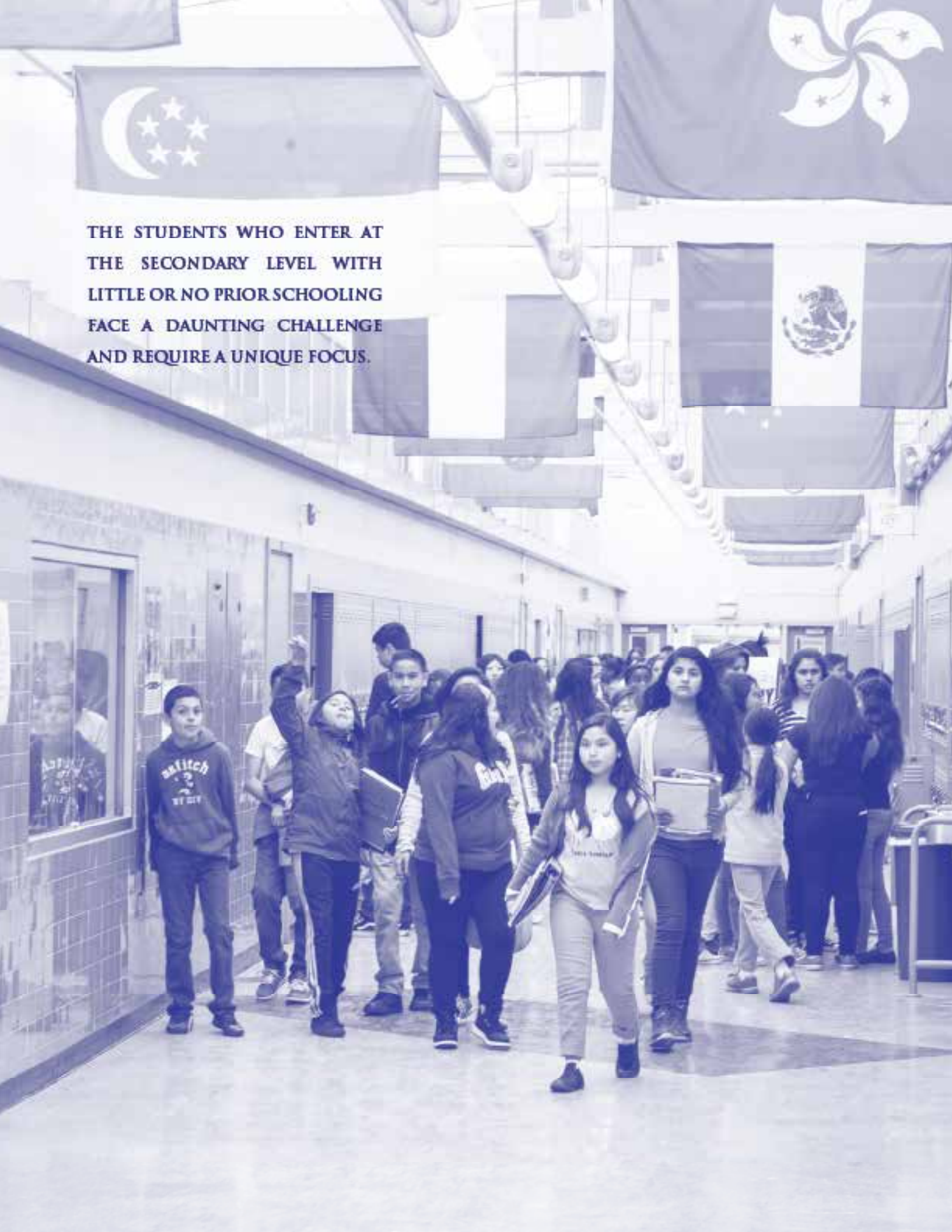




# ENGLISH LEARNER MASTER PLAN

THE STUDENTS WHO ENTER AT  
THE SECONDARY LEVEL WITH  
LITTLE OR NO PRIOR SCHOOLING  
FACE A DAUNTING CHALLENGE  
AND REQUIRE A UNIQUE FOCUS.





### **FROM SUPERINTENDENT MIKE MCLAUGHLIN, ED.D:**

The San Leandro Unified School District is one of the most culturally and linguistically diverse school districts in the Bay Area. Our students speak more than 37 different languages, and we have the honor and responsibility of ensuring that all of our multilingual students become English proficient while mastering the state standards across content areas. Our English Learners face these dual tasks of acquiring English while mastering rigorous academic content. The San Leandro Unified School District understands that our English Learners face tremendous challenges in achieving these goals, and we are supportive of their efforts because we deeply value the rich cultural and linguistic assets these students bring to the classroom everyday. In SLUSD, we are committed to supporting students in leveraging their cultural and linguistic diversity so that they will thrive in a 21st century learning environment where global competencies are deemed invaluable and necessary.

### **FROM DEPUTY SUPERINTENDENT ROSANNA MUCETTI, ED.D:**

The San Leandro Unified School District's Educational Services Division is thrilled to adopt and implement this newly developed English Learner Master Plan as the road map to ensuring our students' success during their academic career in SLUSD. In SLUSD, we value and promote 21st century career and college readiness, as well as multilingual and multicultural proficiencies that bestow real advantages in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality instructional program for our students. We can only accomplish our goals if we have organizational clarity on how English Learners (ELs) are supported in our school system.

This Master Plan was developed to ensure that all ELs in SLUSD attain optimal linguistic and academic success through our district's commitment to creating more equitable outcomes for them. Equity can only be achieved if there is a clear vision, a set of best practices, and well articulated procedures focused on creating access to both students and their families. In the spirit of this essential work, our plan describes how ELs are identified, what different program options are available to them, and how they become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring student progress from the point of identification through their attainment of Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is not the end of the journey. SLUSD continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve.

As a former English Learner in school and an individual who was raised in an immigrant family, I personally understand the complexity of navigating our school system. Because of this personal connection, I am especially proud of our Board of Education's decision to adopt this plan so that English Learner students and their families have a more viable likelihood of succeeding in our schools. We know that the full implementation of such a plan can close the opportunity gap for our English Learner students and ensure access to college and career opportunities as participating members in the 21st century economy and beyond.

For SLUSD, English Learners' success will become non-negotiable through the implementation of this rigorous plan. We invite staff, students, parents, and the community at large to embrace all of its parts as we collectively aim to improve the results we attain with our English Learners in the district.

## **ACKNOWLEDGEMENTS:**

In collaboration with our community the San Leandro Unified School District provides a balanced, relevant and rigorous education in an environment of caring and supportive relationships. We acknowledge the dedicated effort and collaboration of district teachers, administrators, staff, parents and external experts. We thank all who dedicated their time and input in providing feedback that helped guide the contents of the plan, especially the input from the participants of the English Learner Program Redesign Work Group and other district staff and departments that provided input and supported the work of the group.

## **ENGLISH LEARNER REDESIGN WORK GROUP AND SUPPORT STAFF**

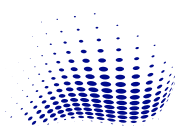
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The background of the entire page is a light blue-tinted photograph. It shows two young men walking up a wide set of stairs. The man in the foreground is wearing a dark jacket with white stripes on the sleeves and dark pants. The man behind him is also in similar attire. To the left, a large window reflects an American flag and some outdoor greenery. The overall atmosphere is bright and positive.

**IDENTIFICATION, ASSESSMENT, AND PLACEMENT**

**INSTRUCTIONAL PROGRAMS**

**MONITORING AND RECLASSIFICATION**

**STAFFING AND PROFESSIONAL DEVELOPMENT**

**PARENT AND COMMUNITY ENGAGEMENT**

**EVALUATION AND ACCOUNTABILITY**

**FUNDING**

# INTRODUCTION

San Leandro Unified School District enrolls English Learners in varying concentrations across eight elementary schools, two middle schools, one comprehensive senior high school, and one continuation high school/alternative education center. This *English Learner Master Plan* outlines the systems that are in place in every school serving ELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs in SLUSD have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California.

San Leandro Unified School District recognizes that English Learners have a double curricular load: they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs are given excellent first teaching in the core content and are given services above core instruction to ensure that their linguistic and academic needs are met.

We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

“THERE IS NO EQUALITY OF TREATMENT MERELY BY PROVIDING STUDENTS WITH THE SAME FACILITIES, TEXTBOOKS, TEACHERS, AND CURRICULUM; FOR STUDENTS WHO DO NOT UNDERSTAND ENGLISH ARE EFFECTIVELY FORECLOSED FROM ANY MEANINGFUL EDUCATION.... WE KNOW THAT THOSE WHO DO NOT UNDERSTAND ENGLISH ARE CERTAIN TO FIND THEIR CLASSROOM EXPERIENCES WHOLLY INCOMPREHENSIBLE AND IN NO WAY MEANINGFUL.”

SLUSD recognizes that the key to providing equitable educational opportunities for English Learners to meet this double load is to have a clear plan that is understood and implemented at all layers of our organization.

This new *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District hold for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English learner in our district. All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.





This Master Plan was developed to ensure that all ELs in SLUSD attain optimal linguistic and academic success. The plan describes how ELs are identified, the different program options available to them, and how they become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring student progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is not the end of the journey. SLUSD continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve. If a student should decline in performance, we will support them to excel with appropriate linguistic and academic interventions.

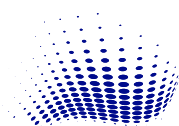
The mastery of standard, academic English is an issue of access, equity, and social justice. SLUSD believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of those characteristics plays in making our students who they are, and in SLUSD, we see those features as foundational strengths as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

In SLUSD, we have the advantage of offering parents a variety of instructional program options for their children. We offer instructional programs delivered in English with primary language support through various methods. We offer a Spanish Biliteracy Pathway in elementary schools that utilizes the students' primary language to maximize learning of new content while the student is given accelerated

English Language Development (ELD). SLUSD students can also earn the California Seal of Biliteracy upon completion of Board approved requirements. Our elementary students can earn a Biliteracy Recognition Award.

SLUSD is committed to fostering pathways towards biliteracy. We believe that we cannot prepare students for a monolingual, monocultural world that no longer exists. Our students must be prepared to address the challenging social and economic issues facing our country. That can be done best when they have the opportunity to learn rigorous linguistic, academic, and sociocultural skills, and work with people who speak or learn differently than they do. These skills are essential to succeed in our complex, globalized, and interconnected world.

At SLUSD, we acknowledge the trust that parents and families have placed in us, and we are committed to preparing all students with the skills and experiences they need to achieve their dreams.



## GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS FROM GEORGE WASHINGTON UNIVERSITY

The recently revised Guiding Principles for Educating English Language Learners created by The George Washington University Center for Equity and Excellence in Education provides educators with comprehensive, research based guidance on issues critical to providing English Learners with an optimal educational experience. We believe that the six principles serve as a strong statement of values that will inform our work in providing services to our English Language Learners in SLUSD. We have adapted and expanded upon them for use in SLUSD.



**Principle 1:** English learners are held to the same high expectations of learning established for all students. We are committed to developing and implementing effective programs for all of our students and deliver the programs that we outline in the EL Master Plan. We understand our obligation to supporting second language acquisition and are attentive to all educational subjects and needs as we prepare our students for 21<sup>st</sup> century learning.

**Principle 2:** English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

**Principle 3:** English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.

**Principle 4:** English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.

**Principle 5:** English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

**Principle 6:** The academic success of English learners is a responsibility shared by all educators, the family, and the community. If we empower parents to engage in their child's education, partner with their school community, and connect them with San Leandro's local resources, then our children will thrive and excel academically, socially and emotionally.





# 1

## CHAPTER ONE

### **IDENTIFICATION, ASSESSMENT, AND PLACEMENT**



## CHAPTER 1

# IDENTIFICATION, ASSESSMENT, AND PLACEMENT

## REGISTRATION AND THE HOME LANGUAGE SURVEY (HLS)

At the time of enrollment in a California public school it is required to determine the languages spoken in the home by the student. To gather this information, at the time of enrollment all parents are required to complete a Home Language Survey (HLS). When a parent or legal guardian enrolls their child in the San Leandro Unified School District (SLUSD) for the first time, the parent/ legal guardian completes the HLS. This survey can be completed online or at the district office in the Family and Student Support Services and Special Education Department, as part of the District's centralized enrollment procedure. The HLS remains on file for each student in their cumulative folder located at the school of enrollment and it is accessible through the student information system. Parents are to receive an explanation regarding its purpose and uses as well as the possibility that their child may be given an assessment to measure their English Language proficiency level. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the District's student information system, AERIES and the student's English Learner Folder maintained as part of the child's cumulative record. **The HLS consists of the following four questions:**

1. What language did this student learn when he or she first began to speak?
2. What language do you use most frequently to speak to this student?
3. What language does this student most frequently use at home?
4. What is the language most often spoken by the adults at home?

These questions are used to determine a student's home language status which includes:

### THE CHILD IS CLASSIFIED AS ENGLISH ONLY, AND WILL PARTICIPATE

If the answers to the four questions on the HLS are "English," the child is classified as English Only, and will be participate in the English Language Mainstream Program.

### POSSIBLE ENGLISH LEARNER (EL)

If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed using the California English Language Development Test (CELDT) to measure his or her level of English proficiency. Family and Student Support Services and Special Education Department At the time of enrollment the parent will be assigned an appointment time to have their child tested. If Spanish is indicated, the student may take the IPT (Idea Proficiency Test). If another language is mentioned, the Primary Language Parent Survey as identified on the *Informal Assessment of Primary Language Proficiency* form may





be given. The district will explore adopting other primary language tests.

### **IF REASONABLE DOUBT EXISTS**

In some cases if the parent's response to the first three questions on the HLS is English and the response to the fourth question is a language other than English, then "reasonable doubt" may exist as to the student's primary language. The district administrator/ designee or designated English Learner support personnel at the site must research the student's language background using the following indicators and consult with the student's parent/guardian:

- Parent/guardian requires interpreter to communicate in English
- Parent/guardian speaks to child in a language other than English
- Student initiates communication with parent/guardian in a language other than English
- It is revealed that the child's caretaker who cares for them while their parent/guardian is at work, speaks a language other than English

If there is enough evidence of significant Non-English exposure then the California English Language Development Test, currently known as the CELDT, will need to be administered. When reasonable doubt has been established the district administrator/designee must annotate the HLS to reflect the reasons for administering the CELDT. The parent will be notified of the need to administer the assessment, the results and the final program placement.

In the case that the responses to all four questions on the HLS are English, but the teacher/administrator has concerns based on the bullet points above, a Student Study Team (SST) will be called to determine if the student should be

administered the CELDT. If possible, a staff member with expertise surrounding EL issues will be present.

### **AMENDMENT OF HOME LANGUAGE SURVEY (HLS)**

If a language other than English was inaccurately included on the Home Language Survey, the parent/guardian has the right to amend the Home Language Survey. However, if the student has already been administered the CELDT, the changes to the HLS will not affect the student's language status classification. The student must take the assessment annually until they are reclassified. If the HLS is amended prior to the CELDT administration, then the district administrator/designee or English Learner support personnel at the site will honor the change, but consider the indicators of reasonable doubt.

### **FUTURE OF LANGUAGE PROFICIENCY ASSESSMENT**

The California English Language Development Test (CELDT) was the official language proficiency test that had been administered, but as we transition to Common Core State Standards and implemented the new English Language Development Standards, the California Department of Education has designated the new English Language Proficiency Assessments for California (ELPAC) the successor to the CELDT. The first administration of this new assessment is scheduled to take place in the spring of 2017-2018 academic school year. The CELDT will be administered until the ELPAC is operational.

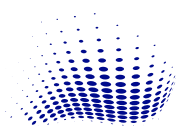
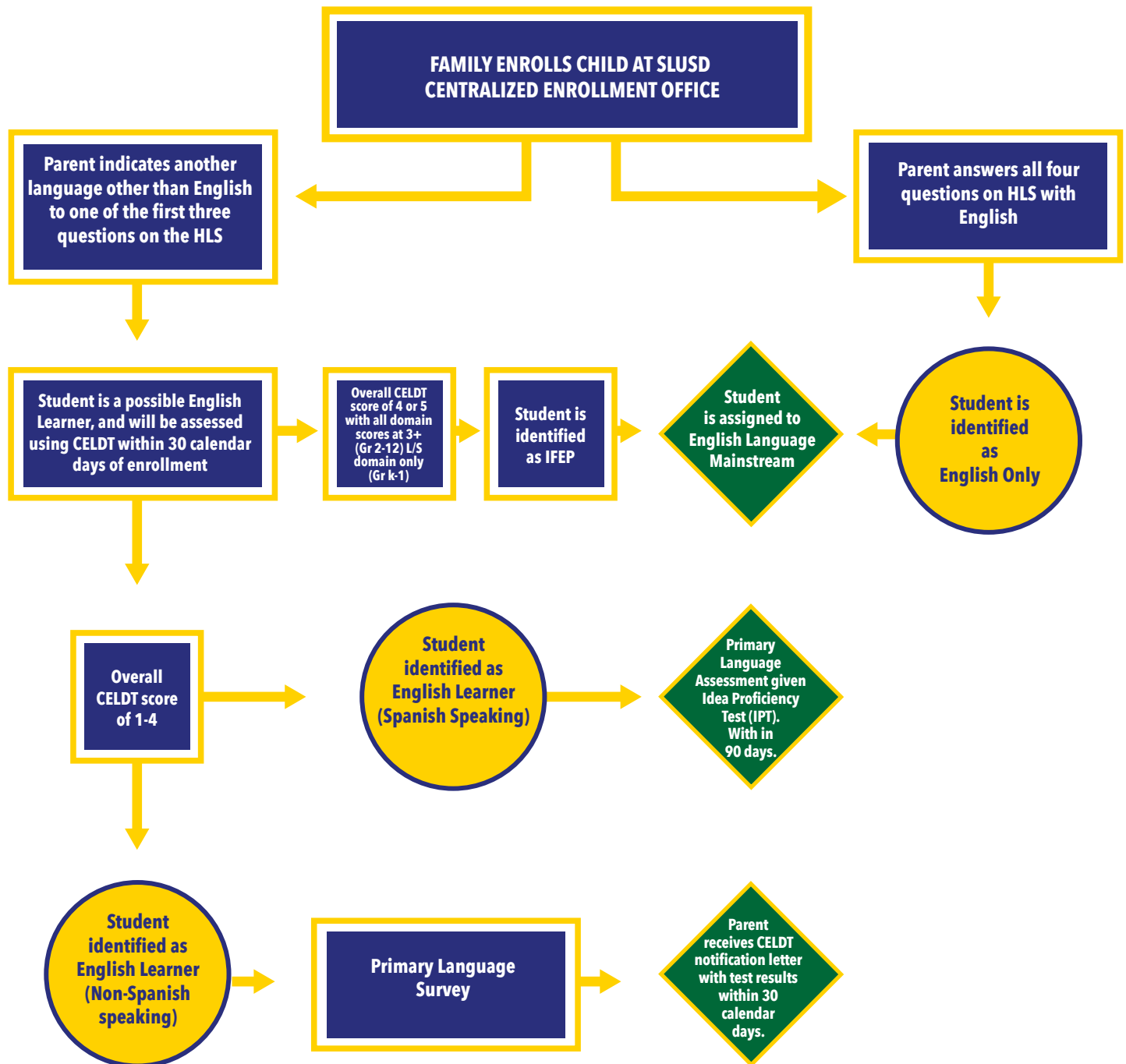


Figure 1.1 Initial Language Proficiency Assessment, Identification and Placement Process

## INITIAL IDENTIFICATION FLOW CHART



## ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within 30 calendar days of initial enrollment. The fourth question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment via the *Parent Notification Letter: Assessment Results and Program Placement*. A state approved assessment instrument, the California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills. The CELDT is a criterion-referenced test based on the previous English Language Development (ELD) Standards that assesses students' English language proficiency in listening, speaking, reading, and writing. Information on how to interpret the CELDT results is available in various languages. Parents may request a meeting to discuss the assessment results. Beginning in Spring of 2018 the ELPAC will begin administration at which then this plan will be updated to include any new requirements outlined by California Department of Education.

In the case of students in Special Education, the Individualized Education Plan (IEP) team may specify that the student's English proficiency be assessed using California Department of Education (CDE) approved accommodations or modifications to the CELDT or any other proficiency test successor, which is updated annually, or that an alternative assessment of English proficiency be used that measures the equivalent domains assessed by CELDT. In such cases,

the student will be given an alternative assessment as specified in the Individualized Education Plan. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

Based on a student's overall performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT until he/she meets the eligibility criteria and is redesignated to Fluent English Proficient (RFEP). Students identified as English Learners proceed to take primary language assessments.

*NOTE: Students classified as IFEP's are not eligible to receive EL services and will receive grade-level instruction.*

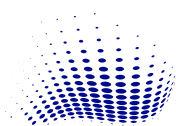
In San Leandro USD new enrollees are tested on their English proficiency skills if indicated by the Home Language Survey. If they enroll once the academic school year has begun they are tested at their school site. The goal is to make the enrollment and initial assessment process convenient and streamlined for the parent and student. Prior to ELPAC administration, all test examiners must obtain annual certification by completing the District's online training. Designated district testers and the district administrator/designee are responsible for administering the proficiency test once the academic school year has begun.

### Elementary Schools:

Students are to be tested by their assigned designated district tester(s) at their school site. Additional trained paraprofessionals can assist with testing.

### Secondary Schools:

Students are to be tested by the designated district CELDT tester(s) at the CELDT Test Center in grades 9-12 prior to the



school year beginning if they are new enrollees. Students in grades 6-8 will be tested at their school site once the school year begins. Additional trained paraprofessionals can assist with testing.

Initial CELDT assessments must be hand-scored so that an *interim* language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as ELs. The overall proficiency level must be communicated to the parent in writing within 30 calendar days of initial enrollment.

At the end of the annual testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official CELDT results. The CELDT results are to be accurately and permanently recorded in the District's student information system.

**NOTE:** *If there is a discrepancy between the unofficial hand-scored results and the official score provided by the test vendor, the official score overrides the unofficial hand scored results.*

### **ANNUAL KINDERGARTEN AND TRANSITIONAL KINDERGARTEN REGISTRATION, ASSESSMENT AND PLACEMENT**

Kindergarten and Transitional Kindergarten pre-registration begins in February of the school year preceding the child's entrance into Kindergarten or Transitional Kindergarten. However, administration of the CELDT, may not begin until July of the current academic year. A student who is enrolling in California schools for the first time is considered an Initial Transitional Kindergarten/Kindergarten student. When the parent registers the child, the Home Language Survey (HLS) is completed. If the HLS indicates that a language other than English is spoken, the student will be administered the CELDT. Pending the initial results

of the CELDT test the student will continue taking the CELDT test annually until meeting the criteria for the reclassification process.

The district and/or school site personnel will notify parents of the preliminary initial assessment results. The procedures described above are used to determine classification and placement into a selected program. Group meetings can be arranged to orient parents on the program options for English Learners whenever appropriate.

Once the assessments are completed, children are provided instructional programs that are *overwhelmingly* in English for the mandatory 30 calendar days. (*California Education Code Sect. 310*) Every English Learner under 10 years of age must initially be placed in a classroom taught *overwhelmingly* in English for not less than 30 calendar days beginning the first day of instruction. This is a one-time requirement.

### **PRIMARY LANGUAGE ASSESSMENT AND PROGRAM RECOMMENDATION**

Students designated as ELs on the basis of initial CELDT results are not automatically assessed in their primary language. On a case-by-case basis, all EL students may be given a primary language assessment. They are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. For students whose primary language is Spanish, the Idea Proficiency Test (IPT) in Spanish may be administered to determine primary language proficiency. When a primary language assessment is not available for speakers of other languages, the parent will complete a parent questionnaire and a quick informal interview can be conducted with the parent or student with an interpreter, if necessary.





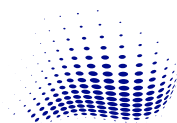
Whenever possible a trained person who is fluent in the student's primary language conducts a primary language assessment. Results of the primary language assessments and/or of the interview are communicated to the parents on the *Primary Language Parent Notification Form* and/or the *Interview to determine Primary Language Proficiency Form*. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations.

Although it is not required, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students who may request placement in an alternative program such as the Spanish Biliteracy Pathway Program or the Two Way Bilingual Immersion Program to have the test administered. A high primary language proficiency level may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted schooling prior to entering the U.S. Staff should take great care when interpreting results of these assessments, especially when administered to very young children.



**Table 1.2 Criteria for classifying a student as either Initially Fluent English Proficient (IFEP) or English Learner ( EL)**

<b>The Home Language Survey</b> Shows a language other than English on questions 1, 2 or 3 <b>and</b>	<b>Overall CELDT Results Are:</b> Beginning (Level 1) Early Intermediate (Level 2) Intermediate (Level 3) Or	<b>Language Classification:</b> English Learner (EL)
<b>The Home Language Survey</b> Shows a language other than English on questions 1, 2 or 3 <b>and</b>	<b>CELDT Results Are:</b> Early Advanced (Level 4) Advanced (Level 5) and all subtest scores are Intermediate (Level 3) or higher (Grades 2-12) Listen/Speaking subtest only (K-1)	<b>Language Classification:</b> Initially Fluent English Proficient (IFEP)



## PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULT AND PROGRAM PLACEMENT

Parents must be notified after no later than 30 days of the results of the child's initial English proficiency assessment, primary language assessments, official language classification and recommended instructional program placement.

Parents are notified of the assessment results and are provided with a description of the recommended program placement, explaining available program options and the benefits of each. This information is provided to parents in written form, in English and their home language (if the home language is spoken by 15% or more of the school's students) Ed. Code § 48985. A meeting informing parents of the results may be held in English or the student's home language, and a translator may be present if needed.

Parents of ELs students are informed of the above information via the District's *Parent Notification Letter: Assessment Results and Program Placement and Instructional Programs for English Learners Parent Brochure*. Parents are advised to contact the student's home school if they should need additional information.

## PROGRAM PLACEMENT

As part of the initial enrollment process, all parents receive information about the instructional programs for English Learners via a brochure and a video. The school site and/or district administration personnel explain the instructional program options and give each parent written descriptions of the current available options:

- **Structured English Immersion (SEI)**
- **English Language Mainstream (ELM)**
- **Spanish Biliteracy Pathway**
- **Two Way Bilingual Immersion Program (TWBI)**

EL Program Placement for the student is currently determined in the following manner:

- 1.** Determine if the student is ***reasonably fluent*** in English according to the CELDT. To be considered *reasonably fluent*, a student must score at the Early Advanced level (4) or higher. If the child is *reasonably fluent* in English by these criteria, then a placement in an English Language Mainstream (ELM) program is indicated. This program is appropriate for ELs "reasonably fluent" in English and students who will receive appropriately differentiated ELD instruction. This is not optional.
- 2.** If the student is ***not reasonably fluent*** in English according to CELDT, a student scoring at a level 1, 2 or 3, then a placement in a Structured English Immersion (SEI) Program is indicated. In SEI, the instruction is nearly all in English, with the primary language used to support the child's learning as necessary. Support services in the SEI program must include English Language Development (ELD). This is not optional.

Students who receive a an English Language Mainstream (ELM) program, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum. If a parent elects to have their student placed in the English Language Mainstream program rather than in a Structured English Immersion Program the district will honor the parent's informed preference to opt their child out of the Structured English Immersion Program. Parents may choose to opt out of a program for the student but cannot opt out of EL services provided to the student (i.e. Daily ELD instruction, CELDT testing, intervention etc.)



**3.** The parent/guardian may decide to select to enroll in an Bilingual Alternative program such as a Spanish Biliteracy Pathway program or a Dual Language Immersion( DLI) program. This Spanish Biliteracy Pathway program is explained in detail in Chapter 2.

### **ANNUAL NOTIFICATION OF ASSESSMENT RESULTS AND PLACEMENT**

English Learners are currently tested annually with the CELDT until reclassification. Beginning in 2018 /19 students will be administered the ELPAC. Parents will receive the Parent Notification Letter: Official Annual CELDT Results and Program Placement for English Learners informing them of their child's test results. This letter will also serve as a reminder of the program options for placement.

### **PROCEDURES FOR PARTICIPATION IN ADDITIONAL LANGUAGE PROGRAMS**

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (ED Code 310)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in ED Code 42238.02.

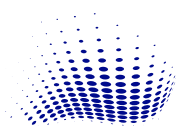
### **PROFESSIONAL DEVELOPMENT ON THE WAIVER PROCESS FOR SCHOOL AND DISTRICT STAFF**

The district will upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program.

## **TRANSFER STUDENTS**

### **TRANSFERS BETWEEN SLUSD SCHOOLS**

Parent initiated Intra district transfer requests are made through the centralized enrollment process by completing the necessary documents to request attendance at a school that is not the assigned school. All data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school and or reported using the student information system. The site principal or designee is responsible for reviewing the information in the student information system to make sure the student is properly placed in the appropriate program. The centralized enrollment services personnel will notify the receiving school's



site administrator of the transferring student, so that they can proceed to follow up with a staff designee.

### **TRANSFERS FROM OTHER CALIFORNIA SCHOOLS**

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district's initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate program placement. If not, staff will contact the former district in order to obtain information. Records obtained from the previous school/district are entered into the district's record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the CELDT or ELPAC once in operation, and other language assessment procedures should be performed with the child. The district of origin will be encouraged to expedite the process of sharing information by faxing or emailing the records or by providing information by telephone.

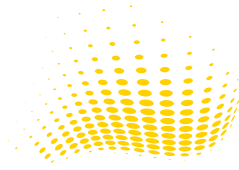
### **TRANSFERS FROM OUT OF STATE OR FROM OTHER COUNTRIES.**

Students entering the District from another state or country will be tested according to the established guidelines previously described. All relevant assessment, academic progress, and placement information will be entered into the Student Information System (SIS) at the time of enrollment. Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

District enrollment date is the student's first day of attendance. U.S. enrollment date is the student's first day of attendance in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private schools.







# 2

## CHAPTER TWO

## INSTRUCTIONAL PROGRAMS



## CHAPTER 2

# INSTRUCTIONAL PROGRAMS

## SUPPORT FOR NEWCOMERS

A newcomer in SLUSD is defined as a student enrolled in a U.S. school for fewer than two years and who is at beginning levels of English proficiency. These students typically score at Beginning and Early Intermediate levels on the CELDT. Programing for these students requires specialized, focused support materials as commitment is to the mastery of English and the acquisition of academic language. Identifying students is intended to help sites gather student information and assist with program placement and support. There are two typologies of Newcomers within San Leandro Unified School District.

These include:

- **Newly arrived English Learners with adequate formal schooling**
- **Newly arrived English Learners with limited formal schooling (under-schooled)**

## K-12 INSTRUCTIONAL PROGRAMS

All K-12 instructional programs for English Learners in the district share the following principles or elements:

- **Minimum 30 Minutes of Designated English Language Development (ELD) Instruction in addition to Integrated ELD during Content Instruction**

The district will provide all English Learners with at least 30 minutes of Designated ELD instruction per day that is appropriate to the setting and identified needs of the students until they are re-designated as Fluent English Proficient. The amount of ELD will vary and may exceed 30 minutes based on a student's level of proficiency. In addition to Designated ELD, ELD standards will also be addressed during content areas, e.g. English Language Arts, Social Studies, Math and Science, based on the new California ELD Standards and delivered through Integrated ELD.

- **Primary Language and/or Specially Designed Academic Instruction in English ("SDAIE") Methodologies**

The district will provide English Learners with content classes taught in the primary language and/or using SDAIE methodologies which are strategies designed to help English Learners to be fully engaged learners of content in all academic areas. The California ELD Standards will also be used in tandem with all academic content standards.

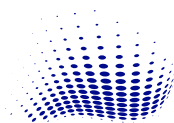
- **Avoid Linguistic Isolation**

In the development and maintenance of the instructional programs offered, the district will strive to avoid linguistic isolation by incorporating opportunities for English Learners to interact with native English speakers.

- **Teachers with the Appropriate EL Certification Based on State Requirements**

All English Learners will be taught by teachers with the appropriate EL certification based on state requirements, i.e. CLAD or BCLAD certification.

The District provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options



guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers.

San Leandro Unified School District offers the following program options to English learners:

- (1) Structured English Immersion (SEI)**
- (2) English Language Mainstream (ELM)**
- (3) Spanish Biliteracy Pathway**
- (4) Two Way Bilingual Immersion (TWBI)**

Each of these options is designed to ensure that students acquire English language proficiency and to prevent and/or address any academic deficiencies that they may have developed in other areas of the core curriculum. Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All English learners, regardless of the program option in which they are enrolled, are expected to make adequate progress in English proficiency and in mastery of grade level standards.

Administrative support is essential for a quality English Learner program that facilitates the successful academic and linguistic development of EL's. Quality programs require support and collaboration among teachers. Fostering articulation between grade levels is necessary for assuring a strong academic program as well as the successful acquisition of English for all English Learners. Parents are also a critical component for successful programs. Their support is essential. Ongoing opportunities must be provided to ensure parents learn about the school program and ways

they can support student learning in the home. Meaningful communication between the home and school will result in greater parental support and participation, leading to higher levels of student achievement.

### **STRUCTURED ENGLISH IMMERSION (SEI), K-5**

This program aims to develop full proficiency in English, and eventual mastery of all grade-level core curriculum standards. The Structured English Immersion program is designed for students whose CELDT scores are at the Beginning, Early Intermediate or low Intermediate levels (Levels 1 to low 3). It typically operates in a sequential manner with the objective being to have access to the core content so that ELs can succeed in a English Language Mainstream Program.

The program goal is for English Learners to develop a level of proficiency in English sufficient to enable them to be successful in an English Language Mainstream program. The curriculum and manner of presentation are specifically designed for children who are learning the language. Teaching takes place "overwhelmingly" but not exclusively in English. The students receive daily Designated English Language Development (ELD) instruction using district-approved materials and in addition receive Integrated ELD during content Instruction. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in language arts, mathematics, social studies, science, and other required academic subjects. Instruction may include primary language when available and support to motivate, clarify, direct, support, and explain. Parents must be notified of program placement.

No parental request required.

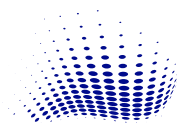


## ASSIGNING STUDENTS TO SEI

The SEI program is not synonymous with a particular classroom setting, rather it is a program that is teacher directed and program implementation occurs within the home room classroom allowing for delivery of grade level content standards and daily Designated ELD that is mandatory for all ELs until redesignated.



PROGRAMS FOR ENGLISH LEARNERS	BASIC PROGRAM FEATURES	ROLE OF Primary LANGUAGE	Staffing
Structured English Immersion (SEI)	Taught overwhelmingly in English. Daily Designated ELD, Integrated ELD, SDAIE	Limited, for support	All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent)  A teacher or bilingual paraeducator under the teacher's direction may provide primary language support in the content areas of English/Language Arts, math, science, and social science.
English Language Mainstream (ELM)	Daily Designated ELD. Integrated ELD, SDAIE, as needed.		All teachers including classroom teacher and support staff must be appropriately certified with a CLAD or equivalent EL certification
<b>Alternative Program</b>			
Spanish Biliteracy Pathway	Daily Designated ELD, L1 instruction, SDAIE & Integrated ELD	Substantial for direct instruction at first, decreasing over time	All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent) For teachers instructing in target language: BCLAD or equivalent
Two Way Bilingual Immersion Program (TWBI)	Daily Designated ELD, L1 instruction, SDAIE & Integrated ELD	Substantial for direct instruction, maintained over time	All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent) For teachers instructing in target language: BCLAD or equivalent For teachers instructing in English Only: CLAD or equivalent. Teachers should demonstrate native-like fluency in English and the target language





# COMPONENTS OF SEI PROGRAM

## 2. DESIGNATED ELD (30-50 MINS)

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. Occurs daily.

## 2. INTEGRATED ELD

Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework).

## 3. SHELTERED INSTRUCTION (SDAIE)

- SDAIE strategies are used to begin grade-level content instruction. SDAIE strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.
- Instruction in grade level content in order to progress toward meeting or exceeding grade level content standards (including, but not limited to, Common

Core State Standards, and Next Generation Science Standards)

- All students participate in activities that lead to cultural proficiency and promote positive self image that include participation in other programs.

## SEI PROGRAM REQUIREMENTS

- Parents must be informed of the placement of their children in a Structured English Immersion Program
- Core instruction in English/Language Arts, math, science, and social science is taught *overwhelmingly* in English with primary language (L1) support and SDAIE strategies.
- Primary language support in the content areas of math, science, and social science will be provided by the teacher or classroom bilingual paraeducator and or digital program support whenever possible.
- All ELs (Levels 1–5) receive daily Integrated ELD instruction from an appropriately EL Authorized teacher. Instruction must include listening, speaking, reading, and writing.
- An integration component that includes teacher-structured activities in content areas (such as Art, Music, and P.E.) is provided on a regularly scheduled basis. These activities should be carefully planned so that participation does not depend on English language fluency, and thus ELs at levels 1, 2, and low 3 can fully participate.
- English learners who attain a good working knowl-



edge of English (levels high 3, 4, and 5) will be placed in an English Language Mainstream Program (ELM).

### STUDENTS SERVED

- Designed for students whose CELDT scores are at the Beginning, Early Intermediate or low Intermediate levels (Levels 1 to low 3).

### STAFFING

- All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent)
- A teacher or bilingual paraeducator under the teacher's direction may provide primary language support in the content areas of English/Language Arts and math

### ENGLISH LANGUAGE MAINSTREAM (ELM), K-5

This program is designed for students who score at high Intermediate, Early Advanced to Advanced (High Level 3, Levels 4 and 5) on the CELDT. All instruction is provided in English with additional, appropriate services. All English learners receive daily, designated English Language Development (ELD) instruction using district-approved materials. ELD instruction is focused on academic language development and is monitored by appropriately trained district personnel to ensure that it is effectively implemented.

The goal of this program is to ensure that ELs that have transitioned from a SEI program (or have been opted into the mainstream program via a *Withdrawal From English Language Learner Program Form*) continue to progress linguistically and academically to meet ELD and grade-level content standards. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content

knowledge is comprehensible to the student.

## COMPONENTS OF ENGLISH LANGUAGE MAINSTREAM PROGRAM

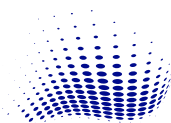
### 1. DESIGNATED ELD (30-50 MINS)

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. Occurs daily. Focused on academic language development. *Only for those students who have not been reclassified and are participating in ELM per parental request.*

### 2. INTEGRATED ELD

Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework).

**3. DIFFERENTIATED INSTRUCTION** in reading, writing, math, science and social science delivered through SDAIE methodology, utilizing state-adopted, district-approved, standards-based materials and supplemental materials



to support students' final mastery of content and reach or exceed grade level standards.

All students participate in activities that lead to cultural proficiency and promote positive self image that include participation in other programs.

### ELM PROGRAM REQUIREMENTS

- Parents must be informed of the placement of their children in an English Language Mainstream Program.
- Core instruction in English/Language Arts, math, science, and social science is taught in English with support and SDAIE strategies.
- Primary language support as needed in the content areas of math, science, and social science will be provided by the teacher or classroom bilingual paraeducator and/or digital resources whenever possible.
- All ELs (Levels 1–5) receive Designated ELD instruction based on the district-adopted program from an appropriately EL authorized teacher. Instruction must include listening, speaking, reading, and writing.
- An integration component that includes teacher-structured activities in content areas (such as Art, Music, and P.E.) is provided on a regularly scheduled basis.

### Students Served

- This program meets the needs of reclassified (RFEP) students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

- This program is appropriate for EL's "reasonably" fluent in English. High Intermediate, Early Advanced to Advanced (High Level 3, Levels 4 and 5).

### Staffing

- All teachers including classroom teacher and support staff must be appropriately certified with a CLAD or equivalent EL certification.

## ALTERNATIVE PROGRAMS FOR ENGLISH LEARNERS

### SPANISH BILITERACY PATHWAY

The Spanish Biliteracy Pathway is designed with the goal to ensure English Learners who are native speakers of Spanish achieve grade level academic competency and develop high levels of English and home language proficiency and literacy. The district currently offers a pathway model that designates the language of instruction for each content area by grade level. When instructing in English, teachers use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access and active engagement in core instruction. This pathway starts in transitional kindergarten through grade 5. Currently this pathway is offered at Jefferson Elementary, Wilson Elementary and Washington Elementary.

English Learner classification, parent choice, and assessment data determine student's participation in the Spanish Biliteracy Pathway. This pathway provides grade level



content instruction in the students' primary language and in English. All content is taught by teachers with the appropriate EL certification based on state requirements who use Specially Designed Academic Instruction in English (SDAIE) methodologies, including Spanish English Biliteracy Transfer (SEBT) and EL supplemental materials to ensure English Learners go from accessing content to actively learning throughout the instructional day. Until reclassified, all EL students receive ELD throughout the instructional day in two ways: first through at least 30 minutes of daily Designated ELD where students are grouped by English proficiency levels, and integrated ELD provided throughout the day and across the disciplines.

## COMPONENTS OF SPANISH BILITERACY PATHWAY

### 1. DESIGNATED ELD (30-50 MINS)

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. Occurs daily.

### 2. INTEGRATED ELD & SDAIE

- Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework).

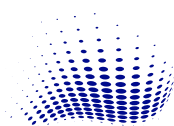
- SDAIE strategies are used to begin grade-level content instruction. SDAIE strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.
- Instruction in grade level content in order to progress toward meeting or exceeding grade level content standards (including, but not limited to, Common Core State Standards, and Next Generation Science Standards)
- All students participate in activities that lead to cultural proficiency and promote positive self image that include participation in other programs.

### 3. PRIMARY LANGUAGE INSTRUCTION IN GRADE LEVEL CONTENT AREAS

Students receive grade level language arts, math and other content areas such as, social studies, science, art, music and PE first in the student's primary language, then using SDAIE strategies with primary language support. As students gain proficiency in English the amount of English instruction increases while the amount of the students primary language decreases.

### SPANISH BILITERACY PATHWAY REQUIREMENTS

- Designed to ensure English Learners develop high levels of English and primary language proficiency and literacy, as well as high levels of academic competency.
- This program is designed for potential English Learners who are native speakers of Spanish. The district operates a Late-Exit Spanish Bilingual Pathway Program.



- In Transitional kindergarten and 1st grade, the target language is used for approximately 80% of the instruction. By the 5th grade, instruction is at least 80% in English. Instruction in English increases each year.
- Students must show proficiency in the target language (Spanish) primary language test.

### STUDENTS SERVED

- Prior to student enrollment in the district, the student's parents/guardians complete the Home Language Survey (HLS) on the enrollment application. For Transitional kindergarten through first grade: If the survey indicates that Spanish is spoken with or by the student in the home, TK-1 applicants are eligible to apply for the Spanish Biliteracy Pathway.
- If the survey indicates that only English or a non-pathway language is spoken in the home, the student will not be eligible for the Spanish Biliteracy Pathway.
- For grades 2 to 5, students who listed Spanish language on their Home Language Survey and meet the proficiency level on the Spanish language assessment.
- Students currently enrolled in the Spanish Biliteracy Pathway.

### STAFFING

- All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent)
- Currently offered at Jefferson Elementary, Wilson Elementary and Washington Elementary.

### TWO WAY BILINGUAL IMMERSION ( TWBI)

The Two Way Bilingual Immersion ( TWBI) has been established starting at the kindergarten level and one grade level will be added per year. The program will be evaluated annually and if results are positive and there is sufficient demand, they will be expanded in due course to the middle and high school levels.

This program aims to produce bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both English and the target language. Students enter program in K or 1st and continue through Grade 5. They may continue in the secondary program to grade 12 with the goal of attaining the California Seal of Biliteracy.

### CALIFORNIA SEAL OF BILITERACY

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. California Education Code Section 51460(b) states the purposes which include (but are not limited to) encouraging pupils to study languages; providing employers with a method of identifying people with language and biliteracy skills; and strengthening inter-group relationships, affirming the value of diversity, and honoring the multiple cultures and languages of a community. When students earn the State Seal of Biliteracy, a gold seal is affixed to their high school diplomas.





**TWO WAY BILINGUAL IMMERSION (TWBI):**

**MODEL 1: 90/10 MODEL:** The target language is used most of the day and students learn to read first in the target language in grades K-2. 80 - 90% of instruction is in the target language with the remaining 10- 20% of time devoted to English language development.

Each year more English is added until they reach 50% target language and 50 % English by 4th grade.

**TWBI PROGRAM COMPONENTS**

- Standards-based instruction provided to all students in both languages
- One teacher and two- teacher models
- Purposeful and strategic separation of languages during the instructional day
- At least 50% of the day in target language Literacy Instruction
- 90/10: Children learn to read and write in target language first
- Daily second language development for all students: ELs in Designated ELD, EOs/FEPs in target language
- Differentiated instruction in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted, District- approved core and supplemental materials

**STUDENTS SERVED**

- ELs K-5 who speak the target language
- EOs, IFEPs, RFEPs from diverse backgrounds may enter the program at any time in Kindergarten and 1<sup>st</sup>

grade and continue in the program

- Target student composition is 50% EL and 50% EO/ FEP; no more than 2/3 of either language classification
- On an individual basis, parents may request entry for K- 1 EL who speaks a language other than the target language, given sufficient English proficiency as determined by the school.

**STAFFING**

- Multiple subject Teaching Credential
- For teachers instructing in target language: BCLAD or equivalent
- For teachers instructing in English Only: CLAD or equivalent
- Teachers should demonstrate native-like fluency in English and the target language

**PROGRAM PLACEMENT VERSUS CLASSROOM PLACEMENT**

Both SEI and ELM are to be understood as implementations of instructional programs rather than program assignments. To that end, students are not assigned to an "SEI class" or an "ELM class". Rather, ELs are assigned to participate in a program that is most appropriate for them given the same factors considered for all students during classroom assignments. It is recommended that schools avoid assigning all ELs to one classroom and avoid clustering ELs by proficiency level for their instructional day in order to reduce the linguistic and social isolation of ELs and to accelerate their academic progress.

When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they



receive the services appropriate to that program. It is the responsibility of the classroom teacher to ensure that the appropriate instructional program is delivered to each student in his/her class, including but not limited to ELs. This necessarily requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed. We recognize the tremendous responsibility that this is. In order for students to succeed, teachers must have a variety of resources and supports available to them. For teachers of ELs, these supports include, but are not limited to:

- Administrative coordination of Designated ELD instruction, which may include a universal Designated ELD time and shared teaching of students, when appropriate;
- Appropriate training and coaching in SDAIE practices;
- Additional resources necessary for SDAIE;
- Appropriate training and coaching in ELD instruction;
- Curricular materials to provide Designated ELD instruction;
- Training and materials to assess students' progress in English proficiency;
- Time to assess and review students' progress in English proficiency;
- Paraprofessional support to provide primary language support when possible.
- Translation services to provide clear communication between teachers and families;
- Professional time to collaborate with colleagues in order to design and review instruction and assessments.

## ENGLISH LANGUAGE DEVELOPMENT (ELD)

Given the instructional shifts in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and new CA ELD Standards, the implications for English Learners require a comprehensive and integrated approach to teaching academic language and disciplinary literacy. All teachers must attend to the language learning needs of their ELs in strategic, intentional and differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English. Comprehensive ELD instruction is provided through Designated and Integrated ELD. This section articulates the distinction and similarities between Designated and Integrated ELD.

There are three parts to the new CA ELD Standards: Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works and Part III: Using Foundational Literacy Skills. Parts I and II of the ELD Standards work in tandem with one another in this comprehensive approach where ELs develop academic English primarily through meaningful interactions with others around intellectually-rich content, texts, and tasks that require students to interpret and discuss literary and Informational texts; collaboratively and independently write a variety of different text types. It is through these engaging and intellectually challenging activities that ELs strengthen their abilities to use academic English successfully in school while also developing critical content knowledge through English. Note that Part III: Using Foundational Literacy Skills is equally important for English Learners to develop full literacy in English and should be addressed during ELA instruction based on literacy assessments used to inform and monitor instruction.



## DESIGNATED ELD

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

### IN SLUSD, THE EXPECTATIONS FOR DESIGNATED ELD ARE AS FOLLOWS:

- English Learners receive at least 30 minutes of daily focused academic English language instruction targeted specifically to their English proficiency from a qualified ELD teacher
- Parts I & II of the CA ELD Standards are the focal standards that build into and from district core curriculum, i.e.: content focus for language learning outcomes is derived from ELA Core Curriculum and tied to grade level standards, theme and student learning outcomes
- Language instruction includes an integration of student learning outcomes from other disciplines needed to develop content learning in English.

### EXPECTED STUDENT LEARNING OUTCOMES FOR DESIGNATED ELD ARE FOR STUDENTS TO:

- Engage in a variety of academic collaborative interactions (independent, paired, small group and whole group) and discussions about content and complex text
- Develop academic vocabulary and various grammatical structures from complex texts and tasks
- Build language awareness of how English works, and is used to make meaning- complex texts and tasks

including wide and close reading of text

- Use language skillfully when writing different text types and in different content areas.

## INTEGRATED ELD

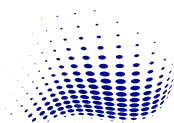
Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework). Effective integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade level academic content.

### THE ROLE OF THE TEACHER IS TO ENSURE INTEGRATION OF ENGLISH LANGUAGE DEVELOPMENT IN CONTENT AREA INSTRUCTION BY:

- Using CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards;
- Creating authentic, action-based learning opportunities that require students to interact in challenging and meaningful ways in grade level disciplinary related text and tasks; and Supporting EL's linguistic and academic progress.

### EXPECTED STUDENT LEARNING OUTCOMES FOR INTEGRATED ELD ARE FOR STUDENTS TO:

- Use and develop Academic English as they simultaneously learn content knowledge through English;
- Engage in meaningful interactions with others and through intellectually rich content, texts, and tasks that require them to interpret and discuss literary and



informational texts;

- Write (both collaboratively and independently) a variety of different text types; or justify their opinions by persuading others with relevant evidence; and
- Use language as a meaning making resource in discussion and writing, based on discipline, topic, task, purpose, audience, and text type.

### SCHEDULING DESIGNATED ELD

Designated ELD is provided to ELs daily during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and

opportunity for ELs to move between ELD clusters mid-year if they are advancing quickly. The district supports sites in determining the appropriate structure.

### MIDDLE AND HIGH SCHOOL ENGLISH LEARNER PROGRAMS (GRADES 6-12)

At the middle and school levels, grades 6-12, all English learners will be assigned ELD instruction until the student has acquired proficiency in English. ELD instruction is delivered by appropriately trained district personnel that ensures it is effectively implemented.

Mainstream program teachers are responsible for providing

Newsletters	English Proficiency Level Instructional Clusters		
CELDT 1 Beginning	CELDT 1 & 2 (Beginning & Early Intermediate)	CELDT 3 (Intermediate)	CELDT 4 and 5 (Early Advanced & Advanced)
Beginning 1	Early Emerging & Exit & Expanding	Early Expanding & Exit Expanding	Early and Exit Bridging
Instructional Materials: Imagine Learning	Instructional Materials: Avenues, Imagine Learning	Instructional Materials: Avenues, Imagine Learning, ELD Supplemental Materials	Instructional Materials: Avenues, ELD Supplemental Materials

from content instruction to develop critical language ELs need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping.

Following the ELD Guidelines, sites will make decisions about the specific Designated ELD implementation structure that best serves their EL students and maximizes the

SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

A middle and high school committee will review program and placement issues annually. This group will develop a multi-dimensional process for reviewing assessment results and assigning English learners to classes, as well as program structures. Members plan to make recommendations about placement criteria based on multiple assessments, including the CELDT, the SBAC, English reading assessment scores, and others.

ELs arriving at middle school and high school have diverse



needs. It is the intent of the district to frequently update our professional understanding of specific student strengths and needs and to adapt the instructional program to meet the individual needs of students.

### **Structured English Immersion (SEI), 6-12 Secondary**

Structured English Immersion (SEI) is the state-mandated program for English Learners. It is defined as an English acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language (CA. Ed. Code Section 300). Students who are at the early and intermediate stages of English proficiency (Level 1-3) receive the content curricula overwhelmingly, but not exclusively in English. Students may receive primary language support, when possible, with the primary language used in content instruction to motivate, clarify, direct, support and explain. This program is designed to assure that students gain reasonable fluency in English while at the same time mastering grade level academic content. Students are enrolled in this program on an annual basis. Once students reach reasonable fluency (High level 3), they may then be placed in a mainstream program.

## **SEI PROGRAM COMPONENTS (6-12)**

### **1. DESIGNATED ELD (1- 2 PERIODS A DAY)**

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic

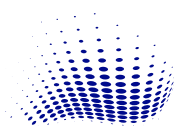
English language skills, knowledge, and abilities needed for content learning in English. Occurs daily. Designated ELD instruction at the students' assessed level of English language proficiency not to exceed 2 levels.

### **2. INTEGRATED ELD**

Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework).

### **3. SHELTERED INSTRUCTION (SDAIE)**

- SDAIE strategies are used to begin grade-level content instruction. SDAIE strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.
- Instruction in grade level content in order to progress toward meeting or exceeding grade level content standards (including, but not limited to, Common Core State Standards, and Next Generation Science Standards)
- Standards-based instruction in all curricular areas taught overwhelmingly in English with primary language (L1) support when available.
- All students participate in activities that lead to cultural proficiency and promote positive self image that include participation in other programs.
- State adopted, district- approved, standards-based materials and supplemental materials are used.





- Sheltered core content classes are provided.

### **STUDENTS SERVED**

- ELs with “less than reasonable fluency” in English
- CELDT Level 1 (Beginning)
- CELDT Level 2 (Early Intermediate)
- CELDT Level 3 (Intermediate)

### **STAFFING**

- All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification.
- Bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support as needed in the content areas.

### **ENGLISH LANGUAGE MAINSTREAM (ELM), 6-12 SECONDARY**

The English Language Mainstream Program is designed for EL students at ELD levels high level 3, or 4 or 5. These students have met the district criteria for “Reasonable Fluency” in English. Such students are assigned to a English Language Mainstream Program unless a parental exception waiver for an alternate program has been approved. EL students at EL levels 1-2 will also be assigned to a Mainstream Program upon parental request or withdrawal from SEI. In this program English language learners receive the entire instructional program in English. Classes have both English learners and English only students. The English learners in this classroom have a “good working knowledge” of English, which is at the high intermediate level on the CELDT.

Students receive advanced ELD instruction with an emphasis on reading and writing. Instruction is based on the ELD standards, relevant topics and concepts from the core

curriculum that are simultaneously occurring in the classroom and incorporate content-based instruction. Additional and appropriate services are put in place to ensure student achievement. Grade level content instruction is provided through SDAIE.

### **ELM PROGRAM COMPONENTS:**

- ELs meeting “reasonable fluency:”
- Designated ELD focused on academic language development
- Mainstream Language Arts courses with EO/RFEP/ IFEP students
- Access to instruction in all curricular areas aligned to content standards using SDAIE methodology.
- Differentiated instruction and SDAIE strategies used in content classes.
- State-adopted, district-approved, standards-based materials and supplemental materials are used.
- Instruction in English with primary language support per student need.

### **STUDENTS SERVED**

- ELs who are “reasonably fluent in English” (ELD 4-5)
- ELs with “less than reasonable fluency in English” (ELD 1- 3) whose parents/ guardians have requested a withdrawal of services from the SEI program

### **STAFFING**

- All teachers including classroom teachers, Special Education teachers and support staff must be appropriately certified with a CLAD or equivalent EL certification.

### **SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)**

English Learners access the core curriculum through classes that “shelter” or “differentiate” the curriculum via Specially



Designed Academic Instruction in English (SDAIE). It is an approach to teaching grade-level content using English as the medium of instruction.

With special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Contextualized instruction (i.e. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (i.e. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for ELs;
- Facilitates access to the same core curriculum as that taught to English-only students;
- Language-sensitive and culture-sensitive content teaching;
- Developed through comprehensible language;
- Makes accommodations in the learning environment so more students are able to access the content;
- An ideal place to use language for communication;
- A natural vehicle through which English can be taught;
- Good language teaching when the input is made comprehensible;

- Instruction encouraging the active use of language and the emphasis on big ideas;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development;
- Built on language modifications such as wait time, questioning, pacing, and highlighting.

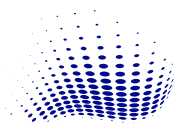
### **ELD COURSES IN HIGH SCHOOL**

The expectation is that students will progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a common final assessment used throughout the District for each ELD course. High school EL students are concurrently enrolled in sheltered/SDAIE or Mainstream English classes and ELD coursework. High school EL students can apply 20 credits of ELD coursework towards the graduation requirement of 40 credits of English.

### **NEWCOMER PROGRAM FOR 6-12 SECONDARY STUDENTS**

The Newcomer Program is a multicultural and multi-linguistic community of learners. This program specializes in acculturating the most recent limited-English proficient immigrants to America, into a literate, global, democratic, and sensitive society. The program is designed to enhance student potential, in order to transition successfully into a comprehensive middle/high school program. The program goal is rapid acquisition of English and acculturation to U.S. school life.

The Newcomer Program is designed to serve Beginning and



Early Intermediate students as measured by the CELDT in an intensive focused program. The commitment is to the mastery of English and the acquisition of academic language so that students may fully benefit from a comprehensive middle/high school program. The placement is designed for **a maximum of two years.**

English Learners enrolling in secondary schools are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English Learners. Identifying students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support. There are three typologies of ELs within San Leandro Unified School District at the secondary level.

These include:

- **Newly arrived English Learners with adequate formal schooling**
- **Newly arrived English Learners with limited formal schooling (under-schooled)**
- **Long-term English Learners**

### **NEWLY ARRIVED ENGLISH LEARNERS WITH ADEQUATE FORMAL SCHOOLING**

A newcomer in SLUSD is defined as a student enrolled in a U.S. school for fewer than two years and who is at beginning levels of English proficiency. This program model is an intensive, specialized strand within a school where students may also participate in Mainstream English non-core subjects such as art, music and physical education.

Characteristics of these students include:

- Adequate formal schooling in native country, though

they may or may not be below grade level and lack school records

- Traditional EL program sequence meets their needs
- Difficulty passing district proficiency exams due to limited English proficiency
- Academic achievement in terms of grades comparable to rest of school
- Low performance on standardized tests when administered in English
- These students are frequently considered as "traditional" immigrant students; most of them enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country. These students are challenged with the need to master English quickly in order to pass the California High School Exit Exam (CAHSEE), as well as to complete all district high school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for these students.

### **What type of Program do Newly Arrived students with adequate formal schooling need?**

These students need an accelerated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate). Attention to content instruction is also important. These students need to successfully complete the high school course of study. Their program must reduce the language barrier utilizing a Bilingual paraprofessional or other forms of language assistance including multilingual digital support. The typical four-year pathway may not apply for some of these students. In some cases they will require an additional year of high school or should be given an opportunity to transi-



tion to other programs such as Adult School. In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school.

### INSTRUCTIONAL REQUIREMENTS

- Intensive ELD (1-2 periods a day)
- All appropriate academic content classes and high school requirements with adequate primary language support
- Initial enrollment in non-language dependent electives required for graduation

**PROGRAM GOALS:** Rapid acquisition of English and acculturation to U.S. school life. This program prepares students to move into an SEI program with 1-2 periods of ELD and sheltered content classes.

### NEWLY ARRIVED ENGLISH LEARNERS WITH LIMITED FORMAL SCHOOLING

#### Characteristics of these students include:

- Recent arrivals to U.S.
- Little or no English language proficiency
- Disrupted, limited or no schooling in native country
- Little or no literacy in native language
- Below grade level in Math
- Progress through ELD levels is slow
- Behind in credits
- Poor academic achievement
- Poor performance on proficiency exams and standardized tests
- Difficult to diagnose learning disabilities

### What type of Program do Newly Arrived English Learners students with limited formal schooling need?

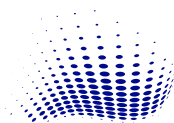
The students who enter at the secondary level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for high school curriculum. These students benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the high school level will need additional time in order to develop English language proficiency and to complete all requirements for high school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School are essential.

### INSTRUCTIONAL REQUIREMENTS

- Intensive ELD (1-2 periods a day)
- Introductory content courses prepare foundation for entry into secondary course work, either through primary language instruction or with adequate language support
- Initial enrollment in non-language dependent electives
- Initial literacy development courses

### EXTENDED LEARNING AND ENRICHMENT

- Extended Day
- Extended year/summer school
- Targeted counseling, mentoring, tutoring (in primary language)



- Adult school ESL classes

### **LONG-TERM ENGLISH LEARNERS (LTEL)**

The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the U.S for more than five full years (i.e., beginning their sixth year and beyond), but still have not met the criteria to be reclassified. They are often not immigrants. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they never achieve levels of academic proficiency in reading and writing. By Middle or High School, most of these students are scheduled into a mainstream secondary program including English/Language Arts. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native- English speaking peers, have access to and meet A-G graduation requirements to be college prepared and career-ready. *AB 2193 was signed into law which added EC sections 313.1 and 313.2. EC Section 313.1 provides definitions for Long-term English learners and those at risk of becoming Long-term English learners.*

### **CHARACTERISTICS OF LONG-TERM ELS STUDENTS INCLUDE:**

- 6 or more years in U.S.
- Orally fluent in English
- Levels of reading and writing proficiency that are well below grade level
- Frequently limited or no literacy in primary language
- Mismatch between student perception of achievement (high) and grades (low)
- Some may get adequate grades, but have low test scores
- Often lag behind in meeting grade level standards
- Has remained at the same English Language Proficiency level for two or more consecutive years as determined by the CELDT or any successor test.

### **CHARACTERISTICS OF AT RISK ELS OF BECOMING LONG-TERM ELS INCLUDE:**

- Is enrolled in any of grades five to eleven, inclusive;
- In schools in the United States for four years;
- Scores at the intermediate level or below on the CELDT, or any successor test (i.e. the ELPAC); and
- Scores in the fourth year at the below basic or far below basic level on the English-language arts standards-based achievement test, or any successor test

### **INSTRUCTIONAL REQUIREMENTS**

Advanced, content-based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes.

- Support classes that teach academic language through science or social science content.
- Access to instruction aligned to content standards. Students clustered in heterogeneous Mainstream English content classes. Explicit language and literacy development across curriculum using SDAIE strategies.
- Focus on study skills and critical thinking in all content areas.
- All LTELs are assigned to a counselor, teacher specialist or faculty member to monitor their language proficiency level, test results, goals for meeting grade level standards, and progress toward reclassification.





- School and district data systems are configured to identify and monitor progress of LTELs for teachers and administrators.
- Targeted instruction in accelerated literacy development.
- Counseling
- Grade level specific interventions
- Implementation of career paths, project-based learning and other real life learning applications
- Before/After school tutoring

### STAFFING

- All teachers including classroom teachers, Special Education teachers and support teachers must be appropriately certified with a CLAD or equivalent EL certification.

### SPECIAL EDUCATION SERVICES FOR THE ENGLISH LEARNER

English Learners have access to Special Education services just as all other students in SLUSD. Careful review by the Student Study Team (SST) of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition. When it is determined that an English Learner needs to be assessed, whether it be speech, academic or cognition, testing will be initiated upon parent's written approval. When appropriate, assessment will be conducted in the primary language of the student, or English or both, making certain that cultural differences are taken into consideration when determining eligibility. Instructional decisions related to student's language acquisition status must be described in the Individ-

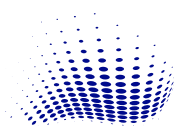
ualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses English Language Development. English Learners in grades K-12 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, will receive the same training as general education staff in working with ELs. English Learners may also be served through team teaching/ mainstreaming with authorized teachers.

### GIFTED AND TALENTED EDUCATION (GATE)

The San Leandro Unified School District is committed to ensure equity in its Gifted and Talented Education (GATE) program. SLUSD ensures equal access to all students through its identification, referral process, testing and teaching methodologies in its GATE programs.

Criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. This allows for students from all ethnic groups to be identified for the services provided through the GATE Program. All third graders are tested for GATE.

All English Learners participating in the GATE Program must continue to receive English Language Development and appropriate second language services to provide access to the core curriculum.





# 3

## CHAPTER THREE

### **MONITORING AND RECLASSIFICATION**



## CHAPTER 3

# MONITORING AND RECLASSIFICATION MONITORING

## STUDENT PROGRESS

EL progress is monitored annually using both district adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. *An English Learner Language Student Progress Sheet* is completed and ELD formative and summative assessments administered in order to monitor and to document an English Learner's growth in listening, speaking, reading, and writing.

As the district continuously seeks ways to improve systems that support regular, consistent monitoring of EL student achievement they are committed to systematize the use of additional web based software platforms specifically designed for EL educators and ELs they serve.

## DISTRICT ASSESSMENTS

Student progress is monitored based on a set of district-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. Assessment results are maintained in electronic form in the district database. This allows district administrators, principals, personnel involved in academic advising and teachers' rapid access to results in a variety of formats. This information is used for many purposes, including but not limited to:

- Initial identification and placement of English Learners in an appropriate program,
- Monitoring student progress towards reclassification,
- Identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,
- Monitoring student progress during the course of the year and use of results in instructional planning,
- Evaluation of program effectiveness, and
- Determination of whether schools and the district have met state and federal accountability criteria.

The assessments that have been used in the district included state-mandated assessments such as the California English Language Development Test (CELDT) as well as district-adopted benchmark tests and curriculum embedded assessments. While there is a transition taking place with the administration of the Smarter Balanced Assessment Consortium Field Test (SBAC) assessments, they will not yield any scores with the first administration. However, a current list of the assessments in use will be maintained on the district web site as well as the cut points that will determine proficiency. Review of these assessments will need ongoing review by site administrators and the sites designated staff members to continuously monitor ELs progress toward meeting goals.

## RECLASSIFICATION

SLUSD reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal

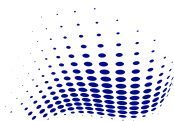


to that of average native speakers in the school's regular instructional program. SLUSD has adopted a reclassification process to enable students to exit the specialized EL services and participate as RFEPs. This decision is made using criteria that included assessment of English language proficiency using the CELDT, an assessment of basic skills in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are

provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification criteria is detailed below.

### CRITERIA USED FOR RECLASSIFICATION IN GRADES 1-5

	1. ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY (CELDT)	2. STUDENT PERFORMANCE ON ASSESSMENT OF BASIC ENGLISH SKILLS (DIBELS or STAR READING)		3. PARTICIPATION OF CLASSROOM TEACHER	4. PARENT / GUARDIAN OPINION AND CONSULTATION
		ASSESSMENT	REQUIRED SCORE		
1-2	Overall CELDT proficiency level of 4 (Early Advanced) with subscores of 4 or higher <b>OR</b> overall CELDT proficiency level 5 (Advanced) with subscores of 3 (Intermediate) or higher	STAR Reading	At or above the 40th percentile rank	<ul style="list-style-type: none"> <li>District Office to provide reclassification recommendation to classroom teacher based on criteria on the left. Classroom teacher shall participate in the reclassification decision by confirming the recommendation based on progress of ELA assessment as measured by most current report card as "Standard Met" or above and or providing quantitative data along with a narrative to justify continuing EL status</li> </ul>	Parent/guardian to be notified of reclassification process and recommendation
3	Overall CELDT proficiency level of 4 (Early Advanced) or 5 (Advanced), with subscores of 3 (Intermediate) or higher	STAR Reading	At or above the 40th percentile rank	Same as above	Same as above
4	Same as Grade 3	STAR Reading	At or above the 40th percentile rank	Same as above	Same as above
5	Same as Grade 3	STAR Reading	At or above the 40th percentile rank	Same as above	Same as above



**ENGLISH LEARNER RECLASSIFICATION CRITERIA FOR MIDDLE SCHOOLS**

GRADE	1.ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY (CELDT)	2. STUDENT PERFORMANCE ON ASSESSMENT OF BASIC ENGLISH SKILLS (STAR READING)		3. PARTICIPATION OF CLASSROOM TEACHER	4. PARENT / GUARDIAN OPINION AND CONSULTATION
		ASSESSMENT	REQUIRED SCORE		
6	Overall CELDT proficiency level of 4 (Early Advanced) or 5 (Advanced), with subscores of 3 (Intermediate) or higher	STAR Reading	At or above the 40th percentile rank	District Office to provide reclassification recommendation to classroom teacher based on criteria on the left. Classroom teacher shall participate in the redesignation decision by confirming the District recommendation or providing quantitative data along with a narrative to justify continuing EL status	Parent/guardian to be notified of reclassification process and recommendation
7	Same as Above	STAR Reading	At or above the 40th percentile rank	Same as Above	Same as Above
8	Same as Above	STAR Reading	At or above the 40th percentile rank	Same as Above	Same as Above

**ENGLISH LEARNER RECLASSIFICATION CRITERIA FOR HIGH SCHOOLS**

GRADE	ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY (CELDT)	STUDENT PERFORMANCE ON ASSESSMENT OF BASIC ENGLISH SKILLS (STAR READING or CAHSEE)		PARTICIPATION OF CLASSROOM TEACHER	PARENT / GUARDIAN OPINION AND CONSULTATION
		ASSESSMENT	REQUIRED SCORE		
9	Overall CELDT proficiency level of 4 (Early Advanced) or 5 (Advanced), with subscores of 3 (Intermediate) or higher	STAR Reading	At or above the 40th percentile rank	District Office to provide reclassification recommendation to classroom teacher based on criteria on the left. Classroom teacher shall participate in the redesignation decision by confirming the District recommendation or providing quantitative data along with a narrative to justify continuing EL status	Parent/guardian to be notified of reclassification process and recommendation
10	Same as Above	STAR Reading	At or above the 40th percentile rank	Same as Above	Same as Above
11	Same as Above	STAR Reading	At or above the 40th percentile rank	Same as Above	Same as Above
12	Same as Above	STAR Reading	At or above the 40th percentile rank	Same as Above	Same as Above





## CDE RECOMMENDATIONS FOR CRITERIA SELECTION

According to CDE there are four criteria that districts need to base their local reclassification policies on. They include:

- Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

## STEPS TO RECLASSIFICATION

When an EL, at first grade or above, demonstrates that s/he has reached the criteria mentioned above, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process as listed below:

1. The district administrator for Teaching, Learning and Educational Equity Department receives data on performance of English Learners from the Technology, Assessment, Research and Evaluation Department to identify candidates for reclassification.
2. The process of student identification for reclassification begins in the fall of each school year and is ongoing throughout the year. There are two established windows throughout the year in which reclassification occurs.
3. The list of potential candidates is generated in collaboration with departments in the Educational Services Division assist site administrators in identifying reclassification candidates.
4. The *Reclassification Form* for potential candidates is provided to the classroom teacher for consideration for reclassification.
5. The principal or designee reviews the *Reclassification Form* for completion.
6. The Site Administrator/designee, teachers and support staff makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Translation services are available upon request. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (R-FEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone or mail and document this conversation on the *Reclassification Form*.
7. After the reclassification process is complete, the Site Administrator or designee or support staff will send the original signed Reclassification Form to the Family and Student Support Services and will retain a copy in the students cum and retain a copy for his/her records.
8. Once a student is approved for reclassification via the signed form, the student's status will be changed to R-FEP in the Student Information System.
9. The Site Administrator or designee places the original Reclassification Form in the student's EL Folder. The student's EL Folder is checked to indicate that the original Reclassification Form is included and the date in which this occurred. A Parent Reclassification Notification Letter will be sent to parents.



10. The reclassified student will participate in the main-stream program. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester).

The Reclassification process must be completed prior to the State deadline in order for the data inclusion of the R-30 Language Census Count for the current school year.

### **RFEP MONITORING PROCEDURES**

Students who have been reclassified as R-FEP will receive follow-up monitoring for a minimum of four years after reclassification. The districts will maintain a roster of R-FEP students who need to be monitored while attending their school. Follow-up occurs every eight months as of the student's date of reclassification. Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the *Multi-tiered Integrated Intervention Support System* and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site administrator or designee will convene a meeting with support staff and or instructors to evaluate the student's progress.

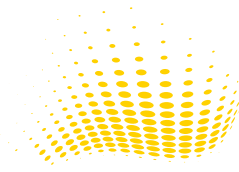
any of the following:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing or mathematics instruction
- Additional ELD
- Placement in reading, writing or mathematics support class

The progress of ELs and Reclassified students will be examined annually in comparison with the data of the average native English speaker. This student achievement data will be included in the Ca Dashboard data for the school district.

Using the district's appropriate intervention measures are recommended, which may include but are not limited to





# 4

## CHAPTER FOUR

### **STAFFING AND PROFESSIONAL DEVELOPMENT**



## CHAPTER 4:

## STAFFING AND PROFESSIONAL DEVELOPMENT

## STAFFING AND PROFESSIONAL DEVELOPMENT

The San Leandro Unified School District is committed to ensuring that all English Learners are taught by highly qualified teachers that embrace an instructional vision that delivers responsive, personalized learning pathways for career and college readiness for our English Learners. In order to do this, the district will hire properly credentialed teachers and provide focused, effective and research-based professional development to all administrators, teachers and staff. This effort will prepare and empower educators to ensure that all students are ready for college and career in the 21<sup>st</sup> century.

## STAFFING AND CERTIFICATION

The San Leandro Unified School District ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide Designated ELD, Integrated ELD, SDAIE and primary language instruction must be properly authorized or “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization. All teachers who provide Designated ELD and/or SDAIE must be appropriately authorized.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. Each year, the district assesses the need for and supply of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district develops a plan to recruit, hire and train qualified teachers.

## TEACHER AUTHORIZATIONS

Type of Instruction	Required Authorization
ELD	<ul style="list-style-type: none"> <li>Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately authorized</li> <li>CTC Approved Authorization is required</li> </ul>
SDAIE	<ul style="list-style-type: none"> <li>Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately authorized</li> <li>CTC Approved Authorization is required</li> </ul>
Primary Language	<ul style="list-style-type: none"> <li>Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately authorized</li> <li>CTC Approved Authorization is required</li> </ul>



Each spring, during the preparation of the Language Census Reports (R-30), Human Resources collects certification information on all teachers and notifies site administrators of any one who is not certified to teach English Learners. They ask site administrators to verify that all teachers who work with English Learners are appropriately placed. Human Resources will track and monitor the information. The Human Resources Department will oversee and monitor the district's plan to hire and staff teachers for English Learners.

### **ANNUAL STAFFING REPORT**

An annual staffing report will be compiled each Spring by Human Resources. It will be shared with the Educational Services division departments as it pertains to the number of appropriately credentialed teachers who work with ELs. The report will be presented to the DELAC and will be kept on file. The report will monitor the district's progress toward full certification of all teachers working with English Learners. The annual report will document the number of teachers who are fully certified and the number in training as well as results of hiring and staff training efforts each year.

### **ADMINISTRATIVE STAFF**

In order to support the implementation of EL Programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the CLAD, BCLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators will participate in professional development and complete appropriate EL Authorization.

### **BILINGUAL PARAEDUCATOR STAFFING AND RECRUITMENT**

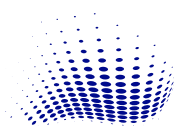
To support student access to core curriculum, the district

employs qualified bilingual paraeducators. The District oversees that these staff members reflect the high priority home languages found throughout the district.

Site administrators and district staff will plan staffing schedules of paraeducators based on the need for primary language support. The number of English Learners, site and district categorical budget, and the need for primary language support services at the school, are all the factors that must be considered when making staffing decisions. Bilingual paraeducators provide support with intake, assessment, and instructional services at the school sites, as well as, district-wide interpreting and translating support. Bilingual paraeducators are available to interpret and translate documents for all sites based on their availability and the appropriate allocation of school site categorical funds when work is requested outside of the paraeducator's work hours. District interpreter and translator services to address translation needs at the district office or for district wide events. Request for interpretation and translation services from sites are submitted to the site administrators.

### **Appropriate Use of Bilingual Paraeducators**

Bilingual paraeducators services work to support different components of the EL Program. Paraeducators contribute specialized skills and work closely with the full instructional team to plan for the needs of the students. When the teacher does not hold a BCLAD, the bilingual paraeducator works with the CLAD teacher to provide primary language support when possible to motivate, clarify, direct, support and explain facts and concepts to the English Learner. It is essential, therefore, that the bilingual paraeducators be assigned to school sites to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies and Science.





### **BILINGUAL PARAEDUCATORS ARE NOT RESPONSIBLE FOR DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD) INSTRUCTION.**

Paraeducators do assist with a variety of language needs outside of the classroom, including but not limited to:

- Parent-Teacher Conferences and notifications
- ELAC and DELAC meetings
- CELDT testing and ELPAC testing
- Primary language testing
- Interpretations and translations when appropriate

### **EL PROFESSIONAL DEVELOPMENT PLAN**

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the San Leandro Unified School District, supports ongoing staff development to meet the needs of all district personnel responsible for the education of English Learners. All district personnel will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as services necessary to ensure equal access of all students to the total curriculum. Initial staff development will be designed to provide research based and practical application of the Master Plan for English Learners. Ongoing training will be based on the role of individual staff members in relation to meeting the needs of English Learners. This training will be correlated with instructional programs outlined in the Master Plan and models implemented district wide.

### **PROFESSIONAL DEVELOPMENT REGARDING MASTER PLAN COMPONENTS**

The EL Master Plan will be introduced to district and site staff through a carefully planned professional development

process. The professional development will emphasize key features of the plan and procedures to be adopted by all sites. This training will be provided to all district and site administrators as well as all site teachers and support staff who will have a shared responsibility for implementing the plan. Professional development sessions will be delivered at each site and supported by the Teaching, Learning and Educational Equity Department. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

The professional development for administrators and site support staff:

- Review of Master Plan content
- Identification of critical responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, alignment of EL Master Plan to site and district strategic goals and evidence of implementation

### **THE PROFESSIONAL DEVELOPMENT FOR SITE STAFF MEMBERS WILL FOCUS ON THE FOLLOWING:**

- Review of Master Plan Identification of critical site responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, and alignment of EL Master Plan to site and district strategic goals, and evidence of implementation



The Educational Services Division departments will provide staff development to ensure understanding of all elements of the district's Master Plan for English Learners:

- Designated English Language Development (ELD) teaching methodology/Integrated ELD
- Understanding/implementing Structured English Immersion (SEI)
- Additional/appropriate English Language Mainstream (ELM) services
- Spanish Biliteracy Pathway program, including Dual Language Immersion program models and teaching methodology
- Specially Designed Academic Instruction in English (SDAIE)
- CELDT and ELPAC training for test administrators, teachers, and site administrators
- EL data findings and implications on instruction
- Reclassification and Language Census Report
- ELAC and DELAC trainings
- EL Software Platform training with ELlevation

### **MONITORING OF PROFESSIONAL DEVELOPMENT**

The administration of the Educational Services division administrator will regularly report on professional development opportunities offered and review staff participation in said trainings with the district leadership team to ensure that all persons working with English Learners are investing a good-faith effort in receiving ongoing training and that the district is continuing to provide quality and relevant professional development to support student learning and support to district personnel.

### **PROFESSIONAL DEVELOPMENT TO SUPPORT INSTRUCTION AND STUDENT LEARNING**

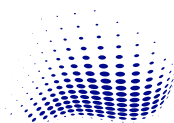
In the most recent LEA Plan Title III Improvement Plan, and now the Local Control Accountability Plan (LCAP ) the district

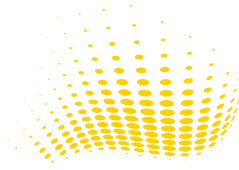
has established English Language Development and implementation of CCSS in ELA and Math as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up monitoring and coaching to ensure high quality utilization of effective ELD instruction and delivery of CCSS using SDAIE strategies at all school sites.

Teachers participate in a multi year district wide professional development plan that includes administrators, teachers and parents to become familiar with the CA ELA/ELD framework that builds on prior professional development efforts to support and improve instruction in English Language Development and CCSS in ELA and Math.

### **SPECIFICALLY, THE PLAN WILL INCLUDE AT LEAST THE FOLLOWING PRIORITY AREAS FOR PROFESSIONAL DEVELOPMENT:**

- Initial professional development on new English Language Development standards and its correlation to CCSS, until all teachers have been trained.
- Training on additional assessments and educational software platforms that provide growth data on EL students English Language Proficiency.
- Development at each secondary site of a structure for communication between English Language Development and English core content teachers who teach Sheltered Courses or ELD content courses.





# 5

## CHAPTER FIVE

### **PARENT & COMMUNITY ENGAGEMENT**



## CHAPTER 5:

# PARENT AND COMMUNITY ENGAGEMENT

## PARENT ADVISORY COMMITTEES

SLUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the ELACs at the school-site level and the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

## ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs. Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However, if the percentage of EL students at a school is greater than 51 percent, the percentage of EL

parents on the ELAC must match or exceed the percentage of the school's total EL population.

## ROLE OF THE ELAC

This committee advises the school principal and staff on issues that include the following legal mandates:

1. Development of the school's Single Plan for Student Achievement;
2. Consultation with the principal and school staff on the school's programs for English learners;
3. Development of the school's needs assessment;
4. Administration of the annual language census report;
5. Efforts to make parents aware of the importance of regular school attendance.

## ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English learners must at least equal the percentage of English Learners enrolled in the school.
2. ELAC Membership will include parents and school staff. There must be more parents than staff members on the committee. District guidance to principals directs that the ELAC should have at least 5 parent and 3 staff members.
3. Members of the ELAC are elected. School staff representatives are selected by the staff and parent members are elected by parents/guardians of ELs.

### NOTE:

*In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings.*



**ADDITIONAL ELAC TOPICS:**

In addition to the above topics, the ELAC must also receive training and/or opportunities that will adequately prepare the committee members to understand how to make informed recommendations including:

- Initial identification and placement of ELs
- Parental notifications, including Initial Enrollment, Notification of Initial Assessment, Results, Annual Notifications, and including the CELDT, LAS Writing, SBAC etc.
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the District
- Monitoring the academic and linguistic progress of ELs, including intervention service for students not making adequate progress
- Criteria and procedures for reclassification of ELs
- Monitoring the academic progress of RFEP students
- Categorical budgets, Input on Local Control Accountability Plan including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students
- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisition and academic content knowledge for ELs
- Any area of need identified in the annual Needs Assessment conducted as part of the Annual EL Parent Survey

**GUIDELINES FOR IMPLEMENTATION OF THE ELAC**

A detailed description of the procedures for establishing

an ELAC are outlined in the SLUSD ELAC Handbook that is distributed annually to site administrators.

1. The site principal (or designee) is responsible for establishing the ELAC, and for ensuring that the ELAC meets at least 5 times per year. These meetings will include ELAC business, informational workshops, and community events.
2. The principal (or designee) will coordinate ELAC meetings, communication and documentation between the site and the Student and Family Support Services Department
3. The principal (or designee) will meet with the ELAC president to plan the agenda prior to each ELAC meeting.
4. Meeting dates will be determined and publicized in advance, in English and other appropriate languages. Parents should receive at least 72 hours advance notice of ELAC meetings.
5. The principal (or designee) will attend and assist the ELAC president in running the meetings in a consistent manner throughout the year.
6. ELAC meetings will be conducted with agendas and minutes.
7. The ELAC will adopt by-laws and conduct meetings in accordance with them. The district has developed recommended by-laws for ELACs to use. Site ELACs may amend these by-laws to accommodate the unique features and needs of the school.
8. Each site will provide childcare for the meetings.
9. The Principal or designee will maintain all ELAC records (calendar, flyers/announcements, agendas,





minutes, sign-in sheets) at their site

10. Within two weeks following each meeting an *ELAC Affidavit Documentation* form will be submitted along with copies of the meeting agenda (or Powerpoint), the minutes, sign-in sheet, announcement flyer, email or automated call made to announce the meeting.
11. The district will hold schools accountable and ensure compliance with these procedures and related legal mandates, policies and guidelines.

### DELEGATION OF ELAC AUTHORITY

Pursuant to District policy, the school's ELAC may delegate its authority to an established School Site Council (SSC), provided that the ELAC has first been duly constituted, trained on the mandated requirements, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

1. Is the school's EL population less than 50% (elementary) or 25% (secondary)?
2. Has ELAC been duly constituted?
3. Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?
4. Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?
5. Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?

6. Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
7. Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?
8. Did the school obtain written approval from the Assistant Director of Teaching Learning and Educational Equity?

If the decision has been approved to delegate authority, the ELAC subcommittee must provide written advice to SSC on the EL Master Plan programs and services, reclassification, SPSA, language census, school needs assessment, importance of school attendance and categorical budgets, including Title III and Title 1.

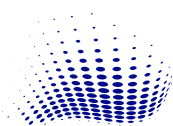
### DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Since there are 51 or more English Learners in this district, there is a functioning District English Learner Advisory Committee (DELAC). The DELAC provides parents the opportunity to advise the governing Board of Education on at least the following:

### DELAC WILL ADVISE THE SCHOOLDISTRICT SPECIFICALLY ON THE FOLLOWING:

The programs for EL students and the general plan of the District, their objective and goals. As these documents are developed, first they will be taken in consideration with the school plan for EL students and the comprehensive plan developed in each school.

- A survey, which is done in every school to determine needs with respect to the education of EL students and the education of such students (EL Parent Survey).



- The development of a plan to ensure that there is an adequate number of competent and qualified teachers and assistants at the beginning of the school year to service EL students and an analysis at the completion of the academic year that includes building a team with parents.
- Review and comment upon the R-30 Language Census.
- Revision, participation and commentary on the following: Written notification to the parents/guardians on the initial inscription about all programs for ELs, District procedures for reclassification of students, The lack of qualified people to perform language evaluation (if applicable).

### MEMBERSHIP GUIDELINES

1. At its first or second meeting, each site ELAC will elect a representative and alternate to the District English Learner Advisory Committee (DELAC). The representative and alternate will be selected by October 30 of each year.
2. The term of service for DELAC members is two years and can be re-elected for one more term if they still qualify (refer to Bylaws).
3. If a member must be replaced during the year, the replacement will serve for the remainder of the year. An election must be held at the beginning of the following year to fill the position.
4. Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings of the school's ELAC.
5. The DELAC representatives will elect the following officers each year:
  - a) A chairperson who will lead all meetings
  - b) A vice-chairperson to conduct meetings in the absence of the chair
  - c) A secretary who will be responsible for the minutes
  - d) A parliamentarian will be responsible for keeping to the agenda topics

### GUIDELINES FOR IMPLEMENTATION OF THE DELAC

1. The DELAC will meet at least 6 times per year and will operate according to guidelines contained in state and federal regulations and in its by-laws.
2. Agendas and minutes of DELAC meetings will be posted on the District's Web site.
3. The district's administrator or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
5. The DELAC President will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation or inability to perform the duties, the Vice-chair will assume these duties.
6. The DELAC President will assist with the preparation of the agenda and will conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.
7. The Teaching Learning and Educational Equity Department will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other necessary arrangements).
8. The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the Assistant Director of Teaching Learning and Educational Equity Department.



### TRAINING FOR DELAC MEMBERS

Each year, the district will provide all DELAC members with appropriate training, materials and information to assist the members in carrying out their responsibilities and any required duties. DELAC members will have input into the content of training each year.

## COMMUNICATION WITH PARENTS

### TRANSLATORS AND INTERPRETERS

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Whenever possible translation and interpretation services are provided by staff from the Teaching Learning and Educational Equity Department and Special Education Department, and individual school sites.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30).

This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes.

In cases where families are not literate in their native language, oral communication will be provided. Oral communications with parents must be provided in the parent's

primary language. Oral interpretation by trained interpreters is provided at all school and district meetings.

### Required Parent Notifications

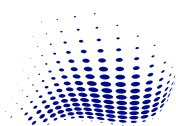
The District provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual CELDT level and st scores
- Reclassification criteria

### FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT PROGRAMS

Beyond the state required ELAC and DELAC committees described above, The Teaching, Learning and Educational Equity Department will establish a partnership with the ELAC parent leadership and DELAC parent leadership to build parent capacity through established PTA School Smarts Academies. This academy is currently offered to parents in Elementary schools that will provide parent education through structured curriculum that supports parents in understanding the school system.

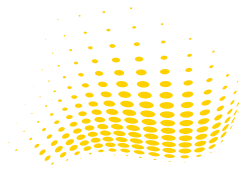
The PTA School Smarts Academy is a district wide initiative that each site will have access to in order to train parent leaders to take leadership roles at their school sites. The training focuses on providing parents with tools so that they can effectively advocate for their children and learn how to



navigate the school system. A goal of this collaboration at each of the sites is to foster EL parent leadership capacities in the early years of their student's educational paths in order to ensure continual improvement.







# 6

## CHAPTER SIX

## EVALUATION AND ACCOUNTABILITY





## CHAPTER 6:

## EVALUATION AND ACCOUNTABILITY

**MONITORING, EVALUATION AND ACCOUNTABILITY**

San Leandro Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instructional programs for English Learners.

SLUSD is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness annually in order to hold itself accountable to the defined EL Program goals.

Purpose of EL Program Monitoring, evaluation and accountability:

1. Monitor implementation of instructional program services, educator/stakeholder roles duties, and administrative processes as defined in the *English Learner Master Plan*
2. Determine effectiveness of programs, services processes in promoting EL success, and college and career readiness
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders
4. Support continuous improvement in the implementation of instructional and support services and

administrative policies and processes, and identify needed modifications to inform classroom instruction.

**EL PROGRAM GOALS**

The District will conduct an annual evaluation of programs and services for English Learners using the following seven goals. These goals are aligned to the expectations and action steps required in the Title III Accountability Plan.

**GOAL 1. IMPLEMENT THE ENGLISH LEARNER MASTER PLAN FULLY AND CONSISTENTLY ACROSS THE DISTRICT.**

The District will monitor the implementation of all EL programs, services, and processes to ensure that these are being delivered fully and consistently across the District. Responsibility for monitoring implementation will be a partnership between the Teaching, Learning and Educational Equity Department and the Technology, Assessment Research and Evaluation Department and the Student Services, Special Education and Community Wellness Department.

**GOAL 2. ENSURE STEADY PROGRESS TOWARD AND ATTAINMENT OF ACADEMIC ENGLISH LANGUAGE DEVELOPMENT PER EXPECTED TIMEFRAMES.**

The District will meet and or exceed its expectations for ELD progress and attainment in alignment with California's English Learner Progress Indicator

**English Language Proficiency:** ELs in the District for more than four years will meet the English Proficient level as measured by the CELDT or subsequent named assessment thereafter. English Proficiency on CELDT is defined as the "Early Advanced/Advanced" level with all *Sub-skills*



(Listening, Speaking, Reading, and Writing) at the “Intermediate” level or above (for K-1, only Listening and Speaking are considered).

**English Language Development Progress:** ELs in the District will steadily progress a minimum of one level per year toward developing English language proficiency as measured by CELDT. Students reaching English Proficiency will maintain this level until designated as RFEP.

*RFEP denotes an EL student who has been reclassified Fluent English Proficient.*

ELD progress will be supported and measured during the year by ELD progress monitoring tools as identified by the Teaching, Learning and Educational Equity Department and Technology, Assessment Research and Evaluation Department, including but not limited to periodic assessments based on ELD standards and curriculum embedded assessments.

### **GOAL 3. ENSURE STEADY PROGRESS TOWARD AND ATTAINMENT OF GRADE LEVEL ACADEMIC PROFICIENCY**

Students’ progress toward meeting grade level standards in core academic subjects will be measured by new outlined benchmarks as a result in any subsequent standards based assessments once they have been determined.

Academic progress will be supported and indicated during the year by:

- District standards-based benchmark assessments in English/Language Arts and Mathematics
- Standardized performance data in English/Language Arts and Mathematics will be analyzed each fall.
- District summary reports will be prepared. In addition,

school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub-skill levels, will be available for each school site. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregated data by school, grade level, and language group.

- Reclassification data are collected throughout the academic year. District staff will review and analyze performance on criteria needed for reclassification.

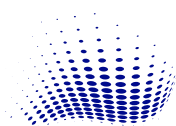
### **GOAL 4: DECREASE THE RISK OF FAILURE, RETENTION, AND DROP-OUTS**

To decrease the failure of ELs in meeting linguistic and academic progress expectations, the District will collect, analyze, assess, and monitor key indicators of risk. The goal is to identify and address the root causes of these risks and thereby decrease them over time. This requires school and District staff to ensure that these data are consistently collected, accurately recorded in the Student Information System and regularly provided to all teachers of ELs.

School site personnel will compile the data on EL student suspensions, expulsions, other disciplinary actions, and report it to the district by the end of the school year. Data will be disaggregated by language classification, grade level, and other relevant factors.

### **GOAL 5: PROMOTE BILITERACY FOR STUDENTS IN THE SPANISH BILITERACY PATHWAY**

If students are enrolled in a Bilingual Alternative program the analysis of EL reading and mathematics scores on the state Standard Tests that are available in the target language should be administered and analyzed each academic school year. Students’ data should also be analyzed



annually to award the California Seal of Biliteracy to qualifying student's per the CDE guidelines and district criteria. Students in elementary grades will have the opportunity to apply for the Biliteracy Recognition Award.

#### **GOAL 6: STRENGTHEN PARENT PARTICIPATION AND ENGAGEMENT IN THEIR CHILD'S ACADEMIC PLANS**

Sites will report to the district on parent involvement activities implemented during the year, as well as parent involvement activities to be defined in a standardized way across sites. A parent participation survey will be completed each spring and submitted to the district. Data from these surveys will then be aggregated to develop a picture of parent involvement in the district as a whole and shared and reviewed with ELACs and DELAC membership.

#### **GOAL 7. INCREASE ACCESS TO AND PARTICIPATION IN ADVANCED ACADEMIC PROGRAM OPPORTUNITIES.**

The District will collect, assess, analyze, and monitor key indicators of access to and participation in advanced academic program opportunities. EL data to be collected include 1) enrollment and pass rates in Honors, Advanced Placement (AP) and early college courses, 2) participation in GATE, AVID 3) California Diploma Project Early Assessment Program (EAP) participation, 4) college information, such as, but not limited to, application, enrollment, enrollment without remediation, and completion (community colleges, California State University (CSU), University of California (UC); 5) electives and extracurricular activities to be monitored by district identified systems such as Naviance.

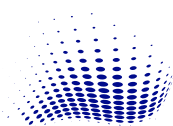
#### **EL PROGRAM GOALS AND EVALUATION QUESTIONS AND MEASURES**

The table below summarizes the key EL program goals, evaluation questions that explore implementation and progress

toward these goals, and sources used to answer the evaluation questions. Some of the evaluation questions listed below cannot be answered annually, the Teaching, Learning and Educational Equity Department and the Technology, Assessment Research and Evaluation Department will develop a strategy to be approved by the Deputy Superintendent to identify questions that must be answered each year, and those that can be answered in a specific given year. The District will conduct an annual evaluation of programs and services for English Learners. At a minimum the District will annually report data on EL student achievement progress and any progress made on goals as identified in the Local Accountability Plan (LCAP) that is specific to English Learners.



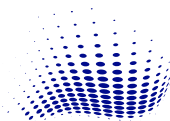
EL Program Goal	Evaluation Question	Measures or Source
<b>Goal 1. Implement the English Learner Master Plan fully and consistently across the District.</b>	1. Are the EL Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs? a. To what extent do teachers of ELs have the qualifications and capacities to address their ELs' linguistic and academic needs? 2. Are all EL students provided instruction in Designated ELD? 3. Is Designated ELD instruction that is provided to ELs of aligned to the ELD standards? 4. Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas? 5. Is Designated ELD instruction that is provided aligned to the standards outlined in the CA ELA ELD framework?	<ul style="list-style-type: none"> <li>• ELD Observation Tools</li> <li>• SDAIE/Access to Core CLAD/BCLAD credential roster</li> <li>• Teacher Assignment data base</li> <li>• EL student placement monitoring</li> <li>• EL Software Platform ELLevation tools</li> </ul>
<b>Goal 2. Ensure steady progress toward and attainment of academic English language development per expected timeframes.</b>	1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectations? (AMAO 1) 2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations? 3. Are ELs progressing in district benchmark assessments of ELD?	<ul style="list-style-type: none"> <li>• CELDT</li> <li>• AMAO 1 School and District results</li> <li>• AMAO 2 school and District results</li> <li>• District's ELD periodic and progress monitoring assessments</li> <li>• Rate at which secondary students who complete Advanced ELD meet criteria for reclassification</li> </ul>



<p><b>Goal 3. Ensure steady progress toward and attainment of grade level academic proficiency</b></p>	<p>1. Are EL students progressing academically per expectations? 2. Are EL students attaining academic proficiency per expectations?</p>	<ul style="list-style-type: none"> <li>Any subsequent baseline test scores from new assessment DIBELS (K-3)</li> <li>Course Grades</li> <li>District identified periodic and progress monitoring / benchmark assessments</li> <li>ELD assessments that have been Identified by TLEE and Technology, Research and Evaluation Department</li> <li>Progress in meeting minimum benchmarks by instructional program</li> </ul>
<p><b>Goal 4: Decrease the Risk of Failure, Retention, and Drop-outs</b></p>	<p>1. Are the key risk indicators for ELs decreasing annually in schools? 2. Are appropriate interventions being offered to students who fail to meet expected benchmarks of achievement? 3. Are ELs being referred to and placed in special education services appropriately?</p>	<ul style="list-style-type: none"> <li>Absences</li> <li>Suspensions</li> <li>Placement in strategic and intensive interventions</li> <li>Grade retention</li> <li>A-G course enrollment and completion rates</li> <li>California Healthy Kids Survey results</li> <li>Dropout rate</li> <li>Special Ed services and participation rate</li> </ul>

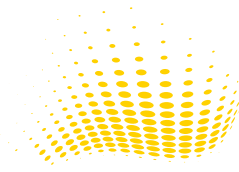


		<ul style="list-style-type: none"> <li>• CAHSEE pass and proficient rates</li> </ul>
<b>Goal 5: Promote Biliteracy for Students in Bilingual Alternative Programs</b>	<ol style="list-style-type: none"> <li>1. Are students meeting the criteria for the CA Seal of Biliteracy?</li> <li>2. Are students linguistically proficient (L, S, R, W) in both languages?</li> </ol>	<ul style="list-style-type: none"> <li>• Analysis of student achievement data and seal of biliteracy awards</li> </ul>
<b>Goal 6: Strengthen Parent Participation and Engagement in their Child's Academic Plans</b>	<ol style="list-style-type: none"> <li>1. What types of training opportunities are parents offered?</li> <li>2. What measures are used to ensure that parents of ELs are knowledgeable about EL students' program placement and their academic progress?</li> <li>3. To what extent are parents participating in and consistently supporting students' academic development?</li> </ol>	<ul style="list-style-type: none"> <li>• Parent orientations/trainings offered and attended regarding <i>English Learner Master Plan</i>, EL instructional program options, , DELAC/ELAC</li> <li>• Attendance at and active participation in parent/ teacher conferences, ELAC and DELAC meetings</li> <li>• Participation in School Smart Academies</li> <li>• Parent survey response rates, and positive ratings</li> <li>• Monolingual School Smart Academies in parents' home language</li> <li>• Participation in Immigrant parent community outreach events</li> <li>• Evidence of consistent support for home/school partnership efforts, advanced academic opportunities</li> </ul>



<p><b>Goal 7. Increase access to and participation in advanced academic program opportunities.</b></p>	<table border="1"> <tr> <td data-bbox="524 138 1105 751"> <p>1. Are sufficient courses offered?</p> <p>2. Is there an increase in the proportion of ELs taking part in advanced academic program opportunities?</p> <p>3. Is there an increase in the proportion of ELs completing advanced academic programs with a C or better?</p> <p>4. Is there an increase in the number and percentage of students applying, attending and completing college?</p> <p>5. Is there an increase in the number of ELs participating in and passing AP examinations?</p> </td><td data-bbox="524 751 1105 1398"> <ul style="list-style-type: none"> <li>• Enrollment and pass rates in Honors, AP, and early college courses</li> <li>• Participation in GATE, AVID programs</li> <li>• California Diploma Project EAP participation</li> <li>• College information/data: applications, enrollment, enrollment without remediation, and completion data (community colleges, CSU, UC)</li> <li>• Participation in electives and extracurricular activities</li> </ul> </td></tr> </table>	<p>1. Are sufficient courses offered?</p> <p>2. Is there an increase in the proportion of ELs taking part in advanced academic program opportunities?</p> <p>3. Is there an increase in the proportion of ELs completing advanced academic programs with a C or better?</p> <p>4. Is there an increase in the number and percentage of students applying, attending and completing college?</p> <p>5. Is there an increase in the number of ELs participating in and passing AP examinations?</p>	<ul style="list-style-type: none"> <li>• Enrollment and pass rates in Honors, AP, and early college courses</li> <li>• Participation in GATE, AVID programs</li> <li>• California Diploma Project EAP participation</li> <li>• College information/data: applications, enrollment, enrollment without remediation, and completion data (community colleges, CSU, UC)</li> <li>• Participation in electives and extracurricular activities</li> </ul>
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# 7

## CHAPTER SEVEN

## FUNDING



## CHAPTER 7:

## FUNDING

In the 2013-2014 school-year, the state of California changed the way school districts are funded. The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that links spending to specific district goals for student achievement. Districts will now be held accountable to the specific ways in which they are spending money and how those decisions are improving student outcomes. All California school districts are required to develop a three-year plan that identifies strategies to support learning and shows how our district uses its resources to support students.

Funds are allocated following requirements outlined in Education Code, state regulations, and district policies. There have been no changes in how districts receive or use federal funds. State funds were changed dramatically under the Local Control Funding Formula. Districts used to receive money from the state through the revenue limit and categorical funds. This has been changed to Base, Supplemental, and Concentration grants.

Some state categorical funds remain as do the federal programs such as Title I, Title II, and Title III. These funds are used to supplement the basic education program (provide additional resources and services) and not to supplant (replace) general funds.

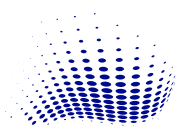
## SUPPLEMENTAL FUNDS

The State Department of Education administers funding for categorical programs through the Consolidated Application ("ConApp"). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical monies are to be used to supplement and enrich the core educational program to meet the specific needs of English Learners associated with acquiring the English language and making the core program accessible.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

The Local Control and Accountability Plan (LCAP) serves as the spending plan that accompanies each district's budget. This three year plan describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. All local education agencies must develop and submit their first LCAP with an approved budget. In a school district, the governing board adopts the LCAP and the County Superintendent reviews and approves the LCAP. All district must address the specific instructions in the State Board of Education's adopted template which includes a description of improved services for foster youth, low income students and English Learners.

- The plan requires districts to identify any additional or different services for ELs, low income and foster youth. Districts are asked to consider the following as they answer the question: Have services for ELs, low income and foster youth increased or improved?
- Assess what the district is currently doing to provide services to EL, Low Income and Foster Youth students.
- Solicit input from stakeholder engagement for all students.



Do the identified services for ELs, Low Income and Foster Youth students meet the increased or improved Minimum Proportionality Percentage (MPP) requirement when compared to services provided for all students

### **TITLE I, PART A.**

Title I funds provide Federal supplemental resources to be used to narrow the educational gap between low-income disadvantaged students and non-disadvantaged students. School-wide programs under Title I, Part A permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Such schools can use the Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all students according to a comprehensive plan to help students meet the state's challenging standards.

### **TITLE II**

A federal program to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

### **TITLE III LIMITED ENGLISH PROFICIENT (LEP) AND IMMIGRANT FUNDS**

The Federal Title III resources provide funds for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English Learners to meet grade level and

graduation requirements. Programs must provide staff development opportunities to school staff assigned to English Learners. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities. EL Services oversees the use of Title III funds to ensure compliance according to state and federal regulations and guidelines. Districts receiving Title III funds must meet the federally required Title III AMAOs established by the State. These performance goals are to ensure that ELs:

1. Make annual progress toward English language proficiency (AMAO 1)
2. Achieve and maintain English proficiency (AMAO 2), and
3. Make adequate yearly progress in English-Language Arts and Mathematics (AMAO 3)

### **ORDER OF FUNDS**

Funds are used in the following order:

1. General funds pay for all base/core program resources including ELD.
2. State funds are used next to supplement the base program and federal funds are applied last to provide additional support for ELs that supplements the activities supported by the state categorical funds.

### **SPSA AND CATEGORICAL FUNDS**

The SPSA requires schools to monitor school programs annually. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a budget page, which must clearly show evidence of how the programs funded are directly





tied to the goals of the SPSA.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs.

### BASE FUND RESOURCES

The district uses Base Fund and categorical funds that do not contain “supplement not supplant” provisions to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers’ salaries and other district services (e.g. library and health) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to ensure English learners have access to the core curriculum. The base program also includes district adopted ELD program core materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

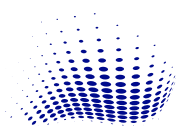
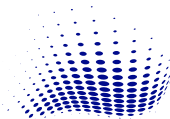


Figure 7.1 Categorical Funding Descriptions and Allowable Expenditures

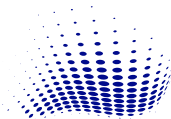
Funding Source	Title I	Title II	Title III
<b>Funding Description</b>	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A federal program to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.	Federal programs providing funding to improve the education of English learners and immigrant students by assisting them in learning English and meeting state academic standards
<b>Students to be served</b>	Students who are not meeting the states not meeting the states challenging academic standards including English Learners and Special Education Students	All students, including English learners	English learners and immigrant students, TK–12
<b>Inappropriate Expenditure Examples</b>	<b>Title I</b> <ul style="list-style-type: none"> <li>• Supplanting general funds</li> <li>• Strategies not based on scientific research or with no data to support increased achievement</li> <li>• Regular teacher salaries and benefits</li> <li>• Food for staff meetings</li> </ul>	<b>Title II</b> <ul style="list-style-type: none"> <li>• Supplanting general funds</li> <li>• Regular teacher salary and benefits</li> </ul>	<b>Title III</b> <ul style="list-style-type: none"> <li>• Supplanting general funds</li> </ul>

	Title I	Title II	Title III
<b>Examples of Appropriate Expenditures</b>			
<b>Support for English Language Arts, ELD and Math</b>	<ul style="list-style-type: none"> <li>Extended day/year for targeted students</li> <li>Supplemental instructional materials that support standards and core program</li> <li>Specialized and targeted interventions</li> <li>Extended day/week/year for targeted students</li> <li>Supplemental instructional materials and equipment</li> <li>Primary language instruction/ support</li> <li>Primary language materials</li> <li>Academic interventions</li> </ul>	Professional development that address the core content areas that will benefit all students including ELs.	<ul style="list-style-type: none"> <li>Academic interventions &amp; PD</li> <li>Supplemental instructional materials that support standards and core program</li> <li>Extended day/week/year for targeted students</li> <li>Primary language instruction/support &amp; PD</li> <li>Primary language materials &amp; PD</li> <li>Provision of high quality professional development for classroom teachers, principals, administrators</li> <li>Upgrading</li> <li>Language programs</li> </ul>
<b>Support Personnel</b>	<ul style="list-style-type: none"> <li>Reading/Math/ELD coaches</li> <li>Intervention teachers</li> <li>Instructional assistants</li> </ul>	Additional Personnel	<ul style="list-style-type: none"> <li>Multilingual Parent Liaisons</li> <li>Multilingual parent facilitators</li> </ul>



			<ul style="list-style-type: none"> <li>• ELD /ELA/math coaches</li> <li>• Multilingual Office Assistants Bilingual Student Outreach Worker</li> </ul>
<b>Capacity Building/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Academic Conferencing</li> <li>• Training</li> <li>• Consultants</li> <li>• Principal Coaching</li> <li>• Teacher Stipends</li> <li>• Teacher Substitutes</li> <li>• Training Materials/ Resources</li> <li>• Duplication</li> <li>• Conferences/ Workshops</li> </ul>	<p>List of authorized activities. States and districts may differ in what they choose to fund</p> <ul style="list-style-type: none"> <li>• Bonuses and reimbursement for course work for teacher certification in areas of high need (i.e., math, science, special education and English-language acquisition)</li> <li>• Bonuses and reimbursement for course work for advanced degrees or certification (i.e., National Board Certification)</li> <li>• Merit pay linked to measurable increases in student academic achievement</li> <li>• Partnerships with for-profit and nonprofit entities through grants or contracts to provide professional development activities, course work, test preparation, and testing</li> <li>• Paraprofessional training toward teacher certification</li> <li>• High-quality professional development and training in core content knowledge and effective instructional strategies, methods, and skills required to meet the NCLB teacher requirements</li> <li>• High-quality professional development in the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments</li> <li>• Training in the use of technology for instruction and analyzing achievement data</li> <li>• Teacher mentoring, induction, and support programs for new teachers</li> <li>• Implementation of</li> </ul>	<ul style="list-style-type: none"> <li>• Academic conferencing</li> <li>• Training</li> <li>• Consultants</li> <li>• Teacher Substitutes</li> <li>• Duplication</li> <li>• Conferences</li> </ul>

<b>School Climate, Parent Engagement, Family Support and Learning Environment</b>	<ul style="list-style-type: none"> <li>• Set-aside 1% of Title I allocation for parent involvement activities</li> <li>• Food for parent meetings &amp; trainings</li> <li>• Parent training/education opportunities</li> <li>• Parent workshops</li> <li>• Speakers for parent workshops</li> <li>• Duplication</li> <li>• Parent support materials</li> <li>• Translation/Interpretation</li> <li>• Support Personnel: Parent Advisor/Community Liaison</li> <li>• Parent Orientations</li> <li>• Kinder Academy &amp; Pre-K Articulation</li> <li>• Attendance clerk</li> <li>• Student Outreach Worker</li> <li>• Counselor/Therapist</li> </ul>	<p>approved CTC alternative certification and internship programs • Teacher salaries for class size reduction (teachers must be NCLB compliant at the time of hire or placement in program)</p>	<p>Food for parent meetings &amp; trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation / Interpretation • Support Personnel: • Attendance incentives &amp; Home Visits • Multilingual Parent Advisor/Community Liaison • Parent Orientations • Kinder &amp; TK Articulation • Multilingual Office Assistants • Additional Personnel</p>	<p>Food for parent meetings and trainings of targeted population Parent workshops Speakers for parent workshops Bilingual parent advisor Parent orientations Annual Immigrant community forums Translation Duplication</p>
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## OUTREACH TO PRIVATE SCHOOLS

ELs enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The District is required to provide equitable services to private school students identified as ELs. Participation is considered to be equitable if the district (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

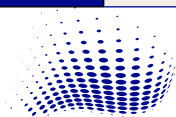
The District must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III program. The following must be discussed:

1. How the ELs' needs will be identified
2. What services will be offered
3. How, where and by whom the services will be provided
4. How the services will be assessed and how the results of the assessment will be used to improve those services
5. The size and scope of the services to be provided to private school ELs and educational personnel
6. The amount of funds available for those services;
7. How and when the District will make decisions about the delivery of services



## GLOSSARY OF EDUCATIONAL TERMS FOR ENGLISH LEARNERS

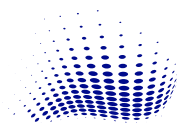
TERM	DEFINITION
<b>A – G REQUIREMENTS</b>	The University of California requires that entering freshman have completed college-preparatory courses in each of these subjects (which the U.C. system labels with letters "A – G"): math, lab science, history/social science, a language other than English, visual or performing arts, and a qualifying elective.
<b>ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE (AMAO)</b>	The three measures under the federal No Child Left Behind Act to evaluate if English Learners in a district are academically succeeding: 1) progress in learning English; 2) progress in the percentage of students who become proficient in English; and 3) academic targets in English-language arts and mathematics.
<b>BILINGUAL, CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) OR BILINGUAL AUTHORIZATION</b>	State authorization permitting teachers to provide Specially Designed Academic Instruction in English, English Language Development, primary language development in the target language and content instruction delivered in the target language.
<b>CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)</b>	State exam administered to classify English fluency level and to annually assess English proficiency level until reclassification
<b>CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)</b>	State exam that all high school students must pass to earn a high school diploma, except where exempted from the test's requirements under state law or regulation.



CALIFORNIA STANDARDS TEST (CST)	Former state exam that measures students' progress toward achieving state academic standards for core content. The last administration of this assessment was in 2013. All districts in California have transitioned to the Smarter Balanced Assessment (see below).
COMMON CORE STATE STANDARDS (CCSS)	The Common Core State Standards are a set of Math and English Language Arts standards that have been adopted by most states in the U.S. to provide clarity about what children are expected to know and be able to do as a result of their K – 12 education.
CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) OR ENGLISH LEARNER AUTHORIZATION	State authorization permitting teachers to provide Specially Designed Academic Instruction in English and English Language Development.
DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA) PROGRAM	Students who arrived without documentation to the United States as children may be free from deportation for two years (renewable) and eligible for work permits. Eligible students include those who came to the United States before reaching their 16th birthday and are under the age of 31 as of June 15, 2012 and who have continuously resided in the United States since June 15, 2007.
ENGLISH LANGUAGE DEVELOPMENT (ELD): DESIGNATED AND INTEGRATED	Designated ELD instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use ELD standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. Integrated ELD is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the California ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners.



ENGLISH LEARNER (EL)	Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient (FEP) status.
ENGLISH LEARNER TYPOLOGY	Descriptors indicating the number of years a student has been classified as an English Learner: 1) New – classified as an EL for 1-2 years (Newcomers who are recently arrived immigrants are a subset of New ELs); 2) Developing – classified as an EL for 2-5 years; and 3) Long-Term English Learner – classified as an EL for more than 5 years.
FLUENT ENGLISH PROFICIENT (FEP)	There are two categories of FEP students: 1) Initial FEPs (I-FEPs) who have a home language other than English, but qualify as FEP when they first enter school, generally by their score on the CELDT; and 2) Redesignated FEPs (R-FEPs), who were initially designated as ELs, and have been redesignated to FEP by meeting the criteria set by state and district.
GIFTED AND TALENTEDEducation (GATE)	Refers to students who have been identified as gifted and talented using multiple factors in the GATE identification process.
HOME LANGUAGE	Language that is most frequently used at home. Usually, it is the language in which the student is most proficient. Term is used interchangeably with primary, native and first language.
INDIVIDUALIZED EDUCATION PLAN (IEP)	Plan developed to meet the specific needs of a student who has been identified as eligible to receive Special Education services



PRIMARY LANGUAGE	Language in which the student is most proficient. Typically, it is the language the student learned first. The term is used interchangeably with home, native and first language. At times primary language is referred to as “L1.”
SMARTER BALANCED ASSESSMENTS	New computer-based state assessment taken by students in grades 3-8 and 11 in both English Language Arts and Mathematics to measure their mastery of the new Common Core State Standards. This assessment replaces the California Standards Test (CST).
SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)	Refers to instruction of content organized and delivered in a way that is comprehensible to English Learners.
UNACCOMPANIED IMMIGRANT CHILD	A minor under 18 who has no parent or legal guardian in the United States, or no parent or legal guardian in the U.S. available to provide care and physical custody. Many Unaccompanied Immigrant Children are Students with Interrupted Formal Education in need of resources and referrals to physical and mental health, housing and legal services.









## ENGLISH LEARNER MASTER PLAN