriba, su hijo(a) fue identificado(a) un(a) estudiante:

Con un dominio limitado del idioma inglés (LEP)

Nivel Intermedio Temprano: El/La estudiante posee un dominio mínimo para escuchar, hablar, leer y escribir el idioma inglés.

Educación Transitiva Bilingüe (TBE): El Código de Educación Estatal requiere que las escuelas asignen a estudiantes aprendices de inglés a clases específicas de acuerdo con su dominio del idioma inglés, sólo que los padres pidan una exención para un programa académico alternativo. Usted solicitó y se le ha otorgado una exención de un año de una clase estructurada de inmersión al inglés. Su hijo(a) será asignado a una clase Transitiva Bilingüe de Español / Inglés por este año. Este programa (TBE) ofrece una base de aprendizaje con instrucción en español con la capacitación para la transición al inglés. El programa ofrece un programa consecutivo para desarrollar el idioma inglés (ELD) instruido todos los días, y artes lingüísticas a nivel de grado, matemáticas y otras materias usando primeramente el idioma natal del/la estudiante, y después usando estrategias de instrucción académica en inglés especialmente diseñadas (SDAIE) con el apoyo del español seguido por inglés solamente. Al lograr los estudiantes una aptitud suficiente en inglés, la instrucción en inglés aumenta, y la instrucción en español disminuye. Se usan materiales escritos en inglés y español adoptados por el distrito escolar. Las metas de instrucción son que los estudiantes aprendan inglés y puedan cumplir con los estándares de logro académico para pasar al siguiente grado y se gradúen. Se espera que los estudiantes que empiezan este programa en el kinder estén capacitados para hacer la transición a una clase estructurada de inmersión al inglés durante el 3er (tercer) grado. El mejor momento para que un(a) estudiante haga esta transición se determina con el progreso del/la estudiante en lectura en español y ELD. El/La maestro(a) de su hijo(a) está actualmente evaluando el desempeño académico en la clase. Si su hijo(a) tomó el examen del estado STAR, le mandaron los resultados a su casa. Se le informará sobre el progreso académico de su hijo(a) por medio de conferencias, cumplimiento de deberes / tarea en casa, noche de regreso a clase (Back to School Night), exposiciones escolares, boletas de calificación y comunicación por parte del/la maestro(a). Si tiene alguna pregunta sobre el progreso de su hijo(a), no dude en llamar a la escuela de su hijo(a) para discutir la asignación con el/la director(a) o cuerpo docente. Los padres tienen el derecho de revocar la exención en cualquier momento. Si desean solicitar una exención para una clase bilingüe, tienen que hacerlo año con año.

Proceso de una nueva asignación académica: Los niños son nuevamente asignados o identificados como estudiantes con un dominio suficiente del idioma inglés (FEP) cuando los resultados en el examen CELDT muestran un nivel Avanzado Temprano o Avanzado del idioma inglés, y un puntaje de 325, o mejor, en los exámenes estandarizados y en el éxito en la clase basado en información proveída por él/la maestro en la boleta de calificación. La escuela de su hijo(a) se pondrá en contacto con usted cuando ellos crean que su hijo(a) está capacitado(a) para recibir una nueva asignación. Los padres pueden pedir una conferencia cuando crean que sus hijos están capacitados para tomar este paso tan importante. Se espera que los estudiantes cumplan con los requisitos de una nueva asignación después de 5 (cinco) a 7 (siete) años en el distrito escolar de Modesto, y que gradúen de la secundaria.

Modesto City Schools

Assessment Center

Annual Parent Notification of English Language Status

Name: _____ ID #: _____ Date: _____

Birthdate: _____ Grade: _____ School: _____

Dear Parent/Guardian:

The State of California requires every school district to test the English language ability of each student who speaks a language other than English. Your child was tested for English listening and speaking, reading and writing skills. The 2002 California English Language Development Test (CELDT) results for your child are shown below.

Test Date: FALL 2002

| LISTENING & SPEAKING | READING | WRITING |
|--|---------------------------------------|--|
| Following Oral Direction/Phonemic Awareness and Oral Vocabulary/Phonemic Control | Synonyms, Antonyms, and Comprehension | Sentences Structure and an Essay (1-5) |
| Score | Score | Score |
| Early Advance | Intermediate | Intermediate |

Based on the test results above, your child is classified as:

Limited English Proficiency (LEP):

Intermediate : The student has some English listening and speaking, reading and writing skills

California's Education Code requires schools to place children who are English learners in specific types of classrooms, Structured English Immersion or English Language Mainstream, based on their level of English skills. Your child may be placed in a structured English immersion program designed for children who are in the beginning stages of learning English. Although your child's home language may be used in this program, English will be used nearly all of the time to teach reading, math, science, and social studies. English Language Development will be emphasized. Materials designed for English Learners will supplement the curriculum. Children in the intermediate, early advanced and advanced stages may be transitioned into the English Language Mainstream program as appropriate. Your child will continue to receive this program until he/she demonstrates a good working knowledge of academic English. Your child's teacher is currently assessing your child's academic performance. If your child took the State test (STAR) the results were sent to you. The academic progress of your child will be reported to you through parent teacher conferences, completed assignments sent home, Back to School Night, Open House, report cards and communication from your child's teacher. If you have a question regarding your child's progress, do not hesitate to contact his/her teacher. You may visit your child's school to discuss this class placement with the school site principal or staff. Parents have the right to apply for a waiver from the above program.

Redesignation Process: Children are redesignated as Fluent English Proficient when they have CELDT scores of Early Advanced or Advanced, score of 325 or better on the California English Language Arts test and classroom success based on teacher input by report card. Your child's school will contact you when they think your child is ready to be redesignated. Parents may request a redesignation conference when they think their children are ready for this important step. Students are expected to meet redesignation guidelines after five to seven years in Modesto City Schools, and are expected to graduate from high school.

Modesto City Schools

Assessment Center

Aviso Anual para los Padres sobre el Dominio del Idioma Inglés de sus Hijos

Nombre: _____ # de identificación: _____ Fecha: _____

Fecha de Nacimiento _____ Grado: _____ Escuela: _____

Estimado padre de familia o tutor:

El estado de California requiere que cada distrito escolar evalúe el nivel de dominio del idioma inglés de todos los estudiantes que hablan otro idioma que no es inglés. A su hijo(a) se le administró un examen de lenguaje en inglés llamado California English Language Development Test (CELDT) para identificar el nivel de habilidad que posee para escuchar, hablar, leer y escribir el idioma inglés. Los resultados/calificaciones de su hijo(a) en este examen se encuentra en la siguiente gráfica.

Fecha del examen: FALL 2002

| ESCUCHAR Y HABLAR | LECTURA | ESCRITURA |
|---|-----------------------------------|---|
| Seguimiento de instrucciones orales/Conocimiento fonético y Vocabulario Oral/Control fonético | Sinónimos/Antónimos y Comprensión | Estructura de una oración y redacción de un ensayo(essay) (1-5) |
| Calificación | Calificación | Calificación |
| Avanzado Temprano | Intermedio Temprano | Intermedio Temprano |

De acuerdo con los resultados de arriba, su hijo(a) fue identificado(a) un(a) estudiante:

Con un dominio limitado del idioma inglés (LEP)

Nivel Intermedio: El/La estudiante posee cierto dominio para escuchar, hablar, leer y escribir el idioma inglés.

El Código de Educación Estatal requiere que las escuelas asignen a estudiantes aprendices de inglés a clases específicas como; en una clase estructurada de inmersión al idioma inglés o inglés solamente usando como base el nivel de dominio del idioma de cada estudiante. Su hijo(a) será asignado(a) en una clase estructurada de inmersión al idioma inglés diseñada para los niños en etapa Principiante. Aunque el idioma natal de su hijo(a) puede usarse en este programa, las materias de lectura, matemáticas, ciencias y ciencias sociales serán impartidas en inglés. Habrá un enfoque en el desarrollo del idioma. Se proveerán materiales de instrucción para los aprendices de inglés si se consideran necesarios o apropiados. Su hijo(a) continuará recibiendo este programa académico hasta que él o ella muestre un buen conocimiento del inglés académico. El/La maestro(a) de su hijo(a) está actualmente evaluando el desempeño académico en la clase. Si su hijo(a) tomó el examen del estado STAR, le mandaron los resultados a su casa. Se le informará sobre el progreso académico de su hijo(a) por medio de conferencias, cumplimiento de deberes / tarea en casa, noche de regreso a clase (Back to School Night), exposiciones escolares, boletas de calificación y comunicación por parte del/la maestro(a) Si tiene alguna pregunta sobre el progreso de su hijo(a), no dude en llamar a la escuela de su hijo(a) para discutir la asignación con el/la director(a) o cuerpo docente. Los padres tienen el derecho de solicitar una exención del programa académico anteriormente mencionado.

Proceso de una nueva asignación académica: Los niños son nuevamente asignados o identificados como estudiantes con un dominio suficiente del idioma inglés (FEP) cuando los resultados en el examen CELDT muestran un nivel Avanzado Temprano o Avanzado del idioma inglés, y un puntaje de 325, o mejor, en los exámenes estandarizados y en el éxito en la clase basado en información proveída por el/la maestro en la boleta de calificación. La escuela de su hijo(a) se pondrá en contacto con usted cuando ellos crean que su hijo(a) está capacitado(a) para recibir una nueva asignación. Los padres pueden pedir una conferencia cuando crean que sus hijos están capacitados para tomar este paso tan importante. Se espera que los estudiantes cumplan con los requisitos de una nueva asignación después de 5 (cinco) a 7 (siete) años en el distrito escolar de Modesto, y que gradúen de la secundaria.



426 Locust Street

Modesto, CA 95351

(209) 576-4101

**PETITION TO PARTICIPATE IN THE
BILINGUAL PROGRAM (ENGLISH-SPANISH)**

Student: _____ Current Grade: _____ School: _____

ID Number: _____ Teacher: _____

I have received an explanation of the various programs offered to English Learners by Modesto City Schools. I request a waiver for my child to receive bilingual instruction.

Please check one of the boxes below.

I believe my child's educational, emotional, physical and/or psychological needs can best be met in a bilingual program.

Other: _____

I understand that this waiver is good for one school year and I must reapply to continue in the bilingual program.

Parent signature: _____ Date: _____

Address: _____

City: _____ Zip: _____ Telephone: _____

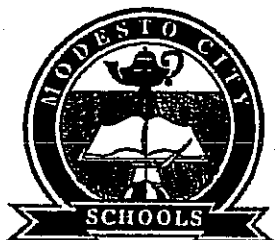
PLEASE DO NOT WRITE BELOW THIS LINE

SCHOOL PERSONNEL ONLY

Bilingual Program: K-6 7-8 9-12 School Year _____

Received by: _____ Date: _____

Position: Administrator Clerical staff



426 Locust Street

Modesto, CA 95351

(209) 576-4101

**SOLICITUD PARA PARTICIPAR EN EL PROGRAMA BILINGÜE
(INGLÉS-ESPAÑOL)**

Estudiante: _____ Presente
Grado: _____ Escuela: _____

de Identificación: _____ Maestro(a): _____

Ya se me han explicado los diferentes programas que las escuelas de Modesto (Modesto City Schools) ofrece a los estudiantes aprendices de inglés. Convencido(a) que es lo mejor para mi hijo(a), yo pido una exención para que mi hijo(a) reciba instrucción bilingüe.

Por favor marque una de las cajas de abajo.

Yo creo que las necesidades educativas, emocionales, físicas y psicológicas de mi hijo(a) pueden ser atendidas mucho mejor en un programa bilingüe.

Otra razón / Motivo: _____

Entiendo que esta exención sólo es válida para un año escolar y que tengo que aplicar año con año para continuar en el program bilingüe.

Firma del padre o tutor: _____ Fecha: _____

Domicilio: _____

Cuidad: _____ Código Postal: _____ Teléfono: _____

POR FAVOR NO ESCRIBA DEBAJO DE ESTA LINEA

SCHOOL PERSONNEL ONLY

Bilingual Program: K-6 7-8 9-12 School Year _____

Received by: _____ Date: _____

Position: Administrator Clerical staff

Modesto City Schools
426 Locust Street Modesto, CA 95351 (209) 576-4101

Bilingual Waiver Request Approval/Denial Form

Student: _____ Student ID# _____ Current Grade: _____

School: _____ Teacher: _____

Student's Birthdate: _____ Program Level Code: _____

For academic year: 200 /200 Student currently in bilingual program: Y N

Parent Waiver Request

The parent of the above student has requested the following waiver program:

- K-6 Spanish Bilingual Program 7-8 Spanish Bilingual Program 9-12 Spanish Bilingual Program

Recommendation of Teacher:

recommended for approval recommended for denial

English reading text level is: _____

Teacher's Signature _____ Date _____

Recommendation of Principal:

recommended for approval recommended for denial

Principal's Signature _____ Date _____

Designee's Decision:

This waiver request is: Approved Denied

Superintendent Designee's Signature _____ Date _____

Modesto City Schools
426 Locust Street Modesto, CA 95351 (209) 576-4101

Forma de Aprobación /Negación de Exención Para
Participar en un Programa Bilingüe

Estudiante: _____ Número Identificación _____ Presente
Grado: _____

Escuela: _____ Maestro/a: _____

Fecha de Nacimiento: _____ Código/Nivel de Programa: _____

Año Escolar: 200 /200 Al presente, el estudiante está en programa bilingüe
con exención aprobada. Si No

Petición de Padres para Exención:

El padre del estudiante nombrado en esta forma ha pedido una exención para que el estudiante participe en:

- Programa Bilingüe grados K-6 Programa Bilingüe grados 7-8 Programa Bilingüe grados 9-12

Recomendación de maestro/a:

- Recomendado para aprobación Recomendado para rechazo

Firma de maestro/a _____ Fecha _____

Recomendación de director/a:

- Recomendado para aprobación Recomendado para rechazo

Firma de director/a: _____ Fecha _____

Recomendación de persona designada por el superintendente:

Esta petición para exención es : Aprobada Negada

Firma de persona
designada por el superintendente _____ Fecha _____

**Modesto City Schools
ENGLISH LEARNER
JUNIOR HIGH CATCH-UP PLAN**

Student: _____ School: _____
 ID #: _____ Date: _____
 Educational Goal: _____

| Program Code | 7 th Grade | Intervention: Summer or 0/8 th period | 8 th Grade | Intervention: Summer or 0/8 th period |
|-------------------------------|---|---|---|--|
| 10 (20) | ELD 1-2 ELD 1-2 (elective) Sheltered Math (cluster) Sheltered Social Science (cluster) Sheltered Science (cluster) P. E. Elective | ELD 1-4 Spanish Literacy for English Learners | ELD 1-2 ELD 1-2 (elective) Sheltered Math (cluster) Sheltered Social Science (cluster) Sheltered Science (cluster) P. E. Elective | ELD 1-4 |
| 30 (20) | ELD 3-4 ELD 3-4 (elective) Sheltered Math (cluster) Sheltered Social Science (cluster) Sheltered Science (cluster) P. E. Elective | ELD 1-4 | ELD 3-4 ELD 3-4 (elective) Sheltered Math (cluster) Sheltered Social Science (cluster) Sheltered Science (cluster) P. E. Elective | ELD 1-4 |
| 41, 42, 43 (30) (40) | Sheltered LAL Sheltered Reading Sheltered Math Sheltered Social Studies Sheltered Science P. E. Elective | Reading Writing | Sheltered LAL Sheltered Reading Sheltered Math Sheltered Social Studies Sheltered Science P. E. Elective | Reading Writing |
| 43 (50) | Sheltered Language Arts Sheltered Math Sheltered Social Studies Sheltered Science P. E. Elective | Reading Writing | Sheltered Language Arts Sheltered Math Sheltered Social Studies Sheltered Science P. E. Elective | Reading Writing |

**Modesto City Schools
ENGLISH LEARNER
SECONDARY CATCH-UP PLAN**

Student: _____
 I.D. #: _____
 Class of: _____

School: _____
 ELD Coordinator: _____
 Date: _____
 Educational Goal: _____

| Level | 1 st Year | Summer or 0/8th Period Intervention | 2 nd Year | Summer or 0/8th Period Intervention | 3 rd Year | Summer or 0/8th Period Intervention | 4 th Year | Other Interventions |
|-------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|--|---|
| Level 10 | ELD 1-2 English ELD 1-2 Elective ELD Social Science ELD Math P.E.# Elective + | ELD English | ELD 3-4 English ELD 3-4 Elective ELD Science Sheltered Social Science Sheltered Math P.E.# or Elective + | CAHSEE Review | ELD 5-6 English Sheltered Science Sheltered Social Science Sheltered Math Practical Arts/Computers+ Elective+ or P.E.# Health | CAHSEE Review | Sheltered English Sheltered Science Sheltered Social Science Sheltered Math Fine Art+ Elective+ or P.E.# * | 5 th Year Alternative Ed. Adult Ed. MJC ESL GED ROP Summer School Extended SumSch Migrant Ed |
| Level 20 | ELD 3-4 English ELD 3-4 Elective Sheltered SS/Health Sheltered Math P.E.# Elective + | ELD English | ELD 5-6 English ELD 5-6 elective Sheltered Social Science Sheltered Math P.E.# Elective + | CAHSEE Review | Sheltered English Sheltered Science Sheltered Social Science Sheltered Math Practical Arts/Computers+ Elective+ * | CAHSEE Review | Sheltered English Sheltered Science Sheltered Social Science Sheltered Math Fine Art+ Elective+ | 5 th Year Alternative Ed. Adult Ed. MJC ESL GED ROP Summer School Extended SumSch Migrant Ed |
| Level 30 | ELD 5-6 Sheltered Science Sheltered SS/Health Sheltered Math P.E.# Elective + | Language Arts Review | Sheltered English Sheltered Reading Sheltered Social Science Sheltered Math P.E.# Elective + * | CAHSEE Review | Sheltered English Sheltered Science Sheltered Social Science Sheltered Math Practical Arts/Computers+ Elective+ | CAHSEE Review | English Social Science Math Fine Art+ Elective+ Elective+ | 5 th Year Alternative Ed. Adult Ed. MJC ESL GED ROP Summer School Extended SumSch Migrant Ed |
| Levels 40, 41, 42 | Sheltered English Sheltered Reading Sheltered SS/Health Sheltered Math P.E.# Elective + * | Language Arts Review | Sheltered English Sheltered Science Sheltered Social Science Sheltered Math P.E.# Elective + | CAHSEE Review | English Science Social Science Math Practical Arts/Computers+ Elective+ | CAHSEE Review | English Social Science Math Fine Art+ Elective+ Elective+ | 5 th Year Alternative Ed. Adult Ed. MJC ESL GED ROP Summer School Extended SumSch Migrant Ed |

Students may be encouraged to take P.E. as an eighth period optional if available.
 +Students are required to have one year of visual and performing arts or foreign language and one semester of a practical art to graduate. Computer literacy is also required.
 * Students may transition into College Prep. Classes as appropriate.

HOME ENVIRONMENT

STUDENT LIVES WITH:

Circle One Mother Stepmother Guardian Other

Last Name First Name Occupation Telephone

Place of Employment City Telephone

Alternate Phone Email Address

Education Level (Select the response that best describes this person's education level)
Check One Not a high school graduate Some college (includes AA)
 High school graduate College Graduate (four year degree)
 Technical School/Training Graduate school/post graduate training

Circle One Father Stepfather Guardian Other

Last Name First Name Occupation Telephone

Place of Employment City Telephone

Alternate Phone Email Address

Education Level (Select the response that best describes this person's education level)
Check One Not a high school graduate Some college (includes AA)
 High school graduate College Graduate (four year degree)
 Technical School/Training Graduate school/post graduate training

OTHER CHILDREN LIVING IN THE HOME:

Name Birth Date Name Birth Date

Name Birth Date Name Birth Date

OTHER FAMILY INFORMATION:

Is there a birth parent not living in the home? Yes No

Last Name First Name Telephone

Address City State Zip Code

Is the school authorized to release child to this parent? Yes No

Is there a court order regarding custody of this child? Yes No

Education Level (Select the response that best describes this person's education level)

Check One Not a high school graduate Some college (includes AA)
 High school graduate College Graduate (four year degree)
 Technical School/Training Graduate school/post graduate training

HOME LANGUAGE SURVEY

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:

Language first spoken by child _____

Language most spoken by child at home _____

Language most spoken to child at home _____

Language most spoken by adults at home _____

Do parents need to receive notices in a language other than English?

Yes No If yes, what language? _____

EMERGENCY CONTACT INFORMATION

(If parent is not available)

Child will only be released to the custodial parent/legal guardian (the parent who enrolled the child in school and with whom the child lives) or his/her designee identified below.

Name Daytime Telephone Relationship

Name Daytime Telephone Relationship

Name Daytime Telephone Relationship

Name Daytime Telephone Relationship

Parent/Guardian Signature _____ Date _____

MODEST CITY SCHOOLS
FORMULARIO DE INSCRIPCIÓN ESTUDIANTIL
(Lléñense ambos lados)

Nombre de la Escuela _____ Grado _____
Fecha de inscripción _____

INFORMACIÓN ESTUDIANTIL

Nombre Legal del Estudiante _____
Apellido _____ Primer Nombre _____ Segundo Nombre _____
Nombre de familia (si es diferente) _____
Dirección Residencial _____
Número de Casa _____ Nombre de Calle _____ Tipo (Ave., St., Rd., Ct., etc.) _____
Ciudad _____ Código Postal _____ # de departamento _____ Teléfono del Hogar _____
Dirección de Correo (si es diferente) _____
Sexo M F Número de Seguro Social _____ Fecha de Nacimiento _____
Lugar de Nacimiento _____ Ciudad _____ Estado _____ País _____

Si el estudiante nació fuera de los estados unidos, escriba la fecha de Ingreso _____
Servicios educativos especiales que se necesitan (Circule uno) Clase especial de día Descapacidad de aprendizaje
Reprobado en el grado _____ Descapacidad severa de aprendizaje Descapacidad del habla
¿Hay plan de 504? SI No

INFORMACIÓN DE INSCRIPCIÓN PREVIA

¿Ha sido el estudiante inactivo en Modesto City Schools (Incluso la escuela preescolar)? SI No ID # _____
Escuela Asistida Anteriormente _____

Nombre de la Escuela _____ Dirección _____ Teléfono _____
Ciudad _____ Estado _____ Fecha de Entrada _____ Fecha de Salida _____ Grado _____

Primera Inscrición en los EE.UU. _____
Primera Inscrición en una Escuela de California _____

Fecha de Entrada _____ Nivel de Grado al Entrar _____
Fecha de Entrada _____ Nivel de Grado al Entrar _____

Información de Expulsión

¿Ha sido el estudiante expulsado de un distrito escolar anterior? SI No
Si es así ¿cuál fue la razón? _____
Si fue expulsado ¿de qué escuela? _____ Distrito _____ Grado _____

IDENTIFICACIÓN ÉTNICA

(Marque todos que aplican y circule la etnicidad primaria)

- Indígena Americano Japonés
- Indio (Hindú) Coreano
- Negro o Afro-americano Laosiano
- Camboyano Otro asiático
- Chino Otro islandés pacífico
- Filipino Samoano
- Guamanés Tahitiano
- Hawaiano Vietnamés
- Hispano o Latino Blanco (No latino)

INFORMACIÓN MÉDICA

Problemas crónicos (visión, audífono, alergia, diabetes, cardíaco, etc.) _____

Medicamentos Regulares

Nombre _____ Dosis (¿Cuánto?) _____ La Hora que Se Da _____
Nombre _____ Dosis (¿Cuánto?) _____ La Hora que Se Da _____
Nombre _____ Dosis (¿Cuánto?) _____ La Hora que Se Da _____
Nombre _____ Dosis (¿Cuánto?) _____ La Hora que Se Da _____

Nombre del Doctor _____

Teléfono del Doctor _____

Proveedor de Seguros _____

EL AGENTE DEL HOGAR

EL ESTUDIANTE VIVE CON:

Circule Uno Madre Madrastra Tutor Legal Otro

Apellido _____ Primer Nombre _____ Ocupación _____

Lugar de Empleo _____ Ciudad _____ Teléfono _____

Teléfono Alternativo _____ Dirección Electrónica _____

Nivel de Estudios (Seleccione la mejor respuesta que describe el nivel de estudios de la persona)

Marque Uno No se graduó de la secundaria Algún estudio universitario (Incluso una AA)
 Es graduado de la secundaria Es graduado de la universidad
 Tuvo un entrenamiento técnico Maestría o mayor

Circule Uno Padre Padrastra Tutor Legal Otro

Apellido _____ Primer Nombre _____ Ocupación _____

Lugar de Empleo _____ Ciudad _____ Teléfono _____

Teléfono Alternativo _____ Dirección Electrónica _____

Nivel de Estudios (Seleccione la mejor respuesta que describe el nivel de estudios de la persona)

Marque Uno No se graduó de la secundaria Algún estudio universitario (Incluso una AA)
 Es graduado de la secundaria Es graduado de la universidad
 Tuvo un entrenamiento técnico Maestría o mayor

OTROS NIÑOS QUE VIVEN EN EL HOGAR

Nombre _____ Fecha de Nacimiento _____ Nombre _____ Fecha de Nacimiento _____

Nombre _____ Fecha de Nacimiento _____ Nombre _____ Fecha de Nacimiento _____

OTRA INFORMACIÓN FAMILIAR

¿Hay un padre o madre natural que no viva en el hogar? SI No

Apellido _____ Primer Nombre _____ Teléfono _____

Dirección _____ Ciudad _____ Estado _____ Código Postal _____

¿Se autoriza a la escuela pasar el niño a esta persona? SI No

¿Hay una orden de la corte en cuanto a la custodia de este niño? SI No

Nivel de Estudios (Seleccione la mejor respuesta que describe el nivel de estudios de la persona)

Marque Uno No se graduó de la secundaria Algún estudio universitario (Incluso una AA)
 Es graduado de la secundaria Es graduado de la universidad
 Tuvo un entrenamiento técnico Maestría o mayor

ENCUESTA DEL IDIOMA DEL HOGAR

El Código de Educación de California requiere que las escuelas determinen el idioma (o los idiomas) hablado en el hogar por cada estudiante. Esta información es esencial para que las escuelas puedan proveer una instrucción significativa a cada estudiante.

Se le pide a usted su cooperación en ayudarnos con este requisito importante. Por favor, dé su respuesta a las siguientes preguntas.

El primer idioma hablado por el niño es _____

El idioma más hablado en el hogar es _____

El idioma más hablado al niño es _____

El idioma más hablado en el hogar es _____

¿Necesitan los padres recibir avisos en un idioma aparte del inglés? _____

SI No Si es así ¿qué idioma? _____

INFORMACIÓN UTILIZADA EN CASO DE UNA EMERGENCIA

(Si los padres no están disponibles)

El niño sólo será pasado al padre con la custodia o el tutor legal (la persona que inscribió al niño en la escuela y la que vive con el niño) o la persona designada abajo.

Nombre _____ Teléfono de Día _____ Relación con el Niño _____

Nombre _____ Teléfono de Día _____ Relación con el Niño _____

Nombre _____ Teléfono de Día _____ Relación con el Niño _____

Nombre _____ Teléfono de Día _____ Relación con el Niño _____

Firma del Padre o Tutor Legal _____

Fecha _____

**Modesto City Schools
Master Plan for English Learners**

Addition of Formal English Reading Instruction

Addition of English Reading Instruction refers to the process a teacher follows to determine an English Learner's readiness to begin formal English reading instruction. Primary Language Development is to be supported through content area instruction (social studies, etc.), novel reading, and/or other teacher designed methods.

CRITERIA

A

Student has mastered Spanish reading text level 30.

AND

B

The most recent California English Language Development Test (CELDT) results indicate Intermediate proficiency level in Listening and Speaking.

IF NOT, then →

IF YES, then



Student continues Spanish reading instruction and ELD Instruction.

Student begins the transition program chosen by the school.

AND

Teacher continues to support Spanish reading instruction. This instruction lessens as the year progresses. ELD instruction also continues. The total transition time should take one and a half years.

**Modesto City Schools
Master Plan for English Learners**

**Student Readiness for
Beginning Transitional English Reading Program**

Name _____ Date _____

School _____ Grade _____

Teacher _____

Criteria:

- 1. Student has mastered Spanish reading text level 30.
- 2. The most recent California English Language Development Test (CELDT) results indicate Intermediate proficiency level in Listening and Speaking.

Results:

- Student is ready to begin formal English reading instruction.
- Student is **not** ready to begin formal English reading instruction.

Teacher comments: _____

