

Pierce Joint Unified School District English Learner Master Plan

Board Approved

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This Plan and forms related to English Learner Services in the Pierce Joint Unified School District are available at pierce.k12.ca.us

Dedication and Acknowledgements

This document is dedicated to the English Learners of the Pierce Joint Unified School District (PJUSD) and the families, communities, and district staff who support their education in our schools.

Pierce Joint Unified would like to acknowledge the continuous efforts of its staff members to meet the needs of all students regardless of race, creed, educational background or primary language. We wish to express our gratitude to the ELD Leadership Committee, and particularly, the ELD teachers, who spent numerous hours contributing to this revised English Learner Master Plan

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Chapter 1

Superintendent's message, English Learner Master Plan Goals, Mission, Vision, and Guiding Principles

Chapter 1: Superintendent’s Message, English Learner Master Plan Goals, Mission, Vision, and Guiding Principles

Overview

This chapter includes a message from the Superintendent and identifies the district’s mission, vision, goals and guiding principles that are reflected in the Pierce Joint Unified School District English Learner Master Plan. It also provides the purpose of the plan, collaborative development processes, and expectations for district-wide implementation.

Message from the Superintendent

As an educational institution we are committed to ensuring success for all of our students by providing a rigorous academic program along with necessary supports based on the needs of each individual student. It is a priority to serve our English Learner students (ELs) so that they can efficiently and effectively acquire English language skills to achieve reclassification status while at the same time learning academic core content in coursework. This will require strong systems of support to be in place in order to meet this expectation. It is our duty and obligation to do whatever it takes to prepare students to succeed in the informational age.

The primary purpose of the Pierce English Learner Master Plan is to provide educators with critical information related to the linguistic and educational needs of EL students, as well as the legal requirements for serving these students. Recognizing that ELs bring a wealth of knowledge and talent that will benefit the Pierce JUSD community, we expect that this plan will be used to guide the implementation of best instructional practices for ELs and for driving systemic changes required to ensure the academic success of linguistically diverse learners. In order to ensure this, the plan uses, as a guide, the new policy for English Learners, The English Learner Roadmap, adopted by the State Board of Education in 2017. Pierce Joint Unified School District understands that serving English Learners is a central responsibility of each and every educator and that our prosperity in California depends on the success of immigrants and their children.

The plan provides information on the following areas related to the linguistic and educational needs of English Learners:

- Understanding and meeting federal and state legal requirements
- Maintaining high-quality, standards-based language instruction leading to full academic engagement
- Acquiring 21st century skills in curriculum and instruction
- Reporting and using data to manage instruction
- Monitoring and evaluation of program implementation
- Valuing, honoring, and embracing native heritage and cultural assets
- Engaging, informing and supporting the family and community

Our educators work tirelessly to ensure that the needs of ELs are met; their experience, expertise, and understanding of the specific needs of ELs are our priority. Our goal is to support them in providing the best instruction possible for students, and in meeting and exceeding the policies, procedures, and compliance items addressed in this document, in order to ensure continued success for English Learners in school and in life.

In order to address the ever-changing and expanding needs of English Learners, we will review and update this document annually.

District Context

As a rural TK-12 district in Colusa County, the Pierce Joint Unified School District strives to be a leader and model in serving ELs. The PJUSD is committed to providing the highest quality educational programs and services that are based on the latest educational research.

The PJUSD enrollment in 22/23 was equal to about 1490 students in 5 schools serving TK-12 grades. Arbuckle Elementary School serves grades TK-5 with a student population of nearly 600 students. Grand Island Elementary has a student population of just over 50 students in grades TK-6. Lloyd G. Johnson Junior High School has about 315 students in grades 6-8. Pierce High School serves grades 9-12 and has around 510 students. Arbuckle Alternative High School has around 10-20 students on a consistent basis in grades 10-12.

School	Grade Span	# of Students 2022/23 data	% English Learners 21/22 data	% Students with Disabilities 2021/22 data	% Foster Youth 2021/22 data	% Homeless 2021/22 data	% Low Income 2021/22 data
Arbuckle Elementary	TK-5	596	47%	12%	<1%	14%	72%
Grand Island Elementary	TK-6	52	73%	11%	0	38%	77%
Lloyd G. Johnson Jr. High	6-8	315	34%	13%	<1%	19%	71%
Pierce High	9-12	511	19%	11%	<1%	13%	61%
Arbuckle Alternative High	10-12	17	41%	12%	0	12%	76%

Plan Rationale

The English Learner Master Plan outlines the systems that are in place in every school serving ELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs in PJUSD have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California as a foundation for college and career readiness. It is our commitment that all ELs are given excellent first teaching in the core content and receive responsive language strategies ensuring that their linguistic and academic needs are met.

District Mission/Vision

Vision Statement

Every student will be at grade level or higher and feel a connection to the adults at school.

Mission Statement

We exist to create foundations for students to achieve success.

Guiding Principles and Goals for Educating English Learners

The Pierce Joint Unified School District's Master Plan for Services to English Learners serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. Several guiding principles for English Learner instruction guide the work and approach toward meeting the needs of ELs. These key principles, developed by the Understanding Language project at Stanford University (2013) are in line with the adoption and implementation of Common Core State Standards (CCSS) and the need to strategically plan for ELs to meet rigorous, grade level academic standards. They are intended for teachers, coaches, EL specialists, curriculum leaders, school principals, district administrators, parents, and community members and are detailed in Table 1.1 below.

Table 1.1 Understanding Language: Key Principles for ELL Instruction

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
3. Standards-aligned instruction for ELs is rigorous, grade -level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.

Retrieved from <http://ell.stanford.edu/content/six-key-principles-ell-instruction>

The PJUSD English Learner Master Plan describes how we identify, serve and support students who initially enroll in the Pierce Joint Unified schools with limited proficiency in the English language. The plan sets forth six goals for this work:

1. English Learner programs will be fully implemented.
2. Parents of both active English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and RFEP students will be at no greater risk for school failure than EO students.

Staff should frequently consult this plan to ensure consistency in the delivery of the highest quality of services to English Learners and their families. The plan is published simultaneously in hard copy and on the district website and will be translated into Spanish. Unique features include links that provide instant access to all district English Learner forms and form letters in the electronic version of the plan.

Purpose of the Master Plan

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked from September 2021 through the 22/23 school year to ensure that the very best pedagogy, practice and procedures for English Learners will be used in the PJUSD schools. As such, it should be relatively accessible and efficient for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard English Learner student access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Pierce Joint Unified School District will ensure that programs and services for English Learners will be of the highest quality.

Master Plan Development Collaborative Process

The Pierce Joint Unified School District English Learner Master Plan was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input. We

greatly appreciate the time and efforts of the Superintendent, DELAC, and ELD Leadership Committee. We thank them for their vision, support, and commitment to the students of the Pierce Joint Unified School District.

The new PJUSD English Learner Master Plan was revised through input from educational partners, which included administrators, school and district staff, and DELAC during the 2022-23 and 2023-24 school years.

Pierce Community Expectations for Implementation of the EL Master Plan

All of the District's decisions and actions are rooted in core beliefs about student achievement: that is, the definition of student success and its necessary components. The values listed below reflect the culture of District leadership, educators, employees, and program partners. All stakeholders are expected to exemplify and instill them in students.

Student Success

The School District strives to equip all students with the academic, social, and emotional skills necessary for success.

Quality Instruction

The School District believes standard aligned curriculum, student engagement with feedback, data tracking and analysis drive student achievement and empowers educators to innovate and collaborate to identify best practices for culturally and linguistically diverse students. Rigorous training, support, and development for educators strengthen teacher effectiveness and accelerate student achievement.

Collective Ownership

The School District believes all educational partners are fundamental to creating and maintaining safe and effective learning environments. Educational partners in PJUSD District include teachers, classified staff, coaches, curriculum leaders, school principals and vice principals, district administrators, parents, students, and community members. In order to

provide every student with a high-quality education, Pierce Joint Unified School District relies on continuous participation and feedback from educational partners.

High Expectations

The School District believes that every student can succeed at a high level and expects them to excel in the classroom, in a career, and in life. Similarly, the District expects all staff to operate at the highest level and to continuously seek out the best strategies to ensure success.

Accountability

The School District is dedicated to a culture of transparency and maintaining open lines of communication. Pierce Joint Unified School District recognizes that data and metrics are essential for effective decision -making.

EL Roadmap ~ Principle 1C (School Climate)

Leadership

The School District is committed to developing classroom, school, and community leaders with the vision and skill set to execute the District's mission.

Diversity

The School District celebrates the diversity of the Pierce community and values the strength in varying perspectives, beliefs, and backgrounds.

In the School District, we embrace collective ownership of our ELs and take full responsibility for their success. Every educational partner group has an opportunity and responsibility to ensure that our ELs are successful and achieve expected goals. The District looks to best practices and cutting-edge innovations to help prepare ELs for the future.

The Pierce Joint Unified School District will conduct an annual review of the plan to ensure that adherence to current federal and state requirements are met. Professional development for district/site leadership, teachers, staff, and parent leadership organizations will be an integral part of the annual review. Additionally, district leadership is committed to providing

administrators with guidelines, procedures, tools, and support for the implementation and monitoring of programs for English Learners.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure provides ELs in Pierce Joint Unified School District increased or improved services, in addition to core services, in order to bolster language and literacy development. The district leadership will incorporate the recommendations from California's *ELA/ELD Framework* (Chapter 11 - Figure 11.7, pp. 992-993) which provides a Sample District-wide Plan for Monitoring ELD Progress outlining local accountability and responsibility for monitoring and supporting the ELD progress of ELs. All district personnel are responsible for the education of English Learners and for the success of EL programs. As such, designated roles are assigned to the Superintendent, Site Principals, District EL Coordinator, Instructional and Literacy Coaches, and ELD Teachers. The District English Learner Coordinator, along with the Instructional and Literacy Coaches, provide district-wide leadership and consult with the Superintendent to coordinate services. District-wide decision-making and support systems address the education of English Learners as a priority and as such all Site Administrators are responsible for supporting ELs in the Pierce Joint Unified School District. See Chapter 9 for additional information about collective responsibility for program implementation and monitoring.

State and Federal Guidelines

This Master Plan ensures the proper identification, program placement and instructional program, assessment, monitoring and reporting of students whose primary language is other than English. Additionally, the plan ensures that parents and guardians of English Learners are informed of the placement of their children in an English-language classroom. Parents of ELs are provided timely information in their primary language about student assessment and progress while being afforded opportunities for collaboration and engagement in decision-making and support roles. This Master Plan provides equal access to education for ELs in accordance with all federal and state laws, court decisions, and California State Board of Education regulations that define the requirements for educational services for ELs and immigrant children and youth.

Our district has the responsibility for and is committed to ensuring that we meet these requirements at every school site in order to provide quality, equitable instruction for English Learners, simultaneously complying with legislation and rulings pertaining to educational services for ELs.

Chapter 2

Identification, Assessment and Placement

Chapter 2: Identification, Assessment and Placement

Overview of Chapter 2

This chapter details the Pierce Joint Unified School District's policies and procedures for initial identification, assessment and student placement in order to ensure the implementation of consistent and compliant processes. Specific information regarding types of English Learners and transfer students is provided, along with a description of professional development for staff and administration on initial identification, placement and parental rights/informed choice.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 06: English Learner Identification and Assessment

6.1 A home language survey (HLS) must be used at the time of initial enrollment to determine the student's primary language. (5 CCR §§ 11510(k), 11511(a))

6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current California English language proficiency assessment. The assessment conducted must follow all of the publisher's instructions. (5 CCR §§ 11307(a), 11511.)

6.3 Each LEA must annually assess the English language proficiency and academic progress of each English learner. (EC §§ 313, 60810) (5 CCR § 11306.) *

6.4 All currently enrolled English learners must be assessed for English language proficiency by administering the California English language proficiency assessment during the annual assessment window. (EC §§ 313, 60810) (5 CCR § 11511(b).)

6.5 Each English learner on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language development using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment if specified in the pupil's IEP or Section 504 Plan. (5 CCR § 11516.5)

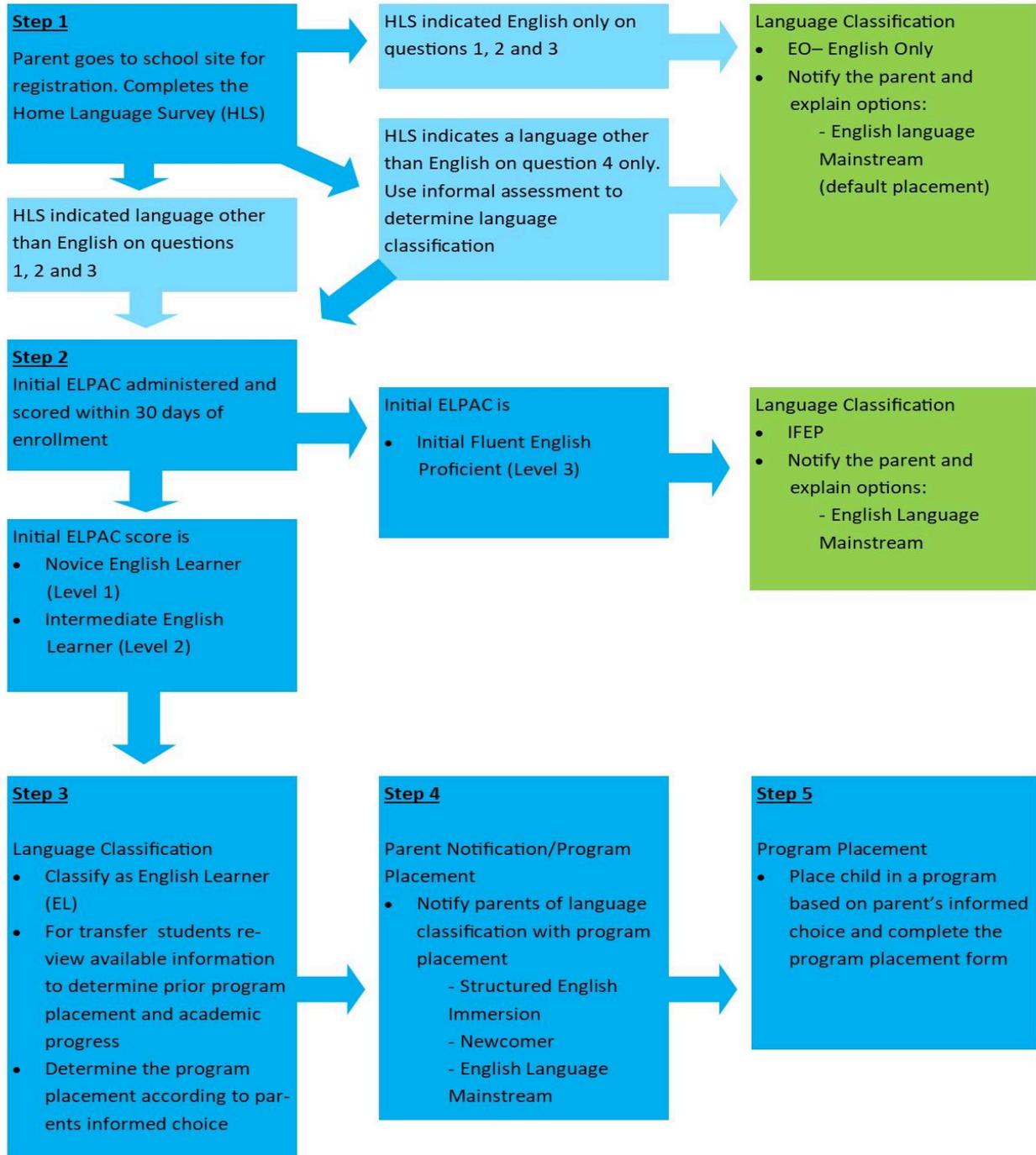
6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years. (20 U.S.C. § 3301(6), (14).)

Identification, Assessment and Placement

The Pierce Joint Unified School District (PJUSD) process for initial identification and placement of students into an appropriate instructional program is shown in Figure 2.1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options,

and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and Home Language Surveys are completed at the individual school sites, where bilingual staff members are available to meet with parents.

Figure 2.1



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

Parents go to the office at the school site in order to initially enroll the student in the district. At the school, all parents complete a Home Language Survey as required by state law. This survey is completed the first time the parent enrolls the child in the district (if child has never been in another California school), and the results are maintained thereafter in the district's student information system and the English Learner folder in the child's cumulative record (CUM). Initial grade level placement will be based on the student's birthdate and prior educational experiences.

If the answers to Items 1, 2, 3 *and* 4 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the results and is given an explanation of the placement options (EL-03 Initial Parent Notification of Student Placement Form) open to the student.

If Item 1, 2 *or* 3 on the HLS is answered with a language other than English, the child is assessed for English proficiency (Initial ELPAC).

If *only* Item 4 on the HLS is answered with a language other than English, the school staff must determine whether to continue with assessment of English or to identify the student as English Only without such assessment. If an informal student assessment of English indicates that the child might be an English Learner, the child may be assessed with the ELPAC (English Language Proficiency Assessments for California).

Step 2: English Language Proficiency Assessment

State regulations require 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. Parents are notified in writing prior to the assessment. ELPAC Test Administrators assess the student's English language proficiency as soon as possible after the student is enrolled and attending school.

The assessment used to determine initial English proficiency is the state required assessment, Initial ELPAC. The Initial ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking,

Reading, and Writing. The child receives an Oral Language level, Written Language level, as well as an Overall Proficiency score.

If an Individual Education Plan (IEP) states that a student is unable to take all or part of the ELPAC, the student will be given the Alternate Initial ELPAC in accordance with California Department of Education (CDE) regulations.

Step 3: Language Classification

On the basis of the English language assessment, students are classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL).

- *IFEP Students* —The parents of IFEP students are informed of the results and the student will be given no further assessment as an EL.
- *English Learners* will be given appropriate services for English Language Development and reassessed annually with the Summative ELPAC until redesignation criteria are met.

The assessment results are entered in the student data system and maintained in the student's English Learner folder inside the CUM folder for future use in monitoring of student progress and program evaluation.

Step 4: Parent Notification of Results

As soon as results are available, a letter is sent to the parents to notify them of the results and provide them with a description of the program placement and services for their child. This information is provided to parents on the Initial Parent Notification Letter [PJUSD Annual Parent Notification-English 22-23.pdf](#) in a language understandable by the parent. A copy of this notification is placed in the student's English Learner file in the CUM.

Step 5: Program Placement

Child is placed in a program based on the parent's informed choice. Program placement is entered into the Student Information System (Aeries)

- **ALTERNATIVE PLACEMENT**
Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310 [a])

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional *program* 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 a English Language Mainstream (ELM) program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion (see Chapter 3 for program descriptions).

Throughout this document, when the text refers to a classroom (for example, “Structured English Immersion classroom) it means a classroom in which the program exists. It does not 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 are clearly identified by program, 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.

English Learner Typologies

Initial identification processes and ongoing monitoring are critical in the identification of program placement for English Learners. There are five distinct groups of English Learners in the Pierce Joint Unified School District, the majority of which are Spanish speakers:

1. Newly arrived ELs with adequate formal schooling;
2. Newly arrived ELs with limited formal schooling;
3. Long Term ELs (6 years or more as ELs);
4. At Risk of becoming Long Term ELs (4-5 years as EL, not making expected progress)
5. ELs who are meeting benchmarks and making expected

progress toward language and academic goals

Programs will be adapted to meet the needs of students in each of these groups as discussed below. More information about instructional program options is provided in Chapter 3.

EL Roadmap Principle 1B (no single EL profile)

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. These students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts.

Students functioning at ELPAC level 1, who have been in the country for two years or less, will receive Supplemental Newcomer Instruction. Students functioning at ELPAC level 2 and above will need:

- Designated English Language Development: Year-long leveled ELD and/ or ELA with accommodations for language proficiency level.
- Integrated English Language Development: Academic content classes taught through Specially Designed Academic Instruction in English (SDAIE).

Newly Arrived English Learners with Inadequate Formal Schooling

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their English language development needs. Appropriate grade level placement with leveled Designated ELD is critical. An SEI program placement will be provided.

Students functioning at ELPAC level 1, who have been in the country for two years or less, will receive Supplemental Newcomer Instruction. Students functioning at ELPAC level 2 and above

will need:

- Designated English Language Development: Year-long leveled ELD and/ or ELA with accommodations for language proficiency level.
- Integrated English Language Development: Academic content classes taught through Specially Designed Academic Instruction in English (SDAIE).

Long Term English Learners

A Long Term English Learner (LTELs) is defined as an English Learner in any of grades 6 to 12 who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored *Not Met* or *Nearly Met* on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).

Some English Learners may be *at-risk of becoming a Long Term English Learner* , defined as an English Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades 3 to 12, scores 3 or below overall on the ELPAC, and scores in the fourth year at the *Not Met* or *Nearly Met* level on the ELA standards-based achievement test.

This group of students must be provided with instructional programs that include specialized English Language Development instruction and accommodations for the student's level and need for linguistic and academic development. Some may be assigned to formal interventions that address both language and academic needs. This group of students is enrolled in SEI instruction in the core academic subjects, provided by an appropriately credentialed teacher with English Learner or Bilingual Authorization.

English Learners Who Are Meeting Academic and English Language Development Benchmarks

These students are typically showing expected growth on the state standardized language assessments and are scoring *Met* or *Nearly Met* on the standardized academic achievement tests (third grade and up) or meeting benchmarks on district established assessments.

In the elementary grades, students are expected to make progress leading to English Language proficiency. Students will be in SEI, with the goal of reclassification prior to entering middle school.

In grades 6–12, students are offered a comprehensive Structured English Immersion (SEI) program course sequence, including Designated ELD, responsive to their language proficiency. Once redesignation criteria are met, students will no longer require Designated ELD Instruction.

Transfer Students

Transfers from Other California Schools

Students transferring into the district from another district within the state often have records of a HLS (EL-02 Home Language Survey Form), scores on the mandated assessments including the ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the Pierce Joint Unified School District initial identification process. Additional assessments will be made when appropriate for each transferring student. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff will contact the former district in order to obtain information by fax or e-mail, or acquire the information from California Longitudinal Pupil Achievement Data System (CALPADS), the state student data system. Once records are obtained, the appropriate information is entered into the district's student information system. The district of origin will be encouraged to expedite the process of sharing information by faxing the records or by providing information by telephone.

Transfers from Out of State or from Other Countries

The five-step language assessment, classification and placement process described above and shown in Figure 2.1 will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school and (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the appropriate grade level based on age or grade level placement from prior school.

Professional Development for Staff and Administrators on Initial Identification, Placement and Parental Rights/Informed Choice

The district will provide ongoing professional development for administrators and staff, on legal requirements and district procedures relating to the implementation of this English Learner Master Plan including:

- Initial identification
- Placement options and procedures,
- Parental rights and informed choice

Those who participate in the training include, but are not limited to, district and site administrators, teaching staff including special education teachers and staff, staff members who work with English Learners' student records, office staff members responsible for registration, instructional coaches, paraeducators, and other support staff as necessary. Training for site staff must take place annually at the opening of school and/or when new staff members have been employed.

Chapter 3

Instructional Program Options

Chapter 3: Instructional Program Options

Overview

Chapter 3 provides information about Pierce Joint Unified School District’s instructional program options in grades TK-12, including key elements of each program. Information in this chapter is intended to guide the consistent implementation of programs that are reflective of research and evidence-based practices that provide opportunities for students in PJUSD to develop 21st Century academic, linguistic, and intercultural skills.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 07: Parent/Guardian Notifications

II-EL 7. The LEA must provide notifications to parents and guardians.

7.3 For LEAs receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learners must be notified of: (a) Their child’s initial English language proficiency level (b) How such level was assessed (c) Their child’s language designation (d)

Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available

(e) Program placement (f) Exit criteria (g) For English learners on an active IEP, how such program will meet the objectives of the IEP (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)

V. Staffing and Professional Development

V-EL 17: Teacher EL Authorization

V-EL 15. Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized. (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

VI. Opportunity and Equal Educational Access

VI-EL 17: Language Program Options and Parent Choice

17.0 Language acquisition programs may include, but are not limited to, all of the following:

- (a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2].) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306[c][3].)
- (b) Dual –language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (EC § 306[c][1].)
- (c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state- adopted academic content standards. (EC § 306[c][2].)

17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition programs” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language

acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC § 306(c).)

17.2 School in which the parents or legal guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements in Section 305. (EC § 310[a].)

The Pierce Joint Unified School District is committed to providing English Learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society. PJUSD BP 6174 language: English Learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

The district will offer the following program options to English Learners: (1) English Language Mainstream, (2) Structured English Immersion, (3) Newcomer Supplemental Intensive Instruction (offered to students with less than 24 months in the U.S). Each of these options is designed to ensure that students acquire English language proficiency. All options contain the following required components:

- Well-articulated, standards-based, differentiated Designated English Language Development (ELD) instruction.
- Well-articulated, standards-based, differentiated instruction in the core curriculum and Integrated English Language Development instruction.
- Culturally and Linguistically Responsive Teaching that validates and values students' cultural and linguistic heritage (see CA ELA/ELD Framework, Chapter 9).

Structured English Immersion Program, Grades TK-12

Structured English Immersion (SEI) is a setting for English Learners with “less than reasonable fluency.” SEI is defined by the state as an English language acquisition process for children in which nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. The goal of the program is acquisition of English language skills so that the English Learner can succeed in an English-only mainstream classroom. Nearly all instruction in this program is in English.

SEI requires the teacher to make instruction comprehensible for students using materials and strategies designed for students learning English. It is an accelerated program of English language development. Students continue in an SEI setting until they are reclassified as English proficient.

Table 3.1 Structured English Immersion Program, Grades TK-12		
Students Served	Program Components for ELs	Staffing
<p>EL LTEL IFEP RFEP EO</p>	<p>1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT</p> <p>a. Transitional Kindergarten-K: 20 minutes daily of Designated English Language Development instruction at the students' English proficiency level .</p> <p>b. Gr. 1 – 5: Minimum 40 minutes at least 4 times per week of Designated English Language Development instruction at the students' English proficiency level. Teaming for ELD is required to meet student needs based upon ELD levels².</p> <p>c. Gr. 6-12: Level 1 and 2 students receive One period daily, leveled according to students' English proficiency level <u>OR</u> as a designated part of their English Language Instruction</p> <p>2. ACCESS TO CORE</p> <p>a. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT Gr. TK-12: Grade level content instruction in reading, writing, math, science, and social science delivered through Integrated ELD using specially designed academic instruction, utilizing state- approved, district-adopted, standards-aligned materials.</p> <p>b. PRIMARY LANGUAGE SUPPORT Primary language support to motivate, review, clarify, direct, and explain, provided according to student need and as staffing allows.</p>	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization). • English Learner Authorization required (e.g. CLAD - Cross- cultural, Language and Academic Development) SB 395, SB 1969, or equivalent. <p>OR</p> <ul style="list-style-type: none"> • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.
<p>Support Options for English Learners in English Language Mainstream Programs:</p> <ul style="list-style-type: none"> • Tutoring • After school intervention programs • Primary language support, as needed • Migrant Education support, if eligible 		

English Language Mainstream Program, Grades TK - 12

The English Language Mainstream program is an optional placement for students with “reasonable fluency”. The classroom may also contain English Only students, Fluent English Proficient students, and some English Learners with “less than reasonable fluency” whose parents have requested this placement. The English Language Mainstream program is one in which English Learners continue to learn English and at the same time have full access to standards-based curriculum and materials at grade level designed for the native English speaker. The SEI setting may take place within the English Language Mainstream classroom.

Newcomer Programs: Grades 1-12

Newcomer students are assessed at the school site to determine language proficiency. Newcomer instruction is provided to newly arrived English Learners, who have been in the U.S. for two years or less, with a specialized environment where they receive an intensive English acquisition program in a small group setting on a pull out basis or as a course. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the Emerging and Expanding levels of language proficiency, including academic language.

When forming classes for newcomers at the intermediate and high school level, it is important to group students by English fluency level for ELD and for core content classes whenever possible, taking into consideration students with minimal or significantly interrupted schooling experiences. The site ELD teacher is responsible for support, coordination and guidance on the implementation of Newcomer instruction.

Table 3.4 Elementary Newcomer Program, Grades 1-5		
Students Served	Program Components for ELs	Staffing
Recent arrivals to the U.S (within the past 24 months)with English at ELPAC Level 1.	<ol style="list-style-type: none"> ACCESS TO CORE AND ENGLISH LANGUAGE DEVELOPMENT ELA/ELD is the core of the academic day with systematic instruction. GROUPING Flexibility in grouping to enable students to work at their English proficiency level. PRIMARY LANGUAGE Primary 	<ul style="list-style-type: none"> Multiple Subject Teaching Credential. English Learner Authorization, CLAD (Cross - cultural, Language and Academic Development), SB 395, SB 1969, or equivalent

	<p>language support as needed.</p> <p>4. ASSESSMENT Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student.</p> <p>5. CULTURAL PROFICIENCY Focus on building cultural proficiency.</p> <p>Exit readiness based upon growth using assessment data. Average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation.</p>	<p>-</p> <p>- Bilingual instructional assistant to provide primary language support when needed</p> <p>OR</p> <ul style="list-style-type: none"> Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.
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Table 3.5 Newcomer Program, Grades 6 -12		
Students Served	Program Components for ELs	Staffing
<p>ELs with less than two years in the U.S.</p>	<p>1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Minimum 1 period daily of Designated ELD instruction at the student's English Proficiency level.⁵</p> <p>2. ACCESS TO CORE a. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT Newcomers participate in content area courses that provide access to the core curriculum using SDAIE instruction at their English proficiency level through integrated English Language Development. Additionally, they may participate in specific coursework that provides foundational knowledge of U.S. and California history, culture and schooling.</p> <p>3. GROUPING Students grouped by English language proficiency, with access to grade level core when appropriate.</p> <p>4. CULTURAL PROFICIENCY Focus on building cultural proficiency.</p> <p>5. ASSESSMENT Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student.</p> <p>Exit readiness based upon growth using assessment data rather than a specific number of</p>	<ul style="list-style-type: none"> Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization). English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), SB 395, SB 1969, or equivalent - - Bilingual instructional assistant to provide primary language support when needed <p>OR</p> <ul style="list-style-type: none"> Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent. <p>NOTE: Preference is for a teacher with Bilingual Authorization who desires to</p>

	months; average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation and site Language Appraisal Team approval.	work with this population.
Support Options for English Learners in Newcomer Programs: <ul style="list-style-type: none"> • Smaller class sizes - optimal no more than 25:1 • Tutoring and technology-based learning • Migrant Education support, if eligible • Bilingual Paraprofessional 		

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language *instruction* includes directed lessons and student participation in Spanish. This instruction makes use of grade-level materials in Spanish (textbooks, audio-visuals, electronic media, and internet resources, etc.) that include Common Core State Standards. Assignments and assessments are in Spanish.

For students in these programs, primary language instruction enables students to master grade level standards in the content areas while they are acquiring English. Primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build literacy in that language. This program is not currently offered at PJUSD.

Primary Language Support

Primary language *support* is not the same as primary language instruction. It does *not* include direct lessons, assignments or assessments in Spanish. It may be provided within the English Language Mainstream or Structured English Immersion 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.

When daily primary language support cannot be provided by bilingual staff, teachers are

encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students. Students have access to electronic bilingual dictionaries, including electronic translators. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom with English Learners should have some primary language support materials. In addition, when 15 percent or more of the school's students speak a single primary language other than English, schools must translate all notices, reports, statements or records sent to parents/guardians into that primary language (See Chapter 8).

Pathways to Biliteracy Awards

Pierce Joint Unified School District promotes biliteracy by encouraging students to develop speaking, reading and writing in two or more languages in order to meet the criteria for obtaining the California State Seal of Bi-literacy. The pathway has been established at the high school level to acknowledge and encourage students to continue to develop language and literacy skills in two languages.

English Language Development (TK-12)

English Language Development (ELD) is a component of **ALL** program options for English Learners. ELD includes two ways to intentionally plan for language development instruction and is detailed in the California English Language Arts/English Language Development Framework as follows:

1. Integrated ELD is taught throughout the day and across disciplines. **All** teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards.
2. Designated ELD is a protected time during the regular school day, in which teachers use the *California ELD Standards* as the focal standards to build *into and from content instruction* in order to develop critical language skills ELs need based on their language proficiency levels. (California ELA/ELD Framework, Chapter 2, pp. 106 -108; 115-116)

The teaching of English within the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the [California Common Core State Standards, English Language Arts \(ELA\) Standards](#). Both the ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

ELD instruction occurs daily for all English Learners until reclassified to fluent English proficient (RFEP). It is a systematic, explicit component of the English Learner's total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the **minimum daily Designated ELD times**:

- *Elementary school (Grades TK/K)*- **20 minutes** per day in addition to reading/language arts;
- *Elementary school (Grades 1 -5)* — **40 minutes** 4 times per week in addition to reading/language arts;
- *Middle and High School* —**1 period daily** for level 1 & 2 students.

Commitment to Special Education Services: Primary and Secondary Programs

English Learners have access to Special Education services just as all other students in the district. The process may begin with a careful review by the Student Study Team (SST) of all referrals. This review includes home language surveys, SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview and 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 and time in this country and that growth is being made. When it is determined that an English Learner needs to be assessed, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or

English, or both, 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 described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development and goals that support access to the content areas through primary language instruction and/or support.

In Special Day Classes (SDC), the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

EL Roadmap Principle 1E (English Learners with Disabilities)

Chapter 4

Monitoring of Student Progress and Reclassification

Chapter 4: Monitoring of Student Progress and Reclassification

Overview

Chapter 4 provides information about state and district assessments used in Pierce Joint Unified School District to monitor English Learner’s academic and linguistic progress toward meeting benchmark expectations. Standardized and curriculum-embedded assessments are identified and described for grade level spans and instructional program types. This chapter also provides information about the Language Appraisal Team(LAT) at each school site and Reclassification processes and procedures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 06: English Learner Identification and Assessment

6.3 Each LEA must annually assess the English language development and academic progress of each English learner. (*EC* §§ 313, 60810) (5 *CCR* § 11306.)

6.4 All currently enrolled English learners must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window. (*EC* §§ 313, 60810) (5 *CCR* § 11511(b).)

6.5 Each English learner on an active individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language development using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment if specified in the pupil’s IEP or Section 504 Plan. (5 *CCR* § 11516.5)

IV-EL 14: Reclassification

IV-EL 14. The LEA must reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to: (a) Assessment of English language proficiency (*EC* § 313(d)(1); 5 *CCR* § 11303(a).) (b) Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC* § 313(d)(4); 5 *CCR* § 11303(d).) (c) Teacher evaluation that includes, but is not limited to, the student’s academic performance. “Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* § 313(d) (2); 5 *CCR* § 11303(b).) (d) Opportunities for parent opinion and consultation during the reclassification process. (*EC* § 313(d) (3); 5 *CCR* § 11303(c).)

Assessments Used to Monitor Student Progress

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment: (1) Formative (assessment *for* learning) defined as the provision of “information about student learning minute-by-minute, day-to-day, and

week-to-week so that teachers continuously adapt instruction to meet students' specific needs and secure progress" (CA ELA/ELD Framework, 2014 – Chapter 8, p. 822); and (2) Summative (assessment *of* learning) intended to "provide information on students' current levels of achievement after a period of learning has occurred" (CA ELA/ELD Framework, 2014 – Chapter 8, p. 823).

Pierce Joint Unified School District monitors student progress tri-annually, based on a set of state - mandated and district-adopted assessments. These assessments are used to determine English language proficiency as well as to evaluate students' academic performance. They include:

- State-mandated English language proficiency assessments: ELPAC
- State-mandated summative assessments for English Language Arts and Mathematics: CAASPP
- District-adopted assessment: NWEA

EL Roadmap Principle 3C (Reliable Assessments)

State-Mandated English Language Proficiency Assessments

Districts are required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English language proficiency for all students who have been previously identified as English Learners. The current English language proficiency (ELP) assessment in California is the English Language Proficiency Assessment of California (ELPAC) and is aligned to the CA 2012 ELD standards. It assesses students in four domains: Listening, Speaking, Reading , and Writing. Federal and state laws require that California's ELD test be aligned with state-adopted ELD Standards. In California, the State Board of Education adopted revised ELD Standards in 2012. Table 4.1 details how and when the annual state - mandated ELP assessments are administered in Pierce Joint Unified School District.

Table 4.1 English Language Development Proficiency Assessments				
Assessments Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline and Personnel
English Language Proficiency Assessments for California (ELPAC)	State-mandated	TK – 12	Assess listening, speaking, reading and writing in English	Initially: At registration: Legal allowance – within 30 calendar days from date of registration (Site ELD Teacher)
	Initial ELPAC	Structured English Immersion (SEI)		
	Summative ELPAC	English Language Mainstream (ELM)	State-mandated instrument	Annually: February 1 - May 31 (Classroom Teacher, Site ELD Teacher, other district personnel as needed)

State-Mandated and District-Adopted Academic Achievement Assessments

The California Assessment of Student Performance and Progress (CAASPP) assessment system was established as a result of the passage of California Assembly Bill 484 (2013). Student performance in grades 3-8,11 is assessed in ELA and Math using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, English Learners who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment.

All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP Team (CA ELA/ELD Framework, 2014 – Chapter 8, p. 861). The California Alternate Assessments (CAAs) for English Language Arts (ELA), Mathematics, and Science are given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

In addition to state-mandated assessments, district-adopted summative and formative assessments are given during the year to monitor students' academic progress in language arts, math, and science. Curriculum embedded assessments in language arts are taken in

English by English Learners in the Structured English Immersion (SEI) and English Language Mainstream (ELM).

Table 4.2 English Academic Achievement Assessments				
Assessments Instruments	Type	Grade Level and Type of Program	Description	Administration Time Line and Personnel
CAASPP (SBAC) English	State-mandated Summative	3-8 & 11 Structured English Immersion (SEI) English Language Mainstream (ELM)	On-line assessment system aligned to the Common Core State Standards (CCSS) English Language Arts Mathematics Science	Annually: Spring <i>(Classroom Teacher)</i>
English Standardized Assessments (NWEA)	District-adopted	K-12 Structured English Immersion (SEI) English Language Mainstream (ELM)	K-12 assessment allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on CAASPP, and monitor achievement on CCSS	At minimum, Bi-annually: Administered at a different time than the ELPAC assessment.
English Curriculum-embedded	District-adopted Summative and Formative	TK-12 Structured English Immersion (SEI) English Language Mainstream (ELM)	Assess academic progress in designated content areas taught in English, according to program design (see Chapter 3, Instructional Programs) Based on the use of core content state-adopted materials	On-going <i>(Classroom Teacher)</i>
Lexile Level	Formative/ Summative	1-6	Reading Comprehension	Every 6-8 weeks

Use of Assessment Data for Instructional Planning

Student assessment results are maintained in electronic form in the district student information systems. This allows for rapid access to results in a variety of formats. This system also allows

for the retrieval of information related specifically to the progress of English Learners, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and intermediate grade-level course assignments. This information is used for a variety of purposes, including (but not limited to) information that relates to reclassification and identification of students in need of a language and learning review to ascertain approaches for differentiated instruction.

Teachers use the core language arts and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. State-mandated English Language Proficiency data (ELPAC), supplemented by other standardized or curriculum-embedded language proficiency assessments, are used for instructional grouping in ELD at the elementary level, and student placement in ELD courses in the intermediate schools. Teachers use formative assessments in ELA to identify areas of progress, grouping needs and modification of instruction to meet individual needs. CAASPP results for ELA and math are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions. Grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions. Site administrators are responsible to monitor progress for all students.

Language Appraisal Team (LAT)

The site's Language Appraisal Team will monitor the progress of English Learners. Members of the LAT will include the site ELD teacher(s), site administration, instructional coach or specialist (reading), and paraeducators working directly with EL students. The LAT is responsible for providing oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing overall and annual representation of ELs in special education services
- Reviewing EL instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

Language Appraisal Team Procedures

Although the LAT can be an extended function of the Student Study Team (SST), there is specific attention to language and academic achievement of English Learners during meetings that focus on monitoring English Learner progress. Documentation of the LAT meeting and specific plans can be recorded on Student’s Reclassification Monitoring Form and filed in the student's cumulative folder.

Table 4.3 LAT timeline, functions, and action steps.

Table 4.3 Language Appraisal Team Procedures		
TIME FRAME	PURPOSE	POSSIBLE ACTION(S)
Fall, Annually	ELD Leadership reviews the ELPAC scores, benchmark assessment results, and classroom performance of all English Learners and identifies students not meeting growth expectations	Prioritize EL students that can be recommended for case analysis at a LAT meeting
Schedule LAT Meetings following first and second trimesters for elementary and following first semester and third quarter grades for middle and high school	Use multiple data sources to analyze language and academic progress and program participation Identify intervention or extended services and/or analyze previously provided services	Recommend appropriate action and document next steps, including timelines and person(s) responsible Review recommendation with parents and seek parental input All meeting notes and LAT discussion records are kept in the student’s English Learner Folder

Multi-tiered System of Supports and English Learners

Pierce Joint Unified School District uses Multi-Tiered System of Supports (MTSS) for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. The LAT applies the MTSS model (see Figure 4.1) to enact the multi-level instructional system in order to maximize student achievement and to reduce behavioral problems (CDE, ELA/ELD Framework, Chapter 9, p. 913).

MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems (see Figure 4.1).

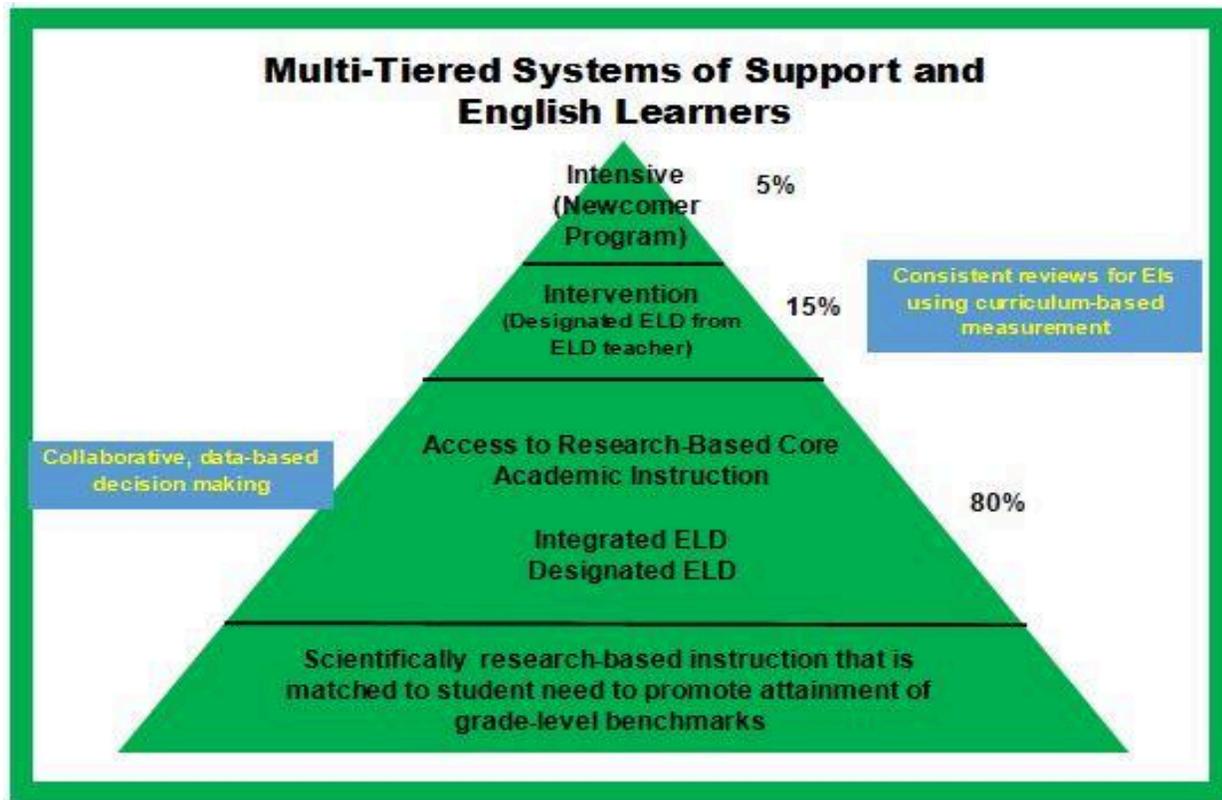


Figure 4.1: Multi-Tiered System of Supports for English Learners

Reclassification Criteria and Process

The California Department of Education’s English Learner Reclassification Guidelines stipulate the following criteria:

The LEA must reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- (a) Assessment of English language proficiency (*EC* § 313(d)(1); 5 *CCR* § 11303(a).)
- (b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (*EC* § 313(d)(4); 5 *CCR* § 11303(d).)

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. (“Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.) (*EC* § 313(d)(2); 5 *CCR* § 11303(b).)

(d) Opportunities for parent opinion and consultation during the reclassification process. (*EC* § 313(d)(3); 5 *CCR* § 11303(c).)

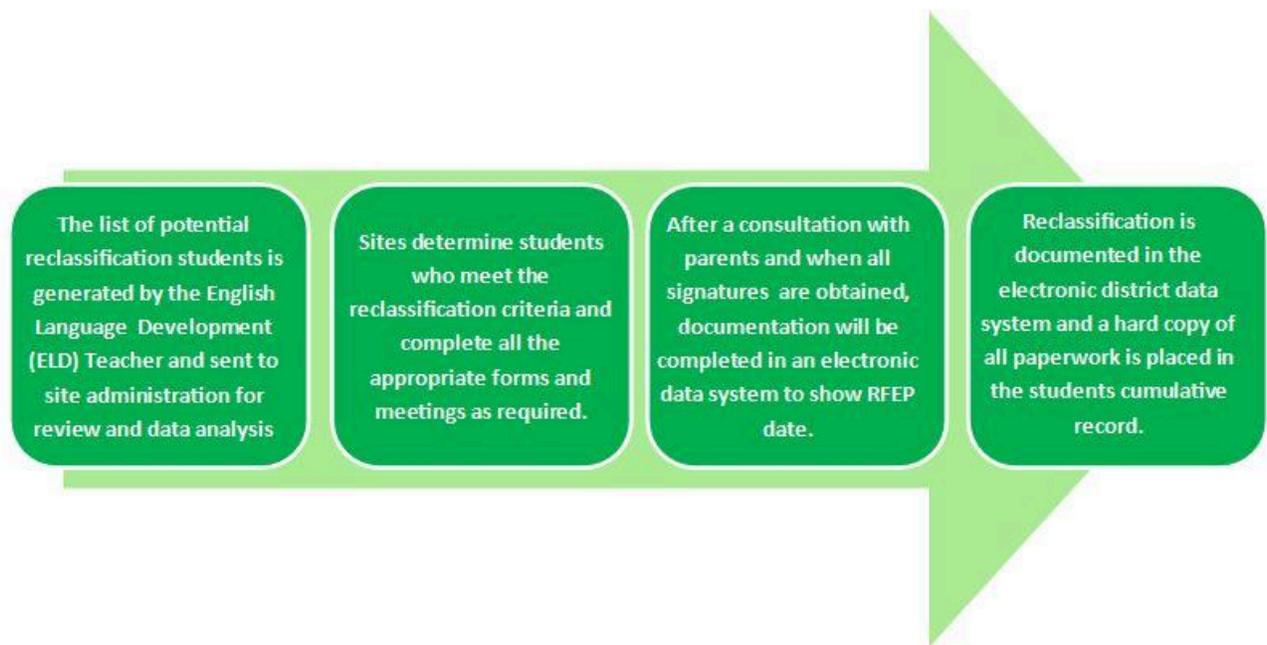
Pierce Joint Unified School District’s RFEP criteria adhere to state guidance and are outlined in Table 4.5.

Table 4.5 Reclassification Criteria		
Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent state- mandated English language proficiency assessment (ELPAC)	Overall level : 4
Comparison of Performance in Basic Skills	Academic Assessment data to determine if English Learner student has sufficient English proficiency to be reclassified as a fluent English speaker.	Grades K-12 Local Assessment Data (Lexile Levels)
Teacher Evaluation	Student grades on current report card Teacher’s recommendation	Rubric score of 2 or higher in all language arts areas of the latest report card (1-5 grade) or grade of C or better in language arts on last report card (6-12 grade)
Parent Opinion	Description and results of consultation with parent	After reviewing the data the parent agrees that reclassification is appropriate

Reclassification Process

1. ELD Teachers will identify students qualifying for Reclassification based on an overall ELPAC score of 4.
2. Site administrators will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching decisions of the pupil for Teacher Evaluation. (5 CCR 1103[b])
 - The Teacher evaluation is based on documented academic performance in Core Curricular Areas.

- Other factors not related to academic success or English Language Proficiency should not preclude a student from reclassification.
3. Parent opinion and consultation during reclassification process (EC 313; 5 CCR 11303[c]).
 - ELD Teachers will provide notice to parents and guardians of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process. (Parent contact may be made face to face, by telephone or letter).
 4. The site level team including, but not limited to the Principal, Teacher, and ELD Teacher will review the evidence of student performance data. The team will:
 - Review all the student performance data.
 - Review the teacher recommendation data.
 - Take into consideration any concerns raised by the parent/guardian.
 - Take a recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.
 5. The student is then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students for a minimum of four years in order to ensure correct classification, placement, and additional academic support to ensure ongoing success in the mainstream program.



Monitoring Progress Toward Reclassification

Classroom teachers and ELD teachers, with support and guidance from administration, will monitor progress toward attaining RFEP criteria. As part of on-going progress reporting, parents are informed of the child's progress toward meeting all RFEP criteria, including during parent conference.

Provision for Reclassification of English Learners with Disabilities

If an English Learner student has an Individualized Education Program (IEP) , the following procedures are followed:

Students with Mild/Moderate Disabilities

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame, the IEP team may determine that due to

the nature of the identified student's disability, an alternative reclassification process will be used. Alternative assessment results are compiled and presented to the parents/guardians for review, along with other measures determined by the district to assess student's progress towards reclassification at which time the IEP team along with parents/guardians determine if reclassification is in the best interest of the student.

Students with Moderate/Severe Disabilities

An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the ELPAC even with accommodations and/or modifications. Reclassification for these students is based upon the Alternate ELPAC test. The IEP team reviews the data and makes the decision about reclassification.

Follow-up Progress Monitoring of Reclassified Students

ELD teachers are responsible for overseeing the progress monitoring of reclassified English Learners two times per year (at the end of each of the first two trimesters for grades 1-5 and at the end of the first semester and third quarter for middle and high school) for at least four academic years following a student's reclassification (Illuminate RFEP Monitoring report).

As part of the monitoring process, student performance on critical achievement and performance measures is documented. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the Language Appraisal Team meets to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- After school intervention/tutoring
- Specialized reading instruction
- English Language Development instruction
- Computer programs for skill development

The student's reclassification form (Illuminate Monitoring Form) is reviewed at each monitoring period, documenting continued progress toward proficiency in the content areas. Monitoring date is entered into the student information system (Aeries). Forms documenting this progress (Illuminate Monitoring Form) are kept within the students EL data system profile if progress is not being met.

Chapter 5

English Language Development

Overview

Pierce Joint Unified School District's aim is to provide a comprehensive English Language Development program of study for English Learners in grades TK-12. As part of the District's commitment to provide all students with 21st Century academic, linguistic, and intercultural skills, Chapter 5 provides research-based guidelines for district personnel to implement high quality programs and instruction for English Language Development across the disciplines, including alignments to the California curricular frameworks for the variety of typologies of English Learners.

FEDERAL PROGRAM MONITORING CORRESPONDING

ITEMS VII-EL 19: ELD

VII-EL 19. As part of the core program provided through general funds, each English learner must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); *EC* §§ 300, 305, 306, 310, 313.1 (b); 5 *CCR* § 11302(a); *Castañeda v. Pickard* [5th Cir.1981] 648 F.2d 989, 1009-1011.)

Evidence

ELD course/curriculum descriptions*

Description of core ELD courses and curriculum used in the core in middle grades.

ELD daily/master schedule daily*

ELD schedule for self-contained classes; master schedule containing ELD classes for middle and high school per site reviewed.

ELD instructional materials*

ELD instructional materials list for both core and supplemental programs. ELD placement criteria*

Overview and Guidelines for English Language Development Instruction

“Regardless of the ways in which individual schools structure time for designated ELD, all ELs require both integrated and designated ELD” (CA ELA/ELD Framework, Ch. 6 p. 547). Pierce Joint Unified School District implements a Comprehensive English Language Development

Program in all program options for English Learners (see ELA/ELD Framework Figure 2.19). The Comprehensive ELD Program is comprised of both Integrated and Designated ELD, is taught by fully qualified teachers of English Learners and is implemented in accordance with the California English Language Arts/English Language Development Framework (2014) as follows (Chapter 2, pp. 106-108; 115-116):

1. “Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.”

2. Integrated ELD refers to “ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.”

California ELA/ELD Framework Comprehensive ELD Figure (Chapter 2, page 59)

The ELD Program is aligned with the 2012 *California English Language Development Standards*. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and compliments and amplifies the English Language Arts CCSS. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Designated English Language Development

Designated English Language Development is a systematic, explicit component of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program. Designated ELD is taught by a credentialed teacher who receives ongoing professional development on the implementation of the CA ELD Standards and research-based pedagogy.

EL Roadmap Principle 2G – (Research-Based language support programs)

Designated ELD instruction is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. It is designed to teach English Learners at their proficiency levels as determined by English language assessments, thus ensuring that instruction is differentiated to meet student needs. Students are grouped by proficiency level for Designated ELD and there is a dedicated time for this purpose. The specific plan for accomplishing English Learner instructional grouping will be decided at the school level, based on an analysis of the English proficiency levels of students enrolled at the school. The site ELD teachers, in coordination with the Instructional and/or Literacy Coaches, and site principal, will ensure that each school will develop an ELD grouping process with the goal of advancing all English Learners to at least the next proficiency level by the end of the school year.

The 2012 California ELD Standards provides the expectations and descriptions of achievement at three levels of proficiency: Emerging, Expanding and Bridging. These standards address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient on the CCSS. In addition, the standards call for the acquisition of linguistic resources to be able to understand how English is used to structure text orally or in print and to communicate clearly. Thus, Designated ELD focuses on developing skills to use English to “interact in meaningful ways” and on language itself to develop knowledge of how English works.

Designated ELD involves interaction to provide students the opportunity to acquire English to communicate and collaborate with each other, rather than solely focusing on the language itself (grammar, syntax, coherence).

Grade level considerations for instruction in oral language, reading and writing for Designated ELD grouping include:

- Careful attention to the diversity of strengths and needs of ELs as they enter the District at different points in their school trajectory. Although many ELs enter in TK/K, others enroll at later grades.

- Assessment of newly arrived ELs, including prior schooling, level of English proficiency, as well as informal assessment of primary language literacy when appropriate.
- Addressing the specific language development needs of Long-Term ELs (LTELs) and students at risk of becoming LTELs who have not made adequate progress toward language or academic goals even though they have been in U.S. schools for at least 5 years.

Depending on these factors, the main instructional emphasis of Designated ELD will vary. For example, for ELs with low literacy skills in primary language and no or little formal schooling, ELD instruction should emphasize oral language development and foundational skills. On the other hand, the specific needs of LTELs must be addressed during Designated ELD by targeting their instructional and linguistic gaps.

Designated ELD instruction emphasizes the simultaneous development of oral language skills and abilities and the use of the academic language of different text types and curricular disciplines. At the Expanding and Bridging levels of proficiency, English Learners generate increasingly more sophisticated and complex oral and written texts (productive mode) as they move towards full proficiency in English.

Table 5.1. Main Instructional Emphasis of Designated ELD		
Grades TK – 1	Grades 2-5	Grades 6-12
<u>California ELA/ELD Framework- TK-1st grade*</u>	<u>California ELA/ELD Framework - Grades 2-3*</u> <u>California ELA/ELD Framework - Grades 4-5*</u>	<u>California ELA/ELD Framework - Grades 6-8*</u> <u>California ELA/ELD Framework- Grades 9-12</u>
Oral Language Development	Oral Language Development- Registers of English	Reading and Writing of Different Text Genres
Collaborative Conversations	Collaborative Discussions based on content areas and/or text types	Collaborative Discussions based on content areas and/or text types
Social and Academic Vocabulary Development	Academic Vocabulary Development and Language Development	Academic Vocabulary and Language Development
Reading and Actively	Reading: Analyzing how English works in	Interpretive Mode (Listening and

Listening from Simple to Complex Texts	different text genres and content areas	Reading) in English: <ul style="list-style-type: none"> Analyze and evaluate how authors structure arguments, informative/explanatory texts and narratives and the effects of the language choices made by those writers and speakers
Analyzing and Writing Cohesive Stories	Speaking and Writing: <ul style="list-style-type: none"> Develop well-organized, and cohesive extended texts (beyond the sentence level) Communicate clearly ideas/information/ events 	Speaking and Writing Across Genres and Content Areas: <ul style="list-style-type: none"> Produce complex, well-organized, and cohesive extended visual, oral and written texts Use discipline-specific knowledge to communicate clearly ideas/information/events Understand and use appropriate registers to express and defend opinions
*Click on embedded link to access grade -specific chapters of the California ELA/ELD Framework.		

As illustrated in Table 5.1, Designated ELD instructional time is spent in listening, speaking and collaborating as ways of using, understanding and creating oral and written texts in English. The California ELD Standards identify the interpretive, productive and collaborative modes, as well considerations for language skills needed across proficiency and grade levels. This requires the application and understanding of the processes that need to occur as language is used for different audiences and to generate different text types.

Mandatory Time for Designated ELD Instruction

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers (see Chapter 3) for all English Learners regardless of program option until such time as they reclassify as Fluent English Proficient (RFEP). Table 5.2 shows the minimum designated ELD instructional time required.

Table 5.2. Mandatory Time for Designated English Language Development Instruction	
Grade	Required Weekly Minutes of Designated ELD Instruction
TK-3	100-150 minutes per week

4-6	150 minutes per week
7-12	One period daily in addition to grade-level core English language arts for students who are at ELPAC Emerging and Expanding Levels For ELPAC Bridging – Daily ELD, leveled and specialized according to students’ English proficiency level ; ELD may be a designated part of their English Language Arts class
Newcomer Program 1-5 and 6-12	<u>Grades 1-5</u> 150 minutes per week <u>Grades 6-12</u> 1 period daily of Designated ELD instruction at the student’s English proficiency level

Instructional Grouping for Elementary Schools (Grades TK-5)

The goal of instructional grouping in elementary grades is one English Learner proficiency level per group. However, the span may be one level, plus or minus one. ELD groups are formed by ELD and classroom teachers, using student performance on the ELPAC, ELA placement/progress assessments (NWEA), as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available.

Instructional Grouping for Grades 6 -12

ELD groups are formed by ELD teachers, using student performance on the ELPAC, ELA placement/progress assessments (NWEA), as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available.

Different groups of ELs present different typologies that must be considered when grouping for instruction in secondary schools:

- **Newcomer-** Newly arrived (twelve months or less) English Learner who is literate in his/her primary language or comes with little or no schooling.
- **Continuing** - Middle school English Learner who came from a U.S. elementary school, has been attending school in the U.S. for no more than 5 years, and is making normative

progress .

- **At-Risk of Becoming Long Term English Learner** - English Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades three through eight, scores at ELPAC Emerging Level and scores in the fourth year at the “Not Met” or “Nearly Met” levels on the state required ELA standards-based achievement test. (EC 313.1)
- **Long Term English Learner** - Middle school English Learner who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC and at the “not met” or “nearly met” levels on the state required ELA standards-based achievement test. (EC 313.1)

Table 5.3 below illustrates the sequence of ELD courses to group the different student profiles of English Learners in Grades 6-12.

Table 5.3. Designated ELD Course Sequence, Grades 7-12		
Newcomer	Returning/Continuing Student (Normative Progress)	Long Term English Learner (LTEL) and “At-Risk” of Becoming LTEL
ELPAC Emerging or Low Expanding <ul style="list-style-type: none"> • 1-2 periods daily • Replaces grade-level English course 	ELPAC Mid-Expanding <ul style="list-style-type: none"> • 1 period Designated ELD daily • Concurrent with ELA/Integrated ELD 	ELPAC Mid-Expanding <ul style="list-style-type: none"> • 1 period Designated ELD daily • Concurrent with ELA/Integrated ELD
ELPAC Low Expanding <ul style="list-style-type: none"> • 1-2 periods daily • No more than 3 years in U.S. schools • Replaces grade-level English course 	ELPAC High Expanding and Bridging <ul style="list-style-type: none"> • Daily ELD, leveled and specialized according to students’ English proficiency level, may be a designated part of their English Language Arts class • Concurrent with ELA/Integrated ELD 	ELPAC High Expanding and Bridging <ul style="list-style-type: none"> • Daily ELD, leveled and specialized according to students’ English proficiency level, may be a designated part of their English Language Arts class • Specialized ELA course for LTELs according to whether they are less than 3 years below grade level or need further development of academic oral language and expository writing: 1 period

Students who are at the ELPAC Moderately Developed to Well Developed level and who do not meet the LTEL definition, may require “less intensive designated support”. In such instances,

the CA ELA/ELD Framework (2014) has put forth recommendations that consider different school contexts such as low numbers of ELs at a proficiency level. These recommendations include:

- a) Extended school day with an extra period that may include non -EL students who need support in development of academic English related to their content learning in their school coursework;
- b) Designated English Language Development time as part of the English Language Arts class.

In instances where schools choose this structure the teacher is required to plan for, document, and deliver ELD that ensures continued progress toward reclassification. Classes are monitored by the site administrator to ensure that this dedicated time for ELD instruction is effectively implemented.

In order to ensure that consistent criteria and procedures for ELD placement and instruction are in use at all schools, the district will follow the recommendations put forth in the California ELA/ELD Framework (see Table 5.1) and ensure guidelines for student placement.

Instructional Grouping for High School (Grades 9-12)

- English Learners at an Emerging level (scoring 1 on ELPAC) will receive a designated ELD class period specifically for English Learners.
- English Learners at an Expanding level that score a 2 on the ELPAC will have the option of taking an ELD class period as an elective, and receiving support in their mainstream English class.
- All English Learners will receive support in their mainstream English classes at a minimum of once a week with the ELD teacher
- All efforts will be made to place English Learners in an English class in particular periods so that the ELD teacher can support all ELs.

Instructional Materials for Designated English Language Development

The current state framework combines ELA/ELD instructional guidelines. School districts periodically adopt ELA/ELD materials. Because such adoptions occur on a cyclical basis,

specific titles are not given in this plan. Materials can only be chosen from the state approved ELA/ELD Adoption list found on the California Department of Education website.

The district will convene an adoption committee to review state -adopted, standards-based Language Arts programs for consideration which meet the instructional needs of English Learners.

EL Roadmap Principle 2D~ (Access to full curriculum)

Integrated English Language Development Instruction

Integrated English Language Development is an essential component of the District's Comprehensive ELD Program. It is intended to provide English Learners with access to the content in all the curricular areas through the consistent and systematic use of SDAIE methodology. It also intends to develop ELs' linguistic development in those disciplines through instruction of the specific academic language, discourse practices and text types characteristic of each of the content areas. It is important to recognize that acquisition of disciplinary knowledge is interdependent with students' ability to understand and use English for these purposes. To that end, the applicable content standards should be used along with the CA ELD Standards and the focal CA CCSS for ELA/Literacy. The ELD standards inform the teacher of the degree of linguistic scaffolds and supports necessary at a specific proficiency level for ELs to perform collaborative, interpretative and productive tasks across all four language domains as well as to establish reasonable performance expectations commensurate with their level of proficiency.

EL Roadmap Principle 2A~ (Integrated ELD)

Interdisciplinary Instruction and Integrated ELD

Both the CCSS and the ELD Standards call for the integration of the four domains of language (reading, writing, listening and speaking) as tools for learning knowledge and skills across the content areas to support the development of the domains themselves. To that end, the ELA/ELD Framework recommends an interdisciplinary approach to instruction in order to increase and facilitate connections between concepts and content areas. This is especially powerful with ELs and when integrating ELD. As a result, the responsibility for ELD must be

shared through collaboration and planning among teachers across and within grade levels at the elementary level, and across departments at the intermediate level in order to successfully implement the CCSS for literacy and the ELD standards *in tandem* with content standards.

EL Roadmap Principle 2B~ (Intellectually rich, standards-based curriculum)

Promoting Collaborative Discussions about Content

A key feature of both the CCSS and ELD Standards is an emphasis on collaborative tasks that promote rich discussions. The ELD standards in Part I - Collaborative Mode and Chapter 2 of the CA ELA/ELD Framework provide guidance for supporting ELs in developing and refining their abilities to participate in academic discussion. For example, providing sentence stems or frequently used phrases, protocols/rules for participation and collaborative structures allow ELs to actively contribute to the discussions.

Supporting Comprehension and Interpretation of Complex Texts

Understanding the profiles of ELs at the different proficiency levels allows teachers to provide the necessary supports for students to interact with complex text. Part II of the ELD Standards – How English Works- along with the Framework provides guidance in planning a structured approach to analyzing the language in a text. This is so ELs may gradually grow in their understanding of how different language resources are used to make meaning, e.g., text structure, figurative language, general and specific vocabulary.

EL Roadmap Principle 2C~ (High expectations)

Supporting Academic Writing and Speaking

Part II of the ELD Standards also offers critical guidance in how to support ELs at the different proficiency levels in writing narrative, informational and argument/opinion texts and in formal speaking. For example, ELs need to understand how texts are structured before they move into the writing process. Linguistic and cognitive scaffolds such as graphic organizers and paragraph frames can prepare students to develop a draft of an essay. Models or master texts are read and studied to understand the way they are structured and organized. Additionally a variety of language resources can be used to build cohesion in the oral and written texts.

Instructional Materials for Integrated English Language Development

In addition to district-adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts and media that facilitate comprehension and increase access to the content may be utilized.

EL Roadmap Principle 2F~ (Rigorous instructional materials)

Monitoring Student Progress in English Language Development

Pierce Joint Unified School District employs a summative and formative assessment system to monitor and support student progress in English Language Development (Please see Chapter 4: Monitoring of Student Progress and Reclassification). The following assessments are used to evaluate the progress of English Learners in acquiring English language proficiency:

- Summative Assessment (State-mandated): English Language Proficiency Assessment of California (ELPAC)
- Formative Assessment (District-adopted): NWEA
- Summative and Formative Assessment (District-adopted): Curriculum-embedded assessments from the Designated ELD materials.

Normative Progress - English Learners Who are Meeting Academic and English Language Development Benchmarks

Students who are making “normative progress” are typically showing expected growth on the ELPAC at the rate recommended by the state, and are scoring “*Met*” or “*Nearly Met*” on the CAASPP-ELA and Math (third grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in TK/K – Grade 2.

In the Intermediate grades (6-8), student placement in an ELD course level is based on initial or annual assessment scores on the ELPAC. The ELD course placement is flexible with respect to duration, in order to allow a student to move during the year, when assessment results indicate the student is ready.

Change in ELD course placement will be based on the following:

- ELPAC
- Course performance
- NWEA
- ELD curriculum-embedded assessments
- Teacher recommendation

Interventions for English Language Development

Multi-Tiered Systems of Supports (MTSS) is used with English Learners to identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. Grade level teams with ELD teachers monitor the progress of English Learners TK-5. The teams also monitor students who are at “at risk” of becoming Long Term English Learners.

Long-Term English Learners, Grades 6-12

AB 2193 was signed into law in September 2012 adding EC 313.1 and 313.2 to California’s Education Code. A Long Term English Learner (LTEL) is defined in EC 313.1 as an English Learner who meets the following:

- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC and
- Scores “*Nearly Met*” or “*Does Not Meet*” on the English-Language Arts standards-based achievement test

An English Learner at risk of becoming a LTEL meets the following description:

- Is enrolled in any of grades three to twelve, inclusive;
- In schools in the United States for four to five years;
- Scores at the Somewhat to Moderately Developed level or below on the ELPAC and
- Scores in the fourth year at “*Does Not Meet*” or “*Nearly Met*” basic level on the English - Language Arts standards based achievement test

Olsen’s (2010) research report, *Reparable Harm* points to the need for a dedicated class and curriculum that addresses the unique needs of LTELs. These students often have the English

oral skills to function in the everyday world outside the classroom but lack the academic language skills necessary to succeed in the school setting.

The typology of LTELs groups these students into two categories with specific needs:

1. LTELs whose literacy skills are three or more years below grade level.
2. LTELs who have not met all the reclassification criteria and need further development of academic oral language and expository writing.

LTEL courses utilize state-adopted, standards aligned instructional materials for Specialized Designated English Language Development designed specifically to address the needs of LTELs and students at-risk of becoming LTELs. In addition, these students enroll in their grade level English Language Arts course.

The courses incorporate these essential components identified by Olsen for an effective LTEL course:

- Consistent academic routines
- Goal setting: understand why they are and where they are as English Learners as well as what it means
- Community and Relationships: explicit confidence building strategies, knowing how they are performing, allowing for student voice and input, etc.

LTELs who are enrolled in these Specialized Designated ELD courses should be carefully monitored with the support and collaboration of the Language Appraisal Team. Students who complete these courses and do not meet the reclassification criteria need to be considered on an individual basis for specific interventions.

English Language Development for English Learners with Disabilities

Instructional decisions related to a student's language acquisition status must be described in the Individualized Education Plan (IEP). When a student qualifies for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development.

English Learners with an IEP in grades K-6 in general education classes receive Designated

and Integrated ELD instruction from the general education teacher. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

Chapter 6

Access to Core

Chapter 6: Access to Core

Overview

Chapter 6 focuses on key elements that ensure that all English Learners have access to standards-based core curriculum and academic instruction that is designed and implemented based on research-based practices. A description of Integrated English Language Development for content areas is provided, including the use of Specially Designed Academic Instruction in English (SDAIE) strategies, along with the use of primary language support and instruction, when possible. Structures for providing programming responsive to EL needs and interventions in core academic content areas are also presented in this chapter.

Pierce Joint Unified School District has an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the academic needs of all students. Supports include interventions, Special Education, and English Learner programs. In accordance with the California ELA/ELD Framework, site level data is examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under MTSS, all students are provided high quality first instruction. The hallmark of first instruction is equity and access. Supplemental instruction is provided for students for whom initial instruction is ineffective. Students who experience considerable difficulty are provided more intensive intervention.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

III-EL 11: Supplement, Not Supplant, with Title III & EIA-LEP III-EL11. General fund resources must be used to provide services and programs for English learners, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

Section VII. Teaching and Learning

VII-EL 20: Access to the Core Subject Matter

VII-EL 20. Academic instruction for ELs must be designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

20.1 The LEA must have a means to assist English learners to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content and achievement goals all children are expected to meet.
20.2 The LEA shall continue to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade 12 for the purposes of overcoming language barriers. Actions to overcome academic barriers must be taken before the deficits become irreparable.
(20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011[.])

Overview and Guidelines for Integrated English Language Development in the Content Areas

English Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion (SEI), the core instruction occurs in English, along with Integrated English Language Development Instruction including Specially Designed Academic Instruction in English (SDAIE) strategies to ensure access to the core curriculum. A full description of SEI programs is provided in Chapter 3. According to the California Department of Education, Integrated ELD, including SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses provided to FEP and English-only students in the district. Integrated ELD, including SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).

Regardless of instructional program, any instruction for ELs in the content areas that is delivered in English must be accompanied by Integrated English Language Development instruction.

The California ELA/ELD Framework refers to “ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.” (CA ELA/ELD Framework, Chapter 2, pp. 106 -108)

Core Curriculum instruction for ELs is guided by the appropriate curricular area standards (e.g. Mathematics, Next Generation Science, History/Social Science), the California English Language Development Standards, and the CCSS for literacy.

Elementary, Intermediate, and Secondary Grade Access to Core Curriculum

At the elementary level (TK-6), teachers are responsible for the delivery of all core content instruction and ensuring that content is accessible to English Learners through the use of Integrated English Language Development strategies. At the 7th through 12th grade levels, core content teachers are responsible for the delivery of content instruction incorporating Integrated English Language Development and SDAIE strategies.

Integrated English Language Development and SDAIE strategies

Access to Core Curriculum requires attention to two areas:

Area #1- the development of academic language in each of the core content areas needed for academic success by the intentional teaching of the language of the discipline through Integrated ELD instruction and Area #2- the use of SDAIE methodology (specific sheltered instructional strategies) to make the content comprehensible.

AREA #1 - Integrated ELD

In the course of learning the core content, ELs need to be provided with multiple opportunities to read, analyze and create texts of different types (Part I - ELD Standards: interpretive, and productive modes). They also need rich and varied opportunities for collaboration and interaction to use language to gain and exchange information and ideas (Part I - ELD Standards: collaborative mode). Guided by the ELD standards, teachers will need to provide different degrees of language scaffolds to support students' abilities to accomplish these tasks. Part of these scaffolds involve unpacking the meaning of the texts they encounter by analyzing the vocabulary and syntax used in sentences as well as the way the text is organized and structured in order to not only better comprehend the topic but also the language of the discipline (Part II - ELD Standards: language processes).

Examples on how to promote academic language development are derived from research and delineated in the CA ELA/ELD Framework ⁷. The following are some critical strategies used to promote academic language development:

1. EL planning approach;

2. Choose rich and worthwhile text and topics for discussion;
3. Post frequently used phrases that facilitate turn-taking, elaborations and extensions during small group discussions or collaborative learning;
4. Chart domain-specific vocabulary as reference for student use in discussions and writing;
5. Structure collaborative activities in such a way that students use the vocabulary in purposeful ways;
6. Provide open sentence frames that allow for use of target academic language and more extended discourse;
7. Show models of how language resources are used to make meaning, such as how a writer presents evidence to support an argument;
8. Guide the analysis of different text type organization and the connecting and transitional words that make it cohesive; and
9. Tap into students' primary language knowledge such as cognates.

EL Roadmap Principle 2A~ (Integrated ELD)

AREA #2: Specially Designed Academic Instruction in English (SDAIE) Strategies

Saunders (2010), stipulates that the primary goal of SDAIE, or sheltered instruction, is to teach the skills and knowledge identified in the content area standards (CCSS, Mathematics, Science/NGSS, etc.) and frameworks. Critical features of SDAIE that make instruction comprehensible and meaningful to ELs, must take into account an English Learner's proficiency level and the linguistic demands of the lesson. Examples of such strategies are derived from research⁸.

⁷ California Department of Education (2014). English Language Arts/English Language Development Framework. California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

Nagy, W, García, G., Durgunoglu, A. & Hancin -Bhatt, B. (1993). Spanish/English Bilingual Students' Use of Cognates in English Reading. *Journal of Reading Behavior*. 25: 241–259.

1. Contextualizing instruction—liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
2. Using language modifications such as pause time, questioning, pacing and highlighting;
3. Using task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts);
4. Using language-sensitive and culture-sensitive content teaching;
5. Avoiding the use of idioms and cultural reference without explanations;
6. Using accommodations in the learning environment (such as slowing the pace, repetition, chunking information) in order to maximize the number of students able to access the content;
7. Providing opportunities to summarize key learning and ideas, e.g., co-constructing concept charts;
8. Emphasizing the major ideas or organizing principles that underlie the content;
9. Checking for understanding frequently;
10. Tapping prior knowledge from previous learning or personal experience;
11. Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals and analysis of student work;
12. Providing access to large collections of appropriate age -level literature and informational texts within the student's assessed Zone of Proximal Development.

EL Roadmap Principle 2D~ (Access to the full curriculum)

Chapter 7

Staffing and Professional Learning

Overview

Chapter 7 details certification requirements and staffing procedures for providing instruction to English Learners in Pierce Joint Unified School District. Additionally, essential components of the district's comprehensive, longitudinal professional learning program are presented.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

V. Staffing and Professional Development

I- **EL 15: Teacher EL Authorization.** Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized. (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

V-EL 16: Professional Development Specific to English Learners

V-EL 16. The LEA must provide professional development specific to the implementation of programs for English learners.

16.1. The LEA must provide sufficient professional development to effectively implement the LEA's English learner program. (*Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

16.2 For LEAs receiving Title III, the LEA must provide supplemental high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).)
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).)
- (c) Based on research demonstrating the effectiveness of professional development in increasing the student's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).)
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825 (c) (2) (D).)

Staffing and Certification

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (*EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1*). In Pierce Joint Unified School District any teacher assigned to provide English Language Development, Sheltered Instruction,

or primary language instruction to EL students must be appropriately certified with English Learner or Bilingual Authorization such as Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner authorizations designated by the California Commission on Teacher Credentialing (CCTC).

Table 7.1 provides an overview of English Learner programs and their respective requirements for teacher authorization. More information about program types can be found in Chapter 3.

Pierce Joint Unified School District ensures that all administrators or additional teaching personnel whose assignment includes English Learners also hold appropriate certification to provide necessary instructional services to English Learners.

EL Roadmap Principle 3A ~ (Leadership)

Teacher hiring and placement decisions are based on student and program need, including English Learner enrollment data, and other relevant factors. The district’s collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require Bilingual or English Learner Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

Table 7.1 Required Teacher Authorizations		
Instructional Program	Grade Level	Proper Authorization
Structured English Immersion	TK-12	Bilingual Authorization/BCLAD or equivalent OR EL Authorization / CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
English Language Mainstream	TK-12	Bilingual Authorization/BCLAD or equivalent OR EL Authorization / CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
Newcomer	3 - 12	Bilingual Authorization/BCLAD or equivalent OR EL Authorization / CLAD or equivalent with bilingual paraeducator to provide primary language support when needed

Recruitment Procedures—Teachers

The Superintendent works closely with the site administrators on issues of recruitment, interviews, and recommendations for hiring. The following steps taken each year constitute the district's approach to recruitment of teachers for English Learners. Each spring, the Superintendent and principals work collaboratively to plan regarding the need for adequate numbers of qualified teachers to fully implement the English Learner programs at each school site, as detailed in Chapter 3. The elements that comprise these programs include: English Language Development, content instruction through Integrated English Language Development and SDAIE, or Sheltered Instruction strategies and primary language support. A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school's English Learners in the coming year. All teachers within the Pierce Joint Unified School District are required to have an English Learner Authorization as part of their credential since all teachers in the district will be serving English Learners in their classrooms due to the number of ELs in the district.

The principal, with support from the Superintendent, will develop a proposed staffing plan for the school, based on projected numbers of English Learners and program enrollment. This plan is reviewed each spring by district staff. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

- (1) Job announcements sent to the following types of organizations:
 - Educational placement centers with teacher training programs at private, UC and CSU campuses
 - Major educational organizations including those associated with

language minority students

- Local school sites and the district's Department of Human Resources.
- Colleges and universities identified as having a pool of potential bilingual teacher candidates, including departments such as Teacher Education, California Mini -Corps and teacher internship offices

(2) Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:

- Local community newspapers

(3) Recruiting booths at such as: Local colleges

- Career Day events at local colleges/ universities and secondary schools, where the district provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates

In addition, the district is committed to developing and implementing a career pathway program for teachers leading to leadership positions through attainment of specialist and administrative credentials.

Recruitment Procedures - Paraeducators

The need for paraeducator positions is determined in the same way as described above for teachers.

Hiring Priorities and Procedures

Highest priority is placed on the hiring of Bilingually Authorized (e.g. BCLAD or equivalent) teachers and their subsequent placement to work with Beginning/Emerging and Early Intermediate/Expanding students, as well as those most in need of primary language support in core curricular areas. The second priority is English Learner Authorized, such as CLAD or

equivalent certified teachers. These teachers should be assigned to classes with English Learners. Substitute teachers assigned to long term assignments should similarly have English Learner Authorization. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate and direct students. Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. The district's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment Providing Instructional Services to English Learners

Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Appropriate Use of Bilingual Paraeducators

Bilingual paraeducators contribute specialized skills in an English Learner program and work and plan closely with the full instructional team. When the teacher does not hold a Bilingual Authorization such as BCLAD, when available the bilingual paraeducator works in concert with a teacher with English Learner Authorization, such as CLAD, to provide *primary language support* to motivate, clarify, direct, support and explain facts and concepts to the English Learner. The most important priority for the bilingual paraeducators' assignment is student instructional support, in order to ensure comprehensible core content instruction in language arts, math, social studies and science. *Paraeducators are not responsible for English Language Development (ELD) instruction.* Paraeducators may also assist with the full spectrum of instructional and related needs outside the classroom, including but not limited to:

- Parent-teacher conferences and notifications;
- ELAC and DELAC meetings;
- ELPAC testing;
- Oral and written translations.

English Language Development (ELD) Teachers

ELD Teachers can be assigned at the district level or site level. If assigned to a school site, the ELD teacher adheres to district policy and direction in support of English Learner

programs. The ELD Teachers meet staffing requirements and can provide expertise in English Language Development and student monitoring and programs.

Site-level ELD Teachers work closely with and are evaluated and supervised by site principals. They oversee and work closely with site and district staff on the organization of services to English Learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. Supervision, training and professional development will be available to the ELD Teachers.

Professional Development for All Staff Who Work with English Learners, Including Administrators, Counselors, Teachers, Paraeducators and Others

Professional Development Related to the English Learner Master Plan

The English Learner Master Plan will be introduced to site staff on an annual basis. Key features of the plan and procedures to be adopted by all sites will be emphasized. This training will be given to all site administrators as well as all ELD Teachers. Professional Development sessions at each site for faculty and staff will be implemented by the site instructional leaders. Annual overview of the English Learner Master Plan will be provided for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

EL Roadmap Principle 3D (Capacity building)

Focus Areas for District Professional Development

This section provides information on how Pierce Joint Unified School District responds to federal and state legal requirements for a professional learning and support system for teachers of English Learners that represents the shift from professional development to professional **learning** that is: (1) targeted; (2) individualized; (3) based on principles of adult learning theory; (4) sustained, supported with coaching & follow -up; (5) monitored and assessed to evaluate impact on student learning (California Professional Learning Standards) .

Research indicates that the expert teacher of English Learners is a knowledgeable professional who is accomplished in curriculum, metalinguistic, cross-cultural understanding, an assessor and a student advocate. It is imperative that a Professional Learning System support the development of teachers' expertise with English Learners with a focus on using students' linguistic and cultural resources. Additionally, professional learning for teachers of ELs should focus on research and evidence-based instruction for ELs that is designed to maximize the development of English while also maximizing their development of core curricular knowledge and skills, through differentiated practices that can include the development of language and literacy skills (Goldenberg & Saunders, 2010⁹; Cadeiro-Kaplan, Lavadenz & Armas, 2012¹⁰).

The Pierce Joint Unified School District plans for and schedules professional learning through the Professional Learning Communities (PLC) process.

Professional Learning for Pierce educators is guided by the *California Quality Professional Learning Standards* (CDE, 2014/15)¹², which are intended to help educators, local educational agencies, and the state develop and contextualize professional learning system goals and plans. The following key standards provide the framework for how Pierce Joint Unified School District designs professional learning:

STANDARD: Data. Quality professional learning uses varied sources and kinds of information to guide priorities, design and assessments.

⁹ Saunders, W. & C. Goldenberg. (2010). Research to Guide English Language Development Instruction. In: California Department of Education (2010). *Improving education for English learners: research -based approaches*. Sacramento: California Department of Education. pp. 21-82.

¹⁰ Cadeiro-Kaplan, K., Lavadenz, M. & Armas, E. (2012). *Essential Elements of Effective Practices for Teachers of English Learners: Policy Brief*. Californian's Together: CA.

¹¹ California Department of Education – Task Force on Educator Excellence (2012). *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. CDE: CA

¹² California Department of Education (2014, revised 2015). *Quality Professional Learning Standards*. CDE, Professional Learning Support Division. Sacramento, CA.

STANDARD: Content and Pedagogy. Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.

STANDARD: Equity. Quality professional learning focuses on equitable access, opportunities,

and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

STANDARD: Design and Structure. Quality professional learning reflects evidence -based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.

STANDARD: Collaboration and Shared Accountability. Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

STANDARD: Resources. Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Pierce Joint Unified School District provides educators several avenues for professional learning. This includes the opportunity for teachers of ELs to reflect and collaborate on their instructional practices and utilize assessments to inform instruction. Teachers are part of professional learning communities focused on meeting the needs of diverse learners.

PROFESSIONAL LEARNING GOAL: To promote educator quality and effectiveness for serving culturally and linguistically diverse students through the development of a professional learning community guided by Professional Learning Standards and effective practices for adult learning.

Monitoring of Professional Development and Support

The site principals monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development and support. The district monitors the progress of teachers in training as they fulfill their agreements to complete English Learner authorizations and related requirements.

Chapter 8

Parent and Community Engagement

Overview and Commitment

The Pierce Joint Unified School District is committed to establishing programs that foster connections with culturally and linguistically diverse families and that strengthen interpersonal ties that cross institutional, ethnic, family and cultures in order to enhance the educational outcomes for English Learners (Mapp, 2003; Horvat, Weininger & Lareau, 2003).¹³

EL Roadmap Principle 1D ~ (Family & School partnerships)

This chapter addresses three major topics in regard to the engagement of parents of English Learners in their children's education. The first part of the chapter describes parent participation in governance at the school and district level through the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). This is followed by a description of how the schools will ensure that parents are adequately informed about the options and how student placement is accomplished. This part of the chapter builds on the information on program options in Chapter 2. The final section of the chapter presents a description of activities designed to help parents support their child's school success and advocate for their children in the schools and community.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

I-EL 01: Parent Outreach and Involvement

I-EL 1. The LEA must implement outreach to parents or guardians of English learners that includes the following: (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 United States Code (U.S.C.) § 7012 (e)(2).) (b) The LEA provides training activities to parents on how they can be involved and become active participants in assisting their children to: 1. Attain English proficiency 2. Achieve at high levels in core academic subjects 3. Meet challenging state academic content and achievement standards expected of all students (20 U.S.C. § 7012 (e)(1).)

¹³ Horvat, E., E.B. Weininger, & A. Lareau. (Summer 2003). From Social Ties to Social Capital: Class Differences in the Collaboration Between Schools and Parent Networks. *American Educational Research Journal*, 40(2), 319-351.

Mapp, K.L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*, 13(1), 35-64.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

I-EL 02: Translation of Information for Parents

I-EL 2. The LEA must provide parents or guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. §

6318 (e)(5.)

2.1 When 15 percent or more of students enrolled in a public school 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 parent or guardian of such students must be written in English and the home language. (*California Education Code (EC) § 48985; 5 California Code of Regulations (CCR) § 11316.*)

I-EL 04: English Learner Advisory Committee (ELAC)

I-EL 4. A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements: (a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).) (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (64001(a), 5 CCR § 11308(d).) (c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance. (5 CCR § 11308(c)(2), (d).) (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC § 64001(a).)

(e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)

4.2 The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).) (EC §§ 35147, 52176(a), 62002.5.) (20 U.S.C § 6318(c)(5), 20 U.S.C. § 7012)

I-EL 05: District English Learner Advisory Committee-DELAC

I-EL 5. A LEA with more than 50 English learners must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of English learners and not employed by the district.

1.1 The DELAC must advise the school district governing board on all of the following tasks: (a) Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR § 11308(c)(1).) (b) Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR § 11308(c)(2).) (c) Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR § 11308(c)(3).) (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR § 11308(c)(4).) (e) Review and comment on the LEA's reclassification procedures. (5 CCR § 11308(c)(6).) (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).)

1.2 The LEA must provide training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308(d).)

VI-EL 17: Language Program Options and Parent Choice

1.1 *Language acquisition programs may include, but are not limited to, all of the following:*

(a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2].) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306[c][3].)

(b) Dual –language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (EC § 306[c][1].)

(c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (EC § 306[c][2].)

1.2 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC § 306(c).)

1.3 School in which parents or legal guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designated to provide language instruction shall be required to offer

such a program to the extent possible, based upon the requirements in Section 305. (EC § 310[a].

Parent Advisory Committees

The Pierce Joint Unified School District has several approaches for systematically involving parents of English Learners (ELs) in the education of their children. These are established at the district and site level and include opportunities for parents of English Learners to collaborate with District staff and provide recommendations for district wide plans focused on serving English Learners, including Local Control and Accountability Plan (LCAP), Title III, School Site Council, School Plans for Student Achievement (SPSAs), and Local Educational Agency Plan (LEAP) Program.

English Learner Advisory Committee (ELAC)

As stipulated in California Education Code¹, each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). ELACs are not decision making councils nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to English Learners.

Legal References (California Department of Education website:

<http://www.cde.ca.gov/ta/cr/elac.asp>)

- *California Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

ELAC Requirements

1. Members will be chosen by election. All parents/guardians of English Learners have an opportunity to vote to elect the officers.
2. Members will receive materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC advises the principal and staff on programs and services for English Learners using academic performance measures.
4. The ELAC shall assist the school in the development or review of:

- a. School Plan for Student Achievement
 - b. School's needs assessment
 - c. School's annual language census
 - d. Ways to make parents aware of the importance of regular school attendance
 - e. Ways to meet the social and academic needs of ELs
 - f. Ways to improve communication with the parents and the broader community
5. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC).
 6. The ELAC maintains recorded minutes and agendas.
 7. The site principal and ELD teacher will annually review the implementation of ELAC in order to ensure that all requirements are met by each school.
 8. Each school will actively encourage all English Learner parents to consider election to ELAC and DELAC and/or to participate in ELAC and DELAC meetings even if not a formal representative.

ELAC Election Process

Elections for ELAC will be conducted annually at the school site before the end of the first quarter/trimester at each site. Membership composition must reflect the percentage of English Learners in the school. Membership will include parents and school staff (fewer than the number of parents). Each ELAC committee shall have a minimum of five members exclusive of the site principal or designee. Once ELAC officers are elected, each ELAC shall elect one representative and one alternate representative to the DELAC. If an ELAC member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, an election must be held to fill the position.

ELAC Implementation - Roles and Responsibilities

Table 8.1

Table 8.1 ELAC Roles and Responsibilities				
Principal	ELAC President	ELAC Vice President	ELAC Secretary	DELAC Representative
<ul style="list-style-type: none"> • Establish an ELAC • Schedules at least two regular ELAC meetings and announces 	<ul style="list-style-type: none"> • Meets with site principal to plan agenda 	<ul style="list-style-type: none"> • Meets with site principal in the planned absence of the president 	<ul style="list-style-type: none"> • With the support of school personnel maintains minutes 	<ul style="list-style-type: none"> • Attends DELAC meetings as school representative

<p>meetings in advance (within 72 hrs.)</p> <ul style="list-style-type: none"> • Coordinates meetings, communication and documentation to and from District Superintendent • Serves as a voting member • Arranges agenda planning meetings with ELAC Chairperson • Arranges childcare • Reviews required written communication • Submits ELAC minutes and agendas to the Superintendent • Reports on English Learner placement in different program types, number requests for DLI programs are received and approved 	<ul style="list-style-type: none"> • Presides over all meetings • Follows Robert's Rules of Order • May request that site principal conduct meetings 	<ul style="list-style-type: none"> • Assumes all ELAC President's roles and responsibilities when president is absent 	<p>of meetings</p> <ul style="list-style-type: none"> • Maintains a private address and phone list of all ELAC members • May request site principal records and maintains minutes of meetings 	<ul style="list-style-type: none"> • Reports back to ELAC and important information from the DELAC meeting
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ELAC Training Requirements

Each year, the school will provide all ELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties. The site principal will provide an overview of roles and responsibilities, and will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups. ELAC members will provide input into the selection of the following required training topics:

- SPSA development and implementation, including analysis of student data to make recommendations about allocation of funding based on identified needs
- The design and development, content, purpose and results of a school-by-school, district- wide needs assessment
- Data included in the annual Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Attendance patterns and trends, in addition to school and district attendance policies
- Initial identification, reclassification and placement of English Learners.

- Monitoring procedures for the academic progress of reclassified (RFEP) students.
- Categorical budgets including appropriate use of funds and supplemental services to address the identified needs of English Learner and RFEP students.
- Overview of effective methodology that fosters language acquisition and academic content knowledge of ELs

District English Learner Advisory Committee (DELAC)

California Education Code requires each California public school district to form a District -level English Learner Advisory Committee (DELAC) or subcommittee of an existing district -wide advisory committee, based on enrollment of fifty -one (51) or more English Learners (CDE, 2015). Parent participation in DELAC is proportionately determined by the total number of English Learners enrolled within the district. Parents or guardians of English Learners not employed by the district must constitute a majority membership (51 percent or more).

After the site ELAC memberships have been established, the committee must elect a Representative and Alternate to participate in the District English Learner Advisory Committee (DELAC).

It is the goal of the Pierce Joint Unified School District to ensure that parents of English Learner (EL) students have a meaningful opportunity to participate in the policy making processes that guide District programs and services to address the language needs of these students. Studies have consistently shown that parental involvement can have a direct positive impact on increasing the academic achievement level of their children. The Board recognizes that parents of EL students, working together with school staff and the community, can serve as a vital resource in improving our schools and neighborhoods in general.

DELAC Training Requirements

The district will provide all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties, including the responsibility of site ELAC representatives to take back information from the DELAC meetings to the ELAC members. DELAC members will have input into the selection of the following required training

topics:

- Standardized assessment data results and implications
- Annual staffing report on the number of certified and non-certified teachers instructing English Learners.
- English Learner program options and process.
- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for English Learners in the district
- Data included in the annual Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of EL's and monitoring of RFEP students
- Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Title III Notifications)

Annual Notification

The parent will receive an Annual Notification(EL-10 ELPAC Annual Parent Notification Form), of program options and their child's options for program placement in the coming year. Parents may place an initial request at this time. Parental consent is necessary for changes in program placement.

In addition, general information about the district's placement options will be made available year-round at the school sites and district office. This information will include an overview of the programs, placement procedures, and names and phone numbers of contacts.

Program Placement

The student is assigned to an appropriate program based on assessment data. If the parent requests an alternative program, then the parent must complete the appropriate request form.

Placement-related procedures include the following:

1. According to the California Education Code Sec. 310-311, when 20 or more students at a given grade level of the same language receive an approved request form, the school is required to offer an Alternative Program.
2. Schools that do not reach the threshold of 20 or more students with approved requests as listed above, but have some lesser number of such students, must inform their parents in writing of programs offered at other school sites within the district.
3. Program requests received after the 30 calendar days may be approved and placement made in existing classes that have openings, either at the child's neighborhood school or another school that has an opening. If no openings exist, the child will be placed on a waiting list. The waiting lists will be maintained for the current school year at the school site.
4. If the alternative program requested by the child's parents is not available in the child's neighborhood school, the parent is offered a place in the requested program at another school.
5. Once a student has been enrolled in a program, he/she should not be moved to another program without review and action by a school monitoring team, and informed parental consent.

Home-School Collaboration

Communication Processes

Communication with parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff at individual school sites. Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law,

a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

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

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

Each school year, parents of EL students are informed of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the District's minimum progress expectations for English Learners is discussed at the elementary level during an individual parent-teacher conference and at the secondary level as needed through parent meetings with designated site staff.

Interpretation

Oral communications with parents may be provided in the parent's primary language.

Interpretation, by trained interpreters, can be made available for school and district meetings.

School sites maintain current lists of staff who are interpreters.

The district employs staff who are able to translate in Spanish. Services are provided on an as needed basis.

Volunteering in Classrooms During the School Day

The district recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The district encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful

responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Decision Making

Parents are crucial in participating in the decision making process of the educational needs of the Pierce Joint Unified School District students. The Local Control and Accountability Plan requires that every district set annual performance goals in response to the eight state priorities. Specific actions and plans are delineated to achieve these goals, including parent involvement. The new law describes parent involvement as “the efforts a school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for... pupils... with exceptional needs.” (LCFF, EC Section 52060-52077). Through involvement in ELAC, DELAC and other site/district committees, parents of ELs have opportunities to provide input in the decision making process.

Activities to Help Parents Effectively Assist their Children toward Educational Success and Advocate for their Children within the School and Community

Parents of English Learners at all schools in the Pierce Joint Unified School District will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels . This list is not all-inclusive.

1. Communication is facilitated by the availability of translation and interpretation services (see requirements for translation under Communication section above).
2. Parent meetings should be held at convenient meeting times, with child care, and interpretation services provided.
3. Parent education on a variety of topics related to English Learners i.e. parent advocacy, understanding assessment, academic support, social/emotional support.

Chapter 9

Program Evaluation and Accountability

Chapter 9: Program Evaluation and Accountability

Overview

This chapter begins with an overview of program evaluation and accountability for English Learner programs. The specific district goals for English Learners and the evaluation questions are detailed, and metrics are referenced for each goal. The chapter concludes with a description of the collective responsibilities of individuals and groups, in order to make clear their roles in English Learner accountability. Accountability work is everyone's responsibility. This includes students, parents and all personnel at the school and district levels —teachers, counselors, paraeducators and administrators. Rather than considering evaluation as an annual event, we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

IV. Standards, Assessment, and Accountability

13.0 A program evaluation shall be provided by the LEA and shall be used to determine:

- (a) Necessary improvements to programs and activities for which Title III funds have been used for LEP and immigrant students
- (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
- (c) Whether to eliminate specific EL activities proven to be ineffective
- (d) The degree to which, within a reasonable amount of time:
 - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
 - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; *Castaneda v. Pickard* [5th Cir. 1981] 648 F.2d 989,1009-1011; EC § 64001[f].)

The English Language Development Leadership Team, a Key Mechanism for EL Accountability

The Superintendent convenes and leads the English Language Development Leadership Team. This committee is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of English Learners. The Committee is composed of the Superintendent, site principals, ELD teachers, instructional coaches, and a bilingual paraeducator .

The English Language Development Leadership Team meets regularly to discuss topics pertaining to the implementation of programs for English Learners in the district. The Committee also:

1. Reviews strategies, ideas and suggestions for EL programs as well as a focus group for collaborative problem-solving;
2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for ELs;
3. Reviews data on the performance of ELs;
4. Contributes to the review of the Annual Evaluation Report;
5. Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for English Learners.

Evaluation Design and Goals

The district conducts an annual evaluation of programs and services for English Learners. The programs and services described throughout this English Learner Master Plan are structured around six goals: (1) program implementation; (2) parental participation; (3) ELs mastery of English; (4) ELs academic achievement; and (5) Monitoring "at risk" categories

Table 9.1 Evaluation Design- Goals and Evaluation Questions

Goals	Evaluation Questions	Evidence
<p>1. EL programs are fully implemented</p>	<p>1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 3 for program descriptions)</p> <p>1.2 To what extent is the English Learner Master Plan utilized by teachers, administrators and parents as a tool to meet the needs of ELs and staff?</p>	<p>Principal Assurances Checklist, EL Program Reviews, Meeting Agendas, Surveys, Site Visits (District and Site Initiated), Instructional Schedule Review</p>
<p>2. Parents of ELs and RFEPs participate meaningfully in their children's education</p>	<p>2.1 Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent -teacher conferences, volunteer in class, etc.)?</p> <p>2.2 Is the rate of parent engagement increasing at meetings and parent conferences?</p> <p>2.3 What measures are used to ensure that parents are knowledgeable about EL program placement, language acquisition and their child's academic progress?</p>	<p>Sign-in sheets, Meeting Agendas, Surveys, Parent Workshops, ELPAC, EL Master Plan</p>
<p>3. All ELs will master English</p>	<p>3.1 Are ELs acquiring English language proficiency at a rate that is consistent with EL program expectations?</p> <p>3.2 Are 75% or more of ELs reaching reasonable fluency on the ELPAC in 5 years or less?</p> <p>3.3 Is the number of LTEL students in grades 5 through 12 decreasing by 5% annually?</p>	<p>ELPAC assessment results, District developed Summative Assessment results, Reclassification Data, Monitoring</p>
<p>4. ELs will achieve academic success comparable to EOs</p>	<p>4.1 Are EL students who are currently receiving ELD services progressing academically relative to program goals or expectations?</p> <p>4.2 Are EL and RFEP performing academically at a rate that is consistent with EOs?</p> <p>4.3 Is there an increase in the percentage of ELs obtaining "C" or better in core courses in secondary grades?</p> <p>4.4 Are ELs proportionally represented in Special Education?</p>	<p>CAASPP ELA, Math (grades 3-11) District report cards Participation rates in electives and extracurricular activities such as Art, Music, Sports (secondary) District developed Summative Assessments and Special Education</p>
<p>5. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs</p>	<p>5.1 Are ELs and RFEPs overrepresented in the following categories: Excessive absences and tardiness, suspensions, expulsions, other discipline retentions in grades K-12, Special Education, Dropouts Percent standards "Not Met" or "Nearly Met" on CAASPP</p> <p>5.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined above?</p>	<p>Attendance Records Student Records CAASPP ELA, Math (grades 3-11) Special Education data</p>

Monitoring Program Implementation

District and site-level staff will routinely monitor implementation of all English Learner programs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant research-based programs for English Learners. The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- Promote full involvement of all educational partners (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities;
- Provide for high levels of coordination between district-level and site-level improvement efforts;
- Ensure that program evaluation is an integral part of school improvement initiatives and activities;
- Provide a basis for review and modification of the English Learner Master Plan every three to five years.

EL Roadmap Principle 4C~ (Coherence)

Data is collected and analyzed in order to determine program effectiveness.

Data analysis processes and procedures are guided by data inquiry elements that include cycles of monitoring, evaluation and accountability in order to inform and improve curriculum, assessments, and instruction. District and site-level leadership are prepared to guide this process with an emphasis on the implementation of research-based strategies and programming for English Learners.

School principals are responsible for the daily, site-level implementation of the English Learner Master Plan. Throughout the academic school year, principals complete sections of [the Principal's Assurances Checklist for English Learner](#) Program Services and submit them to the Superintendent according to the timeline indicated on the checklist. This facilitates ongoing communication with the Superintendent, and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Superintendent reviews

Principal’s Assurances Checklists at the end of the academic year.

English Learner progress in English language proficiency and academic achievement will be monitored and analyzed as part of the program evaluation. Additionally, data will be collected and analyzed for categories indicating risk for school failure such as suspensions, expulsions, other disciplinary actions, retentions, special education referrals, and Student Study Team referrals. English Learner progress will be monitored to review benchmarks for English Learners for the mastery of language skills in English proficiency.

Table 9.2 provides an overview of the evaluation design goals and corresponding sources of evidence as well as the monitoring timeline and person(s) responsible.

Table 9.2 Monitoring Program Implementation				
GOAL	EVIDENCE	DATA COLLECTION	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
<p>1. English Learner programs are fully implemented</p>	<p>Principal Assurances Checklist</p> <p>EL Program Reviews Meeting Agendas Surveys</p>	<p><i>1a. Document Reviews</i> Home Language Survey, alternative program, program placement, reclassification and reclassification follow up</p> <p>Principal’s Assurance Checklist</p> <p>Program Evaluation Data Collection Form</p> <p><i>1b. District-facilitated self-reviews aligned with FPM process</i></p>	<p>1a. Annually</p> <p>1b. Rotating cycle based on FPM review timelines.</p>	<p>1a. Site Administrator</p> <p>District ELD Leadership under the direction of the Superintendent</p> <p>1b. Site Administrator</p> <p>District Leadership under the direction of the Superintendent</p>
<p>2. Parents of ELs and RFEPs participate meaningfully in their children’s education.</p>	<p>Sign-in sheets</p> <p>Meeting Agendas</p> <p>Surveys</p>	<p>2a. Principal’s Assurances for EL Programs Checklist</p> <p>2b. Sign-in Sheets, Meeting Agendas, Surveys</p>	<p>2a. and 2b. On-going based on required parent meetings and regularly scheduled parent community engagement activities</p>	<p>a. Site Administrator</p> <p>District Leadership under the Direction of the Superintendent</p> <p>2b. Site Administrator</p>

<p>3. All ELs will achieve full proficiency in English.</p>	<p>ELPAC assessment results</p> <p>District developed Summative Assessment results ELSSA</p>	<p>3a. ELPAC Results</p> <p>3b. District developed Summative Assessment Results</p> <p>3c. Analysis of ELPAC growth – ELSSA by school, language group, and program</p>	<p>3a. Annually</p> <p>3b. According to assessment timelines (see Chapter 4)</p> <p>3c. Annually</p>	<p>3a., 3b. and 3c. District Leadership under the Direction of the Superintendent</p> <p>Site Administrators</p> <p>Teachers</p>
<p>4. ELs will achieve academic success comparable to EOs.</p>	<p>CAASPP ELA, Math (grades 3-8, 11)</p> <p>District-adopted standardized assessments</p> <p>District report cards (secondary)</p> <p>Participation rates in electives and extracurricular activities such as Art, Music, Sports (secondary)</p>	<p>4a. CAASPP performance data in ELA and Mathematics with Cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level and language group</p>	<p>4a. Annually for state- mandated assessment; On a trimester basis aligned to grading cycles for report cards.</p>	<p>4a. Site Administrator</p> <p>District Leadership under the Direction of the Superintendent</p>
<p>5. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs</p>	<p>Attendance Records Student Records</p> <p>CAASPP ELA, Math (grades 3-8, 11)</p>	<p>5a. Data on suspensions, expulsions, other disciplinary actions, retentions, special education referrals, Student Study Teams, and GATE referrals</p>	<p>5a. Annually</p>	<p>5a. Site Administrators</p> <p>District Leadership under the Direction of the Superintendent</p>
<p>6. Students enrolled in Advanced Placement Spanish will master language skills in Spanish as well as English</p>	<p>CAASPP ELA, Math (grade 11)</p> <p>Seal of Biliteracy</p> <p>AP Spanish results</p>	<p>6a. Analysis of English Learner reading and mathematics scores on CAASPP scores in ELA and Mathematics, and district developed summative assessments</p> <p>6b. Seal of Biliteracy</p> <p>AP Spanish results</p>	<p>6a. 6b. Annually, fall semester.</p> <p>6c. Annually, spring</p>	<p>6a – 6c. Site Administrators</p> <p>District Leadership under the Direction of the Superintendent</p>

Student Benchmark Expectations

Pierce Joint Unified School District has identified minimum student benchmark expectations for English Learners enrolled in all program options (See Chapter 3 for detailed description of program options). These benchmarks allow for the collection and examination of student -level data sources that contribute to the overall analysis of program effectiveness as described above. The following data will be analyzed to monitor and support normative progress for all English Learners in the Pierce Joint Unified School District:

- State-mandated English language proficiency scores (ELPAC)
- State-mandated, standardized CAASPP assessments (English Language Arts and Math)
- District English Language Arts and Math benchmarks aligned to the Common Core State Standards (NWEA)
- Site English writing benchmark assessments

Based on the new California Department of Education guidelines for reclassification, Pierce Joint Unified School District will apply the RFEP criteria of an ELPAC score of Well Developed Level 4 in combination with “*Nearly Met*” or “*Met*” scores on district ELA benchmarks and/or the CAASPP assessment to reclassify students. The minimum expectation for progress in English Language proficiency is one year’s growth on the ELPAC, and to attain academic proficiency on the CAASPP assessments and/or district benchmarks within five years of entering U.S. schools. Students who have been enrolled in Pierce Joint Unified School District for at least six years and haven’t met the reclassification criteria will be considered Long -Term English Learners (LTELs). Students who do not meet the minimum progress benchmarks may be supported within the district’s MTSS system. – see Chapter 4 for detailed information.

Table 9.3 Expected Benchmarks for English Learners						
MINIMALLY EXPECTED BENCHMARKS for English Learners by year enrolled						
Years in Program	1	2	3	4	5	6
ENGLISH LANGUAGE PROFICIENCY (All English Learners)						
ELPAC	Novice	Minimally Developed	Somewhat Developed	Moderately Developed	Moderately Developed	Well Developed
ENGLISH ACADEMIC ACHIEVEMENT (All English Learners)						
English: CAASPP – ELA	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: CAASPP – Math	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: District Reading Benchmark (Lexile)	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: District Writing Assessment	0-1 Standards Not Met	1-2 Standards Not Met			3 Standards Nearly Met	3-4 Standards Met/Exceeded
English: District Math Benchmark (NWEA)	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels.

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying progress toward proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. The ELD Leadership Team will monitor program implementation. After gathering data regarding program implementation, the ELD Leadership Team will provide

information for inclusion in the School Plans for Student Achievement for professional development that establishes site needs, long-term goals and types of training experiences that are needed to improve instruction. The site professional development for teachers of English Learners should be clearly articulated with the overall district plan for professional development, and should include prioritization and support. Classroom visitations conducted by district personnel and site administrators will provide an additional perspective on implementation of recommended instructional practices. Annual improvement objectives and timelines will be established. This information will be included in the School's Plan for Student Achievement.

Site level student outcomes will be compared to district goals for English Learners. This information will be used to plan for improved implementation of the English Learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Using site self-review data will enable ELD Leadership Team to identify areas of strength and target areas in need of improvement on a district-wide basis. After gathering data regarding program implementation, the ELD Leadership Team will develop an action plan for professional development that establishes district needs, long-term goals and types of training experiences that are needed to improve instruction. The district plan for professional development for teachers of English Learners should be clearly articulated with the overall district plan for professional development, and should include prioritization and support. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Education each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance specified by the indicators in Table 9.3.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure allows for ensuring that ELs in Pierce Joint Unified School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. The district leadership will incorporate the recommendations from California's *ELA/ELD Framework* (Chapter 11 - Figure 11.7, pp. 992-993). All

district personnel are responsible for the education of English Learners and for the success of EL programs. As such, designated roles are under the auspices of the Superintendent.

District-wide decision-making and support systems address the education of English Learners as a priority and as such all administrators are responsible for supporting ELs in Pierce Joint Unified School District. Table 9.4 outlines key responsibilities at the district and site-level as part of the commitment to students and to parents as active partners in the education process.

EL Roadmap Principle 4A ~ (Alignment & Articulation)

Table 9.4: Evaluation and Accountability: Roles and Responsibilities	
NOTE: Positions and staffing are reviewed on an annual basis. District-level and site-level leadership responsibilities for English Learner services remain a priority	
Role	Responsibilities
Student	<ul style="list-style-type: none"> ● Attends school daily, arrives on time, and works for high achievement ● Participates in school activities ● Communicates regularly with parents, teachers and support staff
Parent	<ul style="list-style-type: none"> ● Monitors and promotes EL's progress in academics, homework, attendance, and behavior through: <ul style="list-style-type: none"> ○ Support for EL's in activities to promote student achievement ○ Regular communication re: student progress with student, teachers and school ○ Attendance at parent conferences and school functions (e.g., Back to School Night, conferences) ○ Participation in school committees ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> ● Implements specific EL programs as described in the English Learner Master Plan and provides instruction that aligns with the state frameworks and district/state standards ● Ensures delivery of appropriate ELD instruction content and ELD standards and assessment procedures ● Monitors EL's progress, reviews school/district data, uses data to modify instruction, reviews ● Determines/implements differentiated strategies for ELs and RFEP students ● Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals ● Attends team meetings and informs parents of progress and strategies to support students in

	<p>meeting standards</p> <ul style="list-style-type: none"> • Uses data to understand and respond to student needs
Principal	<ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan • Monitors all procedures and legal requirements pertaining to EL's at the school • Monitors placement of EL's and oversees reclassification process • Reports periodically to district administration on implementation of EL programs and services • Leads and participates in the analysis and use of data to facilitate student progress monitoring • Provides leadership in all aspects of the educational program • Provides leadership and responsiveness in working with parents and community through structures such as the English Learner Advisory Committee (ELAC) • Monitors the instructional materials used in the classroom delivery of ELD and core curriculum to English Learners • Develops work plan for, supervises, and works closely with ELD teachers
Assistant Principal	<ul style="list-style-type: none"> • Assists the principal in administration and monitoring of programs and services to English Learners
ELD Teacher	<p>If assigned to a school site:</p> <ul style="list-style-type: none"> • Adheres to district policy and direction in support of English Learner programs • Supports site administrator by monitoring student progress • Serves as a resource for the Student Study Team • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents • Facilitates Reclassification process • Provides expertise in English Language Development, primary language instruction, and student monitoring and programs • Assists with document reviews and has lead responsibility for supporting in-depth reviews • Supports parent involvement (Parent Conferences, workshops, ELAC/DELAC) • EL program implementation needs
Academic Counselor (High School)	<ul style="list-style-type: none"> • Assists with initial placements, using the Master Plan for EL's as a guide • Monitors progress of EL's toward meeting language and academic benchmarks • Assists with interpretation of student assessments, and collaborates with teachers, ELD teacher, and others in devising individual program modifications and interventions, as needed
English Learner Advisory Committee	<ul style="list-style-type: none"> • Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Advises on issues relevant at the site • Works with other site committees
District English Learner Advisory	<ul style="list-style-type: none"> • Reviews district-level data on program effectiveness and student achievement on an annual basis to from recommendations for program improvement for the following year as part of its advisory role

Committee (DELAC)	<ul style="list-style-type: none"> ● Reviews the Annual Language Census report ● Advises on issues relevant to English Learners in the District ● Works with other District committees
Superintendent	<p>Evaluates district goals relative to the LEA and Title III Plans, including implementation of the English Learner Master Plan, student achievement, professional development, and evaluation and accountability</p> <ul style="list-style-type: none"> ● Oversees compliance procedures relative to EL programs ● Analyzes district and school site data ● Provides overall support for EL programs ● Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school site ● Oversees data collection, provides analysis, and presents reports ● Prepares annual EL evaluation report ● Collaborates with district staff and parent groups on annual program evaluation ● Supports sites in implementing the EL Master Plan ● Monitors implementation of Master Plan, Evaluation Plan and Monitoring Plan ● Monitors and supports implementation of the Title III Plan ● Works to ensure timely recruitment, hiring and training of teachers for EL assignments ● Monitors assessments used for evaluation of EL progress ● Shares results of evaluation with all stakeholders, including DELAC ● Chairs the English Language Development Leadership Team ● Recruits and monitors placement of EL staff in collaboration with principals ● Arranges/Publicizes English Learner or Bilingual Authorization training and other needed staff development to ensure implementation of Master Plan for EL's ● Monitors credentials of all personnel working with English Learners

Chapter 10

Resource Allocation

Overview

This chapter provides an overview of the funding considerations for effective implementation of English Learner programs. The following topics are addressed in this chapter: (1) Local Control Funding Formula; (2) Budgetary Decision Making Processes for ELs; (3) Expenditure Alignment; (4) Types of Funding and Allowable Expenditures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

III-EL 11: Supplement, Not Supplant, with Title III

III -EL11. General fund resources must be used to provide services and programs for English learners, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

III-EL 12: Time Accounting Requirements

III -EL12. The LEA must properly assess charges for direct or indirect costs of Title III LEP and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

1.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 *CFR* 200.430)

1.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (2 *CFR* §§200.61-62, 200.302, 200.430[a][i]; *EC* § 52853(a)(7).

Local Control Funding Formula

California's Local Control Funding Formula (LCFF)¹⁴ was signed into law in 2013. It proposed a new school finance system that is intended to provide more local control and a more equitable school finance system while allowing local districts the flexibility to determine how best to meet student needs with targeted attention to increase or improved services for low income students, English Learners (ELs) and foster youth with supplemental and concentration funds.

The Local Control Accountability Plan and Annual Update Template requires school districts to

provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

EL Roadmap Principle 3B ~ (Adequate Resources)

Pierce Joint Unified School District Budget Decision Making Processes

Pierce Joint Unified School District is committed to allocating sufficient funds to fully implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Title III and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The *School Board* approves the district's *Goals and Objectives* through the adoption of the Local Control and Accountability Plan (LCAP). This is a plan to meet the needs of all students.

¹⁴ Local Control Funding Formula (AB 97, SB 91, and SB 97); Local Control Accountability Plan (Education Codes 52060- 52077)

2. The Principal coordinates development of the School Plan for Student Achievement (SPSA) and prioritization of needs based on data. The Principal is expected to align the SPSA to the district LCAP. The SPSA is reviewed with ELAC and approved by the School Site Council.
3. Site and District Advisory Committees take the following roles:
 - The School Site Council develops, reviews, updates and approves the SPSA.
 - ELAC members may advise and provide input on the SPSA.
 - DELAC provides input on the LCAP.

The LCAP development process begins in February of each year and is adopted at the June Board meeting. The process starts with an in-depth review of progress towards previously set actions and services. Surveys are administered to parents, students and staff. The survey results are examined; actions and services are created and a meeting is set to consider final draft revisions, editing and translations. The LCAP is posted for public review. The updated LCAP is presented for adoption to the governing board.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school's SPSA and the District Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs.

English Learner Master Plan Alignment to Expenditures

The English Learner Master Plan will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Pierce Joint Unified School District Board Policies
2. District Board and Superintendent Goals
3. LEA Plan
4. Local Control Accountability Plan (LCAP)
5. School Plans for Student Achievement (SPSA)
6. Federal Program Monitoring (FPM) items
7. Other relevant federal, state and local directives (Proposition 58 & EL Roadmap)

General Fund Resources

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, English Language Development and Mathematics offer effective strategies to provide differentiated ELD by proficiency level. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to improve English language proficiency, as well as academic achievement. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries, and other district services as well as multi-tiered, data-based instruction, and monitoring and intervention programs to

improve and evaluate the base program.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and LCFF funds allocated exclusively to benefit English Learners. The funding for English Learners is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the School Plan for Student Achievement (SPSA).

The table below provides information on several important sources of supplemental funds.

Table 10.1 Major Categorical Programs: Funding Sources and Allowable Expenditures		
	Title 1, Part A*	LCFF
Funding Source Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards and narrow the achievement gap.	A state program requiring increased or improved services for English Learners
Students to be Served	English Learners performing in the Standards "Not Met" and Standards "Nearly Met" Achievement Levels on CAASPP	English Learners
Support Personnel	<ul style="list-style-type: none"> • Instructional Coaches • Intervention teachers • Instructional Assistants 	<ul style="list-style-type: none"> • Instructional Coaches • Intervention teachers • Instructional Assistants
Support of Other Core Subject Areas		<ul style="list-style-type: none"> • Instructional materials and equipment • Professional development

Capacity Building/Professional Development	<ul style="list-style-type: none"> • Academic Conferences • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Conferences/Workshops that support school plan goals 	<ul style="list-style-type: none"> • Academic Conferences • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Conferences/Workshops that support school plan goals
School Climate, Parent Engagement, Family Support and Learning Environment	<ul style="list-style-type: none"> • Food for parent meetings and trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Parent support materials • Translation • Attendance incentives and home visits • Parent Orientations • School Nurse/Paraeducators • Counselor/Therapist 	<ul style="list-style-type: none"> • Food for parent meetings and trainings • School Site Council expenditures • Parent training/education opportunities • Parent workshops • Speakers for parent workshops • Parent support materials • Translation • Attendance incentives and home visits • Parent Orientations • School Nurse/Paraeducators • Counselor/Therapist
Appropriate Expenditure Examples	<ul style="list-style-type: none"> • Academic interventions 	<ul style="list-style-type: none"> • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Targeted interventions to accelerate reclassification of EL's • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students
Inappropriate Expenditure Examples	<ul style="list-style-type: none"> • Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher • Food for staff meetings 	<ul style="list-style-type: none"> • Supplanting general funds • Regular teachers • Food for staff meetings • Capital outlay
Funding Source	Title III	Immigrant Education

Funding Description	A federal program providing funding to enhance the education of EL's. This funding is directly associated with the state goals to ensure the EL's make annual progress toward English language proficiency	A federal program that provides supplemental funds to <ul style="list-style-type: none"> • State academic content and student academic achievement standards that all children are expected to meet • Overcome migratory, culture and language barriers, social isolation, various health-related problems, and help children to make successful transition to post secondary education or employment
Student to be Served	English Learners, TK-12	Students who qualify for Immigrant Services
Support Personnel	Teachers	Teachers
Appropriate Expenditure Examples	<ul style="list-style-type: none"> • Provisions of supplemental "high quality language instruction educational programs" • Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for EL's by identifying and acquiring supplemental curricula, instructional materials, and educational software to be used afterschool and for intervention 	<ul style="list-style-type: none"> • Parent Workshops
Inappropriate Expenditure Examples	Supplanting general funds	<ul style="list-style-type: none"> • Supplanting the base program • Delivering the core instructional program • Administering required summative or formative assessments (i.e. administering CAASPP assessments, ELPAC, etc.)

Resource Allocation Monitoring

At the school-site level, all expenditures must be aligned to the SPSA. Documentation showing evidence of how the programs are funded and aligned to the goals of the SPSA is maintained. All SPSAs are reviewed by the Chief Business Official in the Business Department. The School Site Council supports the review of expenditures. The Business Department oversees and monitors site-level expenditures.

At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence with established federal, state, and district guidelines. Expenditures are monitored by each department according to the designated actions and services detailed in the LCAP.

The district and school sites follow a budget process to ensure transparency of expenditures for all educational partners. The district ensures that all schools are compliant in spending EL designated funds to maximize the impact of the core and supplemental services for ELs.

Glossary of Terms

Alternative Program

A program option for English Learners whose parents choose to waive the requirement to participate in a program that is almost all in English. Alternative Program models can include Transitional Bilingual Education and Dual Language Immersion.

Bilingual Authorization

Teachers of English Learners (ELs) must hold an appropriate document or authorization for content instruction delivered in primary language, English language development, and specially designed academic instruction delivered in English. The California Commission on Teacher Credentialing (CCTC) specifies approved bilingual authorizations, including documents such as:

- (1) **BCC.** *Bilingual Certificate of Competence* . A teaching credential that certifies teachers to work with students in bilingual classrooms.
- (2) **BCLAD.** *Bilingual, Cross-cultural, Language and Academic Development* authorization. Authorizes the holder to provide: English Language Development (ELD); Specially Designed Academic Instruction in English (SDAIE); instruction in the primary language; and instruction for primary language development.

Bilingual Alternative Program

An alternative to a mainstream or Structured English Immersion program, featuring some form of bilingual education. See reference to *Alternative Program* above.

CAASPP

California Assessment of Student Performance and Progress

The state mandated summative assessment. Student performance in grades 3-8 and 11 is assessed in English Language Arts, Mathematics and Science (5th , 8th and once in high school)

CDE

California Department of Education

California Standards for the Teaching Profession (CSTP)

A set of standards adopted in 2009 by the Commission on Teacher Credentialing organized around six interrelated domains of teaching practice that represent a developmental, holistic view of teaching.

CUM

Child's Cumulative Record is a vital pupil record and legal document that is to be maintained in perpetuity as mandated by the California Education Code. It serves as an introduction to the student's next teacher, counselor, or administrator. Reliable information accurately recorded will improve communication about the student from teacher to teacher and school to school. This publication provides instructions for counseling office procedures and responsibilities as they pertain to the maintenance and transfer of student records.

DELAC

District English Learner Advisory Committee An advisory committee that advises the district's governing board on programs and services for English Learners.

Designated English Language Development

The California English Language Arts/English Language Development Framework defines Designated ELD as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge abilities needed for content learning in English." It is a systematic, explicit component of the English Learner's total educational program and critical to the success of the District's Comprehensive ELD Program.

Dual Language Programs (DLI)

Dual Language Programs offer students the opportunity to become bilingual and bi-literate by developing advanced language/ literacy skills in two languages. The goal is acquisition of academic proficiency in two languages, English and the English Learners' primary language, together with mastery of academic core content. Instruction is in English and the primary language. Students continue to participate in the program after attaining English fluency, in order to continue to develop strong primary language skills and cultural proficiency.

EL

English Learner English Learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades transitional kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. Other terms are sometimes used to describe English Learners, including LEP (Limited -English-Proficient), a term still used in federal legislation, and ELL (English Language Learner).

EL Folder

This is a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Record folder at the school the student attends.

ELA

English Language Arts

ELAC

English Learner Advisory Committee A committee that advises the principal and school staff on programs and services for English Learners.

ELD

English Language Development English-Language development is a specialized program of English language instruction appropriate for the English Learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD consists of **Designated ELD and Integrated ELD** (see definitions in glossary of terms). Links to the ELD standards are available on the CDE ELD Standards Web page at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

ELPAC

English Language Proficiency Assessment of California A state test required of all English Learners. Given to students when they first enter a California school (Initial administration), and annually thereafter each fall (Annual administration). The ELPAC measures limited English proficient students' achievement of the California English Language Development (ELD) Standards in kindergarten through grade twelve (K -12). Three purposes for the ELPAC are specified in state law: (1) identifying students as limited English proficient; (2) determining the level of ELP for students who are limited English proficient; and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading and writing in English.

The California Department of Education transitioned to this new English proficiency assessment system that replaced the California English Learners Development Test (CELDT) in 2018 (see CDE website for more information).

ELSSA

English Learner Subgroup Self-Assessment An instrument developed by the State Department of Education for use by districts in Program Improvement status under Title III of the federal No Child Left Behind program. Title III provides funding for English Learners.

English Learner Authorization

According to the California Commission on Teacher Credentialing (CCTC), the English Learner Authorization and CLAD (Cross-Cultural, Language and Academic Development) Certificate authorize instruction to English Learner students for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Visit the CTC website for information on other approved authorizations to teach ELs.

English Language Mainstream Program (ELM)

The goal for English Learners in the ELM program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for English Learners as needed.

EO

English Only student. A student with no home language other than English.

FPM

Federal Program Monitoring A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

Front Loading

It involves the students accessing prior knowledge about the new content, learning essential vocabulary that will be used throughout the lesson and using their prior knowledge and new vocabulary to develop predictions.

HLS

Home Language Survey Federal and state law require schools to determine the language used in the home of each student. The purpose of the HLS is to help identify students in need of ELD services. Based on the responses on the HLS, students may be tested with the ELPAC to determine their level of ELP. The HLS form is to be completed by the student's parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/forms.asp> Given to each parent at the time of the student's initial enrollment.

IEP

Individualized Education Plan

IFEP

Initially Fluent English Proficient Students with a primary language other than English who took the ELPAC within 30 calendar days of enrollment in a U.S. public school and who met the criterion for English Language proficiency are identified as IFEP.

Integrated English Language Development

Integrated ELD is defined in the California English Language Arts/English Language

Development Framework as “ELD taught throughout the day and across disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.” It is one of the components of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program.

Individualized Professional Learning Plan (IPLP)

A professional learning portfolio unique to a teacher’s students’ learning needs capturing the teacher’s professional development goals. This plan should be informed by the California Standards for the Teaching Profession (CSTP).

L1

The language that has been identified as the student’s primary or home language.

L2

The second language the student acquires (usually refers to English).

Language Census (Form R30-LC)

The Language Census (form R30—LC) is an annual data collection that takes place in March and is used by the California Department of Education (CDE) to collect the following categories of data: number of English Learner students (EL) and fluent-English-proficient (FEP) students in California public schools (kindergarten through grade twelve) by grade and primary language; the number of EL students enrolled in instructional settings or receiving services by type; the number of students redesignated from EL to RFEP from the prior year; and the number of certified staff members providing instructional services to EL students.

LAT

Language Appraisal Team This team is responsible for monitoring the progress of English Learners at each site. They provide oversight and guidance in the following areas: 1) Monitor and review of ELs language and academic development 2) Review overall and annual representation of ELs in Special Education services 3) Review EL instructional program placement, progress, and intervention, and 3) Monitor progress of RFEP students.

LCAP

Local Control and Accountability Plan This plan is mandated as part of the Local Funding Control Funding Formula, or LCFF. It is a planning tool for districts in the State of California to show how they will improve student outcomes and performance - especially for low income students, English Learners and foster youth.

LEA

Local Education Agency An LEA is a government agency that supervises local public primary

and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.

LEP

Limited-English-Proficient LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in listening, speaking, reading, or writing in English.

LTELS

Long Term English Learner English Learners who are enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Development Test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards - based achievement test administered pursuant to Section 60650, or any successor test.

MTSS

Multi-Tiered System of Supports A whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems

Newcomer

A student who is a recent immigrant to the United States (i.e., has been in U.S. schools for less than 24 months).

OCR

Office for Civil Rights

Parent Initiated Inter -District Transfer

A procedure that allows parents in the district equal access to enroll their child (ren) in the school of choice.

Parental DLI program request

Parents or legal guardians must apply in writing and in person, annually. The DLI application is a request that the child be transferred to classes where they are taught in English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Primary Language (L1)

The primary language is the language that is identified for K -12 students at the local level from information gathered on the Home Language Survey to determine whether a student should be assessed with the California English Language Proficiency Assessment (ELPAC). The primary language, also known as “native language,” or “home language” should be identified only once during the course of a student’s school career and should never change.

Primary Language Instruction

Primary language (L1) instruction refers to lessons taught directly and primarily in the primary language by a qualified teacher and supported by corresponding written materials in the primary language.

Primary Language Support

Primary language support is instructional support provided through the English Learner (EL) student’s (formerly LEP students) primary language. This support does not take the place of academic instruction through the primary language but may be used to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English.

Reclassification

Reclassification is the local process used by LEAs to determine whether a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. California Education Code (EC) Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.

RFEP

Reclassified Fluent-English-Proficient. Students with a primary language other than English who were initially classified as English Learners, but who have subsequently met the LEA criteria for English Language Proficiency and are determined to be RFEP.

EC Section 323(f) specifies four criteria that LEAs must use in reclassifying students from English Learner to RFEP. The four criteria are: (1) Assessment of ELP, which in California is the ELPAC.

(2) Teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average, or other measure that LEAs use to determine students’ academic performance. (3) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child’s ELP and meeting the guidelines for reclassification.

(4) Comparison of performance in basic skills against an empirically established range of performance in basic skills.

SDAIE

Specially Designed Academic Instruction in English An approach to teach academic courses to English Learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English -only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through (SDAIE).

Second Language (L2)

The second language a student learns.

Structured English Immersion (SEI)

Structured English Immersion Classes where EL students who have not yet met local district criteria for having achieved a “good working knowledge” (also defined as “reasonable fluency”) of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but consists of a curriculum and presentation designed for children who are learning the language.

SSC

School Site Council Advises the principal on development of the school plan, including allocation of funds. SSC has the power to approve the school plan before it is sent to the Governing Board.

SST

Student Study Team A committee of teachers, administrators and the parent that is convened to determine whether a child is in need of and eligible for Special Education services. The SST continues to meet periodically to review the student’s progress in the program.

Transitional Bilingual Education (TBE)

Transitional Bilingual Education provides content area instruction in the native language while teaching English. The goals of this program are to ensure that students (1) meet grade level content and performance standards; (2) develop skill and proficiency in reading at grade level in Spanish;(3) become fully proficient in English, including listening, speaking, reading and writing; and (4) successfully move to the English Language Mainstream program.

UDL

Universal Design for Learning Strategies implemented in all classrooms. The aim of UDL is to give students an equal opportunity to learn by using a variety of teaching methods that diminish barriers to learning and provides the flexibility to interact with the curriculum in different ways.

Appendix - Parent Notification Forms

■ [PJUSD Annual Parent Notification-English 22-23.pdf](#)

■ [PJUSD Student Score Report.pdf](#)

■ [Summative ELPAC Parent Notification Letter 22-23.pdf](#)

■ [Summative ELPAC Results Notification Letter 22-23.pdf](#)

■ [Initial Alternate ELPAC Parent Testing Notification Letter 22-23.pdf](#)

■ [Initial Alt. ELPAC Title I or Title III Notification Letter - English.pdf](#)

■ [Alternate ELPAC Title I or Title III Notification Letter Spanish.pdf](#)

■ [PJUSD Reclassification Criteria - English.pdf](#)

■ [PJUSD Annual Title I or Title III Parent Notification - Spanish.pdf](#)

■ [Alternative Relcassification Criteria Form Updated 1-7-19.pdf](#)

■ [English Learner with Special Needs Reclassification.pdf](#)