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ABSTRACT
                This report provides information on the Bilingual
education programs in the Los Angeles Unified School District
(LAUSD), and describes the students, teachers, and administrators
participating in these programs for 1986-87. The report summarizes
information provided by the schools within the LAUSD, the outcomes of
the identification and assessment of bilingual students, and the
results of a survey conducted to gather information about the
District's bilingual programs and participants. The Bilingual Program
Survey gathers information on the following aspects of the District's
classrooms: (1) classroom programs operating in 1986-87 (including
bilingual, English-as-a-Second-Language and individual learning
programs); (2) student enrollment in these programs; (3) teacher
fluency; and (4) primary language instructional support available to
program participants. Appended materials include identification and
assessment procedures; information tables on general, elementary,
secondary, and special education programs; and survey forms and
instructions. (JL)

BILINGUAL PROGRAM REPORT 1986-87

PUBLICATION NO. 510

RE

RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

2

BILINGUAL PROGRAM REPORT
1986-87

Publication No. 510

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Research and Evaluation Branch
Los Angeles Unified School District

Fall 1987

3

LOS ANGELES UNIFIED SCHOOL DISTRICT

LEONARD M. BRITTON
Superintendent

APPROVED:

FLORALINE I. STEVENS
Director
Research and Evaluation Branch

4

TABLE OF CONTENTS

5

LIST OF TABLES

Appendix B

General Program Information

Table

LIST OF TABLES

Appendix C

Elementary Program Information

Table

v

LIST OF TABLES

Appendix D

Secondary Program Information

Table

8

LIST OF TABLES

Appendix E

Special Education Program

Table

LIST OF INSTRUMENTS

Appendix F

Acknowledgments

How many language-minority students attend LAUSD?

DISTRICT ENROLLMENT
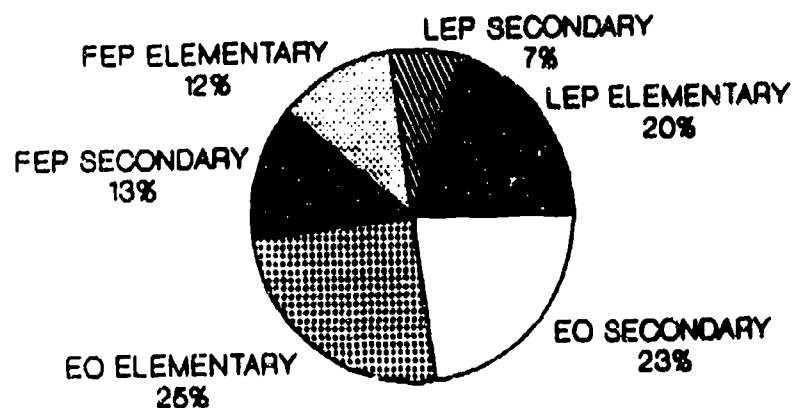
Limited English proficient (LEP)   159,260   (27%)] 52%
Fluent English proficient (FEP)   144,972   (25%)
English-speaking only   (EO)   286,055   (48%)

1986-87 is the first year that the increase in LEP enrollment (14,051) exceeded the increase in total district enrollment (11,527).

The most widely spoken of the 81 languages spoken by the District's LEP students are:

Language	Number of students speaking language	Percentage of total LEP
Spanish	143,546	90.1
Korean	2,989	1.9
Cantonese	2,415	1.5
Vietnamese	1,877	1.2
Pilipino	1,407	.9
Farsi	999	.6
Cambodian (Khmer)	967	.6
Armenian	841	.5
All others	4,219	2.7

What are the qualifications of the professional staff who serve LEP students?

TEACHER QUALIFICATIONS
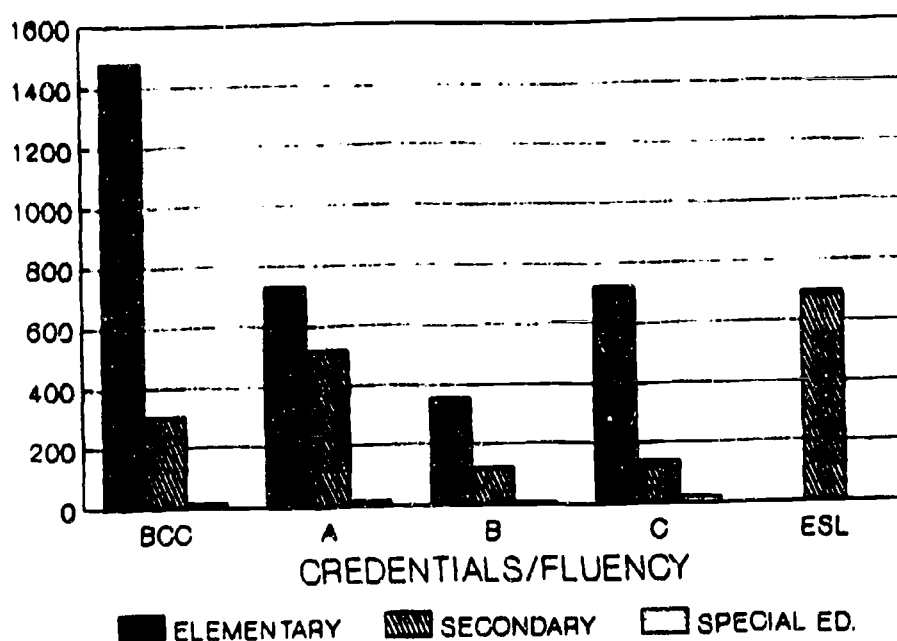
	Elementary	Secondary	Special Ed.
Bilingual Credential/ Certificate (BCC)	1,478	302	16
A level fluency	732	5î5	16
B level fluency	352	122	9
C level fluency	721	141	19
ESL		698	

Elementary LEP students were provided with primary language support by 7,653 bilingual paraprofessionals:
* 6,355 bilingual aides and teacher assistants
* 1,298 bilingual adult volunteers

Secondary LEP students were assisted by:
* 988 bilingual aides and teacher assistants
* 260 bilingual adult volunteers

Special Education LEP students were assisted by:
* 441 bilingual trainees and assistants
* 78 adult volunteers

13

What programs does the District provide to meet the educational needs of LEP students?

ELEMENTARY BILINGUAL PROGRAMS

ILP
26,714

E'P
90,990

Of 117,704 elementary LEP students,

77% participate in full bilingual classroom programs

23% participate in individual learning plans (ILPs)
- 13% at parent's request
- 10% because there were too few in the school to support a bilingual classroom program

SECONDARY BILINGUAL PROGRAMS

ESL
27,715

BIL   303
ILP   943

REMED   8,674
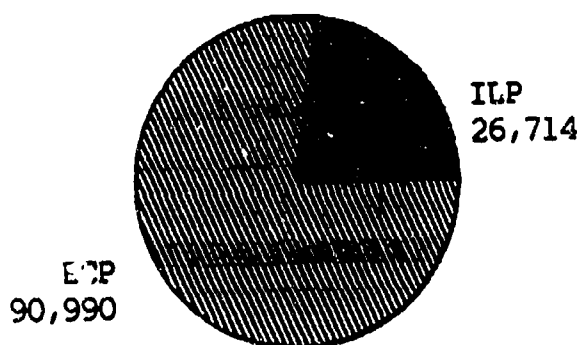
Of 37,035 secondary LEP students,

73% participated in English as a second language (ESL) programs

23% completed ESL and are awaiting reclassification
20% are in remediation

3% participated in ILPs

1% participated in bilingual programs

SPECIAL EDUCATION BILINGUAL PROGRAMS

FULL IEP
105

MOD IEP
4,416
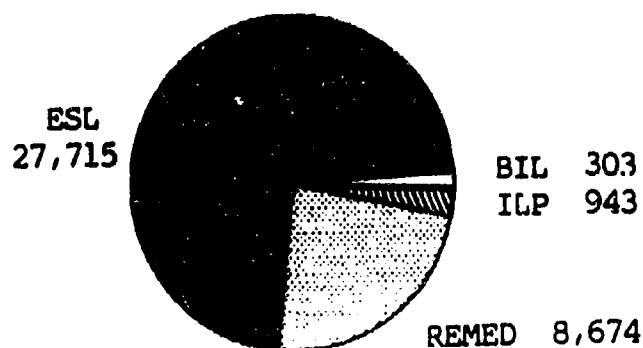
Of 4,521 special education LEP students,

98% participated in modified bilingual Individual Education Programs (IEPs)

2% participated in full bilingual IEPs
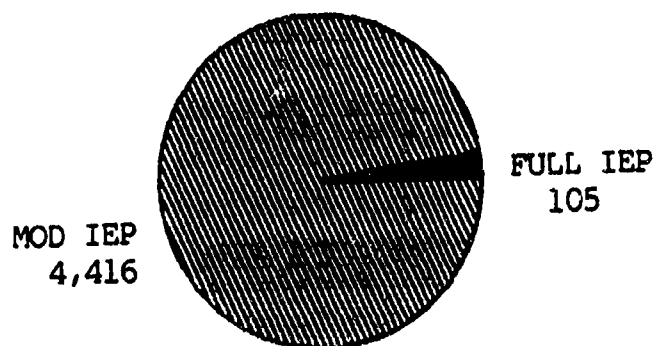
What progress are LEP students making toward proficiency in the English language?

LEP RECLASSIFICATION

THOUSANDS

— ELEMENTARY   —+— SECONDARY
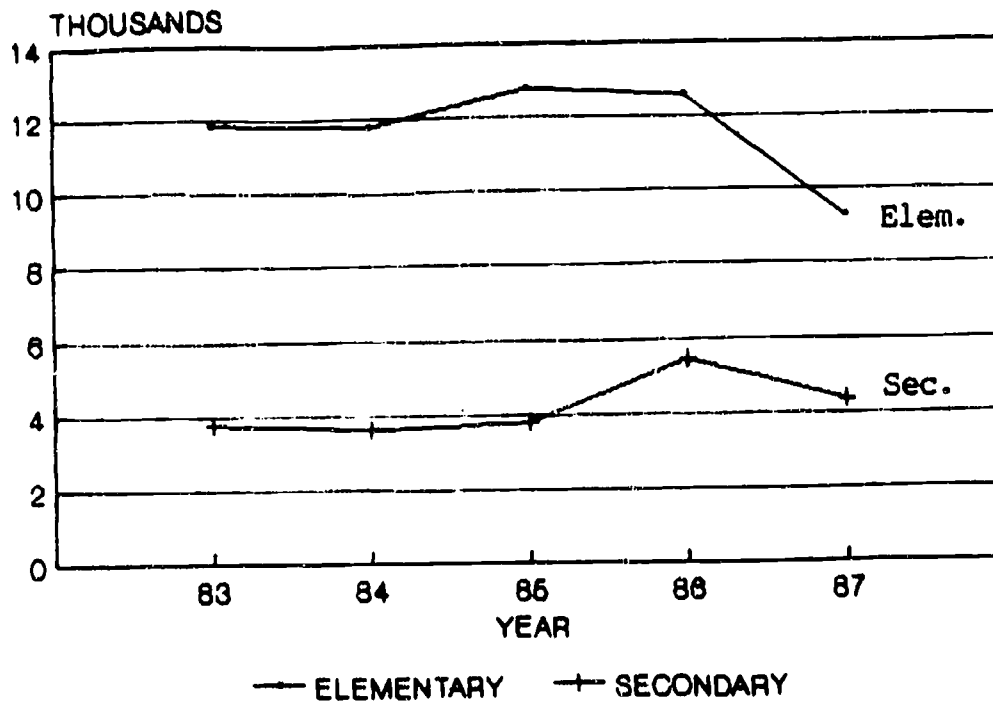
At the elementary level

*   33,137   LEP students added English
                reading to their curriculum

*   9,259   LEP students were reclassified
                from LEP to FEP status

At the secondary level

*   5,492   LEP students completed the final
                level of ESL coursework

*   8,674   LEP students were awaiting
                reclassification

                7,587 were receiving remediation
                services to help them pass
                reclassification criteria

*   4,355   were reclassified from LEP to FEP
                status

15

How does the reading achievement of elementary LEP students compare to other District students?

CTBS/U READING SCORES GRADES 1-6
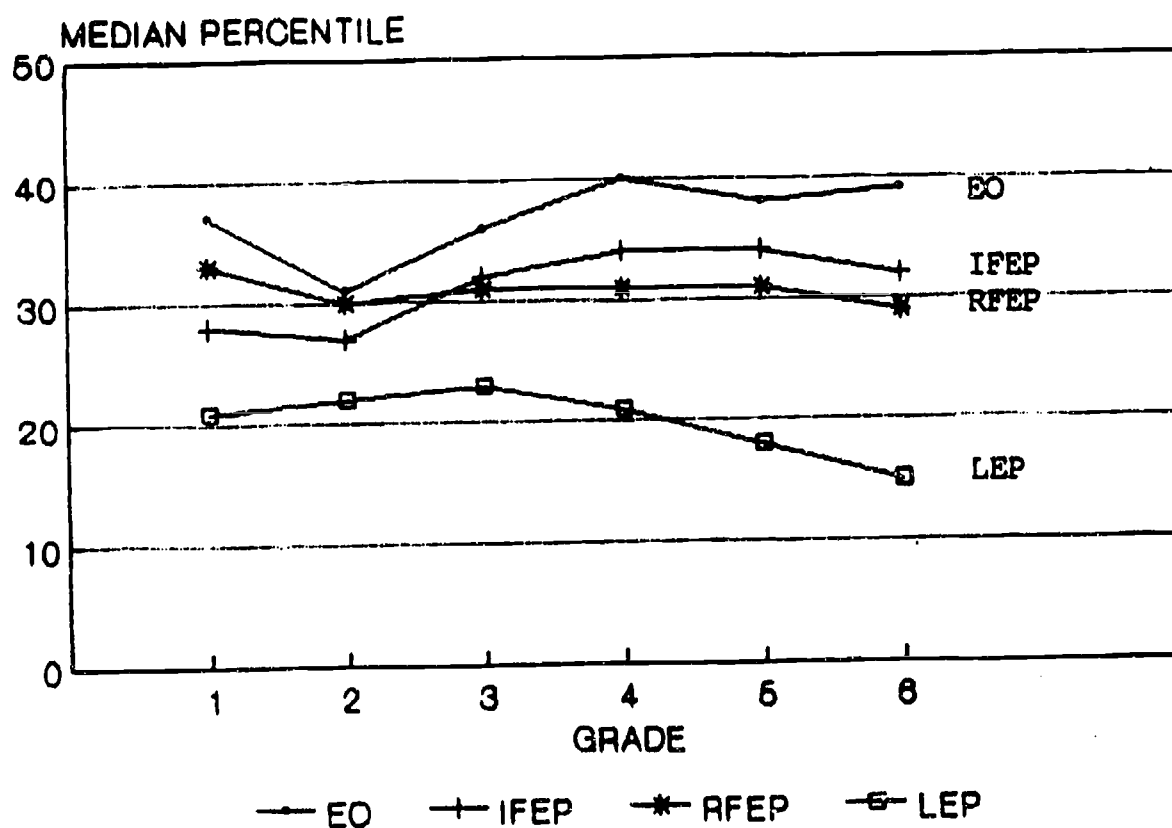
LEP students with more than 18 months of English reading were tested with the CTBS/U in English. LEP students' median percentile scores were between the 15th and 23rd percentiles. Their scores averaged

* 11 points below reclassified FEP students (RFEP)
* 11 points below initially identified FEP students (IFEP)
* 17 points below English-only students (EO)

Note. Report of language fluency was dependent on coding in schools. Therefore, caution should be used in interpreting these data.

How does the mathematics achievement of elementary LEP students compare to other District students?

CTBS/U MATH SCORES GRADES 1-6
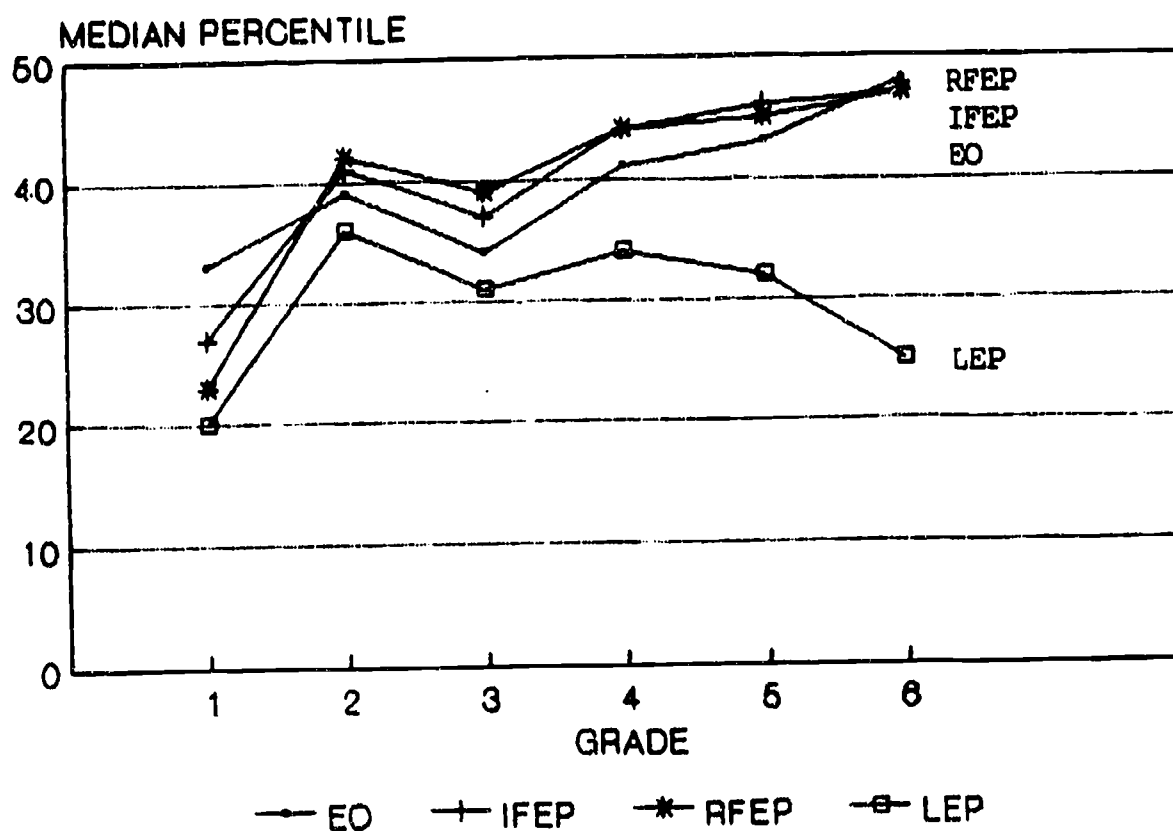
MEDIAN PERCENTILE

In math, LEP students median percentile scores ranged between the 20th and 36th percentiles. Their scores averaged

* 10 points below reclassified FEP students (RFEP)
* 10 points below initially identified FEP students (IFEP)
* 10 points below English-only students (EO)

Note. Report of language fluency was dependent on coding in schools. Therefore, caution should be used in interpreting these data.

17

How does the reading achievement of secondary LEP students compare to other District students?

CTBS/U READING SCORES GRADES 7-12
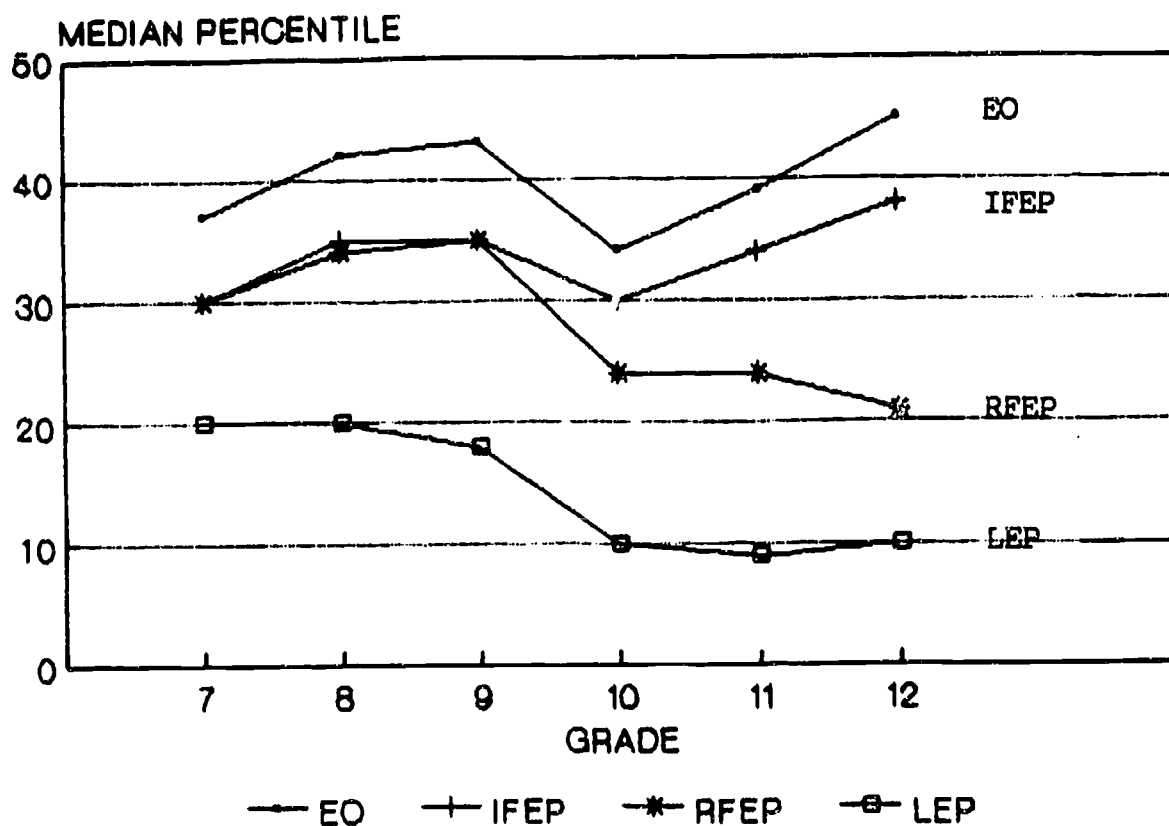
MEDIAN PERCENTILE

Secondary students in Advanced ESL levels were tested with the CTBS/U in English. In reading LEP students' median percentile scores were between the 9th and 20th percentiles. Their scores averaged

* 13 points below RFEP students
* 19 points below IFEP students
* 25 points below EO students.

Grade 12 scores represent only Chapter I students and students who have not met all competency requirements in reading, mathematics, language and writing.

Note. Report of language fluency was dependent on coding in schools. Therefore, caution should be used in interpreting these data.

How does the mathematic achievement of secondary LEP students compare to other District students?

CTBS/U MATH SCORES GRADES 7-12
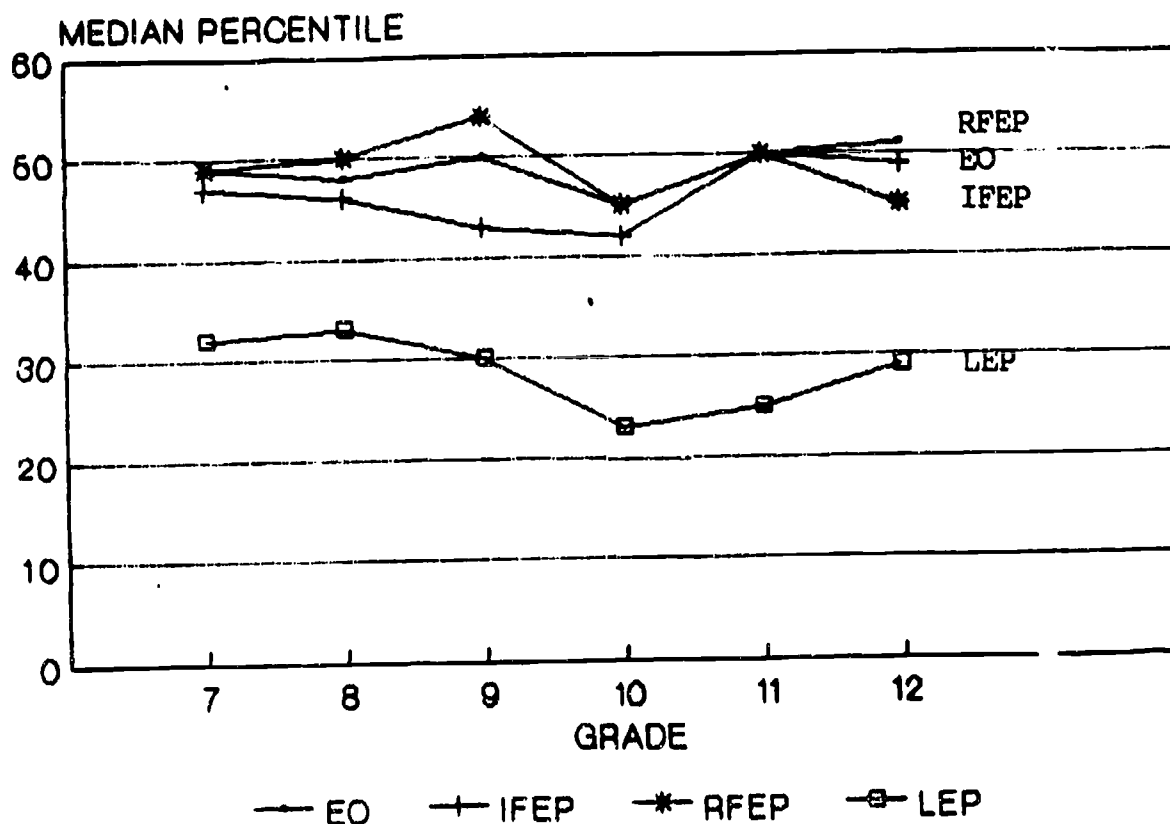
MEDIAN PERCENTILE

In math, LEP students' median percentile scores were between the 23rd and 33rd percentile. Math scores averaged

* 20 points below RFEP students
* 17 points below IFEP students
* 20 points below EO students

Grade 12 scores represent only Chapter I students and students who have not met all competency requirements in reading, mathematics, language and writing.

Note. Report of language fluency was dependent on coding in schools. Therefore, caution should be used in interpreting these data.

19

Conclusions

What important changes took place in the bilingual program during the
1986-87 school year?

LEP ENROLLMENT GROWTH
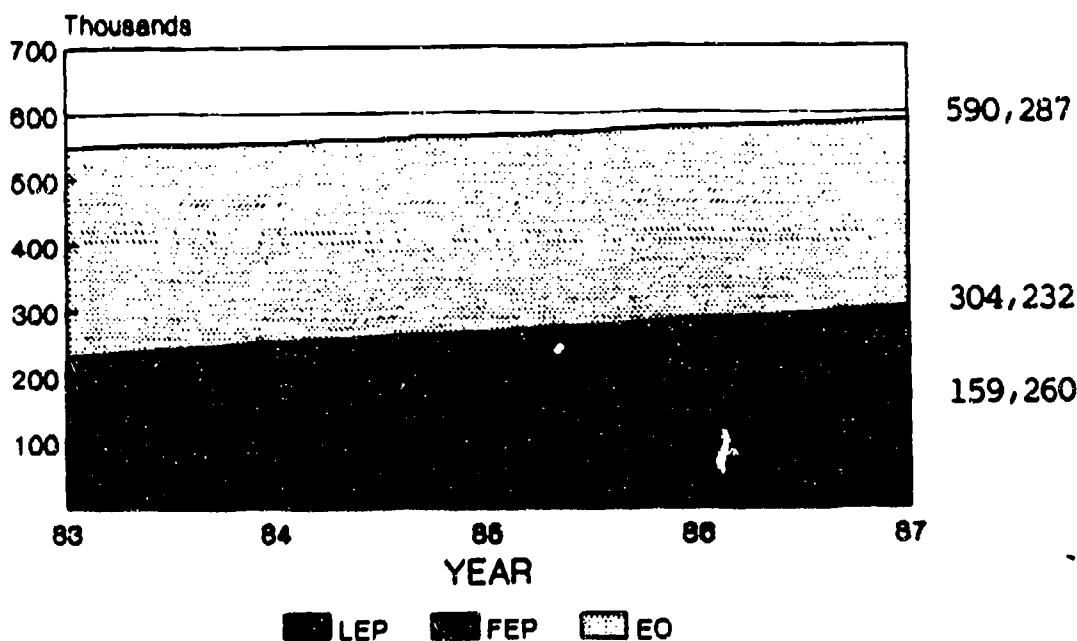
* LEP student enrollment increased an average of 6.2% per year from
  1980-81 through 1985-86. In the 1986-87 school year the number of LEP
  students increased 10%

* Grades K-3 contained 52% of the District's total LEP population.

---

* The number of elementary teachers on waiver in bilingual classroom
  programs increased 64% over 1985-86 for a total of 3,268. This increase
  allowed the District to staff 86% of bilingual classrooms in compliance
  with AB 507.

* The number of elementary teachers with sufficient second language
  fluency to conduct a bilingual program (District A and B level) increased
  38% over 1985-86 for a total of 965. Teachers with BCCs decreased by 100
  (7%).

* The number of elementary teachers who completed the methodology and
  cultural components of the BCC increased 58% over 1985-86 for a total of
  1,004.

---

* The number of secondary teachers with BCCs and District A and B level
  fluency increased 35% over 1985-86 for a total of 939.

* The number of ESL teachers increased 35% over 1985-86 for a total of
  888. The majority (190) of this increase, however, held provisional
  contracts and were without District qualifications.

CHAPTER 1

Introduction

This 1986-87 Bilingual Survey Report describes the students, teachers, and administrators involved in the Los Angeles Unified School District's programs for students whose primary language is not English. Data for this report were collected during the spring semester. The report findings are a summary of the information provided by the schools.

Bilingual Education Goals

The <u>Lau Plan</u> and Assembly Bill 507 established guidelines for the District's bilingual education program. These documents outline steps designed to meet the following goals:

- Identify national origin minority students from non-English language backgrounds

- Assess their language fluency and educational needs

- Provide an educational program which teaches them English as effectively and efficiently as possible and which meets their educational needs

- Help staff (certificated and classified) serving students from ncn-English language backgrounds become as effective as possible.

Evaluation Plan

The chief objective of the District's evaluation plan is to describe the implementation of the bilingual program in 1986-87. The evaluation involves (a) summarizing the outcomes of the identification and assessment of bilingual students and (b) conducting the Bilingual Program Survey, which gathers data about the District's bilingual program and its participants.

1

The identification and assessment process identifies students with language backgrounds other than English and assesses their English language proficiency. (See Appendix A for full description of process.)

The Bilingual Program Survey focuses on the District's classrooms. It gathers descriptive information covering these aspects of the bilingual program:

- Classroom programs operating in 1986-87
    - Bilingual classrooms
    - English as a Second Language (ESL) programs
    - Individual Learning Programs (ILPs)
- Student enrollment in these programs
- Teacher fluency
- Primary language instructional support available to program participants.

Methodology

Appendix A contains a complete description of procedures used to identify LEP and FEP students. The majority of the data used in this report were collected during the 1987 Spring Bilingual Program Survey. Appendix C contains the instruments used to collect the survey data. For the survey, schools report the configuration of their classes which contain bilingual students, the services offered these students, and the type of support provided.

2

Remainder of the Report

The remainder of this report is organized into the following chapters:

- Elementary, Secondary, and Special Education Bilingual Programs
- Findings
- Discussion
- Conclusions

The appendixes include:

- Identification and assessment descriptions
- Data tables
- Data collection instruments
- Instrument descriptions

CHAPTER 2

Elementary, Secondary, and Special Education Bilingual Programs

Goals

The major goal of <u>Lau</u> and AB 507 Elementary and Secondary Programs is to provide all LEP pupils with a curriculum designed to help them learn English while meeting their educational needs. A second goal is to place elementary and secondary LEP students in racially integrated classrooms that are the same size as other classes in the same grade or subject. Bulletin Nos. 41 and 42, issued by the Office of the Associate Superintendent, Instruction, December 30, 1982, outline the procedures for achieving these goals.

Special Education programs for <u>Lau</u> students have three primary goals. The first goal is to identify students who are handicapped and from non-English language backgrounds. The second goal is to assess the educational needs of these handicapped students through diagnostic-prescriptive procedures mandated by PL 94-142. The third goal is to provide an educational program that will meet the needs of handicapped LEP students while teaching them English as effectively and efficiently as possible. The procedures for achieving these goals are outlined in Bulletin No. 45, issued by the Division of Special Education, January 4, 1985.

Description of Elementary Programs

Two basic programs are provided in elementary schools. The first is the bilingual classroom program and the second is the ILP.

Bilingual Classroom Program

The bilingual classroom program is offered by schools with 10 or more LEP students at the same grade or age level who speak the same primary language.

4

The classroom program offers:

- Structured English-language development

  - Oral English
  - Reading and writing in English added once criteria have been met

- Structured primary-language development

  - Oral language
  - Reading and writing

- Content courses (math, science, social studies) taught in the primary language and/or sheltered English.

Structured primary-language development and content-course instruction in the primary language are included in the bilingual program to help pupils sustain achievement in basic subject areas while they learn English.

Individual Learning Program

ILPs are offered by elementary schools having nine or fewer LEP pupils at the same grade level who speak the same primary language. ILPs are tailored to meet the needs of the individual pupil. They can be implemented within any classroom, including same-primary-language bilingual classrooms. ILPs offer:

- ESL

- Formal English reading and writing added once criteria have been met

- Supplementary instructional services in the primary language provided by

  - Bilingual paraprofessionals
  - Bilingual certificated staff
  - Peer tutors and
  - Bilingual volunteers.

ILPs differ from bilingual classroom programs chiefly in not providing LEP pupils with structured primary language development.

ILPs can also be established when parents or guardians of LEP pupils request them. Parents can request that their child be placed in an ILP at enrollment or after withdrawing the child from a bilingual classroom program.

5

25

Program Steps

Entering the program.   To enter the bilingual program, an elementary school pupil must have a home language other than English and a fluency designation of LEP. Pupils in grades K - 6 are designated LEP if they score non- or limited-English-proficient on the English Basic Inventory of Natural Language (BINL). Pupils in grades 3 - 6 who score functional- or proficient-English-speaking on the BINL but fail a subsequent test of English reading and writing skills (SES Specimen Test) are also designated LEP.

Completing the program.   There are two benchmarks for measuring progress made by LEP pupils toward completing the bilingual program and entering an English-only program. Pupils reach the first when they meet criteria for adding formal English reading to their curriculum. Formal English reading is added to a LEP student's program according to the following guidelines:

- A student whose primary language uses a Roman alphabet adds English reading after completing Levels I and II of H-200+ as measured by a 80% score on the Moreno test, and completing decoding and comprehension skills in primary language reading at the second grade level.

- A student whose primary language uses a non-Roman alphabet and who is not literate in that language adds formal English reading when the teacher judges the student competent in English reading readiness.

- A student whose primary language uses a non-Roman alphabet and who is literate in that language adds English Reading after completing Level I skills of H-200+ as measured by a 80% score on the Moreno Test and completing English reading readiness skills.

Pupils reach the second benchmark when they enter the reclassification process. Reclassification from LEP to FEP is a four-step process. It involves (a) receiving a teacher's recommendation, (b) meeting District achievement criteria for English reading and writing and math, (c) receiving a functional or proficient-English-speaking designation on the reclassification BINL, and (d) consulting with parents.

Certificated Bilingual Program Staff

The Lau Plan and AB 507 specify three types of certificated staff who may conduct bilingual classroom programs. Certificated personnel teaching bilingual classroom programs must meet one of these sets of staffing requirements:

- Have a bilingual credential or certificate of competence (BCC). This means that the state has certified (a) their fluency in English and another language and (b) their ability to instruct pupils in both languages.

- Have a waiver. Teachers on waiver have agreed to enroll in courses leading to a BCC. Waivered teachers must have bilingual/bicultural aides assisting them with their LEP pupils.

- Be team teaching with a teacher who has a BCC.

Certificated staff serving only LEP pupils enrolled in ILPs are not required to provide their pupils with primary language development, and therefore do not need to meet these requirements.

Description of Secondary Programs

Four basic programs are provided in secondary schools. They are: the bilingual program, the ESL program, the ILP program and the remediation program.

Bilingual Program The bilingual program is designed for Spanish-speaking LEP students unable to read Spanish. The program offers:

- Structured English language development program (ESL component)

- Communication skills in Spanish
  - Oral language
  - Reading and writing

- Content courses (math, science, and social studies) taught in Spanish.

Spanish communication skills are included in the bilingual program to help students develop the literacy they need in order to learn English. Content courses are taught in Spanish so that students do not fall behind as they learn English. A full bilingual program is offered by schools with 30 or more Spanish-speaking LEP students who are not proficient in Spanish.

ESL Program

The ESL program is designed for LEP students proficient in their own languages. The program offers:

- Structured English language development program (ESL component)

- Instruction in English reading

- Content courses with primary language support as needed

The ESL program is divided into four levels, each providing instruction in English listening, speaking, reading, and writing. A full ESL program is offered by schools having 40 or more LEP students of any language and ESL level. Full ESL programs are also offered by schools having 20 or more LEP students of any language but at the same ESL level.

Individual Learning Program

Two types of ILPs are available. The first, a bilingual ILP, is offered by schools with 29 or fewer Spanish-speaking LEP students who lack Spanish reading skills. This program emphasizes both the acquisition of English and the development of Spanish literacy skills. The second type of ILP is offered by schools with 39 or fewer LEP students at different ESL levels, or 19 or fewer at the same ESL level. It emphasizes English-language skills.

Remediation Program

The remediation program is a special course of study designed for students who (a) have completed ESL, (b) are receiving instruction in English, and (c) are awaiting reclassification from LEP to FEP. These students must pass the appropriate district competency tests (ASC/TOPICS, PAIR/SHARP, and WRITE:

Junior/Senior) as part of meeting reclassification criteria. They must also
obtain a functional or proficient language classification on the English
BINL. Students in the remediation program receive the instruction they
need to pass these tests.

Program Steps

Entering the program. To enter the bilingual program, a secondary
student must have a home language other than English and a fluency designation
of LEP. There are two ways for a student to be designated LEP. First, students
who score non- or limited-English-proficient on the BINL receive a LEP
designation. Second, students who score functional- or proficient-English-
speaking on the BINL but fail a subsequent test of English reading and writing
skills (the "Typewriter" test) are also designated LEP.

Progress. There are three types of progress that can be made by
secondary LEP students, depending on their program placement. First, Spanish-
speaking LEP students can progress from the bilingual program, which emphasizes
Spanish language development, to the ESL program, which emphasizes English
language development. This transition occurs when the student has made progress
in both Spanish reading comprehension and math, as assessed by the teacher, and
receives an appropriate score on a test of prerequisite skills (CTBS Espanol,
Level C). Second, LEP students enrolled in ESL can progress through the levels
of the ESL program. District-developed ESL proficiency tests are used to
measure student progress in ESL coursework and to determine readiness for the
next level. Third, students in the highest ESL level can progress to an
English-only instructional program once reclassification criteria have been met.

Completing the program. Four steps must be completed for a LEP student
to be reclassified as FEP and enter an English-only program. These steps
involve (a) receiving a teacher's recommendation; (b) meeting criteria on
English reading and writing tests (PAIR/SHARP and WRITE JR/WRITE SR,

9

respectively), and a math test (ASC/TOPICS); (c) achieving a functional or proficient-English-speaking designation on the reclassification BINL; and (d) consulting with parents.

Description of Special Education Programs

Verbal vs. Nonverbal Special Education Students

A distinction is made in special education between verbal and nonverbal special education students. Verbal students are defined as the learning handicapped, educable retarded, visually handicapped, orthopedically handicapped, seriously emotionally disturbed, other health impaired, and students in the Resource Specialist Program. Nonverbal students are defined as the aphasiac, autistic, deaf/hard of hearing, multihandicapped, trainable mentally retarded, and developmentally handicapped. When possible, verbal special education LEP students participate in full bilingual Individualized Education Programs (IEPs) and nonverbal students participate in modified bilingual IEPs.

Full Bilingual IEPs

Schools must meet several conditions before they are expected to provide their special education LEP students with full bilingual IEPs. First, a school must have at least 10 LEP special education students who speak the same primary language and who are in the same age group. Second, the school must have a special education teacher with a bilingual cross-cultural credential or certificate. Third, there must be parental consent.

Elementary full IEP. An elementary special education full bilingual program offers:

- Structured English-language development program
  - Oral English
  - Reading and writing in English added once criteria have been met

- Structured primary-language development program
  - Oral language
  - Reading and writing

10   30

- Content courses (e.g., math) taught in the primary language

    - Sheltered English or mainstream English instruction provided when appropriate

- Parent education/involvement of 10 hours or more annually.

Secondary full IEPs.   A secondary school special education full bilingual IEP offers:

- Structured English-language development program

    - Oral English
    - Reading and writing in English

- Communication skills in the primary language

- Content courses offered with primary language support

- Parent education/involvement of 10 hours or more annually.

Modified Bilingual IEPs

Modified bilingual IEPs must be made available to special education LEP students who are not enrolled in full bilingual IEPs. Modified bilingual IEPs, for grades K-12, are comprised of these instructional activities:

- Structured English-language development program

    - Oral English
    - Reading and writing in English when appropriate

- Content courses offered with primary language support

- Parent education classes of 10 hours or more annually.

Program Steps

Entering the program.   The identification and assessment procedures for verbal special education students parallel those for other students. Nonverbal LEP students are identified with the Home Language Survey for Nonverbal Pupils and the Observational Checklist for Identification of Potential Limited-English-Proficient Pupils Who Are Individuals with Exceptional Needs.

11

31

Completing the program.   As with regular bilingual program students, there are two benchmarks for measuring the progress of verbal special education students toward completion of the bilingual program. The first is reached when students add formal English reading to their bilingual programs. The second is reached when students enter the reclassification process.

Achievement Testing

Elementary

The District provides two norm referenced achievement tests for LEP students based on the length of time the student has participated in an English reading program.

The CTBS Espanol is administered to Spanish-speaking students in bilingual classroom programs who have had less than 18 months in a formal English reading program. LEP students who have not received instruction in Spanish reading and LEPs on ILPs are not tested in Spanish.

The CTBS/U is administered to LEP students who have met the criteria for advancing into an English reading program and who have been in such a program for 18 months or more.

This test is also administered to initially identified FEP (IFEP) and reclassified FEP (RFEP), as well as to English-only (EO) students.

In 1986 the District rescheduled its norm referenced testing program from the spring to the fall of the year. Scores, therefore, reflect entry level rather than exit level achievement for the grade. Scores are reported as median percentiles. The median percentile is the 50th percentile - half the students scored below it and half scored above it.

Secondary

The CTBS Espanol is administered at the secondary level solely as a diagnostic tool to place students in the bilingual program. The CTBS/U is administered to secondary LEP students in advanced ESL levels A and B in junior high schools, and levels 3 and 4 in senior high schools; as well as to IFEP, RFEP and EO students.

CHAPTER 3

Findings

LEP Students Enrolled	
Elementary	117,704
Secondary	37,035
Special Education (K-12)	4,521
Total:	159,260

Identification and assessment of students from non-English language backgrounds produced these results:

- 150,810 BINLs were administered in 1986-87:

    78,277 English BINLs to new students.
    55,366 primary language BINLs.
    15,894 reclassification BINLs for placement
        in English-only classes.
       493 retest BINLs as validity checks.
       780 for individual education programs (IEPs)

Languages of LEP Students

81 languages were spoken by District LEP students.
97% of all LEP students spoke one of the following languages:

143,546	Spanish
2,989	Korean
2,415	Cantonese languages
1,877	Vietnamese
1,407	Pilipino
999	Farsi
967	Khmer (Cambodian)
841	Armenian

Elementary programs provided LEP pupils in grades K-6 with appropriate bilingual/bicultural instruction.

- 117,704 LEP pupils participated in Lau programs:

    90,990 in bilingual classroom programs in 7
        languages.
    26,714 in individual learning programs (ILPs)
        in 75 languages.

14

- The District staffed 6,160 bilingual classrooms:

    98.1% were Spanish bilingual classrooms.
     1.7% were Asian language (Cantonese, Japanese,
          Khmer, Korean, Vietnamese) bilingual classrooms.
      .2% were Armenian bilingual classrooms.

- Pupils on ILPs:

     70% spoke Spanish.
      4% spoke Cantonese.
      5% spoke Korean.
      4% spoke Vietnamese.
     25% (6,727) were on ILPs in bilingual classrooms.

- 106,098 of the District's 117,704 elementary LEP pupils have
  primary language BINL results on file:

     41,334 (39%) are proficient speakers of their
                  primary language.
     37,947 (36%) are functional speakers.
     22,478 (21%) are limited speakers.
      4,339 (4%) are nonspeakers of their
                  primary language.

+--+
| **Progress Made by Elementary LEP Pupils** |
| |
| Added English reading |
| to their curriculum   33,137 (28%) |
| |
| Were reclassified into |
| an English-only program   9,259 (7%) |
+--+

- Teacher fluency

     6,160 teachers served LEP pupils in bilingual classrooms:

        1,403 (23%) had bilingual credentials/certificates (BCCs).
        1,533 (25%) had District fluency A, B, or C:

                    679 (44%) had A level.
                    286 (19%) had B level.
                    568 (37%) had C level.

     3,851 teachers served LEP pupils on ILPs:

          75 (2%) had bilingual credentials/certificates.
         272 (7%) had District fluency A, B, or C:

                    53 (19%) had A level.
                    66 (24%) had B level.
                   153 (56%) had C level.

- 7,653 bilingual paraprofessionals (6,355 paid and 1,298 unpaid) provided LEP pupils with instructional assistance in the pupil's primary language.

Secondary programs provided LEP students in grades 7-12, and 6th-grade students in junior high schools, with four bilingual program options.

- 37,035 LEP students participated in Lau programs:

        27,115 (73%) in ESL programs.
           943 (3%) in ILP.
           303 (1%) in bilingual/bicultural programs (Spanish only).
         8,674 (23%) in remediation classes for basic skills while awaiting reclassification to an English-only program.

Progress Made by Secondary LEP Students

Were reclassified into an
English-only program   4,355   (11%)

- Classroom staffing:

    1,080 certificated bilingual personnel taught secondary bilingual classes.

        302 had bilingual credentials/certificates.
        778 had District fluency A, B, or C.

            515 (66%) had A level.
            122 (16%) had B level.
            141 (18%) had C level.

    888 Certificated personnel taught ESL
        698 had district qualifications
         66 had provisional ESL contracts
        124 were without District qualifications

    1,864 class periods of ESL were provided.

        1,225 (66%) were conducted by ESL teachers.
          488 (26%) were conducted by teachers having bilingual credentials.

- 988 bilingual paraprofessionals provided LEP students with instructional assistance in the student's primary language.

Special education programs provided instruction for handicapped students from non-English language backgrounds.

36

● 4,521 handicapped students in grades K-12 participated in bilingual special education programs.

   105 handicapped LEP students participated in full bilingual Individual Education Programs (IEPs).
      81 in elementary schools
      22 in secondary schools
      2 in special education schools.

   4,416 handicapped LEP students participated in modified IEPs.
      2,544 in regular schools
      1,872 in special education schools.

   4,156 were Spanish-speaking.
   69 special education LEP students were reclassified from LEP to FEP.

● Staffing

   60 (5%) of the District's 1,132 special day classes with LEP students were staffed by teachers fluent in a language other than English.

   519 bilingual paraprofessionals offered primary language support to the District's special education LEP students.

Achievement

Academic achievement testing provided in two languages produced these outcomes.

● Elementary

   CTBS Espanol

      LEP students' median percentile scores were
         between the 31st and 48th percentiles in reading
         between the 28th and 35th percentiles in math

   CTBS/U English

      Initially Identified Fluent English Proficient
      (IFEP) students' median percentile scores were
         between the 27th and the 34th percentiles in reading
         between the 27th and 47th percentiles in math

      Reclassified Fluent English Proficient
      (RFEP) students' median percentile scores were
         between the 29th and 33rd percentiles in reading
         between the 23rd and 47th percentiles in math

      Limited English Proficient
      (LEP) students' median percentile scores were
         between the 15th and 23rd percentiles in reading
         between the 20th and 36th percentiles in math

37

● Secondary

CTBS/U English

Initially Identified Fluent English Proficient
(IFEP) students' median percentile scores were
between the 30th and 38th percentiles in reading
between the 42nd and 50th percentiles in math

Reclassified Fluent English Proficient
(RFEP) students' median percentile scores were
between the 24th and 35th percentiles in reading
between the 45th and 54th percentiles in math

Limited English Proficient
(LEP) students' median percentile scores were
between the 9th and 20th percentiles in reading
between the 23rd and 33rd percentiles in math

The CTBS/U is administered to LEP students who have meet the criteria for advancing into an English reading program and who have been in such a program for 18 months or more.

Grade 12 scores represent only Chapter I students and students who have not met all competency requirements in reading, mathematics, language and writing.

38

CHAPTER 4

Discussion

This section looks at the District's 1986-87 bilingual program compared to the 1985-86 program, and at trends emerging durin, the five-year period beginning in 1982-83. The extent to which the existing level of services to the LEP student body compares with the desired level of services prescribed by AB 507 and the Lau Plan is also examined.

Identification and Assessment

In 1986-87 BINLs administered to new enrollees increased 2.5% over 1985-86 totals. Of the 78,277 students who were administered the entry BINL, 77% were non- or limited-English speaking. New enrollee BINLs for 1986-87 exceeded the total increase in LEP enrollment for the year by 64,266 (457%). This is a continuation of a trend evident over the past five years.

In other words, for each of the past five years, a vastly greater number of entry level BINLs has been administered than each year's enrollment increase would warrant.

The following table illustrates the disproportionate number of new enrollee BINLs and primary language BINLs administered compared to total LEP enrollment and net yearly increases since 1982-83.

Year	English BINLs for New Enrollees	Percentage Of Total LEP	Primary Language BINLs	Total LEP Enrollment	Net Yearly Increase in LEP Enrollment
1986-87	78,277	49	55,366	159,260	14,051
1985-86	76,334	53	52,752	145,209	11,038
1984-85	74,360	55	50,641	134,171	6,979
1983-84	70,994	56	53,741	127,192	6,187
1982-83	72,215	59	44,885	121,005	

BBPR (BREPORT)

One possible explanation for these disproportionate figures is an extremely high transiency rate for some portion of the LEP population over the five year period. The correspondingly high number of primary language BINLs administered supports this possibility. Failure to forward records promptly in intra-district transfers is another possibility. These inflated figures mask the actual number of LEP students new to the district.

The total number of identified LEP students increased 10% over the 1985-86 count. This increase continues a trend of accelerated growth in LEP enrollment over the past five years from 22% of total school enrollment in 1982-83 to 27% in 1986-87.

The District's FEP population increased by 4% over 1985-86, a much slower rate of growth. Both LEP and FEP total enrollment, however, increased 32% over the past five years.

Year	Identified LEP Students	Percentage of LEP Students Speaking Spanish	FEP Students	Languages of LEP & FEP Students
1986-87	159,260	90	144,972	93
1985-86	145,209	90	139,987	92
1984-85	134,171	89	133,150	89
1983-84	127,192	88	125,213	90
1982-83	121,005	88	109,758	86

Language diversity of the District's LEP students continues to grow. The number of languages spoken by LEP students increased from 56 in 1982-83 to 81 in 1986-87. Despite this diversity, Spanish is the primary language of 90% of LEP students. In all, 97% of all LEP students speak one of a total of eight languages.

Elementary Program

The distribution of the District's LEP population throughout the grade levels can be visualized as a broad-based triangle with the base representing kinder-garten. Seventy-four percent of the District's total LEP enrollment is in grades

K-6. Grades K-3 alone contain 71% of elementary LEP students and 52% of the District's total LEP population. The elementary LEP population has increased by 10% since 1985-86 and by 33% since 1982-83.

Certificated Staff

The District operated 6,160 bilingual classroom programs in 1986-87, 6% more than in 1985-86 and 28% more than in 1982-83. Overall, the number of teachers participating in bilingual programs, including ILPs, increased by 5% over 1985-86. The number of teachers with bilingual credentials/certificates (BCCs) dropped 7% below 1985-86 totals to hit a five year low. This "loss" may be due to refined data collection techniques employed this year which cross-checked survey reports with personnel records. Teachers who reported BCCs not confirmed by personnel records were not counted. This 7% decrease in teachers with BCCs was accompanied, however, by a 7% increase in bilingual non-classroom certificated personnel, the largest category of which is school administrators. Another factor partially offsetting the loss of BCC teachers was the partial goal achievement of 1,004 teachers, 58% more than in 1985-86, who completed the methodology and cultural requirements for the full bilingual credential. The following table lists the staffing patterns of the bilingual classroom programs for the past five years.

| Year | Elementary LEPs | Bilingual Classrooms | Elementary Teachers with | | |
			BCCs	Waiver	Fluency A/B
1986-87	117,704	6,160	1,403	3,268	965
1985-86	106,714	5,791	1,503	1,994	701
1984-85	99,558	5,358	1,509	1,682	507
1983-84	94,269	4,998	1,421	1,815	493
1982-83	88,345	4,824	1,475	1,852	467

In the five year period beginning with 1982-83, teachers with a second language fluency at District levels A and B increased 107%, with 90% of that increase occurring within the last two years. Teachers with minimal C level fluency also increased within this time period by 17% over 1985-86 and 51% over 1982-83 figures.

The number of teachers on waiver increased 64% over 1985-86 and 76% over 1982-83 totals. Thirty-six percent of waivered teachers also held District fluency in a second language. Teachers with BCCs teamed with 602 nonwaivered partners in an approved program variation.

Of the 6,160 teachers staffing the District's bilingual classroom programs in 1986-87, 14% were without waivers or BCC partners. This is the lowest percentage of nonwaivered teachers in the bilingual classroom program since the implementation of the waiver program. The number of nonwaivered teachers in 1986-87 decreased by half from the 1985-86 total. Only 15% of LEP students were in classrooms led by nonwaivered teachers in 1986-87.

The total number of teachers serving students on ILPs remained relatively stable for the five year period while teacher language competency fluctuated. In 1986-87 second language fluency at BCC and District A and B levels increased 14% over 1985-86 but dipped 1% below 1982-83 figures.

Paraprofessionals

Bilingual paid paraprofessionals increased by 4% over 1985-86, and 10% since 1982-83. While the number of education aides and adult volunteers decreased slightly, the number of teacher assistants increased. In all, a net increase of 137 paraprofessionals provided additional primary language support for LEP students in 1986-87. Over the five year period, the District relied progressively less on volunteer primary language support and more on paid paraprofessionals.

The level of services provided by the District's combined bilingual classroom programs and ILPs since 1982-83 is described in the following table.

| | | Elementary Teachers with | | | |
Year	BCCs	Waivers	Fluency and Waiver	Fluency No Waiver	Bilingual Paraprofessionals
1986-87	1,478	3,352	1,235	570	7,653
1985-86	1,570	2,017	749	659	7,516
1984-85	1,596	1,719	591	602	7,570
1983-84	1,513	1,853	648	520	7,178
1982-83	1,548	1,894	605	430	7,596

Overall, these three areas of growth -- the increase in number of teachers with advanced fluency levels, of teachers on waiver, and teachers who completed two-thirds of BCC requirements -- may be seen as a partial pay-off of the District's long-term staff development efforts to service language minority children more effectively. As a result of this growth, the number of bilingual classroom programs staffed with fully qualified teachers, with respect to the Lau Plan and AB 507, rose to 86% for 1986-87 compared to 72% in 1985-86 and 69% in 1982-83.

If qualified teachers (with BCCs or waivers) and LEP students were optimally distributed throughout the District, the ratio of qualified teachers to LEP elementary students would be 1:17, an ideal situation under AB 507 and Lau Plan guidelines. The real-life distribution of teachers and students, and the high LEP transiency suggested by the high rate of entry-level BINLs, however, prevents the realization of this ideal situation.

Notwithstanding the increase in staff who meet legal requirements (BCCs and waivers), if the number of teachers with sufficient second language fluency to conduct a bilingual classroom program (BCC or District A or B fluency) is counted, only 38% of bilingual classroom programs were adequately staffed in 1986-87. If C fluency is included, the number rises to 47%. This percentage differs only by

1% from 1982-83 figures. This means that in 1986-87, 53% to 62% of bilingual classroom programs relied on paraprofessionals for primary language instruction.

In meeting the requirements of the law, the District has made considerable progress in servicing its language minority pupils. But in its attempt to provide a bilingual teacher for each bilingual classroom program, the District has not kept pace with the rapidly growing LEP population.

Secondary Program

The LEP secondary population continues to grow but at a slower rate than the LEP elementary population. The number of LEP students in junior high, including 6th graders enrolled in reconfigured junior high schools, increased 31% since 1982-83 while those in senior high increased by only 22% during the same period.

Year	Grades 7-9	Grades 10-12	Total Secondary LEP
1986-87	22,875	14,160	37,035
1985-86	21,155	13,310	34,465
1984-85	18,687	12,355	31,042
1983-84	17,257	11,716	28,973
1982-83	17,486	11,605	29,091

Secondary students comprised 23% of total LEP enrollment in 1986-87. The 37,035 students represent an increase of 7% over 1985-86 and 27% over 1982-83 LEP enrollment figures. Junior high level students account for 62% of this total while senior high level students comprise 38%. These proportions vary over the five year period by a maximum of 2%. The majority (73%) of secondary LEP students are enrolled in ESL programs, 1% are enrolled in bilingual programs, and 2.5% are enrolled in ILPs.

44

Year	Secondary students enrolled in Bilingual Program	ESL	ILPs	Students Awaiting Reclassification
1986-87	303	27,115	943	8,674
1985-86	382	26,429	761	6,893
1984-85	432	24,619	837	5,154
1983-84	458	23,410	734	4,273
1982-83	593	24,450		

Certificated Staff

Bilingual teachers at the secondary level numbered 1,080, 45% more than in 1985-86, and 19% more than in 1982-83. This group possessed a particularly high level of second language fluency: 29% BCCs, 48% A level, 11% B level and 12% C level District fluency. Districtwide, the ratio of teachers with second language fluency to LEP students was 1:34.

Secondary Teachers with Fluency

Year	BCC	A	B	C	TOTAL	ESL Teachers
1986-87	302	515	122	141	1,080	888
1985-86	291	347	60	45	743	658
1984-85	297	331	80	43	751	619
1983-84					845	
1982-83					910	697

There were 888 ESL teachers at the secondary level, an increase of 35% over 1985-86. The majority (83%) of this increase held provisional ESL contracts and were without district qualifications. The net total of fully accredited ESL teachers increased 6% over 1985-86 but equaled 1982-83 totals. The districtwide ratio of ESL teachers to LEP secondary students in 1986-87 was 1:42. The districtwide average ratio of ESL teachers to ESL periods taught was 1:2. If only fully qualified ESL teachers are counted, the ratios change to 53 students and 2.67 periods per teacher.

Paraprofessionals

Assisting the ESL and bilingual programs were 988 bilingual aides and teacher assistants, 75 more than the previous year. The number of paid bilingual paraprofessionals has remained fairly constant over the five year period while the use of volunteer assistance, especially peer tutors, has steadily increased. Peer tutors increased by 700 in 1986-87 to a total of 2,964. Adult tutors increased from 113 to 260 over the five-year period.

		Bilingual Paraprofessionals	
		Peer	Adult
Year	Aides/TAs	Tutors	Volunteers
1986-87	998	2,964	260
1985-86	919	2,264	144
1984-85	891	1,932	61
1983-84	966		113
1982-83	1,035		

Special Education

Of the 4,521 LEP students in the special education program, 59% were in special day classes in regular schools and 41% were in special education schools. The number of LEP students in special education increased 12% over 1985-86. In the five-year period since 1982-83 this group increased 59% while the general LEP population increased 32%.

The FEP special education population experienced a similar growth pattern. In 1986-87 the number of FEP students in special education increased 146% over the 725 counted in 1982-83.

46

Year	Sp. Ed. LEP Students	Percentage of Spanish Speaking LEPs	Full IEP	Modified IEP	Classes with Sp. Ed. Students
1986-87	4,521	92%	105	4,416	1,132
1985-86	4,030	91	76	3,954	1,029
1984-85	3,571	91	60	3,511	952
1983-84	3,172	90	367	2,805	861
1982-83	2,845	90	373	2,472	897

Three percent of the District's LEP population is in the special education program. In 1986-87 LEP students comprised 30% of enrollment in special day classes (SDC) compared to their 27% representation in total district enrollment.

Year	Sp. Ed. Monolingual Teachers	Special Education Teachers with		Sp. Ed. Paraprofessionals
		BCC	A, B, or C Fluency	
1986-87	1,072	16	44	519
1985-86	986	21	22	542
1984-85	909	16	27	394
1983-84	827	13	23	133
1982-83	861	19	14	58

Staff

The total number of teachers involved in the LEP special education program increased 10% since 1985-86 and 27% since 1982-83. The number of teachers with BCCs or District language fluency fluctuated between 3% and 5% over the five year period. In 1986-87 the ratio of bilingual teachers with second language fluency to LEP special education students was 1:75. Only 2% of handicapped LEP students participated in full bilingual Individual Education Programs (IEPs). The remaining 98% were in classes led by English-speaking teachers. Most received primary language support from bilingual paraprofessionals. Due to the shortage of

bilingual paraprofessionals trained in special education, however, 20% of LEP special education students were without primary language support in 1986-87. A total of 519 paid bilingual paraprofessionals serviced the special education program, a drop of 4% from 1985-86 totals but an increase of 200% over 1982-83. An average of 80 bilingual adult volunteers assisted in this program since 1982-83.

Reclassification

Elementary

One milestone toward the reclassification of the LEP elementary student is the addition of English reading to the student's curriculum. In 1985-86 and 1986-87, 28% of LEP elementary students participated in a formal English reading program compared to 30% in 1982-83.

Grades 4 and 5 showed the greatest number of students enrolled in English reading. In 1986-87 by the fourth grade 18% of elementary LEP students were reading in English compared to 19% for 1985-86 and 22% for 1982-83.

District guidelines permit reclassification to FEP status after a minimum of six months of English reading, if other criteria have been met. Barring unforeseen events, the number of students reclassified from LEP to FEP by the sixth grade should approximate the number of students participating in English reading at the 4th grade two years earlier.

The following table shows that a progressively smaller number of students enrolled in an English reading program by grade 4 were reclassified by grade 6, despite the general increase in LEP enrollment.

48

Year	LEP Students in English Reading By Grade 4	LEP Students Reclassified By Grade 6	
1986-87	21,222	1988-89	-------
1985-86	20,792	1987-88	-------
1984-85	20,242	1986-87	9,259
1983-84	19,383	1985-86	12,556
1982-83	19,625	1984-85	12,753

In 1986-87, only 7% of elementary LEP students were reclassified to FEP. This is a 3% drop from the 10% reclassified in 1985-86 and a 6% drop from the 13% reclassified in 1982-83. As with the addition of English reading, most reclassification occurred at the 4th and 5th grades.

Year	Elementary LEP Students	Elementary LEPs Reclassified	Percentage Reclassified
1986-87	117,704	9,259	7
1985-86	106,714	12,556	10
1984-85	99,558	12,753	10
1983-84	94,269	11,786	11
1982-83	88,345	11,861	12

Secondary

At the secondary level, completion of the ESL course of study is the route to reclassification. Again, the distribution of LEP students enrolled in ESL classes can be visualized as a triangle with the base representing the beginning level, comprising 27% of enrollment. The percentage of students enrolled in each succeeding ESL level declines: 22% in level 2, 12% in level 3, and a slight increase to 15% in level 4, the final level.

Accordingly, the number of students approaching reclassification decreases with each advancing ESL level. In 1986-87, 11% of secondary LEP students, including 6th graders enrolled in junior high schools, reclassified to FEP status. This compares to 14% in 1985-86 and 11% in 1982-83.

Year	Secondary LEP Enrollment	Secondary LEPs Reclassified	Percentage of Reclassified
1986-87	37,035	4,355	11
1985-86	34,465	5,454	14
1984-85	31,042	3,807	11
1983-84	29,751	3,621	11
1982-83	29,815	3,757	11

Another category of LEP secondary students associated with the reclassification process, but not previously discussed, is the group of students who have completed ESL requirements but have not been reclassified to FEP status. This could be for a variety of reasons: they did not pass one or more of the academic criteria; they did not pass the English reclassification BINL; or they did not have an opportunity to take one or more of these tests. Those who did not pass criteria are enrolled in remediation classes. In 1986-87, 23% of the LEP secondary population were awaiting reclassification; 20% were receiving remediation services. Their number increased 26% since 1985-86 and 103% since 1983-84, the first year these figures were collected. The number of students awaiting reclassification as a percent of the total LEP secondary population increased from 14% in 1983-84 to 23% in 1986-87.

Year	Secondary LEP Enrollment	LEP Students Awaiting Reclassification	Percentage of Total Secondary LEP Enrollment
1986-87	37,035	8,674	23
1985-86	34,465	6,893	20
1984-85	31,042	5,154	17
1983-84	29,751	4,273	14
1982-83	29,815		

The reclassification BINL is the last step the LEP student must complete in order to reach FEP status. In 1986-87, a total of 15,894 reclassification BINLs were administered and 13,614 students were reclassified, an 86% passing rate. This compares to a 98% passing rate in 1985-86, the high for the five-year period.

Achievement

Elementary

In the fall CTBS Espanol testing program LEP median percentile scores in reading for LEP elementary students ranged from 31 at grade 5 to 48 at grade 1. Math median percentile scores ranged from 28 in grades 5 and 6 to 35 in grade 1.

Median Percentile CTBS Espanol Achievement Scores

Grade	Reading		Math	
	N	Md %ile	N	Md %ile
1	16,857	48	16,470	35
2	14,711	37	14,927	32
3	12,855	38	12,310	34
4	9,497	43	9,130	32
5	5,282	31	5,110	28
6	2,561	35	2,489	38

Because the CTBS Espanol is a Spanish version of the CTBS/S test form rather than the CTBS/U test form, no direct comparison of CTBS Espanol and CTBS/U scores can be made.

The results of the fall 1986 CTBS/U testing program were aggregated by language fluency of the student. Teachers and students were asked to fill in spaces on the answer sheets to indicate whether the student was LEP, initially identified FEP, or reclassified FEP. Blank spaces indicated English-only students. An analysis of the answer sheets revealed a great many errors in coding that rendered conclusions drawn from the data speculative at best. It is with this caveat that the following data is presented.

Median CTBS/U reading achievement scores for LEP elementary students were an average of 17 percentile points below English-only (EO) students at the same grade level. Initially identified FEP (IFEP) students and reclassified FEPs (RFEP) trailed their EO counterparts by an average of 6 and 7 percentile points respectively.

31

LEP students are, by definition, limited in their ability to read and understand English. It can be expected, therefore, that their test scores on an English language test (CTBS/U) will be substantially lower than those of students fluent in English.

The scores earned by reclassified FEP students provide a more relevant indication of how well the Districts' program enables students from non-English language backgrounds to compete with their English-only classmates.

Median Percentile CTBS/U Reading Achievement Scores

Grade	English-Only	IFEP	RFEP	LEP	District N	Md %ile
1	37	28	33	21	27,156	33
2	31	27	30	22	27,133	29
3	36	32	31	23	29,021	33
4	40	34	31	21	32,918	35
5	38	34	31	18	36,086	33
6	39	32	29	15	36,300	32

Median Percentile CTBS/U Math Achievement Score

Grade	English-Only	IFEP	RFEP	LEP	District N	Md %ile
1	33	27	23	20	27,597	27
2	39	41	42	36	27,065	40
3	34	37	39	31	28,941	35
4	41	44	44	34	32,918	35
5	43	46	45	32	35,975	42
6	48	47	47	25	36,313	45

LEP students fared somewhat better in math achievement. Median percentile scores average 10 percentile points below EO students with first and sixth grades showing the greatest discrepancies. FEP students, however, both initial and reclassified, scored an average of 3 percentile points above EO students in grades 2 through 5. With one exception, sixth grade LEP and FEP students consistently scored below all other grades in both reading and math achievement. Only some first grade FEP scores were lower.

Secondary

LEP reading achievement scores in grades 7-12 were an average of 26 percentile points below EO students at the same grade levels. IFEP scores average 6 percentile points below EO; RFEPs trailed by 12 percentile points. While IFEP scores fluctuate from grades 7 through 12, both RFEP and LEP students show a progressive decline in median percentile scores with each successive grade level. LEP students scored 17 percentile points below EO at grade 7 and 35 points below at grade 12. Grade 12 scores represent Chapter I schools only and may not be representative of LEP scores districtwide.

Median Percentile CTBS/U Reading Achievement Scores

Grade	English-Only	IFEP	RFEP	LEP	N	District Md %ile
7	37	30	30	20	34,652	33
8	42	35	34	20	33,708	37
9	43	35	35	18	35,545	38
10	34	30	24	10	40,484	30
11	39	34	24	9	34,508	32
12	45	38	21	10	21,594	38

As in the elementary grades, discrepancies between LEP and EO math achievement scores were smaller than reading score discrepancies. Math discrepancies ranged from 15 percentile points below EO in grade 8, to 22 points below in grade 10. The average difference was 20 percentile points below EO. Math scores for IFEP students equaled EO scores at grade 11 but averaged 3 points below at the other grade levels.

RFEP scores exceeded EO scores at grades 8 and 9 and equaled EO at grades 7, 10, and 11.

Median Percentile CTBS/U Math Achievement Scores

Grade	English-Only	IFEP	RFEP	LEP	N	District Md %ile
7	49	47	49	32	34,568	47
8	48	46	50	33	33,646	46
9	50	43	54	30	35,567	45
10	45	42	45	23	40,566	42
11	50	50	50	25	34,510	48
12	51	49	45	29	21,598	49

33

In general LEP scores in both reading and math show a pattern of progressive decline from grades 2 through 6, a slight gain in grades 7 and 8, and a continued decline through grade 12.

Reclassified FEP reading scores also trail EO scores at all grade levels but to a lesser degree. RFEP math scores, however, beginning with grade 2 average 2.4 percentile points above EO median percentiles at the elementary level. Secondary math scores for RFEPs equal or surpass EO median percentile scores, at each grade level except grade 12, which represents Chapter I students only.

34

CHAPTER 5

Conclusions

- Entry level BINLs, which should reflect the number of new LEP students entering the District, are being administered to five times as many LEPs as the increase in LEP enrollment warrants. High transiency and delay in forwarding records are probably contributing factors to this phenomenon.

- LEP students represent the fastest growing segment of the District's population. The LEP growth rate has increased from 6% in previous years to 10% in 1986-87, when the increase in LEP enrollment exceeded the increase in total district enrollment by almost 3,000.

- Grades K-3 contain 52% of the District's total LEP population indicating that the need for bilingual services is greatest in the primary grades.

- Through a diligent campaign the District was able to staff 86% of elementary bilingual clas.room programs with teachers possessing a BCC or a waiver.

- Despite the fact that elementary teachers with advanced levels of fluency in a second language more than doubled in the past five years, 62% of bilingual classroom programs relied on paraprofessionals for instruction in the primary language.

- At the secondary level the increase in numbers of teachers with advanced fluency levels and with ESL qualifications enabled schools to meet the needs of LEP students more effectively. The ratio of qualified ESL teachers to ESL periods offered was approximately 1:3 districtwide.

- The reclassification of LEP students to FEP status steadily declined in the past five years to reach an 8% districtwide rate in 1986-87.

- Twenty percent of LEP secondary students completed the ESL program but did not meet reclassification criteria.

- The academic achievement scores for LEP students with more than 18 months of English reading trailed all other language categories by 10 to 25 percentile points.

- Although reclassified FEPs trailed EO students by approximately 10 percentile points in reading, they scored on a par with or above EO students in math. Due to the large number of coding errors for language background detected in test forms, these figures should be viewed as approximations at best.

Appendixes

Appendix A
Identification and Assessment Procedures

Identification and Assessment

Goals

Two goals of the <u>Lau Plan</u> and Assembly Bill 507 are to (a) identify students from non-English language backgrounds and (b) assess their oral language proficiency. These are the first two steps in providing the District's limited English-speaking students with appropriate educational programs.

Identification and Assessment Process

Identification

The Home Language Survey (HLS) is used to identify students who are from families that speak languages other than English. Families of students enrolling in the District for the first time answer these four HLS questions:

1. Which language did your son or daughter learn when he or she first began to talk?

2. What language does your son or daughter most frequently use at home?

3. What language do you use most frequently to speak to your son or daughter?

4. Name the language most often spoken by <u>the adults</u> at home.

Prior to April 1, 1986, when a language other than English appeared as an answer to any of the four HLS questions, the student's oral English fluency was assessed. As of April 1, these two types of students are designated as having a primary language other than English:

1. Students whose families did not answer "English" to each of the first three HLS questions. These students must be assessed for English language proficiency.

39

2. Students whose families answered "English" to the first three HLS questions but not to the fourth. These students must be assessed for English proficiency if District personnel doubt the student's proficiency.

Assessment

Once the HLS has determined that a newly enrolled student's English proficiency must be assessed, the student is given the English version of the Basic Inventory of Natural Language (BINL) within 30 school days of enrollment. The BINL is a standardized individually administered test of oral language proficiency. The English BINL provides District personnel with an indication of the student's oral English skills. Students scoring non- or limited-English-speaking are provided bilingual services. Pupils in grades K-2 with functional- or proficient-English-speaking scores are placed in an English-only program. Students (grades 3-12) scoring functional- or proficient-English speaking may be placed in the English-only program, depending on the outcome of further literacy testing that includes English reading and writing. Students initially identified as functional- or proficient-English-speaking, but who fail these literacy tests, are placed in a bilingual program.

In addition to new enrollees, the BINL is given to the following groups:

1. Students Requiring Retesting

   Students may be reassessed within 10 days if the parent, teacher, or school administrator doubts the accuracy of the first language classification. A retest must be administered and returned to Research and Evaluation within 10 days of receiving the student's first BINL results.

2. Students Considered for Reclassification

   LEP students being considered for reclassification to an English-only program must meet these four reclassification criteria: (a) recom-

60

mendation by teachers; (b) identification as functional- or proficient-English-speaking on the BINL; (c) attainment of a passing score on appropriate District proficiency tests of reading, mathematics, and composition; and (d) recommendation by a local school administrator after consultation with parents and staff.

3. <u>Students Assessed with a Primary Language BINL</u>

Students who receive a language classification of LEP may also be given the primary language BINL. The primary language BINL, which is available in 28 languages, provides diagnostic information useful in placing K-12 LEP students in appropriate programs. The primary language BINL must be administered to those LEP students who (a) speak Armenian, Cantonese, Korean, Spanish, or Vietnamese and (b) attend schools having 16 or more students with the same language. The primary language BINL must be administered within 90 calendar days of enrollment.

61

Appendix B
Tables
General Program Information
BINL Tests Processed
Primary Language of LEP Students
Primary Language of FEP Students

Table B.1

BINL Tests Processed July 1, 1985 to June 30, 1986

Region	New Enrollees	Retest	Reclass.	Pysch. Eval.	Total English	Primary Language	Grand Total
A	5,419	125	1,147	11	6,702	3,189	9,891
B	11,924	36	2,513	8	14,481	10,220	24,701
C	7,543	22	940	7	8,512	6,186	14,698
D	7,693	37	1,722	58	9,510	4,329	13,839
E	8,243	56	1,880	267	10,446	5,181	15,627
F	7,231	102	1,221	272	8,826	4,837	13,663
G	9,668	48	1,780	84	11,580	7,484	19,064
H	12,984	60	1,637	59	14,740	9,996	24,736
SHS	7,500	7	3,053	14	10,574	3,898	14,472
Sp. Ed.	72	0	1	0	73	46	119
Total	78,277	493	15,894	780	95,444	55,366	150,810

Note. Based on records in the BINL Processing Center, Research and Evaluation Branch.

Table B.2

Primary Language of LEP Students

Language	Elementary	Secondary	Special Education	Total
Afghan	8	30	1	39
Afrikaans	2			2
American Indian				
Language				
Cherokee	1			1
Hopi	1			1
Navajo	2			2
Other American Indian		3		3
Amharic	14	20		34
Arabic	193	116	13	322
Armenian	438	362	41	841
Assyrian	28	20	2	50
Basque		3		3
Bengali	14	4		18
Bulgarian	6	5		11
Burmese	12	10		22
Ceylonese	4	2		6
Chinese Languages:				
Cantonese	1,607	772	36	2,415
Mandarin	134	136	4	274
Taiwanese	57	59	5	121
Toishanese	46	20		66
Other Chinese	310	186	15	511
Creole	3	21	1	25
Croatian	6	3	2	11
Czech	10	7		17
Danish	1	2		3
Dutch		2		2
Farsi	519	453	27	999
Finnish	3		1	4
French	50	28	5	83
German	19	13	2	34
Greek	18	5		23
Guamanian	2			2
Gujarati	31	32	2	65
Haitian Creole		2		2
Hawaiian	3			3
Hebrew	229	173	5	407
Hindi	59	28	7	94
Hmong	6			6
Hungarian	41	13	2	56
Ibo		2		2

44   64

(Table B.2 continued)

Language	Elementary	Secondary	Special Education	Total
Icelandic	1	1		2
Indonesian	34	22	1	57
Italian	32	16	11	59
Japanese	263	92	11	366
Javanese	2			2
Khmer	624	331	12	967
Korean	1,745	1,206	38	2,989
Kurdish	2			2
Lao	61	51	4	116
Latvian	1			1
Lithuanian	1		1	2
Malay	14	2	1	17
Melanesian	6	2		8
Nepali	1			1
Norwegian	6			6
Panjabi	39	26	1	66
Pashto	10	10		20
Philippine Languages:				
Ilocano	31	12	2	45
Pilipino	868	491	48	1,407
Visayan	9	5		14
Other Philippine	24	16	1	41
Polish	47	17		64
Portuguese	33	29		62
Romanian	61	31	4	96
Romany	2	1		3
Russian	70	36	3	109
Samoan	102	19	2	123
Serbian	3	1		4
Serbo-Croatian	8	3	2	13
Sinhalese	4	4		8
Slovak	3	1		4
Spanish	108,355	31,035	4,156	143,546
Swahili		2		2
Swedish	9	2		11
Thai	192	153	4	349
Tibetan	1			1
Tongan	18	9	1	28
Turkish	16	3	1	20
Urdu	56	22	2	80

(Table B.2 continued)

Language	Elementary	Secondary	Special Education	Total
Vietnamese	1,008	827	42	1,877
Yoruba	4	3		7
Yiddish	1			1
Other Not Listed	60	22	2	84
Total	117,704	37,035	4,521	159,260

Note. Based on Elementary, Secondary, and Special Education Bilingual Program Surveys (Forms 20, 21, and 23), February 1987.

Table B.3

Primary Language of FEP Students

Language	Elementary	Secondary[a]	Special Education	Total
Afghan	6	14		20
Afrikaans	6	4		10
Albanian	2	9		11
American Indian Languages:				
Apache		2		2
Cherokee	2	4		6
Choctaw		1		1
Cree		1		1
Hopi		1		1
Navajo	13	6	1	20
Other Indian	1	9		10
Amharic	10	13		23
Arabic	429	294	7	730
Armenian	627	906	8	1,541
Assyrian	63	57	1	121
Barber		1		1
Basque	3	3		6
Bengali	29	10		39
Bulgarian	4	6		10
Burmese	8	33		41
Ceylonese		5		5
Chinese Languages:				
Cantonese	1,482	1,475	4	2,961
Mandarin	170	337		507
Taiwanese	83	89		172
Toishanese	28	35		63
Other Chinese	362	619		981
Creole	13	8	1	22
Croatian	61	45		106
Czech	19	19		38
Danish	11	9		20
Dutch	14	27		41
Estonian	2	4		6
Farsi	863	634		1,497
Fijian	3	4		7
Finnish	8	13		21
Flemish	1	4	1	6
French	111	122	1	234
Ganda		1		1
German	86	117		203
Greek	71	54	1	126
Guamanian	8	3		11
Gujarati	82	39		121
Haitian Creole		2		2

(Table B.3 continued)

Language	Elementary	Secondary[a]	Special Education	Total
Hawaiian	5	5		10
Hebrew	411	371	3	785
Hindi	156	95	1	252
Hmong	2	2		4
Hungarian	69	71	1	141
Ibo	8	10		18
Icelandic		1		1
Indonesian	24	34		58
Italian	191	139	4	334
Japanese	434	531	7	972
Javanese		4		4
Khmer	263	332		595
Korea	2,071	2,184	8	4,263
Kurdish	1	1		2
Lao	89	70		159
Latvian		4		4
Lithuanian	1	6	1	8
Malay	14	10		24
Melanesia	3			3
Mongolian	2	1		3
Nepali	2	1		3
Norwegian	2	8		10
Panjabi	46	44		90
Pashto	9	2		11
Philippine Languages:				
Ilocano	58	94		152
Pilipino	2,285	1,972	13	4,270
Visayan	12	5		17
Other Philippine	59	160		219
Polish	67	31	1	99
Portuguese	56	34		90
Romanian	66	76	1	143
Romany	2	1		3
Russian	216	281	2	499
Samoan	334	232	2	568
Serbian	6	7		13
Serbo-Croatian	85	52	2	139
Sinhalese	1	5		6
Slovak	11	30		41
Spanish	55,299	59,900	1,695	116,894

(Table B.3 continued)

Language	Elementary	Secondary[a]	Special Education	Total
Swahili	5	6	1	12
Swedish	20	11		31
Tahitian		1		1
Thai	293	217	4	514
Tongan	29	12		41
Turkish	11	16		27
Ukrainian	1	1		2
Urdu	103	44		147
Vietnamese	1,274	1,452	11	2,737
Yiddish	1	3		4
Yoruba	4	2		6
Other Not Listed	138	88	1	227
Unidentified (NR)		571		571
Total	68,920	74,269	1,783	144,972

Note. Based on Elementary, Secondary and Special Education Bilingual Program

Surveys (Forms 23, 25, and 26), February 1987.

[a]Includes 6th grade students in junior high schools.

Appendix C
Tables
Elementary Program Information
Student Data
Program Data
Staffing Data

Table C.1

Elementary Bilingual Classrooms by Language and by Grade Level

	Grade							
Language	K	1	2	3	4	5	6	Total
Armenian	2	1	2	1	3	1	2	12
Cantonese	9	11	10	10	4	3	1	48
Japanese	2	1	1		1			5
Khmer	3	4	3	2	1	1	1	15
Korean	6	11	9	7	2	1		36
Spanish	1,144	1,156	1,023	922	793	636	368	6,042
Vietnamese		1					1	2
Total	1,166	1,185	1,048	942	804	642	373	6,160

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

51

71

72

Table C.2

Elementary LEP Pupils Participating in Bilingual Classroom Programs (not ILPs)
by Grade Level and Administrative Region

Region	Grade							Total
	K	1	2	3	4	5	6	
A	979	937	792	669	504	300	197	4,378
B	4,055	3,990	3,393	2,937	2,435	1,669	551	19,030
C	2,356	2,355	2,042	1,757	1,543	1,265	953	12,271
D	1,034	1,058	1,000	825	520	495	328	5,260
E	1,556	1,605	1,375	1,192	935	743	430	7,836
F	1,805	1,855	1,465	1,347	1,063	804	588	8,927
G	3,553	3,483	2,964	2,799	2,254	1,472	936	17,461
H	3,642	3,388	2,740	2,263	1,914	1,417	463	15,827
Total	18,980	18,671	15,771	13,789	11,168	8,165	4,446	90,990

Note. Based on Elementary Bilingual Survey (Form 20), February 1987.

73

Table C.3

Major Primary Languages of Elementary LEP Pupils in Bilingual Classroom Programs (not ILPs)

by Administrative Region

				Region					
Language	A	B	C	D	E	F	G	H	Total
Armenian								140	140
Cantonese							535	100	635
Japanese	45								45
Khmer					57			125	182
Korean	23			37				341	401
Spanish	4,310	19,030	12,271	5,223	7,779	8,927	16,926	15,102	89,568
Vietnamese								19	19
Total	4,378	19,030	12,271	5,260	7,836	8,927	17,461	15,827	90,990

Note. Based on E mentary Bilingual Program Survey (Form 20), February 1987.

53

74

Table C.4

Primary Languages of Elementary Pupils in ILPs

Language				Region					Total
	A	B	C	D	E	F	G	H	
Afghan					5	2		1	8
Afrikaans				1		1			2
American Indian									
Lanuages:									
Cherokee			1						1
Hopi				1					1
Navajo	2								2
Amharic				9	1	3		1	14
Arabic	9	1	4	44	65	47		23	193
Armenian	4		1	57	109	24		103	298
Assyri?					20	7		1	28
Bengali				2	6	1		5	14
Bulgarian				2	2			2	6
Burmese	1					1	2	8	12
Ceylonese					1			3	4
Chineses Languages									
Cantonese	31	1	15	46	41	32	394	412	972
Mandarian	3		2	29	23	26	18	33	134
Taiwanese	8			12	14	17	3	3	57
Toishanese							34	12	46
Other Chinese	3	1		7	18	5	137	139	310
Creole				3					3
Croatian	4			1		1			6
Czech				2	4	2		2	10
Danish				1					1
Farsi	4		5	138	284	76		12	519

54

75

76

(Table C.4 continued)

	Region								
Language	A	B	C	D	E	F	G	H	Total
Finnish				1	2				3
French	1		3	29	11	1	3	2	50
German	1			9	5	2		2	19
Greek	3	2	3	2	3	4		1	18
Guamanian		2							2
Gujarati	5	3		1	11	5		6	31
Hawaiian				1	1		1		3
Hebrew				80	127	21		1	229
Hindi	4	3	2	17	12	16	1	4	59
Hmong	4				2				6
Hungarian	3			9	21	6		2	41
Indonesian			2	4	11	14	1	2	34
Icelandic			1						1
Italian	16			6	5	1		4	32
Japanese	67	4	4	67	37	25	6	8	218
Javanese				1	1				2
Khmer	21	88		39	49	14	66	165	442
Korean	122	6	5	519	268	219	9	196	1,344
Kurdish	1			1					2
Lao				8	11	1	3	38	61
Latvian							1		1
Lithuanian					1				1
Malay	1		9	1		2		1	14
Melanesian			5		1				6
Nepali				1					1
Norwegian	1		2	3					6
Panjabi				1	13	25			39
Pashto					5	5			10

(Table C.4 continued)

Language		A	B	C	D	E	F	G	H	Total
						Region				
Philippine Languages:										
Ilocano		20			2		3		6	31
Pilipino		157		2	89	140	100	14	366	868
Visayan		1				1	4		3	9
Other Philippine		3	1			1	7	1	11	24
Polish		2		3	6	17	7		12	47
Portuguese		3			13	10	5		2	33
Romanian		1	5	1	13	19	5		17	61
Romany									2	2
Russian					59	8	2		1	70
Samoan		84	6	3	1	4	2	2		102
Serbian		1				1		1		3
Serbo-Croatian		3		1	2	2				8
Sinhalese		1			1	1			1	4
Slovak									3	3
Spanish		1,971	1,952	1,381	2,349	2,647	2,731	2,788	2,968	18,787
Swedish					8		1			9
Thai		2	1		25	62	48	7	47	192
Tibetan					1					1
Tongan		2	1	3	4	6	1		1	18
Turkish			1		8	6	1			16
Urdu		9			12	24	7	1	3	56
Vietnamese		52	1	4	93	197	99	188	355	989
Yaruba				3	1					4
Yiddish		1								1
Other Not Listed		3		4	10	11	8	1	23	60
Total		2,635	2,079	1,469	3,852	4,347	3,637	3,682	5,013	26,714

56

79

80

Table C.5

Elementary LEP Pupils Partcipating in ILPs by Grade Level and by Administrative Region

| Region | Grade | | | | | | | |
	K	1	2	3	4	5	6	Total
A	399	488	415	378	306	347	302	2,635
B	255	377	342	332	380	293	100	2,079
C	254	198	257	222	211	193	134	1,469
D	581	682	584	484	589	514	418	3,852
E	534	768	765	666	664	619	331	4,347
F	368	625	609	583	510	494	448	3,637
G	427	507	521	559	610	626	432	3,582
H	782	793	805	762	746	645	480	5,013
Total	3,600	4,438	4,298	3,986	4,016	3,731	2,645	26,714

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

Table C.6

LEP Elementary Pupils Participating in English Reading Programs by Major Languages and by Grade Level

| Language | Total LEP | Grade | | | | | | | Total |
		K	1	2	3	4	5	6	
Armenian	438	4	15	44	48	55	52	44	262
Cantonese	1,607	22	68	126	135	91	91	72	605
Korean	1,745	29	142	172	160	110	85	79	777
Pilipino	868	10	61	105	95	93	81	64	509
Spanish	108,355	213	1,382	2,969	5,911	7,666	6,839	3,981	28,961
Vietnamese	1,008	9	49	94	105	53	58	58	426
Other Languages	3,683	78	263	302	270	273	259	152	1,597
Total	117,704	365	1,980	3,812	6,724	8,341	7,465	4,450	33,137

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

58

82

83

Table C.7

Elementary Pupils Reclassified from LEP to FEP by Language and by Grade Level

Language	Grade							Total	Percentage[a] Reclass.
	K	1	2	3	4	5	6		
Armenian	0	2	9	9	13	12	16	61	12
Cantonese	4	3	12	22	53	56	44	194	11
Farsi	1	9	15	33	53	51	30	192	27
Japanese		3	13	23	9	12	8	68	21
Khmer			1	9	10	12	11	43	6
Korean	2	16	56	73	67	53	41	308	15
Pilipino	1	9	15	33	53	51	30	192	18
Spanish	26	104	532	1,544	2,174	2,016	1,443	7,839	7
Vietnamese	3	11	17	23	31	39	29	153	13
Other Combined Languages	2	23	46	53	16	30	39	209	8
Total	39	180	716	1,822	2,479	2,332	1,691	9,259	7

Note. Based on Elementary Bilingual Survey (Form 20), February 1987. Reclassification was from February 10, 1986 to February 6, 1987.

[a]Percentages are calculated by dividing the number of reclassified pupils by the sum of LEP pupils and reclassified pupils

84

85

Table C.8

Elementary Students Reclassified from LEP to FEP by Grade Level and by Administrative Region

Region	K	1	2	3	4	5	6[a]	SE	Total Reclass.	Total LEP	Percentage[b] Reclass.
A		24	103	207	237	178	173	2	924	7,084	11.53
B	1	8	59	342	601	421	134	3	1,569	21,343	6.84
C		9	47	123	149	160	216	1	705	13,784	4.86
D	15	44	139	262	239	212	223	4	1,138	9,241	10.96
E	2	38	136	293	258	312	200	2	1,241	12,338	9.13
F	1	26	83	169	230	209	145	1	864	12,717	6.36
G		1	25	115	365	445	348	12	1,311	21,617	5.71
H	20	20	85	283	377	371	229	4	1,389	21,080	6.18
Total	39	170	677	1,794	2,456	2,308	1,668	29	9,141	119,204	7.12

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987. Reclassification was from February 7, 1986 to February 6, 1987.

[a]Includes sixth grade students in junior high schools. [b]Percentages are calculated by dividing the number of reclassified students by the sum of LEP students and reclassified students.

Table C.9

Magnet School Students Reclassified from LEP to FEP by Grade Level and by Administrative Region

Region	K	1	2	3	4	5	6	Secondary	Total Reclass.	Total LEP	Percentage[a] Reclass.
A		1		3	2				6	65	8.25
B											
C		6	2	4	3	7			22	103	13.60
D	1	12	11	8	5	2		7	46	100	31.50
E			1					6	7	19	26.92
F	3	10	6	2	1	1			23	34	40.35
G											
H										27	
SHD										25	
Total	4	29	20	17	11	10		13	104	373	21.80

Note. Based on Secondary Bilingual Program Survey (Form 23), February.

[a]Percentages are calculated by dividing the number of reclassified students by the sum of LEP students and reclassified students.

61

88

Table C.10

Magnet Center Students Reclassified from LEP to FEP by Grade Level and by Administrative Region

Region	K	1	2	3	4	5	6	SE	Secondary	Total Reclass.	Total LEP	Percentage[a] Reclass.
					Grade							
A			1						29	30	5	85.71
B					2					2	15	11.76
C				1						1	8	11.11
D		1	2	3	1	4	9			20	38	34.48
E		5	1	3	3	6	4			22	23	48.88
F			6		1	1				8	20	28.57
G											4	
H				2						2		100.
SHD									42	42	61	40.77
Total		6	10	8	6	13	13		71	127	174	42.19

Note. Based on Bilingual Program Survey (Forms 20 and 23), February 1987.

[a]Percentages are calculated by dividing the number of reclassified students by the sum of LEP students and reclassified students.

62

90

91

Table C.11

Median Percentile CTBS/U Reading Achievement Scores by Grade Level and Language Fluency Grades 1-6

Grade	English-only Md %ile	N	Initial FEP Md %ile	N	Reclass. FEP Md %ile	N	LEP Md %ile	N	District Total All Students Md %ile	N
1	37	19,639	28	6,458	33	111	21	948	33	27,156
2	31	18,937	27	6,277	30	385	22	1,534	29	27,133
3	36	18,958	32	6,426	31	1,291	23	2,346	33	29,021
4	40	19,492	34	7,038	31	2,734	21	3,654	35	32,918
5	38	19,717	34	7,676	31	4,082	18	4,611	33	36,086
6	39	19,398	32	8,217	29	5,036	15	3,649	32	36,300

63

Note. Based on Fall 1986 CTBS/U achievement testing results.

92

93

Table C.12

Median Percentile CTBS/U Math Achievement Scores by Grade Level and Language Fluency Grades 1-6

Grade	English-only Md %ile	N	Initial FEP Md %ile	N	Reclass. FEP Md %ile	N	LEP Md %ile	N	District Total All Students Md %ile	N
1	33	19,928	27	6,575	23	119	20	975	27	27,597
2	39	18,864	41	6,287	42	383	36	1,531	40	27,065
3	34	18,907	37	6,410	39	1,283	31	2,341	35	28,941
4	41	19,386	44	7,011	44	2,721	34	3,642	35	32,760
5	43	19,658	46	7,642	45	4,082	32	4,593	42	35,975
6	48	19,292	47	8,184	47	5,018	25	3,644	45	36,138

Note. Based on Fall 1986 CTBS/U achievement testing results.

64

94

95

Table C.13

Elementary Classroom Teachers Assigned to Bilingual Programs by Language, Credential/Waiver

Status, and District Fluency

Teacher Language and Assignment	Bilingual Cred./ Cert. of Comp.	On Waiver and District Fluency Status[a]				Not on Waiver and District Fluency Status[a]				Total
		A	B	C	No Fluency[b]	A	B	C	No Fluency[b]	
Armenian										
Bil. Class	2	3								5
ILPS						2	1			3
Cantonese										
Bil. Class	28	2		4			1	2		37
ILPs	5					2	1	3		11
English										
Bil. Class					2,050				1,174	3,224
ILPs					67				3,437	3,504
Japanese										
Bil. Class	2									2
ILPs	2						1			3
Korean										
Bil. Class	23	3		1						27
ILPs	5					2				7
Pilipino										
ILPs	1					2				3

Teacher Language and Assignment	Bilingual Cred./ Cert. of Comp.	On Waiver and District Fluency Status[a]				Not on Waiver and District Fluency Status[a]				Total
		A	B	C	No Fluency[b]	A	B	C	No Fluency[b]	
Spanish										
Bil. Class	1,347	547	228	430		124	56	132		2,864
ILPs	62	3	3	11		42	60	139		320
Vietnamese										
Bil. Class	1									1
Subtotals										
Bil. Class	1,403	555	229	434	2,050	124	57	134	1,174	6,160
ILPs	75	3	3	11	67	50	63	142	3,437	3,851
Total	1,478	558	232	445	2,117	174	120	276	4,611	10,011

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

[a]Teachers with two languages other than English are counted only once. Teacher language is matched with pupil language. [b]No district language fluency or bilingual credential/certificate in language of pupils served.

Table C.14

Elementary Bilingual Classroom Teachers by Bilingual Certification and by
Language

| Language | Bil. Cred./ Cert. of Competence | Waiver | | | Total |
		Spanish or Cantonese	Other Language	Not Required[a]	
Armenian	2		9		11
Cantonese	28	11			39
Japanese	2		3		5
Khmer			15		15
Korean	23		14		37
Spanish	1,347	3,214			4,561
Vietnamese	1		1		2
English-only				602	602
Total	1,403	3,225	42	602	5,272

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

[a]Teachers who team teach with teachers having a bilingual credential/certificate
(on a one-to-one ratio) do not need waivers.

100

Table C.15

Elementary Bilingual Classroom Teachers with Spanish or Cantonese Waivers

| | Requirements Completed for Spanish or Cantonese Waivers | | | | | |
Language	First Year	Culture	Culture and Methodology	Methodology	Language	Total[a]
Cantonese	5	3		3		11
Spanish	1,456	364	391	979	24	3,214
Total	1,461	367	391	982	24	3,225

Note. Based on Elementary Bilingual Program Survey (Form 20) February 1987.

[a]Of these, 81 waivered teachers did not meet state requirements because they lack a bilingual classroom aide.

101

Table C.16

Nonwaivered Team Teachers by Fluency Level and Administrative Region

Region	A	B	C	Total With Fluency	Eng. Only	Total
A	4	6	4	14	49	63
B	3	4	6	13	89	102
C	3	1	2	6	29	35
D	1	0	3	4	26	30
E	1	1	6	8	28	36
F	5	3	10	18	92	110
G	17	8	16	41	88	129
H	5	3	7	15	82	97
Total	39	26	54	119	483	602

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

Table C.17

<u>Nonwaivered Elementary Bilingual Classroom Teachers by Reason</u>

	Reason					
Classroom	Requirements Not Met	Did Not Apply	Intend to Apply	Team Teaching	Not Required	Total
Bilingual Classroom	695	84	108	602		1,489
ILPs	21	1	3		3,667	3,692
Total	716	85	111	602	3,667	5,181

<u>Note.</u> Based on Elementary Bilingual Program Survey (Form 20) February 1987.

Teachers who team-teach with teachers having a bilingual credential/certificate (one-to-one ratio) do not need waivers.

Table C.18

Certificated Personnel with BCC or District Fluency not Assigned to Bilingual Classrooms

Language/ Assignment	Bilingual Cred./ Cert. of Comp.	District Fluency			Total
		A	B	C	
Armenian					
Classroom teacher			1		1
Cantonese					
Administration	3	1	1		5
Instruction	2				2
Noninstruction	1	1			2
Japanese					
Classroom teacher	2	1	1		4
Noninstruction		1	2		3
Korean					
Administration	1				1
Classroom teacher		1			1
Instruction	3				3
Pilipino					
Classroom teacher		1			1

74

105

106

(Table C.18 continued)

Language/ Assignment	Bilingual Cred./ Cert. of Comp.	District Fluency			Total
		A	B	C	
Russian					
Classroom Teacher		1			1
Samoan					
Instruction		1			1
Spanish					
Administration	82	31	16	16	145
Classroom teacher	8	3	6	31	48
Instruction	89	16	15	10	130
Noninstruction	69	11	6	15	101
Combination	41		5	8	54
Additional teacher	4	1	2	1	8
Total	305	70	55	81	511

Note. Based on Elementary Bilingual Program Survey (Form 20), February 1987.

Combination assignments include both instructional and noninstructional services.

"Additional Teachers" are waivered teachers hired by schools having 20 or more LEP pupils who speak the same primary language.

Table C.19

Elementary Bilingual Paraprofessionals by Language

Language	Education Aides	Teacher Assistants	Adult Volunteers	Total
Afghan			1	1
Afrikanns			2	2
Amharic			1	1
Arabic	1	3	10	14
Armenian	15	22	17	54
Assyrian			3	3
Bulgarian			3	3
Cantonese	35	79	26	140
Croatian			1	1
Czech			1	1
Farsi	4	9	45	58
Finnish		1		1
French	1	3	13	17
German			5	5
Greek		1	7	8
Gujarati			3	3
Hebrew		3	19	22
Hindi		2	12	14
Hungarian			4	4
Icelandic			1	1
Indonesian			4	4
Italian		2	3	5
Japanese	11	4	49	64
Javanese			1	1
Khmer	4	4	4	12
Korean	23	27	58	108
Kurdish			1	1
Lao			1	1
Mandarin		2	8	10
Maylay			1	1
Nepali			1	1
Other Chinese	1	2	3	6
Other Philippine	1			1
Panjabi			3	3
Pilipino	17	9	30	56
Polish		1	6	7
Portuguese			5	5
Romanian			2	2
Russian	1		1	2
Samoan	3	1	3	7

(Table C.19 continued)

Language	Education Aides	Teacher Assistants	Adult Volunteers	Total
Spanish	2,196	3,833	880	6,909
Swedish			5	5
Taiwanese			8	8
Thai			13	13
Tongan			1	1
Urdu			1	1
Vietnamese	10	24	26	60
Yarubah			1	1
Other not Listed			4	4
Visayan			1	1
Total	2,323	4,032	1,298	7,653

Note. Based on Elementary Principal's Summary (Form 25), February 1987.

Appendix D
Tables
Secondary Program Information
Student Data
Program Data
Staffing Data

Table D.1

Secondary LEP Students by Grade Level and by Administrative Region

Region Division	6[a]	7	8	9	10	11	12	Total
Region								
A		357	370	364				1,091
B	638	929	845	211				2,623
C	72	552	639	437				1,700
D		915	988	983	6	1	2	2,895
E	246	919	808	509	1			2,483
F	61	691	681	559				1,992
G		1,093	871	783				2,747
H	706	1,469	1,468	444				4,087
Division Senior High		22	47	3,146	8,697	3,628	1,640	17,180
Options		2	9	41	130	30	25	237
Total	1,723	6,949	6,726	7,477	8,834	3,659	1,667	37,035

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

[a]Junior High School with 6th grade.

BNSLS (TABLES)

Table D.2

Major Primary Languages of Secondary LEP Students by Grade Level

Language	6[a]	7	8	Grade 9	10	11	12	Total
Armenian	5	82	66	66	91	42	10	362
Cantonese	3	115	119	195	196	101	43	772
Farsi	15	63	66	68	123	86	32	453
Korean	50	181	195	232	321	171	56	1,206
Pilipino	12	76	91	95	143	48	26	491
Spanish	1,566	6,028	5,687	6,299	7,253	2,852	1,350	31,035
Vietnamese	30	107	157	166	224	103	40	827
Other Languages Combined	42	297	345	356	483	256	110	1,889
Total	1,723	6,949	6,726	7,477	8,834	3,659	1,667	37,035

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

[a]Junior High School with 6th grade.

113

Table D.3

Identified Secondary LEP Students by Language and by Administrative Region

| | Region/Division | | | | | | | | | |
Language	A	B	C	D	E	F	G	H	Senior High	Total
Afghan				4	1	3			22	30
Other American Indian				1					2	3
Amharic			2	5		1			12	20
Arabic	3	1	3	9	10	19		5	66	116
Armenian				155	30	9		16	152	362
Assyrian					8	3			9	20
Basque					1		2			3
Bengali						1			3	4
Bulgarian				3				1	1	5
Burmese								5	5	10
Ceylonese				1					1	2
Chinese Languages:										
Cantonese	11	1	8	10	33	37	27	193	452	772
Mandarin	4		1	7	10	16		21	77	136
Taiwanese	2		2	13	4	18	1	2	17	59
Toishanese					1	7		4	8	20
Other Chinese				6	15	44	11	29	81	186
Creole			10	5	1	2			3	21
Croation				1					2	3
Czech				1	2	1			3	7
Danish					1				1	2
Dutch				2						2

78

BNSLSS (BTABLES2)

(Table D.3 continued)

Language	A	B	C	D	E	F	G	H	Senior High	Total
Farsi	5		1	60	87	34		4	262	453
French				7	4	1		3	13	28
German	1			3	2				7	13
Greek		2			1			1	1	5
Gujarati	3	2	1	2	4	3		4	13	32
Haitian Creole						1			1	2
Hebrew				21	51	8			93	173
Hindi				1	1	10		3	13	28
Hungarian					3			1	9	13
Ibo		1							1	2
Icelandic			1							1
Indonesian				3	3	2	1	6	7	22
Italian	3				6			1	6	16
Japanese	18			11	9	9	1	4	40	92
Khmer	4	4		6	48	18		65	186	331
Korean	48			168	92	82	3	160	653	1,206
Lao				15	7			6	23	51
Malay	1								1	2
Melanesian									2	2
Panjabi					3	15			8	26
Pashto					2	2			6	10
Philippine Languages:										
Ilocano	1			1	1			1	8	12
Pilipino	47			52	30	27	4	87	244	491
Visayan	2								3	5
Other Philippine	1			2	4	3		1	5	16
Polish				6	3	1			7	17

79

116

117

Language	A	B	C	D	E	F	G	H	Senior High	Total
Portuguese										
Romanian			1	7	5				16	29
Romany			1	5	2	1		4	18	31
Russian			1							1
Samoan	10			10	2	1			23	36
Serbian			1						8	19
Serbo Croation					1					1
Sinhalese									3	3
Slovak				1	1	1			1	4
Spanish									1	1
Swahili	909	2,609	1,665	2,187	1,897	1,537	2,680	3,302	14,249	31,035
Swedish				1					2	2
Thai	1								1	2
Tongar				30	9	14		14	85	153
Turkish					3				6	9
Urdu				1					2	3
Vietnamese	16	2		3	3	2			14	22
Yoruba	1			63	82	59	17	142	446	827
Other Not Listed			3	2						3
				4				2	13	22
Totals	1,091	2,623	1,700	2,895	2,483	1,992	2,747	4,087	17,417	37,035

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

Table D.4

<u>Identified LEP Students in Secondary Bilingual Programs by Administrative Region</u>

Program		Region/Division										
	A	B	C	D	E	F	G	H	SH	SO	Total
Bilingual/ Bicultural Program				94	24	9		127	49		303
ESL Program	866	1,947	1,556	2,458	2,210	1,788	1,921	3,453	10,916		27,115
Individual Learning Programs	42	77	58	127	15	60	70	22	256	216	943
Awaiting Reclassifi- cation	183	599	86	216	234	135	756	485	5,959	21	8,674
Total	1,091	2,623	1,700	2,895	2,483	1,992	2,747	4,087	17,180	237	37,035

<u>Note</u>. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

[a]Senior High Options

[b]Includes both ESL and Bilingual Individual Learning Programs.

·Table D.5

Major Languages of LEP Students by ESL Level

| Language | ESL Level | | | | |
	Beginning/ Level 1	Intermediate/ Level 2	Advanced A/ Level 3	Advanced B/ Level 4	Total
Arabic	19	25	22	22	88
Armenian	38	97	57	94	286
Cantonese	141	153	103	136	533
Khmer	51	80	47	61	239
Korean	253	274	192	234	953
Mandarin	13	31	16	39	99
Other Chinese	29	38	24	34	125
Persian	83	79	57	94	313
Pilipino	38	114	64	141	357
Spanish	9,175	6,860	3,373	4,224	23,632
Thai	27	36	26	36	125
Vietnamese	152	190	131	140	613
Other Languages Combined	262	279	220	237	998
Total	10,281	8,256	4,332	5,492	28,361

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

82   122

Table D.6

Junior High Students Reclassified from LEP to FEP by Administrative Region

Region	SE	Number Reclass.	Total Reclass.	Total LEP	Percentage[a] Reclass.
A	2	126	128	1,140	10.9
B	3	330	333	2,672	11.08
C	1	15	16	1,708	.92
D	2	344	346	2,965	10.45
E	4	443	447	2,519	15.07
F		162	162	2,015	7.44
G		177	177	2,874	5.80
H	16	350	366	4,200	8.01
Total	28	1,947	1,975	20,093[b]	8.94

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

[a]Percentages are calculated by dividing the number of reclassified students by the sum of LEP students and reclassified students. [b]Does not include 6th grade students in junior high schools.

83

123

124

Table D.7

<u>Senior High Students Reclassified From LEP to FEP</u>

	SE	Number Reclass.	Total Reclass.	Total LEP	Percentage Reclass.
Senior High Schools	11	2,320	2,331	17,292	11.87
Opportunity Schools		4	4	68	5.55
Continuation Schools				172	
Total	11	2,324	2,335	17,532	11.67

<u>Note</u>. Based on Secondary Bilingual Program Survey (Form 23), February 1987

Includes 7th, 8th and 9th grade students in senior high schools. Percentages are calculated by dividing the number of reclassified students by sum of LEP students and reclassified students.

125

126

Table D.8

Percentage of Secondary LEP Students Reclassified as FEP by Language

| Language | Students | | | |
	Number Reclass.	Number of LEP	Total	Percentage Reclass.
Armenian	91	362	453	20
Cantonese	163	772	935	17
Other Chinese	68	186	254	27
Farsi	103	453	556	19
Khmer	68	331	399	17
Korean	292	1,206	1,498	19
Pilipino	114	491	605	19
Spanish	2,940	31,035	33,975	9
Vietnamese	150	827	977	15
Other Languages	366	1,372	1,738	21
Total	4,355	37,035	41,390	11

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

127

Table D.9

Median Percentile CTBS/U Reading Achievement Scores by Grade Level and Language Fluency Grades 7-12

Grade	English-only Md %ile	N	Initial FEP Md %ile	N	Reclass. FEP Md %ile	N	LEP Md %ile	N	District Total All Students Md %ile	N
7	37	21,503	30	8,105	30	3,578	20	1,466	33	34,652
8	42	19,551	35	8,784	34	3,446	20	1,927	37	33,708
9	43	22,303	35	8,287	35	2,557	18	2,398	?8	35,545
10	34	27,101	30	7,700	24	2,239	10	3,444	30	40,484
11	39	22,304	34	6,549	24	2,702	9	2,953	32	34,508
12[a]	45	14,523	38	3,847	21	1,864	10	1,360	38	21,594

Note. Based on Fall 1986 CTBS/U achievement testing results.

[a]Grade 12 scores are for Chapter 1 schools only.

96

129

128

Table D.10

Median Percentile CTBS/U Math Achievement Scores by Grade Level and Language Fluency Grades 7-12

Grade	English-only Md %ile	N	Initial FEP Md %ile	N	Reclass. FEP Md %ile	N	LEP Md %ile	N	District Total All Students Md %ile	N
7	49	21,425	47	8,093	49	3,581	32	1,469	47	34,568
8	48	19,498	46	8,787	50	3,437	33	1,924	46	33,646
9	50	22,295	43	8,315	54	2,555	30	2,402	45	35,567
10	45	27,098	42	7,756	45	2,258	23	3,454	42	40,566
11	50	22,278	50	6,581	50	2,700	25	2,951	48	34,510
12[a]	51	14,520	49	3,845	45	1,868	29	1,365	49	21,598

Note. Based on Fall 1986 CTBS/U achievement testing results.

[a]Grade 12 scores are for Chapter I schools only.

Table D.11

Certificated Secondary Bilingual Teaching Personnel by Language and

Fluency Level

Language	Bilingual Credential or Certificate of Competency	District A Fluency	District B Fluency	District C Fluency	Total
Armenian	1	10			11
Cantonese	3	6	1	2	12
Farsi	1	3		1	5
Japanese	2	3			5
Korean	5	6			11
Pilipino	2	9	2		13
Russian		1			1
Samoan		1			1
Spanish	286	473	119	138	1,016
Vietnamese	2	3			5
Total	302	515	122	141	1,080

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

Table D.12

<u>ESL Teachers by Type and Administrative Region</u>

	REGIONS									
ESL Teacher Type	A	B	C	D	E	F	G	H	SHS	District Total

Type 1
o Continuous service as and
  ESL teacher since 1976
o Appropriate California
  Secondary Teaching
  Credential
	13	20	2	4	4	9	12	25	72	161

Type 2
o Entered ESL Program
  betweem 1976-1978
o Appropriate California
  Secondary Teaching
  Credential
o Required coursework
	2	10	5	8	4	12	16	8	53	118

Type 3
o Entered ESL program
  since 1978
o Passed District ESL
  written test
o Appropriate California
  Secondary Teaching
  Credential
o Required coursework
	7	8	18	48	21	31	11	56	96	296

68

133

(Table D.12 continued)

| ESL Teacher Type | REGIONS | | | | | | | | | District Total |
	A	B	C	D	E	F	G	H	SHS	
Type 4 o Bilingual credential or certificate of comptence o Caiifornia Secondary Teaching Credential	5	23		16	10	8	18	10	31	121
Type 5 o Language development Specialist credential o California Secondary Teaching Credential									2	2
Type 6 o Provisional ESL contract only		3	6	3	2	3	7	6	36	66
Other ESL o Currently teaching ESL o Without any of above ESL qualifications	3	11	11	23	14	12	2	8	40	124
Total	30	75	42	102	55	75	66	113	330	888

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987. For detailed description of ESL teacher qualification see page 10 of Instructions for Completing Secondary Bilingual Program Survey in Appendix F.

135

136

Table D.13

ESL Levels by Teacher Type

Course	Number of Class Periods	Type of Teacher		
		Bilingual	ESL	Other
ESL 1/Beginning	804	246	491	67
ESL 2/Intermediate	650	159	439	52
ESL 3/Advanced A	160	27	124	9
ESL 4/Advanced B	250	56	171	23
Total	1,864	488	1,225	151

Note. Table does not include continuation and opportunity schools. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

137

Table D.14

Ratio of ESL Teachers to ESL Students by Administrative Region

Region	ESL Teachers	Number of LEP Students In ESL Classes	Ratio
A	30	908	1:30
B	75	2,024	1:27
C	42	1,614	1:38
D	102	2,679	1:26
E	55	2,249	1:41
F	75	1,857	1:25
G	66	1,991	1:30
H	113	3,602	1:32
SHD	330	11,437	1:35
Total	888	28,361	1:32

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

138

Table D.15

Ratio of ESL Teachers to Number of ESL Class Periods Offered by Administrative Region

Region	ESL Teachers	ESL Periods	Ratio
A	30	61	1:2
B	75	142	1:2
C	42	114	1:3
D	102	184	1:2
E	55	146	1:3
F	75	129	1:2
G	66	148	1:2
H	113	266	1:2
SHS	330	674	1:2
Total	888	1,864	1:2

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

Table D.16

Certificated Secondary Nonteaching Bilingual Personnel by Language and Fluency Level

Language	Bilingual Credential or Certificate of Competency	District Fluency		
		A	B	C
Armenian	4	2		
Cantonese		1	1	
Farsi	1			
Japanese	1	2		
Korean	1	1		
Mandarin	1			
Pilipino		1		
Spanish	119	123	29	59
Vietnamese		2		
Total	127	132	30	59

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

94

140

Table D.17

Secondary Bilingual Paraprofessionals by Language

Language	Education Aides	Teacher Assistants	Bilingual Peer Tutors	Adult Volunteers	Total
Afghan		1	1	5	7
Amharic			1		1
Arabic	2	2	15	4	23
Armenian	3	14	21	4	42
Bulgarian			2		2
Burmese			1		1
Cantonese	3	31	97	7	138
Ceylonese			1		1
Czech			1		1
Dutch			1		1
Farsi	1	2	151	6	160
French		1	9	1	11
German	1		3		4
Gujarati			6	1	7
Hebrew			22	11	33
Hindi			4	1	5
Icelandic			1		1
Ilocano		1	3		4
Indonesian			2		2
Italian			2		2
Japanese	2	1	28	7	38

95

141

(Table D.17 continued)

Language	Education Aides	Teacher Assistants	Bilingual Peer Tutors	Adult Volunteers	Total
Khmer		4	29	5	38
Korean	7	18	173	25	223
Lao			4		4
Mandarin	1	5	25	1	32
Other Chinese			24	8	32
Other Philippine		1	1		2
Panjabi			3	1	4
Pashto			1		1
Pilipino		5	63	4	72
Polish			1		1
Portuguese			1		1
Romanian			4		4
Russian			8	3	11
Samoan			1		1
Spanish	232	626	2,127	159	3,144
Swedish			1		1
Taiwanese			11		11
Thai		2	11	2	15
Toishanese			1		1

(Table D.17 continued)

Language	Education Aides	Teacher Assistants	Bilingual Peer Tutors	Adult Volunteers	Total
Turkish		1			1
Urdu			4		4
Vietnamese	3	18	99	5	125
Total	255	733	2,964	260	4,212

Note. Based on Secondary Bilingual Program Survey (Form 23), February 1987.

143

Appendix E
Tables
Special Education Program Information
Student Data
Program Data
Staffing Data

Table E.1

<u>Primary Languages of Special Education LEP Students by Administrative Region/Division</u>

Language	A	B	C	D	E	F	G	H	Senior High	Special Ed.	Total
Afghan									1		1
Arabic					2	3			2	6	13
Armenian				7	2			10	4	18	41
Assyrian						1				1	2
Chinese Languages:											
Cantonese				1	1	1	6	5	6	16	36
Mandarin										4	4
Taiwanese				1						4	5
Other Chinese				3	1		1	3		7	15
Creole										1	1
Croatian	1									1	2
Farsi				2	3					22	27
Finnish										1	1
French				1	2	1				1	5
German				1					1		2
Gujarati				1						1	2
Hebrew					1					4	5
Hindi				2	1					4	7
Hungarian					1					1	2
Indonesian										1	1
Italian	1				2			3		5	11
Japanese								1		10	11
Khmer				3	1		1	4		3	12
Korean				7	3	1		2	1	24	38
Lao	1							1		2	4
Lithuanian						1					1

66

145

146

(Table E.1 continued)

Language	Region/Division								Senior High	Special Ed.	Total
	A	B	C	D	E	F	G	H			
Malay										1	1
Panjabi						1					1
Philippine Languages:											
Ilocano										2	2
Pilipino (Tagalog)	1			4	2	2	3	2	1	33	48
Romanian								1		3	4
Russian										3	3
Samoan	1									1	2
Serbo-Croatian	2										2
Spanish	183	298	163	301	206	217	591	353	181	1,663	4,156
Thai							1			3	4
Tongan										1	1
Turkish						1					1
Urdu					1					1	2
Vietnamese				2	4	1	2	5	4	24	42
Other Not Listed										2	2
Totals	190	298	163	337	233	230	605	390	201	1,874	4,521

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1987.

147

Table E.2

Special Education LEP Students by Type of IEP, Exceptionality, and School Type

Exceptionality	Elementary		Secondary		Special Ed.		Total
	Full IEP	Modified IEP	Full IEP	Modified IEP	Full IEP	Modified IEP	
Aphasic	15	355	13	49			432
Autistic		7				37	44
Deaf/Hard of Hearing	8	189		71		114	382
Developmentally Handicapped						323	323
Educable Retarded	10	263	2	131		2	408
Learning Handicapped	34	851	6	427		11	1,329
Multihandicapped	1	11		3		207	222
Othopedically Handicapped/ Other Health Impaired	5	49		19	2	378	453
Seriously Emotionally Disturbed	3	22	1	11		8	45
Trainable Mentally Retarded		26		14		685	725
Visually Handicapped/Blind	2	5		8		40	55
Other Nonverbal/Low Verbal Handicapped	3	32		1		67	103
Total	81	1,810	22	734	2	1,872	4,521

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1987.

101

150

Table E.3

Special Education FEP Students by Language and School Type

| Language | School Type | | | Total |
	Elementary	Secondary	Special Ed.	
American Indian Languages:				
Navajo			1	1
Arabic	4	3		7
Armenian	5	2	1	8
Assyrian		1		1
Cantonese		3	1	4
Creole		1		1
Flemish		1		1
French			1	1
Greek		1		1
Hebrew	1	1	1	3
Hindi		1		1
Hungarian	1			1
Italian	1	3		4
Japanese	1	3	3	7
Korean	4	4		8
Lithuanian	1			1
Pilipino	4	3	6	13
Polish			1	1
Romanian		1		1
Russian			2	2
Samoan	2			2
Serbo-Croation	2			2
Spanish	544	1,054	97	1,695
Swahili	1			1
Thai	3		1	4
Vietnamese	6	4	1	11
Other not listed	1			1
Total	581	1,086	116	1,783

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1987.

Table E.4

Special Education Students Meeting Criteria for Adding Formal

English Reading by Language and School Type

	School Level			
Language	Elementary	Secondary	Special Ed.	Total
Arabic	2			2
Armenian	7			7
Cantonese	4	1		5
Farsi	3			3
French	3			3
Hebrew	1			1
Hindi	1			1
Hungarian	1			1
Italian		2		2
Japanese	1			1
Khmer	3			3
Korean	6			6
Lao	2			2
Other Chinese		1		1
Pilipino	5			5
Serbo-Croatian	1			1
Spanish	998	31	1	1,030
Taiwanese	1			1
Urdu	1			1
Vietnamese	3	1		4
Total	1,043	36	1	1,080

Note. Based on Special Education Bilingual Program Survey (Form 21), February 1987.

Table E.5

Special Education Students Reclassified From LEP to FEP by Language and
School Type

| | School Level | | | |
	Elementary	Secondary	Special Ed.	Total
Armenian		1		1
Hindi		1		1
Korean	1			1
Pilipino (Tagalog)		1		1
Russian			1	1
Spanish	28	35		63
Taiwanese		1		1
Total	29	39	1	69

Note.   Based on Special Education Bilingual Program Survey (Form 21),
February 1987.

Table.E.6

Teachers Assigned to the Special Education Bilingual Program by

Language and Credential or Fluency

		District Fluency				
	Bilingual Credential	A	B	C	English Only	Total
Elementary						
Spanish	6	7	5	12		30
English					456	456
Secondary						
Mandarin		1				1
Persian				1		1
Spanish	2		1	1		4
English					217	217
Special Education						
Spanish	7	5	3	5		20
Pilipino (Tagalog)	1	3				4
English					399	399
Total	16	16	9	19	1,072	1,132

Note. Based on Special Education Bilingual Program Survey (Form 21),

February 1987.

Table E.7

Bilingual Paraprofessiona s Serving Special Education LEP Students by
Language, :c ool Type and Classification

| Language | Elementary[a] Trainee/Asst. | Secondary[b] Trainee/Asst. | Special Ed.[c] | | Total |
			Trainee/ Asst.	Adult/ Volunteer	
Arabic		2	1	1	4
Armenian		1		1	2
Assyrian		1			1
Cantonese				2	2
Croatian			1		1
Farsi		1		4	5
French				1	1
Gujarati				1	1
Hebrew	1	3		2	6
Hindi				1	1
Italian				1	1
Japanese			2	2	4
Khmer		1			1
Korean	1	4	3	2	10
Mandarin				1	1
American Indian	1				1
Other Not Listed				1	1
Pilipino	1	1		1	3
Russian		2			2
Spanish	204	41	168	53	466
Thai				1	1
Urdu				1	1
Vietnamese		1		2	3
Total	208	5b	175	78	519

[a]Based on Elementary Principals's Summary (Form 25), February 1987.

[b]Based on Secondary Bilingual Program Survey (Form 23), February 1987.

[c]Based on Special Education School Summary (Form 26), February 1987.

Appendix F
Forms and Instructions

HOME LANGUAGE SURVEY

ENGLISH

_____
Date

_____
School

_____
Teacher

The _California Education Code_ requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: _____   _____   _____
                        Last   First   Middle   Grade   Age

1. Which language did your son or daughter learn when he or she first began to talk?   _____

2. What language does your son or daughter most frequently use at home?   _____

3. What language do you use most frequently to speak to your son or daughter?   _____

4. Name the language most often spoken _by the adults_ at home.   _____

State of California
Department of Education
OPER–LS 77 R–6/78
(English version 4/82)

_____
Signature of parent or guardian

108

157

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Elementary Bilingual Program Survey - Form 20, Spring 1987

No. 2008635

SECTION I: STAFF DATA

1 School Name		2 Location Code		3 Region		4 YRS Only Circle one: A B C D E

5 Certificated Employee's Name	Last	First	MI	6 Employee Number	7 Assignment Code*

8 Substitute Teacher	Circle Yes No	9 Full-time at this school (6 or more hours daily)	Circle Yes No	10 Bilingual Team Number	Name of team partner

IIA. Credential/Waiver Code*	IIB. Language Code*	IIC. District Language Fluency Code*	IID. Language Code*	IIE. Uses Language with Pupils? (✓)
1. _____	1. _____	1. _____	1. _____	1. Yes ___ No ___
2. _____	2. _____	2. _____	2. _____	2. Yes ___ No ___

SECTION II: PUPIL DATA, K-6

12 Number of participating pupils in bilingual classroom	LEP	FLP	Eng.-only	13 Number of LEP pupils on ILPs		14 No. of LEP pupils in Sp. Ed. (SDC) IEPs	15 Total Class Enrollment	

Grade	Language		No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.
	Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.	NON	LTD	FNC	PRO	
16	17		18	19	20	21	22	23	24	25	26	27	28

*Refer to Instructions for Completing Form 20 for codes and instructions.

(Continued on reverse side)

Grade	Language		No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.
	Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.	NON	LTD	FNC	PRO	
16	17		18	19	20	21	22	23	24	25	26	27	28

110

SECTION III: PRIMARY LANGUAGE INSTRUCTIONAL
              SUPPORT PERSONNEL

SECTION IV: LEP PUPILS FROM OTHER SCHOOLS

Personnel Code	Number of Personnel	Personnel Description (For Code 13 Only)	Lang. Code
35	36	37	38

Grade	Lang. Code	Sending School Name	Location Code	No. of LEP Pupils			
				SZ	PWT	CVP	CAP
39	40	41	42	43	44	45	46

Person to call at school regarding this form, if necessary:

I certify that the information entered on this form is correct to the best of my knowledge and belief.

Teacher's Signature _____

Name _____   ( )
                          Area Code   Telephone

160

161

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Spring 1987

INSTRUCTIONS FOR COMPLETING ELEMENTARY
BILINGUAL PROGRAM SURVEY - FORM 20

COMPLETE FORM 20, IF YOU ARE:

o A certificated person (administrator, categorical program advisor,
  resource teacher, or classroom teacher) and hold one of the following:

  -Bilingual Credential or Certificate of Competence
  -District fluency level A, B, or C
  -Waiver

o A K-6 register-carrying teacher with LEP pupils, including:

  -Extended day-to-day and day-to-day substitute for a teacher who is on
   leave and not returning to the assignment this semester. (If the regular
   classroom teacher is returning this semester, this form should be
   completed for the regular teacher by the administrator or designee.)

  -Extended day-to-day or day-to-day substitute assigned to a classroom
   because the position is unfilled.

IMPORTANT DATES

Follow this calendar to complete Form 20. All counts must be as of the date
listed below which pertains to your school/schedule.

Type of School/Schedule	Count Day
Traditional Calendar Schools	February 6
YRS 45/15: B	January 21
YRS 45/15: A, C, D	February 6
YRS 90/30: B, C, D	February 6
YRS 90/30: A	February 20
YRS 60/20: A, B, C	February 6
YRS 60/20: D	January 28
Concept 6: B, C	February 6
Concept 6: A	December 17
Concept 6 Mod: A, B	February 6
Concept 6 Mod: C	January 28

DE02;BIF20.87:ss
9/12/86

162

SECTION I: STAFF DATA

1. Enter school name.

2. Enter four-digit school location code.

3. Enter administrative region.

4. Circle one Year-Round School (YRS) schedule, if applicable. Circle "E" if you serve more than one schedule.

5. Enter your last name, first and middle initial (please print).

6. Enter six-digit employee number.

7. Assignment Code--enter one assignment code that describes your current assignment:

Assignment Code	Assignment Description

Register-carrying Classroom Teachers:

1	bilingual classroom
2	bilingual classroom with ILPs
3	classroom with LEP pupils assigned to ILPs only
4	English-only program of instruction (bilingual teacher with no LEP pupils)

Nonregister-carrying Personnel (do not include itinerant or auxiliary assignments--such as adaptive P.E. teacher, music teacher, PSA, resource specialist teacher, psychologist, nurse, etc.)

5	additional bilingual teacher or teacher on waiver where there are 20 or more LEP pupils of the same primary language not enrolled in a bilingual program and receiving $150,000 or more in categorical funds. (Refer to Memorandum 2, Personnel Division, Attachment No. 2 and Program and Budget Handbook, page 12, for additional criteria)
6	resource personnel--instructional assignment
7	categorical program advisor--noninstructional assignment
8	categorical program advisor--combination assignment (instructional and noninstructional)
9	administrator (principal and assistant principal)

If you are a categorical program advisor with a combination assignment (assignment Code 8) and the additional bilingual teacher where there are 20 or more LEP pupils of the same primary language at schools receiving $150,000 or more (assignment Code 5) then enter 5.

8. Substitute Teacher--circle "yes" if you are a day-to-day or extended day-to-day substitute teacher for (1) a teacher on leave who is not returning this semester or (2) an unfilled position.

Circle "no" if you are a contract teacher.

112

163

9. **Full-time at this school** (6 or more hours daily)--circle "yes" if you are a full-time teacher. Circle "no" if you are a part-time teacher. (Call Research and Evaluation (625-6026) if two part-time teachers teach one class-room.)

10. **Teams**--If you are teaming in a bilingual program with another teacher, enter the team number assigned by your bilingual coordinator or administrator and the last name of your team partner. Coordinators or administrators should assign team numbers consecutively starting with team #1 in kinder-garten (or the lowest grade team).

   Only teachers with 1.2 or 8 in box 11A will complete box 10. All other credential/waiver codes leave box 10 blank.

Items 11A - 11E: report your credential or waiver status and the district language fluency directly related to your assignment on line 1. If you hold a bilingual credential or have district language fluency in a language not directly related to your assignment, enter that information on line 2.

11A. **Credential/Waiver Code**--From the list below, enter the code(s) that describes your credential/waiver status with the state and/or district. All personnel completing this form (including substitutes) must enter a credential/waiver code in item 11A.

Cred./Waiver Code	Credential/Waiver Status
	Bilingual Crosscultural Personnel--use code 1.1 or 1.2 if you hold a valid teaching credential and/or one of the following: -Bilingual Certificate of Competence -Bilingual Crosscultural Specialist -Emergency Bilingual Crosscultural Specialist -Multiple Subject/Bilingual Crosscultural Emphasis -Emergency Multiple Subject/Bilingual Crosscultural Emphasis
1.1	you are a teacher assigned to a bilingual classroom program (not team-teaching), a teacher with ILPs only, or you are an administrator, categorical program advisor, resource teacher, or a teacher with no LEP pupils and hold one of the above credentials or certificates.
1.2	you are a teacher assigned to a bilingual classroom program, are team-teaching on a one-to-one ratio with a non-waivered teacher and hold one of the above certificates or credentials. LEP pupils must be in the same or consecutive grade levels, and the number of LEP pupils served by the bilingual crosscultural teacher must not exceed the average class size for your school and grade level. (YRS team partners must be on the same track. The number of 1.2 teachers must equal the number of teams.)
	Certificated Personnel on Waiver--use codes 2, 3.1, 3.2, 3.3, or 4. Waiver applications must have been approved by the State Department of Education or applicants must be clearly eligible for a waiver. (Includes the nonregister-carrying additional teacher who is serving 20 or more ILPs of the same primary language.)

164

113

Cred./Waiver Code	Credential/Waiver Status

2   you applied and were eligible for a Spanish or Cantonese waiver for 1986-87 (first year).

If you applied and were eligible for a 1986-87 waiver (renewal) and completed one or more of the following requirement(s), enter the appropriate code(s)-- 3.1, 3.2, 3.3-- on line 1.

3.1   you applied and were eligible for a 1986-87 Spanish or Cantonese waiver (renewal) and completed the <u>cultural</u> requirement.

3.2   you applied and were eligible for a 1986-87 Spanish or Cantonese waiver (renewal) and completed the <u>methodology</u> requirement.

3.3   you applied and were eligible for a 1986-87 Spanish or Cantonese waiver (renewal) and completed the <u>language</u> requirement.

If you completed more than one of the 3.1, 3.2, or 3.3 requirements listed above, place the applicable codes on the same line in 11A, separated by commas.

4   you applied and were eligible for a 1986-87 waiver in languages other than Spanish or Cantonese and may or may not have met language, methodology, or cultural requirements.

Certificated Personnel (no bilingual credential or waiver)--use code 5, 6, 7, 8, or 9.

5   You are assigned to a bilingual classroom program but did not apply for a waiver because (a) state requirements were not met and (b) you are not team teaching with a bilingual teacher who has a bilingual credential or certificate. (Includes day-to-day substitute teachers.)

6   You are assigned to a bilingual classroom program but did not apply for waiver because (a) you refused to participate in the waiver process and (b) you are not team teaching with a bilingual teacher who has a bilingual credential or certificate. (Includes extended day-to-day substitute teachers.)

7   You are newly assigned to a bilingual classroom program as of the 2nd semester and intend to apply for waiver for 1986-87 school year.

8   You are assigned to a bilingual classroom program but you are not on a waiver and are team-teaching on a one-to-one ratio with a bilingual teacher who has a bilingual credential or certificate. LEP pupils must be in the same or consecutive grade levels, <u>and</u> the number of LEP pupils served by the bilingual crosscultural teacher must not exceed the average class size for your school and grade level. (YRS team partners must be on the same track.)

114

9   You are assigned to a classroom with LEP pupils on ILPs only (item 7, code 3) and a waiver is not required

or

you are an administrator, categorical program advisor, resource person or a classroom teacher with no LEP pupils and with a district fluency level of A, B, or C, and for whom no waiver is required.

If you are assigned to a classroom with LEP pupils on ILPs only, an administrator, categorical program advisor, resource person, or teacher with no LEP pupils and you have a bilingual credential, then use code 1.1.

11B.   Language Code--From the list below, enter the language code that pertains to your state bilingual credential, certificate of competence, or waiver.

Note.   If you entered credential/waiver codes 1.1 through 4 in item 11A, enter the language code from the list below tht pertains to your credential or waiver listed in item 11B.

If you entered credential/waiver codes 5 through 9 in item 11A, enter **"NA"** in item 11B.

Lang. Code	Language
15	Armenian
22	Cantonese
61	Farsi (Persian)
45	Japanese
49	Korean
25	Mandarin
62	Pilipino (Tagalog)
55	Russian
69	Samoan
70	Serbo Croatian
60	Spanish
83	Vietnamese

11C.   District Language Fluency Code--From the list below, enter the code that describes your district language fluency. All personnel completing this form (including substitutes) must enter an 11C fluency code.

Fluency Code	District Language Fluency
1	District fluency, level A
2	District fluency, level B
3	District fluency, level C
4	Fluency verified through **bilingual credential** or **certificate of competence** (codes 1.1 and 1.2 in item 11A)
5	English-only (No district fluency in another language)

11D.   Language Code--From the list below, enter the language code which reflects your state bilingual credential, certificate of competence, or district language fluency level--A, B, or C. If you have no district fluency in a language, (fluency code 5 in item 11C), enter "NA."

Lang. Code	Language
15	Armenian
22	Cantonese
61	Farsi (Persian)
45	Japanese
49	Korean
25	Mandarin
62	Pilipino (Tagalog)
55	Russian
69	Samoan
70	Serbo Croatian
60	Spanish
83	Vietnamese

11E.   **Use of Languages With Pupils**--(languages other than English)--Check "yes" if the language is used with pupils and you hold a state bilingual credential, certificate of competence, or district language fluency level A, B, or C.

Ch. ; "no" if the language is NOT used with pupils and you hold a state bilingual credential, certificate of competence, or district fluency level A, B, or 'C.

Leave blank if you entered fluency code 5 in item 11C.

SECTION II.   PUPIL DATA, K-6

If you entered Assignment Code 1, 2, or 3 (item 7), complete this section.

If you entered Assignment Code 5, 6 or 8 (item 7), refer to Supplemental Instructions for Nonregister-carrying Personnel.

Note: **Year-round schools**--If you are a rainbow teacher, enter information requested in columns 16-34 separately for each schedule where there are LEP pupils enrolled.

For example:

	Grade	Language		No. of Identified LEP			
		Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	
	16	17		18	19	20	
A	4	60	Spanish	5		1	
C	4	60	Spanish	4		2	
D	4	60	Spanish	6			

12. <u>Number of participating pupils in bilingual classroom program</u>:

LEP--Enter the count of LEP pupils assigned to a bilingual classroom program. These pupils must be of one language group.

Do <u>not</u> count LEP pupils assigned to a bilingual classroom who are:

-on ILPs due to parent request (same language as bilingual classroom).

-on ILPs and are speakers of a language other than the language of the bilingual classroom.

FEP and Eng.--only--Enter the count of FEP and English-only pupils who participate in a bilingual classroom program. Count only pupils voluntarily <u>participating</u> (not assigned) in the bilingual program for whom parent consent form is on file. Do not count FEP and English-only pupils who are assigned to a bilingual classroom but do <u>not</u> have parental consent to participate in bilingual instructional activities.

13. <u>Number of LEP Pupils on ILPs</u>--Enter the count of LEP pupils assigned to ILPs. Count LEP pupils assigned to classrooms with ILPs only and to a bilingual classroom with ILPs.

14. <u>No. of LEP Pupils in Sp. Ed. (SDC) IEPs</u>--Leave blank.

15. <u>Total Class Enrollment</u>--Enter the count of <u>all</u> pupils enrolled in your class as of the count date.

Columns 16-34--Report pupils by grade level and language on each line. A classroom with two grade levels and two languages other than English may require three to four lines.

For example:

Grade	Language		No. of Identified LEP			S
	Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	
16	17		18	19	20	
1	60	Spanish	8		1	
2	60	Spanish	2			
1	15	Armenian		1		

If more lines are required, continue on side 2. Do not repeat Section II information entered on side 1.

Column Number	Column Title and Instructions
(16)	Grade--Enter the grades to which identified LEP pupils are assigned. All information for each language group is to be separated by grade for columns 18-20, 24-27, and 28.
(17)	Lang. Code--Enter the two-digit language code of LEP pupils for each language group by grade. Refer to Appendix B: Languages and Codes List.
	No. of Identified LEP--Count each identified LEP only once in this section, columns 18-20.
(18)	Bil. Class Program--Enter the count of identified LEP pupils assigned to a bilingual classroom program.
	The sum of pupils in column 18 must match number of identified LEP pupils reported in Section II, box 12, "LEP".
(19)	ILPs: Less Than 10--Enter the count of identified LEP pupils participating in an ILP because there are fewer than 10 LEP pupils of one language group per grade level.
(20)	ILPs: Parent Request--Enter the count of identified LEP pupils participating in an ILP program because of parent request.
	Reminder: Include all identified LEP pupils in ILPs assigned to a bilingual classroom. The sum of pupils in columns 19 and 20 must equal the number of identified LEP pupils reported in Section II, box 13.
(21-23)	Spec. Educ. Day Classes--Leave blank.
(24-27)	Primary Lang. BINL--Enter the count of current LEP pupils (reported in columns 18, 19, and 20) by primary language classification based on BINL results when there are more than 15 LEP pupils in the entire school of the same primary language in the following languages:

Language	Code	Language	Code
--Armenian	15	--Spanish	60
--Cantonese	4	--Vietnamese	83
--Korean	49		

The label will give the pupil's primary language classification as follows:

Example: NON/-- = Nonspeaker of language group reported
            LTD/-- = Limited speaker of language group reported
            FNC/-- = Functional speaker of language group reported
            PRO/-- = Proficient speaker of language group reported

Note: The sum of columns 24-27 by line cannot exceed the sum of LEP pupils reported on the same line.

118

(28)   Add Eng. Read.--Enter the count of current LEP pupils who have met the criteria for adding English reading to their curriculum and are presently in English reading.

Note: The count reported in column 28 cannot exceed the sum of LEP pupils reported on the same line.

SECTION III: PRIMARY LANGUAGE INSTRUCTIONAL SUPPORT PERSONNEL DATA

Complete this section if you entered Assignment Code 1, 2, 3, 5, 6, or 8 in item 7.

Enter the count of bilingual personnel who provide primary language instruction or instructional support (other than yourself) by personnel code, number of personnel, language name and language code. Personnel speaking more than one language (e.g., Vietnamese and Cantonese), count twice. Use a separate line for each language and personnel code. Do not include English-only personnel.

Personnel Code	Personnel	Description
1	other bilingual classroom teacher	teacher who holds a bilingual credential, certificate, or district fluency A or B
2	other bilingual certificated personnel	resource teacher, coordinator, or administrator who holds a bilingual credential, certificate, or district fluency A or B
3	bilingual crosscultural aide (Class Code 4581)	assigned less than 3 hours daily and assessed at the school (Education Aide III)
4	bilingual crosscultural TA (Class Code 0954)	assigned less than 3 hours daily
5	bilingual crosscultural aide	assigned less than 3 hours daily and passed district language assessment (based) on District bilingual class code e.g., Spanish, Korean, etc.)
6	bilingual crosscultural aide (Class Code 4581)	assigned 3 or more hours daily to your classroom and assessed at school (Education Aide III)
7	bilingual crosscultural TA (Class Code 0954)	assigned 3 or more hours daily to your classroom
8	bilingual crosscultural aide	assigned 3 or more hours daily to your classroom and passed district language assessment (based) on District bilingual class code for Spanish, Korean, etc.)
9	bilingual crosscultural special education assistant (Class Code 45) or trainee (Class Code 45.)	assigned less than 3 hours daily and assessed at school or district levels

119   170

Personnel Code	Personnel	Description
10	bilingual crosscultural <u>special education</u> assistant (Class Code 4571) or trainee (Class Code 4575)	assigned 3 or more hours daily to your classroom and assessed at school or district levels
11	bilingual tutor	cross-age or peer tutors
12	bilingual volunteer	parents, community resources, etc.
13	other bilingual personnel	not listed above (please specify type of personnel in Column 37, Personnel Description)

Reminder: Paid bilingual crosscultural aides and TAs must be fluent and literate in both English and the primary language of the LEP pupils they serve.

SECTION IV: LEP PUPILS FROM OTHER SCHOOLS

Complete this section if you entered Assignment Code 1, 2, or 3 in item 7.

Enter the count of LEP pupils reported by sending schools in Section II. Count LEP pupils who are from another school as part of any of the following programs:

-Satellite Zone Program (SZ)
-Permits With Transportation (PWT)
-Capacity Adjustment Program (CAP--Integrated and PHBAO receivers)
-Continued Voluntary Program (CVP)

171

APPENDIX A: DEFINITION OF TERMS

The following definitions are to be used in completing **Form 20**:

Language Status of Pupils

<u>LEP</u>--a pupil who:

- scored NON or LTD on the BINL in the <u>initial identification</u> process, grades K-6.

  Note: Initially identified LEP pupils (enrolled after January 31, 1983) who are considered to have no primary-language proficiency, (NON) based on the BINL and on the mandated consultation process described in section b, page 8, of Bulletin No. 41, Office of the Associate Superintendent of Instruction, December 30, 1982, are <u>not</u> to be counted as LEP pupils. Such pupils are to be designated as pupils whose primary language is English.

- scored FNC or PRO (enrolled after January 31, 1983) on the BINL in the initial identification process but failed one or both of the mandated English reading and written composition tests, grades 3-6 (includes writing sample at grades 3 and 6).

- scored NON or LTD on the BINL in the reclassification process and met other reclassification criteria, grades K-6.

<u>FEP</u>--a pupil who:

- scored FNC or PRO (enrolled prior to January 31, 1983) on the BINL in the <u>initial identification process</u>, grades K-6.

- scored FNC or PRO (enrolled after January 31, 1983) on the BINL in the <u>initial identification process</u>, and passed both English reading and written composition tests grades 3-6 (includes writing sample at grades 3 and 6).

- scored FNC or PRO on the BINL in the <u>reclassification process</u> and met other reclassification criteria, grades K-6.

- enrolled after April 1, 1986 and for whom the response to each of the first three questions on the Home Language Survey (HLS) is English. If a language other than English is indicated in response to question four, and the district feels there is no reason to doubt the student's English language proficiency, then the student is reported as FEP.

<u>English-only</u>--a pupil who:

- indicated only English on the Home Language Survey.

- is considered to have no primary language proficiency (see <u>Note</u> above).

121

Instructional Programs

Bilingual Classroom Program*:

- Each LEP pupil is receiving daily English language development, not limited to ESL and including, when appropriate, reading and writing skills.

- Each LEP pupil is receiving daily primary language instruction in mathematics and language arts, including, when appropriate, reading and writing for the purpose of sustaining achievement in basic subject areas until the transfer to English is made.

- Each participating FEP and English-only pupil is offered instruction in the primary language of the LEP pupils, including speaking, understanding, and when appropriate, reading and writing, in addition to the regular curriculum in English.

- All pupils are participating in activities which promote a positive self-image and crosscultural understanding.

Individual Learning Program (ILP)*:

- Each LEP pupil is receiving instruction in English language development which includes but is not limited to ESL and the development of English reading and writing skills.

- Each LEP pupil with greater strength in his or her primary language based on the diagnostic assessment shall receive instruction through the primary language in academic subjects to the extent such instruction is required to sustain academic achievement.

- Each LEP pupil is participating in structured activities which promote a positive self-image and crosscultural understanding.

Bilingual Staff

- Bilingual crosscultural teacher:

  -a person who holds a valid teaching credential and/or a bilingual crosscultural certificate of proficiency or other credential in bilingual education authorized by the Commission for Teacher Credentialing.

- Bilingual crosscultural aide (includes teacher assistants):

  -an aide fluent and literate in both English and the primary language of the LEP pupils. The aide must be (1) able to speak, understand, read, and write English and the primary language of LEP pupils; and (2) familiar with the cultural heritage of the LEP pupils.

*For a full description, please refer to Bulletin No. 41, pages 25-28.

APPENDIX B: LANGUAGES AND CODES LIST

LANGUAGE	Code	LANGUAGE	Code
Afghan	23	Hungarian	44
Afrikaans	86	Ibo	34
Albanian	02	Icelandic	01
AMERICAN INDIAN		Indonesian	46
LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodian)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American		Lithuanian	53
Indian	10	Malay	54
Amharic	92	Maltese	91
Arabic	11	Melanesian	12
Armenian	15	Mien (Yao)	96
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Barber	16	Pashto	95
Bulgarian	17	Persian (Farsi)	61
Burmese	18	Polish	65
Ceylonese	20	**PHILIPPINE**	
CHINESE		**LANGUAGES**	
LANGUAGES		Ilocano	89
Cantonese	22	Pilipino (Tagalog)	62
Mandarin (Putonghua)	25	Visayan	94
Taiwanese	76	Other Philippine	64
Toishanese	21	Portuguese	66
Other Chinese	26	Punjabi	59
Creole	27	Romanian	67
Croatian	24	Romany	87
Czech	28	Russian	55
Danish	29	Samoan	69
Dutch	30	Serbian	90
Estonian	32	Serbo Croatian	70
Fijian	88	Sinhalese	71
Finnish	31	Slovak	72
Flemish	33	Spanish	60
French	35	Swahili	75
Ganda	36	Swedish	73
German	37	Tahitian	74
Greek	38	Thai	77
Guamanian (Chamorro)	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hmong	68	Yiddish	84
		Yoruba	85
		Other Not Listed	99

123

174

No. 2102076

All special education certificated staff with fluency in a language other than English <u>and</u> special education register-carrying teachers (SDC) with LEP students will complete Section I of this form.

SECTION I: STAFF DATA

1 School Name		2 Location Code		3 Region		4 YRS Only Circle one:	A B C D

5 Certificated Employee's Name	Last	First	MI	6 Employee Number		7 Assignment Code*	

8 Substitute Teacher Circle Yes No	9 Full-time at this school (6 or more hours daily) Circle Yes No	10 Grade level of students reported

IIA. Credential Code*
1. _____
2. _____

IIB. Language Code*
1. _____
2. _____

I.C. District Language Fluency Code*
1. _____
2. _____

IID. Language Code*
1. _____
2. _____

IIE. Uses Language with Students? (✓)
1. Yes ___ No ___
2. Yes ___ No ___

SECTION II: STUDENT DATA, K-12

124

12 Number of participating students in bilingual classroom	13 Number of LEP students on ILPs	14 No. of LEP students in Sp. Ed. (SDC) IEPs	15 Total Class Enrollment

Spec. Educ. Code	Language		No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BINL				Add Eng. Read.
	Lang. Code	Language Name	Bil. Class ILPs: Program	ILPs: Less Than 10	Par. Request	Full IEP	Mod. IEP	Par. Ed.	NON	LTD	FNC	PRO	
16	17		18	19	20	21	22	23	24	25	26	27	28

*Refer to <u>Instructions for Completing Form 21</u> for codes and instructions.

(Continued on reverse side)

175   176

SECTION II: STUDENT DATA, K-12 (continued)

Spec. Educ. Code	Language		No. of Identified LEP			Spec. Educ. Day Classes (SDC)			Primary Lang. BIM.				Add. Eng. Read.
	Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.	NOM	LTD	FNC	PRO	
16	17		18	19	20	21	22	23	24	25	26	27	28

SECTION III: PRIMARY LANGUAGE INSTRUCTIONAL SUPPORT PERSONNEL

Personnel Code	Number of Personnel	Personnel Description (For Code 13 Only)	Lang. Code
35	36	37	38

Person to call at school regarding this form, if necessary:

_____   (____)_____
Name   Area Code Telephone

177

SECTION IV: LEP STUDENTS FROM OTHER SCHOOLS

Grade	Lang. Code	Sending School Name	Location Code	No. of LEP Pupils			
				SZ	PNT	CVP	CAP
39	40	41	42	43	44	45	46

I certify that the information entered on this form is correct to the best of my knowledge and belief.

Teacher's Signature   _____

178

Spring 1987

INSTRUCTIONS FOR COMPLETING SPECIAL EDUCATION
BILINGUAL PROGRAM SURVEY--FORM 21

COMPLETE FORM 21, IF YOU ARE:

- A special education certificated person (administrator, categorical
  program advisor, resource teacher, or classroom teacher) and hold
  one of the following:

  -Bilingual Credential or Certificate of Competence
  -District fluency level A, B, or C

- A Special Day Class (SDC) register-carrying teacher with LEP students,
  including:

  -Extended day-to-day and day-to-day substitute for a teacher who is on
  leave and not returning to the assignment this semester. (If the
  regular SDC teacher is returning this semester, this form should be
  completed for the regular teacher by administrator or designee.)

LEP students receiving special education services (e.g., RSP) and assigned to a
regular classroom register are to be reported on Form 20 (elementary) or
23 (secondary), not on this form.

Regular schools: If there are no special education LEP students assigned to a
SDC in the school or special education bilingual certificated staff, please
indicate "NA" in Section II, item B, on Form 24.

IMPORTANT DATES

Follow this calendar to complete Form 21. All counts must be as of the date
listed below which pertains to your school/schedule.

Type of School/Schedule	Count Day	Level
Traditional Calendar Schools	February 6	Elementary
	February 20	Secondary
YRS 45/15: B	January 21	Elementary
YRS 45/15: A, C, D	February 6	Elementary
YRS 60/20: A, B, C	February 6	Elementary
YRS 60/20: D	January 28	Elementary
YRS Concept 6-M: A, B	February 6	Elementary
YRS Concept 6-M: C	January 28	Elementary

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9/30/86

YRS 90/30: B, C, D	February 6	Elementary
YRS 90/30: A	February 20	Elementary
YRS 90/30: A, B, D	February 20	Secondary
YRS 90/30: C	February 6	Secondary
YRS Concept 6: B, C	February 6	Elementary
YRS Concept 6: B, C	February 20	Secondary
YRS Concept 6: A	December 17	Elem. and Sec.
Schools for the Handicapped	February 6	Elem. and Sec.

SECTION I: STAFF DATA

1. Enter school name.

2. Enter four-digit school location code.

3. Enter administrative region/division for SDC in regular schools. Enter
   "SE" for SDC in special education schools. Enter SHD for SDC in Senior
   High Division.

4. Circle one Year-Round School (YRS) schedule, if applicable. Circle "E" if
   you serve more than one schedule.

5. Enter your last name, first and middle initial (please print).

6. Enter six-digit employee number.

7. Assignment Code--Enter the assignment code that describes
   your current special education assignment:

Assignment Code	Assignment Description
	SDC Register-carrying Classroom Teachers:
1	SDC with LEP students
2	SDC English-only program of instruction (bilingual teacher with no LEP students)

8. Substitute Teacher--Circle "yes" if you are a day-to-day or extended
   day-to-day substitute teacher for (1) a teacher on leave who is not return-
   ing this semester or (2) for an unfilled position.

9. Full-time at this school (6 or more hours daily)--Circle "yes" if you
   are a full-time teacher. Circle "no" if you are a part-time teacher.
   Call Research and Evaluation (625-6026) if two part-time teachers teach one
   classroom.

   If you are a bilingual administrator or coordinator assigned to two
   locations, complete a form for each location.

10. Grade level of students reported--Enter the code listed below that applies to the grade level of the majority of the students reported on this form:

Grade Code	Grade Description
1	Elementary -- (grades K-6)
2	Secondary -- (grades 7 -12)

Items 11A-11E: report your credential or the district language fluency directly related to your assignment on line 1. If you hold a bilingual credential or have district language fluency in a language not directly related to your assignment, enter that information on line 2.

11A. Credential Code--Enter the code listed below that describes your bilingual credential status.

Cred. Code	Special Education Bilingual Credential Description
1	bilingual crosscultural personnel who have one or more of the following: -Bilingual Certificate of Competence -Bilingual Crosscultural Specialist
2	NONE

11B. Language Code--From the list below, enter the language code that pertains to your state bilingual credential or certificate of competence. If you entered **Code 2** in item **11A**, enter **"NA."**

Lang. Code	Language
15	Armenian
22	Cantonese
61	Farsi (Persian)
45	Japanese
49	Korean
25	Mandarin
62	Pilipino (Tagalog)
55	Russian
69	Samoan
70	Serbo Croatian
60	Spanish
83	Vietnamese

128

181

11C. District Language Fluency Code--From the list below, enter the code that describes your district language fluency. All personnel completing this form must enter an 11C fluency code.

Fluency Code	District Language Fluency
1	District fluency, level A
2	District fluency, level B
3	District fluency, level C
4	Fluency verified through **bilingual credential or certificate of competence**
5	English-only (No district level fluency in another language)

11D. Language Code--From the list below, enter the language code which reflects your state bilingual credential, certificate of competence, or district language fluency level--A, B, or C. If you have no district fluency level in another language, (fluency code 5 in item 11C), enter "NA."

Lang. Code	Language
15	Armenian
22	Cantonese
61	Farsi (Persian)
45	Japanese
49	Korean
25	Mandarin
62	Pilipino (Tagalog)
55	Russian
69	Samoan
70	Serbo Croatian
60	Spanish
83	Vietnamese

11E. Use of Language With Students--(languages other than English)--Check "yes" if the language is used with students and you hold a bilingual credential, certificate of competence, or a district language fluency level A, B, or C.

Check "no" if the language is NOT used with students and you hold a bilingual credential, certificate of competence, or a district language fluency A, B, or C.

Leave blank if 11C is 5 (no district fluency).

SECTION II: STUDENT DATA, K-12

12. Number of participating students in bilingual classroom--not applicable for special education schools and SDC.

13. Number of LEP students in ILPs--not applicable for special education schools and SDC.

129

14. Number of LEP students on SDC Bilingual IEPs--Enter the number of LEP students assigned to special education day class on **bilingual IEPs.**

    Reminder: Do <u>not</u> count students below the age of 4.9 years assigned to programs.

15. Total Class Enrollment--Enter the count of all students enrolled in your SDC class as of the count date.

Columns 16-34--Report students by exceptionality and language on each line. A classroom with more than one language other than English will require one line for each language.

For example:

Spec. Educ. Code	Language		No. of Identified LEP			Spec. Educ. Day Classes (SDC)		
	Lang. Code	Language Name	Bil. Class Program	ILPs: Less Than 10	ILPs: Par. Request	Full IEP	Mod. IEP	Par. Ed.
16	17		18	19	20	21	22	23
1	60	SPANISH					1	
1	22	CANTONESE					2	
12	83	VIETNAMESE					1	

If more lines are required, continue on side 2. Do <u>not</u> repeat section II information entered on side 1.

Column Number

Column Title and Instructions

16

Special Education Code--Enter the appropriate code listed below for the exceptionality that represents all or most of your special education day class according to the LEP assessment procedure used for identification (i.e., BINL for verbal students, <u>Parent Interview Form</u> and <u>Teacher Observational Checklist</u> for nonverbal students).

130

183

Column Number	Column Title and Instructions	
	Sp. Ed. Code	**Description**

Verbal Students

	1	Learning Handicapped (LH)
	2	Educable Retarded (ER)
	3	Seriously Emotionally Disturbed (SED)
	4	Ortho. Handicapped/Other Health Impaired (OH/OHI)
	5	Visually Handicapped (VH)

Nonverbal Students

	6	Aphasic (APH)
	7	Autistic (AUT)
	8	Deaf/Hard of Hearing (D/HH)
	9	Developmentally Handicapped (DH)
	10	Multihandicapped (MH)
	11	Trainable Mentally Retarded (TMR)
	12	Other nonverbal/low verbal Learning Handicap (LH)
	13	Other nonverbal/low verbal Educable Retarded (ER)
	14	Other nonverbal/low verbal Seriously Emotionally Disturbed (SED)
	15	Other nonverbal/low verbal Ortho. Handicapped/Other Health Impaired (OH/OHI)
	16	Other nonverbal/low verbal Visually Handicapped (VH)

NOTE: All information for each language group is to be separated by exceptionality in this section.

17   Lang. Code--Enter the two-digit language code of LEP students for each language group by exceptionality. Refer to Appendix B: Languages and Codes List.

18-20   **Number of Identified LEP**--Not applicable for special education schools or SDC.

21   **Special Education Day Classes (SDC)**

Full Bilingual IEP--Enter the count of BINL-identified special education LEP students by exceptionality and language who are assigned to a full bilingual IEP. These elementary and secondary students are instructed by a special education bilingual crosscultural teacher. (Please refer to Bulletin No. 45, page 6, Division of Special Education for requirements.)

131

Column Number	Column Title and Instructions

22   <u>Modified Bilingual IEP</u>--Enter the count of all special education LEP students by exceptionality and language who are assigned to modified bilingual IEPs. (Please refer to Bulletin No. 45, page 6, Division of Special Education for requirements).

23   <u>Parent Education</u>--Enter the count of Special Education LEP students on a modified BIEP whose parent(s) participated in parent education classes for 10 or more hours between <u>February 7, 1986</u> and <u>February 6, 1987</u> for elementary schools. For secondary schools the dates are <u>February 22, 1986</u> and <u>February 20, 1987</u>.

24-27   <u>Primary Language BINL</u>--Enter the count of current <u>identified LEP</u> students who are "verbal" (special education codes 1-5 in column 16) and "other nonverbal/low verbal" (special education codes 12-16 in column 16) by primary language classification based on BINL results. The label will give the student's primary language classification as follows:

NON/-- = Nonspeaker of language group reported
LTD/-- = Limited speaker of language group reported
FNC/-- = Functional speaker of language group reported
PRO/-- = Proficient speaker of language group reported

REMINDER: BINL labels indicating any level of <u>English</u> proficiency are not to be used for information requested in Columns 24-27.

NOTE: The count reported in **columns 24-27** <u>cannot</u> exceed the sum of LEP pupils reported on the same line.

Column Number	Column Title and Instructions

28   <u>Add English Reading (Elementary Grades Only)</u>--Enter the count of <u>current</u> LEP students who have met the criteria for adding English reading to their curriculum and are presently in English reading.

NOTE: The count reported in **column 28** <u>cannot</u> exceed the sum of LEP students reported on the same line.

29-34   <u>LEP Racial/Ethnic Designation</u>--Information is not collected for this survey.

SECTION III: **PRIMARY LANGUAGE INSTRUCTIONAL SUPPORT PERSONNEL DATA (Register-carrying teachers with LEP students only)**

Enter the count of all bilingual personnel who provide primary language instruction or instructional support (other than yourself) at any time during the instructional day. Use the personnel code(s) listed on the following page. Enter the personnel code, number of personnel, language name, and language code. Personnel speaking more than one language (e.g., Vietnamese, Cantonese), count twice. Use a separate line for each language.

Personnel Code	Personnel	Description
1	other bilingual classroom teacher	teacher who holds a bilingual credential, certificate or district fluency A or B
2	other bilingual certificated personnel	resource teacher, coordinator or administrator who holds a bilingual credential, certificate or district fluency A or B
3	bilingual crosscultural aide (Class Code 4581)	less than 3 hours daily and assessed at the school (Education Aide III)
4	bilingual crosscultural TA (Class Code 0954)	less than 3 hours daily
5	bilingual crosscultural aide	less than of 3 hours daily and passed district language assessment (based on District bilingual class code, e.g., Spanish, Korean, etc.)
6	bilingual crosscultural aide (Class Code 4581)	3 or more hours daily and assessed at school (Education Aide III)
7	bilingual crosscultural TA (Class Code 0954)	3 or more hours daily
8	bilingual crosscultural aide	3 or more hours daily and passed district language assessment (based on District bilingual class code for Spanish, Korean, etc.)
9	bilingual crosscultural special education assistant (Class Code 4571) or trainee (class Code 4575)	less than 3 hours daily and assessed at school or district levels
10	bilingual crosscultural special education assistant (Class Code 4571) or trainee (Class Code 4575)	3 or more hours daily and assessed at school or district levels
11	bilingual tutor	cross-age or peer tutors
12	bilingual volunteer	parents, community resources, etc.
13	other bilingual personnel	not listed above (please specify type of personnel in Column 37, "Personnel Description" for Code 13

Reminder: Paid bilingual crosscultural aides and TAs must be fluent and literate in both English and the primary language of the LEP students they serve.

APPENDIX A: DEFINITION OF TERMS

The following definitions are to be used in completing **Form 21**:

Language Status of VERBAL Students (K-6)

<u>LEP</u>--a student who:

- scored NON or LTD on the BINL in the <u>initial identification</u> process, grades K-6.

  <u>Note</u>.   Initially identified LEP students (enrolled after January 31, 1983) who are considered to have no primary-language proficiency, (NON) based on the BINL and on the mandated consultation process described in section b, page 8, of Bulletin No. 41, Office of the Associate Superintendent of Instruction December 30, 1982, are <u>not</u> to be counted as LEP students. Such students are to be designated as students whose primary language is English.

- scored FNC or PRO (enrolled after January 31, 1983) on the BINL in the initial identification process but failed one or both of the mandated English reading and written composition tests, grades 3-6 (includes writing sample at grades 3 and 6).

- scored NON or LTD on the BINL in the reclassification process and met other reclassification criteria, grades K-6.

<u>FEP</u>--a student who:

- scored FNC or PRO (enrolled prior to January 31, 1983) on the BINL in the <u>initial identification process</u>, grades K-6.

- scored FNC or PRO (enrolled after January 31, 1983) on the BINL in the <u>initial identification process</u>, and passed both English reading and written composition tests grades 3-6 (includes writing sample at grades 3 and 6).

- scored FNC or PRO on the BINL in the <u>reclassification process</u> and met other reclassification criteria, grades K-6.

- enrolled after April 1, 1986 and for whom the response to each of the first three questions on the Home Language Survey (HLS) is English. If a language other than English is indicated in response to question four, and the district feels there is no reason to doubt the student's English language proficiency, then the student is reported as FEP.

134

187

English-only--a student who:

- indicated only English on the Home Language Survey.
- is considered to have no primary language proficiency (see Note above).

Language Status of Verbal Students (Grades 7 - 12)

Identified LEP--a student who:

- scored NON or LTD on the English BINL in the initial identification process. (See Bulletin No. 42, pages 5-6.)

  Note: Initially identified LEP students (enrolled after January 31, 1983) who are considered to have no primary-language proficiency, (NON) based on the BINL and on the mandated consultation process described in section c, page 8, of Bulletin No. 42, Office of the Associate Superintendent of Instruction December 30, 1982 are not to be counted as LEP students. Such students are to be designated as students whose primary language is English.

- scored FNC or PRO on the English BINL in the initial identification process but failed to attain minimum grade level scores on the Reading Comprehension Test and Composition Test. This applies if the student enrolled after January 31, 1983. (See Bulletin No. 42, page 7.)

- scored NON or LTD on the English BINL in the reclassification process but met all other reclassification criteria.

FEP--a student who:

- scored FNC or PRO (enrolled **prior** to January 31, 1983) on the BINL in the initial identification process.

- scored FNC or PRO (enrolled **after** Juanuary 31, 1983) on the BINL in the initial identification process and attained minimum grade-level scores in both reading and writing.

- scored FNC or PRO on the BINL in the reclassification process and met other reclassification criteria.

Language Status of NONVERBAL Students (K-12)

LEP--a nonverbal student whose:

- Parent Interview Form (page 2) is marked "a", "b", or "c."

and

- Observational Checklist (page 2) indicates that the expressive and/or the receptive language is other than English.

FEP--a nonverbal student whose Parent Interview Form (page 2) is marked "d" or "e."

English-only--a nonverbal student whose Home Language Survey indicates only English.

Bilingual Staff

- Bilingual crosscultural teacher:

  -a person who holds a valid regular California teaching credential and/
  or a bilingual crosscultural certificate of proficiency or other
  credential in bilingual education authorized by the Commission for
  Teacher Credentialing.

- Bilingual crosscultural assistants (Class Code 4571), trainees
  (Class Code 4575), education aides, and teacher assistants:

  -an assistant, trainee, or aide fluent and literate in both English and
  the primary language of the LEP students. The assistant or trainee
  must be (1) able to speak, understand, read, and write English and
  the primary language of LEP students; and (2) familiar with the
  cultural heritage of the LEP students.

*For a full description, please refer to Bulletin No. 41, pages 25-28.

LANGUAGES AND CODES LIST

LANGUAGE	Code	LANGUAGE	Code
Afghan	23	Hungarian	44
Afrikaans	86	Ibo	34
Albanian	02	Icelandic	01
AMERICAN INDIAN		Indonesian	46
LANGUAGES		Italian	43
Apache	03	Japanese	45
Cheroke	04	Javanese	47
Choctaw	05	Khmer (Cambodian)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American		Lithuanian	53
Indian	10	Malay	54
Amharic	92	Maltese	91
Arabic	11	Melanesian	12
Armenian	15	Mien (Yao)	96
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Barber	16	Pashto	95
Bulgarian	17	Persian (Farsi)	61
Burmese	18	Polish	65
Ceylonese	20	**PHILIPPINE**	
CHINESE		**LANGUAGES**	
LANGUAGES		Ilocano	89
Cantonese	22	Pilipino (Tagalog)	62
Mandarin (Putonghua)	25	Visayan	94
Taiwanese	76	Other Philippine	64
Toishanese	21	Portuguese	66
Other Chinese	26	Punjabi	59
Creole	27	Romanian	67
Croatian	24	Romany	87
Czech	28	Russian	55
Danish	29	Samoan	69
Dutch	30	Serbian	90
Estonian	32	Serbo Croatian	70
Fijian	88	Sinhalese	71
Finnish	31	Slovak	72
Flemish	33	Spanish	60
French	35	Swahili	75
Ganda	36	Swedish	73
German	37	Tahitian	74
Greek	38	Thai	77
Guamanian (Chamorro)	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hmong	68	Yiddish	84
		Yoruba	85
		Other Not Listed	99

190

LOS ANGELES UNIFIED SCHOOL DISTRICT   No.
Research and Evaluation Branch

SECONDARY BILINGUAL PROGRAM SURVEY - FORM 23

SPRING 1987

School Name: _____   Location Code: _____

Region or Division   A B C D E F G H SR   Schedule: A   B   C   D
(circle one)   (If applicable, circle one.)

Type of School: Reg.   YRS   Mag.   Alt.
(circle one)

Reminder: Use No. 2 pencil.   Do not type numerals.

SECTION 1 - STUDENT INFORMATION

Directions: Enter the number of identified LEP students as of February 20, 1987
                for items A-K. (Year-Round Schools see Instructions For Completing
                Secondary Bilingual Program Survey - Form 23, for dates.)

A.   BILINGUAL PROGRAM

     1. Number of identified LEP students in bilingual program.   _____

B.   ESL PROGRAM

     1. Number of identified LEP students in ESL program.   _____

C.   INDIVIDUAL LEARNING PLAN

     1. Number of identified LEP students receiving both
         ESL and primary language communication on an ILP.   _____

     2. Number of identified LEP students receiving ESL,
         but not primary language communication on an ILP.   _____

D.   LEP STUDENTS AWAITING RECLASSIFICATION

     1. Number of identified LEP students no longer in an
         ESL program or an ILP, have not passed all re-
         classification criteria, and are receiving re-
         mediation.   _____

     2. Number of identified LEP students no longer in an
         ESL program or an ILP, have not passed all re-
         classification criteria, and are not receiving
         services.   _____

E.   TOTAL NUMBER OF IDENTIFIED LEP STUDENTS
     (TOTAL OF A+B+C+D ABOVE)   _____

DE01;BF23.87
10/01/86

School
Name: _____

F. IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP

1. American Indian/Alaskan Native

2. Asian/Pacific Islander

3. Filipino

4. Black, Not of Hispanic Origin

5. Hispanic

6. White, Not of Hispanic Origin

   TOTAL LEP Students (must equal total for Item E, at bottom of page 1)

G. SPANISH PREREQUISITE SKILLS SUMMARY

1. Number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C.   _____

2. Number of identified LEP students who did not pass CTBS Espanol, Level C, and are currently enrolled in primary language communication skills.   _____ _

3. Number of identified LEP students who did not pass CTBS Espanol, Level C, and were withdrawn from bilingual program by parent request.

H. LEP STUDENTS AWAITING RECLASSIFICATION WHO HAVE NOT PASSED CRITERIA

1. ASC or TOPICS   _____

2. PAIR or SHARP   _____

3. WRITE JR or WRITE SR   _____

4. BINL   _____

I. Item not used for this survey.

139·

School
Name: _____

J. **IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE**

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
Total									

If additional space is needed, continue on next page 3b. Put the total for page 3a
at the bottom of 3a, and the total for page 3b at the bottom of 3b. The sum of 3a
and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

140

193

School Name: _____

J.   IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE--continued

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									
Total									

Sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: _____

Location
Code: _____

Schedule: _____

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
Total						

If additional space is needed, continue on page 4b. Put the total for page 4a at the bottom of 4a, and the total for 4b at the bottom of 4b. Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: _____

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE--continued

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
Total						

Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: _____   Location Code: _____

Schedule: _____

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

Enter the total number of identified LEP students attending your school from other schools.

OTHER SCHOOL			Number of LEP students from sending schools							
School Name	Loc. Code	Program Code*	6	7	8	9	10	11	12	Total
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
Total										

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP--(Integrated and PHBAO receivers)
4	SZ

If additional space is needed, continue on page 5b. Put total for page 5a at the bottom of 5a, and the total for page 5b at the bottom of 5b.

144

197

School Name: _____   Location Code: _____

                                             Schedule: _____

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS--continued

Enter the total number of identified LEP students attending your school
from other schools.

OTHER SCHOOL			Number of LEP students from sending schools							
School Name	Loc. Code	Program Code*	6	7	8	9	10	11	12	Total
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
Total										

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP--(Integrated and PHBAO receivers)
4	SZ

Enter total for page 5a at the bottom of 5a, and the total for page 5b at the bottom of
5b.

School Name: _____   Location Code: _____

Schedule: _____

M. FEP STUDENT ENROLLMENT DATA

Enter the total number of FEP students currently enrolled at your school by grade.

Refer to Instructions for Completing Secondary Bilingual Program Survey, page 9 for definition of FEP students.

Reminder: FEP students include students initially identified as FEP and students reclassified from LEP to FEP.

Language	Lang. Code.*	FEP Count							Spec. Educ.	Total
		6	7	8	9	10	11	12		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total										

If additional space is needed, continue on page 6b. Put total for page 6a at the bottom of 6a, and the total for page 6b at the bottom of 6b.

*Refer to Appendix B: Languages and Codes List.

199

146

School Name: _____   Location Code: _____

Schedule: _____

M. FEP STUDENT ENROLLMENT DATA--continued

Enter the total number of FEP students currently enrolled at your school by grade.

Language	Lang. Code.*	FEP Count							Spec. Educ.	Total
		6	7	8	9	10	11	12		
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										
38										
39										
40										
41										
42										
43										
44										
Total										

Put total for page 6a at bottom of 6a, and the total for page 6b at the bottom of 6b.

*Refer to Appendix B: Languages and Codes List.

147

200

School Name: _____ Location Code: _____

Schedule: _____

N. FEP STUDENT RECLASSIFICATION DATA

Enter the number of former LEP students who were reclassified from LEP to FEP between February 21, 1986 and February 20, 1987 at your school. Include reclassified LEP students who are no longer enrolled at your school (including graduates), but met the reclassification criteria at your school.

	Language	Language Code.*	Reclassified Count		Total
			Students Enrolled in Regular Classes	Students Enrolled in Special Education Classes	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
Total					

If additional space is needed, continue on page 7b. Put total for page 7a at the bottom of 7a, and the total for page 7b at the bottom of 7b.

*Refer to Appendix B: Languages and Codes List.

School Name: _____   Location Code: _____

Schedule: _____

N. FEP STUDENT RECLASSIFICATION DATA--continued

Enter the number of students who were reclassified from LEP to FEP between February 21, 1986 and February 20, 1987 at your school whether or not they are still there.

Language	Language Code.*	Reclassified Count		Total
		Students Enrolled in Regular Classes	Students Enrolled in Special Education Classes	
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
Total				

Put total for page 7a at bottom of 7a, and the total for page 7b at the bottom of 7b.

*Refer to Appendix B: Languages and Codes List.

149   202

School Name: _____

Location Code: _____

Schedule: _____

O. PRIMARY LANGUAGE BINL

Enter the number of LEP students who were administered the BINL in the languages listed below. Enter the number of newly enrolled LEP students who were administered the primary language BINL and the number who were classified as "NON".

Language	Lang. Code.	No. of Newly Enrolled LEP Administered Primary Lang. BINL	No. of LEP Classified "NON"
1 Armenian	15		
2 Cantonese	22		
3 Korean	49		
4 Spanish	60		
5 Vietnamese	83		
Total			

School Name: _____   Location Code: _____

Schedule: _____

SECTION II - SECONDARY PROGRAM INFORMATION

Enter the total number of class periods provided for LEP students in each
of the subjects below:

Courses	No. of Class Periods Offered (1)	No. of Class Periods Taught by			No. of Class Periods Assisted by	
		Bil. Tchr.* (2)	ESL Tchr.* (3)	Other Tchr.* (4)	Bil. Aide/TA* (5)	Bil. Tutor/Vol.* (6)
A. ILP PROGRAM						
ESL 1 ILP Only)						
B. BILINGUAL AND ESL PROGRAM						
ESL I 2 (Beginning)						
ESL II 3 (Intermediate)						
ESL III 4 (Advanced A)						
ESL IV 5 (Advanced B)						
Intro. to Eng- 6 lish Reading						
Intermediate 7 Reading						
Primary Lang. 8 Communication						
Orientation 9 & Guidance						
Intro. to 10 U.S. Heritage						
C. CONTENT CLASSES FOR LEP STUDENTS						
11 Mathematics						
12 Health						
13 Science						
14 Social Science						
15 Math Remediation (students awaiting reclassification)						
16 Reading Remediation (students awaiting reclassification)						
TOTAL No. of Class Periods						

*Refer to Appendix A: Definition of Terms.

School Name: _____   Location Code: _____

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL

Enter <u>unduplicated</u> count of certificated personnel serving LEP students of the same language.

Language	Lang. Code (1)	Teaching				Nonteaching			
		Biling. Cred./ Cert. Comp. (2)	Dist. "A" Level (3)	Dist. "B" Level (4)	Dist. "C" Level (5)	Biling. Cred./ Cert. Comp. (6)	Dist. "A" Level (7)	Dist. "B" Level (8)	Dist. "C" Level (9)
1 Armenian	(15)								
2 Cantonese	(22)								
3 Farsi (Persian)	(61)								
4 Japanese	(45)								
5 Korean	(49)								
6 Mandarin	(25)								
7 Pilipino (Tagalog)	(62)								
8 Russian	(55)								
9 Samoan	(69)								
10 Serbo-Croatian	(70)								
11 Spanish	(60)								
12 Vietnamese	(83)								
Total									

B. ESL TEACHERS

1. Enter the number of the following ESL teachers who are currently teaching ESL classes:

   a. Type I* _____   e. Type V* _____

   b. Type II* _____   f. Type VI* _____

   c. Type III* _____   g. Other ESL Teacher* _____

   d. Type IV* _____   TOTAL

Refer to <u>Appendix A:</u> for Definition of Terms.

152

205

School Name _____

Location
Code: _____

Schedul ;: _____

C. BILINGUAL PARAPROFESSIONALS

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as the students they serve (columns 1-4).

Language	Lang. Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volunteers (6)	TOTAL (7)
		Dist. (1)	Sch. (2)					
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
Total								

If additional space is needed continue on page 11b. Enter total for page 11a at the bottom of 11a, and the total for page 11b at the bottom of 11b.

[a]Refer to Appendix B: Languages and Codes List.

[b]Refer to Appendix A: Definition of Terms.

153

2 ^ 6

C. BILINGUAL PARAPROFESSIONALS--continued

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as the students they serve (columns 1-4).

Language	Lang. Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volunteers (6)	TOTAL (7)
		Dist. (1)	Sch. (2)					
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
Total								

Enter total for page 11a at the bottom of 11a, and the total for page 11b at the bottom of 11b.

[a]Refer to Appendix B: Languages and Codes List.

[b]Refer to Appendix A: Definition of Terms.

154

207

School Name _____

SECTION IV - COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION V - PRINCIPAL'S SIGNATURE

Person to call regarding this form, if necessary:

_____   (_____)_____   _____
            Name   Area Code Telephone Number   Date

I certify that the information entered on this form has been verified and is correct
to the best of my knowledge and belief.

_____
        Signature of Principal

2 0 8

Spring 1987

INSTRUCTIONS FOR COMPLETING SECONDARY
BILINGUAL PROGRAM SURVEY - FORM 23

The Secondary Bilingual Program Survey - Form 23, asks for information about students in secondary schools, including junior high schools with 6th grade, assigned to a bilingual or ESL program and bilingual certificated staff. Multilevel schools of choice are to complete Form 20 for elementary pupils and this form for secondary students. If there are no LEP students, FEP students, or bilingual certificated staff in your school, this form is not applicable. If this form is not applicable, please enter "NA" in Section II, item C on Form 24.

Students receiving special education services (e.g., resource specialist teacher program, mainstream, speech therapy program, adaptive physical education, etc.) are to be included on Form 23. Special education LEP students who are assigned to special day classes are to be reported on the Special Education Bilingual Program Survey K-12 - Form 21, and not on Form 23.

Please use a No. 2 pencil. Do not enter zeros or leading zeros.

IMPORTANT DATES

Follow this calendar to complete Form 23. Students and personnel must be counted as of the date listed below.

Type of School/Schedule	Count Day
Regular Calendar Schools	February 20
YRS 90/30: A, B, D	February 20
YRS 90/30: C	February 6
Concept 6: B, C	February 20
Concept 6: A	December 17

SPECIAL INSTRUCTIONS FOR YEAR ROUND SCHOOLS

1. Report all information on Form 23 if applicable, by schedule. Complete a separate form for each schedule.

2. Report each rainbow teacher and aide as .25 or .33 on each schedule in the appropriate columns in Section III.

3. Report each bilingual administrator, counselor, or coordinator who serves all schedules as .25 or .33 on each schedule.

DE01;BIF23.87:CH   156
10/28/86

209

DIRECTIONS

General Information

1. Enter school name. If the school is named after an individual, please give the last name first (e.g., Fulton, Robert Jr. High).

2. Enter four-digit location code.

3. Circle appropriate region or division.

4. Circle YRS schedule, if applicable.

5. Circle type of school.

SPECIFIC INSTRUCTIONS

SECTION I - STUDENT INFORMATION

A. BILINGUAL PROGRAM

1. Enter the total number of identified LEP students (see Appendix A: Definition of Terms) participating in the bilingual program. This program is prescribed where there are 30 or more Spanish-Speaking LEP students without prerequisite skills-did not pass CTBS, Espanol, Nivel C. (See Bulletin No. 42, page 26.)

B. ESL PROGRAM

1. Enter the total number of identified LEP students participating in the ESL program. This program is prescribed where there are 40 or more LEP students of any language at different ESL levels or 20 LEP students of the same ESL level. (See Bulletin No. 42, page 27.)

C. INDIVIDUAL LEARNING PLAN

1. Enter the total number of identified LEP students on an ILP that includes both ESL and primary language instruction. This program is prescribed where there are 29 or fewer Spanish-speaking students without prerequisite skills. (See Bulletin No. 42, page 27.)

2. Enter the total number of identified LEP students on an ILP that has ESL, but no primary language instruction. This program is prescribed where there are 39 or fewer LEP students at different ESL levels or 19 or fewer LEP students of the same ESL level.

D. LEP STUDENTS AWAITING RECLASSIFICATION

1. Enter the total number of identified LEP students no longer in the ESL program or Individual Learning Plan awaiting reclassification. These are LEP students who have completed the ESL course of study (Advanced or Level IV) and are receiving English-only instruction but have not met all of the reclassification criteria. These students must be receiving appropriate remediation. (See Bulletin No. 42, pages 10-14.)

2. Enter the total number of identified LEP students no longer in the ESL program or Individual Learning Plan awaiting reclassification. These are LEP students who have completed the ESL course of study (Advanced or Level IV) and are receiving English-only instruction but have not met all of the reclassification criteria. <u>These students are not receiving services.</u>

E. <u>TOTAL NUMBER OF IDENTIFIED LEP STUDENTS</u>

1. Enter the total of A + B + C + D. This will give the grand total of all identified LEP students.

F. <u>IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP</u>

Information not collected for this survey.

G. <u>SPANISH PREREQUISITE SKILLS SUMMARY</u>

1. Enter the number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C during the 1986-87 school year. (See Bulletin No. 42, page 8, 3b, for requirements.)

2. Enter the number of identified LEP students who have <u>not</u> passed CTBS Espanol, Level C and are <u>currently</u> enrolled in a primary language communication skills class or receiving content within Introduction to English Reading.

3. Enter the number of identified LEP students who have <u>not</u> passed the CTBS Espanol, Level C and have been withdrawn from the bilingual program by parent request. These students are <u>currently</u> receiving ESL instruction on an ILP or in ESL classes.

H. <u>LEP STUDENTS WHO ARE AWAITING RECLASSIFICATION WHO HAVE NOT PASSED CRITERIA</u>

1. Enter the number of identified LEP students reported in Section I, Item D, who have not passed ASC or TOPICS and are receiving remediation in mathematics.

2. Enter the number of identified LEP students reported in Section I, item D, who have not passed PAIR or SHARP and are receiving remediation in reading.

3. Enter the number of identified LEP students reported in Section I, Item D, who have not passed WRITE JR or WRITE SR and are receiving remediation in writing.

4. Enter the number of identified LEP students reported in Section I, Item D, who have not passed the post test BINL at the functional or proficient level and are receiving remediation in English oral skills.

Reminder: Some students will be counted more than once; for example, a student who did not pass WRITE SR and TOPICS will be counted on lines 1 <u>and</u> 3.

I. This item not used in this survey.

158

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE

1. Enter each language and language code of identified LEP students enrolled in your school. (Refer to Appendix B: Languages and Codes List.)

2. Enter the number of identified LEP students by grade level and language.

3. If additional space is needed, continue on page 3b. Enter the total for each language in the "total" column for page 3a at the bottom of 3a, and the total for page 3b at the bottom of 3b.

4. To check for accuracy, add the totals for each grade and language. The sum of pages 3a and 3b must equal total in Item E, page 1.

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE

1. Enter each language and language code of identified LEP students in ESL.

2. Enter the number of identified LEP students by language and ESL level.

3. If additional space is needed, continue on page 4b. Enter the total for each language in the "total" column for page 4a at the bottom of 4a, and the total for page 4b at the bottom of 4b.

4. To check for accuracy, add the totals for each language and level. The sum of 4a and 4b must equal total of A + B + C on page 1.

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

1. Enter the total number of identified LEP students participating in a bilingual program, ESL Program, Individual Learning Plan or awaiting reclassification that attend your school and are from other schools. Do not include opportunity transfer students. List only students who participate in one of the four programs listed below:

   • Permits With Transportation (PWT)
   • Continued Voluntary Program (CVP)
   • Capacity Adjustment Program (CAP--Integrated and PHBAO receivers)
   • Satellite Zone Program (SZ)

2. Record name of sending school, location code, program code, and count of LEP students by grade.

3. Total the number of LEP students from each school listed. Enter the total for each school in the "total" column. If additional space is needed, continue on page 5b. Put the total for page 5a at the bottom of 5a, and the total for page 5b at the bottom of 5b. To check for accuracy, add the totals for each school and grade.

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA

1. Enter the total number of FEP students (see Appendix A: Definition of Terms) by language and grade in the "FEP Count" columns. FEP students include students initially identified as FEP and students reclassified from LEP to FEP. Use the "Spec. Educ." column for special education students who are in special day classes. Total all rows and columns.

N. FEP STUDENT RECLASSIFICATION DATA

1. In the "Reclassification" columns, enter the number of students, by language, who were reclassified <u>at your school</u> from LEP to FEP after last spring's reporting date (February 21, 1986). Use the "Special Education" column for all students who are in special education <u>special day classes</u> and the "Regular" column for all others.

Reminder: Include reclassified LEP students who are no longer enrolled at your school (includes graduates), but met the reclassification criteria at your school.

2. If additional space is needed, continue on the next page (7b). Enter the total for page 7a at the bottom of 7a, and the total for page 7b at the bottom of 7b.

O. PRIMARY LANGUAGE BINL

1. Enter the number of current LEP students who are newly enrolled in the district this school year and were administered the primary language BINL in Armenian, Cantonese, Korean, Spanish, or Vietnamese.

2. Enter the number of current LEP students who were administered the primary language BINL <u>and</u> were classified as "NON"--nonspeaker of the language group reported.

Reminder: Primary language results in Armenian, Cantonese, Korean, Spanish, or Vietnamese are required for LEP students who are new enrollees to the district this school year and where there are more than 15 LEP students of the same language.

SECTION II - SECONDARY PROGRAM INFORMATION

To be completed by all secondary schools <u>except</u> Option (continuation and opportunity) schools. Option schools will complete a supplemental page "Option Program Information."

A. Complete Parts A or B for ESL class periods <u>and</u> Part C for content classes in which LEP students are enrolled.

B. Social Science includes the following courses: grade 6 social studies and geography, U.S. History, U.S. Government, and World History.

C. To eliminate data entry errors where decimal entries are appropriate, please use a decimal point. Please enter whole number data to the <u>left</u> of the decimal point and fractional data to the <u>right</u> of the decimal point. These directions apply to both sections II and III.

Information by columns:

Column Number	Column Title and Instructions
1	**Number of Class Periods Offered**
	For those courses listed, enter the number of class periods per day. (See Bulletin No. 42, pages 26-27.)
2-4	**Number of Class Periods Taught**
	Enter the number of class periods per day taught by bilingual (Column 2), ESL (Column 3), and other teachers (Column 4), for each course listed. For those who are both bilingual and ESL teachers, use the column most appropriate for each subject taught. Do **not** count twice. (See Appendix A: Definition of Terms.)

Note: The total number of periods for columns 2-4 should equal the number of periods in column 1 for each row.

Column Number	Column Title and Instructions
5-6	**Number of Class Periods Assisted**
5	Enter the number of class periods per day that teachers are assisted by a paid bilingual/biliterate aide or teacher assistant on a **daily** basis.
6	Enter the number of class periods per day that teachers are assisted by a bilingual tutor or volunteer on a **daily** basis. The tutor or volunteer must be bilingual in the language of the student and may be an adult or a student. (See Appendix A: Definition of Terms.)

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL*

For each language, enter underlined count of certificated personnel serving LEP students of the same language. Do **not** count personnel serving only special education students.

Information by columns:

Column Number	Column Title and Instructions
2-5	**Teaching**
	Enter the number of certificated bilingual personnel teaching students full-time. For those teaching part-

*See Appendix A: Definition of Terms.

Column Number	Column Title and Instructions
	time, enter .5 in the appropriate column (2, 3, or 4) and .5 in the appropriate nonteaching column. Total each column.
6-9	Nonteaching Enter the number of certificated bilingual personnel such as coordinators, resource teachers, counselors, or administrators, who speak the same language of the students they serve. For those teaching part-time, enter .5 in the appropriate column (2, 3, or 4) and .5 in the appropriate nonteaching column (5, 6, or 7). Total each column.

Note: Year-Round Schools report each E basis teacher (if applicable)
        as .25 or .33 on each schedule.

B. ESL TEACHERS

> la-e   Enter the number of ESL teachers by type (See Appendix
>   A: Definition of Terms) and who are presently
>   teaching ESL.
>
>   Enter the total for items a through e.

Note: Type IV teachers will also be counted in ESL Section III,
        Part A.

C. BILINGUAL PARAPROFESSIONALS*

Column Number	Column Title and Instructions
1-2	Bilingual Crosscultural Aides Enter the number of paid bilingual/biliterate aides who provide instructional support and speak the same language as the LEP students they serve. Count each aide only once.

Note: The difference between the DIST and SCH columns for aides is
        their bilingual classification. Enter all aides who have been
        identified as bilingual/biliterate at the District level who are
        receiving the bilingual differential under DIST and all aides
        who have been identified as bilingual/biliterate at the school
        under SCH.

*See Appendix A: Definition of Terms.

Column Number	Column Title and Instructions
3	**Bilingual Crosscultural Teacher Assistants**

Enter the number of paid bilingual/biliterate teacher assistants who provide instructional support and speak the same language as the LEP students they serve. Count each assistant only once.

4	**Bilingual Crosscultural Special Education Assistants, Trainees**

Enter the number of paid special education bilingual/biliterate assistants or trainees who provide instructional support and speak the same language as the special education LEP students they serve. Count each special education assistant/trainee only once.

5	**Bilingual Peer Tutors**

Enter the number of bilingual peer tutors who speak the same language as the LEP students they serve. Count each tutor only once.

6	**Bilingual Volunteers**

Enter the number of bilingual volunteers who speak the same language as the LEP students they serve. Count each volunteer only once.

7	Enter the total for all paraprofessionals by language.

Note: Year-Round Schools report E basis aide (if applicable) as .25 or .33 on each schedule.

If additional space is needed, continue on page 11b. Enter the total for page 11a at the bottom of 11a and the total for 11b at the bottom of 11b.

SECTION IV - COMMENTS

Please use this space for any comments regarding the form.

SECTION V - PRINCIPAL'S SIGNATURE

A. Print the name of the person and telephone number to call if additional information is necessary.

B. The principal's signature is required as verification that the information provided is correct.

APPENDIX A: DEFINITION OF TERMS

The following definitions are to be used in completing **Form 23**:

LANGUAGE STATUS OF STUDENTS

Identified LEP: a student who:

- scored NON or LTD on the English BINL in the initial identification process. (See Bulletin No. 42, pages 5-6.)

  Note: Initially identified LEP students (enrolled after January 31, 1983) who are considered to have no primary-language proficiency (NON) based on the BINL and by the mandated consultation process described in section d, page 8, of Bulletin No. 42, Office of the Associate Superintendent of Instruction December 30, 1982 are <u>not</u> to be counted as LEP students. Such students are to be designated as students whose primary language is English.

- scored FNC or PRO on the English BINL in the initial identification process but failed to attain minimum grade level scores on the Reading Comprehension Test and Composition Test. This applies if the student enrolled after January 31, 1983. (See Bulletin No. 42, page 7.)

- scored NON or LTD on the English BINL in the reclassification process (after January 31, 1983) but met all other reclassification criteria.

FEP: a student who:

- scored FNC or PRO (enrolled **prior** to January 31, 1983) on the BINL in the <u>initial identification process</u>.

- scored FNC or PRO (enrolled **after** January 31, 1983) on the BINL in the <u>initial identification process</u> and attained minimum grade-level scores in both reading and writing.

- scored FNC or PRO on the BINL in the <u>reclassification process</u> (after January 31, 1983) and met other reclassification criteria.

- was identified as FEP in the reclassification process by the criteria that were appropriate at his/her time of reclassification.

- enrolled after April 1, 1986 and for whom the response to each of the first three questions on the Home Language Survey (HLS) is English. If a language other than English is indicated in response to question four, and the district feels there is no reason to doubt the student's English language proficiency, then the student is reported as FEP.

INSTRUCTIONAL PROGRAMS

Bilingual Program or Bilingual/Bicultural Program: departmentalized program for students without prerequisite skills in the primary language. (See Bulletin No. 42, page 26.)

ESL Program: departmentalized program for students whose primary language is other than English. (See Bulletin No. 42, page 27.)

164

217

Individual Learning Plan: individualized program for students because there is not a sufficient number for a full program. (See Bulletin No. 42, page 27.)

ESL Classes: English language development classes for students whose primary language is other than English. These classes are Beginning, Intermediate, Advanced ESL A and B for junior high schools; ESL I, II, III, and IV for senior high schools; and Introduction to English Reading and Intermediate Reading for both junior and senior high schools.

BILINGUAL STAFF

Bilingual Teacher: a person who holds a valid teaching credential and/or one of the following:

- Bilingual Certificate of Competence
- Bilingual/Crosscultural Specialist
- Emergency Bilingual/Crosscultural Specialist
- Single Subject/Bilingual Crosscultural Emphasis
- Emergency Single Subject/Bilingual Crosscultural Emphasis
- District Fluency Level A or B

ESL Teacher: a teacher who has met the requirements below based on the time of assignment as an ESL teacher:

TYPE I - ESL Teacher: before 1976

- had at least one semester of ESL teaching experience and continuous service as an ESL teacher since 1976

and

- holds a valid general secondary credential--no unit requirements

or

- holds a valid standard secondary credential with a major or minor in English or modern foreign language.

TYPE II - ESL Teacher: between 1976-1978

- holds a valid California General Secondary Teaching Credential and completed 20 semester hours of coursework in English or modern foreign language

or

- holds a valid California Secondary Teaching Credential in English and completed 20 semester hours of coursework in English or modern foreign language

or

165   218

- holds a valid California Secondary Teaching Credential in any subject field and holds a TESOL Certificate from an accredited college or university, or at least 20 semester hours of coursework in ESL.

TYPE III - ESL Teacher: Since 1978

- passed the ESL district written test which covers English proficiency, linguistics, culture, and ESL methods and techniques

and

- holds a valid California General Secondary Teaching Credential and completed 20 semester hours of coursework in English or modern foreign language

or

- holds a valid California Secondary Teaching Credential in English and completed 20 semester hours of coursework in English or modern foreign language

or

- holds a valid California Secondary Teaching Credential in any subject field and holds a TESOL Certificate from an accredited college or university, or at least 20 semester hours of coursework in ESL or English (includes: ESL minor at Cal-State Northridge).

TYPE IV - ESL Teacher

- holds a valid California Secondary Teaching Credential in any subject field and holds a Bilingual Credential or Certificate of Competence.

Type V - ESL Teacher: Language Development Specialist (LDS)

- holds a valid California teaching credential and holds a Language Development Specialist Certificate.

TYPE VI - Provisional ESL Contract

- holds a provisional ESL contract and no other requirements.

Other ESL Teacher: ESL teacher currently teaching ESL classes, but does not meet any of of the above descriptions. (For use in Section III only)

Other teachers: 1. a bilingual teacher who has not met the criteria for a bilingual credential or 2. an ESL teacher who has not met the criteria for teaching ESL. (For use in Section II only)

Bilingual-Crosscultural Aide (includes Teacher Assistants): an aide fluent and literate in both English and the primary language of the LEP students. The aide must be (1) able to speak, understand, read, and write English and the primary language of LEP students; and (2) familiar with the cultural heritage of LEP students.

166

Bilingual-Crosscultural Special Education Assistants or Trainees: a
special education assistant (Class Code 4571) or trainee (Class Code 4575)
who is fluent and literate in both English and the primary language of special
education LEP students.

LANGUAGES AND CODES LIST

LANGUAGE	Code	LANGUAGE	Code
Afghan	23	Hungarian	44
Afrikaans	86	Ibo	34
Albanian	02	Icelandic	01
AMERICAN INDIAN		Indonesian	46
LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodian)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American		Lithuanian	53
Indian	10	Malay	54
Amharic	92	Maltese	91
Arabic	11	Melanesian	12
Armenian	15	Mien (Yao)	96
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Barber	16	Pashto	95
Bulgarian	17	Persian (Farsi)	61
Burmese	18	Polish	65
Ceylonese	20	**PHILIPPINE**	
CHINESE		**LANGUAGES**	
LANGUAGES		Ilocano	89
Cantonese	22	Pilipino (Tagalog)	62
Mandarin (Putonghua)	25	Visayan	94
Taiwanese	76	Other Philippine	64
Toishanese	21	Portuguese	66
Other Chinese	26	Punjabi	59
Creole	27	Romanian	67
Croatian	24	Romany	87
Czech	28	Russian	55
Danish	29	Samoan	69
Dutch	30	Serbian	90
Estonian	32	Serbo Croatian	70
Fijian	88	Sinhalese	71
Finnish	31	Slovak	72
Flemish	33	Spanish	60
French	35	Swahili	75
Ganda	36	Swedish	73
German	37	Tahitian	74
Greek	38	Thai	77
Guamanian (Chamorro)	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hmong	68	Yiddish	84
		Yoruba	85
		Other Not Listed	99

168

SECONDARY BILINGUAL PROGRAM SURVEY - FORM 23 -- Options

SPRING 1987

School Name: _____   Location Code: _____

Region or Division   A B C D E F G H SR   Schedule: A   B   C   D
(circle one)   (If applicable, circle one.)

Type of School: Continuation   Tri-C   Opportunity   School-age Mothers Program
(circle one)

Reminder: Use No. 2 pencil.   Do not type numerals.

SECTION 1 - STUDENT INFORMATION

Directions: Enter the number of identified LEP students as of February 20, 1987
               for items A-K. (Year-Round Schools see Instructions For Completing
               Secondary Bilingual Program Survey - Form 23, for dates.)

A.   BILINGUAL PROGRAM

   1.   Number of identified LEP students in bilingual program.   _____

B.   ESL PROGRAM

   1.   Number of identified LEP students in ESL program.   _____

C.   INDIVIDUAL LEARNING PLAN

   1.   Number of identified LEP students receiving <u>both</u>
     ESL <u>and</u> primary language communication on an ILP.   _____

   2.   Number of identified LEP students receiving ESL,
     but not primary language communication on an ILP.   _____

D.   LEP STUDENTS AWAITING RECLASSIFICATION ·

   1.   Number of identified LEP students no longer in an
     ESL program or an ILP, have not passed <u>all</u> re-
     classification criteria, and are receiving re-
     mediation.   _____

   2.   Number of identified LEP students no longer in an
     ESL program or an ILP, have not passed <u>all</u> re-
     classification criteria, and are not receiving
     services.   _____

E.   <u>TOTAL NUMBER OF IDENTIFIED LEP STUDENTS</u>
    (TOTAL OF A+B+C+D ABOVE)   _____

DE01;BF023.87
11/20/86

School
Name: _____

F. IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP

1. American Indian/Alaskan Native

2. Asian/Pacific Islander

3. Filipino

4. Black, Not of Hispanic Origin

5. Hispanic

6. White, Not of Hispanic Origin

TOTAL LEP Students (**must equal** total for Item E, at bottom of page 1)

G. SPANISH PREREQUISITE SKILLS SUMMARY

1. Number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C.

2. Number of identified LEP students who did **not** pass CTBS Espanol, Level C, and are currently enrolled in primary language communication skills.   _____

3. Number of identified LEP students who did not pass CTBS Espanol, Level C, and were withdrawn from bilingual program by parent request.   _____

H. LEP STUDENTS AWAITING RECLASSIFICATION WHO HAVE NOT PASSED CRITERIA

1. ASC or TOPICS   _____

2. PAIR or SHARP   _____

3. WRITE JR or WRITE SR   _____

4. BINL   _____

I. Item not used for this survey.

School Name: _____

Location Code: _____

Schedule: _____

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
Total									

If additional space is needed, continue on next page 3b. Put the total for page 3a at the bottom of 3a, and the total for page 3b at the bottom of 3b. The sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: _____

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE--continued

Enter the total number of identified LEP students by language and grade.

Language	Lang. Code.*	Grades							Total
		6	7	8	9	10	11	12	
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									
Total									

Sum of 3a and 3b must equal total in Item E, page 1.

*Refer to Appendix B: Languages and Codes List.

School
Name: _____

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL ANL LANGUAGE

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
Total						

If additional space is needed, continue on page 4b. Put the total for page 4a at the bottom of 4a, and the total for 4b at the bottom of 4b. Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

173

226

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE--continued

Enter the total number of identified LEP students by ESL level and language.

Language (1)	Lang. Code* (2)	Beginning or Level 1 (3)	Intermediate or Level II (4)	Advanced A or Level III (5)	Advanced B or Level IV (6)	Total (7)
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
Total						

Sum of 4a and 4b must equal total of A + B + C, page 1.

*Refer to Appendix B: Languages and Codes List.

School Name: _____   Location Code: _____

                                                    Schedule: _____

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

Enter the total number of identified LEP students attending your school
from other schools.

OTHER SCHOOL			Number of LEP students from sending schools							
School Name	Loc. Code	Program Code*	6	7	8	9	10	11	12	Total
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
Total										

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP--(Integrated and PHBAO receivers)
4	SZ

If additional space is needed, continue on page 5b.   Put total for page 5a at the bottom of
5a, and the total for page 5b at the bottom of 5b.

School Name: _____   Location Code: _____

Schedule: _____

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS--continued

Enter the total number of identified LEP students attending your school from other schools.

| OTHER SCHOOL | | | Number of LEP students from sending schools | | | | | | | |
School Name	Loc. Code	Program Code*	6	7	8	9	10	11	12	Total
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
Total										

*Program codes:

Code	Program Description
1	PWT
2	CVP
3	CAP--(Integrated and PHBAO receivers)
4	SZ

Enter total for page 5a at the bottom of 5a, and the total for page 5b at the bottom of 5b.

176

School Name: _____   Location Code: _____

Schedule: _____

M. FEP STUDENT ENROLLMENT DATA

Enter the total number of FEP students currently enrolled at your school by grade.

Refer to Instructions for Completing Secondary Bilingual Program Survey, page 9 for definition of FEP students.

Reminder: FEP students include students initially identified as FEP and students reclassified from LEP to FEP.

Language	Lang. Code.*	FEP Count							Spec. Educ.	Total
		6	7	8	9	10	11	12		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
Total										

If additional space is needed, continue on page 6b. Put total for page 6a at the bottom of 6a, and the total for page 6b at the bottom of 6b.

230

*Refer to Appendix B: Languages and Codes List.

School Name: _____ Location Code: _____

Schedule: _____

M. FEP STUDENT ENROLLMENT DATA--continued

Enter the total number of FEP students currently enrolled at your school by grade.

| Language | Lang. Code.* | FEP Count | | | | | | | Spec. Educ. | Total |
		6	7	8	9	10	11	12		
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										
38										
39										
40										
41										
42										
43										
44										
Total										

Put total for page 6a at bottom of 6a, and the total for page 6b at the bottom of 6b.

*Refer to Appendix B: Languages and Codes List.

231

School Name: _____ Location Code: _____

Schedule: _____

N. FEP STUDENT RECLASSIFICATION DATA

Enter the number of former LEP students who were reclassified from LEP to FEP between February 21, 1986 and February 20, 1987 at your school. Include reclassified LEP students who are no longer enrolled at your school (including graduates), but met the reclassification criteria at your school.

Language	Language Code.*	Reclassified Count		Total
		Students Enrolled in Regular Classes	Students Enrolled in Special Education Classes	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
Total				

232

er to Appendix B: Languages and Codes List.

179

School Name: _____   Location Code: _____

Schedule: _____

N. FEP STUDENT RECLASSIFICATION DATA--continued

Enter the number of students who were reclassified from LEP to FEP between February 21, 1986 and February 20, 1987 at your school whether or not they are still there.

| Language | Language Code.* | Reclassified Count | | Total |
		Students Enrolled in Regular Classes	Students Enrolled in Special Education Classes	
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
Total				

Put total for page 7a at bottom of 7a, and the total for page 7b at the bottom of 7b.

*Refer to Appendix B: Languages and Codes List.

180

233

School Name: _____   Location Code: _____

Schedule: _____

O. PRIMARY LANGUAGE BINL

Enter the number of LEP students who were administered the BINL in the languages
listed below. Enter the number of newly enrolled LEP students who were adminis-
tered the primary language BINL and the number who were classified as "NON".

Language	Lang. Code.	No. of Newly Enrolled LEP Administered Primary Lang. BINL	No. of LEP Classified "NON"
1 Armenian	15		
2 Cantonese	22		
3 Korean	49		
4 Spanish	60		
5 Vietnamese	83		
Total			

181

234

School Name: _____   Location Code: _____

Schedule: _____

SECTION II - SECONDARY OPTIONS PROGRAM INFORMATION

Enter the total number of LEP students enrolled in each of the subjects below:

Courses	No. of Students Enrolled (1)	No. of Students Taught by			No. of Students Assisted by	
		Bil. Tchr.* (2)	ESL Tchr.* (3)	Other Tchr.* (4)	Bil. Aide/TA* (5)	Bil. Tutor/Vol.* (6)
A. ILP PROGRAM						
ESL 1 ILP Only)						
B. BILINGUAL AND ESL PROGRAM						
ESL I 2 (Beginning)						
ESL II 3 (Intermediate)						
ESL III 4 (Advanced A)						
ESL IV 5 (Advanced B)						
Intro. to Eng- 6 lish Reading						
Intermediate 7 Reading						
Primary Lang. 8 Communication						
Orientation 9 & Guidance						
Intro. to 10 U.S. Heritage						
C. CONTENT CLASSES FOR LEP STUDENTS						
11 Mathematics						
12 Health						
13 Science						
14 Social Science						
15 Math Remediation (students awaiting reclassification)						
16 Reading Remediation (students awaiting reclassification)						
TOTAL No. of Students Enrolled						

*Refer to Appendix A: Definition of Terms.

182

235

School Name: _____   Location Code: _____

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL

Enter <u>unduplicated</u> count of certificated personnel serving LEP students of the same language.

Language	Lang. Code (1)	Teaching				Nonteaching			
		Biling. Cred./ Cert. Comp. (2)	Dist. "A" Level (3)	Dist. "B" Level (4)	Dist. "C" Level (5)	Biling. Cred./ Cert. Comp. (6)	Dist. "A" Level (7)	Dist. "B" Level (8)	Dist. "C" Level (9)
1 Armenian	(15)								
2 Cantonese	(22)								
3 Farsi (Persian)	(61)								
4 Japanese	(45)								
5 Korean	(49)								
6 Mandarin	(25)								
7 Pilipino (Tagalog)	(62)								
8 Russian	(55)								
9 Samoan	(69)								
10 Serbo-Croatian	(70)								
11 Spanish	(60)								
12 Vietnamese	(83)								
Total									

B. ESL TEACHERS

1. Enter the number of the following ESL teachers who are currently teaching ESL classes:

    a. Type I* _____   e. Type V*   _____

    b. Type II* _____   f. Type VI*   _____

    c. Type III* _____   g. Other ESL Teacher* _____

    d. Type IV* _____   TOTAL

efer to <u>Appendix A: for Definition of Terms.</u>

School Name _____

C. BILINGUAL PARAPROFESSIONALS

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as the students they serve (columns 1-4).

Language	Lang. Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volun- teers (6)	TOTAL (7)
		Dist. (1)	Sch. (2)					
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
Total								

If additional space is needed continue on page 11b. Enter total for page 11a at the bottom of 11a, and the total for page 11b at the bottom of 11b.

[a] Refer to Appendix B: Languages and Codes List.

[b] Refer to Appendix A: Definition of Terms.

184

School Name _____

C. <u>BILINGUAL PARAPROFESSIONALS</u>--continued

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language
as the students they serve (columns 1-4).

Language	Lang Code[a]	Bilingual Crosscultural Aides[b]		Bilingual Crosscultural Teacher Assistants (3)	Spec. Educ. Crosscultural Bilingual Asst/Trainee (4)	Bilingual Peer Tutors (5)	Bilingual Volun-teers (6)	TOTAL (7)
		Dist. (1)	Sch. (2)					
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
Total								

Enter total for page 11a at the bottom of 11a, and the total for page 11b at the bottom of
11b.

[a]Refer to <u>Appendix B: Languages and Codes List</u>.

[b]Refer to <u>Appendix A: Definition of Terms</u>.

School Name _____

SECTION IV - COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION V - PRINCIPAL'S SIGNATURE

Person to call regarding this form, if necessary:

_____   (_____) _____   _____
      Name   Area Code Telephone Number   Date

I certify that the information entered on this form has been verified and is correct
to the best of my knowledge and belief.

_____
     Signature of Principal

186

239

Spring 1987

INSTRUCTIONS FOR COMPLETING SECONDARY
BILINGUAL PROGRAM SURVEY - FORM 23--OPTIONS

The Secondary Bilingual Program Survey - Form 23--Options, asks for information about students in secondary schools, including junior high schools with 6th grade, assigned to a bilingual or ESL program and bilingual certificated staff. Multilevel schools of choice are to complete Form 20 for elementary pupils and this form for secondary students. If there are no LEP students, FEP students, or bilingual certificated staff in your school, this form is not applicable. If this form is not applicable, please enter "NA" in Section II, item C on Form 24.

Students receiving special education services (e.g., resource specialist teacher program, mainstream, speech therapy program, adaptive physical education, etc.) are to be included on Form 23. Special education LEP students who are assigned to special day classes are to be reported on the Special Education Bilingual Program Survey K-12 - Form 21, and not on Form 23.

Please use a No. 2 pencil. Do not enter zeros or leading zeros.

IMPORTANT DATES

Follow this calendar to complete Form 23. Students and personnel must be counted as of the date listed below.

Type of School/Schedule	Count Day
Regular Calendar Schools	February 20
YRS 90/30: A, B, D	February 20
YRS 90/30: C	February 6
Concept 6: B, C	February 20
Concept 6: A	December 17

SPECIAL INSTRUCTIONS FOR YEAR ROUND SCHOOLS

1. Report all information on Form 23 if applicable, by schedule. Complete a separate form for each schedule.

2. Report each rainbow teacher and aide as .25 or .33 on each schedule in the appropriate columns in Section III.

3. Report each bilingual administrator, counselor, or coordinator who serves all schedules as .25 or .33 on each schedule.

DE01;BIF023.87:CH
11/24/86

DIRECTIONS

General Information

1. Enter school name. If the school is named after an individual, please give the last name first (e.g., Fulton, Robert Jr. High).

2. Enter four-digit location code.

3. Circle appropriate region or division.

4. Circle YRS schedule, if applicable.

5. Circle type of school.

SPECIFIC INSTRUCTIONS

SECTION I -. STUDENT INFORMATION

A. BILINGUAL PROGRAM

1. Enter the total number of identified LEP students (see Appendix A: Definition of Terms) participating in the bilingual program. This program is prescribed where there are 30 or more Spanish-Speaking LEP students without prerequisite skills-did not pass CTBS, Espanol, Nivel C. (See Bulletin No. 42, page 26.)

B. ESL PROGRAM

1. Enter the total number of identified LEP students participating in the ESL program. This program is prescribed where there are 40 or more LEP students of any language at different ESL levels or 20 LEP students of the same ESL level. (See Bulletin No. 42, page 27.)

C. INDIVIDUAL LEARNING PLAN

1. Enter the total number of identified LEP students on an ILP that includes both ESL and primary language instruction. This program is prescribed where there are 29 or fewer Spanish-speaking students without prerequisite skills. (See Bulletin No. 42, page 27.)

2. Enter the total number of identified LEP students on an ILP that has ESL, but no primary language instruction. This program is prescribed where there are 39 or fewer LEP students at different ESL levels or 19 or fewer LEP students of the same ESL level.

D. LEP STUDENTS AWAITING RECLASSIFICATION

1. Enter the total number of identified LEP students no longer in the ESL program or Individual Learning Plan awaiting reclassification. These are LEP students who have completed the ESL course of study (Advanced or Level IV) and are receiving English-only instruction but have not met all of the reclassification criteria. These students must be receiving appropriate remediation. (See Bulletin No. 42, pages 10-14.)

188

2. Enter the total number of identified LEP students no longer in the ESL program or Individual Learning Plan awaiting reclassification. These are LEP students who have completed the ESL course of study (Advanced or Level IV) and are receiving English-only instruction but have not met all of the reclassification criteria. _These students are not receiving services._

E. <u>TOTAL NUMBER OF IDENTIFIED LEP STUDENTS</u>

1. Enter the total of A + B + C + D. This will give the grand total of all identified LEP students.

F. <u>IDENTIFIED LEP STUDENTS BY RACIAL/ETHNIC GROUP</u>

Information not collected for this survey.

G. <u>SPANISH PREREQUISITE SKILLS SUMMARY</u>

1. Enter the number of Spanish-speaking identified LEP students who were given the CTBS Espanol, Level C during the 1986-87 school year. (See Bulletin No. 42, page 8, 3b, for requirements.)

2. Enter the number of identified LEP students who have <u>not</u> passed CTBS Espanol, Level C and are <u>currently</u> enrolled in a primary language communication skills class or receiving content within Introduction to English Reading.

3. Enter the number of identified LEP students who have <u>not</u> passed the CTBS Espanol, Level C and have been withdrawn from the bilingual program by parent request. These students are <u>currently</u> receiving ESL instruction on an ILP or in ESL classes.

H. <u>LEP STUDENTS WHO ARE AWAITING RECLASSIFICATION WHO HAVE NOT PASSED</u> <u>CRITERIA</u>

1. Enter the number of identified LEP students reported in Section I, Item D, who have not passed ASC or TOPICS and are receiving remediation in mathematics.

2. Enter the number of identified LEP students reported in Section I, item D, who have not passed PAIR or SHARP and are receiving remediation in reading.

3. Enter the number of identified LEP students reported in Section I, Item D, who have not passed WRITE JR or WRITE SR and are receiving remediation in writing.

4. Enter the number of identified LEP students reported in Section I, Item D, who have not passed the post test BINL at the functional or proficient level and are receiving remediation in English oral skills.

Reminder: Some students will be counted more than once; for example, a student who did not pass WRITE SR and TOPICS will be counted on lines 1 <u>and</u> 3.

I. This item not used in this survey.

189

J. IDENTIFIED LEP STUDENTS BY LANGUAGE AND GRADE

   1. Enter each language and language code of identified LEP students
       enrolled in your school. (Refer to Appendix B: Languages and Codes
       List.)

   2. Enter the number of identified LEP students by grade level and
       language.

   3. If additional space is needed, continue on page 3b. Enter the total for
       each language in the "total" column for page 3a at the bottom of 3a, and
       the total for page 3b at the bottom of 3b.

   4. To check for accuracy, add the totals for each grade and language. The sum
       of pages 3a and 3b must equal total in Item E, page 1.

K. IDENTIFIED LEP STUDENTS BY ESL LEVEL AND LANGUAGE

   1. Enter each language and language code of identified LEP students in
       ESL.

   2. Enter the number of identified LEP students by language and ESL level.

   3. If additional space is needed, continue on page 4b. Enter the total for
       each language in the "total" column for page 4a at the bottom of 4a, and
       the total for page 4b at the bottom of 4b.

   4. To check for accuracy, add the totals for each language and level. The sum
       of 4a and 4b must equal total of A + B + C on page 1.

L. SUMMARY OF LEP STUDENTS FROM OTHER SCHOOLS

   1. Enter the total number of identified LEP students participating in a
       bilingual program, ESL Program, Individual Learning Plan or awaiting
       reclassification that attend your school and are from other schools.
       Do not include opportunity transfer students.   List only students
       who participate in one of the four programs listed below:

       o Permits With Transportation (PWT)
       o Continued Voluntary Program (CVP)
       o Capacity Adjustment Program (CAP--Integrated and PHBAO receivers)
       o Satellite Zone Program (SZ)

   2. Record name of sending school, location code, program code, and count
       of LEP students by grade.

   3. Total the number of LEP students from each school listed. Enter the total
       for each school in the "total" column. If additional space is needed,
       continue on page 5b. Put the total for page 5a at the bottom of 5a, and
       the total for page 5b at the bottom of 5b. To check for accuracy, add the
       totals for each school and grade.

M. FEP STUDENT ENROLLMENT AND RECLASSIFICATION DATA

   1. Enter the total number of FEP students (see Appendix A: Definition of
       Terms) by language and grade in the "FEP Count" columns.   FEP students
       include students initially identified as FEP and students reclassified from
       LEP to FEP. Use the "Spec. Educ." column for special education students
       who are in special day classes.   Total all rows and columns.

N. __FEP STUDENT RECLASSIFICATION DATA__

    1. In the "Reclassification" columns, enter the number of students, by language, who were reclassified __at your school__ from LEP to FEP after last spring's reporting date (February 21, 1986). Use the "Special Education" column for all students who are in special education __special day classes__ and the "Regular" column for all others.

        Reminder: Include reclassified LEP students who are no longer enrolled at your school (includes graduates), but met the reclassification criteria at your school.

    2. If additional space is needed, continue on the next page (7b). Enter the total for page 7a at the bottom of 7a, and the total for page 7b at the bottom of 7b.

O. __PRIMARY LANGUAGE BINL__

    1. Enter the number of current LEP students who are newly enrolled in the district this school year and were administered the primary language BINL in Armenian, Cantonese, Korean, Spanish, or Vietnamese.

    2. Enter the number of current LEP students who were administered the primary language BINL __and__ were classified as "NON"--nonspeaker of the language group reported.

        Reminder: Primary language results in Armenian, Cantonese, Korean, Spanish, or Vietnamese are required for LEP students who are new enrollees to the district this school year and where there are more than 15 LEP students of the same language.

SECTION II - OPTIONS PROGRAM INFORMATION

A. Complete Parts A or B for the number of LEP students enrolled in ESL __and__ Part C for content classes in which LEP students are enrolled.

B. Social Science includes the following courses: grade 6 social studies and geography, U.S. History, U.S. Government, and World History.

C. To eliminate data entry errors where decimal entries are appropriate, please use a decimal point. Please enter whole number data to the __left__ of the decimal point and fractional data to the __right__ of the decimal point. These directions apply to both sections II and III.

Information by columns:

Column Number	Column Title and Instructions
1	Number of Students Enrolled

For those courses listed, enter the number of LEP students enrolled.

2-4	Number of Students Taught

Enter the number of LEP students taught by bilingual (Column 2), ESL (Column 3), and other teachers (Column 4), for each course listed. For those who are both bilingual and ESL teachers, use the column most appropriate for each subject taught. Do not count twice. (See Appendix A: Definition of Terms.)

Note: The total number of students for columns 2-4 should equal the number of students in column 1 for each row.

5-6	Number of Students Assisted

Enter the number of LEP students assisted by a paid bilingual/biliterate aide or teacher assistant on a daily basis.

Enter the number of students assisted by a bilingual tutor or volunteer on a daily basis. The tutor or volunteer must be bilingual in the language of the student and may be an adult or a student. (See Appendix A: Definition of Terms.)

SECTION III - STAFF INFORMATION

A. CERTIFICATED BILINGUAL PERSONNEL*

For each language, enter unduplicated count of certificated personnel serving LEP students of the same language. Do not count personnel serving only special education students.

Information by columns:

Column Number	Column Title and Instructions
2-5	Teaching

Enter the number of certificated bilingual personnel teaching students full-time. For those teaching part-

*See Appendix A: Definition of Terms.

192

245

Column Number	Column Title and Instructions

time, enter .5 in the appropriate column (2, 3, or 4) and .5 in the appropriate nonteaching column. Total each column.

6-9   <u>Nonteaching</u>

Enter the number of certificated bilingual personnel such as coordinators, resource teachers, counselors, or administrators, who speak the same language of the students they serve. For those teaching part-time, enter .5 in the appropriate column (2, 3, or 4) and .5 in the appropriate nonteaching column (5, 6, or 7). Total each column.

<u>Note:</u>   Year-Round Schools report each E basis teacher (if applicable) as .25 or .33 on each schedule.

B. <u>ESL TEACHERS</u>

la-e   Enter the number of ESL teachers by type (See <u>Appendix A: Definition of Terms</u>) and who are <u>presently</u> <u>teaching ESL</u>.

Enter the total for items a through e.

<u>Note:</u>   Type IV teachers will also be counted in ESL Section III, Part A.

C. <u>BILINGUAL PARAPROFESSIONALS</u>*

Column Number	Column Title and Instructions

1-2   <u>Bilingual Crosscultural Aides</u>

Enter the number of paid bilingual/biliterate aides who provide instructional support and speak the same language as the LEP students they serve. Count each aide only once.

Note: The difference between the DIST and SCH columns for aides is their bilingual classification. Enter all aides who have been identified as bilingual/biliterate at the District level who are receiving the bilingual differential under DIST and all aides who have been identified as bilingual/biliterate at the school under SCH.

*See <u>Appendix A: Definition of Terms.</u>

193

246

Column Number	Column Title and Instructions
3	**Bilingual Crosscultural Teacher Assistants** Enter the number of paid bilingual/biliterate teacher assistants who provide instructional support and speak the same language as the LEP students they serve. Count each assistant only once.
4	**Bilingual Crosscultural Special Education Assistants, Trainees** Enter the number of paid special education bilingual/ biliterate assistants or trainees who provide instructional support and speak the same language as the special education LEP students they serve. Count each special education assistant/trainee only once.
5	**Bilingual Peer Tutors** Enter the number of bilingual peer tutors who speak the same language as the LEP students they serve. Count each tutor only once.
6	**Bilingual Volunteers** Enter the number of bilingual volunteers who speak the same language as the LEP students they serve. Count each volunteer only once.
7	Enter the total for all paraprofessionals by language.

<u>Note:</u> Year-Round Schools report E basis aide (if applicable) as .25 or .33 on each schedule.

If additional space is needed, continue on page 11b. Enter the total for page 11a at the bottom of 11a and the total for 11b at the bottom of 11b.

SECTION IV - COMMENTS

Please use this space for any comments regarding the form.

SECTION V - PRINCIPAL'S SIGNATURE

A. Print the name of the person and telephone number to call if additional information is necessary.

B. The principal's signature is required as verification that the information provided is correct.

194

247

APPENDIX A: DEFINITION OF TERMS

The following definitions are to be used in completing **Form 23**:

LANGUAGE STATUS OF STUDENTS

Identified LEP: a student who:

o scored NON or LTD on the English BINL in the initial identification
  process. (See Bulletin No. 42, pages 5-6.)

  Note: Initially identified LEP students (enrolled after January 31,
          1983) who are considered to have no primary-language
          proficiency (NON) based on the BINL and by the mandated
          consultation process described in section d, page 8, of
          Bulletin No. 42, Office of the Associate Superintendent of
          Instruction December 30, 1982 are not to be counted as LEP
          students. Such students are to be designated as students whose
          primary language is English.

o scored FNC or PRO on the English BINL in the initial identification
  process but failed to attain minimum grade level scores on the Reading
  Comprehension Test and Composition Test. This applies if the student
  enrolled after January 31, 1983. (See Bulletin No. 42, page 7.)

o scored NON or LTD on the English BINL in the reclassification process
  (after January 31, 1983) but met all other reclassification criteria.

FEP: a student who:

o scored FNC or PRO (enrolled **prior** to January 31, 1983) on the BINL in
  the initial identification process.

o scored FNC or PRO (enrolled **after** January 31, 1983) on the BINL in
  the initial identification process and attained minimum grade-level
  scores in both reading and writing.

o scored FNC or PRO on the BINL in the reclassification process (after
  January 31, 1983) and met other reclassification criteria.

o was identified as FEP in the reclassification process by the criteria
  that were appropriate at his/her time of reclassification.

o enrolled after April 1, 1986 and for whom the response to each of the
  first three questions on the Home Language Survey (HLS) is English. If
  a language other than English is indicated in response to question four,
  and the district feels there is no reason to doubt the student's English
  language proficiency, then the student is reported as FEP.

INSTRUCTIONAL PROGRAMS

Bilingual Program or Bilingual/Bicultural Program: departmentalized
program for students without prerequisite skills in the primary language.
(See Bulletin No. 42, page 26.)

ESL Program: departmentalized program for students whose primary language
is other than English. (See Bulletin No. 42, page 27.)

195
248

Individual Learning Plan: individualized program for students because there is not a sufficient number for a full program. (See Bulletin No. 42, page 27.)

ESL Classes: English language development classes for students whose primary language is other than English. These classes are Beginning, Intermediate, Advanced ESL A and B for junior high schools; ESL I, II, III, and IV for senior high schools; and Introduction to English Reading and Intermediate Reading for both junior and senior high schools.

BILINGUAL STAFF

Bilingual Teacher: a person who holds a valid teaching credential and/or one of the following:

- o Bilingual Certificate of Competence
- o Bilingual/Crosscultural Specialist
- o Emergency Bilingual/Crosscultural Specialist
- o Single Subject/Bilingual Crosscultural Emphasis
- o Emergency Single Subject/Bilingual Crosscultural Emphasis
- o District Fluency Level A or B

ESL Teacher: a teacher who has met the requirements below based on the time of assignment as an ESL teacher:

TYPE I - ESL Teacher: before 1976

o had at least one semester of ESL teaching experience and continuous service as an ESL teacher since 1976

and

o holds a valid general secondary credential--no unit requirements

or

o holds a valid standard secondary credential with a major or minor in English or modern foreign language.

TYPE II - ESL Teacher: between 1976-1978

o holds a valid California General Secondary Teaching Credential and completed 20 semester hours of coursework in English or modern foreign language

or

o holds a valid California Secondary Teaching Credential in English and completed 20 semester hours of coursework in English or modern foreign language

or

o holds a valid California Secondary Teaching Credential in any subject
field and holds a TESOL Certificate from an accredited college or
university, or at least 20 semester hours of coursework in ESL.

TYPE III - ESL Teacher: Since 1978

o passed the ESL district written test which covers English proficiency,
linguistics, culture, and ESL methods and techniques

and

o holds a valid California General Secondary Teaching Credential and
completed 20 semester hours of coursework in English or modern foreign
language

or

o holds a valid California Secondary Teaching Credential in English and
completed 20 semester hours of coursework in English or modern foreign
language

or

o holds a valid California Secondary Teaching Credential in any subject
field and holds a TESOL Certificate from an accredited college or
university, or at least 20 semester hours of coursework in ESL or
English (includes: ESL minor at Cal-State Northridge).

TYPE IV - ESL Teacher

o holds a valid California Secondary Teaching Credential in any subject
field and holds a Bilingual Credential or Certificate of Competence.

Type V - ESL Teacher: Language Development Specialist (LDS)

o holds a valid California teaching credential and holds a Language
Development Specialist Certificate

TYPE VI - Provisional ESL Contract

o holds a provisional ESL contract and no other requirements.

Other ESL Teacher: ESL teacher currently teaching ESL classes, but does
not meet any of of the above descriptions. (For use in Section III only)

Other teachers: 1. a bilingual teacher who has not met the criteria for
a bilingual credential or 2. an ESL teacher who has not met the criteria
for teaching ESL. (For use in Section II only)

Bilingual-Crosscultural Aide (includes Teacher Assistants): an aide
fluent and literate in both English and the primary language of the LEP
students. The aide must be (1) able to speak, understand, read, and write
English and the primary language of LEP students; and (2) familiar with
the cultural heritage of LEP students.

Bilingual-Crosscultural Special Education Assistants or Trainees: a
special education assistant (Class Code 4571) or trainee (Class Code 4575)
who is fluent and literate in both English and the primary language of special
education LEP students.

198

251

LANGUAGES AND CODES LIST

LANGUAGE	Code	LANGUAGE	Code
Afghan	23	Hungarian	44
Afrikaans	86	Ibo	34
Albanian	02	Icelandic	01
AMERICAN INDIAN		Indonesian	46
LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodian)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American		Lithuanian	53
Indian	10	Malay	54
Amharic	92	Maltese	91
Arabic	11	Melanesian	12
Armenian	15	Mien (Yao)	96
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Barber	16	Pashto	95
Bulgarian	17	Persian (Farsi)	61
Burmese	18	Polish	65
Ceylonese	20	**PHILIPPINE**	
CHINESE		**LANGUAGES**	
LANGUAGES		Ilocano	89
Cantonese	22	Pilipino (Tagalog)	62
Mandarin (Putonghua)	25	Visayan	94
Taiwanese	76	Other Philippine	64
Toishanese	21	Portuguese	66
Other Chinese	26	Punjabi	59
Creole	27	Romanian	67
Croatian	24	Romany	87
Czech	28	Russian	55
Danish	29	Samoan	69
Dutch	30	Serbian	90
Estonian	32	Serbo Croatian	70
Fijian	88	Sinhalese	71
Finnish	31	Slovak	72
Flemish	33	Spanish	60
French	35	Swahili	75
Ganda	36	Swedish	73
German	37	Tahitian	74
Greek	38	Thai	77
Guamanian (Chamorro)	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hmong	68	Yiddish	84
		Yoruba	85
		Other Not Listed	99

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

No. 2401156

School Name _____ Loc. Code_____ Region_____

PRINCIPAL'S VERIFICATION - FORM 24, SPRING 1987

EACH LOCATION CODE MUST COMPLETE AND SUBMIT THIS FORM

I. NUMBER OF IDENTIFIED LEP STUDENTS

Enter count of identified LEP students for each applicable category
listed. If none, show 0, sign, and <u>return</u>.

A. Elementary Schools

No. of LEP
Students 1.

1. Bilingual classrooms (sum total, section II,
    column 18, all copies of Form 20 with assign-
    ment code 1 or 2)
    _____

2. ILPs (sum total, section II columns 19 and 20,
    all copies of Form 20 with assignment code 2
    or 3)
    _____

3. Special education day classes (sum total,
    section II, columns 21 and 22, all copies
    of Form 21)
    _____

B. Secondary Schools

1. Total number of identified LEP students shown
    for section 1, item E, all copies of Form 23
    _____

2. Special education day classes (sum total,
    section II, columns 21 and 22, all copies of
    Form 21)
    _____

C. Special Education Schools

IEPs (sum total, section II, columns 21 and 22,
all copies of Form 21)
    _____

GRAND TOTAL OF IDENTIFIED LEP STUDENTS
(sum of all applicable categories)

II. NUMBER OF FORMS SUBMITTED

Enter count of forms being submitted for each of the
following: If forms are not applicable, enter "NA".

A. Form 20, Elementary Bilingual Program Survey   _____

B. Form 21, Special Education Bilingual Program Survey _____

C. Form 23, Secondary Bilingual Program Survey   _____

*D. Form 23, Secondary Bilingual Program Survey-Options _____

Principal's Signature _____ Date _____

Note: Please retain goldenrod copy for school files. Submit all other copies.

*Options--opportunity and continuation schools only

200

253

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

No.

Spring 1987

ELEMENTARY PRINCIPAL'S SUMMARY, FORM 25

School _____ Region _____ Location Code _____

I. FEP PUPIL COUNT

Enter count of all FEP pupils enrolled as of count day(s). Include
all initially identified FEP pupils and all LEP pupils reclassified to
FEP. (See definitions in Appendix A of Instructions for Completing
Elementary Bilingual Program Survey--Form 20). Enter counts by language
and grade. For pupils with more than one home language, count only
once.

For special education pupils assigned to special day classes (SDC),
count pupils identified by BINL and pupils who show a home language
other than English on the Parent Interview Form, items D and E.

REMINDER: Do not count LEP pupils that have been reported on
Form 20.

Language	Code*	K	1	2	3	4	5	6	Spec. Educ.	Totals
1	( )									
2	( )									
3	( )									
4	( )									
5	( )									
6	( )									
7	( )									
8	( )									
9	( )									
10	( )									
11	( )									
12	( )									
13	( )									
14	( )									
15	( )									
16	( )									
17	( )									
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22	( )									
23	( )									
24	( )									
25	( )									
26	( )									
27	( )									
28	( )									
29	( )									
30	( )									
31	( )									
32	( )									
33	( )									
34	( )									
35	( )									
36	( )									
37	( )									
TOTALS										

*Refer to Instructions for Completing Form 20, Appendix B: Languages and Codes
List.

DE03;BF25.86
5/1/86

(continued on reverse)

25.4

201

School_____ Region _____ Location Code _____

II. RECLASSIFIED PUPIL COUNT (LEP to FEP)

Enter count of _former_ LEP pupils who met all four criteria for reclassification to an English-only program between February 7, 1986 and February 6, 1987. Count the pupils at the grade level during which they met all four criteria at _your_ school within the dates noted.   Include pupils who are no longer enrolled in your school but who met the criteria there.

Reminder: _Some_ pupils reported in this section will also have been reported in Section I.

Language	Code*	K	1	2	3	4	5	6	Spec. Educ.	Totals
1	( )									
2	( )									
3	( )									
4	( )									
5	( )									
6	( )									
7	( )									
8	( )									
9	( )									
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26	( )									
27	( )									
28	( )									
29	( )									
30	( )									
31	( )									
32	( )									
33	( )									
34	( )									
35	( )									
36	( )									
37	( )									
TOTALS										

*Refer to Instructions for Completing Form 20, Appendix B: Languages and Codes List.

III. BILINGUAL CROSSCULTURAL PARAPROFESSIONAL COUNT

Enter count of <u>all</u> bilingual crosscultural paraprofessionals and other bilingual personnel serving LEP pupils at your school. If a person speaks more than one primary language, count the language used most often with pupils. Count education aides who are identified as bilingual at the District level (receiving bilingual differential) under DIST. and aides who are identified as bilingual at the school under SCH.

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as pupils they serve.

Language	Code*	Bilingual Aides Dist. (1)	Sch. (2)	Bil. Tchr. Asst. (3)	Bil. Spec. Ed. Assts. Trainees (4)	Bil. Adult Vol. (5)	Totals (6)
1	( )						
2	( )						
3	( )						
4	( )						
5	( )						
6	( )						
7	( )						
8	( )						
9	( )						
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11	( )						
12	( )						
13	( )						
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15	( )						
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28	( )						
29	( )						
30	( )						
31	( )						
32	( )						
33	( )						
34	( )						
35	( )						
36	( )						
37	( )						

TOTALS

*Refer to <u>Instructions for Completing Form 20, Appendix B: Languages and Codes List</u>.

Person to call at school regarding this form, if necessary:

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

_____
Name

_____
Signature of Principal

( )
_____
Area Code Telephone Number

_____ ~~Date~~

203

256

Spring 1987

SPECIAL EDUCATION SCHOOL SUMMARY, FORM 26

School_____ Division _SE_ Location Code_____

I. FEP STUDENT COUNT

Enter count of all **FEP** students enrolled as of count day(s).   Include
all initially identified FEP pupils and all LEP pupils reclassified to
FEP. (See definitions in Appendix A of Instructions for Completing
Special Education Bilingual Program Survey-Form 21.) Enter counts by
language. For students with more than one home language, count only
once.

For special education students assigned to special day classes (SDC),
count students identified by BINL as FEP _and_ students who show a home
language other than English on the Parent Interview Form, items D and E.

REMINDER: Do _not_ count LEP students reported on Form 21.

Language	Code	K	1	2	3	4	5	6	Spec. Educ.	Totals
1 Arabic	(11)									
2 Armenian	(15)									
3 Cantonese	(22)									
4 Farsi (Persian)	(61)									
5 Hebrew	(41)									
6 Japanese	(45)									
7 Khmer (Cambodian)	(19)									
8 Korean	(49)									
9 Lao	(51)									
10 Mandarin	(25)									
11 Pilipino (Tagalog)	(62)									
12 Russian	(55)									
13 Spanish	(60)									
14 Thai	(77)									
15 Vietnamese	(83)									
Other languages: Enter one language per line										
16	( )*									
17	( )*									
18	( )*									
19	( )*									
20	( )*									
21	( )*									
22	( )*									
23	( )*									
24	( )*									
25	( )*									
26	( )*									
27	( )*									
28	( )*									
29	( )*									
30	( )*									
31	( )*									
32	( )*									
33	( )*									
34	( )*									
TOTALS										

*Refer to <u>Instructions for Completing Form 21, Appendix B: Languages and Codes
Lists.</u>

II. RECLASSIFIED STUDENT COUNT (LEP to FEP)

Enter count of former LEP students who met all four criteria for reclassification to an English-only program between February 7, 1986 and February 6, 1987. Include all students who met the reclassification criteria at your school within the dates noted. Include students who are no longer enrolled in your school but who met the criteria there.

Reminder: Some students reported in this section will also have been reported in Section I.

Language	Code*	K	1	2	3	4	5	6	Spec. Educ.	Totals
1										
2										
3										
4										
5										
6										
7										
8										
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43										
44										
45										
46										
47										
TOTALS										

*Refer to Instructions for Completing Form 21, Appendix B: Languages and Codes List.

258

III. BILINGUAL CROSSCULTURAL PARAPROFESSIONAL COUNT

Enter count of all bilingual crosscultural paraprofessionals and other bilingual personnel serving LEP students at your school. If a person speaks more than one primary language, count the language used most often with students. Count education aides who are identified as bilingual at the District level (receiving bilingual differential) under Dist. and aides who are identified as bilingual at the school under Sch.

REMINDER: Report only paid personnel who are bilingual/biliterate in the same language as students they serve.

Language	Code*	Bilingual Aides Dist. (1)	Bilingual Aides Sch. (2)	Bil. Tchr. Asst. (3)	Bil. Spec. Ed. Assts. Trainees (4)	Bil. Adult. Vol. (5)	Totals (6)
1	( )						
2	( )						
3	( )						
4	( )						
5	( )						
6	( )						
7	( )						
8	( )						
9	( )						
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33	( )						
34	( )						
35	( )						
36	( )						
37	( )						
TOTALS							

*Refer to Instructions for completing Form 21, Appendix B: Languages and Codes List.

Person to call at school regarding this form, if necessary:

I certify that the information entered on this form has been verified and is correct to the best of my knowledge and belief.

_____
Name

_____
Signature of Principal

(_____) _____
Area Code   Telephone

_____
Date

206