# Student Services and Support Division

**Agenda**  
Chương trình nghị sự  
SCCOE District English Learner Advisory Committee  
Comité Asesor Distrital para Asuntos del Idioma Inglés  
Ban Tư vấn Học sinh học Anh ngữ của Học khu thuộc SCCOE  
Santa Clara County Office of Education

**Monday May 13, 2019**  
**Lunes 13 de mayo 2019**  
**Thứ Hai, ngày 5 tháng 11 năm 2019**

| Welcome and Introductions  
Bienvenida y presentaciones  
Hoan nghênh và Giới thiệu | Dr. Rohlfing  
Special Ed EL Team  
Equipo de Educación Especial  
para Estudiantes de inglés  
Nhóm EL Giáo dục đặc biệt | 10 minutes  
10 minutos  
10 phút |
| --- | --- | --- |
| **Purpose of DELAC**  
¿Cuál es el propósito de DELAC?  
Mục đích của DELAC | Dr. Rohlfing | 10 minutes  
10 minutos  
10 phút |
| **Current EL Data**  
Estadísticas actuales sobre los estudiantes de inglés  
Dữ liệu EL hiện thời | Dr. Rohlfing | 15 minutes  
15 minutos  
15 phút |
| **Reclassification Update**  
Proceso de reclasificación  
Tài phân loại | Special Ed EL Team  
Equipo de Educación Especial  
para aprendices de inglés  
Nhóm EL Giáo dục đặc biệt | 10 minutes  
10 minutos  
10 phút |
| **Title III Budget 2019-20**  
Presupuesto Título III 2019-20  
Ngân sách Title III năm 2019-20 | Dr. Putney | 10 minutes  
10 minutos  
10 phút |
| **DELAC Reviews Consolidated Application/ Title I, II, III Plan for Spending**  
DELAC: Revisión de las aplicaciones de consolidación de gastos/Título I, II, III  
DELAC xem duyệt Đơn hợp nhất/kế hoạch chi tiêu cho Title I, II, III | Dr. Putney | 10 minutes  
10 minutos  
10 phút |
| **EL Master Plan Update**  
Actualización del Plan Maestro para aprendices de inglés  
Cập nhật Quy hoạch tổng thể EL | Dr. Rohlfing | 5 minutes  
5 minutos  
5 phút |
| **Closure**  
Clausura  
Bế mạc | All  
Todos  
Tất cả mọi người | 5 minutes  
5 minutos  
5 phút |
May 15, 2019

SCCOE DELAC Meeting Notes May 13, 2019

In Attendance: Steve Olmos, David Putney, Jennifer Ann, James White, Oanh Tran, Edilma Roulette, Jeff Arnett, Riju Kirshna, Tracy Rohlfing

1. The team met and after introductions discussed how to structure meetings for 2019-20 to accommodate parent needs. Suggestions included:
   - Hold the meetings at a pizza place and provide food for parents.
   - Have specific topics of parent education at the meetings to draw parents (ie FAFSA)
   - Hold DELAC meetings and PAC meetings during the same time frame.
2. Dr. Rohlfing reviewed the purpose of DELAC.
3. Dr. Rohlfing presented current EL data to include: enrollment, EL enrollment, RFEP enrollment, and percentages.

<table>
<thead>
<tr>
<th>Site</th>
<th>Enrollment</th>
<th># EL</th>
<th>% EL</th>
<th># RFEP</th>
<th>% RFEP</th>
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<tbody>
<tr>
<td>Special Ed</td>
<td>1966</td>
<td>459</td>
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<tr>
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<tr>
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<td>17</td>
<td>17.65%</td>
</tr>
<tr>
<td>Sunol HS</td>
<td>55</td>
<td>14</td>
<td>25%</td>
<td>18</td>
<td>32.14%</td>
</tr>
<tr>
<td>OYA</td>
<td>385</td>
<td>114</td>
<td>31.23%</td>
<td>95</td>
<td>26.03%</td>
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<tr>
<td>Total</td>
<td>2620</td>
<td>650</td>
<td>24.80%</td>
<td>154</td>
<td>5.87%</td>
</tr>
</tbody>
</table>

4. The team discussed reclassification. Reclassification follows the guidelines as set forth by CDE and Board Policy.
   - Special Education also determines testing types per student disability.
   - A new alternative assessment aligned to ELPAC will be piloted by CDE in 2019-2020.
   - OYA and Alt Ed have a system in place.
   - Special Education is beginning to gather data for alternate assessment purposes and record in a portal.
   - Nothing in the EL Master Plan will be changed regarding re classification as current plan aligns with CDE and Board Policy requirements and is kept general intentionally.

5. The team reviewed budget items for the Title III budget for 2019-20. Projected Title III funding is $61,202. If numbers are indicated as current, special education will receive 86% of the funding (52,633.) and Alt Ed will receive 14% of the funding (8969.00). Planned expenditures include: Rosetta Stone and supplemental materials.
6. The DELAC reviewed the potential funding for 2019-20 (Con App):
   Title I Part D- 602,003
   Title I Part A- 1,300,000
   Title III- 61,202.00

   The Con App will be certified June 30, 2019 and DELAC input is required.

7. The DELAC discussed the EL Master Plan Update. As Governing Board approval is not required, the EL Master Plan will not go to the Board. Dr. Rohlfing suggested that the team continue to update the plan annually to keep alignment with Federal Program Monitoring requirements.
## Sign In Sheet

**School:** Student Services Branch  
**Date:** May 13, 2019  
**Reason for Meeting:** Delac

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Tracy Lohif</td>
<td>Admin</td>
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<tr>
<td>Cash Tran</td>
<td>Interpreter</td>
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<tr>
<td>Rina Sanchez</td>
<td>COE AD</td>
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<td>Sara Anne</td>
<td>COE Director</td>
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<tr>
<td>Riya Kneana</td>
<td>Teacher</td>
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<td>Editha Rose</td>
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<tr>
<td>Sue Olmes</td>
<td>SCOF</td>
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<td>David Puthen</td>
<td>SCEO Area Dir</td>
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<tr>
<td>Jeff Arnett</td>
<td>Community member</td>
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$17,563

Title III English Learner Program $504.50 Budget as of 5/7/19
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</table>
SCCOE Plan for English Learners

Board Approved June 12, 2019

Santa Clara County Office of Education Governing Board:
Joseph DiSalvo
Darcie Green
Rosemary Kamei
Grace H. Mah
Claudia Rossi
Anna Song
Kathleen M. King

District Leadership

• Dr. Mary Ann Dewan, Superintendent
• Dr. Steve Olmos, Assistant Superintendent Student Services and Support
• Dr. David Putney, Director/Principal Alternative Education
• Dr. Jennifer Ann, Director Special Education
• Dr. Yee Wan, Director Multi-Lingual and Humanities Education.
• Dr. Dawn River, Coordinator State & Federal Programs/Title III COE Regional English Learner Specialist

Acknowledgments and EL Plan Development Process
Thank you to the SCCOE teachers, administrators, and support staff who supported the completion of this plan. Special thanks to the SCCOE Multi-Lingual and Humanities Division and the Office of State and Federal Programs in supporting alignment of this plan to state and federal requirements and best programming for students.

SCCOE DESIRED OUTCOMES for ENGLISH LEARNERS

English Learners will acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a]

English Learners will meet state standards for academic achievement. (20 USC 1703[f], 6892; 5 CCR 11302[b]
Table of Contents

Introduction
Federal Program Monitoring and Seven Dimensions of EL Programming
California English Learner Roadmap (2017)
Santa Clara County Office of Education District Profile

Chapter One - Involvement

EL 01: English Learner Advisory Committee (ELAC)
1.0 English Learner Advisory Committee (ELAC) Requirements
1.2 ELAC Combines with Another Advisory Committee
1.3 ELAC Participation in District English Learner Advisory Committee

EL 02: District English Learner Advisory Committee (DELAC)
2.0 DELAC Composition
2.1 DELAC Responsibilities
2.2 Training of DELAC Members
2.3 DELAC Advisement for Consolidated Application

Chapter Two - Governance and Administration

EL 03: EL Identification and Assessment
3.0 Identification and Assessment
3.1 Home Language Survey
3.2 Initial Identification and Language Assessment (ELPAC)
3.3 Annual EL Language Proficiency Assessment (ELPAC)
3.4 ELPAC Annual Assessment Window
3.5 Students with Disabilities and Language Proficiency Assessment
3.6 Immigrant and Non-Schooled Children and Assessment

EL 04: Implementation, Monitoring, and Revision of Title III Plan
4.0 Title III Plan Annual Update and Monitoring
4.1 Use of Title III Funds
4.2 Use of Title III Funds for Sub Grantees

EL05: EL Program Inclusion in Development of the SPSA
   5.0 Inclusion of EL Program in the SPSA
   5.1 EL Requirements in the SPSA
   5.2 Local Governing Board Approval of SPSA
   5.3 Alignment of the SPSA with the LCAP
   5.4 Use of Title III funds in the SPSA

EL06: Title III Inventory
   6.0 Title III Inventory Record
   6.1 Physical Check of Inventory

Chapter Three- Funding

EL07: Supplement Not Supplant Title III
   7.0 Use of General Funds and Title III
   7.1 Use of Carryover Title III Funds
   7.2 EIA-LEP Carryover (Does Not Apply)
   7.3 Supplement not Supplant
   7.4 Title III Fund Allocation

EL08: Time Accounting Title I and III
   8.0 Direct and Indirect Funds and Time Accounting
   8.1 Monthly Personnel Activity Report
   8.2 Semi Annual Certification

Chapter Four- Standards, Assessment, and Accountability

EL09: Evaluation of EL Program Effectiveness
   9.0 EL Program Evaluation Components

EL10: Reclassification
   10.0 Reclassification Process
   10.1 Student Permanent Record
   10.2 ReDesignation Monitoring
Chapter Five- Staffing and Professional Development

EL11: Teacher EL Authorization
  11.0 Authorization

EL12: Professional Development Specific to English Learners
  12.0 Professional Development Specific to EL
  12.1 Professional Development to Support Program Implementation
  12.2 Professional Development to All Staff

Chapter Six- Opportunity and Equal Educational Access

EL 13: Language Program Options and Parent Choice
  13.0 Language acquisition program composition
  13.1 Structured English Immersion (SEI) Program
  13.2 Parent Choice of Program
  13.3 Parent Collaboration Regarding EL Program Choice

Chapter Seven-Teaching and Learning

EL14: ELD
  14.0 Program of ELD Instruction

EL15: Access to Core Subject Matter
  15.0 Academic Instruction
  15.1 Support for EL Students in Core Academic Subjects
  15.2 EL Progress Monitoring and Intervention
Introduction

Federal Program Monitoring

Federal Program Monitoring is established by state and federal law and identifies the intent of the program for English Learners. The intent of the law is to ensure the desired outcome for the required actions and use of program funds. The SCCOE Plan for English Learners is aligned to the Federal Program Monitoring instrument to ensure services for EL students are provided as intended.

California Department of Education Program for English Learners Seven Dimensions

I. Involvement: Parents, staff student and community members participate in developing, implementing, and evaluating core and supplemental programs.
   EL 1   English Learner Advisory Committee (ELAC)
   EL 2   District English Learner Advisory Committee (DELAC)

II. Governance and Administration: Policies, plans, and administration of supplemental programs meet statutory requirements.
   EL 3   Identification, and Assessment
   EL 4   Implementation, Monitoring, & Revision of Title III Plan
   EL 5   EL Program Inclusion in Development of the SPSA
   EL 6   Title III Inventory Record

III. Funding: Allocation and use of funds meet statutory requirements for allowable expenditures.
   EL 7   Supplement Not Supplant with Title III
   EL 8   Time Accounting Requirements (Title I, Title III)

IV. Standards, Assessment and Accountability: EL programs meet state standards; are based on the assessed needs of program participants; and achieve the intended outcome of the supplemental program.
   EL 09   Evaluation of EL Program Effectiveness
   EL 10   Reclassification

V. Staffing and Professional Development: Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.
   EL 11   Teacher EL Authorization
   EL 12   Professional Development Specific To English Learners

VI. Opportunity and Equal Education Access: Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.
   EL 13   Language Program Options and Parent Choice

VII. Teaching and Learning: Participants receive core and supplemental program services that meet their assessed needs.
   EL 14   English Language Development (ELD)
   EL 15   Access to Core Subject Matter
## Santa Clara County Office of Education Alignment with the California English Learner Roadmap Principles

<table>
<thead>
<tr>
<th>CA EL Roadmap Principle</th>
<th>Actions SCCOE Will Implement to Support the California English Learner Roadmap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle One</strong></td>
<td>SCCOE will support an integrated approach to EL instruction as a means to build academic capacity and social support.</td>
</tr>
<tr>
<td><em>Assets Oriented and Needs Responsive Schools</em></td>
<td>SCCOE will support EL instruction through a strengths-based mindset.</td>
</tr>
<tr>
<td>Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.</td>
<td>SCCOE schools will maintain a positive and inclusive climate, grounded in student need.</td>
</tr>
<tr>
<td><strong>Principle Two</strong></td>
<td>SCCOE staff will utilize collaborative academic strategies and structures to promote transfer of learning. Through a focus on project based learning, SCCOE staff will support college and career readiness and literacy for EL students.</td>
</tr>
<tr>
<td><em>Intellectual Quality of Instruction and Meaningful Access</em></td>
<td>SCCOE staff will elicit stakeholder engagement and support to guide EL programming and budget.</td>
</tr>
<tr>
<td>English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.</td>
<td></td>
</tr>
<tr>
<td><strong>Principle Three</strong></td>
<td>SCCOE staff will provide quality instruction through access to standards aligned curriculum and universal lesson design.</td>
</tr>
<tr>
<td><em>System Conditions That Support Effectiveness</em></td>
<td>SCCOE staff will participate in professional development relevant to supporting EL students through designated and integrated ELD.</td>
</tr>
<tr>
<td>Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.</td>
<td>SCCOE will focus on literacy and appropriate needs of student population.</td>
</tr>
<tr>
<td></td>
<td>SCCOE students will have opportunity to pursue proficiency in other languages through blended learning as appropriate.</td>
</tr>
<tr>
<td></td>
<td>SCCOE staff will access data and assessment information to support EL students systematically.</td>
</tr>
<tr>
<td></td>
<td>SCCOE staff is committed to providing services, climate, and structures to support English Language proficiency.</td>
</tr>
<tr>
<td></td>
<td>SCCOE Programs will promote the Seal of Bi-Literacy where appropriate.</td>
</tr>
<tr>
<td></td>
<td>SCCOE is committed to a process of continuous improvement for English Learners through data analysis, collaboration, and targeted instruction.</td>
</tr>
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</table>
Principle Four
Alignment and Articulation Within and Across Systems
English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

SCCOE students will participate in EL Pathways (newcomer, EL, LTEL, and Ever EL) according to grade level and language proficiency needs. SCCOE EL students will participate in career pathways and academic experiences as aligned to IEP or transition plans.
## District Profile
Santa Clara County Office of Education

Student Services and Support Division provides services for a variety of student groups to include: (a) students in court-ordered institutional programs, (b) students referred due to expulsion or attendance needs, (c) students re-engaging in academics after the age of 16, and (d) students participating in County Operated Special Education programs.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>SCCOE (Non Charter)</th>
<th>Blue Ridge/ Osborne</th>
<th>Sunol</th>
<th>Opportunity Youth Academy Charter</th>
<th>SCCOE Special Ed</th>
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<td>Type of School</td>
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<td>Juvenile Facilities</td>
<td>County Community School</td>
<td>Re Engagement Program</td>
<td>County Operated Special Ed</td>
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<tr>
<td>All</td>
<td>1474</td>
<td>103</td>
<td>91</td>
<td>222</td>
<td>1232</td>
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<td>29%</td>
<td>24%</td>
<td>28%</td>
<td>39%</td>
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<td>ReDesignated English Learner</td>
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<td>21%</td>
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<td>62%</td>
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<td>Students with Disabilities</td>
<td>90%</td>
<td>34%</td>
<td>28%</td>
<td>16%</td>
<td>100%</td>
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<td>Socio Economic Disadvantaged</td>
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<td>5%</td>
<td>10%</td>
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<td>17%</td>
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(Source: DataQuest, 2017-18)
SCCOE Reclassification Data Three Year Trends (2015-2018)

<table>
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<tr>
<th>Re Classification Rates</th>
<th>SCCOE (Non Charter)</th>
<th>Court</th>
<th>Community</th>
<th>Opportunity Youth Academy</th>
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<td>483</td>
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<td>% of EL RFEP</td>
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<td>2016-17 Re Classification Rates</td>
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<td>% of EL RFEP</td>
<td>1.06%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.06%</td>
</tr>
<tr>
<td>2015-16 Re Classification Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># EL</td>
<td>513</td>
<td>36</td>
<td>37</td>
<td>NA</td>
<td>440</td>
</tr>
<tr>
<td># RFEP</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>11</td>
</tr>
<tr>
<td>% of EL RFEP</td>
<td>2.03%</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>2.03%</td>
</tr>
</tbody>
</table>

(Source Data Quest 2017-18)

Osborne School Juvenile Hall San Jose, CA
Chapter One
Involvement

EL 01: English Learner Advisory Committee (ELAC)
(EC 11308, 52176, 64001)

EL 1.0: English Learner Advisory Committee (ELAC) Requirements

A school site with 21 or more ELs has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

a. Parent members are elected by parents or guardians of ELs.
b. Parents of ELs constitute at least the same percentage of committee membership as their children represent of the student body.
c. The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b).
d. The ELAC advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA).
e. The ELAC advises the principal and staff on the school’s program for ELs.
f. The ELAC assists in the development of the school’s’:
   2. Language Census report.
   3. Efforts to make parents aware of the importance of regular school attendance.

Categorical funds may be allocated by the principal/SSC for support of the ELAC which may include childcare, translation services, meals and training.

The ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district.

Formation

To announce the intent to form an English Learner Advisory Committee (ELAC), the school sends out written invitations to all parents, and often makes phone calls to parents of ELs. In the first meeting, there is an election in which all parents/guardians of ELs have an opportunity to vote and elect parent members of the committee. The election may or may not include ballots; however, the process will be clearly documented in the meeting minutes. Both certificated and classified site staff are also notified of the intent to form an ELAC, along with the
responsibilities of ELAC members. Staff can nominate themselves to be members. It is suggested the staff membership be selected prior to the first ELAC meeting. Election of ELAC officers and creation of bylaws are optional.

Parents of ELs must constitute at least the same percentage of the committee membership as their children represent the student body. For example, if a site has 63% ELs, the ELAC must be composed of at least 63% parents of ELs. Initial rosters will include a place for parents to indicate the English Proficiency of their children: English Only (EO), English Learner (EL), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP). Rosters are due to the Administrator of State and Federal Projects or designee by September 15, annually. The principal and staff work diligently to ensure that parents of ELs attend ELAC meetings.

Members of the ELAC will serve for two years and will be elected before the October District English Learner Advisory Committee (DELAC) meeting each year. In the event that a membership is not completed in year two, the site may follow the formation guidelines to replace empty membership positions.

Each ELAC will elect at least one member to the DELAC on an annual basis. Alternate DELAC members should also be elected in the event that the DELAC representative is unable to complete his/her responsibilities.

ELAC and DELAC membership is constituted by school composition. Due to the transient nature of student populations, membership may change through the year. This will be documented in meeting minutes.

Responsibilities

The major function of the ELAC is to advise the principal and school staff on programs and services for ELs, and the SSC on the development of each site’s School Plan for Student Achievement (SPSA).

ELAC is also responsible for assisting in three tasks: the school’s needs assessment; the annual CALPADS FALL 1 language census; and efforts to make parents aware of the importance of regular attendance.

The needs assessment can be conducted in open forum or individual survey format to assess the strengths and areas for improvement of the program for ELs at the site. However it is collected, the data must then be compiled into one single document to be shared with DELAC.

The CALPADS FALL 1 language census is completed electronically by uploading information for the district data system, and therefore does not require involvement from ELAC. However, the results of the CALPADS FALL 1 language census are discussed annually in an ELAC meeting.
ELAC members are trained in the importance of regular school attendance and serve as advocates for other parent populations.

Training

The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

The site shall provide appropriate training and materials to assist each member to carry out his or her legally required advisory responsibilities. The training on the legal requirements must be planned in full consultation with ELAC members. It is suggested that in the first ELAC meeting of each year, the responsibilities of ELAC are reviewed and discussed in broad terms. Each individual legal responsibility is then calendarized with ELAC members input. Sites may choose to use the DELAC calendar and agenda items to plan the site ELAC agenda items. A suggested timeline for agenda topics is available for ELACs to use in planning. ELAC members may also add agenda items that are not legal responsibilities, if they feel it will assist them in carrying out their responsibilities as a full-functioning ELAC. These agenda items may include, but are not limited to, an overview of English Proficiency, parent engagement, and college and career readiness. The Student Services and Support Division will provide ongoing training on the legal requirements of ELAC by including an ELAC training component in DELAC meetings.

EL1.2 ELAC Combines with Another Advisory Committee

After formation and training of the ELAC, the functioning ELAC may delegate its legal responsibilities to an existing school advisory or subcommittee. The requirements of ELAC may be delegated to the School Site Council (SSC), after ELAC has first been formally established, and members have received the required training regarding their role and responsibilities. Once the ELAC is fully functioning, as evidenced in the ELAC agenda and minutes indicating proper formation and complete training of responsibilities, ELAC can then vote to delegate their responsibilities to SSC. This action must be documented in the agenda and minutes of the ELAC meetings. When SSC assumes responsibility, all requirements for the ELAC need to be met and documented in the agenda and minutes of the SSC meetings. In this event, the membership requirements of having the percentage of EL parents equal to or greater than the percentage of ELs in the student population must be met by SSC. SSC requirements of 50% staff and 50% parents must also be met. Therefore, if a school has an EL population greater than 50%, delegating ELAC responsibilities to SSC is not an option. Due to the transient nature of student populations, ELAC membership to SSC may change throughout the year. This should be documented through sign in sheet and minutes.

Documentation & Monitoring

The school will maintain the following ELAC records:
- Annual membership roster
- Annual meeting calendar
• Agendas, minutes and sign-in sheets from each ELAC meeting
• District-developed ELAC Form 10, which is a record of the training on the legal requirements of ELAC. (Turn in May 31 to Administrator State and Federal Projects)

**Formation of ELAC**

- Announce intent to form ELAC with written invitations to ALL parents & staff.
- At the 1st ELAC meeting, elect official ELAC members (these are not officers, just the membership).
- Verify that the ELAC membership has the correct % of parents of ELs (must be equal to the percentage of ELs in the school).
- Provide training on the legal requirements of ELAC, so that members fully understand their roles and responsibilities as ELAC members.
- Document all legal training topics covered in both agendas and minutes.
- Submit ELAC Requirements (Form 10) to the Administrator of State and Federal Projects by May 31st, annually.

**Formation of ELAC with delegation to SSC**

(If site has less than 50% total English Learner population)

- Announce intent to form ELAC, with written invitations to ALL parents & staff.
- At the 1st ELAC meeting, elect official ELAC members (these are not officers, just the membership).
- Verify that the ELAC membership has the correct % of parents of ELs (must be equal to the percentage of ELs in the school).
- Provide training on the legal requirements of ELAC, so that members fully understand their roles and responsibilities as ELAC members.
- Members must vote to delegate their responsibilities to SSC (FULL TRAINING MUST OCCUR FIRST).
- ELAC is dissolved and SSC now takes over the legal responsibilities of ELAC.
- Verify that the SSC membership has the correct % of parents of ELs (must be equal to the percentage of ELs in the school).
- Document all legal training topics covered in both agendas and minutes.
- Submit ELAC Requirements (Form 10) to the Administrator of State and Federal Projects by May 31st, annually.
EL1.3 ELAC Participation in District English Language Advisory Committee (DELAC)

Each ELAC will elect at least one member to the DELAC on an annual basis. Alternate DELAC members should also be elected in the event that the DELAC representative is unable to complete his/her responsibilities.

ELAC and DELAC membership is constituted by school composition. Due to the transient nature of student populations, membership may change through the year. This will be documented in meeting minutes.

ELAC members will be responsible for reporting back to the ELAC and school administration all business completed during the DELAC meeting.

EL 02: District English Learner Advisory Committee (DELAC)
(EC 52176, 52063, 62002, 11308)

EL 2.0 DELAC Composition
A district with 51 or more ELs has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of ELs.
Each site ELAC must elect at least one representative to the District English Learner Advisory Committee (DELAC) by the first DELAC meeting each year. It is suggested that two alternate DELAC representatives also be elected in the event that a DELAC representative is unable to attend one or more meetings. The names of both the representative and the alternate representative must be submitted to the Administrator of State and Federal Projects prior to the first DELAC meeting. Members of the DELAC will serve for one year and will be elected on an annual basis. Due to the transient nature of the student population, DELAC members may change throughout the school year. This will be reflected on the sign in sheet and minutes.

Parents of ELs not employed by the district must constitute a majority membership (51% or more) of the committee. Sign-in sheets will include a place for parents to indicate the English Proficiency of their children: English Only (EO); English Learner (EL); Initially Fluent English Proficient (IFEP); and Reclassified Fluent English Proficient (RFEP).

EL 2.1 DELAC Responsibilities

The DELAC advises the school district governing board on all of the following tasks:

a. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
b. Conducting of a district wide needs assessment on a school-by-school basis.
c. Establishment of district program, goals, and objectives for programs and services for English learners.
d. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
e. Review and comment on the school district reclassification procedures.
f. Review and comment on the written notifications required to be sent to parents and guardians.
g. If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).
h. Ensure that the Governing Board receives an Annual Update regarding progress and enrollment of English Learners.

ELAC representatives will be responsible to attend all DELAC meetings and present the information received at the DELAC meetings at the school-level ELACs. Attendance from each site will be monitored.

The major function of the DELAC is to become trained in and to advise the Board of Education on programs and services for ELs.

A portion of the Master Plan for English Learners will be revisited in every DELAC meeting and notes will be taken on revisions. Sections referring to program goals and objectives, teacher and
instructional aide credentialing, reclassification procedures and parent notifications will be included as topics on at least one DELAC agenda per year.

The strengths and areas for improvement of the program for ELs will be taken into account in the revision of the Master Plan for English Learners.

2.2 Training of DELAC Members

The district provides training materials and training for the DELAC, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

The DELAC facilitator shall provide appropriate training and materials to assist each DELAC member to carry out his or her legally required advisory responsibilities. The training must be planned in full consultation with DELAC members. In the spring of each year, the responsibilities of DELAC are reviewed and discussed in broad terms. Each individual legal responsibility is then calendarized for the following school-year with DELAC members input. DELAC members may also add agenda items that are not legal responsibilities, if they feel it will assist them in carrying out their responsibilities as a full-functioning DELAC. These agenda items may include, but are not limited to, an overview of English Proficiency codes and how they are determined, state and local assessment information, parent engagement, and home/school communication. The State and Federal Projects Administrator will provide ongoing training on the legal requirements of ELAC by including an ELAC training component in DELAC meetings as well as ELAC meetings.

DELAC membership training will occur at the fall meeting with updates throughout the school year.

2.3 DELAC Advisement for Consolidated Application

The DELAC will annually advise the district and approve the Consolidated Application as required by California Education Code 64001.
Chapter Two
Governance and Administration

EL 03 English Learner (EL) Identification and Assessment
(EC 11306, 11307, 11510, 11511, 11516, 60810)

EL 3.0 Each LEA must properly identify and assess all students who have a home language other than English

EL 3.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

Proper identification and assessment of students’ language status is a foundational component for ensuring appropriate placement and access to services. For students who are new to California school enrollment, SCCOE ensures completion of a Home Language Survey and implements initial registration processes. At the time of enrollment, parents visit the school site in order to initially enroll their child in the school and district. At that time, parents complete a Home Language Survey, as required by state law. The parent is offered a Home Language Survey in their primary language. This survey is completed the first time the parent enrolls the child in the district or in a California school. The HLS is not required on an annual basis. In the event that an HLS is filled out more than one year, the original HLS supersedes all others. Parents may amend the HLS responses if desired but must do so before administration of the ELPAC initial assessment.

Responses to the HLS are entered into the student management system by site personnel upon enrollment throughout the year. The HLS is filed in the student’s cumulative folder.

The HLS contains four questions. If the responses to the first three questions are all English, the child is designated as English Only (EO). The fourth question is for informational purposes and does not dictate testing or placement status.

Due to the unique nature of SCCOE schools, HLS information is included in referral packets for court and community schools. Opportunity Youth Academy students self-enroll and CALPADS data or the HLS is utilized for placement. SCCOE special education students are placed per IEP decisions and English Learner status follows IEP requirements.

If a student is new to the state, all HLS processes are followed. For discrepancies regarding student placement, immediate placement decisions to support incarcerated students, and all other questions, CALPAD status and home district files will determine placement.
EL 3.2: 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 ELPAC (English Language Proficiency Assessment for California). Administration of the assessment must follow all of the publisher’s instructions.

EL 3.3 The ELPAC (English Language Proficiency Assessment for California) Summative Assessment is administered annually to students who are identified as English Learners after initial identification.

EL 3.4 All currently enrolled English Learners (ELs) are assessed for English language proficiency and academic progress annually within the established ELPAC assessment window.

The ELPAC is a performance based assessment based on the 2012 California English Language Development (ELD) standards, which assesses students’ English language proficiency in listening, speaking, reading and writing. The ELPAC yields a holistic score from four levels:

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>Students at this level have well-developed English skills.</th>
<th>They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 3</td>
<td>Students at this level have moderately developed English skills.</td>
<td>They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Students at this level have somewhat developed English skills.</td>
<td>They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.</td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>Students at this level are at a beginning stage of developing English skills.</td>
<td>They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.</td>
</tr>
</tbody>
</table>

*Once identified as ELs, students are tested annually using ELPAC until they are Reclassified Fluent English Proficient (RFEP).
EL3.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modification, or alternative assessments for the current ELPAC as specified in the student’s IEP or Section 504 plan.

SCCOE special education students are assessed using the SCCOE CALPS assessment as recommended by IEP team. The SCCOE CALPS is an alternative assessment to the ELPAC and is administered annually. SCCOE CALPS scores are used for reclassification purposes.

EL3.6 Immigrant children and youth (ages 3-21) who were not born in any state in the US and have not attended school in any state in the US for more than three full academic years must be identified.

SCCOE students are identified and assessed according to the HLS upon entry to schools and provided Initial ELPAC testing as required.
EL 04 Implementation, Monitoring, and Revision of the Title III Plan

EL4.0 Each district must annually update, implement, and monitor a Title III plan for the use of funds annually.

SCCOE and the Student Services and Support Division annually updates the Title III Plan and use of funds annually through completion of the Local Control Accountability Plan process and annual completion of the LCAP Addendum. Restricted fund budgets are updated and approved by the SCCOE Governing Board annually as required by LCAP and LCFF processes.

EL 4.1a The district receiving Title III funds must use these funds to increase the English Language Proficiency of English Learners and to increase EL student achievement overall.

SCCOE and the Student Services and Support Division utilizes both core and designated EL curriculum to support the needs of English Learners as identified by the ELPAC. EL program and delivery is diverse according to student need configuration of students in the classroom.

**SCCOE EL Programming Overview 2018-19**

<table>
<thead>
<tr>
<th>School</th>
<th>Type of Program</th>
<th>Students Served</th>
<th>ELD Integrated Delivery</th>
<th>ELD Designated Delivery</th>
<th>Name of Adopted Curriculum</th>
<th>EL 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge/Osborne</td>
<td>Juvenile Facilities</td>
<td>Incarcerated Youth Grades 6-12</td>
<td>Classroom</td>
<td>Small Group Pull Out During ELA Class</td>
<td>Edge</td>
<td>57</td>
</tr>
<tr>
<td>Sunol Community School</td>
<td>Community Day School</td>
<td>Grades 6-12</td>
<td>Classroom</td>
<td>Small Group Pull Out During ELA Class</td>
<td>Edge</td>
<td>16</td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>PK-21</td>
<td>Classroom</td>
<td>As defined by IEP</td>
<td>Unique</td>
<td>394</td>
</tr>
<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
<td>Blended ISP and Direct Instruction</td>
<td>Online EL Course with Blended Instructor Support</td>
<td>ELLoquence</td>
<td>88</td>
</tr>
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</table>
## SCCOE EL Programming 2018-19 as Reflected in Master Schedule

<table>
<thead>
<tr>
<th>School</th>
<th>Type of Program</th>
<th>Students Served</th>
<th>Evidence of EL Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge/Osborne</td>
<td>Juvenile Facilities</td>
<td>Incarcerated Youth</td>
<td>Reflected in Master Schedule as ELA/ELD ELD/ELA Block to support universal access for literacy and EL designated support. SDAIE strategies across the curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades 6-12</td>
<td></td>
</tr>
<tr>
<td>Sunol Community School</td>
<td>Community Day School</td>
<td>Grades 6-12</td>
<td>Reflected in Master Schedule as ELA/ELD ELD/ELA Block to support universal access for literacy and EL designated support. SDAIE strategies across the curriculum.</td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>Pre School-21</td>
<td>Determined by school site and student IEP needs.</td>
</tr>
<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
<td>OYA offers blended learning and drop in Independent Study and EL instruction is provided online for identified EL students during their weekly meetings or seminar time.</td>
</tr>
<tr>
<td>SCCOE Student Services and Support Division</td>
<td>All Above</td>
<td>All Above</td>
<td>EL Programming is monitored and discussed through the work of the district level EL Advisory Committee and DELAC</td>
</tr>
</tbody>
</table>

EL 4.1b Title III funds must also be used to provide effective professional development to classroom teachers (to include teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. The professional development:

- is designed to improve the instruction and assessment of ELs
- will enhance the ability of staff to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- effective in increasing children’s English Language proficiency through enhancing the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Of sufficient intensity and duration to effect change for individual teachers and not required as a part of teacher formal evaluation processes.
SCCOE EL Professional Development 2018-2021

SCCOE and The Student Services and Support Division provide professional development for teachers and staff regarding placement, instruction, assessment, and monitoring of English Learners annually.

Professional development for SCCOE staff is directed by the SCCOE Division of Multi-Lingual Services and is grounded in the concepts of Universal Design for Learning with specialized strategies to support designated ELD. Additional trainings are provided annually to staff to support assessment, process for progress monitoring and reclassification of English Learners, and implementation of curriculum and instructional strategies.

<table>
<thead>
<tr>
<th>School</th>
<th>Type of Program</th>
<th>Students Served</th>
<th>Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge/Osborne</td>
<td>Juvenile Facilities</td>
<td>Incarcerated Youth</td>
<td>Three Year PD Plan for Alternative Education (2018-2021)</td>
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<tr>
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<td>Grades 6-12</td>
<td></td>
</tr>
<tr>
<td>Sunol Community School</td>
<td>Community Day School</td>
<td>Grades 6-12</td>
<td>Three Year PD Plan for Alternative Education (2018-2021)</td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>Pre School-21</td>
<td>Annual Training for all Special Education Staff</td>
</tr>
<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
<td>Annual Training for Blended Learning Staff in Online Learning Program and Blended Learning Support for EL</td>
</tr>
<tr>
<td>SCCOE Student Services and Support Division</td>
<td>All Above</td>
<td>All Above</td>
<td>Professional Development Plan for support for instruction for EL students is guided through the work of the district level EL Advisory Committee and DELAC</td>
</tr>
</tbody>
</table>

EL 4.1c Title III funds may be used by the district to support other effective activities and strategies that support family and parent engagement and to support aligned programming to support English Learners.

The SCCOE Student Services and Support Branch utilizes funding to support district plans as aligned in the LCAP and the Title III Addendum.

EL 4.2 Funds may be used for the following:
- Professional development regarding effective EL strategies
- EL instructional programs through supplemental curricula, instructional
materials, educational software, and assessment procedures.

- Tutorials and career and technical education, intensified instruction that may include materials in a language that the student can understand, interpreters, and translators
- Effective pre-school, elementary, or secondary language instruction programs coordinated with other relevant programs and services.
- Improving English Language Proficiency and student achievement.
- Community participation programs, family literacy services, and parent family outreach to improve the language skills of ELs and assist parents to support their child’s academic achievement and maneuver the school system.
- Instruction of English Learners with or without disabilities through access to: educational technology or instructional materials, networks, training, communication, and integration of resources into the curriculum.
- Early college high school or concurrent enrollment programs for ELs to assist in post secondary access.

The SCCOE plan for spending for 2017-18 presents a concerted effort to use restricted funds collaboratively to meet student needs. SPSA goals and budgets are refined annually to align with needs as defined through the LCAP process and findings as defined in the CA Accountability Dashboard.

<p>| SCCOE District Plan for Spending 2017-18 |
|----------------------------------------|------------------|------------------|------------------|------------------|
|                                        | District | Court | Community | OYA  | Spec Ed |
| Title IA                               |          |       |           |      |         |
| Parent Involvement                     | 14311    | 15000 | 2341      | 4888 | 7333    |
| Staff CTE/Parent Support               | 40,000   |       | 28770     |      |         |
| Staff/Behavior Support                 |          |       |           |      | 107840  |
| Staff/Tutoring                         | 5000     |       |           | 10000|         |
| Instructional Materials                | 6000     |       | 19670     |      | 35000   |
| Professional Development               | 57986    |       |           | 87215| 16919   |
| Technology Equipment                   | 229126   | 2800  | 10000     | 16239| 25000   |
| Tech Programs Instruction              | 31650    |       |           |      |         |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
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<tr>
<td>Career Tech Programs</td>
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<tr>
<td>Support for EL Students</td>
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<tr>
<td>Student Engagement</td>
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<td>31226</td>
<td>60000</td>
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<td>Intervention</td>
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<td>Community Outreach</td>
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<td>Consultant Student Engagement</td>
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<td>Homeless</td>
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<td>Title II Online PD</td>
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</table>
EL 05 EL Program Inclusion in the Development of the SPSA
(Ed Code 64001)

EL 5.0 The EL Program must be included in the development of the SPSA.

SCCOE school sites annually form and support the English Learner Advisory Committee (ELAC). Depending on the decision of the ELAC and the School Site Council (SSC), ELAC may merge into the SSC. If the ELAC and SSC merge, an ELAC member votes to approve the School Plan for Student Achievement (SPSA). If the ELAC and SSC do not vote to merge, an ELAC member is consulted during the SPSA approval process and provides signature as verification of EL program involvement.

EL 5.1 EL Related Components of An Approved SPSA

The School Site Council (SSC) members, to include an EL representative, approve the School Plan for Student Achievement (SPSA). The SPSA approval process includes: (a) an analysis of EL language proficiency performance and assessment data to determine program needs, (b) school goals aligned to EL specific needs, (c) activities to support EL specific goals, (d) a means to evaluate effectiveness of EL goals and activities through metrics aligned to low achieving ELs and those at risk of not meeting state standards, (e) alignment to EL needs as indicated in the CA Accountability Dashboard.

EL 5.2 The Local Governing Board must review and approve the SPSA annually and whenever there are material changes to the plan.

The SPSA for school sites is approved annually in June by the SCCOE Governing Board.

EL 5.3 The SPSA must be consistent with the district local plan.

The SCCOE Student Services and Support Branch ensures that goals, strategies, and expenditures in the SPSA are consistent with LCAP goals and CA Accountability Dashboard findings.

EL 5.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs are included in the SPSA, LCAP, and LCAP Addendum.

Title III funds are not distributed to individual school sites.
EL06 Title III and Inventory
(EC 35168)

EL 6.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500.00 per unit that is purchased with Title III funds. Inventory must include: type, model, serial number, funding source, acquisition date, cost, location, current condition, and evidence of transfer or replacement if applicable.

SCCOE and the Student Services and Support Division completes a physical inventory of Title I and III purchased equipment over $500.00 per unit annually.

EL 6.1 Each LEA must conduct a physical check of the inventory of equipment within the past two years.

SCCOE completes a physical inventory of Title I and III purchased equipment over $500.00 per unit annually.

Chapter Three
Funding

EL 07 Supplement, Not Supplant with Title III and EIA-LEP funds

7.0 General fund resources must be used to provide services and programs for ELs including ELD and access to the core curriculum.

SCCOE and the Student Services and Support Branch provide a core academic program to EL students (integrated ELD) utilizing instructional materials as approved by the Governing Board and purchased through general or LCAP funds as applicable. In addition, EL students are provided designated ELD instruction utilizing ELD core curriculum materials as approved by the Governing Board and purchased through general or LCAP funds as applicable.

7.1 Each LEA must use ELA-LEP carryover funds only to supplement not supplant federal, state, and local public funds.
NA. EIA-LEP funds are no longer available.

7.2 An LEA must utilize no less than 85% of EIA-LEP apportionments at school sites for direct services to students.

NA. EIA-LEP funds are no longer available.

7.3 An LEA must use Title III funds to supplant and not supplant federal, state, and local funds that in the absence of such, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such funds.

SCCOE and the Student Services and Support Division utilize Title III funding to support supplemental programming for EL students and parents as an addition to core program and required parental involvement.

7.4 98% of Title III funds must be used to support direct service to students and no more than 2% may be used to support administrative costs during a fiscal year and the ensures Title III alignment with federal supplement, not supplant requirements.

SCCOE and the Student Services and Support Division ensure that 98% of Title III funds are used for direct service to EL students and parents and that no more than 2% is used to support administrative costs to the district.

EL 08 Time Accounting Requirements (Title I and Title III)
(EC 52853)

8.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quality and duties of the employee.

8.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a PAR for each pay period, (or an approved sampling method).

8.2 Employees fund solely under Title III must complete a semiannual certification of such employment.

SCCOE and the Student Services and Support Branch has a system of time accounting to include job descriptions, annual position control reports, Personnel Activity Reports (PAR), and semi-annual certification to ensure allowable charges to Title III and immigrant funds as
Chapter Four
Standards, Assessment, and Accountability

EL 09 Evaluation of EL Program Effectiveness

9.0 A program evaluation must be completed annually to determine:
- The degree to which ELs are attaining English language proficiency compared to that of average native speakers of English in the district.
- The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
- Necessary improvements to programs designed for EL students which have been funded by Title III funds.
- Whether to eliminate programs specific to EL students and deemed to be ineffective.

SCCOE and the Student Services and Support Division annually reviews the progress of EL students in comparison to English only peers through data inquiry processes and reflections on EL progress as defined in the CA Accountability Dashboard and state and local assessments. This process is shared annually with DELAC members during the Fall DELAC meeting and shared with the LCAP District Advisory Committee in conjunction with the LCAP engagement process. Program evaluation for programs for ELs funded through Title III and other restricted funds are evaluated through this process at the district level.
EL 10 Reclassification
(Ed Code 11302, 11303, 11304, 11305)

10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes but is not limited to: assessment of English language proficiency, teacher evaluation and recommendation, parent recommendation and consultation, and comparison of a student's basic skills against an empirically established range of performance in basic skills based upon proficiency in English and ability to participate in curriculum at the same level as students whose native language is English.

SCCOE and the Student Service and Support Division has a defined process for monitoring and reclassification of English Learners as defined in SCCOE Board Policy and Administrative Regulation 6174.

- Alternative Education and Opportunity Youth Academy reclassification process will be facilitated annually from November 1-December 1 and in May of each year.
- Special Education reclassification process will be facilitated by IEP team and as directed by IEP team.
- SCCOE reclassification process follows the guidelines of CA Ed Code and is defined in Board Policy.

<table>
<thead>
<tr>
<th>Criteria for Re-Classification</th>
<th>Alternative Education Opportunity Youth Academy</th>
<th>Special Education IEP Team Decision</th>
<th>Special Education Alternative ReClassification by IEP Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC (CELDT As Equivalent during CELDT/ELPAC transition)</td>
<td>ELPAC Score of Level 3 or 4 with no subdomain score under 3</td>
<td>ELPAC Score of Level 3 or 4 with no subdomain score under 3</td>
<td>Alternative Score on SCCOE/CALPS</td>
</tr>
<tr>
<td>Local or State Assessment</td>
<td>Score of Level 3 or 4 on ELA SBAC</td>
<td>Score of Level 3 or 4 on ELA SBAC OR CAA Developmental Level</td>
<td>As determined by IEP team</td>
</tr>
<tr>
<td>Teacher/Staff Recommendation</td>
<td>Teacher/Staff Recommendation</td>
<td>Teacher/Staff Recommendation</td>
<td>IEP Team Decision</td>
</tr>
<tr>
<td>Parent Recommendation</td>
<td>Parent Recommendation</td>
<td>Parent Recommendation</td>
<td>IEP Team Decision</td>
</tr>
</tbody>
</table>

10.1 Each LEA must maintain in the EL student’s permanent record: (a) copies of language and academic performance assessments, (b) participants in the
reclassification process, and (c) documentation of decisions regarding reclassification.

SCCOE and Student Services and Support Division EL student files are maintained as follows:

- Reclassification decisions are recorded through change of LEP status in the student management system and aligned to CALPADS.
- Reclassification paperwork and assessment records for special education students are maintained in the student’s IEP file.
- Reclassification paperwork for alternative education and Opportunity Youth Academy are scanned into the student management system database and paper copies are maintained at the school site.
- Assessment reports are available for alternative education and Opportunity Youth Academy students through the student management system, local district requests, and state assessment databases (TOMS)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support as needed.

SCCOE and the Student Services and Support Division monitors English Learner progress as follows: (a) Alternative Education Programs and Opportunity Youth Academy follow the timeline below to monitor the progress of English Learners (EL), Long Term English Learners (LTEL), and Re Classified (RFEP) English Learners

**October 15 Annually-EL, LTEL, and RFEP**
- Monitor attendance, local and state assessment scores, and grade progress.

**February 1 Annually - EL, LTEL, and RFEP**
- Monitor attendance, local and state assessment scores, and first semester grades.

**June 30 Annually- EL, LTEL, and RFEP**
- Monitor attendance, local and state assessment scores, and second semester grades.

**Tools to Monitor Progress**
- Aeries Student Management System
- Data Zone system
(b) EL Monitoring for special education students is completed as per IEP process and as directed by IEP team and (c)RFEP students are monitored annually for four years as per Every Student Succeeds Act (ESSA) requirements.

Chapter Five
Staffing and Professional Development

EL 11 EL Teacher Authorization
(Ed Code 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10)

11.0 Teacher assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized.

SCCOE ensures that all teachers obtain or hold the appropriate EL authorization or county temporary certificate to support students in the classroom.

Gateway School, Gilroy CA

EL 12 Professional Development Specific to English Learners

12.0 Each LEA must provide professional development specific to the implementation of programs for ELs.

12.1 Each LEA must provide sufficient professional development to effectively implement the LEAs EL program

12.2 Professional development is provided to classroom teachers, principals and
other school leaders, administrators, and other school or community-based organizational personnel. The professional development:

- designed to improve the instruction and assessment of ELs
- will enhance the ability of staff to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- effective in increasing children’s English Language proficiency through enhancing the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Of sufficient intensity and duration to effect change for individual teachers and not required as a part of teacher formal evaluation processes.

**SCCOE EL Professional Development 2018-2021**

The Student Services and Support Division provides professional development for teachers and staff regarding placement, instruction, assessment, and monitoring of English Learners annually.

Professional development for SCCOE staff is directed by the SCCOE Division of Multi-Lingual Services and is grounded in the concepts of Universal Design for Learning with specialized strategies to support designated ELD. As core and supplemental curricular materials are added, professional development is aligned to support staff in implementing with fidelity. Additional trainings are provided annually to staff to support assessment, process for progress monitoring and reclassification of English Learners, and implementation of curriculum and instructional strategies.

<table>
<thead>
<tr>
<th>School</th>
<th>Type of Program</th>
<th>Students Served</th>
<th>Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge/Osborne</td>
<td>Juvenile Facilities</td>
<td>Incarcerated Youth Grades 6-12</td>
<td>Three Year PD Plan for Alternative Education (2018-2021)</td>
</tr>
<tr>
<td>Sunol Community School</td>
<td>Community Day School</td>
<td>Grades 6-12</td>
<td>Three Year PD Plan for Alternative Education (2018-2021)</td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>PK-21</td>
<td>Annual Training for all Special Education Staff Designated professional development regarding EL curriculum implementation</td>
</tr>
<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
<td>Annual Training for Blended Learning Staff in Online Learning Program and Blended Learning Support for EL</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SCCOE Student Services and Support Division</td>
<td>All Above</td>
<td>All Above</td>
<td>Professional Development Plan for support for instruction for EL students is guided through the work of the district level EL Advisory Committee and DELAC</td>
</tr>
</tbody>
</table>

Chapter Six
Opportunity and Equal Educational Access

EL 13 Language Program Options and Parent Choice

13.0 Language acquisition programs may include, but are limited to all of the following (13.1-13.3)

13.1 School districts and county offices of education must at a minimum provide ELS with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English but with curriculum and a presentation designed for students who are learning English. These include: dual language immersion programs and transitional or developmental programs that enable an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills to include critical thinking, in order to meet state adopted academic content standards.
SCCOE supports the needs of English Learners as defined by program and IEP needs. Students are provided both designated and integrated ELD instruction in small group or class formats. SEI is based on student language fluency as determined by CELDT/ELPAC or by SCCOE/CALPS as indicated in student IEP or students in need of an alternate assessment. Students are provided integrated ELD instruction through SDAIE structures. Designated ELD is supported through small group instruction as per identified students. EL program and delivery is diverse according to student need configuration of students in the classroom.

### SCCOE EL Programming Overview 2018-19

<table>
<thead>
<tr>
<th>School</th>
<th>Type of Program</th>
<th>Students Served</th>
<th>ELD Integrated Delivery</th>
<th>ELD Designated Delivery</th>
<th>Name of Adopted Curriculum</th>
<th>EL 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge/Osborne</td>
<td>Juvenile Facilities</td>
<td>Incarcerated Youth Grades 6-12</td>
<td>Classroom</td>
<td>Small Group Pull Out During ELA Class</td>
<td>Edge</td>
<td>57</td>
</tr>
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<td>Sunol Community School</td>
<td>Community Day School</td>
<td>Grades 6-12</td>
<td>Classroom</td>
<td>Small Group Pull Out During ELA Class</td>
<td>Edge</td>
<td>16</td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>PK-21</td>
<td>Classroom</td>
<td>As defined by IEP</td>
<td>Unique</td>
<td>394</td>
</tr>
<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
<td>Blended ISP and Direct Instruction</td>
<td>Online EL Course with Blended Instructor Support</td>
<td>ELLoquence</td>
<td>88</td>
</tr>
</tbody>
</table>

### SCCOE EL Programming 2018-19 as Reflected in Master Schedule

<table>
<thead>
<tr>
<th>School</th>
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### Comparative Analysis

<p>| | | | |</p>
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<td><strong>SCCOE Special Education</strong></td>
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13.2 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed to ensure English Acquisition as readily and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.

13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible.

Parent choice of language acquisition program and parent request of language acquisition program design is offered to all SCCOE parents as defined in SCCOE Board Policy 6174.
Chapter Six
Teaching and Learning

EL 14: ELD

14.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each district must take appropriate action to overcome language barriers that impede quality participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

The Student Services and Support division provides core instruction for EL students that is supported by general budget funds. Additional supplemental programs such as reading materials and technology based programs to supplement literacy for EL students are supported through restricted Title I and Title III funds.

SCCOE supports the needs of English Learners as defined by program and IEP needs. Students are provided both designated and integrated ELD instruction in small group or class formats. SEI is based on student language fluency as determined by CELDT/ELPAC or by SCCOE/CALPS as indicated in student IEP or students in need of an alternate assessment. Students are provided integrated ELD instruction through SDAIE structures. Designated ELD is supported through small group instruction as per identified students. EL program and delivery is diverse according to student need configuration of students in the classroom.

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<td></td>
</tr>
<tr>
<td>SCCOE Special Education</td>
<td>County Operated Special Education</td>
<td>Pre School-21</td>
<td>Determined by school site and student IEP needs.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Opportunity Youth Academy</td>
<td>Re Engagement Program</td>
<td>Age 16-24</td>
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<td>SCCOE Student Services and Support Division</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EL 15: Access to Core Subject Matter

15.0 Academic instruction for ELs must be designed and implemented to ensure that ELS meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

15.1 Each district must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

15.2 Each district must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to
overcome content academic barriers must be taken before the deficits become irreparable.

The Student Services and Support Division provides core and integrated instruction for English Learners in a Structured English Immersion (SEI) format. In addition, designated ELD instruction is provided through adopted ELD curriculum and delivered at the student’s level of need. An overall focus on literacy enables core pursuits of language proficiency.

EL monitoring is a formalized process that occurs twice each year for all EL students in alternative education and Opportunity Youth Academy programs. Students are monitored through analysis of ELPAC data, classroom performance and credit acquisition, and through analysis of performance on state and local assessments. Attendance is also reviewed. The IEP team follows a similar process during the annual IEP review process.

Staff members receive professional development to support the academic needs of EL students as aligned to the program. Through a focus on literacy and language acquisition, students are monitored as they perform in online and classroom settings.
Appendix

Annual Notification Letter to Parents EL

Reclassification Form

Notice to Parents of Reclassification

Reclassification Form Special Education
Dear Parent:  Querido padre:

Congratulations. Your child has met the criteria for English Language Proficiency as defined by the Santa Clara County Office of Education and has reached the status of reclassified English Learner (RFEP). The attached form provides information the your child's reclassification process.

Per the Every Student Succeeds Act, your child's progress in English and mathematics will be monitored for four years. If your child's grades and or performance on local and state assessments show a decline in English Language Proficiency, you will be contacted and an intervention plan will be put in place. Please feel free to contact your child's principal with any questions.

Felicidades. Su hijo ha cumplido con los criterios para el dominio del idioma inglés según lo define la Oficina de Educación del Condado de Santa Clara y ha alcanzado el estado de Aprendiz de Inglés reclasificado (RFEP). El formulario adjunto proporciona información sobre el proceso de reclasificación de su hijo.

De acuerdo con la Ley de Que Todos los Estudiantes tienen Éxito, el progreso de su hijo en inglés y matemáticas será monitoreado durante cuatro años. Si las calificaciones y el rendimiento de su hijo en las evaluaciones locales y estatales muestran una disminución en el dominio del idioma inglés, se lo contactará y se pondrá en marcha un plan de intervención. Por favor, no dude en ponerse en contacto con el director de su hijo si tiene alguna pregunta.

Sincerely, Sinceramente,

Steve Olmos Ed. D
Assistant Superintendent Student Services and Support Division
Asistente Superintendente de Servicios Estudiantiles y División de Apoyo
Santa Clara County Office of Education

ENGLISH LEARNER RECLASSIFICATION FORM - Non IEP Student

Dear Parent/Guardian,

Congratulations! Your child is currently being considered for Reclassification from the status of English Learner to Fluent English Proficient, as determined in the criteria indicated below.

A. STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID#:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>Teacher:</td>
</tr>
<tr>
<td></td>
<td>Primary Language:</td>
</tr>
</tbody>
</table>

B. RECLASSIFICATION CRITERIA

The following requirements are mandatory criteria:

<table>
<thead>
<tr>
<th>ELPAC overall proficiency level of 3 (Moderately Developed) or 4 (Well Developed)</th>
<th>CAASPP ELA/Literacy: 3 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________ Overall: ___________</td>
<td>Date: ___________ Score: ___________</td>
</tr>
<tr>
<td>L: ______ S: ______ R: ______ W: ______</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Input (Check one)

- [ ] Recommends
- [ ] Does not recommend

Comments: ____________________________________________________________

Parent Input (Check one)

- [ ] Recommends
- [ ] Does not recommend

Comments: ____________________________________________________________

C. APPROVAL RESULTS (Student Services and Support Division Use Only)

APPROVED: We are pleased to inform you that your child has met the state guidelines and district criteria to be reclassified from the English Learner (EL) fluent English proficient (FEP) status. Your child is to be congratulated for having met all reclassification requirements. If you have any questions, please contact our office for an appointment. Your child’s progress will be monitored for an additional two years, as required by the No Child Left Behind (NCLB) Act of 2001. If your child experiences difficulty maintaining satisfactory academic progress, additional assistance will be provided.

NOT APPROVED:

____________________________________________________________________

____________________________________________________________________

Student Services and Support Branch ____________________________ Date ______

DRAFT
Dear Parent/Guardian,

As you are aware, your child was recently reclassified as a Fluent English Proficient (FEP) student from his/her previous English Learner (EL) designation. Academic progress of all Reclassified (RFEP) students must be monitored for four school years following reclassification, as required by the Every Student Succeeds Act (2015). Your child requires further follow-up, because he/she has failed to meet the minimum 45% percentile score in English Language Arts and Mathematics on our local assessment. Your child's teacher has put together an intervention plan to ensure academic success. If you have any questions, please contact your child's school.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID#:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Grade:</td>
<td>RFEP Date:</td>
</tr>
<tr>
<td></td>
<td>Teacher:</td>
</tr>
<tr>
<td></td>
<td>Primary Language:</td>
</tr>
</tbody>
</table>

1. Academic Progress  Is the student making satisfactory academic progress in his/her class?  ______  ______

2. Oral English  Is the student demonstrating satisfactory oral English proficiency in his/her class?  ______  ______

3. Written English  Is the student making satisfactory progress in his/her written English assignments?  ______  ______

4. Most Recent Report Card Grades  Language Arts ______  Math ______

5. Most Recent ELA ______  MATH ______  Writing Assessment ______

6. Recommendation by school site staff:  (submit intervention plan)

Classroom Teacher’s Signature  Date  Principal’s/Designee’s Signature  Date