

**SAUSALITO MARIN CITY SCHOOL DISTRICT**

**District Master Plan  
For  
English Learner Programs**

**APPROVED BY THE SAUSALITO MARIN CITY SCHOOL DISTRICT GOVERNING BOARD  
MARCH 25, 2010**

**SAUSALITO MARIN CITY SCHOOL DISTRICT  
DISTRICT MASTER PLAN – PROGRAM FOR ENGLISH LEARNERS**

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\* All letters provided in Spanish to families whose home language is Spanish.

# **Sausalito Marin City School District English Learner Master Plan**

## **Introduction**

The Sausalito Marin City School District English Learner Master Plan has been developed to ensure that **ALL** our students are provided a high quality, academically challenging, educational program that will leave none of our students behind.

Historically, the numbers of English learner students that come to our district are small in number compared to other school districts within California, but we work to ensure that the students are provided with appropriate instructional support and intervention as necessary for their individual learning needs.

The District's beliefs include the following statement:

“We believe that our children's success is our responsibility.”

We believe this document demonstrates how inclusive we see that statement to be.

Debra A. Bradley, ED. D.  
Superintendent

**EL 1. The LEA outreach to parents of English learners includes the following actions:**

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
  - Attain English proficiency.
  - Achieve at high levels in core academic subjects.
  - Meet challenging state academic standards expected of all students. (20 USC 7012[e][1])
- (c) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs. (20 USC 6312[g][1][B][2], 7012[b])

**DISTRICT**

1-EL-1. (a-b). The Sausalito Marin City School District provides every family with an information booklet at the beginning of each school year. The booklet explains home-school communication opportunities including Back-to-School Night and Open House, parent-teacher-student conferences, newsletters and notes, telephone calls, district website, progress reports and report cards and family nights. Homework tips, behavior standards and the required references to the Uniform Complaint Procedures and other legalities are also included in the information booklet.

I-EL-1 (c). When the District does not make progress on annual measurable achievement objectives, a letter is sent by the Director of Categorical Programs to inform parents/guardians of English learners of such failure no later than 30 days after the failure has occurred.

**SCHOOL SITE**

I-EL 1. (a-b). Many opportunities are available to parents and families to be informed about school-wide academic goals and ways to participate in and support their child's academic success.

- School Site Council (SSC)
- Parent Involvement Policy jointly developed by staff and parents
- English Language Advisory Committee (ELAC)
- Parent/Guardian Teacher Student Association (PTSA)
- Parent/Guardian-Teacher-Student Conferences
- Parent School Compact
- School and PTSA sponsored Family Nights
- Home Visits
- Telephone Calls
- Progress Reports, Report Cards
- Newsletters
- Parent Surveys
- Back To School Night and Open House
- Parent Trainings and Workshops (i.e. GEAR-UP-preparing students for high school and beyond)

**I-EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:**

- (a) Parent members are elected by parents or guardians of English learners. (5 CCR 11308[b]; EC 62002.5)
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176[b])
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal requirements of ELAC, if the advisory body meets the criteria in (b). (EC 52176 [b] [c]; 64001[a]; 5 CCR 11308[d])
- (d) The ELAC advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA). EC 64001[a]
- (e) The ELAC advises the principal and staff on the school's program for ELs. (EC 52176[c])
  - 1. The ELAC assists in the development of the school's: Needs assessment
  - 2. Language Census Report (Form R-30 LC)
  - 3. Efforts to make parents aware of the importance of regular school attendance (EC 52176[c])
- (f) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR 11308[d])
- (g) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b]) (EC 35147; 52168[b][4]; 62002.5, 52176[a]; 52176[b], 20 USC 6312[g][4]); 7012

**SCHOOL SITE**

**I- EL-2 (a-g) A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:**

- (a) Parent members are elected by parents or guardians of English learners. (5 CCR 11308[b]; EC 62002.5)
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176[b])
- (c) The ELAC is given the opportunity to designate the SSC to fulfill the legal responsibilities of the ELAC or to remain as a functioning committee to fulfill the legal responsibilities.
- (d) The ELAC advises the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a])
- (e) The ELAC advises the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)
- (f) The ELAC assists in the development of the school's:
  - Needs assessment (annual parent survey)
  - Language census (R-30LC)
  - Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])
- (g) The ELAC receives training materials and training annually, to assist members in carrying out their legal responsibilities.
- (g) There is only one ELAC in the non-charter schools in the district; therefore this item of compliance does not apply.

**II-EL 3. An LEA with 51 or more English learners has a functioning DELAC or subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.**

- (a) The DELAC has advised the school district governing board on all of the following tasks:
- Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308 [c] [1])
  - Conducting of a district wide needs assessment on a school-by-school basis (5 CCR 11308 [c] [2])
  - Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR 11308 [c] [3])
  - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308 [c] [4])
  - Administration of the annual language census (5 CCR 11308 [c] [5])
  - Review and comment on the school district's reclassification procedures (5 CCR 11308 [c] [6])
  - Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308 [c] [7])
- (b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR 11308 [d])

(EC 62002.5, 5216 [a], 35147; 5 CCR 11308 [d]; 20 USC 6312 [g][4])

II-EL3 (a-b). The Sausalito Marin City School District does not have 51 or more English Learners at the two district non-charter schools. Therefore, this item of compliance does not apply.

**II-EL 4. The district properly identifies, assesses, and reports all students who have a primary language other than English. (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)**

- 4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1[a])
- 4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of the *CELD*. The assessment has been conducted following all of the publisher's instructions. (EC 52164.1[b]; 5 CCR 11307[a], 11511)
- 4.3 Each English learner is assessed for primary language proficiency within 90 days of the date of the pupil's initial enrollment. (EC 52164.1[c])
- 4.4 Parents/guardians of English learners and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency assessment results.. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC 52164.1[c], 5 CCR 11511.5)
- 4.5 Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians are notified of:
- 1, Their child's initial English language and primary language proficiency level
  2. How such level was assessed
  3. Their child's language designation
  4. Descriptions of program options
  5. Program placement
  6. Exit criteria
  7. For ELs with a disability with an individualized education program (IEP), how such program will meet objectives of the IEP
  8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 USC 6312, 702)
- 4.6 Parents/guardians of English learners are informed **annually**, not later than 30 days after the beginning of the school year, of:
- 1, Their child's initial English language proficiency level
  2. How such level was assessed
  3. The status of their child's academic achievement
  4. Their child's language designation
  5. Descriptions of program options
  6. Program placement
  7. Exit criteria

- 8. For ELs with a disability with an individualized education program (IEP), how such program will meet objectives of the IEP
- 9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 USC 6312, 702)
- 4.7 Each English learner is annually assessed for English language development and for academic progress. (5 CCR 11306)
- 4.8 All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 CCR 11511.1 [b])
- 4.9 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessment for the CELDT if specified in the pupil's individualized education program (IEP) or 504 Plan. (5 CCR 11516)
- 4.9a Parents/guardians of English learners are notified annually of their child's English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC 52164.1[c]; 5CCR 11511.5)

**II-EL4 The district properly identifies, assesses, and reported all students who have a primary language other than English.**

**DISTRICT**

II-EL 1-4.9a The Director of Categorical Programs oversees the English Learner (EL) Program. This includes identifying, assessing and reporting all students whose home language surveys indicate the student uses a language other than English at home. There is a CELDT tester employed by the district that is responsible for administering the CELDT at all district schools. The district data analyst notifies the CELDT tester and the Director of Categorical Programs of the need for CELDT testing. The district's data analyst assists with monitoring the progress of the English learners by ensuring that the home language, primary home language and CELDT scores are recorded into the district data base.

**SCHOOL**

4.1 The schools' administrative assistants (office managers/secretaries) are responsible for the distribution and collection of the Home Language Survey (HLS). Upon receipt of the completed HLS, the administrative assistant is responsible for entering the data into the Aeries data base following the district timelines. The data base is monitored and maintained by the district data analyst.

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The test is administered by the district's CELDT tester following all of the publisher's instructions.

All students whose home language is other than English are given the CELDT annually within 30 days of enrollment. Transfer students enrolling in mid-year, who have not been given the CELDT during the current year's testing window (as confirmed by the CELDT tester's call to the previous school), are given the CELDT within 30 days of enrollment.

4.3 Within 90 calendar days of initial enrollment, each English learner whose home language is Spanish is assessed in Spanish to determine his/her proficiency in that language. When there are fewer than 10 students who speak a single language, parent/guardians are interviewed to determine the student's proficiency in the home language. Permission for the interview is given through the waiver process from the California Department of Education (CDE) that is, applied for annually. The interview follows the procedure provided by the CDE

4.4 The principal and teachers are also notified of the initial assessment results in writing. Parents/guardians of English learners and fluent English-proficient students are also notified of their student's initial English-language and primary language proficiency assessment results, exit criteria and program placement. Parents have the option of whether or not their student will participate in the district program.

4.5, 4.6, 4.7, 4.8, 4.9, 4.9a Each continuing English learner enrolled in the district schools is given the CELDT test annually during the fall testing window following instructions provided by the testing contractor. Parents/guardians are notified of each student's English proficiency results within 30 calendar days following receipt of results of testing from the test contractor. Each EL student with disabilities is assessed for English language development

using accommodations, modifications, or alternate assessments for the CELDT if specified in the student's IEP or 504 Plan.

Based on the official CELDT results students may be identified as initially "Fluent English Proficient" (FEP) or they may be referred for a Language Appraisal Team Meeting to determine if the student is ready to be reclassified as Fluent English Proficient (RFEP). Students whose CELDT results indicate they need more instruction in English Language Development remain in the program for another year. Parents/guardians receive the annual notification appropriate to their student's CELDT results within 30 calendar days of receiving the results from the test contractor.

**III-EL 5. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703[f]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1010, 1012–1013)**

5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited-English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a]); EC 52168[b]1-6,[c] (20 USC 1703[f]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1081] 648 F. 2d 989, 1010,1012-1013)

### **DISTRICT**

III-EL 5.1 Sausalito Marin City School District provides the following services/materials for English learners from General Fund resources:

- a. A part-time consultant who is in charge of the district program for English learners. The duties include the implementation and monitoring of all elements of the District English Learner Master Plan—identification, assessment, reclassification, monitoring of academic achievement of EL students, and parent contact.
- c. Primary language surveys
- d. Appropriate English learner language arts materials that accompany the District-adopted texts and additional supplemental texts for teaching English language development.

Economic Impact Aid for English Learners is used to pay for the CELDT trained district tester and supplemental materials.

### **SCHOOL SITE**

- a. The school principal monitors the instructional program to ensure that appropriate instructional materials and strategies for English learners are being used
- b. The administrative assistant:
  - distributes, collects and files the Home Language Survey
  - enters into the Aeries data base all information from the HLS following the district timelines
  - Notifies the district CELDT tester as new students are enrolled during the school year.
- c. The classroom teachers use the ELD materials purchased by the district, and they use the California Department of Education English Language Development standards to guide instruction.

**IV-EL 6. The LEA implements a process and criteria to determine the effectiveness of programs for ELs, including:**

**(a) A way to demonstrate that the programs for ELs produce within a reasonable period of time:**

**1. English language proficiency comparable to that of average native speakers of English in the district.**

**2. Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.**

**(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.**

**(20 USC 1703[ f ], 6841; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f])**

#### **DISTRICT**

IV-EL (a-b) The Director of Categorical Programs monitors ELs', including those students reclassified, annual progress on the CELDT and the CST. The principal is informed of students not making expected achievement. Modifications to the instructional program are made for these students.

#### **SCHOOL**

IV-EL(a-b) The principal and teachers regularly monitor student progress using a variety of assessment s including, but not limited to, the Student Oral Language Observation Matrix (SOLOM), DIBELS Fluency Rate, Accelerated Reader, Accelerated Math and end of unit tests in the district adopted core materials.

EL students are given specific instruction in English Language Development (ELD) based on their assessed levels of proficiency following the California Department of Education (CDE) English Language Development (ELD) standards and benchmarks.

**IV-EL 7. The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:**

(a) Assessment of English-language proficiency (*CELDT*) (*EC 313[d][1]*; *5 CCR 11303[a]*)

(b) Comparison of pupil's performance in basic skills against an empirically-established range of performance such as: California Standards Test for English-Language Arts (CST-ELA) (*EC 313[d][4]*; *5 CCR 11303[d]*)

(c) Teacher evaluation that includes but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (*EC 313[d][2]*; *5 CCR 11303[b]*)

(d) Opportunities for parent opinion and consultation during the reclassification process (*EC 313[d][3]*; *5 CCR 11303[c]*)

(e) The LEA maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments

2. Participants in the reclassification process

3. Decision regarding reclassification

(f) The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure classification, placement, and additional academic support, if needed. (*20 USC 6841*, *5 CCR 11304*)

**IV-EL 7. The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:**

**DISTRICT**

(a-d). The Director of Categorical Programs monitors the reclassification of students. The school principal receives written notice from the district CELDT tester, the Director of Categorical Programs or from a classroom teacher of the intent to reclassify a student. The written notice is on a form entitled *Request for Language Appraisal Team Meeting*.

Once a student has been reclassified, the Director of Categorical Programs monitors the progress of the students who have been reclassified to ensure correct classification, placement and additional academic support, if needed. Copies of all forms are included in the appendix.

**SCHOOL**

(a-d) School personnel review the student's CELDT Student Level Reports along with the:

- Student's competency with oral English using the *Student Oral Language Observation Matrix (SOLOM) for English Learners*
- Student's oral reading fluency using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Student's English Language Arts scores on the California Standards Test (CST)

Students must meet the following criteria in order to be considered for reclassification from LEP to FEP:

- Overall score of early advanced or advanced, with no more than one score of intermediate on any one of the domains of listening, speaking, reading and writing.
- A combined score of 20-25 on the SOLOM
- Consistent performance at the early advanced or advanced levels on the DIBELS
- Score at the basic, proficient or advanced levels on all parts of the CST English Language Arts and the California Standards Test (CST):

Parents/guardians are notified by telephone or by mail of the student's progress and are invited to a Language Appraisal Team meeting to discuss the school's intent to reclassify the student. The Language Appraisal Team includes the principal, classroom teacher and parent/guardian. The decision to reclassify a student is made at this meeting and all participants are involved in the decision of whether or not the student is ready for reclassification. The *Record of Language Reclassification Process* form is used for documenting the discussion points of the meeting, the decision made by the team, and signatures of the members of the Language Appraisal Team. All participants at the meeting receive a copy of the completed form and a copy is placed in the blue EL folder in the student's cumulative record.

All information regarding reclassification is maintained in the students cumulative record, in a blue folder designated for EL records. The principal monitors the progress of reclassified students at each reporting period: three times a year at the elementary school (each trimester) and twice a year at the middle school (each semester). Based on the principal's review of student progress, appropriate interventions are recommended and implemented as needed.

**V-EL 8. Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.**

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

(20 USC 6319[a][1]; EC 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)

**DISTRICT**

V-EL 8.1 All teachers in the Sausalito Marin City School District are highly qualified according to NCLB requirements and have a CLAD or equivalent. The school district will continue to hire teachers who have the CLAD certificate or the equivalent as openings become available.

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

- (a) Designed to improve the instruction and assessment of English learners (20 USC 6825[c][2][A])
  - (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 USC 6825[c][2][B])
  - (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 USC 6825[c][2][C])
  - (d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom (20 USC 6825[c][2][D])
- (20 USC 6825[c][2]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)

**DISTRICT/SCHOOL**

9. (a-d). The principal, in collaboration with the teaching staff, determines the professional development needs for the year. Student achievement data along with results of parent and teacher surveys are used to determine the content of professional development activities. Mathematics, writing and English Language Development are recurring topics for training. Teachers have had, and continue to pursue, training in topics such as Open Court Reading Program-English Learners component, the Hampton Brown English Learners materials, Step Up to Writing, Silicon Valley Mathematics Initiative, Gear Up and AVID.

The District provides additional financial support as necessary.

**VI-EL 10. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 310, 311)**

10.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English-language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (EC 305, 306; 310, 311; 5 CCR 11301)

10.2 The LEA has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306)

*Note:* The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency.

VI-EL10. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

**DISTRICT**

10.1-2 The District has designed a structured English language immersion (SEI) instructional program that is designed to meet the educational needs of English learners by including English Language Development (ELD) daily and the use of Specially Designed Academic Instruction (SDAIE) strategies for all subject areas using district-adopted textbooks and supplementary materials by authorized teachers.

**SCHOOL**

10.1 Students are placed in age appropriate classrooms where SEI and ELD instruction is provided.

**VI-EL 11. Parents and guardians of English learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (20 USC 6312[g][1][A]; EC 48985; 5 CCR 11309[a])**

11.1 LEA procedures for granting parental exception waivers include the following components:

- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR 11309[b][2])
- Parents and guardians are informed of any recommendation by the school principal and Educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR 11309[b][3])
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (EC 310, 311; 5 CCR 11309[c])

11.2 Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4])

11.3 If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310, 311; 5 CCR 11309[d])

11.4 Each school in which 20 or more pupils of a given grade level has been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

*Note:* The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

VI-EL11. Parents and guardians of English learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

**DISTRICT**

11.1- 11.3 The District has established a compliant system for initial identification of English learners. This includes parent notification of student assessment results, a description of the program options offered in the Sausalito Marin School District, and the parental waiver option. Parents have the opportunity to respond in writing to the program options. The principal assisted by the district CELDT tester is responsible for notifying parents and obtaining written permission for participation. Signed parent permission forms are placed in the EL Blue folder in the student's cumulative record. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. In general parental exception waivers are granted. However, if a waiver is denied, parents are informed in writing by the principal of the reason for the denial and advised that they may appeal to the local board of education.

11.4 At this time, Sausalito Marin City School District has fewer than 35 English learners in grades K-8 representing a variety of languages. This item of compliance does not apply.

**SCHOOL**

The school principal is aware that California law gives parents the right to request their child be placed in an alternative program. Parents/guardians who wish their student to be taught in his/her home language may complete a "Program Placement Waiver" by making an appointment at their child's school. Although such a program is not currently available in this district, the school staff will assist the parent/guardian in locating such a program.

The Individualized Education Program (IEP) team determines placement of each special education student regardless of language proficiency.

**VII-EL 12. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)**

VII-EL 12. Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible.

**SCHOOL**

VII – EL 12. All K-3 students have small group instruction in English language development 20-30 minutes a day taught by classroom teachers . Grades 4-6 students are placed on an English Learner Learning Plan developed by the classroom teacher to meet the needs of the student based on assessments and the English Development Standards provided by the California Department of Education.

**VII-EL 13. Academic instruction for English learners is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.**

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

(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011))

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

**DISTRICT**

13.1 The District provides the positions of Director of Categorical Programs, Data Manager and Analyst as well as a District Tester. Student tests/results are recorded annually in the Aeries data base. Hard copies of the CELDT results are maintained in the EI Blue folder and results sent home to parents. Test results on all subgroups are reviewed by the Director of Categorical Programs together with the School Principal on a trimester basis. Financial support for the implementation of interventions will be provided when necessary, using district or appropriate categorical funds.

**SCHOOL**

13.1 The School Principal is responsible for monitoring student academic growth. In September, initial identification results are reviewed on completion of testing. Conferencing with teachers in order to assure an understanding of student linguistic and academic needs takes place during the first month of school. Trimester (elementary school) or semester (middle school) report cards accompanied by a completed end of trimester SOLOM matrix indicating the EL students progress toward acquiring oral English skills, student work samples, and language/mathematics assessments are reviewed to determine if EI students are making progress. At this time, interventions will be added if necessary to assure continuous student progress in English and the core subjects. Intervention strategies may be introduced into a student’s program any time during the school year. A Student Study Team meeting will be held if the teacher and the Principal agree that it is necessary.

# ADDENDUM

The addendum contains the documents used by the SMCS D to inform the parents/guardians of English Learners of the assessment results and program options for their student(s):

- **Informal Primary Assessment Interview Form**

*This form is used to informally assess the language proficiency of students whose home language survey indicates a language other than English and/or Spanish is spoken in the home.*

- **Initial Parent Notification Letter \***

*This letter is used to inform parent/guardians of their students' initial CELDT results. Generally the principal, assisted by the CELDT tester, convene a meeting of these parents to explain the CELDT, their student's results, the program options and the exit criteria. For parents unable to attend a meeting, this information is conveyed by phone. Parents sign the first page of the form indicating they understand their options. A copy is placed in the student's blue EL folder.*

- **CELDT Results Notification to Parents/Guardians – Three Options:**

1. **Letter Notifying that Student is Fluent English Proficient\***

*A student who tests proficient the first time s/he takes the CELDT is considered fluent English proficient. Parents/guardians are informed with this letter.*

2. **Annual Notification of CELDT Results and Program Options\***

*Parents/guardians of students already identified as English learners are informed annually of their student's progress in learning English as determined by the CELDT test. This letter is used for that notification.*

3. **Parent Notification Letter for Students Being Considered for Reclassification from LEP to RFEP\***

*Parents/guardians of student's whose CELDT score indicate they are ready for consideration for reclassification are invited to attend a Language Appraisal Team Meeting to discuss their student's competency in using the English language. A phone call is made by the teacher or other school staff to schedule a meeting. This letter is sent home to confirm the meeting time.*

- **Record of Language Reclassification Process**

*A record is kept of the discussion around the topic of reclassifying a student from English learner to fluent English proficient. All participants sign the form. Parents/guardians receive a copy. The original is placed in the student's blue EL folder.*

- **Student Oral Language Observation Matrix (SOLOM)**

*This form is used to monitor each student's progress in their acquisition of oral English skills.*

\* All letters provided in Spanish to families whose home language is Spanish.

**INFORMAL PRIMARY LANGUAGE ASSESSMENT INTERVIEW**

Dear Parent:

When you enrolled your child in the Sausalito Marin City School District you filled out a Home Language Survey, indicating that you, your child, or someone in your home spoke a language other than English. We have tested your child to determine his or 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: \_\_\_\_\_

Parent: \_\_\_\_\_ Home Language: \_\_\_\_\_

Interviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

*PLEASE CIRCLE OR WRITE IN THE PARENT'S VERBAL ANSWER*

**Speaking and Understanding**

Is your child able to understand almost everything that is said in his or her home language?

YES NO

What percentage of the time do you speak your home language to your child?

0% 25% 50% 75% 100%

What language does your child speak at home?

\_\_\_\_\_ Home Language \_\_\_\_\_ English

**Reading and Writing**

Please check the line that best describes your child's ability to read in the home language.

\_\_\_\_\_ Does not read it \_\_\_\_\_ Reads it a little \_\_\_\_\_ Reads it well

Does your child write letters or messages to friends or relatives in the home language?

YES NO

Please describe your child's ability to write in the home language.

\_\_\_\_\_ Does not write it \_\_\_\_\_ Writes it a little \_\_\_\_\_ Writes it well

**School Experience**

If you came to the United States from another country, did your child attend school in that country?

YES NO

If you answered "Yes" to the question above, how many total years did your child attend school in that country? \_\_\_\_\_

PLEASE COPY THIS FORM FOR THE CLASSROOM TEACHER  
PLACE ORIGINAL IN THE BLUE EL FOLDER

# INITIAL PARENT NOTIFICATION LETTER

## Federal Title III and State Requirements

Student Name:

ID #:

Grade:

School:

Primary Language:

Teacher:

**Dear Parent(s) or Guardian(s):** When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English and primary language proficiency. The results of these tests are used to decide the best program placement for your child. We are required to inform you of these test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program.

The **initial** California English Language Development Test (CELDT) was scored in the district **for all students new to the district** using a scoring guide developed by the testing contractor. New students have been placed in an instructional program based on these initial results. Students, who have previously been tested, have been placed in an instructional program based on their most recent CELDT results. Parents or guardians will receive their student's official results within 30 days after the district has received individual assessment results from the contractor. Student placements will be adjusted at that time.

### Language Assessment Results

DOMAIN	CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)  Date Administered:	PRIMARY LANGUAGE PROFICIENCY TEST* Test Administered: <i>IPT 2004 Spanish 3<sup>rd</sup> Edition</i> or Parent/guardian Interview or Letter  Date Administered:  Overall Proficiency:
Listening		
Speaking		
Reading		
Writing		
<b>OVERALL</b>		

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

- English learner (EL)** with **less than reasonable fluency in English** who will be placed in the Structured English Immersion (SEI) Program. A description of this program and the reclassification criteria are attached.
- English learner (EL) **with** reasonable fluency in English **who will be placed in the English Language Mainstream (ELM)** program. A description of this program and the reclassification criteria are attached.

**Check if applicable:**

- Individualized Education Program (IEP) on file. **A description of how your child's recommended program placement will meet the goals and objectives of the IEP can be found in your copy of the IEP.**

I understand my child's test results and I agree with the program placement. I have received a description of the program and the reclassification criteria.

I request that my student receive instruction in his/her home language in an Alternative Language Program (ALP) not currently available in this district. I understand that I must make an appointment with the principal at my student's school to fill out the Parental Exception Waiver and I need to request an intra-district transfer for the purpose of selecting an Alternative Program in another school district.

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Program Placement Options for English Learners

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

English Language Proficiency Levels		Program Placement
<b>Advanced</b>	<b>Fluent English Proficient</b> <i>Advanced: Speaks and understands standard English. If in grade 2-8, student reads and writes English near grade level standards. This student will be considered for re-classification as fluent English proficient.</i> <i>Early Advanced: Speaks English fluently, but is still developing some aspects of standard English. If in grade 2-8, can read and write below grade level.</i>	<b>District’s General Program</b>
<b>Early Advanced</b>		
<b>Intermediate</b>	<b>Reasonable fluency</b> <i>Intermediate: Speaks English in phrases and simple sentences in both social and academic settings; is able to follow teacher directions. If in grade 2-8, can independently read and write simple English vocabulary, phrases and sentences.</i>	<b>English Language Mainstream</b>
<b>Early Intermediate</b>	<b>Less than reasonable fluency</b> <i>Early intermediate: Speaks some conversational English, with limited vocabulary. If in grade 2-8, can independently read and write some English with support.</i> <i>Beginner: speaks and understands little or no English.</i>	<b>Structured English Immersion</b>
<b>Beginning</b>		
		<b>Other Instructional Setting based on IEP</b>

### Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. The SEI program is designed to meet the educational needs of English Learners by including English Language Development (ELD) daily and the use of Specially Designed Academic Instruction in English (SDAIE) strategies for all subject areas using district-adopted textbooks and supplementary materials by authorized teachers. Some assistance may be provided in the primary language. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** **Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects using district-adopted textbooks and supplementary materials by authorized teachers. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.**
- **Alternative Language Program (ALT):** **California law gives parents the right to request their child be placed in an alternative program. Parents who wish their student to be taught in his/her home language may complete a “Program Placement Waiver” by making an appointment at their student’s school and completing the form. Such a program is not currently available in the district. However school staff will assist the parent/guardian in locating such a program.**

## Parent Notification of Reclassification (Exit) Criteria

Dear Parent(s)/Guardian:

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English learners (ELs). The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will be reclassified as Fluent English Proficient (RFEP) per Education Code Section 313(d) guidelines.

The established criteria for reclassification are as follows:

<b>Reclassification Criteria</b>		
<b>Grade 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>
<p><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of advanced and a score of advanced on each of the domains of listening, speaking, reading, writing.</p> <p><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p><b><u>3. Grade-Level Benchmarks</u></b> Rated as proficient or advanced for three consecutive grading periods in Reading, Writing, Listening and Speaking.</p> <p><b>Parental Opinion and Consultation</b></p>	<p><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced , with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p><b>Parental Opinion and Consultation</b></p>	<p><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced, with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p><b><u>2. Report Card</u></b> A grade of C or better in English Language Arts for two consecutive report periods.</p> <p><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p><b>Parental Opinion and Consultation</b></p>

The information in this Initial Parent Notification Letter was shared with parents/guardians at the fall parent/teacher conference. The letter was sent to parents/guardians unable to attend the parent/teacher conference. Parents who have questions are invited to contact the school (Bayside 415-332-1024; Martin Luther King, Jr. Academy 415-332-3573) to schedule a parent/teacher conference to discuss your child’s options for program placement.

**PARENT NOTIFICATION LETTER**  
***For Students Identified as Fluent English Proficient (FEP)***  
**Federal Title III and State Requirements**

Student Name:

ID #:

Grade:

School:

Primary Language:

Teacher:

Date:

**Dear Parent(s) or Guardian(s):**

State and federal laws require all school districts in California to give a state test to students whose home language is not English as indicated on a Home Language Survey completed by the parents and/or guardians at the time of registration. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read and write in English.

Your student has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. Your student's progress in listening, speaking, reading and writing English will be carefully monitored using several local assessments in grades K-5. Additionally, students in grades 2-8 will be given the California Standards Test in English language arts annually. Extra assistance will be provided to your student if the assessment results indicate that such help is needed.

If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office. The number at Bayside Elementary School is 415-332-1024. The number of Martin Luther King, Jr. Academy is 415-332-3573.

Sincerely,

Bennetta McLaughlin,  
Director of Categorical Programs

# ANNUAL PARENT NOTIFICATION LETTER

## Federal Title III and State Requirements

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Teacher: \_\_\_\_\_

Dear Parent(s) or Guardian(s):

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

Your student’s overall English proficiency level is \_\_\_\_\_, according to their most recent California English Language Development Test (CELDT) results. A copy of the Student Performance Level Report is included with this letter.

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

**English learner (EL) with less than reasonable fluency in English who will be placed in the Structured English Immersion (SEI) program.** A description of this program and the reclassification criteria are attached.

**English learner (EL) with reasonable fluency in English who will be placed in the English Language Mainstream (ELM) program.** A description of this program and the reclassification criteria are attached.

**Check if applicable:**

**Individualized Education Program (IEP) on file.** A description of how your child’s recommended program placement will meet the goals and objectives of the IEP can be found in your copy of the IEP.

### Academic Achievement Results – Grades 1-5 Local Measures

Skill Area	Date	Overall Performance Level
<b>Oral Language Use and Comprehension Measured by the Student Oral Language Observation Matrix (SOLOM)</b>		

Skill Area	Date	Educational Recommendation
<b>Oral Reading Fluency Measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</b>		

### Academic Achievement Results – Grades 3-8 California Standards Tests

Skill Area	Date	Overall Performance Level
<b>English Language Arts</b>		
<b>Mathematics</b>		

Please telephone your student’s school if you would like to schedule a parent conference to discuss your student’s options for program placement. The number for Bayside Elementary School: 415-332-1024. The number for Martin Luther King, Jr. (MLK) Academy is 415-332-3573.

*The CELDT Student Performance Level Report and a copy of this letter was sent to the student’s home address by the United States Postal Service.*

## Program Placement Options for English Learners

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

English Language Proficiency Levels		Program Placement
<b>Advanced</b>	<b>Fluent English Proficient</b> <i>Advanced: Speaks and understands standard English. If in grade 2-8, student reads and writes English near grade level standards. This student will be considered for re-classification as fluent English proficient.</i> <i>Early Advanced: Speaks English fluently, but is still developing some aspects of standard English. If in grade 2-8, can read and write below grade level.</i>	<b>District’s General Program</b>
<b>Early Advanced</b>		
<b>Intermediate</b>	<b>Reasonable fluency</b> <i>Intermediate: Speaks English in phrases and simple sentences in both social and academic settings; is able to follow teacher directions. If in grade 2-8, can independently read and write simple English vocabulary, phrases and sentences.</i>	<b>English Language Mainstream</b>
<b>Early Intermediate</b>	<b>Less than reasonable fluency</b> <i>Early intermediate: Speaks some conversational English, with limited vocabulary. If in grade 2-8, can independently read and write some English with support.</i> <i>Beginner: speaks and understands little or no English.</i>	<b>Structured English Immersion</b>
<b>Beginning</b>		
		<b>Other Instructional Setting based on IEP</b>

### Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. The SEI program is designed to meet the educational needs of English Learners by including English Language Development (ELD) daily and the use of Specially Designed Academic Instruction in English (SDAIE) strategies for all subject areas using district-adopted textbooks and supplementary materials by authorized teachers. Some assistance may be provided in the primary language. Instruction is based on ELD and grade-level content standards.
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- **Alternative Language Program (ALT):** **California law gives parents the right to request their child be placed in an alternative program. Parents who wish their student to be taught in his/her home language may complete a “Program Placement Waiver” by making an appointment at their student’s school and completing the form. Such a program is not currently available in the district. However school staff will assist the parent/guardian in locating such a program.**

## Parent Notification of Reclassification (Exit) Criteria

Dear Parent(s)/Guardian:

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English learners (ELs). The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will be reclassified as Fluent English Proficient (RFEP) per Education Code Section 313(d) guidelines.

The established criteria for reclassification are as follows:

<b>Reclassification Criteria</b>		
<b>Grade 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>
<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of advanced and a score of advanced on each of the domains of listening, speaking, reading, writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p style="text-align: center;"><b><u>3. Grade-Level Benchmarks</u></b> Rated as proficient or advanced for three consecutive grading periods in Reading, Writing, Listening and Speaking.</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>	<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced , with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p style="text-align: center;"><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>	<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced, with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Report Card</u></b> A grade of C or better in English Language Arts for two consecutive report periods.</p> <p style="text-align: center;"><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>

The information in this Initial Parent Notification Letter was shared with parents/guardians at the fall parent/teacher conference. The letter was sent to parents/guardians unable to attend the parent/teacher conference. Parents who have questions are invited to contact the school (Bayside 415-332-1024; Martin Luther King, Jr. Academy 415-332-3573) to schedule a parent/teacher conference to discuss your child’s options for program placement.

**PARENT NOTIFICATION LETTER**  
***For Students Being Considered for Reclassification***  
**Federal Title III and State Requirements**

Student Name:

ID #:

Grade:

School:

Primary Language:

Teacher:

Date:

**Dear Parent(s) or Guardian(s):**

State and federal laws require all school districts in California to give a state test each year to every student who currently is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parents/guardians about his/her proficiency in English, and your child's performance on the California English Language Arts Standards Test, which is given as part of the Standardized Testing and Reporting (STAR) program.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your student on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_.

date

time

location

Please contact your student's principal (Bayside 415-332-1024 **or** Martin Luther King, Jr. Academy at 415-332-3573) to tell us whether or not you can attend. Questions about the CELDT or your child's CELDT results should be directed to the principal at your student's school.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,

Bennetta McLaughlin,  
Director of Categorical Programs

## Parent Notification of Reclassification (Exit) Criteria

Dear Parent(s)/Guardian:

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English learners (ELs). The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will be reclassified as Fluent English Proficient (RFEP) per Education Code Section 313(d) guidelines.

The established criteria for reclassification are as follows:

<b>Reclassification Criteria</b>		
<b>Grade 2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>
<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of advanced with a score of advanced on each of the domains of listening, speaking, reading, and writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p style="text-align: center;"><b><u>3. Grade-Level Benchmarks</u></b> Rated as proficient or advanced for three consecutive grading periods in Reading, Writing, Listening and Speaking.</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>	<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced , with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></b> Student must consistently perform at the early advanced or advanced levels on the <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p> <p style="text-align: center;"><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>	<p style="text-align: center;"><b>English Language Proficiency Assessment (Annual CELDT Scores)</b></p> <p><u>Overall score</u> of early advanced or advanced, with no more than one score of intermediate on any one of the domains of listening, speaking, reading, writing.</p> <p style="text-align: center;"><b>Teacher Evaluation</b> Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:</p> <p style="text-align: center;"><b><u>1. Student Oral Language Observation Matrix (SOLOM)</u></b> Student’s oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar on the Student Oral Language Observation Matrix (SOLOM) generate a combined score of 20 to 25 points, which is considered proficient.</p> <p style="text-align: center;"><b><u>2. Report Card</u></b> A grade of C or better in English Language Arts for two consecutive report periods.</p> <p style="text-align: center;"><b><u>3. California Standards Test (CST)</u></b> Results in English Language Arts are at the Basic, Proficient or Advanced Levels</p> <p style="text-align: center;"><b>Parental Opinion and Consultation</b></p>

**RECORD OF LANGUAGE RECLASSIFICATION PROCESS**  
From Limited English Proficient (LEP) to Fluent English Proficient (FEP)

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Date of Language Team Appraisal Meeting:** \_\_\_\_\_

Based on this student’s performance on the most recent California English Language Development Test, a *Language Appraisal Team* meeting was convened to consider reclassification from limited English proficient (LEP) to fluent English Proficient (RFEF). A student is defined as English proficient on the CELDT if his/her *overall* score is early advanced or advanced with no more than one score of intermediate on any one of the domains of listening speaking, reading and writing.

The purpose of the *Language Appraisal Team* meeting is to determine if the student will be successful in a mainstream English program based on a review of the student’s English competency on various assessments, his/her classroom performance as well as the parent’s opinion of the student’s skill in using English. The decision whether or not to reclassify the student from LEP to FEP is determined at this meeting.

A summary of the assessments, *appropriate to the grade level of the student*, reviewed at this meeting:

**1. California English Language Development Test (CELDT) – Grades K-8**

OVERALL PERFORMANCE (check one)    _____ early advanced    _____ advanced			
LEVEL OF PERFORMANCE ON EACH OF THE CELDT DOMAINS			
DOMAIN	INTERMEDIATE	EARLY ADVANCED	ADVANCED
Listening			
Speaking			
Reading			
Writing			

**2. Oral Language Use and Comprehension – Grades K-8** As measured by the *Student Oral Language*

*Observation Matrix (SOLOM)*. The student’s most recent score on this matrix is \_\_\_\_\_; their performance level is \_\_\_\_\_ . To be reclassified as FEP, the student must have a score of 20-25 with a performance level of proficient or advanced.

**3. Oral Reading Fluency – Grades K- 5** As measured by the *Dynamic Indicators of Basic Early Literacy Skills*

(*DIBELS*). The student’s current instructional recommendation (check one)

\_\_\_\_\_ none-at benchmark                  \_\_\_\_\_ strategic                  \_\_\_\_\_ intensive

**4. California Standards Test (CST) - Grades 3-8** The student’s *language arts level* on the most recent CST (*a score*

*of basic or above in language arts on the most recent CST is required.*):

\_\_\_\_\_ Far Below Basic    \_\_\_\_\_ Below Basic    \_\_\_\_\_ Basic    \_\_\_\_\_ Proficient    \_\_\_\_\_ Advanced

**5. Report Card – Grades 6-8** The student must have earned a grade of C or better in English language arts for two consecutive report periods. \_\_\_\_\_ The student has attained this goal. \_\_\_\_\_ The student has **not** attained this goal.

**RECLASSIFICATION NOTES, DECISION AND SIGNATURES**

**Teacher’s comments related to the student’s classroom performance:**

**Parent’s/guardian’s comments:**

**Decision of the *Language Appraisal Team* (check one):**

\_\_\_\_\_ The student in **NOT** ready for reclassification at this time

\_\_\_\_\_ The student **IS READY** for reclassification (check one) \_\_\_\_\_ **with** \_\_\_\_\_ **without** instructional supports. If instructional support services are needed, please list them in the space below:

**Parent/Guardian Opinion and Signatures of the *Language Appraisal Team* Members:**

\_\_\_ I agree to reclassification of \_\_\_\_\_ to Fluent English Proficient  
student’s name

Parent/Guardian signature \_\_\_\_\_

**OR**

\_\_\_ I do not agree to reclassification of \_\_\_\_\_ to Fluent English Proficient  
student’s name

Parent/Guardian signature \_\_\_\_\_

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Principal/Designee

\_\_\_\_\_  
Other Participant (specify name/title)

**Distribution:** Make two copies of the completed and signed record of the reclassification process. Give one copy to the parent. Send one copy to the curriculum department of the district office. **Place the original copy in the student’s blue EL folder in his/her cumulative record folder.**

Sausalito Marin City School District

**Student Oral Language Observation Matrix (SOLOM) for English Learners**

Student's name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Primary Language \_\_\_\_\_ Teacher \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comprehension</b>	Cannot understand even a simple conversation.	Has great difficulty following what is said. Can only comprehend "social conversation" spoken slowly.	Understands most of what is said at slower-than-normal repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.
<b>Fluency</b>	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in conversation and classroom discussion frequently disrupted by a search for the correct manner of expression.	Speech in conversation and classroom discussion generally fluent, with occasional lapses to search for the correct expression.	Speech in everyday conversation and classroom discussion is fluent & effortless approximating a native speaker.
<b>Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words & very limited vocabulary; comprehension quite difficult.	Student frequently uses the wrong words; conversation limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
<b>Pronunciation</b>	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand due to pronunciation problems. Must repeat in order to make self understood.	Pronunciation problems necessitate concentration by the listener & occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation.	Pronunciation and intonation approximate that of a native speaker.
<b>Grammar</b>	Errors in grammar & word – order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Most often rephrase or rely on basic patterns.	Makes frequent errors of grammar & word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximate that of a native speaker.

**Directions:** At the end of each trimester, *circle* the square in each category that best describes the student's oral language abilities for that domain (comprehension, fluency, vocabulary, pronunciation, grammar). The student's score is the sum of the five numbers at the top of each column. Check the box that indicates the student's current oral language ability:

- 1-5 = Far Below Basic     
  6-10 = Below Basic     
  11-19 = Basic     
  20-23 = Proficient     
  24-25 = Advanced

**A total score of 20 or above indicates oral language competency**, one of the criteria used to consider re-classifying a student from an English learner to English proficient. Maintain the SOLOM Matrix with the student's assessment records.