

Oakdale Joint Unified School District

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English Learner Master Plan



February 2009

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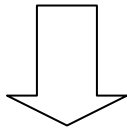
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English Learner Master Plan Development Cycle

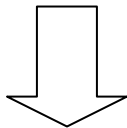
English Learner Committee Meets Quarterly

- Conducts District EL Needs Analysis
- Monitors implementation of Current Year's EL Action Plan and implementation of District EL Master Plan
- Develops next year's EL Action Plan
- Reviews/revises EL Master Plan – if necessary



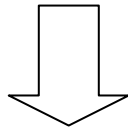
August-November

- Board Approval of EL Master Plan/EL Action Plan



September

- Principals and Site Teacher Leaders receive training at each year's first EL Subcommittee Meeting
 - Review EL Master Plan
 - Review Upcoming Year's EL Action Plan



- Principals and Site Teacher Leaders train site staff at site staff meeting
 - Review pertinent sections of EL Master Plan
 - Review Upcoming Year's EL Action Plan
 - Provide input



Introduction

The Oakdale Joint Unified School District is committed to meeting the educational needs of all students by providing them with quality instructional programs. Since its educational goals are the same for all students, no student is excluded from any program nor denied an equal opportunity to realize the stated goals of the district by reason of having a primary language other than English. Thus, the Oakdale Joint Unified School District acknowledges the importance of providing language minority students with an educational program that recognizes their individual and specialized needs.

The English Learner Master Plan was developed in keeping with areas of knowledge of first and second language acquisition and methodology, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instruction, and legal requirements for English Learner programs. The purpose of this Master Plan is to provide clear direction to all district staff and the school community regarding programs for English Learners. A common understanding of goals, definitions and procedures helps to ensure that English Learners receive consistently implemented services designed to meet their linguistic and academic needs.

Specifically, this plan aims to clearly define the district's goals for these students, and to explain its assessment, placement, and reclassification procedures. It addresses the programmatic needs of staffing, staff development, and parent involvement, as well as instruction and curriculum. Finally and importantly, it describes the evaluation and accountability structures to be put in place for English Learners.

The Master Plan is based on the following belief statements.

The Oakdale Joint Unified School District believes that effective, high quality English Learner services:

- Develop English language proficiency within a reasonable amount of time.
- Provide equal access to all parts of the core curriculum.
- Enable English Learners to succeed academically and socially.
- Provide multiple components of ELD and SDAIE as well as primary language support when necessary.
- Include all the necessary resources and support needed to ensure academic success.
- Value multilingual abilities and, whenever possible, encourage students to develop proficiency in more than one language.
- Develop an appreciation for the diversity of all languages and cultures.
- Provide an environment that welcomes and encourages parental involvement.

I. Educational Goals for English Learners

The Oakdale Joint Unified School District has the following goals for its English Learners:

- To develop English language proficiency (listening, speaking, reading, writing, and comprehension) as effectively and efficiently as possible.
 1. Annual Measurable Achievement Objective #1. English Learners are making progress in learning English as measured by the CELDT Test. (see page 57)
 2. Annual Measurable Achievement Object #2. English Learners are achieving English Language Proficiency. (see page 57)
- To provide equal opportunity for academic achievement.
 1. English Learners are meeting AYP for English Language Arts and Mathematics. (See page 58)
- To promote students' self image and cross-cultural understanding.

II. Rationale for English Learner Services

A. Legal Basis

1. Federal
 - a. U.S. Constitution
 - b. Title VI of the Civil Rights Act of 1964 prohibits discrimination in federally funded programs on the grounds of race, color or national origin.
 - c. The United States Supreme Court affirmed in the 1974 landmark case of **Lau vs. Nichols**, 414 U.S. 563, 197 that students with little or no skills in English are entitled to specialized instruction that will enable them to learn in public schools. In delivering the opinion of the court, Justice William O. Douglas stated the following:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education.

Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
 - d. Equal Educational Opportunities Act of 1974 provides a list of six acts that Congress defines as constituting a denial of equal educational opportunity. Among them is “the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program.”
 - e. Federal Court Cases (Castaneda, Gomez, Keyes) included rulings related to the equal education of English Learners.
 - f. No Child Left Behind: The purpose of the Title III - LEP Student Program is to ensure that all limited English proficient (LEP) students, referred to as English

Learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Revision of this Master Plan is directed at fulfilling the requirements specified as a result of the *No Child Left Behind* legislation.

2. State of California
 - a. State Constitution
 - b. Determination of the Office of Administrative Law (December 1994)
 - c. State Board of Education Policy on Bilingual Education
 - d. Proposition 227, English for the Children, passed in June 1998, in Education Code 300-340.
 - e. California Department of Education Coordinated Compliance Monitoring Review (CCR) manual 2003.

B. Research and Theory

1. Research and theories of Dr. James Cummins' Common Underlying Proficiency (CUP)
2. Language Acquisition theory by Dr. Stephen Krashen
3. Research studies of K. Haut, L. Gould, R. Troche, D. Legerity, T. Skutnabbkangas, L. Wong-Fillmore, D. Ramirez.
4. Recent research by Thomas and Collier has shown that typical English speakers make one year of achievement gain during each school year (10 months gain in a 10 month school year). However, English learners must typically gain more than one year's achievement (e.g., 15 months gain) in each of several consecutive school years to close the initial 25-30 NCE achievement gap with English.

Thomas, W.P., and Collier, V.P. (1997). School Effectiveness for Language Minority Students. Washington, D.C.: National Clearinghouse for Bilingual Education. Web site: <http://www.ncbe.gwu.edu/>

5. National Literacy Panel Study: <http://www.cal.org/natl-lit-panel/index.html>
6. The work of Laura Ann Pettito. A summary of her work in the area of Neural and Behavioral Aspects of Early Language Development may be found at: <http://www.nidcd.nih.gov/news/meetings/02/earlylanguage/petitito.asp>
7. The work of Fred Genessee and his work related to brain research and its implications for second language acquisition. A summary of his work can be found at: <http://www.cal.org/resources/digest/0012brain.html>

C. Demographics are based on the Oakdale Joint Unified School District March 2008 R-30 Language Census.

1. English Learners in grades K-12 equal 563 students.
2. The major English Learner language group is Spanish.
3. Other English Learner language groups represented include Punjabi, Portuguese, Cantonese, and Filipino.

III. Assessment for Identification and Placement

A. Initial Language Classification

1. Home Language Survey

The Home Language Survey (HLS) is filled out during registration by parents of all **new** students. This document is used to determine correspondence language, home language, primary language and is then placed in the cumulative record file for each student in the district. If the parent indicates a language other than English on any of the questions numbered 1, 2 or 3, the student is referred to the site EL coordinator. The site EL coordinator contacts the student's previous district for CELDT test results. If none are available or it is the student's initial enrollment in a US school, the INITIAL CELDT is administered. If the only other than English language response is for question number 4, the student is considered equivalent to an English Only (EO) student, and no English proficiency assessment is necessary. . If upon receiving the student's cum from a transferring school, evidence exists that the student was being serviced as an English Learner, EL Services are continued even if the parent's completion of the HLS indicates English Only. Parents may request to change their responses on the Home Language Survey, but the designation of EL cannot be removed from a student until they are ready to be reclassified.

2. English Assessment of Proficiency in Listening, Speaking, Reading and Writing
 - a. **The State of California requires that a student be assessed in English language proficiency within 30 calendar days following the student's initial enrollment in a United States school if a language other than English is found in the home.** If any response to questions number 1, 2 or 3 on the HLS is a language other than English, a request is made by the site EL Coordinator for testing on the California English Language Development Test (CELDT) by a trained examiner. The CELDT is administered and preliminary scores are determined locally for student placement and local scores are recorded in AERIES. Tests are sent to the test publisher for official scoring at the end of each month. Test scores are then recorded in AERIES. If there is evidence that the student has been previously assessed for English language proficiency at another California public school, the site coordinator either calls the previous district or waits for the incoming cumulative record to get information on previous assessment and classification by the other district. Any previous official CELDT scores from other districts are recorded by the site in AERIES. The District Coordinator on the basis of initial OJUSD testing and/or previous language testing by another district determines language classification. The classification may be EL or IFEP. However, the temporary classification given is pending until the official score is received from the test publisher.
 - b. Items placed in the student's yellow EL cum folder include:
 - Local CELDT score sheet which is then replaced by
 - Official CELDT Score Sheet
 - c. Students entering from school districts outside California, or outside the country, are also given the CELDT within 30 calendar days after enrollment to determine language classification if deemed necessary by their parents' responses on the HLS.
 - d. A student in grades K-12 whose composite score on the CELDT is at the Early Advanced level with all three sub scores at or above the Intermediate

proficiency level on the CELDT is classified IFEP and requires no further assessment. Students who are initially classified as IFEP (Initially Fluent English Proficient) will be monitored for evidence of appropriate academic progress at the end of each quarter.

- e. Primary Language Comprehension, Speaking, Reading and Writing Assessment: Each English Learner must be assessed in the student's primary language within 90 calendar days of enrollment. IDEA Proficiency Test is used for Spanish. An informal Structured Interview is used for all other languages. (See p.
 - f. If a student's assessment in English and the primary language indicates that a student is equally limited in both languages, additional information may be collected from the following sources: parent interview, prior language of instruction history, and further assessments
2. Notification of Language Assessment Results and Initial Language Classification
 - a. The Site Coordinator and classroom teacher each receive a copy of the local CELDT Testing Results form with the preliminary language classification indicated based on local scoring.
 - b. The Site Coordinator will place a copy of the local CELDT Testing Results form containing the preliminary language classification in the student's cum record.
 - c. A data list of all English Learners, IFEPs, and RFEPs is provided to staff at least quarterly to ensure that all entitled students are receiving appropriate services and/or being monitored.
 - d. The Initial CELDT Test must be given within 30 days of initial enrollment. Parents are then notified via mail within two weeks after their child has been initially placed in a program. This is the school site's responsibility. The Parent Notification of Language Test Results, Program Description, and a brochure explaining the CELDT Test (English and Spanish) are used for this purpose.

B. English Learner Services and Placement

1. Students receiving an IFEP classification, and students who were English Learners but have been Redesignated Fluent English Proficient (RFEP), are not given any special EL services. Parents of IFEP or RFEP students are notified of the language classification of their child and of the fact that no special EL services will be given. (See Parent Notification of IFEP and Program Description.)
2. All students who are classified as English Learners are legally entitled to English Learner Services.
3. English Learner Services
 - a. All English Learners are placed in regular language classrooms unless a parental exception waiver has been granted for an alternative program.
 - b. All English Learners receive ELD.
 - c. Kindergarten ELD may be embedded in regular instruction.
 - d. Gr. 1-6 (30 minutes of small group ELD instruction per day).
 - e. Gr. 7-12 (1-2 classes dedicated to ELD Instruction. Beginning and Early Intermediate ELs receiving two periods and Intermediate and Early Advanced ELs receiving one period.)

- f. ELD is instruction that helps the student to understand, speak, read and write English. It is given by a teacher authorized to deliver ELD.
- g. Multicultural and cross-cultural instruction is included throughout an EL's education, in order to improve self-image and understanding.
- h. English Learners with less than reasonable fluency are instructed using a Structured English Immersion process. Students with less than reasonable fluency shall be defined as those students who score at Early Intermediate level (composite) or below on the CELDT.
- i. Those students with reasonable fluency in English are placed in a mainstream English classroom and provided adequate and appropriate services to ensure success in academic English coursework. Reasonable fluency shall be defined as a composite score of Intermediate on the CELDT with all sub scores at Early Intermediate level or above.

C. Access to the Core Curriculum

1. Access to the core curriculum is provided through a variety of programmatic options depending on the students' English language proficiency level. The options include primary language instruction and/or support, content ELD instruction, and Specifically Designed Academic Instruction in English. (SDAIE).
2. The instruction is given by a teacher authorized to deliver any of the above strategies.
3. The classes include the same content and standards of the district's core curriculum but are modified in terms of instructional delivery in order to provide the students with the opportunity to access core content.
4. The different instructional options may take place in a Structured English Immersion setting or in a Mainstream English classroom setting.
5. Teachers are responsible for determining the most appropriate instructional strategies to use based on the students' English language proficiency level.

D. English Proficiency Reassessments

1. English Learners are tested annually using the CELDT as provided by state law.
2. Updated CELDT scores are given to teachers, updated in AERIES, and placed in the individual student's cumulative record.
3. Parents are also notified annually within 30 days after the beginning of school by mail from the school site using the Parent Notification of English Learner Growth reflecting the local CELDT scores. Upon receiving the official state CELDT score, another copy of the Parent Notification of English Learner Growth, the CELDT Brochure, and a copy of the official state CELDT Report is mailed.

IV. Reclassification

A. Criteria

An English Learner must meet all of the following criteria to be reclassified from EL to RFEP status. No student will be considered for reclassification prior to the completion of second grade.

1. A score of "Basic" or above on the Content Standards Test (English Language Arts component)

2. Early Advanced composite proficiency on the CELDT with no score falling below Intermediate
3. Grades of “C” or above (S or above in lower elementary) in core curricular subjects
4. Teacher recommendation
5. Parental consultation
6. A reclassification team composed of the District English Learner Coordinator, the site principal, and the classroom teacher may consider students for reclassification under special circumstances.

B. Procedures

1. A Reclassification Review is conducted by the District Coordinator twice a year, in October and January. A list of potential Reclassification candidates is provided to each Site EL Coordinator.
2. The Site EL Coordinator completes the Reclassification Checklist for each student who meets the Reclassification Criteria. The classroom teacher determines if the student has met criterion 4.
3. If the classroom teacher agrees that the student is ready to reclassify from EL to RFEP status, s/he signs the form along with the principal. The form is sent back to the District Coordinator who confirms the classification change.
4. If no agreement is reached or the recommendation is not to reclassify, that recommendation is indicated on the form.
5. The Parent Letter Notification of Reclassification is sent to the parents.
6. Upon completion of the Reclassification process, the site changes the designation of the student from EL to RFEP in AERIES and places a copy of the Reclassification Checklist in the student’s cum file.

C. Follow-Up

Students will be monitored at the following checkpoints: 30 days, 180 days, 1 year, and 2 years. These checkpoints are documents on the Elementary or Secondary Reclassification forms and on the AERIES Language screen. The Site EL Coordinator oversees this process. If the reclassified student is performing satisfactorily, the student continues as is. If the reclassified student is performing unsatisfactorily, the Site EL Coordinator may recommend reviewing the instructional program, administering assessments, or additional monitoring. After two years of success, the student is formally exited from the English Learner Program and no further monitoring is required.

V. Curriculum and Instruction

A. Legal Requirements

The district is required by law to provide services to all English Learners to ensure they acquire English language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. The additional and appropriate educational services K-12 may be delivered in any and all classroom situations.

B. Areas of Instruction

1. *English Language Development (ELD)*

- a. All English Learners are required to receive ELD instruction from a credentialed teacher with appropriate authorization for delivering such instruction. Such instruction provides opportunities to develop English language proficiencies of listening, comprehension, speaking, reading and writing, in order for students to succeed academically and socially in the mainstream. It recognizes that there are natural developmental stages of language acquisition and builds upon the skills in each stage before progressing to the next.

Students at Intermediate through Advanced stages of English language proficiency are instructed in academic English including developing grade level equivalent skills in reading and writing.

- b. The minimum recommended time for ELD instruction is thirty minutes daily (or the equivalent) in grades 1-6 and at the junior high and high school levels one to two periods per day. The instruction will be delivered and/or supervised by a credentialed teacher authorized to provide ELD. Kindergarten ELD instruction may be embedded in the core content curriculum. ELD is considered core curriculum for all English Learners. All sites are provided with annually updated proficiency scores from the CELDT so that teachers can deliver ELD instruction at the students' appropriate level of proficiency.
- c. ELD standards were adopted by the State of California in July 1999. The district adopted the standards on March 26, 2001. Levels of English proficiency are: (1) Beginning, (2) Early Intermediate, (3) Intermediate, (4) Early Advanced and (5) Advanced. These standards are aligned to the California English Language Arts Standards and are seen as the pathway to attainment of those standards. The CELDT is aligned to the ELD standards. Standards are clustered into grade spans: Kindergarten-2, 3-5, 6-8, and 9-12.
- d. English Learners' progress in English Language Development is monitored throughout the year as teachers note progress on the ELD Benchmark Activities Checklists. A portfolio is maintained to provide evidence of all activities marked **P (Portfolio Evidence required)** on the Checklist.
- e. The CELDT is given annually to all English Learners during the window of July-October. Upon receipt of the official CELDT scores, the district uploads electronic CELDT data into AERIES.
- f. Oakdale Joint Unified School District has adopted *Houghton Mifflin's English Language Learner Kit* as the text and materials to support ELD standards and ELD core curriculum in grades K – 3. Supplementary ELD materials include *Hampton Brown's Into English*, *SRA Language for Learning*, and *Write Source*. Instruction targeting ELD Standards and ongoing monitoring of progress on the ELD Standards via the ELD Benchmark Activities Checklists is the responsibility of each teacher providing ELD.
- g. *Read 180* is provided to English Learners in grades 4-12.
- h. Appropriate second language methodologies used for ELD include, but are not limited to, those listed below. All ELD strategies and materials have the aim of moving English Learners from Beginning to Advanced levels of proficiency in English. All ELD instruction is based on the ELD Standards.

Instructional Strategies

- 1) Survival ELD is the teaching of the most basic vocabulary that a student needs to know when entering a U.S. school environment for the first time.
- 2) Total Physical Response (TPR) is a strategy based on both the model of how children acquire their first language and on the concept that language acquisition can be greatly accelerated through the use of kinesthetic behavior (body movements). It begins with verbal commands by the teacher that are carried out by the class as a group. Later, individuals carry out commands as well. Students produce verbal responses only when they are ready to do so.
- 3) Communicative Approaches, including the Natural Approach, focus on communication – the sending and receiving of meaningful messages, whether orally or written.
Classroom activities, textbooks and other materials, as well as the evaluation of student progress, are formulated in communicative, rather than grammatical terms. Teachers presenting “comprehensible input” and avoiding anxiety-producing activities, such as forcing students to speak before they are ready, characterize lessons.
- 4) The need to attend to the development of strong academic English skills requires that the methodology for language instruction be adjusted to ensure that students are prepared to participate fully and freely in the mainstream core curriculum upon reclassification. Students who have been identified as being at the late Intermediate or Early Advanced proficiency levels will receive intense assistance in refining their writing skills and developing their ability to read grade level English materials.
- 5) Content ELD uses subject matter to develop a student’s English language proficiency to higher levels. The main focus is still on language development, not content. Content ELD will be considered to be the means for instruction of core content material for students who have not yet attained intermediate proficiency in English.

C. Access to the Core Curriculum

1. *Structured English Immersion (SEI)*
 - a. Structured English Immersion is a process in which nearly all classroom instruction is in English and the curriculum and presentation are appropriate to students who are learning English as a new language. Instruction is in English with special techniques and materials for students learning English.
 - b. Students at Levels 1 and 2 will be taught subjects overwhelmingly in English. Primary language support can be provided for clarification purposes and explanation of concepts.
 - c. The goal of the SEI process is the development of a reasonable level of proficiency in English by the EL students.
 - d. The learning of English is the focus of the program and core subject areas (language arts, social studies, science, math) are used as a means to teach English. This program applies to students who are at the Beginning to Early Intermediate levels of English.

- e. Content ELD is the methodology for instruction in the academic areas and for provision of access to the core curriculum with the understanding that the students' limited ability to understand and use English precludes complete access to the core curriculum without further support.
 - f. In order to ensure maximal access to the core curriculum, primary language support will be provided as needed in all content areas. The delivery of this instruction will be done by a BCLAD teacher or by a bilingual instructional aide under the supervision of a CLAD (or similarly qualified) teacher or teacher in training.
 - g. The instructional elements and delivery of this program are outlined in [Appendix A: Instructional Approaches](#)
 - h. Programmatic requirements include the following: (See Section VIII: Parent and Community Involvement for more detail.)
 - Parents must be informed of the placement of their children in an SEI program and must be notified of the opportunity to apply for a parental exception waiver for an alternative program or a mainstream program. In order to request a waiver, parents must visit the school unless a specific hardship exists.
 - All students receive daily ELD instruction based on the district-adopted program from an appropriately certificated teacher. Instruction includes listening, speaking, reading, and writing.
 - Core instruction in math, science, and social studies is taught “overwhelmingly” in English with primary language support and content ELD strategies.
 - All students participate in activities that promote positive self-image and cross-cultural understanding.
 - Primary language materials may support instruction as necessary in all subjects.
2. *Mainstream English*
- a. The mainstream English program is designed for EL students who have attained the level of Intermediate (or above) proficiency in English. Students are assigned to a mainstream program unless a parental exception waiver for an alternative program has been approved. Parents may request a waiver from SEI into mainstream English programs at any time.
 - b. The mainstream English program will continue the process of developing academic English through ELD and providing access to the challenging core curriculum through appropriate instructional practices. English Language Development (ELD) is instruction designed specifically for English Learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as “English as a Second Language” (ESL) or “teaching English to speakers of other languages” (TESOL).
 - c. In addition to daily ELD, the teacher is responsible for ensuring that the students receive core curriculum through the use of Specifically Designed Academic Instruction in English (SDAIE) strategies. SDAIE is modified instruction using strategies, materials, and techniques to make the district’s rigorous academic core curriculum accessible to English Learners.

- d. The goal of the program is to prepare the students for Reclassification as Fluent English Proficient (RFEP).
 - e. The classroom teacher’s responsibility is to provide instruction that is grade level appropriate and standards-based. The teacher is responsible for assisting students in making up any academic deficits that have been incurred in the core curriculum due to language barriers.
 - f. The instructional elements and delivery of this program are outlined in [Appendix A: Instructional Approaches](#).
 - g. Programmatic requirements include the following:
 - All students receive daily ELD instruction based on the district-adopted ELD Standards from an appropriately certificated teacher. Instruction includes listening, speaking, reading, and writing. The focus of ELD instruction at this level is the development of strong academic English skills to ensure continued academic success.
 - Core instruction in language arts, math, science, and social studies is taught “overwhelmingly” in English with primary language support and content ELD strategies.
 - All students participate in activities that promote positive self-image and cross-cultural understanding.
 - Primary language materials may be used as necessary in all subjects.
3. *Self Image and Cross Cultural Understanding Studies*
 An essential part of an instructional program for English Learners includes developing an understanding of the uniqueness of the individuals in each classroom. Cross-cultural understanding should be embedded in all lessons and not limited to “theme days.” Classroom management techniques that support and foster students’ appreciation of each other are critical to the success of this component. Such techniques include but are not limited to cooperative/ collaborative learning, peer instruction, availability of multicultural literature and the use of the students’ primary language for support and clarification. Developing an understanding and appreciation of other cultures leads not only to mutual respect among all students but also to enhanced self-esteem for English Learners.
4. *Transitional Bilingual Instruction*
 Parents may petition a school to provide instruction in the student’s native language or be allowed to transfer to a public school in which such a class is offered if the child meets the criteria for a waiver.
5. *English Learners in Special Education*
- a. Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provide success for EL students experiencing learning difficulties.
 - b. Multiple criteria must be used for assessing / identifying students for special education in order to determine educational needs based on EL status or academic need.
 - c. Assessment procedures must be valid as described by IDEA.

- d. Assessments must be administered by qualified personnel who have a knowledge and understanding of the cultural and ethnic background of the student. (CA Code of Regulations, Title V, Section 3023)
- e. Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP (Individualized Education Plan.) The IEP will specify the services required including goals and objectives for ELD instruction that are aligned with the ELD Standards.
- f. At least one member of the IEP team must possess the CLAD authorization or its equivalent.
- g. Each Special Education teacher is required to have a CLAD or similar authorization to instruct English Learners. This is to ensure that EL students receive adequate and appropriate curricular and ELD instruction and support both in the general education classroom and the special education program that reflects their linguistic needs.

D. “Catch-Up” Plan

1. OJUSD has created a Growth Expectation Chart describing appropriate goals for English Learners who are instructed in an SEI / Mainstream English setting. ([See Appendix C: Monitoring Progress & Program Evaluation](#))
2. Essential elements and criteria for remedying academic deficits are based on the following:
 - All English Learners are expected to meet the same district adopted grade level content and performance standards in the core curricular areas that other OJUSD students are expected to meet.
 - Curriculum and instruction for EL students is aligned to the district adopted state content standards. The programs for EL students are designed to reduce language barriers.
 - The programs are designed to foster the development of English and the attainment of grade level academic content simultaneously to the highest degree possible.
 - Monitoring of the progress of EL students is part of the process of assessment and reporting of student achievement. Essential elements of this process include the use of multiple measures and the disaggregation of student achievement data. ([See Appendix C: Monitoring Progress & Program Evaluation](#))
3. English Learners who do not demonstrate proficient/advanced on the CST or otherwise they are below grade level expectations should be identified by Site EL Coordinators for specific interventions that may include but not limited to the following:
 - Classroom interventions
 - Before and/or after school tutorials
 - Summer school

VI. Instructional Settings

Kindergarten

- Kindergarten students will receive ELD instruction from the CLAD or similarly authorized teacher via ELD embedded throughout the day.

- The ELD instruction is embedded in the classroom core English Language Arts curriculum using the ELD standards as a base for instruction.
- Kindergarten English Learners must be monitored on the ELD Benchmark Activities Checklists.

Grades 1-6

- Students in grades 1-6 will receive 30 minutes of daily ELD instruction from a teacher with CLAD or similar authorization.
- Students will be grouped by proficiency level and grade level.
- Students may move to different classrooms for ELD instruction.
- Teachers who remain with the English Only students will work on lessons focusing on accelerating or remediating academic skills.

Grades 7-8

- Junior high school students will receive at least one period of ELD instruction daily in a departmentalized setting delivered by an authorized teacher.
- Students will be scheduled by proficiency level with the goal of not more than two proficiency levels represented in any single period.
- The ELD teacher will support EL students with academic content vocabulary as provided by course descriptions.

Grades 9-12

- EL students at the high school level will receive at least one period of ELD instruction daily in a departmentalized setting delivered by an authorized teacher.
- Students will be scheduled by proficiency level with the goal of not more than two proficiency levels represented in any single period.
- The ELD teacher will support EL students with academic content vocabulary as provided by course descriptions.
- EL students at the high school level who enter school with less than one year prior educational experience either in English or their home country will receive a specialized program consisting of at least two periods daily of ELD with the purpose of providing the students with a greater opportunity to develop English reading and writing skills via lessons that are tailored to meet their unique needs.

Grade level and school-to-school articulation

- The district recognizes that successful transition between grade levels and/or school sites requires systematic articulation between teachers.
 - Teachers of EL students will meet annually to articulate successful interventions and practices for individual EL students. This articulation will occur in the transition of students from elementary (sixth grade teachers) to junior high (English and ELD teachers), and from junior high (English and ELD teachers) to high school (English and ELD teachers).
 - Site EL Coordinators, ELD teachers, and counselors will plan, attend, and facilitate these meetings under the direction of the District EL coordinator.
- Database AERIES updates will be completed by sites as EL students are reclassified. A database review under the direction of the District EL site coordinator will be completed after Reclassification Reviews in October and January.
- Individual cumulative record information will be updated after each EL reclassification and reviewed annually or before leaving the school site under the direction of the EL Site

Coordinator. Cumulative Records (including completed Benchmark Activities Checklists) will be brought to the transitional meeting.

Access to the challenging core curriculum

- All students in OJUSD are expected to participate in the district's challenging core curriculum. All students, including EL students will be able to access the curriculum through a variety of methodologies with the understanding that access for those students who are at the beginning and early intermediate stages of proficiency, may be limited to the attainment of the most basic concepts in English. Methodologies that will be used to ensure core curricular access include the following:
 - Specially Designed Academic Instruction in English (SDAIE) for students who have attained an intermediate level of proficiency in English. Bilingual professionals and/or paraprofessionals will provide primary language support as appropriate.
 - Content ELD for those students who are at beginning and early intermediate levels of proficiency. Bilingual professionals and/or paraprofessionals will provide primary language support as appropriate.

Access to advanced studies including AP classes

- All students, regardless of language dominance, will be provided access to the most advanced courses available including Advanced Placement classes.
- New arrivals will be placed in such classes when their transcripts attest to their prior educational levels being consistent with such placement. Primary language support will be provided as needed by bilingual instructional assistants.
- Materials will be provided in the home language as necessary and appropriate.

Staffing

All current teaching personnel assigned to provide instruction in core content classes to English Learners must be certified to provide instruction to English Learners.

The March 2008 Language Census Report that all English Learners were receiving services from teachers with the appropriate CCTC authorization.

To teach in a classroom with English Learners in grades K-8 or in 9-12 English classes the teacher must be one of the following:

1. A CCTC (California Commission on Teacher Credentialing) BCLAD or BCC credentialed teacher or a Teacher in Training for such, paired with a Bilingual Instructional Aide.
2. A CCTC CLAD or LDS credentialed teacher, or a Teacher in Training for such.
3. A CCTC credentialed teacher with an SB1969/SB395/AB2913/Hughes Bill Training certificate, or a Teacher in Training for such.

B. Staff Development

1. The District ensured that training was available for those teachers who did not possess the appropriate CTC teaching authorizations and who were assigned to teach English Learners. The district now requires that teachers who are hired already possess the necessary authorization.
2. All special education teachers (K – 12) must be authorized to teach English Learners.

3. All junior high and high school English teachers must be authorized to teach English Learners. All junior high and high school core content teachers must be authorized to teach English Learners.
4. All K-6 teachers must be authorized to teach English Learners.
5. Quarterly EL Subcommittee Meetings will provide training to attending Site EL Coordinators and teacher leaders. The Site EL Coordinators and teacher leaders will then share this training at their sites during designated staff meetings. Training will cover topics necessary to implement the district's EL Master Plan and the current year's EL Action Plan.
6. District administrators are trained in the requirements for education of English Learners and in appropriate methodologies including how to evaluate teachers of English Learners in SDAIE and ELD techniques. Annual training will be provided to district administrators during designated Principal's Meetings to support this necessary instructional leadership in an ongoing fashion.
7. District paraprofessionals will receive four one-half days of in-service throughout the year in appropriate techniques for instruction for English Learners as well as CELDT Training, language acquisition methodology, and California State Department CPM regulations.
8. For staff development, the district utilizes qualified district or site personnel, county in-services, as well as State, University and community resources.

C. District Office Personnel Serving English Learners

The Office of Categorical Programs is responsible for the overall coordination of services to English Learners. The District Director will be assisted by the Site EL Coordinator at each school to provide assessment, documentation, interpreting and translation for the district.

VIII. Parent and Community Involvement

A. Parent Notification ([see Appendix B: Parent Notification and Monitoring Forms](#))

1. Oakdale Joint Unified School District has a responsibility to inform parents of English Learners of the following:
 - a. Results of Initial English and Primary Language proficiency tests within two weeks of placement within program.
 - b. Program Description of Structured English Immersion (SEI), English Language Development (ELD), or Specially Designed Academic Instruction in English (SDAIE) services for English Learners. (See Table XVII)
 - c. Annual Notification of English Learner Growth.
 - d. Results of official state CELDT scores upon their return to the district.
 - e. Intent to initiate reclassification procedures (from EL to RFEP status).
 - f. Notification of failure of the program to make progress on the annual measurable achievement objectives described in Section 3122 of Title III. (See Table XVI) This notice is to be provided no later than 30 days after such failure occurs.
2. Notifications are written in English and Spanish. Other primary languages of the student and/or parents will be translated when possible.

B. Parent Participation

1. District English Learner Advisory Committee (DELAC)

According to the California State Department of Education's Coordinated Program Monitoring Instrument, whenever there are 51 or more English Learners in a district, there must be a functioning District English Learner Advisory Committee that has met all of the following requirements:

- a. Has had the opportunity to advise the governing board regarding:
 - 1) The District English Learner Master Plan and its connection with Site Plans.
 - 2) A district-wide needs assessment on a school-by-school basis
 - 3) District English Learner goals and objectives
 - 4) District plan for Highly Qualified teachers and aides
 - 5) The annual R-30 Language Census Report
 - 6) Review and comment on the written notification of initial enrollment
 - 7) District Reclassification Process
 - 8) Review and comment on any related waiver request
 - 9) Review and comment upon written notifications required to be sent to parents and guardians
- b. Has a majority membership of English Learner parents not employed by the district.
- c. Has received training materials and training which are appropriate to assist parent members in carrying out their responsibilities in site ELAC Committees.
- d. Monitors the implementation of an action plan to support English Learners.
- e. Develops the next year's action plan to support English Learners.

The OJUSD DELAC includes parents and staff from each site, and meets at least quarterly.

2. English Learner Advisory Committee (ELAC)

According to the California State Department of Education's Categorical Program Monitoring Instrument, whenever there are 21 or more English Learners at a school site, there is a functioning English Learner Advisory Committee (ELAC) and/or a subcommittee of the school site council that has met all of the following requirements:

- a. Has had the opportunity to advise the principal and staff upon:
 - 1) The school's Site Plan
 - 2) The school's plan for English Learners
 - 3) The school's needs assessment
 - 4) The school's language census
 - 5) Efforts to make parents aware of the importance of school attendance
- b. Has a membership of English Learner parents in at least the same percentage as there are English Learners at the school.
- c. Has had an election of parent members in which all parents of English Learners have had an opportunity to vote.
- d. Has had the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

- e. Has received training materials and training appropriate to assist parents in carrying out their responsibilities.

Both the DELAC and ELAC provide interpreters, whenever needed, in the primary language of the major language groups represented by the English Learner population. Meeting times may be in the morning, afternoon or evening, in order to best accommodate parent work schedules.

C. Parent Education

1. The OJUSD encourages not only the active participation of all English Learner parents, but also provides parent education in several forms.
 - a. The DELAC, ELAC, Staff, and Administrators survey parent interest and then offer informational meetings that may include topics such as the following:
 - 1) Rationale for services for English Learners
 - 2) Second language acquisition
 - 3) Teaching methods and strategies for English Learners
 - 4) School curriculum
 - 5) Parent rights and responsibilities
 - 6) Importance of reading and techniques to help their child
 - 7) Parenting skills
 - 8) Health and auxiliary services
 - 9) Bilingual instruction rationale and goals
 - 10) Homework support
 - 11) Working in the school and classrooms
 - 12) American school culture
 - 13) English as a second language
 - 14) Assessments
 - 15) Gang Awareness
 - 16) Parent Institute
 - b. The district also provides information and opportunities for parent education. Parent educational opportunities are disseminated through DELAC, ELAC, and district mailings to parents. Title III funds provide opportunities for English Learner parents and staff to attend regional Parent/Paraprofessional conferences such as the California Association for Bilingual Education (CABE).
 - c. The district provides adult ESL classes on site or in the community through adult education programs. Additional support will be provided to assist parents with second language skills as specified through CBET funding.
2. The goal of all parent education is to strengthen the home/school connection, which ultimately improves the achievement success rate of the students.

D. Parental Exceptions

Proposition 227 is an initiative that severely limits non-English language instruction for students who are learning English. All children in California public schools shall be taught English by being taught in English. This shall require that children be taught in English language classrooms. Approved by voters on June 2, 1998, Proposition 227 permits parents to petition a school to provide instruction in the

student's native language or be allowed to transfer to a public school in which such a class is offered.

Oakdale Joint Unified School District follows Proposition 227 required procedures for parental exception waivers to an all-English classroom and has implemented the following guidelines:

- a. Annually, each parent receives notification (English and Spanish) informing parents of the English Learner programs in the district: Structured English Immersion (SEI), Specially Designed Academic Instruction in English (SDAIE), Self Image and Cross Cultural Understanding Studies. The letter includes guidelines by which to request a waiver from all-English language instruction.
- b. Parents requesting a waiver from English programs schedule an appointment and personally visit the school to apply for a waiver. They will meet with the English Learner Site Coordinator for discussion of the English Learner programs available and review and discuss the educational materials to be used in the educational program choices.
- c. There are three circumstances under which a parent may apply for a waiver:
 - 1) Children already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or
 - 2) Children are ten years of age or older and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or
 - 3) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the OJUSD superintendent, under guidelines established by and subject to the review of the OJUSD Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.
- d. Applications for waivers should be completed and returned between 15 and 30 days of the initial enrollment.
- e. The site principal approves waivers for c1 or c2 above.
- f. The superintendent approves waivers for c3.
- g. Individual schools in which 20 students or more of a given grade level of the same language receive an approved waiver shall be required to offer such a

class or the student must be allowed to transfer to a school where such a class is available.

- h. If a waiver is denied, parents may file an appeal in writing to the OJUSD superintendent explaining how their child fits one of the specified circumstances in c1, c2, or c3, and provide evidence of assessments that support their request.

IX. Funding

General Funds

General fund resources are available to provide each English Learner with learning opportunities in an appropriate program. These funds are not contingent upon receipt of state or federal categorical aid funds. General funds are used to provide qualified staff and to purchase core curriculum materials for ELD. In addition, content materials that can be used for SDAIE purposes are purchased to aid in English Learner instruction. Primary language and multicultural books are also purchased by district, site and/or library resources. Translation of district documents is paid for by general funds, when appropriate.

Economic Impact Aid (EIA) Funds & Title III

EIA & Title III funds are used only to supplement, and not supplant, the district's general funds.

X. Evaluation and Accountability

A. Program Implementation

The goal of a standards-based accountability system for language minority students is to develop high quality instructional programs and services that allow them, in a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native English speaking students. The first step is to determine if and to what extent the program and services are being implemented.

1. District Organization and Accountability Structure

District level and site level personnel are held accountable for providing services to English Learners. At the district level, the department of Curriculum and Instructional Services includes an Assistant Superintendent and Categorical Director. Principals serve as site coordinators. All work to insure that all compliance items are met regarding their English Learner needs. These individuals report ultimately to the Superintendent.

At the site level, it is the principal who is responsible for assisting certificated and classified staff to provide differentiated instruction and parental support to its English Learner population. This staff is held accountable to the site administrator.

2. Monitoring of English Learner Services

The Department of Curriculum and Instructional Services requests data and information on English Learners throughout the year for monitoring purposes. Items requested may include teachers responsible for providing ELD; credentialed staff authorized to work with English Learners; parent and staff members of ELAC and DELAC; CELDT, STAR data for English Learners, and

local assessments needed for the annual GEC Report; and yearly student placements.

3. *Staff Training*

District personnel have opportunities for English Learner staff development in district, county and state venues. The district considers education in English Learner issues to be ongoing for all staff, in order to continually improve its delivery of English Learner services. District personnel provides staff training to site administrators, teacher leaders, and parents via the EL Subcommittee, DELAC, and Supt. Council meetings.

B. Program Effectiveness

1. *Standards*

a. OJUSD has adopted standards in all core subject areas including ELD. The ELD Standards delineate the proficiency levels required to move through the levels of English Language Development. They are: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. Teachers monitor progress on the ELD Standards as they check off student mastered skills on the ELD Benchmark Activities Checklists. Checklists should be marked at least once per quarter. In grades K-6, the classroom teacher is responsible for this activity. In gr. 7-12, the ELD teacher is responsible to monitor those English Learners taking ELD. English Learners receiving ELD within a regular English Course are monitored on the ELD Benchmark Activities Checklists by their English teacher. The ELD standards are organized into three domains: listening and speaking, reading and writing. The ELD standards are written as pathways or benchmarks to access the California English Language Arts (ELA) standards. The goal is to move all English Learners into the mainstream English language arts curriculum.

b. Content standards have been adopted for the following district core curriculum areas:

- Reading/Language Arts
- Mathematics
- Social Studies
- Science
- English Language Development

English Learners are expected to achieve results in these areas that demonstrate parity of achievement with students who entered the district already proficient in English. ([See Appendix C: Monitoring Progress and Program Evaluation](#))

2. *Assessment Instruments* ([See Appendix C: Monitoring Progress and Program Evaluation](#))

a. The California English Language Development Test (CELDT) is administered to each EL student annually and data is maintained in AERIES. Site Coordinators are provided individual EL reports and aggregated CELDT data by the district office. The Site EL Coordinator is responsible to place the

- individual reports in the student cum and use the aggregated results for a needs analysis of the site's EL program.
- b. The annual STAR data for English Learners is kept at the district office. Site EL Coordinators are provided EL STAR data by the district office.
 - c. ELD Benchmark Activities Checklists are used to monitor ongoing progress on the ELD Standards for grades K-12. These are maintained by the teacher and upon completion placed in the student's cum file.
 - d. Benchmark Tests aligned to state content standards are given to gr. K-12 each reporting period.
 - e. Report cards' (gr. K-12) and grade point average (GPA) for grades 7-12 may also be used to monitor English Learner progress.
 - f. The Growth Expectation Chart provides a guideline to help Site EL Coordinators and teachers identify English Learners needing intervention or referral to a Student Study Team.
3. *Data Collection Program Evaluation* ([See Appendix C: Monitoring Progress and Program Evaluation](#))
- a. Data collected annually for all English Learners includes the CELDT, STAR (CST), Local Benchmarks. English Learner goals for each of these assessments are specified in the Growth Expectation Chart. Site achievement related to these goals is reported annually. District achievement is also reported annually.
 - b. The effectiveness of instructional programs for EL students will be measured by achievement on the Annual Measurable Achievement Objectives.
 - c. The district maintains records that will determine percentages of English Learners who are reclassified yearly and the number of years in an EL program. This gives a reclassification rate by length of time in program.
 - d. Student background variables also used for data analysis are home language, date of birth, place of birth, date of first enrollment in US schools, date entering the district and date reclassified.
 - e. Other measures such as GATE participation, Special Education participation, rate of referral to these programs, attendance, and suspension and retention rates can also be compared for English Learners, Reclassified students (RFEP) and EOs. Further data analysis could include IFEPs, as well as school and grade level cohorts.
 - f. Site EL Coordinators are provided aggregated site CELDT data, disaggregated EL STAR data, EL Benchmark data, and the Growth Expectation Charts annually by the district office. The Site Coordinator is responsible to use this EL data for a needs analysis of the site's EL program. Identified needs should be addressed in the site's annual site plan revision.

C. Ongoing Mechanisms to Modify Program

1. Using Data to Improve Program

The annual District ELA and Mathematics Program Data Analysis, Title III Report and EL Program Evaluation Questions are key resources used to conduct the district and site's EL Needs Analysis. The annual Site Plan Revision Process supports site teams in the Needs Analysis of their EL Program and the development of an Action Plan that will address identified needs.

2. Ongoing Modifications and Interventions

Additional site modifications and interventions will be provided to students not meeting benchmarks.

Appendix A

Contents:

- [Instructional Approaches for English Learners in Grades K-2](#)
- [Instructional Approaches for English Learners in Grades 3-6](#)
- [Instructional Approaches for English Learners in Grades 7-12](#)
- [English Fluency Chart](#)

Instructional Approaches for English Learners in Grades K-2

Instruction Appropriate to Proficiency Level and Age	English Language Proficiency Level	English Language Development	Content Instruction/ SEI and Mainstream English Classrooms	Self-Esteem and Cross-Cultural Understanding	Personnel
↓	Beginning	ELD Benchmark Levels 1 and 2	*ELD Math, *Science, *Social Studies, Language Arts	Instruction is integrated across the curriculum ↓	Teacher with CLAD, BCLAD, SB 1969/395 or equivalent authorization ↓
	Early Intermediate	ELD Benchmark Levels 2 and 3	*ELD Math, *Science, *Social Studies, Language Arts		
	Intermediate	ELD Benchmark Levels 3 and 4	*ELD Math, *Science, *Social Studies, Language Arts		
	Early Advanced	ELD Benchmark Levels 4 and 5	*ELD Math, *Science, *Social Studies, Language Arts		
	Advanced	Grade Level ELA Content Standards	*All subjects with content ELD as needed and appropriate for grade level		
	Fluent English Proficient	Grade Level ELA Content Standards	SDAIE support will be provided as needed		

*Primary language support will be provided by a BCLAD teacher, bilingual instructional assistant, or other support staff as needed. Students who are in grades K-2 are still in the process of developing academic language and skills and are typically not eligible for SDAIE instruction. Therefore, the means of access to the core curriculum for these children is through the use of content ELD, using the core curricular vocabulary and concepts as the vehicle for developing strong English language skills. The teacher modifies the core curriculum to reflect the language development needs of the student. It is understood that complete access to the core curriculum cannot be attained until the child has reached at least the Early Advanced level of proficiency. It is expected that once the student has reached the Advanced level, she/he will be receiving the full academic core content that is standards-based for that grade level. Language Arts will be delivered using a Content ELD approach through the Early Advanced level, understanding that until the student attains grade level proficiency, she/he is always in a state of English Language Development in terms of ELA instruction.

Primary language instruction may be necessary at the Beginning and Early Intermediate levels and primary language support may be necessary at all levels. For those students at beginning and early intermediate levels of proficiency, primary language support from a teacher who is not bilingual will be provided using the preview/review method. The teacher will provide the bilingual instructional aide with a set of concepts and/or skills to be previewed in the students' native language. The teacher will present the instruction using content ELD and SDAIE methodologies, which will be followed by a review in the native language from the instructional aide. Students at higher levels of proficiency will typically be provided with primary language support in a less formally structured fashion with the teacher and/or student determining the necessity of intervention for clarification and/or increased comprehensibility.

Classroom teachers who have the appropriate authorizations will provide ELD instruction. Students will be grouped by proficiency level and assigned to a teacher for one of the four identified levels for 30 minutes of instruction daily. Kindergarten will have ELD embedded throughout the day.

Instructional Approaches for English Learners in Grades 3-6

Instruction Appropriate to Proficiency Level and Age	English Language Proficiency Level	English Language Development	Content Instruction/ SEI and Mainstream English Classrooms	Self-Esteem and Cross-Cultural Understanding	Personnel
↓	Beginning	ELD Benchmark Levels 1 and 2	*ELD Math, *Science, *Social Studies, Language Arts	Instruction is integrated across the curriculum ↓	Teacher with CLAD, BCLAD, SB 1969/395 or equivalent authorization ↓
	Early Intermediate	ELD Benchmark Levels 2 and 3	*ELD Math, *Science, *Social Studies, Language Arts		
	Intermediate	ELD Benchmark Levels 3 and 4	*SDAIE Math, *Science, *Social Studies, Language Arts		
	Early Advanced	ELD Benchmark Levels 4 and 5	*SDAIE Math, *Science, *Social Studies, Language Arts		
	Advanced	Grade Level ELA Content Standards	*All subjects with content ELD as needed and appropriate for grade level		
	Fluent English Proficient	Grade Level ELA Content Standards	SDAIE support will be provided as needed		

*Primary language support will be provided by a BCLAD teacher, bilingual instructional assistant, or other support staff as needed.

Students who are in grades 3-6 will begin to be eligible for the use of SDAIE methodologies in English language instruction if they have reached intermediate proficiency level. The teacher will determine whether the student is ready to access the core curriculum by proficiency level and by subject area as outlined above. Some students may be receiving content ELD instruction in some subjects and SDAIE instruction in others. All children remain eligible for primary language instruction. It is understood that complete access to the core curriculum cannot be attained until the child has reached at least the Early Advanced level of proficiency. It is expected that once the student has reached the Advanced level, she/he will be receiving the full academic core content that is standards-based for that grade level. Language Arts will be delivered using a Content ELD approach through the Early Advanced level, understanding that until the student attains grade level proficiency, she/he is always in a state of English Language Development in terms of ELA instruction.

Primary language instruction may be necessary at the Beginning and Early Intermediate levels and primary language support may be necessary at all levels. For those students at beginning and early intermediate levels of proficiency, primary language support from a teacher who is not bilingual will be provided using the preview/review method. The teacher will provide the bilingual instructional aide with a set of concepts and/or skills to be previewed in the students' native language. The teacher will present the instruction using content ELD and SDAIE methodologies, which will be followed by a review in the native language from the instructional aide. Students at higher levels of proficiency will typically be provided with primary language support in a less formally structured fashion with the teacher and/or student determining the necessity of intervention for clarification and/or increased comprehensibility.

Classroom teachers who have the appropriate authorizations will provide ELD instruction. Students will be grouped by proficiency level and assigned to a teacher for one-to-two periods daily depending on their needs. The ELD teacher will confer with the content teachers to assist in helping to develop the academic English necessary for success in the content classes.

Instructional Approaches for English Learners in Grades 7-12

Instruction Appropriate to Proficiency Level and Age	English Language Proficiency Level	English Language Development	Content Instruction/ SEI and Mainstream English Classrooms	Self-Esteem and Cross-Cultural Understanding	Personnel
↓	Beginning	ELD Benchmark Levels 1 and 2	*ELD Math, *Science, *Social Studies, Language Arts	Instruction is integrated across the curriculum ↓	Teacher with CLAD, BCLAD, SB 1969/395 or equivalent authorization ↓
	Early Intermediate	ELD Benchmark Levels 2 and 3	*ELD Math, *Science, *Social Studies, Language Arts		
	Intermediate	ELD Benchmark Levels 3 and 4	*SDAIE Math, *Science, *Social Studies, Language Arts		
	Early Advanced	ELD Benchmark Levels 4 and 5	*SDAIE Math, *Science, *Social Studies, Language Arts		
	Advanced	Grade Level ELA Content Standards	*All subjects with content ELD as needed and appropriate for grade level		
	Fluent English Proficient	Grade Level ELA Content Standards	SDAIE support will be provided as needed		Teacher with basic credential

*Primary language support will be provided by a BCLAD teacher, bilingual instructional assistant, or other support staff as needed.

Students who are in grades 7-12 will be instructed in the SEI or mainstream English classroom using the appropriate strategies for the students' English language proficiency. Primary language support will be provided at all levels to ensure that academic content is made accessible to those students who are unable to comprehend the academic vocabulary necessary to participate fully and freely in the coursework even through content ELD and/or SDAIE instruction. Primary language instruction may be necessary at the Beginning and Early Intermediate levels and primary language support may be necessary at all levels. For those students at beginning and early intermediate levels of proficiency, primary language support from a teacher who is not bilingual will be provided using the preview/review method. The teacher will provide the bilingual instructional aide with a set of concepts and/or skills to be previewed in the students' native language. The teacher will present the instruction using content ELD and SDAIE methodologies, which will be followed by a review in the native language from the instructional aide. Students at higher levels of proficiency will typically be provided with primary language support in a less formally structured fashion with the teacher and/or student determining the necessity of intervention for clarification and/or increased comprehensibility.

Classroom teachers who have the appropriate authorizations will provide ELD instruction. Students will be grouped by proficiency level and assigned to a teacher for one-to-two periods daily depending on their needs. The ELD teacher will confer with the content teachers to assist in helping to develop the academic English necessary for success in the content classes.

English Fluency

<p>Probable Fluent English Proficient</p>	<p>Student's Overall Score is Early Advanced or higher and each skill area score</p> <ul style="list-style-type: none"> • Listening and Speaking (Kindergarten through Grade 12) • Reading (Grades 2 through 12 only) • Writing (Grades 2 through 12 only) <p>is Intermediate or higher.</p>
<p>Possible Fluent English Proficient</p>	<p>Student's Overall Score is in the <i>upper end</i> of Intermediate and</p> <ul style="list-style-type: none"> • Other test scores • Report card grades • Input from parents/teachers <p>Are taken into consideration.</p>
<p>Probable English Learner</p>	<p>Student's Overall Score is below Advanced or Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.</p>

Appendix B

Contents:

Parent Notification Forms

The flow chart on the next page delineates the timeline for:

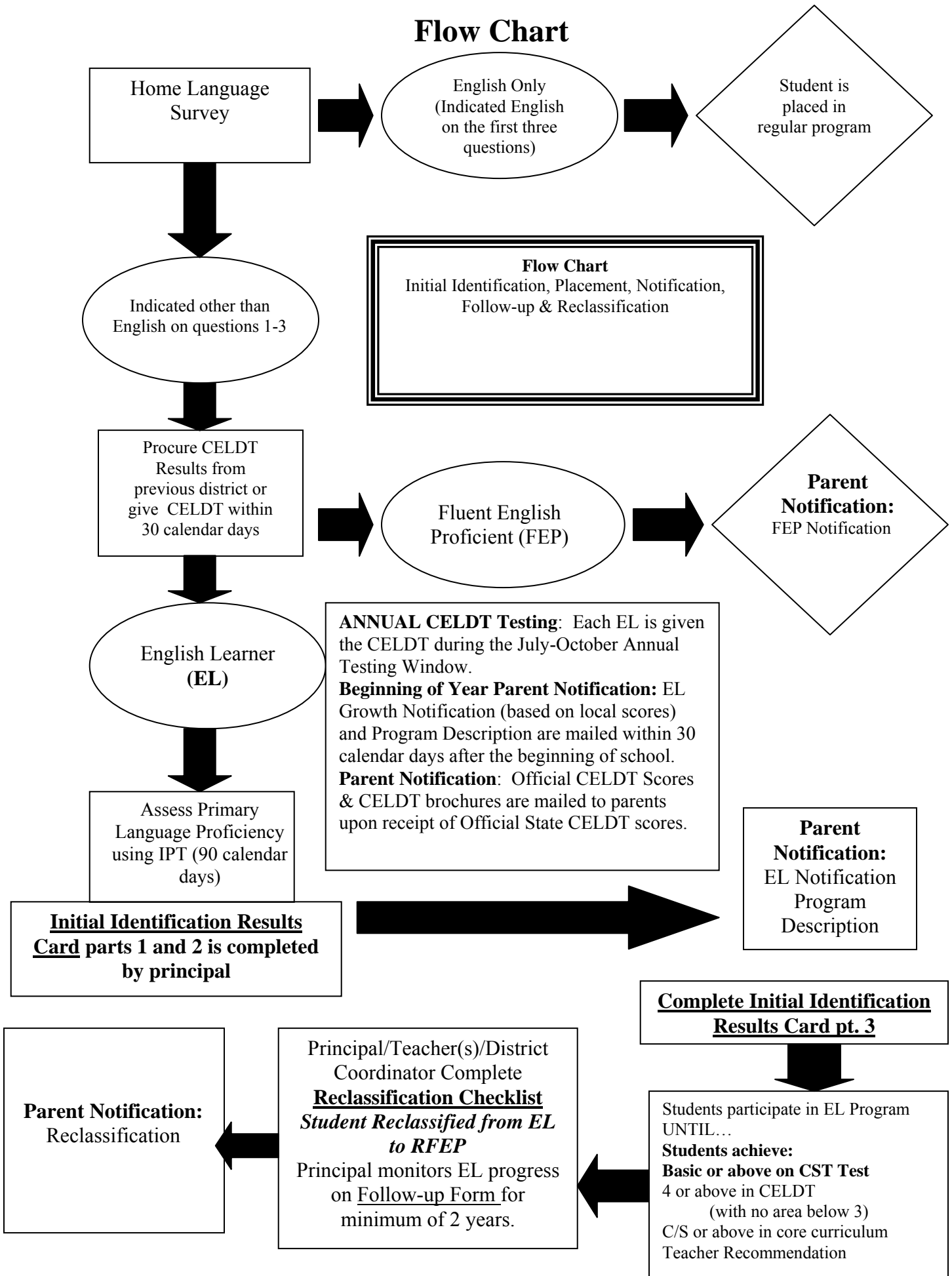
- Parent Notification of FEP (Fluent English Proficient)
- Parent Notification of EL (English Learner)
- Informal Primary Language Assessment
- Program Description
- Parent Notification of EL Growth
- Parent Notification of Reclassification

(All Parent Notification Forms are available in Spanish. English versions only are included in the Master Plan.)

Monitoring Forms

- Individual Student Report
 - Completed annually (September) each year by principal/stored in student Cum
- Reclassification Checklist (Elementary & Secondary versions)
 - Completed by Principal and teacher under the principal's direction
- Follow-up Form (Elementary & Secondary versions)
 - Completed by Principal and teacher under the principal's direction

Flow Chart





OAKDALE JOINT UNIFIED SCHOOL DISTRICT
 168 South 3rd Ave., Oakdale, CA 95361

Date _____

Parent Notification of Fluent English Proficient

Dear Parent/Guardian of _____ :

When you enrolled your child at _____, You indicated that he/she has a background in a language other than English. By state law, language proficiency in English must be determined in order to plan and provide the best possible education program for your child. We recently assessed your child's proficiency in English and, when possible, in his/her primary language. The results are as follows:

California English Language Development Test (CELDT) Results		
Testing Date: _____		CELDT Levels
Listening: _____	<u>Qualified for EL Services</u>	1. Beginning 2. Early Intermediate 3. Intermediate 4. Early Advanced 5. Advanced
Speaking: _____		
Reading Test: _____	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Comprehension: _____		
Writing Test: _____		
Overall Score: _____		

Your child's test results reveal that your child's Overall CELDT score is Early Advanced or Advanced AND no subscores (Listening, Speaking, Reading, or Writing is below intermediate). This means that your child is **Fluent English Proficient (FEP)**. A designation of Fluent English Proficient means that your child should be able to function successfully, without English language learner services. The performance of your child in an English only setting will be monitored by his/her teacher, and if it is determined that your child needs additional services, we will advise you.

You are invited to visit your child's classroom and school to become acquainted with the educational programs and services. You will be receiving notices announcing meetings of the School Site Council (SSC) and/or the English Learner Advisory Committee (ELAC). Your input is important at these meetings. We encourage you to attend.

If you have any questions, please contact me at _____.

Sincerely,

Principal



OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 South Third Avenue, Oakdale, California 95361

PARENT NOTIFICATION OF FLUENT ENGLISH PROFICIENT (FEP) INITIAL TESTING RESULTS

Fecha _____

Respetable Padre/Tutor de _____ :

Cuando usted matriculó a su hijo en _____, usted indicó que el/ella tiene un antecedente en un idioma otro que no sea el inglés. Por ley estatal, la competencia en el idioma inglés debe ser determinada para que se planee y se proporcione el mejor programa educacional para su hijo. Recientemente, evaluamos la competencia de su hijo en el inglés y, cuando es posible, en el idioma natal de su hijo. Los resultados son los siguientes:

Resumen del California English Language Development Test (CELDT)	
Fecha del Examen: _____	
Hablando y Escuchando Inglés: _____	Califica para Servicios
Prueba de Lectura: _____	SI <input type="checkbox"/> NO <input type="checkbox"/>
Prueba de Escritura: _____	
Sumario: _____	

Niveles del CELDT
1. Primario
2. Pre Intermedio
3. Intermedio
4. Pre Avanzado
5. Avanzado

Los resultados de las pruebas de su hijo revelan que su hijo es un **Competente en el Idioma Inglés (FEP)**. Una designación de Competente en el Idioma Inglés significa que su hijo puede desempeñar las funciones escolares exitosamente en un aula donde el idioma inglés domina, sin los servicios de un aprendiz del idioma inglés. El desarrollo de su hijo en un ambiente donde el inglés domina será supervisado por su maestro, y si es determinado que su hijo necesita servicios adicionales, nosotros le aconsejaremos.

Usted está invitado a visitar el aula de su hijo y la escuela para que se familiarize con los programas y servicios educacionales. Usted recibirá avisos informándole de las juntas del Consejo Escolar del Plantel (SSC) y del Comité de Consejo de los Aprendices del Inglés (ELAC). Su opinión es importante en estas juntas. Le recomendamos que usted asista.

Si usted tiene cualquier pregunta, favor de llamarme al teléfono _____.

Sinceramente,

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 South Third Avenue, Oakdale, California 95361

Parent Notification of English Learner (EL) Initial Testing Results

Date _____

Dear Parent/Guardian of _____

When you enrolled your child at _____, you indicated that he/she has a background in a language other than English. By state law, language proficiency in English must be determined in order to plan and provide the best possible education program for your child. We recently assessed your child's proficiency in English and, when possible, in his/her primary language. The results are as follows:

California English Language Development Test (CELDT) Results														
Testing Date: _____		<table border="1"><thead><tr><th colspan="2">CELDT Levels</th></tr></thead><tbody><tr><td>1.</td><td>Beginning</td></tr><tr><td>2.</td><td>Early Intermediate</td></tr><tr><td>3.</td><td>Intermediate</td></tr><tr><td>4.</td><td>Early Advanced</td></tr><tr><td>5.</td><td>Advanced</td></tr></tbody></table>	CELDT Levels		1.	Beginning	2.	Early Intermediate	3.	Intermediate	4.	Early Advanced	5.	Advanced
CELDT Levels														
1.	Beginning													
2.	Early Intermediate													
3.	Intermediate													
4.	Early Advanced													
5.	Advanced													
Listening _____	<u>Qualified for Services</u>													
Speaking _____														
Reading Test: _____	YES <input type="checkbox"/> NO <input type="checkbox"/>													
Comprehension _____														
Writing Test: _____														
Overall Score: _____														
Primary Language Testing Results														
Testing Date: _____														
Listening and Speaking: _____	Limited Proficient <input type="checkbox"/>	Proficient <input type="checkbox"/>												

Your child's test results reveal that your child is **English Learner (EL)**, which means your child displays limited proficiency as an English learner speaker, reader, and/or writer. A designation of English Learner means that your child will receive an academic instructional program designed to meet his/her needs. That program is described on the attached Program Description.

You are invited to visit your child's classroom and school to become acquainted with the educational programs and services. You will be receiving notices announcing meetings of the School Site Council (SSC) and/or the English Learner Advisory Committee (ELAC). Your input is important at these meetings. We encourage you to attend.

If you have any questions, please contact me at _____

Sincerely,

Principal

Distribution: Original/Parent Yellow/CUM Folder Pink/Categorical Site Files



OAKDALE JOINT UNIFIED SCHOOL DISTRICT
 168 South Third Avenue, Oakdale, California 95361

**PARENT NOTIFICATION OF ENGLISH LEARNER (EL)
 INITIAL TESTING RESULTS**

Fecha _____

Respetable Padre/Tutor de _____

Cuando usted matriculó a su hijo en _____, usted indicó que el/ella tiene un antecedente en un idioma otro que no sea el inglés. Por ley estatal, la competencia en el idioma inglés debe ser determinada para que se planee y se proporcione el mejor programa educacional para su hijo. Recientemente, evaluamos la competencia de su hijo en el inglés y, cuando es posible, en el idioma natal de su hijo. Los resultados son los siguientes:

Resumen del California English Language Development Test (CELDT)							
Fecha del Examen: _____ Hablando y Escuchando Inglés: _____ Prueba de Lectura: _____ Prueba de Escritura: _____ Sumario: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Niveles del CELDT</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1. Primario</td></tr> <tr><td style="text-align: center;">2. Pre Intermedio</td></tr> <tr><td style="text-align: center;">3. Intermedio</td></tr> <tr><td style="text-align: center;">4. Pre Avanzado</td></tr> <tr><td style="text-align: center;">5. Avanzado</td></tr> </tbody> </table> <p align="center">Califica para Servicios</p> <p align="center">SI <input type="checkbox"/> NO <input type="checkbox"/></p>	Niveles del CELDT	1. Primario	2. Pre Intermedio	3. Intermedio	4. Pre Avanzado	5. Avanzado
Niveles del CELDT							
1. Primario							
2. Pre Intermedio							
3. Intermedio							
4. Pre Avanzado							
5. Avanzado							
Resumen de Competencia en el Idioma Natal							
Fecha del Examen: _____							
Hablando y Escuchando Inglés: <input type="checkbox"/> Proficiencia Limitado <input type="checkbox"/> Proficiente <input type="checkbox"/>							

Los resultados de las pruebas de su hijo revelan que su hijo es un **Aprendiz del Idioma Inglés (EL)**, lo cual significa que su hijo demuestra una competencia limitada como un hablante, un lector, un y/o escritor de inglés. Una designación de un Aprendiz del Idioma Inglés significa que su hijo recibirá una enseñanza académica designada a satisfacer sus necesidades.

Usted está invitado a visitar el aula de su hijo y la escuela para que se familiarize con los programas y servicios educacionales. Usted recibirá avisos informándole de las juntas del Consejo Escolar del Plantel (SSC) y del Comité de Consejo de los Aprendices del Inglés (ELAC). Su opinion es importante en estas juntas. Le recomendamos que usted asista.

Si usted tiene cualquier pregunta, favor de lamarme al teléfono _____

Sinceramente,

 Principal



OAKDALE JOINT UNIFIED SCHOOL DISTRICT
168 South Third Avenue, Oakdale, California 95361

Informal Primary Language Assessment

Dear Parent:

Your child recently enrolled in the OJUSD. When you filled out the Home Language survey, you indicated that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his/her skills in English and we would like to know more about your child's skills in your home language.

Child's name: _____ Grade: _____ School: _____ Date: _____

Please circle or write your answer.

Oral Language

Is your son/daughter able to understand almost everything that is said in his/her home language? Yes No

My child used English most of the time and does not use the home language. Yes No

Is your son/daughter able to speak the home language as well as most children of his/her age who speak this language? Yes No

Does your son/daughter have difficulty understanding what you say in your home language? Yes No

Do you have any problems understanding what your child says to you in your home language? Yes No

What percentage of time do you speak this home language with your child? 25% 50% 75% 100%

Literacy (for grades 2 and up)

Does your son/daughter read in the home language as well as most children of his/her age who read in this language? Yes No

Please describe your child's ability to read in the home language when compared to children of his/her age:

_____ Does not read _____ Reads very little _____ Is a competent reader

Does your son/daughter write in the home language as well as most children of his/her age who write in this language? Yes No

Please describe your child's ability to write in the home language, when compared to children of his/her age.

_____ Does not write _____ Writes very little _____ Is a competent writer

School experience

Did your child have the opportunity to attend school in your home country? Yes No

If yes, what grade level did he/she complete? _____

How many total years did your child attend school? _____

Please complete and return this form as soon as possible to your child's school. If you have any questions about this form, please call the principal at your child's school.

Thank you for your cooperation.

Oakdale Joint Unified School District

Program Description for English Learners

Goals for English Learners

- To develop English language proficiency, both oral and written, as effectively and efficiently as possible.
- To provide equal opportunity for academic achievement.
- To promote students' self image and cross-cultural understanding.

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion **
Early Intermediate		
Intermediate	Reasonable fluency	English Mainstream Classroom***
Early Advanced		
Advanced		
		Other instructional setting as per IEP

**** Structured English Immersion:** provides instruction primarily in English, and includes the following: a sequential ELD program, Specially Designed Academic Instruction in English (SDAIE), primary language support for access to the core curriculum, and primary language materials are available in core content areas. Learning English is the primary focus of this program and core content is used as a means to teach English.

***** English Language Mainstream:** provides instruction in English, and includes the following: daily ELD to develop strong academic English, core instruction in language arts, math, science, and social studies taught overwhelmingly in English with primary language support and SDAIE strategies, and primary language materials are available in core content areas. Learning content based on State Content Standards is the primary focus with the continued acquisition of English language as a by-product.

NOTE: All students participate in activities that promote positive self-image and cross-cultural understanding.

WAIVER: California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exist.

EXIT CRITERIA: English Learners will be considered for reclassification from English Learner to Fluent English Proficient upon meeting the following criteria: 1) A score of Basic or above on the Content Standards Test (English Language Arts component) 2) Early Advanced or above composite proficiency on the CELDT 3) Grades of S (primary grades) or C or above in core curricular subjects 4) Teacher recommendation 5) Parental agreement. When an English Learner has met these criteria and is being considered for reclassification, the principal will notify parents. The informal goal of our district is for each English Learner to advance one level of proficiency per year. English Learners entering the district at the Beginning level of proficiency may be placed in the programs described above for a duration of 4-7 years and then be considered for reclassification. Distrito Junto Unificado de las Escuelas de Oakdale

Oakdale Joint Unified School District

Descripción del Programa para los Aprendices de la Lengua Inglesa

Metas Para los Aprendices de la Lengua Inglesa

- Desarrollar las habilidades en la lengua inglesa, al hablar y al escribir, de la manera más eficaz y eficiente posible.
- Proveer la oportunidad por igual para el logro académico.
- Promover la imagen de si mismo del estudiante y la comprensión entre distintas culturas.

Opciones de la Colocación en la Programa

Nivel de Habilidad CELDT		Colocación en el Programa
Novicio	Fluidez menos de razonable	Inmersión Estructurada en Inglés**
Temprano Intermedio		
Temprano Avanzado	Fluidez razonable	Salón Regular de Clases ***
Avanzado		
		Otra colocación según el plan educacional individualizado (IEP)

**** Inmersión Estructurada en la lengua inglesa:** provee instrucción principalmente en inglés e incluye lo siguiente: un programa secuencial de ELD, instrucción académica en Inglés especialmente diseñada (SDAIE), apoyo en el idioma natal para el acceso al plan de estudios básicos, materiales en el idioma natal están disponibles en las áreas de estudios básicos. El enfoque principal de este programa es el de aprender Inglés y se usan las materias básicas como medio para enseñar Inglés.

***** Salón Regular de clases:** provee instrucción en Inglés, e incluye lo siguiente: ELD diariamente para desarrollar el Inglés académico, la instrucción básica en Artes de la Lengua Inglesa, Matemáticas, Ciencia y Estudios Sociales enseñados más que nada en inglés con apoyo en el idioma natal y las estrategias de SDAIE, y los materiales en el idioma natal disponibles en las áreas de estudios básicos. El aprendizaje del currículo basado en los estándares de contenido del estado es el enfoque principal de este programa con la adquisición continua del inglés como efecto secundario.

NOTA: Todo estudiante participa en actividades que fomentan una imagen positiva de sí mismo y la comprensión de distintas culturas.

Renuncia: La ley del estado de California da a los padres la opción de colocar a su niño en un programa alternativo. Para colocar a su niño en un programa alternativo, usted debe firmar una Renuncia por Oposición del Padre en la escuela de su niño cada año y el niño debe de cumplir con uno de los siguientes criterios: a) sabe Inglés y académicamente trabaja por lo menos al nivel del 5to grado b) tiene 10 años de edad o más c) es un estudiante menor de 10 años, fue colocado en una clase regular donde solo se habla Inglés por 30 días calendarios y existen necesidades especiales.

Criterios de la salida: Los aprendices serán considerados para la reclasificación a la Habilidad Proficiente y Fluente en la Lengua Inglesa cuando el estudiante cumpla con los siguientes criterios: 1) Obtener un puntaje Básico o más en el Examen de Estándares de Contenido (un componente de Artes de la Lengua Inglesa) 2) Obtener un nivel de Temprano Avanzado o mas en el CELDT 3) Calificaciones de S (grados primarios) o mejor que una C en las áreas de estudios básicos. 4) La recomendación del maestro. 5) Acuerdo de los padres. Cuando el estudiante ha cumplido con estos criterios y esta siendo considerado para la reclasificación, el director notificará a los padres. La meta informal del distrito es que cada aprendiz de la lengua inglesa avance un nivel de habilidad cada año. Los estudiantes que entren en el distrito en el nivel novicio de habilidad puede ser colocado en los programas aquí mencionados por un tiempo de 4-7 años y luego pueden ser considerados para la reclasificación.



OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 South Third Avenue, Oakdale, California 95361

Parent Notification of English Learner Growth

Date: _____

Dear Parent/Guardian of _____,

When you enrolled your child in Oakdale Jt. Unified School District, you indicated that he/she has a background in a language other than English. By state law, language proficiency in English must be determined in order to plan and provide the best possible education program for your child. Our district uses the CELDT (California English Language Development Test) to assess English Language proficiency. Your child’s test results indicated that he/she was an English Learner, which means that your child demonstrated limited proficiency in speaking, reading, and/or writing in the English language. Your child has received special services in English Language Development during the past year.

It is the goal of Oakdale Jt. Unified School District that each English Learner progress one proficiency level during each year of enrollment. Your child was tested again at the beginning of this school year with the CELDT. This letter is to provide you with both the results of last year’s testing and the results of this year’s testing to inform you of the progress of your child in his/her attainment of English. The Proficiency Level and Program Placement correlating to the number marked is defined in the table at the bottom of the page.

<Last school year>: CELDT Test Results					<This school year>: CELDT Test Results				
1	2	3	4	5	1	2	3	4	5

CELDT Proficiency Level		Program Placement
1: Beginning	Less than reasonable fluency	Structured English Immersion
2: Early Intermediate		
3: Intermediate	Reasonable fluency	English Mainstream Classroom
4: Early Advanced		
5: Advanced		
		Other instructional setting as per IEP

The CELDT is only one means of assessment used by Oakdale Jt. Unified School District to monitor the growth of English Language Learners. Your child’s ELD teacher (classroom teacher for grades K-6 and ELD teacher for grades 7-12) is also monitoring your child’s development of English with other assessments than the CELDT. Please contact your child’s teacher or your site principal if you have questions regarding the reported results.

Sincerely,

Principal

NOTIFICACIÓN AL PADRE SOBRE EL PROGRESO DEL APRENDIZ EN LA LENGUA INGLESA

Estimado Padre/ Guardián de _____, Fecha: _____

Cuando usted matriculo a su niño en el Distrito Junto Unificado de las Escuelas de Oakdale, usted indicó que su niño tiene un historial en un lenguaje distinto al Ingles. Bajo ley estatal, se debe determinar la habilidad que su niño tiene en la lengua inglesa para poder planificar y proveer el mejor programa educacional para su niño. Nuestro distrito usa el CELDT (Examen para el Desarrollo de la Lengua Inglesa) para determinar la habilidad en la lengua inglesa. Los resultados de su niño en este examen demuestra que su niño tiene una habilidad limitada al hablar, leer y/ o escribir en la lengua inglesa. Su niño ha recibido servicios especiales para desarrollar su habilidad en la lengua inglesa durante al año anterior.

Es la meta del Distrito Junto Unificado de las Escuelas de Oakdale que su niño alcance un nivel de habilidad cada año escolar y que le tome no más de dos años de progresar del Nivel 3 al Nivel 4. Su niño volvió a tomar el examen CELDT al comienzo del año escolar. Esta carta es para notificarle de los resultados del año pasado y de este año para que usted este enterado del progreso que su niño ha logrado en su aprendizaje del Ingles. El Nivel de Habilidad y la Colocación en el Programa están correlacionados con el número marcado, los cuales se definen en la tabla que se encuentra en la parte inferior de la página.

Resultado Previo del Examen CELDT					Resultado del Examen CELDT para el año 06-07				
1	2	3	4	5	1	2	3	4	5

Nivel de Habilidad en el CELDT		Colocación en el Programa
1: Novicio	Menos de fluidez razonable	Inmersión Estructurada en el Ingles
2: Temprano Intermedio		
3: Intermedio		
4: Temprano Avanzado	Fluidez razonable	Salón de Clases Regular
5: Avanzado		
		Cualquier otro puesto educacional como lo indica el IEP

El CELDT es solo uno de los medios de asesoramiento que el Distrito Junto Unificado de las Escuelas de Oakdale usa para vigilar el progreso de los aprendices. El maestro ELD de su niño (el maestro del salón de clases para los grados K-6 y el maestro ELD para los grados 7-12) también esta vigilando el desarrollo de la lengua inglesa en su niño con otros asesoramientos aparte del examen CELDT. Por favor comuníquese con el maestro de su niño o el director de la escuela a la que asiste su niño si tiene alguna pregunta sobre los resultados que le hemos reportado.

Sinceramente,

Director
 Coordinador en la Escuela de los Servicios a los Aprendices



OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 South Third Avenue, Oakdale, California 95361

Parent Notification of Reclassification

Date _____

Dear Parents:

The school is pleased with _____ progress. It has been recommended that your son/daughter be considered for reclassification from Limited English Proficient. His/her skills in English have improved significantly and he/she no longer requires help from the English Language Learner Program.

If you would like to have a conference with me about your child's work in the Program for English Language Learners, or if you have any concerns about your child no longer being a part of this program, please phone me at _____.

Our district plans to celebrate your child's achievement. You will receive an invitation to a Reclassification Celebration during the month of April. Please plan to attend with your child.

Thank you very much.

Sincerely,

Principal

Site



OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 South Third Avenue, Oakdale, California 95361

Notificación al Padre de Reclasificación

Fecha _____

Estimados _____:

La escuela esta satisfecha con el progreso de _____. Se ha recomendado que su hijo/a sea considerado para reclasificación de limitado en inglés al programa regular proficiente en inglés. Si su niño/a es reclasificado, no necesitara ayuda del programa de inglés limitado.

Si les complace tener una conferencia conmigo para que yo pueda explicar el trabajo hecho por su niño/a, o si tienen otras preocupaciones sobre la razón que su hijo/a no necesita estar en el programa de inglés limitado, favor de llamarme al teléfono _____.

Les agradezco su interés.

Sinceramente,

Principal

Escuela

Student Report

SAMPLE

JOSE RAMIREZ

ID#: 100000832
 DOB: 10/4/1990
 California English Language Development Test

ADAMS HIGH
 Grade 9
 NO NAME GIVEN

2004-05 CELDT Proficiency Levels				
Advanced				
Early Advanced	575	584	569	575
Intermediate				
Early Intermediate				
Beginning				
	Listening/Speaking	Reading	Writing	Overall Test

CELDT Test History Overview						
Test Date	School	Grade	Overall Proficiency Level	Overall Scaled Score	Meets AMAO1 Progress	Meets AMAO2 Proficiency
2003-04	NA	Grade 8	Adv	569		
Oct 04	ADAMS HIGH	Grade 9	Adv	575	YES	*

* An AMAO field marked with an asterisk indicates the student does not meet cohort criteria and is not included in the AMAO report.

CELDT Test Scores by Year						
Subject		Test Year				
		2003-04	2004-05			
Listening/Speaking	Proficiency Level	Early Adv	Adv			
	Scaled Score	553	575			
	Listening		531			
	Speaking		710			
Reading	Proficiency Level	Adv	Adv			
	Scaled Score	607	584			
	Comprehension		557			
Writing	Proficiency Level	Early Adv	Early Adv			
	Scaled Score	565	569			
Overall Test	Proficiency Level	Adv	Adv			
	Scaled Score	569	575			

NOTES

Report created on 08-09-06 by Longitudinal Assessment Reporting System™ - CELDT v3.6.7 for Oakdale Joint Unified School District
 Longitudinal Assessment Reporting System™ © 1998-2006 by K12 Educational Measurement, LLC. All rights reserved.

Elementary Student Reclassification Checklist

Student Name _____

School _____

Date _____

Grade _____

A. Current Academic Achievement (To be filled out by the site principal)

1. CST

2. CELDT Proficiency Level: Indicate 1 – 5

<p style="text-align: center;">ELA _____</p> <p style="text-align: center;">Mathematics _____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Score of Basic or Above</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">1. Beginning</td></tr> <tr><td style="padding: 2px;">2. Early Intermediate</td></tr> <tr><td style="padding: 2px;">3. Intermediate</td></tr> <tr><td style="padding: 2px;">4. Early Advanced</td></tr> <tr><td style="padding: 2px;">5. Advanced</td></tr> </table> <p style="text-align: center;"><i>Minimum Overall Score of 4 – Early Advanced is required</i></p>	1. Beginning	2. Early Intermediate	3. Intermediate	4. Early Advanced	5. Advanced	<p style="text-align: right;">Listening _____</p> <p style="text-align: right;">Speaking _____</p> <p style="text-align: right;">Reading _____</p> <p style="text-align: right;">Writing _____</p> <p style="text-align: right;">Overall Score _____</p>
1. Beginning							
2. Early Intermediate							
3. Intermediate							
4. Early Advanced							
5. Advanced							

3. Report Card Grades in Core Curricular Areas

Date of Report Card: _____

<p style="text-align: center;">K-3 Grade</p> <table style="width: 100%;"> <tr><td style="width: 50%;">ELA</td><td style="width: 50%; border: 1px solid black; height: 20px;"></td></tr> <tr><td>Mathematics</td><td style="border: 1px solid black; height: 20px;"></td></tr> <tr><td></td><td style="border: 1px solid black; height: 20px;"></td></tr> </table> <p style="text-align: center;"><i>Minimum grade of S in all core curricular areas is required.</i></p>	ELA		Mathematics				<p style="text-align: center;">4-6 Grade</p> <table style="width: 100%;"> <tr><td style="width: 50%;">ELA</td><td style="width: 50%; border: 1px solid black; height: 20px;"></td></tr> <tr><td>Mathematics</td><td style="border: 1px solid black; height: 20px;"></td></tr> </table> <p style="text-align: center;"><i>Minimum grade of C in all core curricular areas is required.</i></p>	ELA		Mathematics	
ELA											
Mathematics											
ELA											
Mathematics											

B. Teacher Recommendation and Classroom Performance (To be filled out by classroom teacher)

- Student work shows Early Advanced to Advanced proficiency on ELD Standards Checklists - - - - - **YES** **NO**
- Student demonstrates competency of 65% or higher on District Benchmark Testing- - - - - **YES** **NO**
- Student is ready for reclassification. - - - - - **YES** **NO**

C. Parental Notification (To be filled out by the site principal)

- Parent Notification of Reclassification Letter was sent on this date: _____
- Parent requested conference. - - - - - **YES** **NO**
- If a conference was requested, please attach the notes containing any pertinent information or decisions to this form.

We, the undersigned, agree that the student has met the criteria listed to be reclassified from EL to RFEP Status.

- ✓ A score of Basic or Above on the California Standards Test (English Language Arts section).
- ✓ Early Advanced (4) or above composite proficiency on the CELDT.
- ✓ Grades of C/S and above in core curricular areas.
- ✓ Teacher Recommendation
- ✓ Parental Consultation

YES **NO**

Teacher

Principal

District EL Program Director

New data reflected in this document was entered into the AERIES System on:

_____ Date

Principal's Initials

Data to be entered in AERIES
EL status changes to RFEP status or EL status continues.

If a student is now classified as RFEP, complete line 1 of the Reclassification Follow-Up Form, notify classroom teacher and begin to monitor progress for 2 years

Completed COPIES TO:– Yellow Cum District Director

Principal

Teacher

6/12/06

Secondary School Student Reclassification Checklist

Student Name _____

School _____

Date _____

Grade _____

A. Current Academic Achievement (To be filled out by the site principal)

1. CST

2. CELDT Proficiency Level: Indicate 1 – 5

ELA _____ Mathematics _____ <i>Score of Basic or Above</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Beginning</td></tr> <tr><td>2. Early Intermediate</td></tr> <tr><td>3. Intermediate</td></tr> <tr><td> Early Advanced</td></tr> <tr><td>5. Advanced</td></tr> </table>	1. Beginning	2. Early Intermediate	3. Intermediate	Early Advanced	5. Advanced	Listening Score _____ Speaking Score _____ Reading Score _____ Writing Score _____ Overall Score _____ <i>Minimum composite proficiency 4 – Early Advanced is required</i>
1. Beginning							
2. Early Intermediate							
3. Intermediate							
Early Advanced							
5. Advanced							

3. Report Card Grades in Core Curricular Areas

Date of Report Card: _____

Junior High	High School
Language Arts <table border="1" style="width: 100%; height: 20px;"></table>	Language Arts <table border="1" style="width: 100%; height: 20px;"></table>
Mathematics <table border="1" style="width: 100%; height: 20px;"></table>	Mathematics <table border="1" style="width: 100%; height: 20px;"></table>
Social Studies <table border="1" style="width: 100%; height: 20px;"></table>	Social Studies <table border="1" style="width: 100%; height: 20px;"></table>
Science <table border="1" style="width: 100%; height: 20px;"></table>	Science <table border="1" style="width: 100%; height: 20px;"></table>
<i>Minimum grade of C in all core curricular areas is required.</i>	<i>Minimum grade of C in all core curricular areas is required.</i>

B. Teacher Recommendation and Classroom Performance (To be filled out by ELD teacher)

- Student work shows Early Advanced to Advanced proficiency on ELD Standards Checklists ----- **YES** **NO**
- Student demonstrates competency of 70% or higher on District Benchmark Testing ----- **YES** **NO**
- Student is ready for reclassification. ----- **YES** **NO**

C. Parental Notification (To be filled out by the site principal)

- Parent Notification of Reclassification Letter was sent on this date: _____
- Parent requested conference. ----- **YES** **NO**
- If a conference was requested, please attach the notes containing any pertinent information or decisions to this form.

We, the undersigned, agree that the student has met the criteria listed to be reclassified from EL to RFEP Status.

- ✓ A score of Basic or above on the California Standards Test (English Language Arts section).
- ✓ Early Advanced (4) or above composite proficiency on the CELDT.
- ✓ Grades of C/S and above in core curricular areas.
- ✓ Teacher Recommendation
- ✓ Parental Consultation

YES **NO**

Language Arts Teacher	Social Studies Teacher	Principal
Mathematics Teacher	Science Teacher	District EL Program Coordinator

New data reflected in this document was entered into the SASIxp System on: _____ Date Principal's Initials

Data to be entered in AERIES
 EL status changes to RFEP status or EL status continues.

If a student is now classified as RFEP, complete line 1 of the Reclassification Follow-Up Form, notify classroom teacher and begin to monitor progress for 2 years.

COPIES TO:– Yellow Cum Folder District Coordinator Principal ELD Teacher 6/12/06

Elementary School Language Reclassification/IFEP Follow - Up

Students Recently Reclassified from EL to RFEP ♦ Students Initially Tested as IFEP

Line 1 to be completed by principal and then given to classroom teacher.

1. _____
Student Name
School
Date of Reclass/ IFEP
Grade

Remainder of document is to be completed by classroom teacher.

Students will be monitored at the following intervals after reclassification: 30 DAYS 180 DAYS 1 YEAR 2 YEARS

30 Days	Date	Student is receiving S or C grades or above in all core curricular areas. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		Student work indicates progress on ELD Benchmark Activities Checklists -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		<input type="checkbox"/> The student is performing successfully with current program provided. <input type="checkbox"/> The student needs additional support. Interventions to be used: <input type="checkbox"/> Classroom Interventions <input type="checkbox"/> Extended Learning Time <input type="checkbox"/> Other: _____		
		Teacher Signature	Principal Signature	

180 Days	Date	Student is receiving S or C grades or above in all core curricular areas. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		Student work indicates continued progress in ELD Standards. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		65% or higher achievement in Content Standards as demonstrated on District Expectations Testing. ----- <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: Classroom Interventions <input type="checkbox"/> Extended Learning Time <input type="checkbox"/> Other: _____ <input type="checkbox"/> Previously listed interventions are not sufficient.		
		Teacher Signature	Principal Signature	

1 Year	Date	Student is receiving S or C grades or above in all core curricular areas. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		Student work indicates continued progress in ELD Standards. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		65% or higher achievement in Content Standards as demonstrated on District Expectations Testing. ----- <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: <input type="checkbox"/> Classroom Interventions <input type="checkbox"/> Extended Learning Time <input type="checkbox"/> Other: _____ <input type="checkbox"/> Previously listed interventions are not sufficient.		
		Teacher Signature	Principal Signature	

2 years	Date	Student is receiving S or C grades or above in all core curricular areas. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		Student work indicates continued progress in ELD Standards. -----	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		65% or higher achievement in Content Standards as demonstrated on District Expectations Testing. ----- <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: <input type="checkbox"/> Classroom Interventions <input type="checkbox"/> Extended Learning Time <input type="checkbox"/> Other: _____ <input type="checkbox"/> Previously listed interventions are not sufficient. <input type="checkbox"/> The student is performing successfully and will no longer continue to be monitored in this program.		
		Teacher Signature	Principal Signature	

Data to be entered in AERIES: RFEP status changes to FEP or RFEP status remains or RFEP status changes to EL status

New pertinent data reflected in this document was entered into the AERIES System on: _____

COPIES TO: Yellow Cum Folder District Coordinator Principal Date _____ Classroom Teacher Principal's Initials _____ 6/12/06

Secondary School Language Reclassification/IFEP Follow-Up

Students Recently Reclassified from EL to RFEP ♦ Students Initially Tested as IFEP

Line 1 to be completed by principal and then given to classroom teacher.

1. _____
Student Name
School
Date of Reclassification
Grade

Remainder of document is to be completed by classroom teacher.

Date Follow-up Form was received by classroom teacher: _____

Students will be monitored at the following intervals after reclassification: 30 DAYS 180 DAYS 1 YEAR 2 YEARS

30 Days	Date	Student is receiving C grade or above in all core curricular areas. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> Student work indicates continued progress in ELD Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/> The student is performing successfully and shall remain at current classification of RFEP or IFEP. <input type="checkbox"/> The student needs additional support. Interventions to be used: _____ _____ <div style="display: flex; justify-content: space-between;"> LA/English Teacher Signature Principal Signature </div>	
---------	------	---	--

180 Days	Date	Student is receiving C grade or above in all core curricular areas. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> Student work indicates continued progress in ELD Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> 70% or higher achievement ion District adopted curriculum aligned to State Content Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: _____ <input type="checkbox"/> Previously listed interventions are not sufficient. _____ <div style="display: flex; justify-content: space-between;"> LA/English Teacher Signature Principal Signature </div>	
----------	------	---	--

1 Year	Date	Student is receiving C grade or above in all core curricular areas. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> Student work indicates continued progress in ELD Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> 70% or higher achievement ion District adopted curriculum aligned to State Content Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: _____ <input type="checkbox"/> Previously listed interventions are not sufficient. _____ <div style="display: flex; justify-content: space-between;"> LA/English Teacher Signature Principal Signature </div>	
--------	------	---	--

2 Years	Date	Student is receiving C grade or above in all core curricular areas. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> Student work indicates continued progress in ELD Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> 70% or higher achievement ion District adopted curriculum aligned to State Content Standards. ----- YES <input type="checkbox"/> NO <input type="checkbox"/> <input type="checkbox"/> The student is performing successfully. <input type="checkbox"/> Interventions previously listed are increasing student success and shall be continued. <input type="checkbox"/> The student needs additional support. Interventions to be used: _____ <input type="checkbox"/> Previously listed interventions are not sufficient. <input type="checkbox"/> The student is performing successfully and will no longer continue to be monitored in this program. _____ <div style="display: flex; justify-content: space-between;"> LA/English Teacher Signature Principal Signature </div>	
---------	------	---	--

Data to be entered in AERIES: RFEP status changes to FEP or RFEP status remains or RFEP status changes to EL status

New pertinent data reflected in this document was entered into the AERIES System on: _____

COPIES TO Yellow Cum Folder District Coordinator Principal Date _____ Classroom Teacher Principal's Initials _____ 6/12/06

Appendix C

Contents:

Monitoring Progress & Program Evaluation

- [English Learner Growth Expectation Chart](#)
- [Annual Measurable Achievement Objectives \(AMAOs\)](#)
- [Title III Accountability Report](#)
- [Timeline for English Learner Program Evaluation using the Growth Expectation Chart](#)
- [AYP Report – Our Achievement](#)
- [ELD Standards Checklists](#)
- [EL Program Evaluation Questions](#)
- [Master Plan English Learners – 2008-2009 Action Plan](#)

OAKDALE JOINT UNIFIED SCHOOL DISTRICT English Learner Growth Expectation Chart (GEC)

YEAR ONE			YEAR TWO			YEAR THREE			YEAR FOUR			YEAR FIVE		
CELDT	CST	LOCAL	CELDT	CST	LOCAL	CELDT	CST	LOCAL	CELDT	CST	LOCAL	CELDT	CST	LOCAL
PL	PL	%age	PL	PL	%age	PL	PL	%age	PL	PL	%age	PL	PL	%age
1	FBB	0-10	2	FBB	11-30	3	BB	31-50	3	BB	31-50	4	B	51-70
2	FBB	11-30	3	BB	31-50	3	BB	31-50	4	B	51-70	4	B	51-70
3	BB	31-50	3	BB	31-50	4	B	51-70	4	B	51-70	5	B/P	71-100
4	B	51-70	4	B	51-70	5	B/P	71-100						
5	B/P	71-100												

Annually the Oakdale Joint Unified School District (OJUSD) will use the Growth Expectation chart above to measure growth of EL progress during their enrollment in OJUSD. The chart above will be used as a guide to answer various programmatic questions listed below. The flowchart will be used as a guide for timelines to report and act on the data analysis.

CELDT Growth

- Are students acquiring English language skills at a pace that is consistent with the District Master Plan?
- Have the program and services been implemented as planned?
- Are instructional practices being used the most effective for English Learners?
- If not, what improvements should be made?

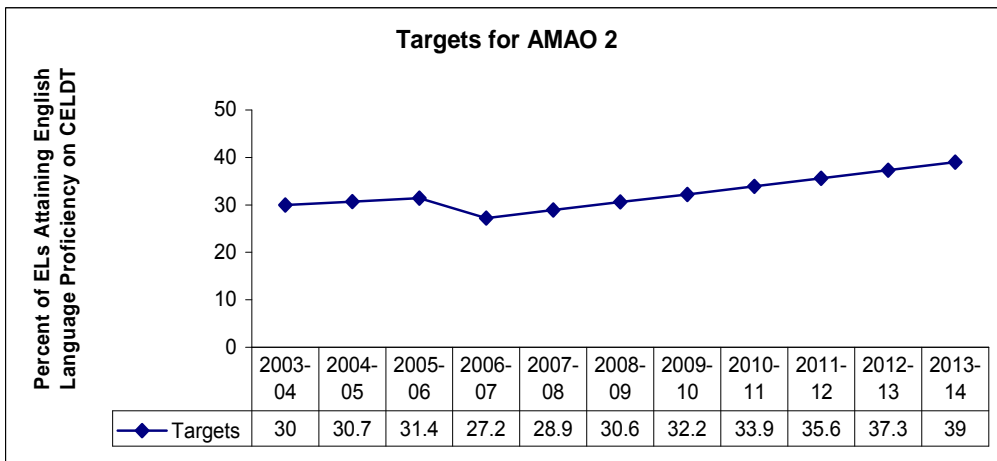
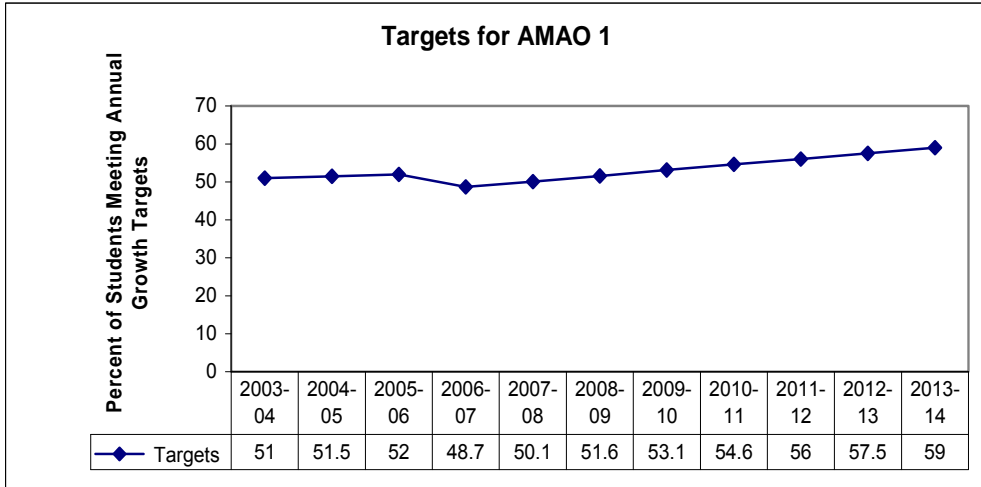
CST and Local Benchmarks

- Are students acquiring content area proficiency at a pace that is consistent with the District GEC?
- Have the program and services been implemented as planned?
- Are instructional practices being used the most effective for English Learners?
- If not, what improvements should be made?

GAP Analysis

- Are English Learners closing the “GAP” compared to the School wide achievement?
- Are RFEP students closing the “GAP” compared to School wide achievement?
 - On the CST?
 - On the local Benchmarks?

Annual Measurable Achievement Objectives (AMAOs)





2007-2008 Title III Accountability Data

California Department of Education
Language Policy and Leadership Office
Release Date: April 21, 2006

LEA: Oakdale Joint Unified
County: Stanislaus
CD Code: 5075564

[Click here for school information](#)

The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs).

AMAO 1 - Percent of Students Making Annual Progress in Learning English

Number of 2007 Annual CELDT Takers	539
Number / Percent with Required Prior CELDT Scores	527 / 97.8%
Number in Cohort Meeting Annual Growth Target	295
Percent Meeting AMAO 1 in LEA	56%
2007-2008 Target	50.1%

Met Target for AMAO 1 **Yes**

AMAO 2 - Percent of Students Attaining English Proficiency on CELDT

Number of 2007 Annual CELDT Takers in Cohort	272
Number in Cohort Attaining English Proficient Level	93
Percent Meeting AMAO 2 in LEA	34.2%
2007-2008 Target	28.9%

Met Target for AMAO 2 **Yes**

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Mathematics

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Met Target for AMAO 3 **Yes**

2007-08 Accountability Progress Reporting

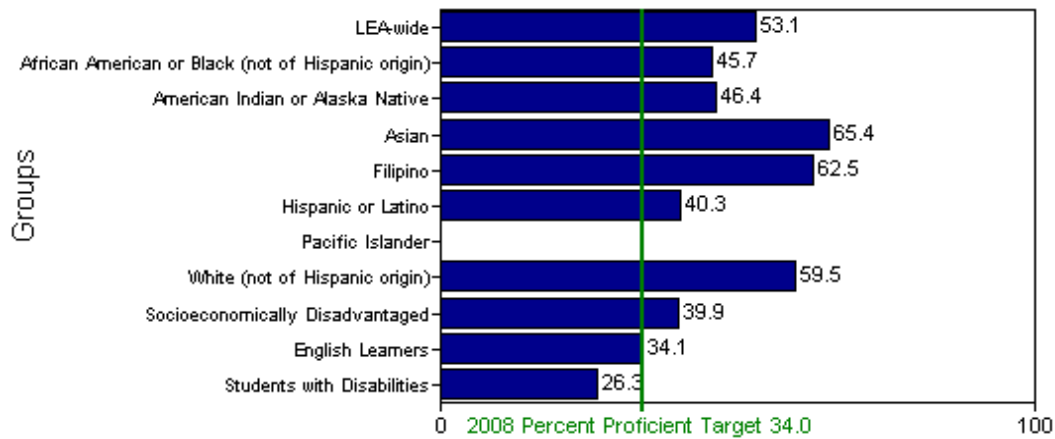


LEA: Oakdale Joint Unified
 LEA Type: Unified
 County: Stanislaus
 CD Code: 50-75564

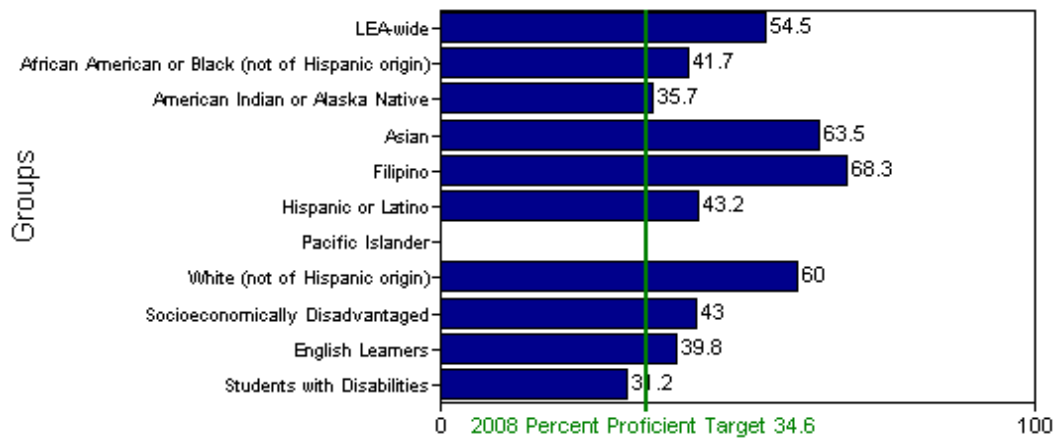
Made AYP: Yes

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API)		Yes
- Additional Indicator for AYP		
Graduation Rate		Yes

English-Language Arts - Percent At or Above Proficient



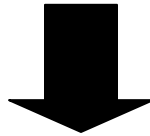
Mathematics - Percent At or Above Proficient



Timeline for English Learner Program Evaluation

Communicating the Goal (August/September)

- AYP, API, ELA and Mathematics Data Analysis, Growth Expectation Chart (GEC), District EL Action Plan, and EL Master Plan Revisions are Reviewed
 - District Director reviews with Site Administrators and DELAC
 - Site Administrators review with staff
 - Secondary ELD teachers review Growth Expectation Chart with English Learners
 - Site Administrators review with parents of English Learners at an ELAC/SSC meeting



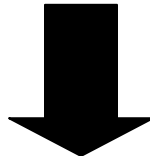
Implementing the Program (August-May)

- EL Services reflecting the EL Master Plan, District EL Action Plan and School Site Plan are implemented



Collecting the Data

- Initial/Annual CELDT scores are recorded in AERIES at sites (*ongoing*)
- CST scores are recorded in AERIES
- Local Benchmarks are recorded in database (*Secondary: quarterly and Elementary: at trimester*)



Data Analysis (August)

- District prepares District ELA and Mathematics Data Analysis
- District prepares CELDT Analysis
- Program Evaluation Questions are discussed
 - With teaching staff at Site Level Meetings
 - With parents of English Learners at DELAC/ELAC
- EL Program Needs Analysis guided by Program Evaluation Questions is used to refine the year's LEA Plan, District EL Action Plan for English Learner Services and to revise Site Plans

ELD Standards Checklists

The following Checklists are used by teachers to monitor English Learner progress on the English Language Development Standards.

- Checklists are updated at least each quarter for secondary sites and each trimester for elementary sites:
- Monitoring on the Checklists is completed by
 - Classroom teachers for gr. K-6
 - ELD teachers for gr. 7-12 for English Learners enrolled in ELD
 - English teachers for gr. 7-12 for English Learners not enrolled in ELD
- Checklists and supporting portfolio evidence are transferred to the English Learner's next teacher within the grade span.
- Upon completion of a grade span:
 - Portfolio evidence is removed
 - Checklists are placed in the yellow section of the English Learner's Cum Folder
- Upon Reclassification of the English Learner
 - Portfolio evidence is removed
 - Checklists are placed in the yellow section of the English Learner's Cum Folder

Listening and Speaking
Kindergarten-Second
ELD Standards Checklists

Beginning

- ❑ 1. Uses a few words or sentences in a conversation/discussion. *O* (LS 1.2)
- ❑ 2. Answers simple questions with on or two word responses. *O*
- ❑ 3. Uses physical/non-verbal responses to answer questions and respond to directions. *O* (LS 1.1)

Early Intermediate

- ❑ 1. Communicates simple information to teacher/others. *O*
- ❑ 2. Asks simple questions. *O*
- ❑ 3. Answers simple questions. *O*
- ❑ 4. Uses gestures, expressions, and objects to retell a familiar story/conversation. *O*
- ❑ 5. Orally communicates basic needs. *O*
- ❑ 6. Recites familiar rhymes, songs, stories. *O* (LS 2.2)

Intermediate

- ❑ 1. Uses simple questions containing content vocabulary to ask or clarify. *O*
- ❑ 2. Identifies key details and concepts using a combination of verbal and non-verbal responses. *O*
- ❑ 3. Uses consistent standard English to communicate.
- ❑ 4. Actively participates in social conversations. *O*
- ❑ 5. Retells stories/experiences. *O*

Name: _____

LISTENING

Grade	CELDT Level	Scale Score
K		
1		
2		

SPEAKING

Grade	CELDT Level	Scale Score
K		
1		
2		

Early Advanced

- ❑ 1. Identifies key details and concepts using simple sentences. *O*
- ❑ 2. Expressively retells stories in detail using standard English. *O*
- ❑ 3. Actively engages in conversations/discussion in various contexts. *O*
- ❑ 4. Asks/answers specific instructional questions. *O*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

O: Observable Evidence – no portfolio evidence required

P: Portfolio Evidence follows to support the demonstration of ELD Standard mastery

Escucha y Habla
Kindergarten-Segundo
ELD Benchmark Actividades

Comienzo

- ❑ 1. Usa algunas palabras u oraciones en una conversación/discusión *O* (LS 1.2)
- ❑ 2. Contesta preguntas simples con respuestas de una o dos palabras. *O*
- ❑ 3. Usa respuestas físicas/no-verbales para responder preguntas y responder a direcciones. *O* (LS 1.1)

Temprano Intermedio

- ❑ 1. Comunica información simple a maestros/otros. *O*
- ❑ 2. Formula preguntas simples. *O*
- ❑ 3. Responde a preguntas simples. *O*
- ❑ 4. Usa gestos, expresiones, y objetos para relatar un cuento familiar/conversación. *O*
- ❑ 5. Comunica oralmente necesidades básicas. *O*
- ❑ 6. Recita rimas familiares, cantos, cuentos. *O* (LS 2.2)

Intermedio

- ❑ 1. Usa preguntas simples que contienen palabras de vocabulario para preguntar o clarificar. *O*
- ❑ 2. Identifica detalles claves y conceptos usando una combinación de respuestas verbales y no-verbales. *O*
- ❑ 3. Usa consistentemente el Ingles de norma para comunicarse.
- ❑ 4. Activamente participa en conversaciones sociales. *O*
- ❑ 5. Cuenta cuentos/experiencias. *O*

Nombre		
Nivel de Grado	Nivel de CELDT	
K		
1		
2		

Temprano Avanzado

- ❑ 1. Identifica detalles claves y conceptos usando oraciones simples.
- ❑ 2. Cuenta cuentos en detalle y usando expresiones usando el Ingles de norma. *O*
- ❑ 3. Activamente toma parte en conversaciones/discusiones en varios contextos. *O*
- ❑ 4. Pregunta/responde preguntas de aprendizaje especificas. *O*

Los que están aprendiendo el Ingles que exceden Temprano Avanzado serán vigilados en Contenido de Normas de California y su progreso será trazado en el Formulario para Rastrear del Distrito.

O: Evidencia Observable – no requiere evidencia de portafolio

P: Evidencia de Portafolio sigue para apoyar de demostración de ELD misterio de norma

Reading
Kindergarten-Second
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
K		
1		
2		

Beginning

- 1. Points to phonemes as they are produced by the teacher. *O* (RD 1.7)
- 2. Repeats phonemes after they are spoken. *O*
- 3. Reads simple words. *O* (RD 1.15)
- 4. Responds appropriately to simple academic questions. *O* (LS 1.2)
- 5. Responds appropriately to simple academic questions. (LS 1.2)
- 6. Negotiates play with English speakers. *O*
- 7. Shows understanding of simple vocabulary words by pointing, etc. *O*
- 8. Retells simple stories using drawings, words, or phrases. *O or P* (RD 2.4)
- 9. Uses simple words or phrases to communicate needs in social settings. *O*
- 10. Uses special words or phrases to communicate needs in academic settings. *O*
- 11. Points to correct answer, matching objects, or drawing pictures that respond to story. *O* (RD 2.4)
- 12. Answers factual questions using short oral phrases. *O*
- 13. Follows simple one-step instructions given by teacher. *O or P* (LS 1.1)
- 14. Given a prompt, draws a picture that relates to story. *P*
- 15. Draws a story map. *P* (RD 2.2)
- 16. Labels a story map with key words. *P*

Early Intermediate

- 1. Produces long and short vowel sounds indicated on chart, list, or flashcards. *O*
- 2. Produces alphabet sounds indicated on chart, list, or flashcards. *O* (RD 1.14)
- 3. Produces phonogram sounds indicated on chart, list, or flashcards. *O*
- 4. Communicates simple information to teacher/others. *O* (LS 1.2)
- 5. Asks simple questions. *O*
- 6. Answers simple questions. *O*
- 7. Uses gestures, expressions, and objects to retell a familiar story/conversation. *O*
- 8. Orally communicates basic needs. *O*
- 9. Reads simple words, phrases, and sentences. *O*
- 10. Reads aloud new English words every week. *O or P*
- 11. Recognizes and self corrects English errors when speaking or reading aloud. *O*
- 12. Answers factual questions related to a story by using appropriate oral phrases or simple sentences. *O*
- 13. Draws and labels a simple story map. *P*
- 14. Follows simple two-step instructions given by the teacher. *O* (LS 1.1)
- 15. Retells a story using key words or phrases. *O*
- 16. Answers inferential questions with simple words or phrases. *O*

Intermediate

- 1. Reads sight words. *O*
- 2. Reads simple text independently. *O*
- 3. Identifies upper and lower case letters of the alphabet. *O*
- 4. Self corrects English errors when speaking or reading aloud. *O*
- 5. Reads increasingly more complex words. *O*
- 6. Uses more complex vocabulary and sentences to interact socially. *O*
- 7. Uses more complex vocabulary and sentences to interact in discussions. *O*
- 8. Uses content related vocabulary in discussions. *O*
- 9. Demonstrates knowledge of content-related vocabulary in text read independently *O or P*
- 10. Recognizes simple prefixes when attached to known words. *O or P*
- 11. Recognizes simple suffixes when attached to known words. *O or P*
- 12. Provides captions for a drawing related to a story. *P*
- 13. Follows multiple step directions given by the teacher. *O*
- 14. Reads simple sentences *O or P*
- 15. Answers factual comprehension questions. *O*
- 16. Reads orally in a group. *O*
- 17. Points out title, table of contents, and chapter. *O*
- 18. Answers inferential questions about stories read aloud. *O*

Early Advanced

- 1. Reads text that is at or near grade level. *O*
- 2. Identifies characters, setting, basic plot in text that is at or near grade level and is read independently. *O*
- 3. Recognizes simple antonyms. *O or P*
- 4. Recognizes simple synonyms. *O or P*
- 5. Uses knowledge of simple prefixes and suffixes to derive the meaning of words. *O or P*
- 6. Reads independently with understanding. *O or P*
- 7. Identifies title, chapter headings, and table of contents. *O*
- 8. Demonstrates ability to use the table of contents.
- 9. Reads detailed sentences. *O or P*
- 10. Identifies the main idea using detailed sentences. *O or P*
- 11. Draws inferences. *O or P*
- 12. Answers cause and effect questions. *O or P*
- 13. Writes a brief summary. *P*
- 14. Completes a story map. *P*
- 15. Reads content area texts. *O or P*
- 16. Gives an oral summary of content area text. *O*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Lectura
Kindergarten-Segundo
ELD Benchmark Actividades

Principio

- 1. Señala los fonemas cuando el maestro los produce. *O* (RD 1.7)
- 2. Repite los fonemas después de haberlos dicho. *O*
- 3. Lee palabras simples. *O* (RD 1.15)
- 4. Responde apropiadamente a preguntas académicas simples. *O* (LS 1.2)
- 5. Responde apropiadamente a preguntas académicas simples. (LS 1.2)
- 6. Negocia juego con los que hablan Ingles. *O*
- 7. Demuestra entendimiento de palabras simples de vocabulario al señalar, etc. *O*
- 8. Cuenta cuentos simples usando dibujos, palabras, o frases. *O u P* (RD 2.4)
- 9. Usa palabras o frases simples para comunicar sus necesidades en situaciones sociales. *O*
- 10. Usa palabras especiales o frases para comunicar sus necesidades en situaciones académicas. *O*
- 11. Señala la respuesta correcta, pone objetos juntos, o hace dibujos que corresponden al cuento. *O* (RD 2.4)
- 12. Responde a preguntas veraces usando oraciones cortas. *O*
- 13. Sigue instrucciones de un paso dados por el maestro. *O u P* (LS 1.1)
- 14. Dada la sugerencia, hace un dibujo relacionado al cuento. *P*
- 15. Dibuja un mapa del cuento. *P* (RD 2.2)
- 16. Rotula un mapa del cuento con palabras claves. *P*

Temprano Intermedio

- 1. Produce los sonidos largos y cortos de las vocales indicados en un cartel, lista, o tarjeta. *O*
- 2. Produce los sonidos del alfabeto indicados en un cartel, lista, o tarjeta. *O* (RD 1.14)
- 3. Produce sonidos fonéticos indicados en un cartel, lista, o tarjeta. *O*
- 4. Comunica información simple a maestros/otros. *O* (LS 1.2)
- 5. Formula preguntas simples. *O*
- 6. Responde a preguntas simples. *O*
- 7. Usa gestos, expresiones, y objetos para contar cuentos/conversaciones familiares. *O*
- 8. Comunica oralmente necesidades básicas. *O*
- 9. Lee palabras, frases, y oraciones fáciles. *O*
- 10. Lee en voz alta palabras nuevas en Ingles cada semana. *O u P*
- 11. Reconoce y corrige sus errores cuando habla o lee en voz alta en Ingles. *O*
- 12. Responde a presuntas veraces relacionadas a un cuento usando frases orales apropiadas o oraciones simples. *O*
- 13. Dibuja y rotula un mapa simple del cuento. *P*
- 14. Sigue instrucciones de dos pasos dados por el maestro. *O* (LS 1.1)
- 15. Cuenta un cuento usando palabras y frases claves. *O*
- 16. Responde a preguntas ilativas con palabras o frases simples. *O*

Nombre :

Nivel de Grado

Nivel de CELDT

K

1

2

Intermedio

- 1. Lee palabras que se reconocen a la vista. *O*
- 2. Lee textos simples independientemente. *O*
- 3. Identifica letras mayúsculas y minúsculas del alfabeto. *O*
- 4. Se corrige cuando comete errores al hablar o leer en voz alta en Ingles. *O*
- 5. Lee palabras gradualmente más complejas. *O*
- 6. Usa vocabulario más complejo y oraciones para interactuar socialmente. *O*
- 7. Usa vocabulario mas complejo y oraciones para interactuar en discusiones. *O*
- 8. Usa palabras de vocabulario relacionadas por contenido en discusiones. *O*
- 9. Demuestra conocimiento de vocabulario relacionado por su contenido en texto que se lee independientemente. *O o P*
- 10. Reconoce prefijos simples cuando se adhieren a palabras conocidas. *O o P*
- 11. Reconoce sufijos simples cuando se adhieren a palabras conocidas. *O o P*
- 12. Provee titulo a un dibujo relacionado a un cuento. *P*
- 13. Sigue direcciones de múltiples pasos dados por el maestro. *O*
- 14. Lee oraciones simples. *O o P*
- 15. Responde a preguntas veraces de comprensión. *O*
- 16. Lee oralmente en un grupo. *O*
- 17. Señala el titulo, tabla de contenido, y titulo de capítulos. *O*
- 18. Responde a preguntas ilativas acerca de cuentos que se han leído en voz alta. *O*

Temprano Avanzado

- 1. Lee texto que esta en o cerca del nivel de grado. *O*
- 2. Identifica personajes, situación, tema básico en el texto que esta en o cerca del nivel de grado y se lee independientemente. *O*
- 3. Reconoce antónimos simples. *O o P*
- 4. Reconoce sinónimos simples. *O o P*
- 5. Usa el conocimiento de prefijos y sufijos simples para determinar el significado de las palabras. *O o P*
- 6. Lee independientemente con entendimiento. *O o P*
- 7. Identifica titulo, titulo de capitulo, y tabla de contenido. *O*
- 8. Demuestra la habilidad para usar la tabla de contenido.
- 9. Lee oraciones detalladas. *O o P*
- 10. Identifica la idea principal usando oraciones detalladas. *O o P*
- 11. Hace inferencias. *O o P*
- 12. Responde a preguntas de causa y efecto. *O o P*
- 13. Escribe un sumario breve. *P*
- 14. Completa un mapa de un cuento. *P*
- 15. Lee textos de contenido de área. *O o P*
- 16. Da un sumario oral del contenido de texto de área. *O*

Los que aprenden Ingles y exceden Temprano Avanzado serán vigilados en el Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito. .

Writing
Kindergarten-Second
ELD Standards Checklists

Beginning

- ❑ 1. Copies the English alphabet legibly. *P* (WR 1.4)
- ❑ 2. Copies words posted and commonly used in the classroom. *P*
- ❑ 3. Writes a few words or phrases about an event or character from a story. *P* (WR 1.1)
- ❑ 4. Writes a phrase or simple sentence about an experience generated from a group story. *P* (WR 1.1)
- ❑ 5. Uses capital letters when writing own name. *P* (WR 1.1)

Early Intermediate

- ❑ 1. Writes simple sentences about events or characters from familiar stories. *P* (WR 1.1)
- ❑ 2. Writes simple sentences using key words posted and commonly used in the classroom. *P*
- ❑ 3. Writes one to two simple sentences. *P* (WR 1.1)
- ❑ 4. Uses capital letters to begin sentences and proper nouns. *P*
- ❑ 5. Uses a period or question mark at the end of a sentence. *P*
- ❑ 6. Edits writing for basic conventions and making corrections. *P*

Intermediate

- ❑ 1. Writes short narrative stories that include the elements of setting and character. *P*
- ❑ 2. Produces imperfect independent writing that is understood when read. *P*
- ❑ 3. Writes a short paragraph using the writing process. *P*
- ❑ 4. Writes simple sentences appropriate for language arts and other content areas. *P*

Name:		
Grade	CELDT Level	Scale Score
K		
1		
2		

Intermediate cont.

- ❑ 5. Writes a friendly letter of a few lines. *P*
- ❑ 6. Produces independent writing that may include mechanical errors. *P*
- ❑ 7. Uses standard word order but may have some inconsistent grammatical forms. *P*

Early Advanced

- ❑ 1. Writes short narratives that include the elements of setting, character, and events. *P*
- ❑ 2. Uses the writing process to write short paragraphs that maintain a consistent focus. *P*
- ❑ 3. Uses complex vocabulary and sentences appropriate for language arts and other content areas. *P*
- ❑ 4. Produces independent writing using consistent standard grammatical forms with some mistakes. *P*
- ❑ 5. Writes a formal letter. *P*
- ❑ 6. Produces independent writing that may include mechanical errors. *P*
- ❑ 7. Uses standard word order but may have some inconsistent grammatical forms. *P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Escribir
Kindergarten-Segundo
ELD Benchmark Actividades

Principio

- ❑ 1. Copia el alfabeto Ingles legiblemente. *P* (WR 1.4)
- ❑ 2. Copia palabras escritas en un cartel y comúnmente usadas en el salón de clases. *P*
- ❑ 3. Escribe algunas palabras o frases acerca de un evento o personaje de un cuento. *P* (WR 1.1)
- ❑ 4. Escribe una frase u oración simple acerca de una experiencia generada por un cuento en un grupo. *P* (WR 1.1)
- ❑ 5. Usa letras mayúsculas cuando escribe su propio nombre. *P* (WR 1.1)

Temprano Intermedio

- ❑ 1. Escribe oraciones simples acerca de eventos o personajes de cuentos familiares. *P* (WR 1.1)
- ❑ 2. Escribe oraciones simples usando palabras claves escritas en cartel y comúnmente utilizadas en el salón de clases. *P*
- ❑ 3. Escribe una a dos oraciones simples. *P* (WR 1.1)
- ❑ 4. Usa letras mayúsculas para empezar oraciones y nombres propios. *P*
- ❑ 5. Usa un periodo o símbolo de pregunta al final de una oración. *P*
- ❑ 6. Edita lo escrito para convenciones básicas y para hacer correcciones. *P*

Intermedio

- ❑ 1. Escribe cuentos narrativos cortos que incluyen los elementos del personaje y la situación. *P*
- ❑ 2. Produce escritos independientes imperfectos que se pueden entender al leerlos. *P*
- ❑ 3. Escribe un párrafo corto usando el proceso de escribir. *P*
- ❑ 4. Escribe oraciones simples apropiadas para el arte del lenguaje y otras áreas de contenido. *P*

Nombre :		
	Nivel de Grado	Nivel de CELDT
	K	
	1	
	2	

Intermedio continuación.

- ❑ 5. Escribe una carta amigable de pocas líneas. *P*
- ❑ 6. Produce escritos independientes que pueden incluir errores mecánicos. *P*
- ❑ 7. Usa orden de palabras de norma pero puede tener formas inconsistentes de gramática. *P*

Temprano Avanzado

- ❑ 1. Escribe narrativos cortos que incluyen los elementos de eventos, personajes, y los actos. *P*
- ❑ 2. Usa el proceso de la escritura para escribir párrafos cortos que mantiene un enfoque consistente. *P*
- ❑ 3. Usa vocabulario complejo y oraciones apropiadas para el arte del lenguaje y otras áreas de contenido. *P*
- ❑ 4. Produce escritos independientes usando formas gramáticas de norma con algunos errores. *P*
- ❑ 5. Escribe una carta formal. *P*
- ❑ 6. Produce escritos independientes que pueden incluir errores de mecánica. *P*
- ❑ 7. Usa el orden de palabra de norma pero puede tener algunas formas inconsistentes de gramática. *P*

Los que aprenden el Ingles que excedan Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

Listening & Speaking
Third - Fifth
ELD Standards Checklists

Beginning

- ❑ 1. Uses a few words or sentences in a conversation/discussion. *O*
- ❑ 2. Answers simple questions with one or two word responses. *O*
- ❑ 3. Uses gestures, expressions, and objects to retell a familiar story/conversation. *O*
- ❑ 4. Initiates greetings. *O*
- ❑ 5. Initiates simple repetitive phrases. *O*

Early Intermediate

- ❑ 1. Simple communications are understood by the teacher and/or others. *O*
- ❑ 2. Asks simple questions. *O*
- ❑ 3. Paraphrases and follows multi-step oral directions. *O*
- ❑ 4. Identifies main points using phrases/simple sentences orally. *O*
- ❑ 5. Communicates basic needs orally. *O*
- ❑ 6. Recites familiar rhymes, songs, and simple stories. *O*

Intermediate

- ❑ 1. Uses simple questions containing content vocabulary to ask or clarify. *O*
- ❑ 2. Identifies key details and concepts using a combination of verbal and non-verbal responses. *O*
- ❑ 3. Uses consistent standard English to communicate. *O*
- ❑ 4. Actively participates in social conversations. *O*
- ❑ 5. Retells stories/experiences. *O*

Name:		
LISTENING		
Grade	CELDT Level	Scale Score
3		
4		
5		
Speaking		
Grade	CELDT Level	Scale Score
3		
4		
5		

Early Advanced

- ❑ 1. Identifies main points and supporting details in complex stories/information on unfamiliar academic topics. *O*
- ❑ 2. Expressively retells stories in detail using standard English. *O*
- ❑ 3. Actively engages in conversation/discussions in various contexts using figurative language and idiomatic expressions. *O*
- ❑ 4. Asks/answers specific instructional questions. *O*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

O: Observable Evidence – no portfolio evidence required

P: Portfolio Evidence follows to support the demonstration of ELD Standard mastery

Escuchar & Hablar
Tercero - Quinto
ELD Benchmark Actividades

Nombre:		
	Nivel de Grade	Nivel de CELDT
	3	
	4	
	5	

Principio

- ❑ 1. Usa algunas palabras u oraciones en una conversación/discusión. *O*
- ❑ 2. Responde a preguntas simples con respuestas de una o dos palabras. *O*
- ❑ 3. Usa gestos, expresiones, y objetos para contar un cuento/conversación familiar. *O*
- ❑ 4. Inicia un saludo. *O*
- ❑ 5. Inicia frases repetitivas simples. *O*

Temprano Intermedio

- ❑ 1. Comunicaciones simples que son entendidas por el maestro y/u otros. *O*
- ❑ 2. Formula preguntas simples. *O*
- ❑ 3. Parafrasea y sigue direcciones orales de mas de un paso. *O*
- ❑ 4. Identifica los puntos más importantes usando frases/oraciones simples orales. *O*
- ❑ 5. Comunica sus necesidades básicas oralmente. *O*
- ❑ 6. Recita rimas familiares, cantos, y cuentos simples. *O*

Intermedio

- ❑ 1. Usa preguntas simples conteniendo vocabulario de contenido para preguntar o clarificar. *O*
- ❑ 2. Identifica detalles claves y conceptos usando una combinación de respuestas verbales y no-verbales. *O*
- ❑ 3. Usa normas de Ingles consistente para comunicarse. *O*
- ❑ 4. Participa activamente en conversaciones sociales. *O*
- ❑ 5. Cuenta cuentos/experiencias. *O*

Temprano Avanzado

- ❑ 1. Identifica los puntos mas importantes y detalles que lo apoyan en cuentos complejos/información o tópicos académicos desconocidos. *O*
- ❑ 2. Expresivamente cuenta cuentos en detalle usando Ingles de norma. *O*
- ❑ 3. Activamente participa en conversaciones/discusiones en varios contenidos usando lenguaje figurativo y expresiones idiomáticas. *O*
- ❑ 4. Pregunta/responde a preguntas educacionales específicas. *O*

Los que aprenden el Ingles que exceden Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

O: Evidencia Observable – no requiere evidencia de portafolio.

P: Evidencia de Portafolio sigue para apoyar la demostración del misterio de las Normas del ELD

Reading
Third - Fifth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
3		
4		
5		

Beginning

- 1. Repeats phonemes. *O*
- 2. Points to phonemes as they are produced by the teacher. *O*
- 3. Writes English words, phrases, and simple sentences. *P*
- 4. Reads their own writing. *O*
- 5. Answers factual questions using one or two word phrases. *O*
- 6. Relates their own experience to a text using key words/phrases. *O*
- 7. Follows simple one-step directions. *O or P*
- 8. Completes a story map. *P*
- 9. Identifies characters and settings using simple words or phrases. *O or P*
- 10. Identifies the main idea in a story using key words/phrases. *O*
- 11. Identifies the title, table of contents, chapter headings. *O*
- 12. Distinguishes between fact and fiction using one or two word responses. *O or P*

Early Intermediate

- 1. Reads sight words. *O*
- 2. Reads simple text independently. *O*
- 3. Answers factual questions using simple sentences. *O*
- 4. Identifies the main events of the plot using simple sentences. *O*
- 5. Answers explicit detailed questions with simple sentences. *O*
- 6. Orally describes the setting. *O*
- 7. Relates their own experience to text read using simple sentences. *O*
- 8. Follows simple two step directions. *O or P*
- 9. Gives an oral summary. *O*
- 10. Identifies the main idea using simple sentences. *O*
- 11. Draws inferences from the main idea using simple sentences. *O*
- 12. Reads and identifies the title, table of contents, and chapter headings. *O*
- 13. Orally identifies facts and opinions. *O*
- 14. Uses content related vocabulary in discussions. *O*
- 15. Can derive meaning of unfamiliar words using context. *O or P*
- 16. Self-corrects grammar when speaking or reading. *O*
- 17. Reads own written narratives and expository writing. *O and P*
- 18. Recites poems. *O*

Intermediate

- 1. Reads simple text independently with few errors. *O*
- 2. Creates a dictionary of frequently used words. *O and P*
- 3. Can derive meaning of unfamiliar words using context. *O or P*
- 4. Self-corrects grammar when speaking or reading. *O*
- 5. Uses pacing, intonation, and expression when reading aloud. *O*
- 6. Uses content-related vocabulary in discussions. *O*
- 7. Recognizes root words. *O or P*
- 8. Recognizes affixes. *O or P*
- 9. Summarizes text orally or in writing. *O or P*
- 10. Summaries include descriptive words. *O or P*
- 11. Describes relationships between text read and personal experience. *O*
- 12. Follows multi-step directions. *O or P*
- 13. Identifies examples of fact and opinion. *O or P*
- 14. Identifies examples of cause and effect. *O or P*

Early Advanced

- 1. Reads text that is at or near grade level. *O*
- 2. Reads content books that are at or near grade level. *O*
- 3. Identifies characters, setting, and plot. *O or P*
- 4. Answers content area questions. *O or P*
- 5. Can derive meaning or unfamiliar words using context. *O or P*
- 6. Recognizes words that have multiple meanings. *O or P*
- 7. Uses knowledge of roots and affixes to derive the meaning of unknown words. *O or P*
- 8. Uses standard dictionary to find the meanings of words. *O or P*
- 9. Recognizes simple analogies and metaphors. *O or P*
- 10. Uses some common idioms. *O*
- 11. Uses appropriate pacing, intonation, and expression when reading aloud. *O*
- 12. Identifies diagrams, charts, glossaries, and indexes. *O*
- 13. Answers questions related to a diagram. *O or P*
- 14. Answers questions related to a chart. *O or P*
- 15. Answers questions related to a glossary. *O or P*
- 16. Answers questions related to an index. *O or P*
- 17. Can identify examples of main ideas and supporting details contained within text. *O or P*
- 18. Generates comprehension questions. *O or P*
- 19. Answers comprehensions questions. *O or P*
- 20. Describes relationship between text and their experience. *O or P*
- 21. Identifies examples of sequence contained within a text. *O or P*
- 22. Identifies examples of cause and effect contained within a text. *O or P*
- 23. Uses text resources (pictures, etc.) to draw conclusions. *O or P*
- 24. Uses text resources to make inferences. *O or P*
- 25. Identifies examples of fact and opinion within text. *O or P*
- 26. Identifies examples of cause and effect within text. *O or P*
- 27. Identifies examples of inference within a text. *O or P*
- 28. Recognizes 1st & 3rd person passages. *O or P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards via the District Tracking Form.

Writing
Third - Fifth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
3		
4		
5		

Beginning

- ❑ 1. Writes the English alphabet legibly. *P*
- ❑ 2. Labels key parts of common objects. *P*
- ❑ 3. Creates simple sentences or phrases with some assistance. *P*
- ❑ 4. Uses capital letters when writing own name. *P*
- ❑ 5. Uses a period at the end of a sentence. *P*

Early Intermediate

- ❑ 1. Writes short narrative stories that include the elements of setting and character. *P*
- ❑ 2. Uses simple sentences to respond to familiar literature. *P*
- ❑ 3. Writes short paragraphs following a model. *P*
- ❑ 4. Uses capital letters to begin sentences and proper nouns. *P*
- ❑ 5. Uses a period or question mark at the end of a sentence. *P*
- ❑ 6. Edits writing for basic conventions and making corrections. *P*

Intermediate

- ❑ 1. Narrates a sequence of events with some details. *P*
- ❑ 2. Produces imperfect independent writing that is understood when read. *P*
- ❑ 3. Produces simple writing using different genres. *P*
- ❑ 4. Uses standard word order but may have some inconsistent grammatical forms. *P*

Early Advanced

- ❑ 1. Writes a detailed summary of a story. *P*
- ❑ 2. Write simple responses to literature. *P*
- ❑ 3. Uses complex vocabulary in independent writing. *P*
- ❑ 4. Uses sentence structure comparable to English Only students. *P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

O: Observable Evidence – no portfolio evidence required

P: Portfolio Evidence follows to support the demonstration of ELD Standard mastery

Escritura
Tercero - Quinto
ELD Actividades Benchmark

Nombre :		
	Nivel de Grado	Nivel de CELDT
	3	
	4	
	5	

Principio

- ❑ 1. Escribe el alfabeto en Ingles legiblemente. *P*
- ❑ 2. Rotula componentes claves de objetos comunes. *P*
- ❑ 3. Crea oraciones simples o frases con un poco de ayuda. *P*
- ❑ 4. Usa letras mayúsculas cuando escribe su propio nombre. *P*
- ❑ 5. Usa el punto al final de una oración. *P*

Temprano Intermedio

- ❑ 1. Escribe narrativas cortas que incluyen los elementos de situación y personaje. *P*
- ❑ 2. Usa oraciones simples para responder a literatura conocida. *P*
- ❑ 3. Escribe párrafos cortos siguiendo un modelo. *P*
- ❑ 4. Usa letras mayúsculas para empezar una oración y para nombres propios. *P*
- ❑ 5. Usa un punto o un símbolo de pregunta al final de una oración. *P*
- ❑ 6. Edita sus escritos para convenciones básicas y para hacer correcciones. *P*

Intermedio

- ❑ 1. Narra una secuencia de eventos con algunos detalles. *P*
- ❑ 2. Produce escritos independientes imperfectos que se pueden entender cuando se leen. *P*
- ❑ 3. Produce escritos simples usando diferente géneros. *P*
- ❑ 4. Usa el orden de norma de palabras pero puede tener formas de gramática inconsistentes. *P*

Temprano Avanzado

- ❑ 1. Escribe un sumario detallado de un cuento. *P*
- ❑ 2. Escribe respuestas simples a la literatura. *P*
- ❑ 3. Usa vocabulario complejo en escritos independientes. *P*
- ❑ 4. Usa estructura de oraciones comparables a los estudiantes que hablan solo en Ingles. *P*

Los que aprenden el Ingles que excedan Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

O: Evidencia Observable – no requiere evidencia de portafolio

P: La Evidencia de Portafolio sigue para apoyar la demostración del masterio de las normas del ELD

Listening & Speaking
Sixth - Eighth
ELD Standards Checklists

Name:	LISTENING	
Grade	CELDT Level	Scale Score
6		
7		
8		
	SPEAKING	
Grade	CELDT Level	Scale Score
6		
7		
8		

Beginning

- ❑ 1. Uses a few words or sentences in a conversation. *O*
- ❑ 2. Answers simple questions with one or two word responses. *O*
- ❑ 3. Uses non-verbal responses to demonstrate comprehension or oral instructions. *O*
- ❑ 4. Initiates greetings. *O*
- ❑ 5. Initiates simple repetitive phrases. *O*

Early Intermediate

- ❑ 1. Communicates simple messages to teacher/others. *O*
- ❑ 2. Asks simple questions. *O*
- ❑ 3. Summarizes multi-step oral directions. *O*
- ❑ 4. Follows multi-step oral directions. *O*
- ❑ 5. Restates the main idea in simple sentences. *O*
- ❑ 6. Performs short oral presentations. *O*

Intermediate

- ❑ 1. Uses simple questions containing content vocabulary to clarify. *O*
- ❑ 2. Identifies key details using a combination of verbal and non-verbal responses. *O*
- ❑ 3. Performs short presentations. *O*

Early Advanced

- ❑ 1. Identifies main points and supporting details in unfamiliar grade level text. *O or P*
- ❑ 2. Expressively retells stories in detail using standard English. *O*
- ❑ 3. Uses figurative language. *O or P*
- ❑ 4. Uses idiomatic expressions. *O or P*
- ❑ 5. Challenges material presented by asking thoughtful questions. *O or P*
- ❑ 6. Provides examples. *O or P*
- ❑ 7. Performs presentations that use various sources. *O*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

O: Observable Evidence – no portfolio evidence required

P: Portfolio Evidence follows to support the demonstration of ELD Standard mastery

Escuchar & Hablar
Sexto - Octavo
ELD Actividades Benchmark

Nombre:		
	Nivel de Grado	Nivel de CELDT
	6	
	7	
	8	

Principio

- ❑ 1. Usa algunas palabras u oraciones en una conversación. *O*
- ❑ 2. Responde a preguntas simples con respuestas de una o dos palabras. *O*
- ❑ 3. Usa respuesta no verbales para demostrar comprensión de instrucciones orales. *O*
- ❑ 4. Inicia saludos. *O*
- ❑ 5. Inicia simple frases repetitivas. *O*

Temprano Intermedio

- ❑ 1. Comunica mensajes simples a maestros/otros. *O*
- ❑ 2. Hace preguntas simples. *O*
- ❑ 3. Sumaria instrucciones orales de muchos pasos. *O*
- ❑ 4. Sigue instrucciones orales de muchos pasos. *O*
- ❑ 5. Vuelve a decir la idea principal en oraciones simples. *O*
- ❑ 6. Hace presentaciones orales cortas. *O*

Intermedio

- ❑ 1. Usa preguntas simples que contienen vocabulario de contenido para clarificar. *O*
- ❑ 2. Identifica detalles claves usando una combinación de respuestas verbales y no verbales. *O*
- ❑ 3. Hace presentaciones cortas. *O*

Temprano Avanzado

- ❑ 1. Identifica los puntos más importantes y detalles que los apoyan en un texto no familiar de nivel de grado. *O o P*
- ❑ 2. Expresivamente cuenta cuentos en detalle usando el Ingles de norma. *O*
- ❑ 3. Usa lenguaje figurativo. *O o P*
- ❑ 4. Usa expresiones idiomáticas. *O o P*
- ❑ 5. Desafía material presentado al hacer preguntas cuidadosas. *O o P*
- ❑ 6. Provee ejemplos. *O o P*
- ❑ 7. Hace presentaciones que usan varios orígenes. *O*

Los que aprenden el Ingles que excedan Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

O: Evidencia Observable – no requiere evidencia de portafolio.

P: Evidencia de Portafolio sigue para apoyar la demostración de la maestría de las Normas del ELD.

Reading
Sixth - Eighth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
6		
7		
8		

Beginning

- 1. Recognizes phonemes. *O*
- 2. Recognizes morphemes. *O*
- 3. Decodes words accurately. *O*
- 4. Reads simple text. *O or P*
- 5. Answers factual comprehension questions using key words/phrases. *O*
- 6. Follows simple multi-step oral directions. *O or P*
- 7. Recognizes various types of informational materials. *O or P*
- 8. Identifies the main ideas and details in familiar texts using key words/phrases. *O*
- 9. Points out titles, table of contents, and chapter headings. *O*
- 10. Orally identifies compare/contrast in informational materials by using pictures, lists, charts, and tables. *O*
- 11. Orally identifies examples of fact/opinion in simple text. *O*
- 12. Orally identifies examples of cause/effect in simple text. *O*
- 13. Orally answers factual comprehension question using one or two word responses. *O*
- 14. Orally identifies different characters and settings using words or phrases. *O*
- 15. Role plays a character from a familiar piece of literature using words and phrases. *O*
- 16. Identifies the sequence of events by creating a story map, list, or table. *P*
- 17. Recites simple poems. *O*

Early Intermediate

- 1. Writes phonemes that are dictated by the teacher. *O or P*
- 2. Reads their own writing. *O*
- 3. Reads simple sentences/text. *O*
- 4. Recognizes obvious cognates. *O or P*
- 5. Answers factual comprehension questions using simple sentences. *O*
- 6. Identifies multi-step directions for operating simple mechanical devices and basic procedures. *O*
- 7. Identifies categories of informational materials. *O*
- 8. Uses simple sentences to explain the differences between various informational materials and their uses. *O*
- 9. Orally identifies facts in informational materials using key words or phrases. *O*
- 10. Orally identifies examples of fact/opinion. *O*
- 11. Orally identifies examples of cause/effect. *O*
- 12. Orally answers factual questions using simple sentences. *O*
- 13. Orally identifies the main events using simple sentences. *O*
- 14. Orally describes the setting using simple sentences. *O*
- 15. Recites simple poems. *O*

Intermediate

- 1. Answers comprehension questions after reading literature independently. *O or P*
- 2. Answers questions after reading content text independently. *O or P*
- 3. Identifies cognates and false cognates in text. *O or P*
- 4. Follows multi-step directions to operate simple mechanical devices or complete simple procedures. *O or P*
- 5. Explains multi-step directions for simple mechanical devices or simple procedures. *O or P*
- 6. Answers factual questions using detailed sentences. *O or P*
- 7. Explains main ideas and details in literature using detailed sentences. *O or P*
- 8. Explains main ideas and details in informational text using detailed sentences. *O or P*
- 9. Orally identifies differences between various informational materials using detailed sentences. *O*
- 10. Orally identifies basic components of consumer and information materials. *O*
- 11. Explains the purpose of various consumer and informational materials. *O*
- 12. Summarizes text orally or in writing. *O or P*
- 13. Uses expanded vocabulary and descriptive words when summarizing texts. *O or P*
- 14. Uses context clues to derive meaning of an unknown word. *O or P*

Early Advanced

- 1. Recognizes root words. *O or P*
- 2. Recognizes affixes. *O or P*
- 3. Defines basic affixes. *O or P*
- 4. Uses knowledge of affixes to derive meaning. *O or P*
- 5. Distinguishes between cognates and false cognates. *O or P*
- 6. Identifies main ideas and critical details. *O or P*
- 7. Explains main ideas and critical details. *O or P*
- 8. Describes relationship between the text and their experience. *O or P*
- 9. Identifies differences between informational materials. *O or P*
- 10. Recognizes passages of 1st and 3rd person text. *O or P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Lectura
Sexto - Octavo
ELD Actividades Benchmark

Principio

- 1. Reconoce fonemas. *O*
- 2. Reconoce morfonemas. *O*
- 3. Descifra palabras correctamente. *O*
- 4. Lee texto simple. *O o P*
- 5. Responde preguntas verdicas de comprensión usando palabras/frases claves. *O*
- 6. Sigue direcciones simples de pasos multiples. *O o P*
- 7. Reconoce varios tipos de materiales de información. *O o P*
- 8. Identifica las ideas principales y detalles en textos familiares usando palabras /frases claves. *O*
- 9. Señala títulos, tabla de contenido, y título de capítulo. *O*
- 10. Oralmente identifica comparación/contraste en material de información al usar fotografías, listas, carteleros, y tablas. *O*
- 11. Oralmente identifica ejemplos de realidad/opinión en texto simple. *O*
- 12. Oralmente identifica ejemplos de causa/efecto en texto simple. *O*
- 13. Oralmente responde a preguntas de comprensión real usando respuestas de una o dos palabras. *O*
- 14. Oralmente identifica diferentes personajes y situaciones usando palabras y frases. *O*
- 15. Desenvuelve el papel de un personaje tamado de literatura conocida usando palabras y frases. *O*
- 16. Identifica la secuencia de eventos al crear un mapa del cuento, lista, o tabla. *P*
- 17. Recita un poema simple. *O*

Temprano Intermedio

- 1. Escribe fonemas que dicta el maestro. *O o P*
- 2. Leen su propia quirografia. *O*
- 3. Leen oraciones/texto simple. *O*
- 4. Reconoce analogos obvios. *O o P*
- 5. Responde preguntas de comprensión verdicas usando oraciones simples. *O*
- 6. Identifica direcciones de pasos multiples para operar objetos mecanicos y procedimientos basicos. *O*
- 7. Identifica categorías de materiales de información. *O*
- 8. Usa oraciones simples para explicar las diferencias entre varios materiales de información y sus usos. *O*
- 9. Oralmente identifica realidad en material de información usando palabras y frases claves. *O*
- 10. Oralmente identifica ejemplos de realidad/opinión. *O*
- 11. Oralmente identifica ejemplos de causa/efecto. *O*
- 12. Oralmente contesta preguntas veraces usando oraciones simples. *O*
- 13. Oralmente identifica el evento mas importante usando oraciones simples. *O*
- 14. Oralmente describe la situación usando oraciones simples. *O*
- 15. Recita poemas simples. *O*

Nombre		
Nivel de Grado	Nivel de CELDT	
6		
7		
8		

Intermedio

- 1. Contesta preguntas de comprensión después de leer literatura independientemente. *O o P*
- 2. Responde a preguntas después de leer texto de contenido independientemente. *O o P*
- 3. Identifica analagos y analagos falsos en un texto. *O o P*
- 4. Sigue instrucciones de muchos pasos para operar aparatos mecanicos simples o terminar procedimientos simples. *O or P*
- 5. Explica instrucciones de muchos pasos para aparatos mecanicos simples o procedimientos simples. *O o P*
- 6. Responde a preguntas veraces usando oraciones detalladas. *O o P*
- 7. Explica las ideas principales y detalles en literatura usando oraciones detalladas. *O o P*
- 8. Explica ideas principales y detalles en texto de informacion usando oraciones detalladas. *O o P*
- 9. Identifica oralmente diferencias entre varios materiales de información usando oraciones detalladas. *O*
- 10. Identifica oralmente componentes basicos de materiales de consumidor y materiales de información. *O*
- 11. Explica el proposito de materiales de consumidor y materiales de información. *O*
- 12. Hace un sumario del texto oralmente o por escrito. *O o P*
- 13. Usa vocabulario desarrollado y palabras descriptivas cuando hace sumario del texto. *O o P*
- 14. Usa pistas en el contexto para derivar el significado de una palabra desconocida. *O o P*

Temprano Avanzado

- 1. Reconoce la raiz de las palabras. *O o P*
- 2. Reconoce afijos. *O o P*
- 3. Define afijos basicos. *O o P*
- 4. Usa el conocimiento de afijos para derivar el significado. *O o P*
- 5. Distingue entre analogos y analagos falsos. *O o P*
- 6. Identifica la idea principal y detalles criticos. *O o P*
- 7. Explica ideas principales y detalles criticos. *O o P*
- 8. Describe la relacion entre el texto y su experiencia. *O o P*
- 9. Identifica diferencias entre materiales de información. *O o P*
- 10. Reconoce pasajes de 1^{ra} y 3^{ra} persona en un texto. *O o P*

Los que aprenden el ingles que excedan Temprano Avanzado seran vigilados en las Normas de Contenido de California y su progreso sera seguido en el Formulario de Progreso del Distrito.

Writing
Sixth - Eighth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
6		
7		
8		

Beginning

- ❑ 1. Organizes and records information using pictures, lists, charts, or tables. *P*
- ❑ 2. Writes simple sentences in brief narrative that include setting and some details. *P*
- ❑ 3. Writes simple compositions that have a main idea and some details. *P*
- ❑ 4. Completes basic business forms. *P*
- ❑ 5. Edits own work and corrects own punctuation, capitalization, and spelling. *P*

Early Intermediate

- ❑ 1. Writes brief responses to selected literature. *P*
- ❑ 2. Creates a paragraph draft following an outline. *P*
- ❑ 3. Writes simple sentences using common verbs, nouns, and high frequency modifiers in an academic context. *P*
- ❑ 4. Writes expository compositions with main idea and some details using collected information and notes. *P*
- ❑ 5. Writes sentences and short paragraphs about a topic using the writing process. *P*
- ❑ 6. Completes simple informational documents related to career development. *P*
- ❑ 7. Edits writing for basic conventions. *P*
- ❑ 8. Revises writing with teacher assistance to clarify meaning and improve conventions and organization. *P*
- ❑ 9. Uses clauses, phrases, and mechanics with consistent variations in grammatical forms. *P*

Intermediate

- ❑ 1. Narrates a sequence of events and explains their significance. *P*
- ❑ 2. Writes brief expository compositions with thesis and some supporting points. *P*
- ❑ 3. Writes responses to literature using detailed sentences and transitions. *P*
- ❑ 4. Uses complex content vocabulary appropriately. *P*

Intermediate cont.

- ❑ 5. Writes job applications and resumes. *P*
- ❑ 6. Writes brief fictional biographies. *P*
- ❑ 7. Writes brief short stories. *P*
- ❑ 8. Demonstrates pre-writing skills. *P*
- ❑ 9. Uses the writing process to improve word choice, organization, and mechanics. *P*
- ❑ 10. Edits their own writing. *P*
- ❑ 11. Recognizes structure of a piece of writing and uses that structure as the basis for their own writing. *P*

Early Advanced

- ❑ 1. Writes successfully in various genres appropriate for academic contexts. *P*
- ❑ 2. Writes responses to literature with interpretations and citations from text. *P*
- ❑ 3. Writes documents related to career development. *P*
- ❑ 4. Writes persuasive compositions. *P*
- ❑ 5. Writes expository compositions. *P*
- ❑ 6. Writes detailed fictional biographies or autobiographies. *P*
- ❑ 7. Takes notes and outlines to provide a well-organized writing sample. *P*
- ❑ 8. Writes a report. *P*
- ❑ 9. Writes coherent paragraphs with effective transitions. *P*
- ❑ 10. Revises writing for appropriate word choice, spelling, and organization. *P*
- ❑ 11. Writing demonstrates uses of various grammatical forms. *P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Escritura
Sexto - Octavo
ELD Actividades Benchmark

Nombre :		
	Nivel de Grado	Nivel de CELDT
	6	
	7	
	8	

Comienzo

- 1. Organiza y registra información usando fotos, listas, carteles, o tablas. *P*
- 2. Escribe oraciones simples en narrativos breves que incluyen la situación y algunos detalles. *P*
- 3. Escribe composiciones simples que tienen una idea principias y algunos detalles. *P*
- 4. Completa formularios básicos de negocios. *P*
- 5. Edita su propio trabajo y corrige su propia puntuación, capitalización, y ortografía. *P*

Temprano Intermedio

- 1. Escribe respuestas cortas a literatura seleccionada. *P*
- 2. Bosqueja un párrafo siguiendo un diseño. *P*
- 3. Escribe oraciones simples usando verbos, pronombres, y modificadores de alta frecuencia en un contexto académico. *P*
- 4. Escribe composiciones de exposición con ideas principales y algunos detalles usando información colectada y notas. *P*
- 5. Escribe oraciones y párrafos cortos acerca de un tópico usando el proceso de escritura. *P*
- 6. Completa documentos de infamación simples relacionados con el desarrollo de profesiones. *P*
- 7. Edita escritos para convenciones básicas. *P*
- 8. Revisa escritos con la ayuda del maestro para clarificar su significado y mejorar las convenciones y la organización. *P*
- 9. Usa clausuras, frases, y mecánicas con variaciones consistentes en formas gramaticales. *P*

Intermedio

- 1. Narra una secuencia de eventos y explica su significado. *P*
- 2. Escribe composiciones breves de exposición con tesis y algunos puntos que lo soportan. *P*
- 3. Escribe respuestas a literatura usando oraciones detalladas y transiciones. *P*
- 4. Usa vocabulario de contenido complejo apropiadamente. *P*

Intermedio continua.

- 5. Escribe aplicaciones de trabajo y resúmenes. *P*
- 6. Escribe biografías breves de ficción. *P*
- 7. Escribe cuentos breves. *P*
- 8. Demuestra habilidades del comienzo de escritura. *P*
- 9. Usa el proceso de escritura para mejorar las palabras escogidas, organización, y mecánica. *P*
- 10. Edita su propia escritura. *P*
- 11. Reconoce la estructura de un escrito y usa esa estructura como la base para su propio escrito. *P*

Temprano Avanzado

- 1. Escribe exitosamente en varios géneros apropiados para contenidos académicos. *P*
- 2. Escribe respuestas a literatura con interpretaciones y citas del texto. *P*
- 3. Escribe documentos relacionados al desarrollo de profesiones. *P*
- 4. Escribe composiciones persuasivas. *P*
- 5. Escribe composiciones de exposición. *P*
- 6. Escribe detalladas biografías o autobiografías de ficción. *P*
- 7. Toma notas y hace bosquejos para proveer un escrito bien organizado. *P*
- 8. Escribe un reporte. *P*
- 9. Escribe un párrafo coherente con transiciones efectivas. *P*
- 10. Revisa su escrito para asegurarse de las palabras seleccionadas, ortografía, y organización. *P*
- 11. El escrito demuestra el uso de varias formas gramaticales. *P*

Los que aprenden el Inglés que exceden Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

Listening & Speaking
Ninth - Twelfth
ELD Standards Checklists

Name:	LISTENING	
Grade	CELDT Level	Scale Score
9		
10		
11		
12		
SPEAKING		
Grade	CELDT Level	Scale Score
9		
10		
11		
12		

Beginning

- ❑ 1. Uses a few words or sentences in a conversation/discussion. *O*
- ❑ 2. Answers simple questions with one or two word responses. *O*
- ❑ 3. Uses non-verbal responses to demonstrate comprehension or oral presentations/instructions. *O*
- ❑ 4. Identifies different types of media by name orally. *O*

Early Intermediate

- ❑ 1. Communicates simple messages to teacher/others. *O*
- ❑ 2. Asks simple questions. *O*
- ❑ 3. Summarizes multi-step directions. *O*
- ❑ 4. Follows multi-step directions. *O*
- ❑ 5. Restates the main idea of oral academic presentations in simple sentences. *O*
- ❑ 6. Performs short oral presentations. *O*

Intermediate

- ❑ 1. Uses content vocabulary in simple questions to clarify meaning. *O*
- ❑ 2. Identifies key details and concepts using a combination of verbal and non-verbal responses. *O*
- ❑ 3. Uses consistent standard English to communicate. *O*
- ❑ 4. Actively participates in social conversations. *O*
- ❑ 5. Identifies main ideas and supporting details of oral presentations. *O*
- ❑ 6. Identifies main ideas and supporting details of familiar literature. *O*

Intermediate cont.

- ❑ 7. Identifies main ideas and supporting details of subject matter. *O*
- ❑ 8. Identifies the main message in various media sources and supports that message with details. Identifies main ideas and supporting details of oral presentations. *O*
- ❑ 9. Performs short presentations on ideas, premises, or images obtained from various common sources. Identifies main ideas and supporting details of oral presentations. *O*
- ❑ 10. Asks basic interview questions. Identifies main ideas and supporting details of oral presentations. *O*
- ❑ 11. Responds to basic interview questions. Identifies main ideas and supporting details of oral presentations. *O*

Early Advanced

- ❑ 1. Expressively retells story. *O*
- ❑ 2. Engages in discussion using figurative language and idiomatic expressions. *O*
- ❑ 3. Responds to messages by asking questions. *O*
- ❑ 4. Responds to messages by challenging. *O*
- ❑ 5. Responds to messages by offering supporting examples. *O*
- ❑ 6. Gives oral reports based on multiple sources. *O*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Escuchar y Hablar
Noveno - Duodécimo
ELD Actividades Benchmark

Nombre :		
	Nivel de Grado	Nivel de CELDT
	9	
	10	
	11	
	12	

Principio

- ❑ 1. Usa algunas palabras u oraciones en una conversación/discusión. *O*
- ❑ 2. Responde a preguntas simples con respuestas de una o dos palabras. *O*
- ❑ 3. Usa respuestas no verbales para demostrar comprensión a presentaciones orales/instrucciones. *O*
- ❑ 4. Identifica diferente tipos medios de comunicación por nombre oralmente. *O*

Temprano Intermedio

- ❑ 1. Comunica mensajes simples a maestros/otros. *O*
- ❑ 2. Realiza preguntas simples. *O*
- ❑ 3. Hace un resumen de instrucciones de pasos múltiples. *O*
- ❑ 4. Sigue instrucciones de muchos pasos. *O*
- ❑ 5. Vuelve a decir la idea principal de presentaciones orales académicas en oraciones simples. *O*
- ❑ 6. Realiza presentaciones orales cortas. *O*

Intermedio

- ❑ 1. Usa vocabulario de contenido en oraciones simples para clarificar el significado. *O*
- ❑ 2. Identifica detalles claves y conceptos usando una combinación de respuestas verbales y no verbales. *O*
- ❑ 3. Usa consistentemente el Inglés de norma para comunicar. *O*
- ❑ 4. Participa activamente en conversaciones sociales. *O*
- ❑ 5. Identifica ideas principales y detalles que la apoyan para presentaciones orales. *O*
- ❑ 6. Identifica ideas principales y detalles que la apoyan de literatura familiar. *O*

Intermedio continua.

- ❑ 7. Identifica ideas principales y detalles que la apoyan en un tema. *O*
- ❑ 8. Identifica el mensaje principal en varios medios de comunicación y apoya el mensaje con detalles. Identifica las ideas principales y detalles que la apoyan den presentaciones orales. *O*
- ❑ 9. Realiza presentaciones cortas en ideas, premisas, o imágenes obtenidas de varios orígenes comunes. Identifica las ideas principales y detalles que la apoyan de presentaciones orales. *O*
- ❑ 10. Realiza preguntas básicas en una entrevista. Identifica las ideas principales y detalles que la apoyan en presentaciones orales. *O*
- ❑ 11. Responde a preguntas básicas de una entrevista. Identifica las ideas principales y las ideas que la apoyan en presentaciones orales. *O*

Temprano Avanzado

- ❑ 1. Cuenta cuentos expresivamente. *O*
- ❑ 2. Se encaja en discusión usando lenguaje figurativo y expresiones idiomáticas. *O*
- ❑ 3. Responde a mensajes al hacer preguntas. *O*
- ❑ 4. Responde a mensajes con un desafío. *O*
- ❑ 5. Responde a mensajes al ofrecer ejemplos que lo apoyan. *O*
- ❑ 6. Da reportes orales basados en varios recursos. *O*

Los que aprenden el Inglés que exceden Temprano Avanzado serán vigilados pro Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

Reading
Ninth - Twelfth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
9		
10		
11		
12		

Beginning

- 1. Recognizes phonemes. *O*
- 2. Recognizes morphemes. *O*
- 3. Decodes words accurately. *O*
- 4. Recognizes a few facts in consumer or workplace documents. *O*
- 5. Orally identifies main characters in familiar literature. *O*
- 6. Orally identifies main ideas in informational materials. *O*
- 7. Orally identifies main ideas in public documents. *O*
- 8. Points to the title, table of contents, and chapter headings. *O*
- 9. Follows simple multi-step oral directions. *O or P*
- 10. Identifies vocabulary words asked for by the teacher in public and workplace documents. *O*
- 11. Identifies key phrases requested by the teacher in public and workplace documents. *O*
- 12. Identifies simple sentences requested by the teacher in public and workplace documents. *O*

Early Intermediate

- 1. Writes phonemes. *P*
- 2. Reads own writing. *P*
- 3. Reads simple text. *O*
- 4. Answers factual comprehension questions using simple sentences. *O*
- 5. Identifies/follows multi-step directions for basic procedures or operating simple devices. *O*
- 6. Recognizes obvious cognates. *O or P*
- 7. Reads simple consumer and workplace documents. *O or P*
- 8. Reads simple content area text. *O*
- 9. Orally identifies a few specific facts in consumer and workplace documents. *O*
- 10. Orally identifies a few specific facts in content area text. *O*
- 11. Demonstrates understanding of 3-4 step process discussed in a consumer or workplace document. *O or P*
- 12. Presents oral report describing 3-4 step process.

Intermediate

- 1. Answers comprehension questions after reading literature independently. *O or P*
- 2. Answers questions after reading content text independently. *O or P*
- 3. Identifies cognates and false cognates in literature and content area texts. *O or P*
- 4. Orally identifies examples of text where repetition of key ideas and repetition of syntax provides clarity. *O*

Intermediate cont.

- 5. Presents a report. (oral, PowerPoint with oral) *O*
- 6. Verifies and clarifies facts for a report from 2-3
- 7. Reads informational text. *O*
- 8. Reads literature. *O*
- 9. Reads content text. *O*
- 10. Orally identifies main ideas. *O*
- 11. Uses main ideas to make predictions. *O*
- 12. Demonstrates understanding of simple multi-step directions for operating simple mechanical devices or completing simple procedures. *O or P*
- 13. Explains multi-step directions for operating simple mechanical devices or completing simple procedures. *O*
- 14. Reads workplace documents. *O*
- 15. Identifies the structure and format of workplace documents. *O*
- 16. Describes how an author uses format to achieve their purpose. *O*
- 17. Orally identifies examples of rhetoric in public and workplace documents using simple sentences. *O*
- 18. Listens to excerpts of a political speech. *O*
- 19. Lists examples of evidence supporting the main idea of the speaker. *O or P*
- 20. Lists strengths and weaknesses of the speaker's supporting facts. *O or P*

Early Advanced

- 1. Recognizes root words. *O or P*
- 2. Recognizes affixes. *O or P*
- 3. Defines basic affixes. *O or P*
- 4. Uses knowledge of affixes to derive meaning. *O or P*
- 5. Distinguishes between cognates and false cognates. *O or P*
- 6. Demonstrates comprehension of informational materials. *O or P*
- 7. Demonstrates comprehension of literary text. *O or P*
- 8. Describes relationships between text and their experience. *O or P*
- 9. Identifies patterns of organization that promote clarity. *O or P*
- 10. Identifies repetition of key words that promotes clarity. *O or P*
- 11. Identifies syntax that promotes clarity. *O or P*
- 12. Identifies examples of rhetoric in public documents. *O or P*
- 13. Analyzes the purpose and effectiveness of rhetoric. *O or P*
- 14. Identifies various text structure used in workplace documents. *O or P*
- 15. Analyzes how text structure helps the author to achieve his/her purpose. *O or P*
- 16. Prepares a written report that evaluates the credibility of an author's premise. (with bibliography)

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Lectura
Noveno - Duodécimo
ELD Actividades Benchmark

Principio

- 1. Reconoce fonemas. *O*
- 2. Reconoce morfemas. *O*
- 3. Descifra palabras con exactitud. *O*
- 4. Reconoce algunas verdades en documentos del consumidor o en el trabajo. *O*
- 5. Oralmente identifica los personajes principales en literatura familiar. *O*
- 6. Oralmente identifica las ideas principales en materiales de información. *O*
- 7. Oralmente identifica las ideas principales en documentos públicos. *O*
- 8. Señala el título, tabla de contenido, y el título de los capítulos. *O*
- 9. Sigue instrucciones orales de varios pasos. *O o P*
- 10. Identifica palabras de vocabulario que el maestro a pedido en documentos públicos y de trabajo. *O*
- 11. Identifica frases claves requeridas por el maestro en documentos públicos y de trabajo. *O*
- 12. Identifica oraciones simples requeridas pro el maestro en documentos públicos y de trabajo. *O*

Temprano Intermedio

- 1. Escribe fonemas. *P*
- 2. Lee su manuscrito. *P*
- 3. Lee texto simple. *O*
- 4. Responde a preguntas de comprensión veraz usando oraciones simples. *O*
- 5. Identifica/sigue instrucciones de varios pasos para procedimientos básicos o para operar aparatos simples. *O*
- 6. Reconoce análogos obvios. *O o P*
- 7. Lee simples documentos del consumidor y del trabajo. *O o P*
- 8. Lee textos simples. *O*
- 9. Identifica oralmente algunos de los hechos específicos en documentos del consumidor y del trabajo. *O*
- 10. Oralmente identifica algunos hechos en el texto. *O*
- 11. Demuestra entendimiento de un proceso de 3-4 pasos discutidos en un documento del consumidor o del trabajo. *O o P*
- 12. Presenta un reporte oral describiendo el proceso de 3-4 pasos.

Intermedio

- 1. Responde a preguntas de comprensión después de leer literatura independientemente. *O o P*
- 2. Responde a preguntas después de haber leído el contenido de un texto independientemente. *O o P*
- 3. Identifica análogos y análogos falsos en literatura y en el contenido de textos. *O o P*
- 4. Oralmente identifica ejemplos de texto cuando la repetición de las ideas principales y la sintaxis provee claridad. *O*

Nombre :	
Nivel de Grado	Nivel de CELDT
9	
10	
11	
12	

Intermedio continua.

- 5. Presenta un reporte (oral, usando PowerPoint) *O*
- 6. Verifica y clarifica hechos para un reporte de 2-3
- 7. Lee texto de información. *O*
- 8. Lee literatura. *O*
- 9. Lee texto contenido. *O*
- 10. Oralmente identifica las ideas principales. *O*
- 11. Usa ideas principales para hacer predicciones. *O*
- 12. Demuestra entendimiento de instrucciones simples de varios pasos para operar aparatos mecánicos o para completar procedimientos simples. *O o P*
- 13. Explica instrucciones de muchos pasos para operar aparatos mecánicos simples o para completar procedimientos simples. *O*
- 14. Lee documentos en el trabajo. *O*
- 15. Identifica la estructura y el formato de los documentos del trabajo. *O*
- 16. Describe como un autor usa el formato para lograr sus objetivos. *O*
- 17. Oralmente identifica ejemplos de retórica en documentos públicos y del trabajo usando oraciones simples. *O*
- 18. Escucha excerptas de un oratorio político. *O*
- 19. Provee una lista de ejemplos de evidencia apoyando la idea principal del orador. *O o P*
- 20. Provee una lista de las fortalezas y las debilidades de los argumentos presentados por el orador. *O o P*

Temprano Avanzado

- 1. Reconoce las raíces de las palabras. *O o P*
- 2. Reconoce los afijos. *O o P*
- 3. Define afijos básicos. *O o P*
- 4. Usa el conocimiento de afijos para derivar su significado. *O o P*
- 5. Distingue entre análogos y análogos falsos. *O o P*
- 6. Demuestra comprensión de materiales de información. *O o P*
- 7. Demuestra comprensión de texto literario. *O o P*
- 8. Describe relaciones entre el texto y su experiencia. *O o P*
- 9. Identifica normas de organización que promueven la claridad. *O o P*
- 10. Identifica repetición de las palabras claves que promueven la claridad. *O o P*
- 11. Identifica la sintaxis que promueve claridad. *O o P*
- 12. Identifica ejemplos de retórica en documentos públicos. *O o P*
- 13. Analiza la razón y la efectividad de la retórica. *O o P*
- 14. Identifica varias estructuras de texto en los documentos de trabajo. *O o P*
- 15. Analiza como la estructura del texto ayuda al autor ha alcanzar sus objetivos. *O or P*
- 16. Prepara un reporte por escrito que evalúa ala credibilidad de la premisa del autor. (con bibliografía)

Los que aprenden el Ingles que exceden Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

Writing
Ninth - Twelfth
ELD Standards Checklists

Name:		
Grade	CELDT Level	Scale Score
9		
10		
11		
12		

Beginning

- 1. Edits own work and corrects punctuation. *O and P*
- 2. Identifies basic vocabulary, mechanics and structures in a piece of writing. *O and P*
- 3. Revises writing for proper use of final punctuation, capitals, and correct spelling. *O and P*
- 4. Write simple descriptions with a main idea and some details. *P*
- 5. Write simple compare/contrast with a main idea and some details. *P*
- 6. Complete a job application form by providing basic information such as name, age, address, and education. *O*
- 7. Organize and record information using pictures, lists, charts, or tables. *P*
- 8. Write brief narrative that includes setting and some details. *P*

Early Intermediate

- 1. Edits writing for basic conventions. *P*
- 2. Revises writing with teacher assistance to clarify meaning and improve conventions and organization. *P*
- 3. Uses clauses, phrases and mechanics with consistent variations in grammatical forms. *P*
- 4. Writes descriptions that include a main idea and some details using simple sentences. *P*
- 5. Writes compare and contrast that includes a main idea and some details using simple sentences. *P*
- 6. Writes problem and solution that includes a main idea and some details using simple sentences. *P*
- 7. Use the writing process to write short paragraphs. *P*
- 8. Complete simple informational documents related to career development. *P*
- 9. Writes responses to selected literature using simple sentences. *P*
- 10. Creates a short essay following an outline. *P*
- 11. Writes simple sentences using common verbs, nouns, and high frequency modifiers in academic contexts. *P*

Intermediate

- 1. Revises writing for appropriate word choice, punctuation, spelling and organization. *P*
- 2. Writes using various sentence types and verbiage. *P*
- 3. Recognizes ideas and their supporting examples in persuasive writing. *P*
- 4. Writes job applications and resumes that are clear and provide all needed information. *P*

Intermediate cont.

- 5. Uses complex sentences to write brief fictional biographies that include a sequence of events and supporting details. *P*
- 6. Uses complex sentences to write short stories that include a sequence of events and supporting details. *P*
- 7. Takes notes and outline during the writing process. *P*
- 8. Uses the writing process to write simple essays with consistent use of standard grammatical forms. (Some rules may not be evident.) *P*
- 9. Writes a brief research report that includes source citations. *P*
- 10. Narrates a sequence of events and notes their significance. *P*
- 11. Writes brief expository compositions with thesis and some supporting details. *P*
- 12. Writes responses to literature using detailed sentences and transitions. *P*
- 13. Uses appropriately complex content vocabulary in writing. *P*
- 14. Writes documents related to career development. *P*
- 15. Uses complex sentences to write brief biographies. *P*
- 16. Uses complex sentences to write short stories. *P*

Early Advanced

- 1. Writes coherent paragraphs with effective transitions. *P*
- 2. Revises writing for appropriate word choice, punctuation, spelling and organization. *P*
- 3. Writes job applications and resumes that are clear, provide all needed information, and address the intended audience. *P*
- 4. Writes reflective compositions that explore the significance of events. *P*
- 5. Write detailed biographies or autobiographies. *P*
- 6. Takes notes and outline during the writing process. *P*
- 7. Writes coherent and focused essays using standard grammatical form. *P*
- 8. Writes analytical essays that provide evidence in support of the thesis. *P*
- 9. Writes research reports that provide evidence in support of a thesis. *P*

English Learners exceeding Early Advanced will be monitored on the California Content Standards and progress will be tracked on the District Tracking Form.

Escritura
Noveno - Duodécimo
ELD Actividades Benchmark

Nombre:	
Nivel de Grado	Nivel de CELDT
9	
10	
11	
12	

Principio

- 1. Edita su propio trabajo y corrige su puntuación. *O y P*
- 2. Identifica vocabulario básico, mecánica y estructura en un escrito. *O y P*
- 3. Modifica su escrito para uso apropiado de puntuación, capitalización, y ortografía correcta. *O y P*
- 4. Escribe descripciones simples con una idea principal y algunos detalles. *P*
- 5. Escribe comparaciones / contrastes simples con una idea principal y algunos detalles. *P*
- 6. Completa una solicitud de empleo proveyendo información básica como su nombre, edad, dirección, y educación. *O*
- 7. Organiza y apunta información usando fotos, listas, carteles, o tablas. *P*
- 8. Escribe narrativos cortos que incluyen situación y algunos detalles. *P*

Temprano Intermedio

- 1. Edita narrativos para convenciones básicas. *P*
- 2. Modifica escritos con la ayuda del maestro para clarificar el significado y mejorar las convenciones y la organización. *P*
- 3. Usa clausuras, frases y mecánicas con variaciones consistentes en formas gramáticas. *P*
- 4. Escribe descripciones que incluyen una idea principal y algunos detalles usando oraciones simples. *P*
- 5. Escribe comparaciones y contrastes que incluyen una idea principal y algunos detalles usando oraciones simples. *P*
- 6. Escribe problemas y soluciones que incluyen una idea principal usando oraciones simples. *P*
- 7. Usa el proceso de escritura para escribir párrafos cortos. *P*
- 8. Completa documentos simples de información relacionados con el desarrollo de profesiones. *P*
- 9. Escribe respuestas a literatura seleccionada usando oraciones simples. *P*
- 10. Escribe un narrativo corto usando un bosquejo. *P*
- 11. Escribe oraciones simples usando verbos comunes, pronombres, y modificadores que se usan con gran frecuencia en el contexto académico. *P*

Intermedio

- 1. Modifica su escrito para asegurar la apropiada selección de palabra, puntuación, ortografía, y organización. *P*
- 2. Escribe usando varias clases de oraciones y verbos. *P*
- 3. Reconoce ideas y los ejemplos que la apoyan en escritos persuasivos. *P*
- 4. Escribe solicitudes de empleo y resumen vitales con claridad y que proveen toda la información necesitada. *P*

Intermedio Continua.

- 5. Usa oraciones complejas para escribir cortas biografías de ficción que incluyen una secuencia de eventos y detalles que la apoyan. *P*
- 6. Usa oraciones complejas para escribir narrativos cortos que incluyen una secuencia de eventos y detalles que la apoyan. *P*
- 7. Toma notas y traza un bosquejo durante el proceso de la escritura. *P*
- 8. Usa el proceso de escritura para escribir narrativos simples con el uso consistente de formas gramaticales estándar. (Algunas reglas pueden no ser evidentes.) *P*
- 9. Escribe un reporte de investigación científica que incluye citas de su origen. *P*
- 10. Narra una secuencia de eventos y nota su significado. *P*
- 11. Escribe cortas composiciones de exposición con tesis y algunos detalles que la apoyan. *P*
- 12. Escribe respuestas a la literatura usando oraciones detalladas y transiciones. *P*
- 13. Usa vocabulario complejo de contenido apropiado al escribir. *P*
- 14. Escribe documentos relacionados con el desarrollo de profesiones. *P*
- 15. Usa oraciones complejas para escribir biografías cortas. *P*
- 16. Usa oraciones complejas para escribir narrativos cortos. *P*

Temprano Avanzado

- 1. Escribe párrafos coherentes con transiciones efectivas. *P*
- 2. Modifica su escrito para asegurarse de las palabras escogidas, puntuación, ortografía y organización. *P*
- 3. Escribe solicitudes de trabajo y resúmenes vitales claramente, que proveen toda la información que se necesita, y se dirige a la audiencia apropiada. *P*
- 4. Escribe composiciones reflexivas que exploran el significado de eventos. *P*
- 5. Escribe detalladas biografías o autobiografías. *P*
- 6. Toma notas y traza un bosquejo durante el proceso de la escritura. *P*
- 7. Escribe narrativos coherentes y con enfoque usando formas gramaticales de estándar. *P*
- 8. Escribe narrativas analíticas que proveen evidencia para apoyar la tesis. *P*
- 9. Escribe reportes de investigación científica que proveen evidencia para el apoyo de la tesis. *P*

Los que aprenden el Inglés que exceden Temprano Avanzado serán vigilados por Normas de Contenido de California y su progreso será seguido en el Formulario de Progreso del Distrito.

**Oakdale Joint Unified School District
DISTRICT ELA Program Data Analysis**

AYP	Spring 2009 GOAL	Spring 2008 Achievement	Will Spring 09 goal be met?
ELA AYP % Part.	95%	99.5%	YES
ELA AYP % Prof/Adv	45%	53.5%	YES

1. Spring 2008 LEA-wide achievement of 53.5% in ELA AYP far exceeds both the spring 2008 AYP goal of 34.% and the spring 2009 goal of 45% for unified school districts. However, the Spring 2009 goal of 45% in ELA must also be met LEA-wide by all significant subgroups: Hispanic, Socio-economically Disadvantaged, English Learners, and Students with Disabilities. District-wide Subgroup achievement now follows.

District API

Subgroup	2008 Growth	2007 Base	07-08 Growth
Hispanic	728	711	17
White	797	773	24
Socio-Eco Dis	720	702	18
EL	702	667	35
Stu with Dis	571	526	45

2. Although API reports are provided for LEAs in order to meet federal requirements under NCLB, LEAs do not have API growth targets. The data above does indicate that all numerically significant subgroups are making substantial progress.

Site	2008 Growth	2007 Base	07-08 Growth
Cloverland	823	822	1
Fair Oaks	813	826	-13
Magnolia	780	791	-11
Sierra View	826	815	11
Oakdale Junior High	769	736	33
Oakdale High	763	720	43
East Stanislaus	496	511	-15
Oakdale Charter	593	658	-65
Valley Oak High	555	509	46

3. To meet all of its API targets, a school must meet or exceed its schoolwide growth target and each numerically significant subgroup at the school must meet or exceed its subgroup growth target. Schools that met/exceeded 800 API in 2007 Base API must maintain or exceed 800 2008 Growth in order to meet API. All schools met schoolwide API except Magnolia, East Stan, and Oakdale Charter.

Spring 2008 STAR ELA Subgroup – LEA Wide Gap Analysis

Subgroup	Spring 08 Subgroup	Spring 08 AYP Goal	GAP
Hispanic	40.5%	34%	+6.50%
Socio-economically Disadvantaged	40.4%	34%	+6.40%
English Learners	34.3%	34%	+0.30%
Students with Disabilities	26.4%	34%	-7.60%

4. All subgroups exceeded the spring 08 AYP goal of 34% except Students with Disabilities.

Spring 2008 STAR ELA Subgroup – Spring 2009 Goal Gap Analysis

Subgroup	Spring 08 Achievement	Spring 09 Goal	GAP
Hispanic	40.5%	45%	4.50%
Socio-economically Disadvantaged	40.4%	45%	4.60%
English Learners	34.3%	45%	10.70%
Students with Disabilities	26.4%	45%	18.60%

5. Currently, no district-wide subgroup achievement will meet the Spring 2009 AYP goal of 45%. In order to identify program trends, strengths, and needs, further subgroup analysis follows.

STAR ELA Subgroup Gap Analysis Over Time			
Name of Subgroup: HISPANIC			
STAR Testing	Hisp % Pro/Adv	LEA Wide % Pro/Adv	GAP
Spring 2003	26.1%	46.6%	- 20.5%
Spring 2004	30.3%	47.2%	- 16.9%
Spring 2005	33.2%	49%	- 15.8%
Spring 2006	36.1%	52.4%	- 16.3%
Spring 2007	38%	52.2%	-14.2%
Spring 2008	40.5%	53.5%	-13%
6. The gap continues to close between the Hispanic subgroup and district-wide achievement. The % of Below and Far Below Basic decreased by 3% from 29% to 26% between spring 2007 and spring 2008.			
STAR ELA Subgroup Gap Analysis Over Time			
Name of Subgroup: SOCIOECONOMICALLY DISADVANTAGED			
STAR Testing	Socio % Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	29.3%	46.6%	- 17.3%
Spring 2004	32.5%	47.2%	- 14.7%
Spring 2005	34.8%	49%	- 14.2%
Spring 2006	37.4%	52.4%	- 15. %
Spring 2007	38.5%	52.2%	-13.7%
Spring 2008	40.4%	53.5%	-13.1%
7. The gap continues to close between the Socio-economically Disadvantaged subgroup and district-wide achievement.			
STAR ELA Subgroup Gap Analysis Over Time			
Name of Subgroup: ENGLISH LEARNERS			
STAR Testing	EL % Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	18.7%	46.4%	-27.9%
Spring 2004	17.9%	47.2%	- 29.3%
Spring 2005	19.2%	49%	-29.8%
Spring 2006	25.9%	52.4%	- 26.5%
Spring 2007	29.7%	52.2%	-22.5%
Spring 2008	34.3%	53.5%	-19.2%
8. The gap continues to close between the English Learner subgroup and district-wide achievement.			
STAR ELA Subgroup Gap Analysis Over Time			
Name of Subgroup: STUDENTS WITH DISABILITIES			
STAR Testing	SWD % Pro/Adv	Schoolwide% Pro/Adv	GAP
Spring 2003	5.9%	46.6%	- 40.7%
Spring 2004	11.9%	49%	-35.3%
Spring 2005	17.4%	49%	- 31.6%
Spring 2006	23.1%	52.4%	-29.3%
Spring 2007	17.8%	52.2%	-34.4%
Spring 2008	26.4%	53.5%	-27.1%
9. The gap continues to close between the Students with Disabilities subgroup and district-wide achievement.			
Spring 2008 ELA Achievement – By Grade			
Subgroup/Area	% LEA Wide Pro/Adv	% Pro/Adv English Learners	%/# Pro/Adv Stu with Disabilities
2nd Grade	43%	27%	36% (40)
3rd Grade	40%	22%	18% (22)
4th Grade	65%	34%	43% (28)
5th Grade	56%	16%	30% (31)
6th Grade	53%	23%	14% (35)
7th Grade	54%	4%	12% (32)
8th Grade	50%	0%	10% (40)
9thGrade	58%	0%	6% (31)
10thGrade	46%	0%	4% (51)
11th Grade	38%	(10 students only)	6% (53)

10. The average English Learner Subgroup achievement for grades 2-6 was 24.4% improving over spring 2007 20.2% . The average English Learner Subgroup achievement for the Junior High was 2% compared to spring 2007 18%. 0 English Learners scored Proficient/Advanced in 10th grade. The group of 10 11th grade ELs did not generate a subgroup score.

LEA Wide/Grade Level Scoring Proficient/Advanced on the ELA CST - overtime

Grade	Spring 2005	Spring 2006	Spring 2007	Spring 2008
LEA Wide	49%	52.4%	52.2%	53.5%
2nd Grade	47%	48%	49%	43%
3rd Grade	42%	47%	47%	40%
4th Grade	61%	62%	62%	65%
5th Grade	50%	56%	52%	56%
6th Grade	48%	51%	57%	53%
7th Grade	41%	48%	47%	54%
8th Grade	43%	44%	49%	50%
9th Grade	54%	54%	53%	58%
10th Grade	51%	39%	49%	46%
11th Grade	41%	47%	34%	38%

11. The LEA wide ELA scores improved by .3%.

LEA Wide/Elementary Sites Scoring Proficient/Advanced on the ELA CST by grade level

Grade	Cloverland	Fair Oaks	Magnolia	Sierra View
2nd Grade	58%	42%	28%	46%
3rd Grade	44%	43%	41%	33%
4th Grade	71%	62%	65%	69%
5th Grade	69%	57%	43%	62%
6th Grade	50%	57%	48%	55%

12. Highest score per grade level is high-lighted in yellow. A review of best practices at Cloverland should be presented to all elementary sites. Lowest score per grade level is high-lighted in green. Fair Oaks and Sierra View 6th grade best practices should be reviewed.

KEY FINDINGS:

Overall ELA Achievement met Spring 2008 AYP and would meet Spring 2009 AYP

Although API reports are provided for LEAs in order to meet federal requirements under NCLB, LEAs do not have API growth targets. The data indicates that all numerically significant subgroups in the LEA are making substantial progress.

Spring 2008 LEA-wide achievement of 53.5% in ELA AYP far exceeds both the spring 2008 AYP goal of 34.% and the spring 2009 goal of 45% for unified school districts.

All subgroups exceeded the spring 08 ELA AYP goal of 34% except Students with Disabilities

Currently, no district-wide subgroup achievement will meet the Spring 2009 AYP goal of 45% in ELA.

The Spring 2009 goal of 45% in ELA must also be met LEA-wide by all significant subgroups: Hispanic, Socio-economically Disadvantaged, English Learners, and Students with Disabilities. District-wide Subgroup achievement now follows. All subgroups exceeded the spring 08 ELA AYP goal of 34% except Students with Disabilities.

1. The gap continues to close between the Hispanic, English Learners, Socio-economically Disadvantaged, and Students with Disabilities subgroup and district-wide achievement over time.
2. The average English Learner Subgroup achievement for grades 2-6 was 24.4% improving over spring 2007 20.2% . The average English Learner Subgroup achievement for the Junior High was 2% compared to spring 2007 18%. 0 English Learners scored Proficient/Advanced in 10th grade. The group of 10 in 11th grade did not generate a subgroup score.
3. The % of ELs Below and Far Below Basic decreased by 3% from 29% to 26% between spring 2007 and spring 2008.
4. The % of Socio-economically Disadvantaged Below and Far Below Basic decreased by 4% from 31% to 27% between spring 2007 to spring 2008.
5. The % of Students with Disabilities at Far Below and Below Basic decreased from 62% to 55% between spring 2007 and spring 2008.

RECOMMENDATIONS:

1. District should identify ELA core curriculum proven effective with Oakdale's numerically significant subgroups during 08-09.
2. District should identify ELD curriculum during 08-09
3. District should identify assessments to be used for Benchmark Testing by beginning of 08-09.
4. District should identify and implement ELA intervention curriculum proven effective across significant subgroups during 08-09.
5. Develop K-12 ELA Pacing Guides covering essential standards prior to STAR testing aligning to new curriculum prior to 09-10 school year.
6. District technical support for EL should focus on secondary sites
7. ELA/ELD/ELA Intervention curriculum staff development plan in place supporting 09-10 ELA curriculum implementation.
8. A review of best practices at Cloverland
9. A review of Fair Oaks and Sierra View 6th grade best practices
10. Consider the formation of a district-wide ELA Committee to foster collaboration between sites, ensure a smooth K-12 continuum, identify and support the implementation of effective interventions, and share best practices.
11. Site analysis should not only include %Pro/Adv in needs analysis but also watch trends of moving students from Far Below/Below into Basic.
12. Review the testing plan for SWD and English Learners.

**Oakdale Joint Unified School District
DISTRICT Math Program Data Analysis informing 08-09 SPSA/LEA Plan Revision**

AYP	Spring 2009 GOAL	Spring 2008 Achievement	Will current math achievement meet spring 09 AYP goal?
Math AYP % Part.	95%	YES	YES
Math AYP % Prof/Adv	45.5% Pro/Adv	54.5% Pro/Adv	YES

1. Spring 2008 achievement of 54.5% Pro/Adv in Mathematics LEA wide would meet the Spring 2009 Mathematics AYP goal of 45.5% Pro/Adv.

Spring 2008 STAR Math Subgroup – Spring 2009 Goal/Gap Analysis

Subgroup	Spring 08 Achievement	Spring 2008 Goal	GAP
Hispanic	42.8% Pro/Adv	34.6% Pro/Adv	+8.20%
Socio-economically Disadvantaged	42.9% Pro/Adv	34.6% Pro/Adv	+8.30%
English Learners	38.9% Pro/Adv	34.6% Pro/Adv	+4.30%
Students with Disabilities	28.3% Pro/Adv	34.6% Pro/Adv	-6.30%

2. All numerically significant subgroups met the Math AYP goal of 34.6% except for Students with Disabilities which fell 6.3% short. Oakdale Students with Disabilities subgroup did not make AYP in Math Spring 2007 or Math Spring 2008. However, an LEA that fails AYP in the same content area for 2 consecutive years will not be identified as PI IF one of its grade spans made AYP in the same content area in either of the two years. Although the Students with Disabilities 6-8 Grade Span subgroup did not make AYP in Math in spring 2007, it did make AYP in spring 2008 via the Safe Harbor alternative method. All LEA Students with Disabilities Grade Spans met Spring 2008 Mathematics AYP.

Spring 2008 STAR Math Subgroup – LEA wide Gap Analysis

Subgroup	Spring 08 Subgroup Achievement	Spring 2009 Goal	GAP
Hispanic	42.8% Pro/Adv	45.5%Pro/Adv	-2.70%
Socioeconomically Disadvantaged	42.9% Pro/Adv	45.5%Pro/Adv	-2.60%
English Learners	38.9% Pro/Adv	45.5%Pro/Adv	-6.60%
Students with Disabilities	28.3% Pro/Adv	45.5%Pro/Adv	-17.20%

3. Spring 2008 Mathematics achievement would not result in any numerically significant subgroups making the Spring 2009 Mathematics AYP goal of 45.5% Pro/Adv. The most significant gap of 17.2% being demonstrated by the Students with Disabilities Subgroup.

STAR Math Subgroup Gap Analysis Over Time

Name of Subgroup: HISPANIC

STAR Testing	% Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	36.5%	48.1%	-11.6%
Spring 2004	33.4%	47%	-13.6%
Spring 2005	34.9%	47%	-12.1%
Spring 2006	38.7%	51.7%	-13%
Spring 2007	43.3%	53.6%	-10.3%
Spring 2008	42.9%	53.5%	-10.6%

4. The gap demonstrated between the LEA's Hispanic subgroup and LEA wide Math achievement only increased by .3%.

STAR Math Subgroup Gap Analysis Over Time

Name of Subgroup: SOCIOECONOMICALLY DISADVANTAGED

STAR Testing	% Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	35.7%	48.1%	-12.4%
Spring 2004	33.2%	47%	-13.8%
Spring 2005	33.2%	47%	-13.8%
Spring 2006	39%	51.7%	-12.7%
Spring 2007	42.7%	53.6%	-10.9%
Spring 2008	42.9%	54.5%	-11.60%

5. Although the district-wide Socio-economically Disadvantaged subgroup's Mathematics achievement increased by .2%, the gap between this subgroup and district-wide achievement did increase by .7%.

STAR Math Subgroup Gap Analysis Over Time

Name of Subgroup: ENGLISH LEARNERS

STAR Testing	% Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	31.2%	48.1%	-16.9%
Spring 2004	26%	47%	-21%
Spring 2005	25.2%	47%	-21.8%
Spring 2006	30.5%	51.7%	-21.2%
Spring 2007	35.6%	53.6%	-18%
Spring 2008	38.9%	54.5%	-15.60%

6. The gap demonstrated between the LEA's English Learner subgroup and LEA wide Math achievement decreased by 2.4%.

STAR Math Subgroup Gap Analysis Over Time

Name of Subgroup: STUDENTS WITH DISABILITIES

STAR Testing	% Pro/Adv	LEA wide% Pro/Adv	GAP
Spring 2003	8.8%	48.1%	-39.3%
Spring 2004	16.4%	47%	-30.6%
Spring 2005	20.6%	47%	-26.4%
Spring 2006	24.1%	51.7%	-27.6%
Spring 2007	19.2%	53.6%	-34.4%
Spring 2008	28.3%	54.5%	-26.20%

7. The gap demonstrated between the LEA's Students with Disabilities subgroup and LEA wide Math achievement decreased by 8.2%.

Spring 2008 Math Gap Analysis – By Grade

Subgroup/Area	LEA-wide	English Learners	Students with Dis.
2nd Grade	53%	40%	48%
3rd Grade	64%	38%	30%
4th Grade	73%	56%	50%
5th Grade	57%	23%	33%
6th Grade	51%	27%	17%

8. 6th grade Students with Disabilities % Pro/Adv is substantially lower than grades 2-5.

Grade 2-6 Scoring Proficient/Advanced on the CST – over time

Grade	Spring 2005	Spring 2006	Spring 2007	Spring 2008
2nd Grade	50%	53%	61%	53%
3rd Grade	57%	63%	59%	64%
4th Grade	58%	67%	68%	73%
5th Grade	43%	55%	54%	57%
6th Grade	47%	50%	52%	51%

9. Grades 3, 4, and 5 showed significant increases in the % of students Proficient/Advanced in Mathematics between spring 07 and spring 08. % Pro/Adv in second grade dropped by 8%.

Algebra Achievement

Grade	Percent of enrollment	% Pro/Adv	Stanislaus % of enrollment	Stanislaus % Pro/Adv
7 th Grade	14.5%	68%	4.1%	68%
8 th Grade	42.1%	39%	44.2%	37%
9 th Grade	49.1%	40%	51.3%	35%
10 th Grade	33.4%	22%	33.4%	16%
11 th Grade	25.5%	7%	25.3%	9%

10. 42.1% of 8th grade students took the Algebra CST. 8.2% of 8th grade students took geometry. The 49.7% of 8th grade students not participating in the Algebra or Geometry CST were dropped one proficiency level when calculating site AYP. 49.1% of 9th grade students took the Algebra CST. 19.8% of 9th grade students took Geometry or Algebra II. The 31.1% of 9th grade students not participating in the Algebra or Geometry CST were dropped two proficiency levels when calculating site AYP.

Enrollment in Algebra over Time

GRADE	Spring 2007	Spring 2008	Increased enrollment
8 th Grade	13.6%	42.1%	28.5%
9 th Grade	29.7%	49.1%	19.4%

11. The percentage of 8th graders taking the Algebra CST increased 28.5% between Spring 07 and Spring 08. The percentage of 9th graders taking Algebra increased 19.4% between Spring 07 and Spring 08.

Geometry Achievement

Grade	Percent of enrollment	% Pro/Adv	Stanislaus % of enrollment	Stanislaus % Pro/Adv
8 th	8.2%	76% Pro/Adv	2.9%	73% Pro/Adv
9 th	14.3%	53% Pro/Adv	18.1%	49% Pro/Adv
10 th	25.1%	18% Pro/Adv	27.6%	16% Pro/Adv
11 th	19.3%	19% Pro/Adv	21%	8% Pro/Adv

12. Oakdale enrolled a higher percentage of 8th graders in geometry than the county overall. Oakdale's % Pro/Advanced in Geometry was higher than the county in all grade levels.

LEA Wide/Elementary Sites Scoring Proficient/Advanced on the Math CST by grade level

Grade	Cloverland	Fair Oaks	Magnolia	Sierra View
2nd Grade	65%	46%	46%	58%
3rd Grade	55%	63%	68%	68%
4th Grade	75%	68%	72%	80%
5th Grade	47%	61%	46%	69%
6th Grade	51%	53%	34%	65%
Overall	58.1%	58%	53.4%	68.3%

Highest score per grade level is high-lighted in yellow. A review of best practices at Sierra View should presented to all elementary sites. Lowest score per grade level is high-lighted in green.

Spring 2008 Key Findings in Mathematics

Overall Achievement met Spring 2008 AYP and would meet Spring 2009 AYP

OJUSD Spring 2008 achievement of 54.5% Pro/Adv in Mathematics LEA wide would meet the Spring 2009 Mathematics AYP goal of 45.5% Pro/Adv.

Subgroups met Spring 2008 AYP

All numerically significant subgroups met the Math AYP goal of 34.6% except for Students with Disabilities which fell 6.3% short. Oakdale Students with Disabilities subgroup did not make AYP in Math Spring 2007 or Math Spring 2008. However, an LEA that fails AYP in the same content area for 2 consecutive years will not be identified as PI IF one of its grade spans made AYP in the same content area in either of the two years. Although the Students with Disabilities 6-8 Grade Span subgroup did not make AYP in Math in spring 2007, it did make AYP in spring 2008 via the Safe Harbor alternative method. All LEA Students with Disabilities Grade Spans met Spring 2008 Mathematics AYP.

Subgroup Achievement increased

- The gap demonstrated between the LEA's Hispanic subgroup and LEA wide Math achievement only increased by .3%.
- Although the district-wide Socio-economically Disadvantaged subgroup's Mathematics achievement increased by .2%, the gap between this subgroup and district-wide achievement did increase by .6%.
- The gap demonstrated between the LEA's English Learner subgroup and LEA wide Math achievement decreased by 2.4%.
- The gap demonstrated between the LEA's Students with Disabilities subgroup and LEA wide Math achievement decreased by 8.2%.

Current Subgroup Achievement will not meet Spring 2009 AYP

Spring 2008 Mathematics achievement would result in no numerically significant subgroups making the Spring 2009 Mathematics AYP goal of 45.5% Pro/Adv. The most significant gap of 17.2% being demonstrated by the Students with Disabilities Subgroup.

% of enrolled 8th and 9th graders taking Algebra has increased SIGNIFICANTLY

- 42.1% of 8th grade students took the Algebra CST. 2.9% of 8th grade students took geometry. The 45% of 8th grade students not participating in the Algebra or Geometry CST were dropped one proficiency level when calculating site AYP.
- 49.1% of 9th grade students took the Algebra CST. 19.8% of 9th grade students took Geometry or Algebra II. The 31.1% of 9th grade students not participating in the Algebra or Geometry CST were dropped two proficiency levels when calculating site AYP.
- The percentage of 8th graders taking the Algebra CST increased 28.5% between Spring 07 and Spring 08. The percentage of 9th graders taking Algebra increased 19.4% between Spring 07 and Spring 08.
- Oakdale enrolled a higher percentage of 8th graders in geometry than the county overall. Oakdale's % Pro/Advanced in Geometry was higher than the county in all grade levels.

Recommendations

Review of core math program should include:

- A review of mathematics best practices at Sierra View and 2nd Grade at Cloverland
- A review of math pacing guides to determine if essential standards are covered prior to STAR Testing
- Identification of additional training/support needed to support curriculum implementation
- Strategic math intervention in place at each site
- Intensive math intervention in place at each site
- Mechanism for identification of strategic/intensive math interventions participants
- Pre/Post tests used to place/exit strategic/intensive intervention programs

K-12 Math Continuum Committee Work should include:

- Development of an intervention flow chart with identified strategic and intensive curriculum, identified identification mechanism, and identified Pre-tests and Post-tests with the goal of Algebra in 8th grade.
- Use NCTM Report identifying key algebra skills OUTSIDE algebra strand. Create grade level specific table listing math skills essential for algebra success in grades 2-7.
- Review county grade 8 Algebra scores. Visit successful models.

District Support

- Structure intervention tracking system in AERIES to include specific intervention, date of placement, date of exit, Pre-Test score, and Post-Test score.
- Release time to support revision of pacing guides.
- Consider elementary instructional coaching model pilot at Magnolia
- Procure strategic/intensive math interventions
- Train identified staff in strategic/intensive math interventions.
- Build capacity in school day structure for implementation of strategic/intensive math interventions
- Release time/support for Math Continuum Committee to create Intervention Flow Chart, Preparing for Algebra Success in grades 2-7 Table , identification and review of successful grade 8 Algebra models, and successful math shadow class models.
- Testing Plan reviewing SWD and EL is recommended

Oakdale Joint Unified School District
LEA/Site Plan Revision Process
EL Program Evaluation Questions

- **Alignment of instruction with content standards**
 - Is there a gap between what ELs are being taught and the Content Standards?
 - Where is the gap – grade levels/departments?
 - What steps will be taken to alleviate this gap?

- **Improvement of instructional strategies and materials**
 - What evidence exists that appropriate instructional strategies are providing ELs access to the core curriculum?
 - What steps can be taken to gather this evidence?
 - What steps can be taken to support SDAIE/ELD instruction?

- **Extended Learning Time**
 - Which English Learners would most benefit from extended learning time in order to close the gap?
 - Does your site currently have materials, staff, and dedicated time to support this extended learning time intervention?

- **Increased Educational Opportunity During the School Day**
 - What special services are English Learners currently receiving during the school day?
 - Are these services effective? Should these opportunities be continued/discontinued/revised?
 - Is material/training necessary to support these services in order to make them effective?
 - What increased educational opportunities should be offered to English Learners?
 - Are material/training/staff necessary?

- **Staff Development and Professional Collaboration**
 - Which curriculum areas/grade levels are showing the least progress for English Learners?
 - What staff development/collaboration can be offered to provide needed support in these specific curriculum areas/grade levels?

- **Involvement of staff, parents, and community**
 - How are parents of ELs notified of student progress, opportunities for involvement, and specific ways to support their child?
 - Are the EL parents involved representatives in your SSC, PTC, etc? If not, how can you get EL parents more involved?
 - What steps are currently taken to get parents involved who have not been involved in the past?
 - What steps are taken to ensure that EL parents know how to interpret STAR Test results, CELDT Test Results, District Benchmark Testing, Report Cards, GPA?
 - How might community resources help support student achievement at your site?

- **Auxiliary services for students and parents:**
 - What needs of EL parents and/or ELs cannot be met by your school during the existing time of services?
 - What resources currently exist within the county/city that EL parents and/or ELs should be made aware of?
 - How will your site make EL parents and/or ELs aware of these services?

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

Master Plan English Learners – 2009-20010 Action Plan

- Annual Measurable Achievement Objective #1 51.6 % of English Learners are making progress in learning English as measured by the CELDT Test. (AMAO 1 for 2009-2010)
- Annual Measurable Achievement Object #2. 30.6% of English Learners are achieving English Language Proficiency. (AMAO 2 for 2009-2010)
- English Learners will meet AYP for English Language Arts -
 - Elementary Schools and Oakdale Junior High: 46% Proficient/Advanced on ELA CST Test in Spring 2009.
 - Oakdale High: 44.5% Proficient/Advanced on ELA CST Test in Spring 2009
 - Parents check homework daily.
 - EL CELDT Levels 1-low 3s clustered for Core and supported by Paraprofessionals during Math.
 - Attendance meets or exceeds school %.
 - Students Below Basic/Basic//Teacher rec. in intervention by September 2008. (ELA/Math/Other)
 - Support ELD/SDAIE teacher instruction in classrooms.
 - Support teachers monitoring EL achievement on ELD Standards

Action	Staff responsible	Proposed Time Line	Resources
1. Review class schedules of clustered EL students at JH/HS.	Director/JH Principal/HS Principal	May 2009	AERIES
2. Provide CELDT Training	Director	August 7 and 17, 2009	District Testing Fund: <ul style="list-style-type: none"> ● Subs \$600 ● Xtra hours \$300
3. CELDT Testing completed	CELDT Examiners/Site Coordinators	By October 30, 2009	District Testing Fund/District EIA Discretionary: <ul style="list-style-type: none"> ● Scoring Writing: 500 EL X .1 X \$18 = \$1035
4. Order headsets with microphones for Rosetta Stone: CBET and School sites	Director	August 2009	Title III - \$2,000

Action	Staff responsible	Proposed Time Line	Resources
5. Overview in Spanish prior to each site's Back to School Night: Contacts, availability of Spanish texts, ELAC, checking homework, attendance, CSTs in Spanish	Director	August 18, 20, 27, 2009	Planning Meeting hours and Back 2 School Night Hours for aides: \$500
6. Provide quarterly ELEMENTARY EL Collaboration Meetings focusing on EL Achievement	Director	September 2009 November 2009 January 2010 March 2010	Elementary cluster teachers, Secondary ELD teachers, and ELA and Math Department heads encouraged to attend. 50 participants X 2 hours X 4 meetings X \$18 = \$8029
7. Provide quarterly SECONDARY EL Collaboration Meetings focusing on EL Achievement	Director	September 2009 November 2009 January 2010 March 2010	
8. Support EL Data Analysis: <ul style="list-style-type: none"> • District data analysis (LEA Plan) • Front-load Site Plan data analysis 	Director/Data Specialist	September 2009	No cost
9. Provide Student Reports for EL Cum File	Director	Upon receiving official CELDT Scores	No cost
10. Provide class and site reports for STAR and CELDT Test	Director	Upon receiving official CELDT Scores	No cost
11. CBET Classes	Director	6 semester classes	Teacher Instructional Hours: 3 classes X 2 semesters X 90 minutes X 10 sessions= 90 \$5,000 Curriculum Prep Hours: 3 classes X 2 semesters X 10 session = 60 \$1300 Aides: \$2,000 Mailing: \$250 Materials: \$500
12. EL Parent Orientation Night: Gang Prevention, Body Image, Interpreting STAR and CELDT results, Preventing alcohol and drug abuse	Director	September 2009	Mailing: \$300 Brochures: \$200

Action	Staff responsible	Proposed Time Line	Resources
13. EL Homework Buddy Program in place in After School Programs	Director/ASP Managers	September 2009	ASES
14. DELAC/ELAC Training	Director	August 2009	Working lunch: \$200
15. DELAC/ELAC Meetings	Director	September 2, 2009 8 am-10 am November 4, 2009 8 am-10 am February 3, 2010 8 am-10 am April 7, 2010 8 am-10 am	Refreshments: \$100 (ELAP)
16. District wide EL Nights – parents sign EL Learning Compacts/Perfect Attendance Awards/Attendance presentations	Director	September 2009 (see #12) November 2009 February 2010 April 2010	\$400 (ELAP) Refreshments
17. EL Kindergarten Readiness Academy		May-June 2010	Teachers, Aides, Materials, :\$5650
18. Site Rosetta Stone and Lexia Training	Offered at each site	September 2009	\$1080 – Teacher hours
19. EL Shadowing	Director /Site Administrators	October 2009 January 2009 March 2009	\$2000
20. EL Math Academy	Director	March-April 2010	\$2412 0 Teacher hours – Aide hours
21. Secondary Parent Institute	Director	TBD	\$2800 – Consultant fee Childcare - \$700
22. Laptops with Lexia for district-wide primary check out targeting “newcomers”	Director	TBD	5 laptops 5 lexia licenses

Glossary of Terms

(In alphabetical order)

ELA/English Language Arts

ELAC/English Learner Advisory Committee

A school-level committee that is formed whenever there are 21 or more English Learners at a school site. Such a committee has a membership of EL parents in at least the same percentage, as there are English Learners at the school. The function of the ELAC is to advise the school principal and staff on matters relating to the education of English Learners.

BCLAD/Bilingual Cross-cultural Language and Academic Development Certificate

This certificate given by the CTC authorizes teachers to give language development and content instruction to English Learners in their primary language.

BICS/Basic Interpersonal Communicative Skills

The basic face-to-face communicative fluency achieved by most second language speakers of that language after approximately two-three years. BICS are not highly correlated with literacy and academic skills.

Bilingual Classroom

A classroom in which English and Spanish are used as a means of instruction. This instructional approach builds upon and expands the existing skills of each student and includes: daily English language development, language and concept development in the primary language (e.g. language arts, mathematics, social sciences, etc.) and cross-cultural awareness. The bilingual classroom teacher is either authorized with: (1) a BCLAD, or (2) is a BCLAD teacher in training.

Bilingual Instructional Aide (based on site)

A teacher assistant who is fluent both in English and in the primary language of the EL students as well as familiar with the cultural heritage of English Learners in the bilingual program. These paraprofessionals are trained to work under the direct supervision of classroom teachers in planning and delivering the academic lessons in the primary language.

Bilingual Teacher

A person who: (1) holds a valid California teaching credential, and (2) holds either a bilingual cross-cultural certificate of proficiency, a bilingual cross-cultural specialist credential, BCLAD, or any other credential in bilingual education authorized by the Commission for Teacher Credentialing. This teacher should be fluent in the primary language and familiar with the cultural heritage of English Learners in his/her bilingual classroom. This teacher should also have a professional working knowledge of the methodologies used to effectively educate such students.

Bilingual Teacher in Training

A credentialed teacher assigned to a bilingual classroom but who lacks a CTC bilingual cross-cultural credential, a bilingual certificate of competency or a BCLAD. This teacher must be paired for at least part of the day with a bilingual instructional aide and be receiving training that will eventually enable him/her to pass the BCLAD examinations

CALP/Cognitive Academic Language Proficiency

The aspects of language proficiency associated with literacy and cognitive development, which are strongly related to academic performance in formal schooling contexts. This level of fluency is achieved by most learners after approximately 5-7 years.

CBET/Community Based English Tutoring**CLAD/Cross-cultural Language and Academic Development Certificate**

This certificate given by the CTC authorizes teachers to give ELD and SDAIE instruction.

CCTC/California Commission on Teacher Credentialing

An independent state agency with the responsibility for assuring high standards in and providing leadership to teacher preparation and licensing in California.

CELDT/California English Language Development Test**DELAC/District English Learner Advisory Committee**

A district-level committee, which is formed whenever there are 51 or more EL students in a school district. Such a committee has a majority membership of EL parents not employed by the District and advises the governing board on matters relating to the education of ELs.

Dominant Language

The language in which a student is more fluent in a given situation; it may be the primary language or another language.

EL/English Learner

An English Learner is a student who is limited in English and who has an official classification of LEP or LEP/FES. This student requires specialized services.

EL/FEP Database

An electronic filing system which stores the following current information for each student in the district with a primary language other than English; relevant family and school facts, English and primary language assessment and diagnostic and placement data. The District Coordinator maintains such a database at the district for EL Services.

EL Student Folder (Yellow)

When a student is classified as LEP, this folder is placed in the student's cumulative record of information to hold documents relating to the student's language status.

ELD/English Language Development

Instruction designed specifically for English Learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as “English as a Second Language” (ESL) or “teaching English to speakers of other languages” (TESOL).

EO/English Only

A student who, according to the HLS (Home Language Survey) and/or an appropriate language assessment instrument, has no oral language fluency in a language other than English.

FEP/Fluent English Proficient

A student whose primary language is other than English who scores above the district established minimums in the areas of English oral production, reading and writing.

FSP/Fluent Spanish Proficient

A student who has fluent oral skills in Spanish as determined by a state-authorized oral Spanish language assessment instrument.

HLS/Home Language Survey

A form filled out by parents at the time of a student’s enrollment that assists in determining the student’s primary language.

IFEP/Initial Fluent English Proficient

A student who initially enters a US school with an other-than-English language on the Home Language Survey but tests out fluent on a state-approved oral language proficiency test. If the student is grade 3 or above, s/he must also pass English reading and writing criteria to be classified IFEP. This student requires no special services.

IPT

Idea Proficiency Tests

LDS/Language Development Specialist

A teacher who holds a CTC certificate of competency in language development that authorizes him/her to provide English-as-a-second language instruction to English Learners at any grade level. An LDS may also provide English for academic instruction at a level and in the subject area of his/her prerequisite teaching credential. This certificate has been recently replaced by a CLAD.

LEP/Limited English Proficient

A student whose primary language is other than English who scores below the district established minimums in English in either oral production, reading and/or writing. The new acronym for a LEP student is EL (English Learner).

Primary Language/L1

The first language the student learned to speak.

Reclassification

The process by which a student is reclassified from EL to FEP language classification.

RFEP/Reclassified Fluent English Proficient

A student who had been classified as LEP or LEP/FES but who now meets all the criteria (speaking, listening, reading and writing) needed to be reclassified. This student no longer needs any special services.

SDAIE/Specially Designed Academic Instruction in English

A type of instruction in a subject area, delivered in English that is specially designed to provide English Learners with access to the curriculum. It makes content area instruction comprehensible to the student through the teacher's use of many special techniques as well as props, manipulative, visuals, media, body language and student involvement. This strategy uses lessons that follow a consistent format and incorporates grouping as an integral part of the teaching process. The same content and standards of the districts' core curriculum are used. This type of instruction was formerly called "sheltered instruction".

Second Language/L2

The second language the student learned to speak.

SEI Structured English Immersion

Instruction is in English with special techniques and materials for students learning English. Primary language support may be provided for clarification purposes and explanation of concepts. This program includes English Language Development instruction as a major component. The learning of English is the focus of the program and core subject areas (language arts, social studies, science, math) are used as a means to teach English.

Total Physical Response (TPR)

A strategy based on both the model of how children acquire their first language and on the concept that language acquisition can be greatly accelerated through the use of kinesthetic behavior (body movements). It begins with verbal commands by the teacher that are carried out by the class as a group. Later, individuals carry out commands as well.

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