

English Learner Master Plan

Washington Unified School District
2019



**WASHINGTON
UNIFIED
SCHOOL
DISTRICT**
WEST SACRAMENTO

Board of Education

Jackie Thu-Huong Wong, President

Coby Pizzotti, Vice President

Sarah Kirby-Gonzalez, Trustee

Norma Alcala, Trustee

Preston Jackson, Clerk

Linda Luna, Superintendent

Acknowledgements

The following individuals and committees are to be commended for their contributions to this document during the 2015-16 school year, as well as the 2018-2019 revision process

Document Format: Crista Koch, English Learner Coordinator (2015-2018)

Revised Version: Stacey Tran, English Learner Coordinator (2018-present)

English Learner Master Plan Task Force Committee

Crista Koch, Former English Learner Coordinator/ Principal, Westfield Village Elementary
Stacey Tran, Former English Learner Intervention Specialist, Elkhorn Village K-8/ EL Coordinator
Yolanda Saca, Former Program Specialist for Elkhorn Village K-8/ Assistant Principal, Southport K-8
Karla Salvo, Program Specialist, Special Education
Jennifer Leifson, Language Development Specialist, River City High School
Jenna Kazanis, Assistant Principal, Bridgeway Island K-8
Matthew Ainsworth, Principal, Southport K-8
Nellie Plasencia, Reading Intervention Specialist, Elkhorn Village K-8
Juliet Patrick, 6th grade English Teacher, Riverbank K-8
Kathy Boler, Kindergarten Teacher, Westfield Village Elementary
Stacey Tran, Former English Learner Intervention Specialist, Elkhorn Village K-8/ EL Coordinator
Juanita Aguirre-Patterson, Psychologist, Riverbank K-8
Robin Bell-Wohlgemuth, Instructional Coach, Westfield Village
Dana Gould, VAPA Instructor, District-Wide
Sarah Jackson, Kindergarten teacher, Westmore Oaks K-8
Stephanie Kugler, 6-8th History & ELD Teacher Bridgeway Island K-8
Patty Nguyen, English teacher, Washington Middle College High School
Juliet Patrick, 6th grade teacher, Riverbank K-8
Angelina Ramirez, 1st grade Dual Immersion Teacher, Elkhorn Village K-8
Marisela Romero, Former 8th grade English teacher, Elkhorn Village K-8/ Assistant Principal, Stonegate K-8
Ariel Smith 6th grade Math teacher, Stonegate K-8
Monica Valadez, Home School Liaison, Elkhorn Village & Westfield Village Elementary
Bill Spalding, Former Assistant Superintendent of Educational Services
Scott Lantsberger, Former Assistant Superintendent of Business Services
Gwyn Dellinger, Former Director of Planning, Accountability, and Compensatory Education
Mary DeMartino, Former Director of Special Education
Dmitriy Voloshin, Former Director of Curriculum and Instruction
Lisa Smith, Former Principal of Elkhorn Village K-8
Roxanna Villasenor, Former Principal of Westfield Village Elementary
Mathew Wilkins, Former Program Specialist Curriculum and Instruction
Rita Pope, Former Teacher on Specialist Assignment
Laura Elek-Abe, Former English Learner Intervention Specialist, Riverbank K-8
Christine Chapman, Former 4th grade teacher, Elkhorn Village K-8
Amy Alfieri, Former District Interpreter
Gwyn Dellinger, Former Director of Programs, Accountability, and Compensatory Education

Goals for English Learner Program

1. Implementation and Support

- Develop, provide strategies, and implement effective programs.
- Train teachers on high-leverage strategies/best practices for English Learner students (within 3 years of new hire date or by 2020 for all returning teachers), so that they can effectively demonstrate those skills in the classroom.

2. English Proficiency

- English Learners will master the English language in all domains; speaking, reading, writing, and listening.
- Students will attain proficiency after 4-5 years of instruction.

3. Academic Progress

- Reclassify 10% of English Learners annually.
- Provide rigorous academic content to English Learner students across all areas.
- Increase enrollment of English Learners in Advanced Placement courses by 10% until matching that of the English Learner population of the school.
- Boost graduation rates by 5% until at 85%.
- Increase enrollment of English Learners in A-G courses by 10% yearly.

4. Decrease Risk of Failure

- Establish a clear monitoring system, well-defined and universally applied, that will provide accurate, ongoing reporting of English Learners to trigger intervention as needed.
- Decrease the risk of failure, retention, and drop-puts (rates not greater than English only peers).

5. Home Language Literacy

- Promote biliteracy through programs such as Dual Immersion, Seal of Biliteracy, and primary language support.

6. Parent Engagement

- Reinforce the belief that academic success of English Learners is a responsibility shared by all educators, parents, students, and the community.
- Grow participation rates of Site ELACs and DELAC by 10%.
- Increase enrollment in the Dual Immersion Program yearly by 10%
- Encourage parents of English Learners to attend Parent University, Latino Family Literacy Project, Parent Institute for Quality Education (PIQE), Project 2 Inspire, Principal Cafes, etc

Table of Contents

CHAPTER 1:

Initial Identification, Assessment, and Placement	5
Program Placement vs. Classroom Placement	10
Proposition 58: The California Multilingual Education Act	10
Dual Immersion Classroom Composition	10
Process for Soliciting a New Language Acquisition Program	10
EL Instructional Program Overview	13

CHAPTER 2:

Instructional Programs for English Learners	15
Structured English Immersion (SEI) TK-5	15
English Language Mainstream (ELM) TK-5	16
Alternative Programs for English Learners	17
Dual Immersion	18
Structured English Immersion (SEI), Grades 6-12	20
Middle and High School English Language Mainstream (ELM), Grades 6-12	21
High School Alternative Education Program	22
California State Seal of Biliteracy	24
English Language Development (ELD)	24
ELD Instruction	24
Five Essential Practices to Teach Designated ELD and Integrated ELD	25
Researched-based Guidelines for English Language Development Instruction	27
Grouping Options for English Language Development	27
Primary Language Instruction	29
Primary Language Support	29

Commitment to Special Education Services	30
CHAPTER 3:	
Monitoring of Student Progress	32
Overview of Reclassification Process	33
Monitoring of Reclassified Students	35
Reclassification Provision for Students in the Special Education Program	35
Use of Assessment Data for Instructional Planning	35
CHAPTER 4:	
Staffing and Certification	38
Instructional Coaches	39
District and Site Training	39
CHAPTER 5:	
Encouraging Parent and Community Participation	41
Parent Advisory Committees	43
English Learner Advisory Committee (ELAC)	43
District English Learner Advisory Committee (DELAC)	44
Strategies for Promoting Engagement with Parents	44
CHAPTER 6:	
Monitoring, Evaluation, and Accountability	47
Program Evaluation	47
English Learner Program Monitoring	48
CHAPTER 7:	
Funding	51

Chapter One: Identification, Assessment, and Placement

1



Initial Identification, Assessment, and Placement

At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. If a language other than English is spoken in a student's home or if a language other than English is spoken by the student, the student's level of proficiency in English must be determined, and an appropriate program placement must be made. This chapter describes the process of initial identification, assessment and placement of students in the Washington Unified School District. The process is shown in Figure 1.1 and explained in detail below.

The following steps are followed at all sites to ensure that students are appropriately identified and assessed and that parents are notified of their child's proficiency level, assessment results and program placement.

STEP 1: Registration, Including Completion of the Home Language Survey

A Home Language Survey is used at the time of initial enrollment to determine the primary language of the student. The parent or guardian completes the survey as part of the registration process. If the parent has completed the Home Language Survey more than once, the first survey the parent completed is used in this step (unless for some reason it is not available). The survey consists of four questions:

1. Which language did your son or daughter learn when he or she first began to talk?
2. Which language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by the adults at home.

If the answers to Items 1, 2, and 3 are "English," the child is classified as English Only (EO). The parent is notified of the result and is given an explanation of

the program placement options open to the student. The default option is English Language Mainstream. The parent may request participation in a Dual Immersion program. Participation in such a program may be based on the child's grade level, proficiency level in the second language taught within the model, previous participation in a similar Dual Immersion program, and space availability.

If any one of the first three questions is answered with a language other than English, the student is assessed for English proficiency.

If only the fourth question indicates a language other than English, testing is optional.

STEP 2: English Language Proficiency Assessment

State regulation requires that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. The assessment used to determine English proficiency when a student is first enrolled in a California public school is the English Proficiency Assessment for California (ELPAC).

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The child receives a score for each part of the test (Listening, Speaking, Reading, and Writing) as well as an Overall score. Parents are notified, in writing, within 30 days of the results of the initial identification. Once the official ELPAC results have been received from the test publisher, the parent is also notified in writing of those results. These written notifications are in English and in the student's primary language, when available. Copies of these notifications are placed in the student's EL Profile folder in the CUM folder and will be available in the WUSD Parent Portal.

The assessment is conducted following all of the publisher's instructions. ELPAC test administrators are trained annually on the administration of the ELPAC and participate in calibration of scoring activities. ELPAC results are used to determine the language classification of the student as an English Learner (EL) or as Initially Fluent English Proficiency (I-FEP).

English Learners with disabilities may be assessed for English Language Development using accommodations, modifications, or alternate assessments for the ELPAC, if specified in the pupil's Individual Education Plan (IEP). In such cases, the student may be given an alternative assessment as specified in the student's IEP.

STEP 3: Primary Language Assessment and Program Recommendation

An initial assessment of the English Learner's primary language may be conducted after the completion of English language assessment. The district's adopted primary language assessment instruments are shown in Table 1.2. For students with Spanish as their primary language, a formal assessment instrument is used. For Russian, a translated version of an English instrument is used. It is understood that this measure is not valid, as it has not been written for the purposes in which it is used, yet it provides valuable information for teachers. For all other languages, a parent interview is conducted.

Table 1.2: Instruments used for initial primary language assessment

Grades	Languages	Initial Primary Language Assessments
TK-12	Spanish	IDEA Proficiency Test (IPT)
TK-12	Russian	Translated version of IPT
TK-12	Languages other than Spanish or Russian	Parent Interview

Results of the primary language assessment may be entered in the district student information system and then placed in the student's EL Profile folder. They are used to evaluate students' level of literacy development in the primary language. The results of the Home Language Survey and the language assessments may be used to determine program placement options for students. The recommended placements for English Learners are shown in Table 1.3. Both of these options are programs in which instruction is overwhelmingly in English.

Table 1.3: Recommended Placement Chart

ELPAC Results	Recommended Placement
Level 1 (Emerging) Level 2 (Expanding) Level 3 (Expanding/Bridging)	Structured English Immersion (SEI)
Level 4 (Bridging), with one or more subtest score, either Oral or Written, below Level 3	English Language Mainstream (ELM)

STEP 4: Parent Notification of Results

Initial Notification: Parents/guardians of English Learners are notified of the child's initial English language proficiency assessment results. Parents/guardians of Initially Fluent English Proficient (I-FEP) students are notified of their child's English proficiency results. For parents/guardians of English Learners, the initial notification includes:

- Their child's initial English language proficiency level, based on ELPAC
- How the level was assessed
- Their child's language designation
- Descriptions of program options
- Program placement
- Exit criteria

- If the child has a disability and has an active Individual Education Plan, how the program will meet the objectives of the IEP
- The expected rate of graduation from secondary school

Annual Notification: Parents/guardians of English Learners are informed annually of their child's status as an English Learner. The annual notification includes:

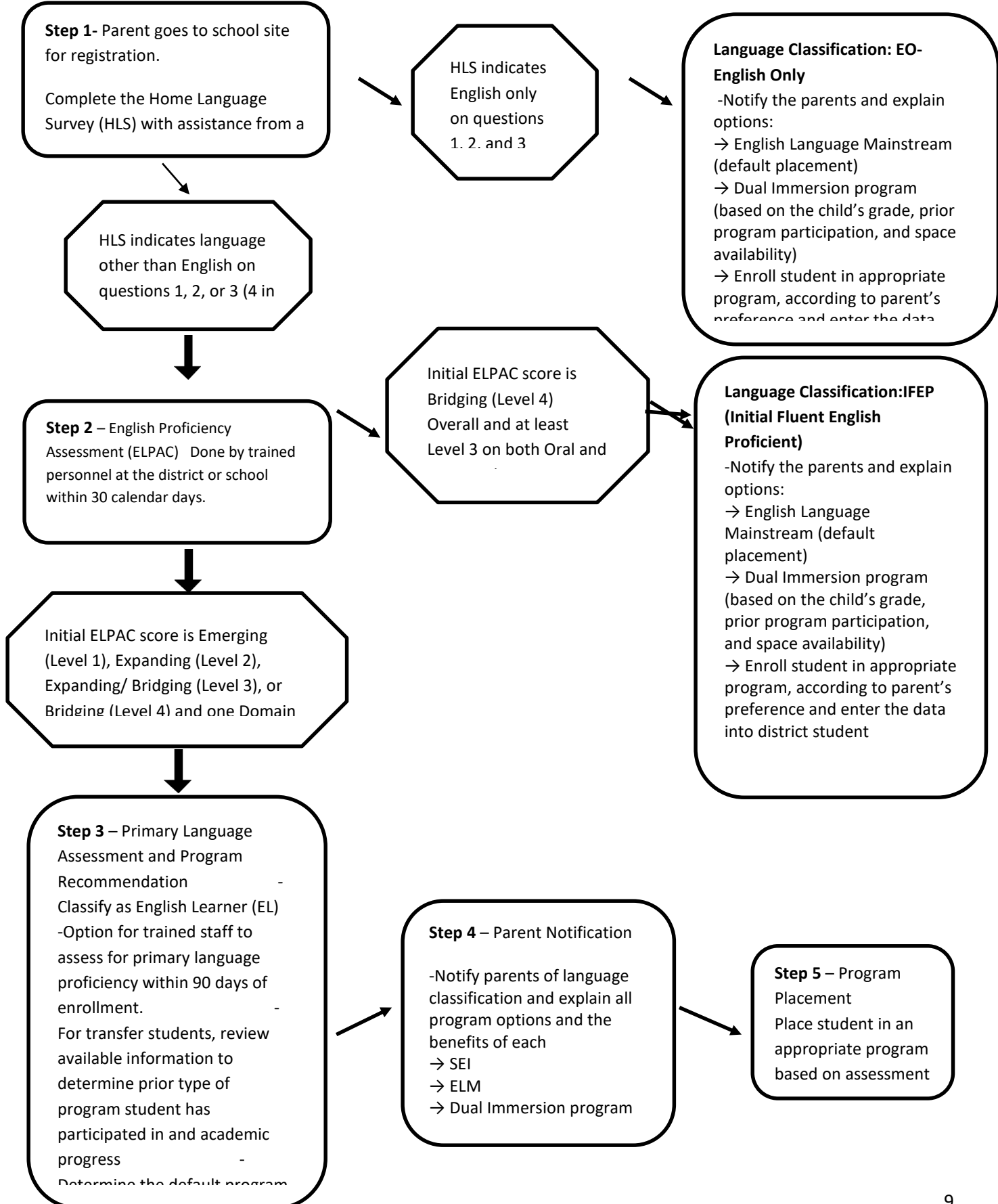
- Their child's proficiency level
- How the level was assessed
- The status of the child's academic achievement
- Their child's language designation
- Descriptions of program options
- Program placement
- Exit criteria
- If the child has a disability and has an active Individualized Education Plan, how the program will meet the objectives of the IEP
- The expected rate of graduation from secondary school

Once the program options have been explained, the parents are informed of their right to apply for a parent exception waiver. This information is also provided to parents in writing.

STEP 5: Program Placement

The student is assigned to an appropriate program based on assessment results and needs of the student. If the placement recommendation is Structured English Immersion and the parent agrees, the student is assigned to the program. Students placed in an English Language Mainstream program, by law, will additionally receive English Language Development instruction and Integrated English Language Development to ensure that they learn English and have full access to the core curriculum.

Figure 1.1 Initial Language Proficiency Assessment, Identification and Placement Process



Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional program placement options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Mainstream program for instruction while providing English Learners enrolled in the class with a program of Structured English Immersion. Throughout this document, when the text refers to a classroom, it means a classroom in which the program exists. It does not necessarily mean that the classroom is exclusively dedicated to that program.

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. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Proposition 58: The California Multilingual Education Act

The California Multilingual Education Act, effective as of July 1, 2017, gave public schools more control over dual language acquisition programs. Proposition 58 effectively repealed the English-only requirement of Proposition 227 — the initiative approved by voters in 1998 that requires English Learners to be taught in English immersion classrooms. Under the new law, students can learn English through multiple programs outside of English immersion classes. The old law

required parents to sign waivers to enroll their children in bilingual or dual immersion programs; the new law does not. Upon enrollment, district personnel will provide information to parents or legal guardians on the types of language acquisition programs available in the district. The information includes, but is not limited to, a description of each program.

Dual Immersion Classroom Composition

Dual-language immersion programs, also known as two-way immersion, provide a combination of 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. Currently, in WUSD, Elkhorn Village is the only school that offers a Dual-language program.

Process for Soliciting a New Language Acquisition Program

Step 1: If parents/guardians are interested in establishing a new language acquisition program at a school, they may submit requests in writing to the Coordinator of English Learners. Schools keep written records of parent requests for at least three years. A response from the Local Educational Agency (LEA) is required when the parents of 30 students or more per school, or 20 students or more in any grade in a school, request a new language acquisition program.

Step 2: The LEA shall respond in a written notification to parents, teachers, administrators, and the LEA's English Learner Parent Advisory Committee and Parent Advisory Committee within 10 days once the

parents of 30 students or more per school or 20 students or more in any grade in a school request the same or substantially similar type of language acquisition program.

Step 3: Then, the LEA shall conduct an analysis to determine the costs and resources necessary to implement a new language acquisition program. And, within 60 calendar days of reaching the described thresholds, the LEA shall determine if it is possible to implement the program. The LEA provides written notice of the determination to parents, teachers, and administrators.

Step 4: In the case of an affirmative determination to implement a language acquisition program at a school, the LEA will create and publish a reasonable timeline of actions necessary to implement the requested program. In the case where the LEA determines it is not possible to implement a new language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided. The LEA may offer an alternate option that can be implemented at the school.

Chapter Two: Instructional Programs

2



EL Instructional Program Overview

Curriculum and instruction related to the CA CCSS for ELA/Literacy focus on five key themes of a robust and comprehensive instructional program in ELA/literacy for all students: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These key themes cut across the strands of Reading, Writing, Speaking and Listening, and Language.

They all encompass all three parts of the California ELD Standards: “Interacting in Meaning Ways” (*Collaborative, Interpretive, and Productive*), “Learning About How English Works” (*Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas*), and “Using Foundational Literacy Skills.”

Figure 2.1 depicts the key themes in relation to the overarching goals and context of ELA/literacy and ELD instruction. Figure 2.1 (Taken from Chapter 1 of the *ELA/ELD Framework, CDE, 2014*)



The **outer ring** identifies the overarching goals of ELA/literacy and ELD instruction. By the time California's students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The **white field** represents the context in which instruction occurs. This framework asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards ("Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Skills"). The themes are organizing components for the grade-level discussions (chapters 3-7).

In the **center** of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals.

Washington Unified School District serves a highly diverse population of English Learners. Many languages are spoken by these students and their families, with Spanish and Russian being the most prevalent. According to the most recent available language census data, about 55% of the English Learners are Spanish speakers and 10% are Russian speakers. English Learners comprise 15% of the district's enrollment.

There are two types of program settings for ELs: Sheltered English Immersion (SEI) and English Language Mainstream (ELM). After initial enrollment in a program of instruction, all English Learners will remain in the program until the State and District criteria for reclassification are met. Placement will be based on ELPAC scores and other indicators of English Language Development, including but not limited to curriculum-embedded assessments, prior schooling, grades, EL Progress Monitoring Assessments, and teacher recommendations.

The instructional program settings designed for English Learners must contain the following required components:

- Well-articulated, researched-based, standards-aligned, **differentiated Designated English Language Development (ELD)** instruction, specifically designed for English Learners.
- Well-articulated, researched-based, standards-aligned, **differentiated Integrated English Language Development in the core curriculum.**
- **Primary language support** and/or **Specially Designed Academic Instruction in English (SDAIE)** when instruction is in English.
- Structured activities designed to develop cultural proficiency and self-esteem.

Administrative support is essential for a quality program that facilitates the successful academic and linguistic development of English Learners. Quality programs require support and collaboration among teachers. Articulation between grade levels is critical for assuring a strong academic program as well as the successful acquisition of English.

Instructional Programs for English Learners

Elementary School Program (TK-5)

Structured English Immersion (SEI) TK-5

The Structured English Immersion model is designed for students whose ELPAC scores are at the Emerging, Expanding, and Bridging levels (Levels 1 to 3). 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. Teaching takes place “overwhelmingly” in English. The students receive daily, leveled Designated English Language Development (ELD) instruction using district adopted materials. Access to core content is accomplished through Integrated English Language Development where teachers use the 2012 English Language Development Standards in tandem with the Common Core Standards. This is accomplished through instructional strategies, under the guidance of the English Learner Roadmap (2017) and the ELA/ ELD Framework (2014) using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter. Primary language support may be used to motivate, clarify, direct, support, and explain concepts.

Table 2.1: TK-5 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
<p>English Learners with the following ELPAC levels:</p> <ul style="list-style-type: none"> • ELPAC Level 1 (Emerging) • ELPAC Level 2 (Expanding) • ELPAC Level 3 (Expanding/ Bridging) 	<ul style="list-style-type: none"> • Core instruction taught overwhelmingly in English with primary language support when appropriate • District-adopted, well-articulated, research-based, standards-aligned, differentiated ELD and core curriculum materials will be used • Integrated English Language Development with the tandem use of ELD Standards • SDAIE strategies to help students access grade level core curriculum • TK-5 daily, leveled ELD instruction- 30-45 minutes, not to include passing time • District ELD Progress Monitoring Assessments are administered one-on-one in October and February of each year • ELD instruction should include <i>Interacting in Meaningful Ways</i> (Collaborative, Interpretative, and Productive) and <i>Learning About How English Works</i> (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas) • Materials include print, audio, visual, graphic, and electronic resources 	<ul style="list-style-type: none"> • All teachers must be appropriately authorized (CLAD, BCLAD, SB1969/395, AB 2913 or equivalent) • The assignment of a BCLAD teacher is the best method for providing primary language support
<p>Special Support Options for English Learners in SEI Programs:</p> <ul style="list-style-type: none"> • Targeted tutoring based on student needs • Additional ELD instruction for students not making adequate progress in English proficiency • Grouping of students • Before and/or after school intervention programs • Summer school for targeted students not making adequate progress • Special Education support for student with Individualized Education Plans (IEPs) • Other appropriate services 		

English Language Mainstream (ELM) TK-5

This program is designed for students who score Bridging (Levels 4) on the ELPAC. All instruction is provided in English with additional, appropriate services. All English Learners receive daily, leveled English Language Development instruction using district approved materials. Access to core content is accomplished through Integrated English Language Development where teachers use the 2012 English Language Development Standards in tandem with the Common Core English Language Arts, Mathematics Standards and Next Generation Science Standards. This 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. Primary language support may be used to motivate, clarify, direct, support, and explain concepts.

Table 2.2 TK-5 English Language Mainstream Program Components

Program Recipients	Program Elements	Staffing
<p>English Learners with the following ELPAC level:</p> <ul style="list-style-type: none"> Level 4 (Bridging) 	<ul style="list-style-type: none"> Core instruction taught in English District-adopted, well-articulate, research based, standards-aligned, differentiated ELD and core curriculum materials will be used Integrated English Language Development with the tandem use of ELD Standards SDAIE strategies to help students access grade level core curriculum TK-5 daily, leveled ELD instruction- 30-40 minutes not to include passing time District ELD Assessments are administered one-on-one in October and March of each year ELD instruction should include Interacting in Meaningful Ways (Collaborative, Interpretative, and Productive) and Learning About How English Works (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas) Materials include print, audio, visual, graphic, and electronic resources 	<ul style="list-style-type: none"> All teachers must be appropriately authorized (CLAD, BCLAD, SB1969/395, AB 2913 or equivalent)
<p>Special Support Options for English Learners in Mainstream Programs</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Before and/or after school intervention programs Summer school for targeted students not making adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Alternative Programs for English Learners

The district is committed to providing a Dual Immersion program and will be implemented at Elkhorn Village Elementary School. The goal of the program is that students become bilingual and biliterate. For this reason, English Learners may continue to participate in the program after they have been reclassified. This is consistent with the district's adoption of the "State Seal of Biliteracy."

The Dual Immersion program will be established starting at the Kindergarten level and one grade level will be added per year. This program will be evaluated annually and if results are positive and there is sufficient demand, it will be expanded in due course to the middle and high school levels. The descriptions given below will be the starting points for this planning.

Dual Immersion

This is an enrichment program designed for Spanish speaking students at all levels of language proficiency, native English speakers, and students of other language backgrounds who are fluent in English. The goal of the program is to develop academic language proficiency in English and Spanish, master grade level core standards, and develop cultural proficiency. Students are expected to demonstrate their mastery of grade level standards on assessments in both languages beginning in Kindergarten. Classes consist of Spanish speaking English Learners and English speaking students who are not English Learners. In addition, the program includes daily, leveled Designated English Language Development for Spanish-dominant students and Spanish as a Second Language for English dominant students. English Learners and English proficient speakers are mixed in the same classroom and receive instruction in both languages daily. However, care is taken to avoid concurrent translation and language mixing.

Table 2.3 Elementary School Dual Language Immersion Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> English Learners at all levels of language proficiency, whose primary language is Spanish Native English speaking students Students of other language backgrounds who are proficient in English Parents must apply for program participation and sign a contract regarding active participation Acceptance is based on neighborhood students, parental choice, prior participation, language proficiency and space availability Students may enter the program at Kindergarten 	<ul style="list-style-type: none"> District-adopted, well-articulated, research based, standards aligned, differentiated ELD and core curriculum materials Core instruction taught in English and Spanish Transferable skills/concepts are taught in either English or Spanish, maintaining 90-10 language allocation Non-transferable skills/concepts are taught in both English and Spanish K-5 daily, leveled Designated ELD instruction for English Learners of 30-45 minutes Daily Spanish language development instruction for students whose primary language is English or anything other than Spanish Materials include print, audio, visual, graphic, and electronic resources 	<ul style="list-style-type: none"> BCLAD or equivalent teachers CLAD teachers may partner with BCLAD in teaming situations, to conduct English language instruction
Special Support Options for English Learners in Dual Immersion Programs: <ul style="list-style-type: none"> Targeted tutoring based on student needs Before and/or after school intervention programs Summer school for targeted students not making adequate progress Summer school jump start program for incoming Kindergarten students Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

Middle and High School Programs (Grades 6-12)

At the middle and high school levels, grades 6-12, all English Learners will be assigned to at least one section of English Language Development (ELD) instruction until the student has acquired proficiency in English. Integrated English Language Development is a major feature of this program and teachers should be using the 2012 California ELD Standards in tandem with the Common Core Standards. In addition to Integrated ELD, mainstream teachers are responsible for providing Specially Designed Academic Instruction in English (SDAIE) to access core subjects so that the content knowledge is comprehensible for all students.

To place English Learners in specific ELD courses, Coordinator of English Learners, use ELPAC scores and additional information, such as grades from prior schooling, samples of student work, standardized assessment results, and teacher recommendations. Students testing at the Bridging Level on ELPAC may receive their ELD within the English Language Arts class, where the teacher is required to provide ELD and ensures progress toward reclassification. Where ELD is integrated into the Language Arts classroom, the classes are monitored to ensure ELD instruction is effectively implemented.

English Learners arriving at middle school and high school have diverse needs. They cannot be well-served by only a single approach or a single program. It is the intent of the district to frequently update the professional understanding of students' strengths

and needs to adapt the instructional program to meet individual needs of students.

Table 2.5 **Suggested** Course Assignment by English Language Development level, Grades 6-8

ELPAC Proficiency Level	ELD Course Level	English Language Arts Course	Other Core Academic Courses (Math, Science, History/Social Science)
Emerging (Level 1) or Newcomer (in the country 13 months or less)	ELD 1 (1 period every day)	Grade level English class incorporating SDAIE strategies	Integrated ELD using CA ELD Standards in tandem with content standards using SDAIE strategies and primary language support
Expanding (Level 2) or Newcomer (in the country 13 months or less)	ELD 2 (1 period every day)	Grade level English class incorporating SDAIE strategies	Integrated ELD using CA ELD Standards in tandem with content standards using SDAIE strategies and primary language support
Expanding/ Bridging (Level 3)	ELD 3 (1 period every day)	Grade level English class incorporating SDAIE strategies	Integrated ELD using CA ELD Standards in tandem with content standards using SDAIE strategies and primary language support
Bridging (Level 4)	ELD 4 (1 period every day)	Grade level English class incorporating SDAIE strategies	Integrated ELD using CA ELD Standards in tandem with content standards using SDAIE strategies

EL Plan 9-12 River City High School 2018-2019

Class	Description	Curriculum	Placement Criteria
Beginning ESL Intermediate ESL	ELD/English 9,10,11, 12 A/B schedule	<ul style="list-style-type: none"> • ELD 9 - 12 materials with accommodations and support • StudySync 9-12 • Rigorous curriculum design 9-12 	Students who have been in the country less than 2 years and test 1 on ELPAC
ELD 9	ELD/ English 9 A/B schedule	<ul style="list-style-type: none"> • ELD 9 materials with accommodations and support • Study Sync 9 • Rigorous curriculum design 9 • Additional Novels and short stories • 1 ERWC 9th unit 	Students who are level 2 -3 on ELPAC and need intervention to access college prep curriculum
ELD 10	ELD/ English 10 A/B schedule	<ul style="list-style-type: none"> • ELD 10 materials with accommodations and support • Study Sync 10 • Rigorous curriculum design 10 • Additional Novels and short stories • 1 ERWC 10th unit 	Students who are level 2 -3 on ELPAC and need intervention to access college prep curriculum
ELD 11	ELD/ English 11 A/B schedule	<ul style="list-style-type: none"> • ELD 11 materials with accommodations and support • Study Sync 11 • Rigorous curriculum design 11 • Additional Novels and short stories • 1 ERWC 11th unit 	Students who are level 2 -3 on ELPAC and need intervention to access college prep curriculum
ELD 12	ELD / ERWC A/B schedule	ELD 12 materials with accommodations and support ERWC units	Students who are level 2 -3 on ELPAC and need intervention to access college prep curriculum

Structured English Immersion (SEI), Grades 6-12

The Structured English Immersion model is designed for students with ELPAC scores at the Emerging and

Expanding levels. 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”

in English. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Access to core content is accomplished through integrated ELD including the use of the CA English Language Development Standards.

Middle and High School English Language Mainstream (ELM), Grades 6-12

This program is designed for students with High Expanding or Bridging ELPAC scores (ELPAC levels 3 and 4). All instruction is provided in English with additional appropriate services when needed. ELD instruction is monitored by appropriately trained district personnel to ensure that it is effectively implemented. Integrated ELD is a major feature of the English Language Mainstream program and will include the use of the CA ELD Standards in tandem with all other content standards.



Table 2.7 Middle School and High School Structured English Immersion Program Components

Program Recipients	Program Elements	Staffing
English Learners with the following ELPAC levels: ELPAC Level 1 (Emerging) ELPAC Level 2 (Expanding) ELPAC Level 3 (Expanding/Bridging)	<p>Core instruction taught overwhelmingly in English</p> <p>District-adopted, well-articulated, research based, standards-aligned, differentiated ELD and core curriculum</p> <p>SDAIE (specially Designed Academic Instruction in English) strategies to access core curriculum</p> <p>Integrated ELD including use of the Ca. ELD Standards in tandem to access core curriculum</p> <p>ELD instruction should include <i>Interacting in Meaningful Ways</i> (Collaborative, Interpretative, and Productive) and Learning About How English Works (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas)</p> <p>Materials include print, audio, visual, graphic, and electronic resources</p>	All teachers-including classroom teachers, Special Education teachers and support staff-must be appropriately certified with a CLAD or equivalent EL certification.
Special Support Options for English Learners in SEI Programs: <ul style="list-style-type: none"> • Targeted tutoring based on student needs • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Summer school for targeted students not making adequate progress • Special Education support for students with Individualized Education Plans (IEPs) 		

Table 2.8 Middle and High School English Language Mainstream Program Components

Program Recipients	Program Elements	Staffing
<p>English Learners with the following ELPAC levels:</p> <p>ELPAC Level 3 (High Expanding) ELPAC Level 4 (Bridging)</p> <p>Note: Students at Level 3 should have a score in the high range, defined as a score in the upper half of the Intermediate score range for the student's grade level</p>	<p>Core instruction taught in English</p> <p>District-adopted, well-articulated, research based, standards-aligned, differentiated ELD and core materials</p> <p>SDAIE (specially Designed Academic Instruction in English) strategies to access core curriculum</p> <p>Integrated ELD including use of the Ca. ELD Standards in tandem to access core curriculum</p> <p>ELD instruction should include <i>Interacting in Meaningful Ways</i> (Collaborative, Interpretative, and Productive) and <i>Learning About How English Works</i> (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas)</p> <p>Materials include print, audio, visual, graphic, and electronic resources</p>	<p>All teachers-including classroom teachers, Special Education teachers and support staff-must be appropriately certified with a CLAD or equivalent EL certification.</p>
<p>Special Support Options for English Learners in Mainstream English Programs</p> <ul style="list-style-type: none"> • Targeted tutoring based on student needs • Participation in Benchmark, Strategic, and/or Intensive interventions • Before and/or after school intervention programs • Summer school for targeted students not making adequate progress • Special Education support for students with Individualized Education Plans (IEPs) • Other appropriate services 		

High School Alternative Education Program

These students were typically, but not exclusively, born in the U.S., and have been classified as English Learners for more than five years, but do not meet the criteria for reclassification. They have conversational fluency in English but lack academic language proficiency. These students typically struggle with reading and writing skills. They often are behind in credits toward graduation due to a lack of preparation for success in core academic taught using academic English. The goals of this program are: (1) for students to achieve credit recovery and graduate high school; (2) for students to attain academic English proficiency and basic academic skills. The program provides individualized and modified instruction for students in small learning groups.



Table 2.9 Alternative Education High School Components for English Learners

Program Recipients	Program Elements	Staffing
<p>English Learners in need of credit recovery with Listening and Speaking proficiency level of Expanding or above on the ELPAC</p> <p>OR</p> <p>Case-by-case placement through collaborative decision of Student Services, Yolo High, and River City High</p>	<ul style="list-style-type: none"> Coordinator of English Learners will provide updated ELPAC scores prior to enrollment at Alternative Education College and Career Advisor will support applying and acquiring information on post-secondary education Designated ELD including the use of CA ELD Standards in tandem with CCSS to access core curriculum Integrated ELD including use of the CA ELD Standards in tandem to access core curriculum ELD instruction should include <i>Interacting in Meaningful Ways</i> (Collaborative, Interpretative, and Productive) and <i>Learning About How English Works</i> (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas) Development of cultural proficiency and positive self-esteem Use of culturally relevant materials Materials include print, audio, visual, graphic, and electronic resources Technology resources to facilitate credit recovery, academic language, and fluency in reading Technology resources to foster proficiency in listening, speaking, reading, and writing English Language Mainstream academic classes with SDAIE included in master schedule Alternative Education online learning environments 	<p>All teachers- including classroom teachers and Special Education teachers must be appropriately certified with a CLAD or equivalent EL certification.</p>
<p>Special Support Options for Long-Term English Learners:</p> <ul style="list-style-type: none"> Targeted tutoring based on student needs Specialized instruction by personnel with literacy and EL expertise Before and/or after school intervention programs Support for students with special needs, such as homeless, foster, transient Summer school for targeted students not make adequate progress Special Education support for students with Individualized Education Plans (IEPs) Other appropriate services 		

California State Seal of Biliteracy

The Seal of Biliteracy is an award given by Washington Unified School District in recognition to students who have studied and attained a high level of proficiency in speaking, listening, reading, and writing in one or more languages in addition to English, by the time they graduate.

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.

To qualify for the Seal of Biliteracy, High School students must meet the criteria established by Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), which became effective January 1st, 2012.

English Language Development (ELD)

English Learners face the unique challenge of learning English as an additional language as they are also learning grade-level content through English. This challenge creates a dual responsibility for teachers who teach English Learners. One responsibility is to ensure that all English Learners have full access to grade-level curricula in all content areas and the second is to ensure that English Learners simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas. English Language Development (ELD) instruction is but one necessary component of a comprehensive instructional program for English Learners that fulfills this dual responsibility.

ELD Instruction

All teachers should attend to the language learning needs of the English Learners in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction is described first generally and then in terms of using the CA ELD Standards in two ways:

1. Integrated ELD, in which all teachers with English Learners in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.
2. Designated ELD, or a protected time during the regular school day, in which teachers use the CA ELD Standards as the primary standards in ways that build into and from content instruction in order to develop critical language English Learners need for content learning in English.

Throughout the school day and across the disciplines, English Learners learn to use English as they concurrently learn content knowledge through English. English Learners develop English primarily through intellectually rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, English Learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In addition to learning to use English and learning through English, English Learners also need to learn about English in order to develop advanced levels of English. In other words, English Learners need to learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task and purpose. Language

awareness is prominently featured in the CA ELD Standards for this purpose. When teachers draw attention to language and how it works, English Learners become conscious of how particular language choices affect meaning. Through the development of language awareness, English Learners understand how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

Figure 2.2 presents the three interrelated areas of comprehensive ELD: learning to use English, learning through English, and learning about English. Comprehensive ELD incorporates both Integrated and Designated ELD.

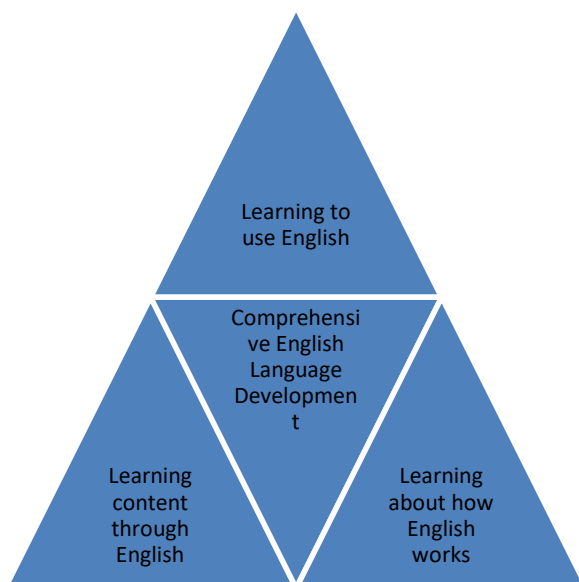


Figure 2.2 Three Interrelated Areas of Comprehensive ELD (Both Integrated and Designated)

Sources:

-Halliday, Michael. A. K. 1978. *Language as Social Semiotic*. London, UK: Edward Arnold.
 -Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann
 -Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Lawrence Erlbaum.

ELD must be a part of the daily program for every English learner. Each English learner should receive daily ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional and explicit component of the total education of the English learner. In Washington Unified School District, each English learner will receive the following: 30 minutes minimum of ELD per day (Transitional Kindergarten/Kindergarten – Grade 5), not to include passing time, and at least one period every other day in middle school and one period daily in high school.

Student placement in a given ELD course is based on Initial Assessment scores on the ELPAC for new students, Summative ELPAC, ELD Progress Monitoring, student's classroom success, and teacher recommendation.

Five Essential Practices to Teach Designated ELD and Integrated ELD in Content throughout the Instructional Day

These research-based practices are critical for linguistically and culturally diverse student populations, and are designed to be a teaching and learning guide for both Designated and Integrated ELD to ensure language learners are meeting the 2012 CA ELD Standards in tandem with the demands of the CCSS and NGSS.

1. Clarify new language and concepts using a variety of strategies and modalities
 - a. Visual: Teachers and students co-construct visual representations of new information.
 - b. Kinesthetic: Teachers and students demonstrate content knowledge through physical representations.

- c. Verbal: Teachers convey meaning through precise language scaffolds.
 - d. Organizational: Teachers and students co-construct ideas through organizational representations.
 - e. Metacognition: Teachers help students develop metacognitive representation of information and metalinguistic awareness of how language works.
- 2. Integrate language lessons and learning into content instruction
 - a. Create action-based learning opportunities that require students to actively engage in tasks that require communication.
 - b. Preview key concepts, ideas, and skills.
 - c. Empower students to build on and use their native language resources, culture, and background knowledge, including during the process of reading.
 - d. Articulate content-language objectives that demonstrate students' knowledge and skills orally and in writing.
 - e. Provide linguistic support with strategic scaffolds to facilitate students as they move from use of informal to academic language.
 - f. Create tasks which require students to communicate using academic language.
- 3. Teach students to access and analyze complex text and use it to develop academic language.
 - a. Use mentor texts as models of complex text and language to build discipline-specific language, thinking, and literacy.
 - b. Establish a purpose for reading, writing, and discussing complex text.
- c. Preview text structure, key vocabulary, and unfamiliar use of language.
 - d. Conduct wide and close readings of text for how the author uses text structure, syntax, and vocabulary to communicate his/her message.
 - e. Provide additional supporting text/instructional materials (in L1, if possible).
- 4. Foster student-to-student Collaborative Interactions and Conversations
 - a. Develop students' skills for having academic conversations that are structured and enable students to use unfamiliar language to develop content knowledge.
 - b. Ensure there are meaningful roles for all students engaged in collaborative work.
 - c. Strategically group students based on complexity of task and language proficiency level (e.g., homo/heterogeneous, partners, small groups, or whole group).
- 5. Check for Understanding and Provide Focused Feedback
 - a. Provide frequent checks for understanding of content and language.
 - b. Allow wait-time for students to process, synthesize, and respond.
 - c. Provide judicious and explicit feedback in one-on-one or partner situations.



Researched-based Guidelines for English Language Development Instruction

Saunders and Goldenberg (2010) reviewed research on effective practices in English Language Development instruction and derived from the existing research a set of principles that are supported by past research. These principles include the following:

1. Providing ELD instruction is better than not providing it.
2. The likelihood of establishing or sustaining an effective ELD instructional program increases when schools and districts make it a priority.
3. Use of English during ELD instruction should be maximized; the primary language should be used strategically.
4. A separate block of time should be devoted to ELD instruction.
5. English Learners should be carefully grouped by language proficiency for ELD instruction; for other portions of the school day they should be in mixed classrooms and not in classrooms segregated by language proficiency.
6. ELD instruction should be planned and delivered with specific language objectives in mind.
7. ELD instruction should explicitly teach elements of English (e.g., vocabulary, syntax, grammar, functions, and conventions).
8. ELD instruction should integrate meaning and communication to support explicit teaching of language.

9. ELD instruction should include carefully planned interactive activities among students.
10. ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.
11. ELD instruction should provide students with feedback.
12. Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.
13. ELD instruction should emphasize academic language as well as conversational language.
14. ELD instruction should continue at least until students reach Level 4.

Grouping Options for English Language Development

Students should be grouped into their ELD classes based on their English proficiency level. The optimum placement is one ELD level per class. Whenever possible, no more than two contiguous levels of ELD will be combined into one class, with the exception of small scattered populations which upon careful consideration, may have multi-level/multi-grade combinations. Throughout the year, progress in ELD will be monitored and regrouping of ELD groups may be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align ELD courses to allow year-round flexibility in moving/scheduling students.

Table 2.10 Grouping Options for ELD

OPTION I: School-Wide Designated ELD: To help maintain consistent leveling of ELD, we recommend that ELD be scheduled at the same time each day at each site for every grade level, preferably as the first activity each morning so that specialized core (e.g., library, computers, VAPA, etc.) and field trips can be scheduled after ELD.

ELD is implemented school-wide at the same time every day for ELs flexibly grouped by proficiency level at each grade/level span.

- A. ELs within each grade/grade level span are grouped by proficiency level and receive targeted ELD at their proficiency level by a designated grade level teacher. The teacher has the same flexible groups designated by proficiency level all school year.
- B. ELs within each grade/grade level span are grouped by proficiency level and rotate classrooms every month or so to receive targeted specified in the language objectives for each lesson, keeping in mind that the goal of Designated ELD instruction is to enable students to have access to ELA and other content areas. Therefore lessons must be explicitly linked to ELA Core Curriculum learning outcomes (and other content areas), by building knowledge around linguistic features of English, the structure of English and foundational literacy skills.

English proficient students (non-ELs) in both forms of this model can participate in academic enrichment activities such as academic language development, writing, or computers during ELD time. One of the grade level teachers would teach the non-EL students.

Example: Grades: K-5
ELD Times: 8:40 – 9:15
*Need to account for transition time in order to endure at least 30 minutes of consecutive instruction.

of Students-Proficiency level

Group 1: 6- Level 1 and 15 Level 2 (Emerging-Expanding)

Group 2: 11- Level 2 and 9 – Level 3 (Expanding- Bridging)

Group 3: 10 Level 4 and 8 English Proficient (non-ELs) (Bridging)

Group 4: 23 English Proficient (non-ELs)

Non-ELs in group 3 may participate in ELD as a “model” language providers

OPTION II: Designated ELD by Grade Level

Designated ELD is implemented every day by grade level/s at times agreed upon by teachers for ELs flexibly grouped by proficiency level. Model is the same kind of configuration as above depending on the number of ELs at each grade level.

Example: Grades	ELD Times
K	8:40-9:15
1	8:40-9:15
2/3	9:00-9:35
4/5	8:40-9:15

OPTION III: Designated ELD within Classrooms

ELs (within one to two proficiency levels) and non-EL students are in the classroom during the scheduled ELD time. ELs remain in or move to the classroom that is targeting their proficiency level. Designated ELD is taught to the ELs at a set time everyday within a grade level to ensure that ELs have at least 30 consecutive minutes of ELD with ample structured oral language practice. This allows for flexible grouping, so ELs who advance rapidly can receive ELD at his/her adjusted proficiency level.

Example: Grades	ELD Times	4th/5th Grade Example:
K	9:00-9:35	# of Students-Proficiency Level
1	9:00-9:35	Classroom 1: 8-Level 2, 9 Level 3, and 14 non-ELs
2	9:00-9:35	Classroom 2: 11-Level 3, 2-Level 4 and 23 non-ELs
3	9:00-9:35	Classroom 3: 31 non-ELs
4/5	10:00-10:35	

OPTION IV: Designated ELD with Push-in or Pull-out Teacher

ELs within one to two proficiency levels across grade levels receive targeted ELD every day by a dedicated resource/ELD teacher. The teacher targets students at similar proficiency levels across grade spans for a minimum of 30 consecutive minutes every day.

OPTION V: ELD in Self-Contained classrooms at sites with very few English Learners

ELs may receive their ELD within the classroom for 30 consecutive minutes per day during a designated period within the ELA block, when the focus of the 30 minutes is ELD for ELs and Academic Language Development for the non-ELs. During this time the language development will be differentiated according to the students' proficiency levels, with a focus on oral language development.

Definition of "very few English Learners"

In order to clarify when ELD may be provided in self-contained elementary classrooms because there are very few English Learners, WUSD has defined "very few English Learners" by calculating the number and percent of ELs as well as the number of ELs by proficiency level at each grade level at the site. A grade level may use this ELD structure if the following criteria are met:

1. There are fewer than 10 total English Learners at a grade level

AND

2. Fewer than 20% of the students at the grade level are English Learners

AND

3. Fewer than 6 English Learners in any two contiguous proficiency levels at the grade level (e.g., 3 Level 1 /Emerging and 2 Intermediate/Expanding, or 2 Level 2 /Expanding and 2 Level 3/Bridging)

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student participation, in and through primary language. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is initially used in the alternative programs as the primary method to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content area while they are acquiring English. For student in the Dual Immersion Program, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build full literacy in two languages. During periods of primary language instruction, some-relatively minor-amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates, or

to make connections with other content studied, but teachers should take care to avoid code-switching.

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments or assessments in the primary language. It may be provided within the Structured English Immersion or English Language Mainstream Programs by a teacher who is bilingual, a trained bilingual para-educator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the schools. Classroom libraries should be stocked with age-appropriate bilingual dictionaries, including electronic translators, as well as fiction and non-fiction in the primary language. Students should be

encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have access to primary language support materials. In addition, when 15 percent or more of the school's students are speakers of the same language, schools must translate all materials for parents into the primary language.



Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an English

learner needs to be assessed, whether it be speech, academic, or cognition, testing will be conducted in the primary language of the student, or English, or both, when making certain that cultural and linguistic differences are taken into consideration when determining eligibility. Instructional decisions related to the student's language acquisition status must be individualized and described in the Individualized Education Plan (IEP). English Learners in grades K-12 with an IEP will receive ELD and SDAIE instruction that addresses their level of English proficiency as reflected on ELPAC or alternative language assessment sub-scores in listening, speaking, reading, and/or writing.

In conjunction and collaboration with the general education teacher. ELD instruction is mandatory for all English Learners, including those with IEPs. The IEP team members will decide if the student should receive ELD in the special education or general education setting, and will document this decision and the provision of services in the IEP. English Learners' IEPs will include linguistically and developmentally appropriate goals that address ELD in all four language domains as needed, goals that support access to the content areas through primary language instruction and/or support based on the students present levels of the IEP. English Learners in grades K-12 with an IEP will receive ELD and SDAIE instruction that addresses their level of English proficiency as reflected on ELPAC or alternative language assessment sub-scores in listening, speaking, reading, and/or writing. Special Education staff will receive the same training as general education staff in working with English Learners.

The IEP team may review whether the student requires test variations, accommodations and/or modifications, or may take alternate assessments as an alternative to ELPAC.

Chapter Three: Monitoring of Student Progress and Reclassification

3



Monitoring of Student Progress

Each English learner's language proficiency and academic progress are evaluated and monitored throughout the year by individual teachers, grade level or department teams, and administrators.

Assessment in Use in the District

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
- Determination of whether schools and the district have met state and federal accountability criteria

The assessments that are used in the district include state-mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessment for California (ELPAC), as well as district-created progress monitoring tests. Because the district may change its suite of assessments from year to year, they are not listed in this Master Plan.

Overview of Reclassification

Process

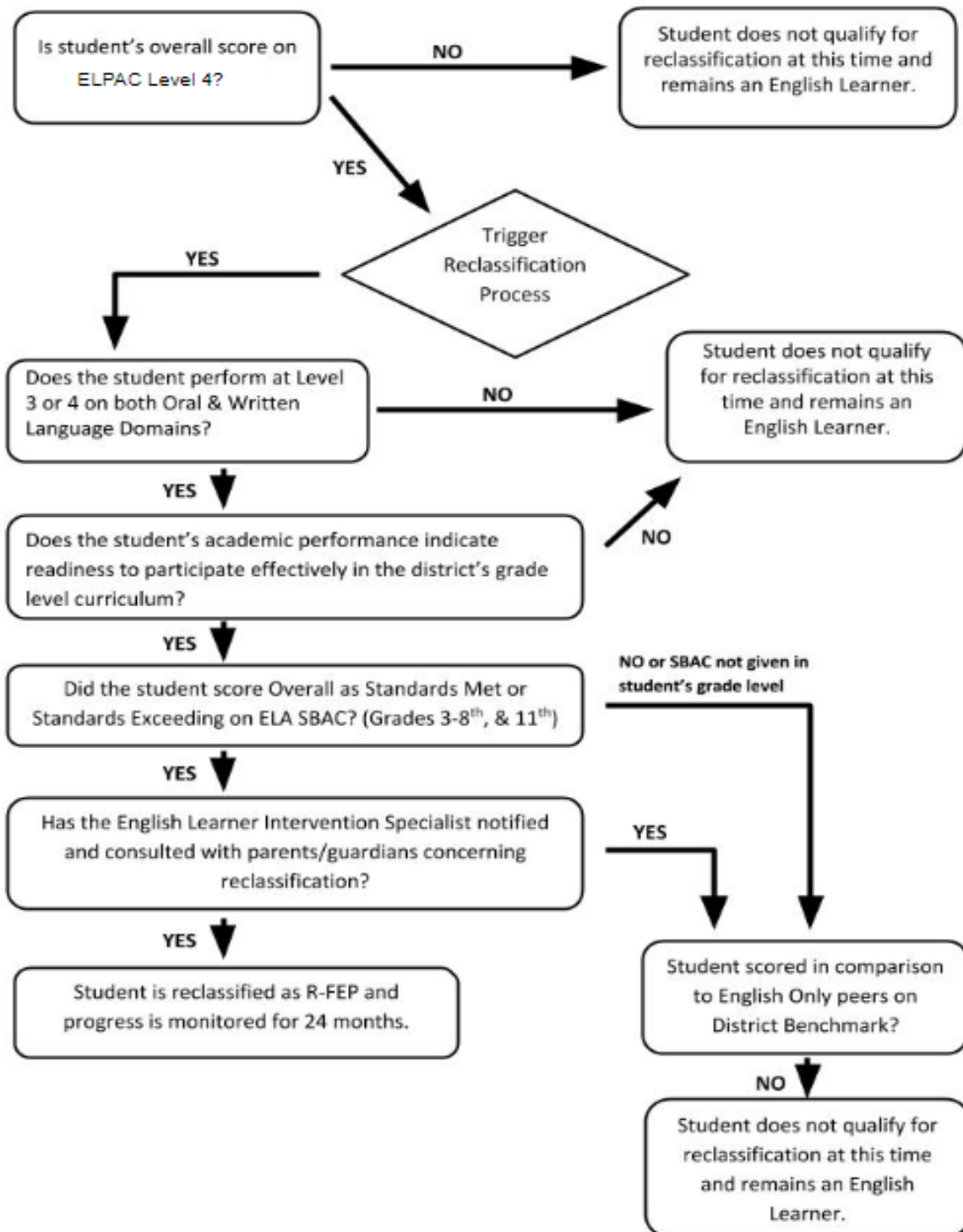
Washington Unified School District has developed an instructional program that supports students becoming proficient in English. English Learners shall be reclassified as Fluent English Proficient (R-FEP) when they demonstrate oral English and academic proficiency. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria include meeting specific standards in the areas of English listening, speaking, reading and writing. Parent consultation takes place when students are being considered for reclassification. School site personnel may make arrangements to conduct a meeting with the parents and review the students' progress and the reclassification criteria. Once students are reclassified, the district and school monitor their progress to ensure they are being successful in their current program placement.



Table 3.1 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent ELPAC	Level 4 Overall
Academic Achievement	Most Recent California Assessment of Student Performance and Progress OR District Benchmark	English Language Arts: Meets or Exceeds the Standard Cut score by grade-level as determined by English Only peers
Teacher Evaluation	Teacher's Evaluation of Student's Academic Performance form, student work samples and current report card	Teacher completes the Teacher Input for Reclassification Form Elementary (K-5 th) <ul style="list-style-type: none"> Meets or Exceeds Standards on the form for both English Language Development and Academic Performance Grades 6-12 <ul style="list-style-type: none"> Meets or Exceeds Standards on the form for English Language Development and Academic Performance in core classes Note: Lack of motivation or lack of academic success unrelated to English language proficiency do not make a student ineligible for reclassification. It is, however, important to consider the student's overall performance in school and identify possible support services that the student may need even after reclassification.
Parent Consultation	Description and results of consultation with parent	After having reviewed the data and received an appropriate explanation, and participated in discussion, the parent will be given the opportunity to give input to the process. This is parent consultation not permission.

Figure 3.1: Reclassification Process



Monitoring of Reclassified Students

The English Learner Coordinator along with the Site Principal and/or designee will monitor all reclassified students for a period of four years after reclassification, in order to ensure that they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicated that academic progress is insufficient, the school re-evaluates the student's program and interventions are recommended. The English Learner Coordinator will document the decisions made and follow-up monitoring the student's academic progress. A reclassified student may take English Language Development (but is not required to do so) as part of his/her program of classes.

Reclassification Provision for Students in the Special Education Program

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications, and accommodations. The IEP Team may consider the student's performance on alternative assessments.

Use of Assessment Data for Instructional Planning

Teachers use formative ELD, Language Arts, and Mathematics assessments, as well as district

benchmarks to analyze student progress after each testing window, for planning differentiated instruction and to provide classroom interventions/enrichment as appropriate. ELPAC data and other district assessments/measures are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the secondary level.

Ongoing monitoring of student progress takes place at two levels:

1. Grade level and/or department teams should hold regular collaboration meetings to examine student data on the assessment used to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate interventions/enrichment which can be held during site collaboration.
2. After each grading period, grade level and/or department teams meet to formally review performance of each English learner. At the secondary level, the ELD teacher and English teachers will meet to review the student's progress.

English Learner Catch-Up Plan

The district is committed to ensuring that all students meet the criteria for adequate annual progress. English Learners' academic performance is monitored using formative, benchmark, and summative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency ensures that students are continuing to make expected academic growth. District/classroom formative and benchmark assessments provide information that informs instruction and alerts teachers to student who may be struggling or need to be challenged.

The Catch-Up has the following five essential elements:

1. **Standards:** There are clearly articulated and implemented content standards for Designated English Language Development and the English Language Development Standards used in tandem with the core standards (Integrated English Language Development).
 2. **Curriculum and Instruction aligned to State standards:** All English Learners participate in a program of curriculum and instruction that is aligned to state standards. There are three program models for English Learners in the district:
 - Structured English Immersion Program
 - English Language Mainstream Program
 - Alternative Dual Immersion Program
- Each of these programs is designed to ensure that participating English Learners acquire English and learn grade level academic content. Components of these programs include:
- English Language Development
 - Grade level core curriculum and assessment
 - Primary language support or primary language instruction
3. **Assessments & Reporting:** There is a process to objectively assess English learner's progress in ELD and the rest of the district's core curriculum using multiple measures. These multiple measures are valid and reliable and make it possible to determine if the benchmarks have been met.
 4. **Monitoring & Intervention:** Intervention may be provided both inside and outside of the general education classroom and will be monitored by the EL COordinator and the site MTSS Team.
 5. **Evaluation:** The district is providing intervention and assessments to determine the success of that intervention.

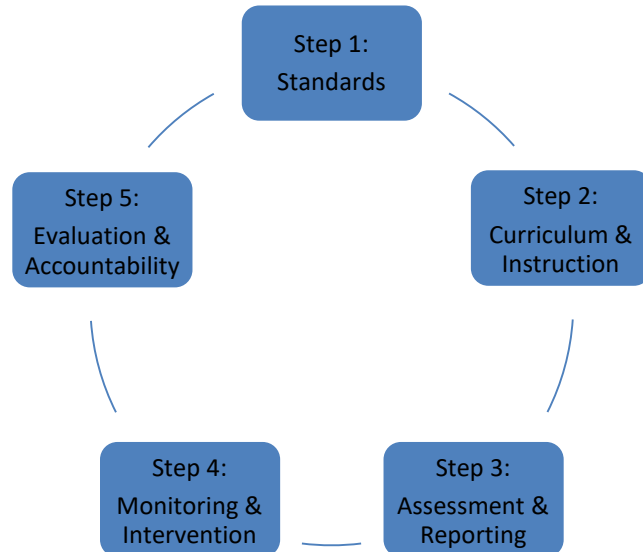


Figure 3.2 Catch-Up Plan

Identifying ELs Who Are Not Meeting Expected Growth

The district employs multiple measures to monitor student progress. The administrators at each site, in collaboration with the English Learner Intervention Specialist, develop a list of students who are not meeting expectations. This team analyzes student data and prescribe an appropriate intervention for these at-risk students, such as after school programs. In order to accomplish this task, the team will review data and then answer the following questions in order to create an English Learner Support Plan and prescribe appropriate interventions.:

1. Does the school provide appropriate classes for English Learners in the Master Schedule?
2. Is the student placed in the correct academic setting?
3. Is the teacher trained in the use of the most appropriate instructional strategies?
4. Has the staff provided purposeful and individualized planning for each student?
5. How many years has the student been in the program for English Learners

Chapter Four: Staffing and Professional Learning

4



Washington Unified School District is committed to ensuring that all English Learners are taught by highly qualified teachers who are knowledgeable about and proficient in implementing researched-based best instructional practices for English Learners. In order to do this, the district will hire properly credentialed teachers and provide focused, effective, research-based professional development to all administrators, teachers, and staff. This effort will prepare and empower educators with the instructional and leadership skills required to work effectively with English Learners.

Staffing and Certification

Washington Unified School District shall ensure that all teaching personnel assigned to provide instruction to English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide 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.

Teacher hiring and placement decisions are based on student and program needs, including English learner enrollment data, and other relevant factors. Each year, the district assesses the need for and supply for qualified teachers. Every effort is made to hire and retain highly qualified bilingual teachers. Eligible and new teachers may complete their certification through completion of the Teacher Induction Program. Teachers are required to implement appropriate ELD and SDAIE strategies based on the needs of the EL student in their classroom. The District’s data collection process will be used to monitor program implementation and program effectiveness.

Table 4.1 Teacher Authorizations

Type of Instruction	Required Authorization
ELD	EL Authorization, CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
Integrated ELD/SDAIE	EL Authorization, CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
Primary Language	BCLAD or equivalent

The district Human Resources staff actively recruits and hires teachers who are fully certified to fill positions requiring a CLAD or BCLAD. The district actively recruits and hires teachers with BCLADs and grows BCLADs from para-educators and others in the community who have bilingual skills. The district also recognizes the importance of actively recruiting and hiring bilingual Special Education/Resource Specialist Program teachers.

Instructional Coaches

An Instructional Coach will be provided for each district school, using district and site resources. These coaches are required to hold a BCLAD or CLAD credential. Qualifications include demonstrated knowledge of effective practices for educating English Learners, an ability to work in a collegial manner with other teachers, administrators, and staff. Instructional Coaches work closely with site principals and district staff on organization of services to English Learners, maintenance and usage of assessment data, and providing targeted instruction for English Learners. The role of the Instructional Coach also includes a significant focus on collaboration with other teachers, including provision of content expertise including serving as a resource for SDAIE strategies. This collaboration may include participation in peer coaching, instruction of ELD, and providing professional learning opportunities to staff.

District and Site Training

In its current LEA Plan and Title III Plan, the district has established Integrated English Language Development and Designated English Language Development as priority areas for teacher and administrator professional development. The overall

goal is to train and provide follow-up coaching to ensure high quality utilization of effective ELD and high leverage literacy practices at all school sites.

Each year, the Department of Educational Services creates a Professional Development Plan. This plan will address the identified need to provide for consistency of implementation of effective instructional strategies.

Specifically, the plan will include at least the following areas for professional development:

- Master Plan policies, procedures, and guidelines
- Curriculum and Instruction: Designated ELD, Integrated ELD, and primary language support
- ELA/ELD Framework and high-leverage strategies
- ELPAC administration
- ELAC and DELAC trainings
- EL data findings and implications for instruction
- Professional development on Guided Language Acquisition Design (GLAD)
- Follow-up coaching for teachers on ELD and SDAIE strategies
- Professional development on best practices for Dual Immersion instruction



Chapter Five: Parent and Community Involvement

5



Encouraging Parent and Community Participation

This chapter references two major topics regarding the engagement of parents of English Learners in their student's education. The first part of the chapter addresses parent participation in governance of the school through the English Learner Advisory Committee (ELAC). The second part addresses parent participation at the district level through the District English Learner Advisory Committee (DELAC).

It is the goal of Washington Unified School District that parents of English Learners and Reclassified Fluent English Proficient (R-FEP) students actively participate in their student's education. The following types of activities may

be carried out at the district or site levels to further this goal.

- Whenever possible, the school will provide translations and interpretations of school information for all language groups. School

sites may contact the Coordinator of English Learners for assistance in this process.

- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students will be written in English and the primary language.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team (SST) Meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.
- The district has a number of highly-qualified bilingual Home School Liaisons who support district-wide interpreting and translating.
- The district has an interpreter sound system to assist with department and parent

communication in relation to site and district level services. All requests for the interpreter sound system need to be submitted to the Office of Planning, Accountability, and Compensatory Education.

Washington Unified School District recognizes that parents are an important component of the successful education of children. As part of the district's effort to more systematically involve

parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committees (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in other languages when the need arises and is feasible.

Parent Advisory Committees

English Learner Advisory Committee (ELAC)

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). This committee advises the school principal and staff on issues that include at least the following legal mandates:

ELAC Requirements:

- Development of the school's Single Plan for Student Achievement;
- Consultation with the principal and school staff on the school's programs for English Learners;
- Development of the school's needs assessment;
- Administrations of the annual language census report;
- Efforts to make parents aware of the importance of regular school attendance

ELAC Membership Guidelines

All site ELAC documentation (i.e., calendar of ELAC dates, agendas, and minutes) must be kept at the school site.



Additional materials and training designed to assist ELAC members in carrying out their responsibilities may be organized by the district or the site principal.

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 should be more parents than staff members.
3. Members of the ELAC are elected by the parents/guardians of English Learners.
4. All parents/guardians of English Learners must be given the opportunity to vote and to elect ELAC members.
5. Members of ELAC will be given an opportunity to elect at least one representative to the District English Learner Advisory Committee.
6. Members will receive training on their responsibilities as ELAC members.
7. Materials for the use of the ELAC will be given to members in their home language when 15% or more of the students enrolled at the school site speak a single primary language other than English.
8. All site ELAC documentation (i.e., calendar of ELAC dates, agenda, and minutes) must be kept at the school site and a copy provided to the Coordinator of English Learners.

Training for ELAC Members

Each year, all ELAC members will be provided with training sessions which will cover the following topics:

- Legally mandated purposes of the ELAC
- ELAC officers and their functions
- How to conduct meetings

ELAC members should have a voice in the selection of training content.

District English Learner Advisory Committee (DELAC)

Role of the DELAC

If a district has 51 or more English Learners enrolled, it is required to establish a functioning District English Learner Advisory Committee. The purpose of the DELAC is to advise the governing board on at least the following:

1. The development of a district Master Plan for English Learner Programs and Services that takes into consideration the school site plans for English Learners;
2. A district-wide needs assessment and a school-by-school needs assessment;
3. The district program, goals, and objectives for services for English Learners;
4. The plan to ensure compliance with applicable teacher requirements;
5. Administration of the annual language census;
6. Review and comment on the district's reclassification procedures;
7. Review and comment on the required written notifications sent to parents and guardians.

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 duties. DELAC members will provide input on the content and training each year. The minutes of the DELAC meetings will clearly reflect the training areas that were covered during the meeting. It is the responsibility of the DELAC representatives to share information between ELAC and DELAC.

Strategies for Promoting Engagement with Parents

The district is committed to working proactively to promote positive and productive working relationships with parents. Epstein (2001) provides a framework for thinking about and designing systems to support parent involvement and school/family engagement. This section uses Epstein's six types of parent involvement as an organizing tool. The bulleted lists of activities for each type of involvement are intended as suggestions of ways to enhance parental involvement.

Involvement 1: Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support development ages and stages from preschool through high school. Activities designed to foster this include:

- Providing parent workshops with specific training for parents on how to assist their children in school work
- Holding informational workshops for parents and families at the school site on topics suggested by school personnel, parents, and students.

Involvement 2: Communication

Two-way communication on a regular basis happens between families and school about educational standards/expectations, children's progress, education programs and choices. Communication in the home language is a critical factor.

- When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language.
- Interpretation will be made available for all parent/teacher conferences, school meetings, suspension and expulsion hearing; and for all due process actions held at the district level.
- Communication with parents, whether written or oral, will be conducted in a manner that is comprehensible to them.

- Interpretation needs should be communicated to the site Administrators, Home School Liaison, and the English Learner Coordinator.

Involvement 3: Volunteering

Schools expand the services and experiences they can offer to children and their families by developing volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- Search for ways to minimize the barriers to volunteering in the classroom (i.e., fingerprints, TB testing, language barrier).

Involvement 4: Learning at Home

Schools empower parents by providing information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Develop a teacher-parent partnership.
- Teachers are available for homework help.
- Hold family education nights.

Involvement 5: Decision-Making and Advocacy

Educators and parent leaders work together on advisory/decision making groups, and through this

process develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- LCAP Parent Advisory Committee.
- Yearly report to the Board by DELAC.
- Establish partnerships with other organizations (PIQE and Latino Family Literacy) that advocate for education.

Involvement 6: Relationship Building and Collaboration with the Community

Schools establish a welcoming school environment, celebration events, and activities that create positive relationships among families, school, and community. These can serve as a gateway for strengthening long-term partnerships. Activities intended to encourage relationship-building and collaborating with the community include:

- Hold student recognition and awards assemblies for students that have been reclassified as Fluent English Proficient.
- Recognize those students who Met or Exceeded the Standard on SBAC for English Language Arts and/or Mathematics.
- Recognize those students who have made progress towards English Proficiency.



The district will provide ongoing professional development for staff on how to work with parents including communication skills and sensitivity to parent backgrounds, needs, and concerns. The district and school will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families.

Chapter Six: Evaluation and Accountability

6



Monitoring, Evaluation, and Accountability

Washington 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. The district ensures that the practices, resources, and personnel used at each school in the district effectively implement the district's program for English Learners.

English Learners receive ongoing support through the cycle of instruction, assessment, monitoring, and evaluation in all classrooms. By monitoring student achievement through ongoing analysis of achievement data of English Learners, academic needs are addressed, instructional strategies are identified and implemented, and program effectiveness is continually evaluated.

Accountability includes students, parents, and all personnel at the site and district level. Evaluation is

considered a critical part of daily work rather than an isolated event or an annual report.

Program Evaluation

The two purposes of evaluation of the English Learner Program are:

1. To provide a way to demonstrate that the program(s) for EL students produce, within a reasonable period of time, (a) English language proficiency comparable to that of average native speakers of English in the district and (b) academic results indicating that EL students have achieved and sustained parity of academic achievement with students who entered the district's school system already proficient in English.
2. To serve as an ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves proficiency in English and academic success.

English Learner Program Monitoring

Monitoring Requirements at the State Level

Monitoring at the school and district levels is partially in response to state requirements. All school districts are required to report a score regarding the progress of ELs (and other student groups) to the California Dashboard, which includes both growth and equity measures. The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K–12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. The Dashboard is made up of reports that show local educational agency or school performance on the following six state indicators and four local indicators.

State Indicators include:

1. High school graduation rate
2. Academic performance
3. Suspension rate
4. EL progress
5. Preparation for college or career
6. Chronic absenteeism

Note that EL progress toward language proficiency is measured using two indicators:

- Number of ELs who make progress from year to year on standardized tests of English proficiency
- Number of ELs who make progress from year to year on tests of English academic achievement

Monitoring Requirements at the Federal Level

State monitoring requirements are informed by federal requirements. ESSA of 2015 is the federal education policy that provides funding for ELs and redefines the goals of the program. Under ESSA, the programmatic goals are:

- To ensure English proficiency and develop high levels of academic achievement in English for ELs
- To assist ELs in meeting the same challenging state academic standards as all students
- To assist teachers and schools in establishing and sustaining effective language instruction programs to teach ELs
- To assist teachers and school leaders in providing effective programs to prepare ELs to enter all English instructional settings
- To promote parental and community participation in language instructional programs for parents/guardians, families and, communities of ELs

Annual Reporting under ESSA

Under ESSA, school districts will annually report on the following requirements under Title III of the Act:

- ☐ Number and percentage of ELs making progress toward English language proficiency Number and percentage of ELs who attain proficiency and exit EL programs
- ☐ Number and percentage of former ELs who meet academic content standards for four years after they exit EL programs
- ☐ Number and percent of ELs who have not exited EL programs after five years as an EL Number and percentage of ELs with disabilities making progress toward English language proficiency
- ☐ Number and percentage of former ELs with disabilities who meet academic content standards for four years after they exit EL programs

California Data Dashboard and The English Learner Progress Indicator (ELPI)

The English Learner Progress Indicator (ELPI) is the only indicator that measures progress toward proficiency. To measure progress toward proficiency (Status) two years of data is required. In 2017–18, California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). Three years of data is needed to produce a performance level or color. The 2018 Dashboard displays the percentage of students scoring at each of the ELPAC four performance levels

Chapter Seven: Funding

7



Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. These funds are used to supplement the base educational program (i.e., provide additional resources and services) and not to supplant (i.e., replace) general fund expenditures. The core program is supported by the general fund and categorical programs. Expenditures are audited annually by the District's Business Services Department and external auditors.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. Information about these budgets is also provided to parents during the fall trimester. In the spring, in preparation for the development of each school's School Plan for Student Achievement and the District's Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs.

General Fund Resources

The district uses the General 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 (for example, library, health, and academic advising) 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 supports to help ensure that English Learners have access to the core curriculum. The base program includes district adopted ELD curriculum. The district provides primary language instructional materials for students enrolled in dual immersion alternative programs.

Categorical Funds

Certain state and federal grants provide funds that are used to support programs and services for English Learners. These funds are restricted and

monitored to ensure that they are used for English language acquisition and reclassification efforts.

Equity in Funding for School Sites

In order to ensure that funding for services to English Learners is distributed in an equitable manner to the schools, the district will distribute funds according to a formula based on the number of English Learners at each school and individual site needs.



Glossary of Terms and Acronyms

BCLAD (Bilingual Cross-cultural, Language, and Academic Development) - The bilingual authorization issued after satisfactorily completing university coursework or passing a series of six state tests. Authorizes ELD, SDAIE, and primary language instruction.

BICS (Basic Interpersonal Communication Skills) - Basic communicative fluency or the ability to carry on a basic social conversation. This is sometimes called playground language, everyday language, social language, or surface theory.

Bilingual Instructional Program - A classroom with an appropriately-credentialed teacher who provides English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and instruction in Spanish and English in a balanced manner. This program supports students in becoming proficient in English while acquiring academic skills in their home language.

Bridging - The third stage of language development as measured on the English Language Proficiency Assessment for California (ELPAC).

CALP (Cognitive Academic and Language Proficiency) - Language proficiency related to literacy and academic achievement. Referred to as school language, academic language, or the language of academic de-contextualized situation. This dimension of language is transferable across languages.

CLAD (Cross-cultural, Language, and Academic Development) - Authorization to teach English Learners issued to teachers after completing university coursework or passing a series of three state tests.

Comprehensible Input - Making subject matter understandable to second-language learners.

Core Curriculum - Includes the subject area of language arts, social science, mathematics, English Language Development (ELD), and science.

CTEL (California Teachers of English Learners) - Certification that authorizes teachers' instruction of EL students. It replaced CLAD.

Designated English Language Development - A protected time of the day when English Learners are grouped by language proficiency level and are taught based on individual language needs using the 2012 California ELD Standards.

Designation - Result of English Language Proficiency Assessment for California (uses Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced as level designations).

DELAC (District English Learners Advisory Council) – District committee made up of ELAC members and staff which serves to advise the Board on matters involving English Learners and categorical programs.

EL (English Learner) - A student for whom a primary language other than English has been indicated on the Home Language Survey and who, based on the results of the English Language Proficiency Assessment for California (ELPAC) has been determined to lack the clearly defined English language skills of listening, speaking, reading, and writing skills necessary to succeed in the school's regular instructional programs.

ELA (English Language Arts) – Core subject area.

ELAC (English Language Advisory Committee) – School site committee of parents of English Learners that serves to advise the School Site Council on matters involving English Learners and use of categorical funds.

ELD (English Language Development) – A program to develop proficiency in listening, speaking, reading, and writing English for English Learners.

ELPAC (California English Language Development Test) – A mandatory state assessment for English language proficiency that is given to all students whose primary language is other than English. ELPAC assesses the progress of limited English proficient students in acquiring the skills of listening, speaking, reading and writing in English. Proficiency levels reported are: Emerging, Expanding, and Bridging

Emerging - The first stage of language development as measured on the English Language Proficiency Assessment for California (ELPAC).

EO (English Only) – Designation for students for whom English is their only language.

EPL (English Proficiency Level) – Determination of an English Learner's language proficiency.

Expanding- Second stage of language development. Students develop comprehension through listening and make simple responses. Exposure to reading and writing begins through group work and classroom instruction.

FEP (Fluent English Proficient) – English Learners who demonstrate English proficiency, both verbally and academically.

HLS (Home Language Survey) – Survey completed by parents at time of enrollment to indicate the primary language of the student.

I-FEP (Initial Fluent English Proficient) – A student who, upon initial assessment on the English Language Proficiency Assessment for California(ELPAC), is determined to have adequate functional proficiency in English necessary to succeed in the school's regular instructional programs.

Integrated English Language Development- Academic English language instruction provided throughout the instructional day and across the disciplines and incorporates the 2012 California ELD Standards.

LCFF (Local Control Funding Formula) - State funds to meet and support the academic needs of students, including English Learners; more dollars are allocated to school districts for students in need as defined by the State: English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Primary Language – A student’s first language, and/or the language spoken most often at home.

R-FEP (Reclassified Fluent English Proficient) - A student who has met all criteria for reclassification and is therefore determined to have adequate functional proficiency in English necessary to succeed in the school’s regular instructional programs.

RSP (Resource Specialist Program) – A placement setting that provides instruction and services for those students whose needs have been identified in an Individualized Education Program and are assigned to regular classroom teachers for most of the school day.

SBAC (Smarter Balanced Assessment Consortium) – State test administered to grade 3-8 and 11th students annually. The SBAC Assessment measures the degree to which students are achieving the content standards adopted by the State Board of Education. Four performance levels are used to report student achievement: Exceeding Standard, Meeting Standard, Approaching Standard, and Standard Not Met.

SDAIE (Specially Designed Academic Instruction in English) – An approach utilized to teach academic courses to English Learners in English. It is designed for non-native speakers of English and focuses on increasing the comprehensibility of the academic courses normally provided to fluent and English-only students.

SPSA (Single Plan for Student Achievement) – School site plan which includes goals and objectives for student achievement and categorical budget expenditures. SPSAs must be approved by School Site Council and the Board of Education.

SRT (Student Review Team) – A team of school staff members often composed on the principal, school psychologist, teachers, and resource specialists, whose task is to find solutions to identified problems that students are facing.