

Davis Joint Unified School District

# ENGLISH LEARNER PARENT HANDBOOK



*English for success*

Prepared by:  
District English Learner Advisory Committee  
Office of Programs for English Learners  
January 2010

## District Office Staff

Dr. J. Quezon Hammond, Superintendent

Clark Bryant, Assistant Superintendent

Mary Khan, Coordinator, Programs for English Learners 759-2144

### Elementary Schools

#### **Birch Lane Elementary School**

1600 Birch Lane

757-5395

Kathy Tyzzer, Principal  
Cathy Fujimori (Para Educator)

#### **César Chávez Elementary School**

1221 Anderson Road

757-5490

Denise Beck, Principal (Spanish)  
Sylvia Currea (Spanish-Para Educator) x139

#### **Korematsu Elementary School**

3100 Loyola Drive

757-5358

Mary Ponce, Principal (Spanish)  
Andrea Thomas (Spanish-EL Specialist)

#### **Marguerite Montgomery Elementary School**

1441 Danbury Street

757-2100

Shelly Wickwire, Principal (Spanish)  
Sara Caulfield (Spanish-EL Specialist) x261

#### **North Davis Elementary School**

555 E. 14<sup>th</sup> Street

757-5475

Ramon Cusi, Principal  
Sylvia Currea (Spanish-Para Educator)

#### **Patwin Elementary School**

2222 Shasta Drive

757-5383

Michelle Flowers, Principal  
Andrea Thomas (Spanish-EL Specialist)

#### **Pioneer Elementary School**

5215 Hamel Street

757-5480

Debby Brayton, Principal  
Jaehee Baek (Korean-Para Educator)  
Krystin Smith (Korean-Para Educator)

#### **Willett Elementary School**

1206 Sycamore Lane

757-5460

Heidi Perry, Principal  
Sue Britts (French-Para Educator) x148

### Secondary Schools

#### **Emerson Junior High School**

2121 Calaveras Avenue

757-5430

Priscilla Via, Principal  
Carolyn Kennedy, Vice Principal  
Gabriela Avila-Tuttle (Spanish-Site Coordinator)

#### **Harper Junior High School**

4000 E. Covell Blvd.

757-5330

Zena Ingles, Principal  
Matthey Duffy, Vice Principal  
Laurie Morris (Site Coordinator)  
Kathy Romero (Spanish-Para Educator)

#### **Holmes Junior High School**

1220 Drexel Drive

757-5445

Derek Brothers Principal  
Kerin Kelleher, Vice Principal  
Ashley Nelson, Counselor  
Cathy Fujimori (Para Educator)

#### **Davis Senior High School**

315 E. 14<sup>th</sup> Street

757-5400

Winfred Roberson, Principal  
Sheila Smith, Vice Principal  
Tom McHale, Vice Principal  
Amelia Diaz (Spanish-Site Coordinator)  
Maria Cabrera (Spanish-Para Educator)

#### **DaVinci Charter Academy High School**

1400 E. 8<sup>th</sup> St.

757-5154

Matt Best, Principal

#### **Martin Luther King High School**

638 B Street

757-5425

Dave Egolf, Principal  
Jorge Fuentes (Spanish-Para Educator)

#### **Davis School for Independent Study**

526 B Street

757-5330

Kim Wallace, Principal  
Jorge Fuentes (Spanish-Para Educator)

Davis Joint Unified School District

526 B Street

Davis, CA 95616

[www.djUSD.k12.ca.us](http://www.djUSD.k12.ca.us)



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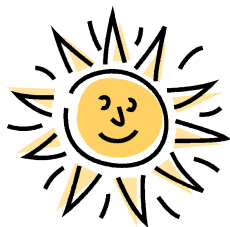
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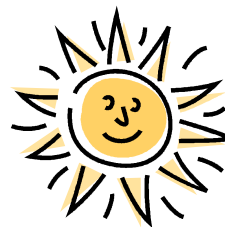
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## Introduction



### *Welcome to Davis and the Davis Joint Unified School District*

The Board of Education and the staff of the Davis Joint Unified School District are committed to providing the finest service possible to students, employees, parents and the community at large. The school district, parents, and the community form a positive partnership in assisting English Learner students to attain English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards.

The purpose of the English Learner Parent Handbook is to:

- Inform parents on the English Learner Programs
- Inform the parents on how to be involved and be active participants

During school registration, you indicated that a language other than English is spoken in your family. The school will assess whether your child needs additional assistance in acquiring English proficiency. To evaluate the English proficiency level of a student, he/she will be tested using a state standardized test, the **California English Language Development Test (CELDT)** within 30 days.

Based on the results of the test and other information your student will be placed in the appropriate English Language Development program. Students who scored on the CELDT at Beginning, Early Intermediate, and Intermediate levels will be placed in the **Structured English Immersion (SEI)** program. Students in this program may be provided classroom instruction in English, but the curriculum and presentation are designed for children who are learning the language. Students who scored on the CELDT at Early Advanced or Advanced levels will be placed in the **English Language Mainstream Classroom (ELMC)** program and will be provided with additional and appropriate services.

CELDT will be administered once a year until the student meets the district's criteria for reclassification to Fluent English Proficient (FEP).

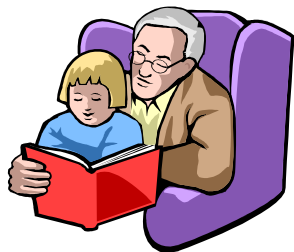
Students will also be assessed in their primary language. Spanish-speaking students are administered the **Idea Proficiency Test (IPT)** in Spanish. All other languages fill out the **Primary Language Survey** form during registration, which will give us more information on the student's primary language.

An **Initial Assessment Results and Program Placement for English Learners** will be sent to the parents in about a month after the CELDT has been given. The official CELDT scores will come later and are important documents to keep with the student's school records and useful to follow the development of his/her English language proficiency.

Parents and students have a choice either to participate in the recommended program placement, or request to be placed in another instructional program, by submitting a parent request form at your school.



If you have any questions, please contact Mary Khan, District English Learner Coordinator, at 759-2144 x3 or contact your school.



## **Parent Involvement Form**

Schools in the United States rely on voluntary help from parents. As new members of the community and parents of English learners, your knowledge and expertise can uniquely assist the school and its students.

Here is a list of ways to help, which vary in amount of time and involvement required:

- Site Council
- Parent-Teacher Association (PTA)/Parent Teacher Organization (PTO)
- Climate Committee
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Orientation for new parents
- Translation and other second language services
- Special Education Parent groups
- Classroom Volunteer

If you are interested in volunteering, please fill out the section below and bring it to your school office at registration of your child or as soon as you can. All help is deeply appreciated by the school community.



**Yes, I would like to get involved in (please check appropriate box or boxes):**

- Site Council
- Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)
- Climate Committee
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Orientation for new parents
- Translation and other second language services (Language \_\_\_\_\_)
- Special Education Parent groups
- Classroom Volunteer

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Additional information (for example second language, days/times available, etc.):

---



## **School English Learner Advisory Committee (ELAC)**

### **Major Function :**

The purpose of the ELAC is to advise the principal and school staff on programs and services for English Learners & also the School Site Council on the development of the *Single School Plan for Student Achievement*.

The ELAC assists the school with the following tasks :

- The ELAC advises the school principal and staff on :
  - o the school's program for English Learners
- The ELAC advises the School Site Council on:
  - o the development of the *Single School Plan for Student Achievement*
- The ELAC assists in the following areas:
  - o identifies school's needs
  - o the school's annual language census (R-30 LC Report)
  - o increase parents' awareness of the importance of regular school attendance

## **District-level English Learner Advisory Committee (DELAC)**

### **Major Function :**

The purpose of the DELAC, or a subcommittee on English learner education, is to advise the district's local governing board (e.g. in person, by letters/reports) on programs and services for English learners.

The committee advises the district's local governing board in the following areas :

1. Development or revision of a district master plan of education programs and services for English learners, taking into consideration the *Single School Plan for Student Achievement*
2. Conducting a district-wide needs assessment on a school-by-school basis
3. Establishment of district programs, goals, and objectives for programs and services for English learners (e.g. parental exception waivers, funding)
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
5. Administration of the annual language census (R-30 LC Report) (e.g. procedures and forms)
6. Review and comment on the district's reclassification procedures
7. Review and comment on the written notifications required to be sent to parents and guardians

*Davis Joint Unified School District*  
State and Federal Title III Requirements

## Initial Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary language: \_\_\_\_\_

Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language proficiency of your child. This form is intended to notify you of these assessments, program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

### English Language Assessment Results

According to the district results your child has been administered the California English Language Development Test (CELDT). The results are as follows:

Skill Area	Scale Score	CELDT Proficiency Level
Listening		
Speaking		
Reading		
Writing		
		Overall Proficiency

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* and will be assigned to the Structured English Immersion .
  - English learner (EL)** with *reasonable fluency in English* and will be assigned to the English Language Mainstream.
  - Fluent English proficient (FEP) student** and will be placed in the district's regular program of instruction.
- English Learners, who are also identified as learning disabled students, will be assigned according to their Individualized Education Program (IEP).

### Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement	
Beginning	Less than Reasonable Fluency →	<b>Structured English Immersion (SEI)</b>	OR <b>Alternative Program</b>
Early Intermediate Intermediate			
Early Advanced	Reasonable Fluency →	<b>English Mainstream Classroom (ELMC)</b>	OR <b>Alternative Program</b>
Advanced			
		Other Instructional Setting as per IEP	<b>Alternative Program</b>

#### Program Descriptions:

**Structured English Immersion (SEI):** provides instruction primarily in English, and includes the following: a sequential ELD program, including Language Arts, sheltered English content with primary language support as needed.

**English Language Mainstream Classroom (ELMC):** provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).

**Alternative Program:** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.

#### **Goals for English Learners**

All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

\* 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 5<sup>th</sup> 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.

➤ **Note:** At any time during the school year, you may have your child moved into the English Mainstream Program.

### Other Assessments

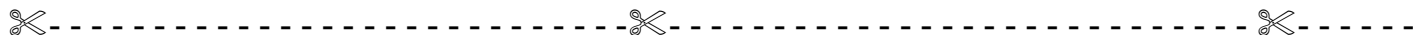
#### Primary Language Assessment Results

Your child has also been given the following tests:

Skill Area/Test	Proficiency Level
Listening & Speaking/Spanish IPT	<input type="checkbox"/> Non-Spanish Speaking <input type="checkbox"/> Limited Spanish Speaking <input type="checkbox"/> Fluent Spanish Speaking
Reading/Spanish San Diego Quick Assessment	Grade Level designation: _____
Writing/Sample	<input type="checkbox"/> Pass <input type="checkbox"/> No Pass
Other Assessment	Results: _____
<b>Overall Proficiency</b> <input type="checkbox"/> Non-Spanish Speaking <input type="checkbox"/> Limited Spanish Speaking <input type="checkbox"/> Fluent Spanish Speaking	

Sincerely,

Principal  
School



Student Name: \_\_\_\_\_

**Please mark all that apply and return the completed form to your child's school.**

- I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream Classroom and Alternative Programs offered in our school District.
- I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- I will be visiting my child's school site to apply for a Parental Exception Waiver.
- I understand that I have the right to move my child into the English Language Mainstream Classroom at any time.

Please call the school at \_\_\_\_\_ if you would like to schedule a parent conference to discuss English language program options for your child.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date

***More detailed information can be found in the English Learner Parent Handbook.  
Copies are available in various languages from your school office.***

# Programmatic Matrix

**CELDT**  
Determines if Student is an English Learner (EL)

**Parent Choices**

**Reasonably Fluent/  
“Good Working Knowledge of English”**

**Less than Reasonably Fluent**

**Parental Exception Waiver**

**English Mainstream (EM)**

- English as the main language of instruction
- Appropriately credentialed teachers
- All curriculum in English
- Support for EL given as needed (ELD/SDAIE)

**Structured English Immersion (SEI)**

- Instruction of English language development (ELD) appropriate for student’s level
- Primary language support given as needed
- Appropriately credentialed teachers
- Use of Specially Designed Academic Instruction in English (SDAIE) teaching methodology; Sheltered content
- Student may remain in program until he/she attains a good working knowledge of English*

**Waiver Criteria:**

- 1) Student knows English & scores at or above state average grade-level on STAR, or is above 5<sup>th</sup> grade average.
- 2) Student is younger than 10 years old with special needs (30 day mandatory placement in Structured English Immersion)
- 3) EL is 10 years or older.

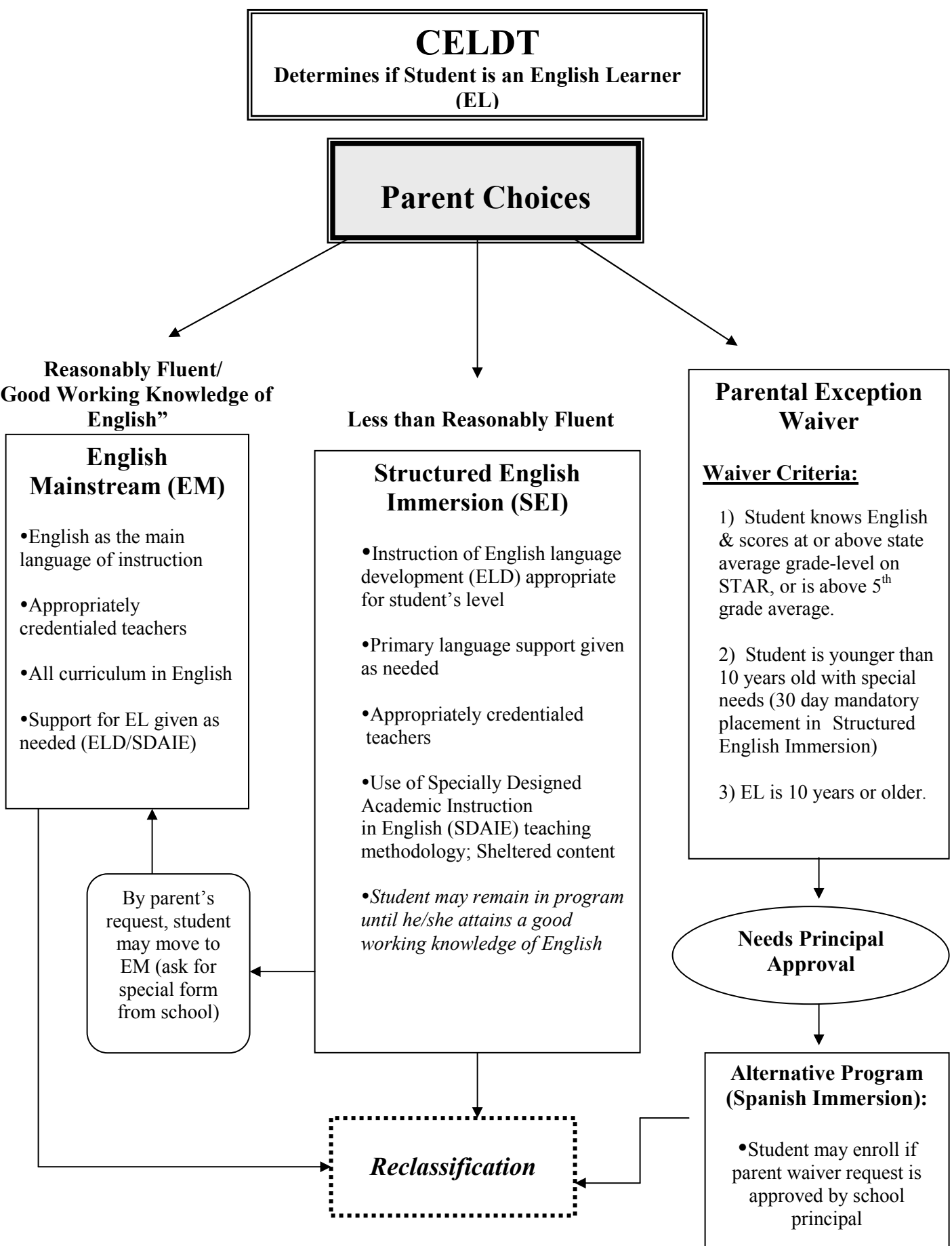
By parent’s request, student may move to EM (ask for special form from school)

**Needs Principal Approval**

**Alternative Program (Spanish Immersion):**

- Student may enroll if parent waiver request is approved by school principal

**Reclassification**





## **FAQ: California English Language Development Test (CELDT)**

### **What is the California English Language Development Test (CELDT)?**

State law requires that school districts give tests to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

### **What is the purpose of the CELDT?**

The purpose of the test is:

- To identify new students who are English Learners in K-12 grades
- To determine their level of English proficiency
- To annually assess their progress in learning English

### **Who is an English Learner?**

An English Learner is a student, with a home language other than English, who is not yet proficient in English.

### **Who must take the CELDT?**

All students whose home language is *not* English must take the test within 30 calendar days after they have enrolled in a California public school for the first time. The CELDT also must be given once a year to English Learners until they become proficient in English. **Parents/guardians cannot remove (opt out) their children from this requirement.**

### **Do English Learners with disabilities take the CELDT?**

Yes. All English Learners must take the CELDT, and this includes English Learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 504 Plans.

### **What does the CELDT cover?**

The CELDT for students in 2<sup>nd</sup>-12 grade covers listening, speaking, reading, and writing. The 2008-09 CELDT administration for students in K-1<sup>st</sup> grade only covers listening and speaking. Beginning in 2009-10, students in K-1<sup>st</sup> grade also will be assessed in early literacy (reading and writing). The CELDT in all grades tested is based on California English language development standards, adopted by the State Board of Education.

### **Who gives the CELDT?**

Only trained examiners give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

### **How long does it take for students to finish the CELDT?**

The speaking domain of the test takes about 10-15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sections.



## **CEDLT CONTD.**

### **How are the CELDT results reported for individual students?**

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- The overall performance level and score
- A performance level and score for each domain of the test (listening, speaking, reading, and writing)
- A comprehension score (average of the scores for listening and reading)

### **How are results of the CELDT used?**

Test results for newly-enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English. The annual CELDT results for each English Learner helps see how well he/she is learning English.

### **What other criteria are used to decide when students may be reclassified?**

Additional reclassification criteria used by school districts include performance in basic skills (the California English-Language Arts Standard Test), teacher evaluation, and parent opinion and consultation.

### **How and when do parents/guardians get their student's test results?**

As soon as the tests are scored by the testing contractor, the results are returned to the school district. The school district prepares a report of the results for each student and sends it to the parents/guardians.

### **How can parents/guardians get more information about the CELDT or their student's results?**

Parents/guardians can contact their student's teacher and/or school office and ask for a meeting to talk about the CELDT results.



**For further information about the CELDT:** <http://www.cde.ca.gov/ta/tg/el/documents/celdt09qa.pdf>



## **Alternative Program: Spanish Immersion (SI)**

The Spanish Immersion program can be appropriate for all students regardless of their language background; our students come from diverse backgrounds. Some are fluent in a language other than Spanish or English, while others are native speakers of either English or Spanish.

Parents should understand that continuous participation through the 6<sup>th</sup> grade provides the maximum benefits for the child. SI offers course work at the secondary level, so students can continue with Spanish instruction throughout their K-12 experience. **English Learners who wish to participate in the Spanish Immersion program will need to submit a Parental Exception Waiver, which can be obtained at the student's school office.**

### **PROGRAM GOALS**

- Bilingualism/Bi-literacy: To develop fluency and literacy in Spanish and English.
- Academic Excellence: To achieve academic excellence in all subject courses in accordance with state and DJSUD guidelines.
- Intellectual Flexibility: To increase students' cognitive ability in all subjects by providing fluency in two languages.
- Global Awareness: To cultivate understanding and appreciation for diverse languages and cultures and strengthen positive attitudes among students, friends, family and the community.
- Responsibility: To provide a safe, enriching environment in which our children can grow as responsible world citizens.

### **Spanish Immersion at the Primary Level (Elementary School)**

Spanish Immersion at Cesar Chavez (K-6) or Marguerite Montgomery (K-3) offers a complete academic program grounded in an educational environment that supports community action and celebrates cultural diversity. Students from Marguerite Montgomery after finishing 3<sup>rd</sup> grade will continue the program for 4-6<sup>th</sup> grade at Cesar Chavez. Students become orally fluent and academically proficient in Spanish and English. They acquire key language skills naturally and early in life, which enriches their cognitive ability in all subjects. Literacy in two languages broadens their academic, occupational and economic opportunities.

### **Spanish Immersion at the Secondary Level (Junior High School)**

After the sixth grade, students have the opportunity to continue in the Spanish Immersion Program at Emerson Junior High School (7-9<sup>th</sup> grades). Spanish Immersion students are immersed in an enriched whole language and authentic communicative-based learning environment in Spanish. This advanced language course of study bridges the elementary Spanish Immersion program to the secondary foreign language program at Davis High School. Acquiring higher language skills will benefit the student's future language opportunities at a university, in the workforce, and in the community at large.

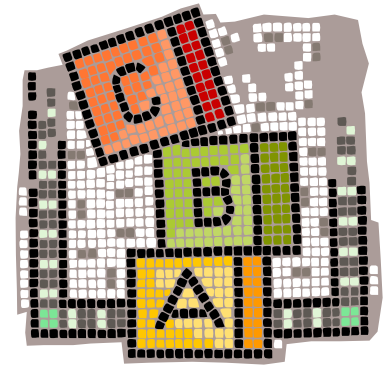
# **Parental Exception Waivers** **(Primary Language Instruction)**

Parents/guardians of EL who would benefit from instruction in the primary language may request alternative education classes for their student. This request is in the form of a waiver and allows the student to be placed in alternative education classes in which he/she may receive content area instruction (science, social studies, mathematics) in the primary language as well as English language development.

## **A. GUIDELINES FOR WAIVER OF ENGLISH LEARNER**

There are three circumstances under which a waiver may be requested:

- Ed Code 311 (a) **Children Who Already Know English**  
Their English Language skills are to be measured by standardized tests of English vocabulary, comprehension, reading, and writing. The student must score at or above the state-average grade level, or above the 5<sup>th</sup> grade whichever is lower.
- Ed Code 311 (b) **Children Who Are 10 Years or Older**  
The principal and the staff must be in agreement that an alternate program would be better suited to the student's rapid acquisition of Basic English language skills.
- Ed Code 311 (c) **Children with Special Needs**  
Under this waiver, English Learners may be placed in the Spanish Immersion program of the district.



If a waiver is granted, the student may be transferred to classes where he or she is taught English and other subjects through “bilingual education techniques or other generally recognized educational methodologies permitted by law”.

The principal must act upon all requests for waivers within 20 instructional days of submission to the school principal, except for waiver requests based on “student special needs, which may not be acted upon before the end of the 30-day placement in an English language classroom.

Parent must be informed in writing of the status of their request for a waiver. If a waiver is denied, the parent/guardian must be informed in writing of the reasons for denial.

## **B. WAIVER APPEAL PROCESS**

The parent/guardian may appeal a waiver that has been denied. The parent/guardian must send a written request to the principal explaining why he/she believes that the waiver should be approved. Upon receipt of the written request, the principal shall determine if there is sufficient reason to grant the waiver within two days. If the principal determines that the waiver shall be denied, the parent/guardian may appeal in writing to the Deputy Superintendent of Educational Services. The Deputy Superintendent may request a meeting with the parent/guardian and will notify the parent/guardian of the acceptance/denial of the waiver.

### **C. PARENT REQUEST FOR PLACEMENT IN MAINSTREAM PROGRAM**

The district has developed a special request form for parents who wish to place a child in a regular mainstream program rather than a Structured English Immersion program model. The form may be requested from the principal of the school and must be granted. However, if in the professional opinion of the principal the transfer is deemed ill advised, then a comment should be written on the form and a copy placed in the student's cumulative file. **The student will be monitored, and if the student is not academically successful in the English language mainstream program, then the school site will make the necessary changes and place the student in the appropriate program, which will provide the instructional and support services necessary.**



In the elementary schools English Language Development (ELD) could be provided in a variety of models. For example, English Language Development could be provided by the teacher in a small group setting during a specific time during the day in the classroom, or the teachers at the same grade level could rotate groups and the students during a designated time (usually at least 30 minutes) could join other students to receive ELD in another classroom. It is important to note that for elementary students granting the request does not necessarily mean the student will be moved to another classroom. It is possible that a student would remain in the assigned classroom, but not receive the structure immersion mode of instruction.



Superintendent	Ext. 142/Fax 757-5323
Board of Education	Ext. 140/Fax 757-5323
Educational Services	Ext. 144/Fax 757-5323
Business Services	Ext. 122/Fax 757-5319
Curriculum & Instructional Services	Ext. 150/Fax 757-5423
Human Resources	Ext. 105/Fax 757-5422
Student Support Services	Ext. 116/Fax 757-5416

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**Davis Joint Unified School District** • Dr. J. Quezon Hammond, Superintendent

### PARENTAL REQUEST TO MOVE STUDENT FROM STRUCTURED IMMERSION TO MAINSTREAM PROGRAM

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_

Name of School \_\_\_\_\_ Teacher \_\_\_\_\_

Primary Home Language \_\_\_\_\_

To: School Principal

I have been notified that my child has been placed in a Structured English Immersion program. I understand the goals of the program. I have visited the school and received a full description of the Structured English Immersion program models offered in the district and I have reviewed the educational materials to be used in this program.

I am requesting that my child be placed in a regular mainstream English program because I believe my child's needs would be better served. I understand that my child will be monitored and if not successful my child will be placed in the appropriate program.

Parent/Guardian Name \_\_\_\_\_ Date \_\_\_\_\_

*(print name)*

Address \_\_\_\_\_ Phone \_\_\_\_\_

Parent Signature \_\_\_\_\_

.....**FOR SCHOOL USES ONLY**.....

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



## **Reclassification**

To be considered for reclassification, an English Learner (EL) must have clearly developed English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to pupils whose primary language is English.

Each former EL who has been designated to Fluent English Proficient (FEP) has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program.

The following multiple criteria have been set within the district:

- CELDT overall scale score at **early advanced or advanced** with no sub score lower than early advanced
- California Standards Test score of at least **325 (grades 3 – 12)** for English Language Arts
- California Standards Test score of at least **325 (grades 3 – 12)** and Math
- Writing score of **3 (grades 4 and 7)**
- California High School Exit Exam (CAHSEE) score of **Pass (grades 10 –12)**
- Teacher/Specialist Checklist of Student Performance – Passing score
- District Writing Proficiency
  - Grades 1-6      Ideas & Content  $\geq 3$   
                                 Organization  $\geq 3$   
                                 Conventions  $\geq 3$
  - Grades 3-6      Spanish Immersion Program  
                                 English Sample (Fall & Spring)
- Parent opinion in consultation during the reclassification process

If a student meets these criteria then parent(s) are notified that his/her child is being considered for reclassification. Students who get reclassified as Fluent English Proficient (FEP) will be continuously monitored to assure he/she is performing at grade level.



## **English Learners Program**

### **Purpose**

The district provides services to English Learners (EL) to assist them in learning English as well as the academic subjects being taught at their grade levels. English Language Development (ELD) is taught at the English Learner's appropriate levels so that he/she can learn English as quickly and effectively as possible. Teachers use SDAIE (Specially Designed Academic Instruction in English) techniques and skills so that students can understand the grade level curriculum. These services comply with state Education Code 300-340 and federal legal requirements. In addition, teachers help promote a strong self-image and a cross-cultural understanding.

Educational leaders at both the district and school sites analyze assessment data to ensure that EL students are making adequate progress in all subject areas. English Learners who are assigned to Special Education classrooms are supported so that they make progress toward achievement of their Individualized Education Program (IEP) academic goals.

#### EL Student Goals:

- Accelerate acquisition of English by receiving formal instruction in English Language Development (ELD)
- Meet grade-level academic standards
- Gain access to core curriculum through comprehensible instruction
- Gain cross-cultural education and develop a positive self-image

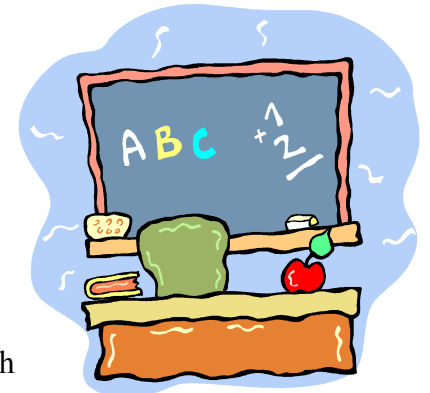
#### Parent Goals:

- Know the educational choices available for their child
- Stay informed about what is going on in the child's school and classroom
- Be involved in decisions that affect their child(ren)'s education

### **Program Descriptions**

#### **Structured English Immersion**

A California English Language Development Test (CELDT) score of Level 1 (Beginning), Level 2 (Early Intermediate), or Level 3 (Intermediate) indicates that an EL student does not yet have "reasonable fluency" or a "good working knowledge" of English. As a result, the student will be placed in a classroom with a Structured English Immersion (SEI) language acquisition program. However, the parent(s)/guardian(s) can sign a parent exception waiver for an alternative program (e.g. Spanish Immersion) or request placement in an English Mainstream (EM) program.



The majority of instruction in SEI will be in English, although primary language support can be provided if possible. The appropriately credentialed teacher will also use teaching methodology, Specially Designed Academic Instruction in English (SDAIE), to increase students' comprehension of the subject matter. For example, teaching with SDAIE techniques include use of visuals and realia, graphs and charts, drama, and

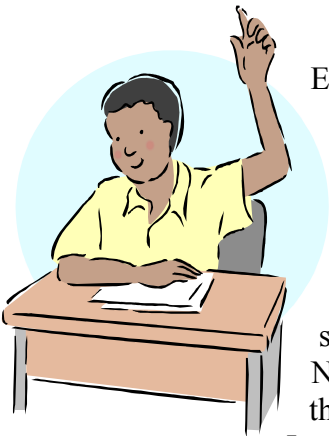
modified speech (e.g. concise sentences, no idioms). If available, primary language instruction or support may be offered.

In SEI, students will daily receive English Language Development (ELD) instruction. ELD helps students improve their English speaking, comprehending, reading, and writing skills. During part of the instructional day, several English Learners may go to a designated classroom or center to receive formal instruction in ELD by a teacher with the proper EL authorization.

Once students score a Level 4 (Early Advanced) or Level 5 (Advanced) on the CELDT, they will be transferred to the English Mainstream (EM) program since he/she is considered to have “reasonable fluency” in English.

### **English Mainstream**

Students in English Mainstream (EM) met the district’s criteria for having “reasonable fluency” of English. Parents may also request that their child is placed in an EM program. The majority of the classroom students are native English speakers and English is used as the language of instruction. ELD and SDAIE (grades 4-6) are provided by the classroom teacher, as needed, to accommodate the Level 4 and 5 students. Small group ELD may be provided as well.



### **Alternative Program Spanish Immersion**

English Learners from Beginning to Advanced level of English proficiency may participate in a Spanish Immersion magnet program at Cesar Chavez (K-6) and Marguerite Montgomery (K-3) Elementary schools. Selected classes are available in Spanish at Emerson Jr. High. By request of the district, the State Superintendent of Public Schools has granted a waiver to allow English Learners to enter the program based solely on parent request. Parents of English Learners may apply for a waiver from the Structured English Immersion program. In the Spanish Immersion 90/10 Model, teachers at the schools hold special credentials to teach English Learners in a bilingual program model. Native English speakers and English Learners are integrated in the same classroom where the majority of instruction is conducted in Spanish. The curriculum of the Spanish

Immersion Program parallels that of the English classrooms of the district. ELs receive a formal program of ELD during the instructional day.

## **English Language Development**

All students who have been identified as English Learners receive English Language Development (ELD). ELD is designed to teach English learners to understand, speak, read and write English and to acquire the linguistic competencies that native English speakers already possess when they enter school. Individual students English language development may be marked by times of accelerated or slow growth, reversals of progress and language plateaus, and unparalleled development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

### *ELD Elements:*

- All English learners must receive defined ELD instruction until reclassified
- ELD instruction must be differentiated according to the level of each student’s English proficiency
- Ongoing assessment of students’ progress in English proficiency must take place in listening, speaking, reading and writing.

## Elementary English Learner Instructional Programs

SCHOOL	ONGOING ASSESSMENT	CELDT LEVEL	ENGLISH LANGUAGE DEVELOPMENT GROUPING	CURRICULUM	AFTER SCHOOL PROGRAM
Birch Lane		Beginning	Newcomer ELD	Rigby- On Our Way to English	Homework Club
		Early Intermediate & Intermediate	Leveled ELD	Rigby- On Our Way to English	Grades 4-6
		Early Advanced Advanced	Mainstream Class	Houghton Mifflin English Learner Support	
Cesar Chavez  <i>Alternative Program (Spanish Immersion Program)</i>	ADEPT Test	Beginning	Newcomer EL Leveled ELD Instruction and ELD in Subject Area Science (1-3)	Language!  Language! FOSS Science	
		Early Intermediate & Intermediate	Leveled ELD Instruction and ELD in Subject Area Science (1-3) Reading Support/ELD in Reading Room 4-6	Language! FOSS Science	
		Early Advanced Advanced	Mainstream Class Reading Support/ELD in Reading Room	Houghton Mifflin English Learner Support	
Korematsu	ADEPT Test	Beginning	Newcomer ELD	Rigby- English In My Pocket Rigby- On Our Way to English Rosetta Stone	Bridge Homework Club
		Early Intermediate & Intermediate	Leveled ELD	Rigby- English In My Pocket Rigby- On Our Way to English Rosetta Stone	Grades 4-6
		Early Advanced Advanced	Mainstream Class	Houghton Mifflin English Learner Support Rosetta Stone	
Montgomery  <i>Alternative Program Available (Spanish Immersion Strand K-3)</i>	Quick Informal  Assessment (QIA)	Beginning	Newcomer ELD	Litcon Level A Rigby- On Our Way to English WRITE Institute	ELD Extension
		Early Intermediate & Intermediate	Leveled ELD	Litcon Level B/C Rigby- On Our Way to English WRITE Institute	Grades K-3 & Bridge HW
		Early Advanced Advanced	Mainstream Class	Houghton Mifflin English Learner Support WRITE Institute	Club Gr. 4-6
North Davis	ADEPT	Beginning	Newcomer ELD	Rigby- On Our Way To English Rigby- English In My Pocket Supplemental: Rosetta Stone, Hampton Brown	K groups
	ADEPT	Early Intermediate & Intermediate	Leveled ELD	Rigby- On Our Way To English Great Source - Access Supplemental: Rosetta Stone, Hampton Brown, Benchmark Books	Reading Club Homework Support
	ADEPT	Early Advanced Advanced	Mainstream Class	Houghton Mifflin-E. L. Support Supplemental: Rosetta Stone, Hampton Brown, Benchmark Books	Reading Club Homework Support

<b>Patwin</b>	<b>ADEPT Test</b>	<b>Beginning</b>	<b>Newcomer ELD</b>	<b>Litcon Level A</b>	<b>Bridge Homework</b>
		<b>Early Intermediate &amp; Intermediate</b>	<b>Leveled ELD</b>	<b>Litcon B/C Rigby- English In My Pocket Rigby- On Our Way to English</b>	<b>Club Grades 4-6</b>
		<b>Early Advanced Advanced</b>	<b>Mainstream Class</b>	<b>Houghton Mifflin English Learner Support</b>	
<b>Pioneer</b>		<b>Beginning</b>	<b>Newcomer ELD</b>	<b>Rigby- English In My Pocket Rigby- On Our Way To English</b>	
		<b>Early Intermediate &amp; Intermediate</b>	<b>Leveled ELD</b>	<b>Rigby- English In My Pocket Rigby- On Our Way To English</b>	
		<b>Early Advanced Advanced</b>	<b>Mainstream Class</b>	<b>Houghton Mifflin English Learner Support</b>	
<b>Willet</b>		<b>Beginning</b>	<b>Newcomer ELD</b>	<b>Rigby-On Our Way to English Rigby-English in My Pocket Rosetta Stone</b>	
		<b>Early Intermediate &amp; Intermediate</b>	<b>Leveled ELD</b>	<b>Rigby- On Our Way to English Language!</b>	
		<b>Early Advanced Advanced</b>	<b>Mainstream Class</b>	<b>Houghton Mifflin English Learner Support</b>	

## Secondary English Learner Instructional Programs

SCHOOL	CELDT LEVEL	ENGLISH LANGUAGE DEVELOPMENT GROUPING	CURRICULUM	ADDITIONAL SUPPORT OR AFTER SCHOOL PROGRAM
Emerson Jr.	Beginning Early Intermediate	ELD – I	High Point Rosetta Stone Reasoning and Writing Making Connections	Reading class, if needed, or ELD; After-school program at library, math support, student study space
	Intermediate & Early Advanced	ELD – II	High Point Grammar in Action Voices in Literature	Reading class, if needed; After-school program at library, math support, student study space
	Advanced	Mainstream English	High Point Vocabulary building books	After-school program at library and math support
Harper Jr.	Beginning	ELD I ELD II	Step Up to Writing High Point Level A/B Language!	
	Early Intermediate & Intermediate	ELD II	High Point Level C Language! Step Up to Writing	Reading Core Bilingual Para-Ed support
	Early Advanced Advanced	Mainstream English	Mainstream class	Bridge (7 <sup>th</sup> Period)
Holmes Jr.	Beginning	ELD – I	High Point	EL Social Studies EL Reading
	Early Intermediate	ELD – II	High Point	EL Social Studies EL Reading
	Early Advanced Advanced	Mainstream English		Para-Ed support EL/ELA support class
Davis High	Beginning	ELD 1	Reading class Para Educator 3 hrs/day; Primary language and EL support in EL and sheltered classes	Sheltered Science Sheltered History Clustered classes
	Early Intermediate & Intermediate	ELD 2, English and ELD 3	Reading class Para Educator 3 hrs/day; Primary language and EL support in EL and sheltered classes Mainstream with support	Sheltered Science Sheltered History Clustered classes
	Early Advanced Advanced	Mainstream English	Mainstream with support	Mainstream classes
King High	Beginning	English work in individualized programs	Mainstream with support	Mainstream classes; Full school day Para-Ed/ Bilingual support (Spanish) in all classes
	Early Intermediate & Intermediate	English work in individualized programs	Mainstream with support	
	Early Advanced Advanced	English work in individualized programs	Mainstream with support	
DaVinci Charter Academy	Intermediate, Early Advanced, Advanced	Mainstream Classroom	Problem-based learning (curriculum used ELA)	Academic coach, Resource skills class

# **Gifted and Talented Education (GATE)**

## **Mission Statement**

It is the mission of the Davis Joint Unified School District's Gifted and Talented Education Program, in partnership with parents, community and post-secondary institutions, to provide a quality educational program for gifted and talented students in order to develop their knowledge, skills, abilities, and values. The district's GATE program serves three categories of gifted students: 1) *intellectually gifted*—students with high potential in the areas of abstract thinking and reasoning ability as applied to school learning situations; 2) *high achieving*—the student who scores two or more levels above grade level in two or more academic areas and/or maintains a 3.6 grade point average in college preparatory academic classes for a period of two consecutive years; 3) *high achieving in a specific academic area*—the student who scores two or more levels above grade level or who maintains a 3.6 grade point average in a single academic area for a period of two or more years.



## **Steps to Identify GATE Eligible Students:**

- #1 Universal Testing of all 3<sup>rd</sup> grade students occurs in late September using the *OLSAT-8*, unless the parent/guardian submits a “Do Not Test” form
  - “Special needs” students are provided with required accommodations
- #2 *OLSAT-8* requires a minimum score of the 96<sup>th</sup> %ile on the Total Score and the Verbal or the Nonverbal Score to qualify as *intellectually gifted*
- #3 Students scoring in the *standard error of measurement* (SEM: T=90<sup>th</sup>-95<sup>th</sup> %ile on the Total Score and the Verbal or Nonverbal Score) are rescreened
- #4 Students who do not attain a qualifying score on the *OLSAT-8* and who were not within the *standard error of measurement* (SEM) are evaluated for other mitigating issues that may have impacted performance. Risk factor information is collected on 3<sup>rd</sup> grade students:
  - who are EL students; if students’ parents are native English speakers; each student’s level of proficiency in English as well as CELDT scores and at risk socioeconomically.
  - who are impacted by learning needs such as RSP, ADD, hearing or vision impairments, health issues, etc., who score average or above on *OLSAT* and/or *CST*.
  - who have disparate scores such as a *CST* subtest score and/or *CELDT* score that indicate more potential than reflected on *OLSAT* test.
  - who are achieving at or above grade level, are low SES and/or second language learner.
  - who are triggered by observational information gathered during the initial testing.
  - who are referred by teacher or parent/guardian which may be factored into the decision to rescreen.
- #5 Finally, students with risk factors who did not test in September and who did not attend a make-up session but demonstrated any of the above criteria are scheduled for screening by the GATE Coordinator (these students often may not have transportation to attend after school make-ups and/or may not have a parent/guardian who reads English well enough to understand the information).
- #6 To determine GATE eligibility for older students we offer testing for students in grades 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup>, in the Fall of each year. Parents may choose to have their student tested. Testing dates and times are announced in the school newsletters and testing takes place at the District Office.
- #7 Refer to the District website: [www.djUSD.net](http://www.djUSD.net) or contact the GATE Office (757-5300 x146) for GATE forms in Spanish.

## **School Attendance**



**Absences for Personal Reasons:** A pupil may be excused from school for justifiable personal reasons, including but not limited to an appearance in court, observance of a holiday or ceremony of his or her religion, attendance at an employment conference, when the pupil's absence has been requested in writing by the parent/guardian and approved by the principal or a designated representative. A pupil absent from school under this section will be allowed to complete all assignments and tests missed during the absence which can be reasonably provided and, upon satisfactory completion within a reasonable period of time, will be given full credit therefore. The teacher of any class from which a pupil is absent will determine what tests and assignments the pupil will make up. The tests and assignments will be reasonably equivalent to those missed during the absence. (Education Code §48205)

**Excused Absences:** No pupil will have his/her grade reduced or suffer a loss of academic credit on account of an excused absence when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. An excused absence is defined in Education Code §48205 as:

- (A) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to his or her illness.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometrical, or chiropractic service rendered.
  - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
  - (5) For the purpose of jury duty in the manner provided for by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian.
  - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion attendance at religious retreats or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the Board.
- (B) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine that the tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (C) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (D) "Immediate family" as used in this section has the same meaning as that set forth in section 45194, except that references therein to "employee" shall be deemed to be references to "pupil." (Education Code §48980; 48205)

**Unexcused Absence:** Parents/guardians will be notified in a timely manner if their child is absent from school without permission. (Education Code §51101.4)



## **Glossary**



**Bilingual Cross-Cultural Language and Academic Development (BCLAD)** – A certification given by the State of California that authorizes the holder to teach ELD, SDAIE and primary language content in the classroom.

**California Education Code (Ed Code)** – These are the laws that govern education in California. The laws and regulations concerning the English Learner Program in California are written into the Ed Code.

**California English Language Development Test (CELDT)** – The state of California developed this test to assess and monitor English Learners who are developing proficiency in the English language. It is based on the California English Language Development Standards. By state law, the student must take the test within 30 days after enrolling into the district. It is also given annually until a student gets reclassified as Fluent English Proficient (FEP). The CELDT places students at one of the following five proficiency levels:

**Level 1 – Beginning:** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication and learning demands, but with many errors.

**Level 2 – Early Intermediate:** Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

**Level 3 – Intermediate:** Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

**Level 4 – Early Advanced:** Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

**Level 5 – Advanced:** Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

**California Standards Test (CST)** – This assessment is part of the California’s STAR tests, which DJUSD annually administers to all students in Grades 2 through 11 in May. The results of these assessments determine if students are mastering the California Standards for their grade level and inform parents, teachers and administrators of the student’s and the school’s progress.

**Coordinating Council School Climate Committee (CCSCC)** – Under the direction of the Director of Student Services, the Coordinating Council of School Climate Committee meets four times a year to share and review works of specific school climate committees and student support programs. In support of School Principals, the council plans, organizes, and promotes special events and activities; analyzes and discusses sensitive issues that relates to diversity and equity; assist leadership at the school sites in research and implementing initiatives regarding student achievement and developing a positive school climate.

**Cross-cultural Language and Academic Development (CLAD)/ California Teacher of English Learner (CTEL)** – A Certification given by the State of California that authorizes a teacher to instruct students in both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). All teachers who teach English Learners are required by state law to have this certification.

**District English Learner Advisory Committee (DELAC)** – A DELAC committee is formed when there are 51 or more English Learners at a District. This committee consists of parent representatives from each school's English Learner Advisory Committee (ELAC). The DELAC's role is to advise the district on programs and services for English Learners.

**English as a Second Language (ESL)** – A sequential program designed to teach English to students whose primary language is a language other than English. A student is part of an ESL program during his/her first stages of learning English.

**English Language Acquisition Program (ELAP)** – monies from the state to support English Learners in Grades 4-8.

**English Language Development (ELD)** – A broad term encompassing all aspects of English language development for English Learners. It may include ESL, as well as reading and writing at developmentally appropriate levels.

**English Learner (EL)** – A K-12 student who, based on objective assessment, has not developed speaking, listening, reading, and writing proficiencies in English to perform at grade level or near grade level proficiency in the regular school program. These students are sometimes referred to as Limited English Proficiency (LEP).

**English Learner Advisory Committee (ELAC)** – A committee that is formed when there are 21 or more English Learners at a school. The purpose of the committee is to support parent participation in school activities, to enable parents to advise the school staff and the School Site Council about the needs of their child(ren), and to help promote school attendance.

**English Mainstream (EM)** – This classroom is for students who have met the criteria to having achieved a “good working knowledge” of English. These students will continue to receive appropriate services within the classroom. EL placed in EM generally score at CELDT Levels 4 and 5.

**English Only (EO)** – A term used to identify a student who speaks no language other than English and comes from a home where only English is spoken.

**Fluent English Proficient (FEP)** – A student that has a home language other than English, but whose oral and written English skills close to those of native English speakers.

**Home Language Survey** – Davis Unified School District’s Home Language Survey is included in the Registration Information form that parents/guardians complete during the enrollment process. The results of this survey determine whether or not a student’s language skills are assessed with the CELDT.

**Individualized Educational Program (IEP)** – Teachers, with parents/guardian’s input, develop Individualized Educational Program (IEP) goals for students who have been identified as having special needs. These goals are reviewed annually to determine if the student has met his/her IEP goals.

**Language Assessment Scales (LAS)** – Upon enrollment, if it is determined through the Home Language Survey that an English Learner speaks Spanish, he or she is assessed in the primary language through the LAS test in Grades 1-12, and the Pre-LAS in Kindergarten.

**Parent Teacher Association (PTA)** – The PTA is a national organization with branches at individual schools. The purpose of the organization is to support teachers and parents and to help improve and enrich the school’s academic instruction. Often, the PTA provides financial support through fundraisers.

**Parental Exception Waiver** – When a parent’s responses on the Home Language Survey indicate that the student may be an English Learner, the student is to be placed in a Structured English Immersion classroom for a minimum of thirty days. However, a parent has the right to request that their child be placed in alternate program. In this case, the parent must complete a Parental Exception Waiver before the student can be moved.

**Primary Language Classroom** – A classroom where academic instruction time, textbooks, and teaching materials are in the child’s native language much or all of the time.

**Reclassification** – When a student has met all the district’s criteria, the student becomes reclassified from an EL (or LEP “Limited English Proficient”) to Fluent English Proficient (FEP) student.

**Registration Information (RI)** – This is the document parents or guardians complete when the student is first enrolled in the District.

**Special Education** – A student enrolled in Special Education receives more intensive academic support. Additional services that the student may need are provided .

**Specially Designed Academic Instruction in English (SDAIE)** – SDAIE is a methodology used by teachers to help English Learners understand academic content. SDAIE techniques include the use of visuals, pictures, photos, gestures, drama, realia, graphic organizers, pairing English Learners (EL) with English Only (EO) students, etc. so that students can follow the teacher’s lessons and class discussions.

**Structured English Immersion (SEI)** – An English language acquisition process for students in which nearly all classroom instruction is in English, but with curriculum and presentation designed for children who are still learning the English language.

Usually, SEI instruction includes: 1) English language development (ELD) appropriate to each student’s level of English proficiency, 2) content instruction using specially designed academic instruction in English (SDAIE) when needed for full access to the core subjects, and 3) may include primary language support. SEI is typically for students who score Level 1-3 on the CEDLT.

Students can be re-enrolled in the Structured English Immersion program if he/she has not achieved a reasonable level of English proficiency unless the parents/guardians object to the extended placement.

**Title III** – Federal funding as a result of No Child Left Behind legislation in January 2002 in order to provide additional funds for language instruction of English Learners.



## **Acronyms**



<b>AMAO</b>	Annual Measurable Achievement Objectives
<b>API</b>	Academic Performance Index
<b>AYP</b>	Adequate Yearly Progress
<b>BCLAD</b>	Bilingual Cross-cultural Language and Academic Development Certification
<b>CBET</b>	Community Based English Tutoring
<b>CCSCC</b>	Coordinating Council School Climate Committee
<b>CCR</b>	California Code of Regulations or Coordinated Compliance Review
<b>CDE</b>	California Department of Education
<b>CELDT</b>	California English Language Development Test
<b>CLAD</b>	Cross-cultural Language and Academic Development Certification
<b>CST</b>	Child Study Team
<b>DELAC</b>	District English Learners Advisory Committee
<b>DIS</b>	Designated Instruction and Services
<b>DSHS</b>	Davis Senior High School
<b>DSIS</b>	Davis School for Independent Study
<b>DJUSD</b>	Davis Joint Unified School District
<b>DSAF</b>	Davis School Arts Foundation
<b>EIA-LEP</b>	Economic Impact Aid – LEP Supplemental Funding
<b>EL</b>	English Learner (also known as LEP)
<b>CST in ELA</b>	California English-Language Arts Standards Test (CST in English-Language Arts)
<b>ELAC</b>	English Learner Advisory Committee, school level (formerly BAC)
<b>ELD</b>	English Language Development
<b>EO</b>	English Only
<b>ESL</b>	English as a Second Language
<b>FAPE</b>	Free and Appropriate Public Education
<b>FEP</b>	Fluent English Proficient
<b>GATE</b>	Gifted and Talented Education
<b>HLS</b>	Home Language Survey
<b>IEP</b>	Individual Education Plan
<b>IFEP</b>	Initial Fluent English Proficient
<b>L<sub>1</sub></b>	Primary Language

<b>LDS</b>	Language Development Specialist
<b>LEA</b>	Local Educational Agency
<b>LEP</b>	Limited English Proficient
<b>MPR</b>	Multipurpose Room
<b>NCLB</b>	No Child Left Behind
<b>OCR</b>	Office for Civil Rights (U.S. Department of Education)
<b>OR</b>	Office Referral
<b>PAC</b>	Parent Advisory Committee
<b>PTA</b>	Parent Teacher Association
<b>PTO</b>	Parent Teacher Organization
<b>RFEP</b>	Reclassified Fluent English Proficient
<b>RSP</b>	Resource Skills Program
<b>R30-LC</b>	Annual Language Census Report (form R30-LC)
<b>SAC</b>	Substance Abuse Commission
<b>SBE</b>	State Board of Education
<b>SDAIE</b>	Specially Designed Academic Instruction in English
<b>SPEDLEP</b>	English learner or LEP student in Special Education
<b>SSC</b>	School Site Council
<b>SSR</b>	Sustained Silent Reading
<b>SST or CST</b>	Student Study Team or Child Study Team
<b>SIPAT</b>	Spanish Immersion Parents and Teachers
<b>SEAC</b>	Special Education Advisory Committee