

Fullerton School District Master Plan for English Learners



**A Program Designed for
Academic Excellence**

Fullerton School District Master Plan for English Learners

Governing Board:

Jeanette Vazquez

Beverly Berryman

Janny Meyer

Hilda Sugarman

Aaruni Thakur

Dr. Robert Pletka, Superintendent

Susan Albano, Director, Educational Services

Rossana Fonseca, Program Coordinator, Educational Services

Fullerton School District

1401 W. Valencia Drive

Fullerton, CA 92833

714.447.7416

District website: www.fullertonsd.org

Educational Services Department: English Learner website: <http://www.fullertonsd.org/educational-services/english-learner-services>



Table of Contents

Program Goal of the Fullerton School District	4
English Learner Roadmap Policy	5
Involvement	
Parent Involvement	11
English Learner Advisory Committee (ELAC) Requirements:	11
Implementation of the Site ELAC	11
ELAC Roles and Responsibilities	12
District English Learner Advisory Committee (DELAC) Requirements	13
Other DELAC implementation provisions include:	13
Governance and Administrations	
Identification, Assessment and Documentation	16
English Language Identification & Initial ELPAC	16
Testing Procedures- Summative ELPAC	17
Initial Identification and Testing Pupils with Disabilities	17
Correction of Classification Errors	17
Parental Rights	18
Assessment for Initial Identification and Program Placement	19
Assessment Instruments for English Learners	20
Funding	22
Local Control Accountability Plan (LCAP)	22
Local Control Funding Formula – Base	23
Local Control Funding Formula – Supplemental	23
Title I, Part A	23
Federal Title II	24
Federal Title III	24
Funding and Resources	
Standards, Assessment and Accountability	25
Reclassification and Monitoring	28
Roles and Responsibilities	28
CDE Established Guidelines for Reclassification of English Learners	29
Reclassification Cycle	29
Reclassification Procedures	29
Reclassification of EL Students with Disabilities	29
Monitoring after Reclassification	30
Evaluation and Accountability: Roles and Responsibilities	31
Monitoring and Evaluation of Programs	35
Program Implementation	35
Evaluation and Assessment	36
Program Evaluation	37
District Performance Expectations in English Language Development and Academic Subject Areas	39
Assessment Matrix	40
Program Monitoring	41
Catch-up Plan Matrix for English learners	
Staffing and Professional Development	42
Plan to Remedy the Shortage of Qualified Teachers	44
Certifications/Authorizations for English Learners	45
Fullerton School District Description Of Site English Learner Responsibilities	
Opportunity for Equal Access	46
English Learner Program Options	
Testing and Learning	50
English Learner Program Requirements	54
Glossary	56

Program Goal of the Fullerton School District

The Fullerton School District intends to provide English learners with a challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

Provide high quality instructional programs for all students. It is recognized that English learner (EL) students have unique instructional needs, and that these needs vary from student to student. The program options outlined in the following pages are designed to address these diverse instructional needs of EL students. Although specific instructional programs may differ, the overall goals of each are the same.

The Overall Goals for all English Learner Programs

- Develop English fluency as effectively and efficiently as possible
- Provide equal opportunity for academic achievement for all students
- Provide cross-cultural understanding and positive self-concepts

All English learners shall be provided explicit instruction designed to develop proficiency in English in listening, speaking, reading, and writing until they are reclassified as Fluent English Proficient (RFEP).

In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English learners receive instruction via the following:

- Designated English Language Development using adopted materials
- Integrated English Language Development throughout the school day
- Primary language support when necessary

All programs in the District shall be based on sound, research-based instructional theory and shall be adequately supported so that English learners achieve results at the same academic levels as their English proficient peers.

English learner program placement will be based upon oral language and academic skills assessment, previous educational experience, and parental consent.

Each school will implement a program to meet the purpose of the adopted District policy. Programs will be consistent with requirements of this policy, laws regarding the education of English learner (EL) students, and the needs of a diverse student population. Each program will be evaluated according to its effectiveness in achieving the purpose of this policy.

All teachers assigned to provide instruction to English learners shall meet, or be in training to meet, qualifications established by the California Commission on Teacher Credentialing (CCTC).

To ensure that the District is using sound methods that effectively serve the needs of English learner students, the Superintendent or designee will, at a minimum, annually examine program results, including reports of the students' academic achievement and their progress toward proficiency in English, and report these results to parents and the school community.

English Learner Roadmap Policy

EL Roadmap Policy

California English Learner Roadmap State Board of Education Policy:

Educational Programs and Services for English Learners

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/ school improvement, educator quality, early childhood/ preschool, social and family support services, parent/ community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process, and provides support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California's English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key subcategories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research, much of which is consistent with earlier syntheses from the California Department of Education.

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.

Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

California’s Vision of Success for English Learners

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

Four Principles

Four principles support our vision and provide the foundation of California’s English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the

cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education [SBE Agenda for July 2017](#) web page.

¹ National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677

² CDE (1984) *Schooling and Language Minority Students: A Theoretical Framework*; CDE (1986) *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*; and CDE (2010) *Improving Education for English Learners: Research-Based Approaches*.

California English Learner Roadmap

Principle One: Assets-Oriented and Needs-Responsive Schools

Involvement

Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Synthesis of Requirements

The LEA provides parents of English learners with opportunities to be active participants in assisting their children to achieve academically.

Parent Involvement

Parent advisory committees are required at both District and school levels. The District English Learner Advisory Committee (DELAC) will hold at least four meetings during the school year to provide input on the programs conducted for EL students and to receive training regarding EL issues. These meetings will inform parents about the community and District programs to prepare them for participation for site, District, community and home activities.

The committee will be composed of representatives from each school. Parents of EL students will have the opportunity to vote for committee representatives. The majority of members will be the parents of current EL students. The chairperson must be a parent of an identified English Learner or reclassified student, with the exception of an “exempt” position; the chairperson may not be an employee of the school district.

English Learner Advisory Committee (ELAC) Requirements:

Each school site with 21 or more English learner students will have an English Learner Advisory Committee (ELAC). English learner parent membership will be at least the same percentage as English learner students at the site.

Members are chosen by election: All parents/guardians of English learners have an opportunity to vote.

- Members receive materials and training related to carrying out their legal responsibilities
- The ELAC advises the principal and staff on topics related to English learners, including:
 - Development of School Plan for English learners and the school’s needs assessment
 - Efforts to make parents aware of the importance of regular school attendance

Members elect representatives to the District English Learner Advisory Committee. All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the site in the ELAC binder, and online under the Parent Involvement link, for District review and parent access.

Implementation of the Site ELAC

The site administrator is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/documentation between the site and the District’s Office of English learner programs and services. Elected officers conduct the meetings.

Elections for ELAC are conducted at each school site at the beginning of each school year. Membership composition must reflect the percentage of English learners in the school and includes parents and school staff (fewer than the number of parents). If a member must be replaced during the school year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

ELAC Roles and Responsibilities

- The District EL Department will provide training on establishment of ELAC to site administrators/site personnel.
- The principal assists with planning the ELAC meetings and attends the meetings.
- The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.
- The school must post agendas in English and other languages (as per the 15% rule) 72 hours in advance at the site, and on the school website under the “Parent Involvement” link. Minutes are to be posted online no later than 30 days following the meeting.
- The ELAC conducts formal and advisory meetings, with agendas and minutes.
- The ELAC will develop and adopt by-laws and elect officers.
- During the school year, ELAC members receive training to carry out their duties:
 - Advise principal and school staff on the programs and services provided to English Learners
 - Advise the School Site Council on the development of the school plan
 - Assist with the District/school’s needs assessment
 - Assist with school’s efforts to make parents aware of importance of regular school attendance
- Copies of ELAC agendas, minutes, sign in sheets, membership information, and parent handouts are kept in the ELAC binder for review. Per Ed Code translation required when 15 % or more of the pupils enrolled in the school speak a single primary language other than English.
- At the first meeting of the year, the ELAC elects a representative to the District English Language Learner Advisory Committee.
- Childcare and refreshments are provided.



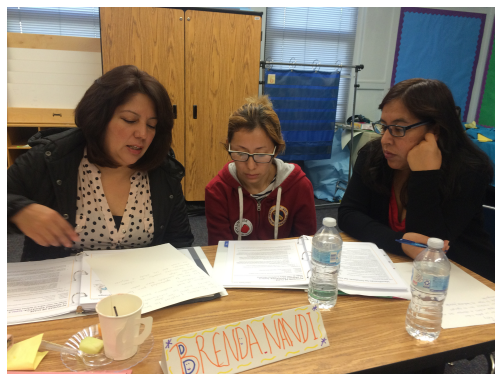
District English Learner Advisory Committee (DELAC) Requirements

The DELAC advises the school District Governing Board on all the following tasks:

1. Development of a District Master Plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement
2. Conducting of a District-wide needs assessment on a school-by-school basis
3. Establishment of District program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
5. Administration of the annual Language Census report
6. Review and comment on the District's reclassification procedures
7. Review and comment on the written notifications required to be sent to parents and guardians

Other DELAC implementation provisions include:

- The DELAC meets at least 4 times per year
- The DELAC operates according to guidelines contained in its by laws
- The Program Coordinator for English Language Learner Programs or designee serves as District liaison to the DELAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC
- The DELAC will communicate their ongoing events and advise to the Superintendent and Governing Board at Board meetings at least once a year.
- The DELAC chairperson presides at meetings and signs all letters, reports, and other committee communications, with prior approval of the membership. In the chairperson's absence, resignation, or inability to perform duties, the co-chair assumes these duties.
- The District provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.



The goal has been established that parents of English learners at all schools in Fullerton will meaningfully participate in the education of their children. The following types of activities may be carried out at the district or site level to further this goal. This list is not all-inclusive:

- Communication in the home language. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. When available, translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SIT meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
- School sites may assign a staff member and alternate to provide parent support at the site, and/or may employ a parent liaison.
- Parent meetings should be parent friendly; held at convenient times, and provide childcare, refreshments, and translation services.
- Parent training sessions shall be provided related to parental rights. Parents should be encouraged, in a variety of ways, to exercise these rights.
- The school shall encourage parent volunteerism by providing opportunities for parents to volunteer along with provide training on how to effectively participate in school.
- Training on school advocacy may be provided. Such training can include informational sessions on school operations and personnel to contact for assistance related to problems or concerns.
- The District provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to diverse backgrounds, needs, and concerns.



Governance and Administration

Policies, plans and administration of categorical programs meet statutory requirements.

Synthesis of Requirements

Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Identification, Assessment and Documentation

Each school site's administrator is responsible for coordinating the testing, placement, reclassification, and monitoring of English Learner students, and representing the school site at District English Learner assessment meetings.

English Language Identification & Initial ELPAC

New students whose Home Language Survey (HLS) indicates a language other than English* (questions 1, 2 or 3) will have their English language proficiency ascertained. The Testing Center reviews the information and sets up testing for the student at the school sites. If a parent or guardian HLS response indicates a primary or native language other than English the Fullerton School District will promptly notify the parent or guardian in writing, prior to the administration of the assessment that the District will administer the ELPAC initial assessment to the pupil.

If necessary, students will be assessed for English proficiency by the Fullerton School District Testing Center within 30 school days of enrollment. Each student's Listening, Speaking, Reading, and Writing proficiencies in Transitional Kindergarten through Eighth grades will be assessed using the English Language Proficiency Assessments for California (ELPAC) or the Fullerton School District's Alternate Language Proficiency Survey (FSDALPS).

If the pupil does not meet the ELPAC initial assessment criterion for proficiency, they will be classified as EL. If the student meets the ELPAC initial assessment criterion for proficiency, their classification will be Fluent English Proficient (IFEP).

A pupil shall be administered the initial assessment only once over the course of their enrollment in the California public school system, as verified by the District through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a student.

Once testing is completed, the Testing Center will forward a copy of all test results to the site administrator. A yellow English Learner Portfolio will be sent for those students who are designated English learners. For students who **are not** designated as English Learner students, a copy of the test results is placed in the student's cumulative file.

The Testing Center will be responsible for entering all test results into PowerSchool/CALPADS.

Students in Transitional Kindergarten through Eighth grade who are classified as Initial Fluent English Proficient (IFEP) have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English*

Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards). They are never considered an English Learner.

Testing Procedures- Summative ELPAC

School sites will continue to be responsible for and assist with the annual ELAPC testing from February through May. The ELPAC summative assessment is administered to all eligible pupils during the annual summative assessment window.

The language proficiency assessment results (English Learner, Initial Fluent English Proficient, or English Only) and program placement (English learner program and English learner services' codes) will be entered by the Fullerton School District Testing Center into the district data base and maintained to provide accurate data for CALPADS certification

Initial Identification and Testing Pupils with Disabilities

Except as otherwise determined, the same provisions for initial identification, initial and summative assessment shall apply to pupils with disabilities. When administering an initial or summative assessment to a pupil with a disability, the District shall provide the accommodations in accordance with the student's IEP or Section 504 Plan. A student with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

Correction of Classification Errors

If a student is classified as EO on the Home Language Survey, but the District has an indication that the pupil's primary or native language is not English and the pupil is unable to perform ordinary classroom work in English, the teacher may collect and review evidence. Based upon this review, the District shall determine whether the student shall be administered the initial assessment in order to determine their classification. At least 10 calendar days prior to administration of the initial assessment, the District shall notify the student's parent or guardian in writing that their child will be assessed. If the District administers the initial assessment and if the student does not meet the ELPAC initial assessment criterion for proficiency, they shall be classify the pupil as EL. The District will notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination.

If the District administers an initial or summative assessment to a pupil who is not eligible for the assessment as indicated on the HLS. Their classification shall remain unchanged; regardless of the assessment results, and the District will not maintain any such results as a pupil record, including in CALPADS. Following the administration of the initial assessment to a student, but before the administration of the summative assessment, upon request from the student's parent or guardian or a certificated employee of the District, schools shall collect and review evidence about the student's

English language proficiency. Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include:

- (1) The results of the Home Language Survey
- (2) The results of the initial ELPAC
- (3) Parent or guardian opinion and consultation results
- (4) Evidence of the pupil's performance in the District's adopted course of study and English language development, as applicable, obtained from the classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

During the time evidence is being collected and reviewed, the student shall retain his or her original classification

Based upon its review of the evidence, the District shall determine whether the pupil's classification should remain unchanged or be changed. The District will notify the student's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the pupil's enrollment in the California public school system.

Parental Rights

The pupil's parent or guardian is entitled to request that the District review its determination following the procedure of English language classification error correction.

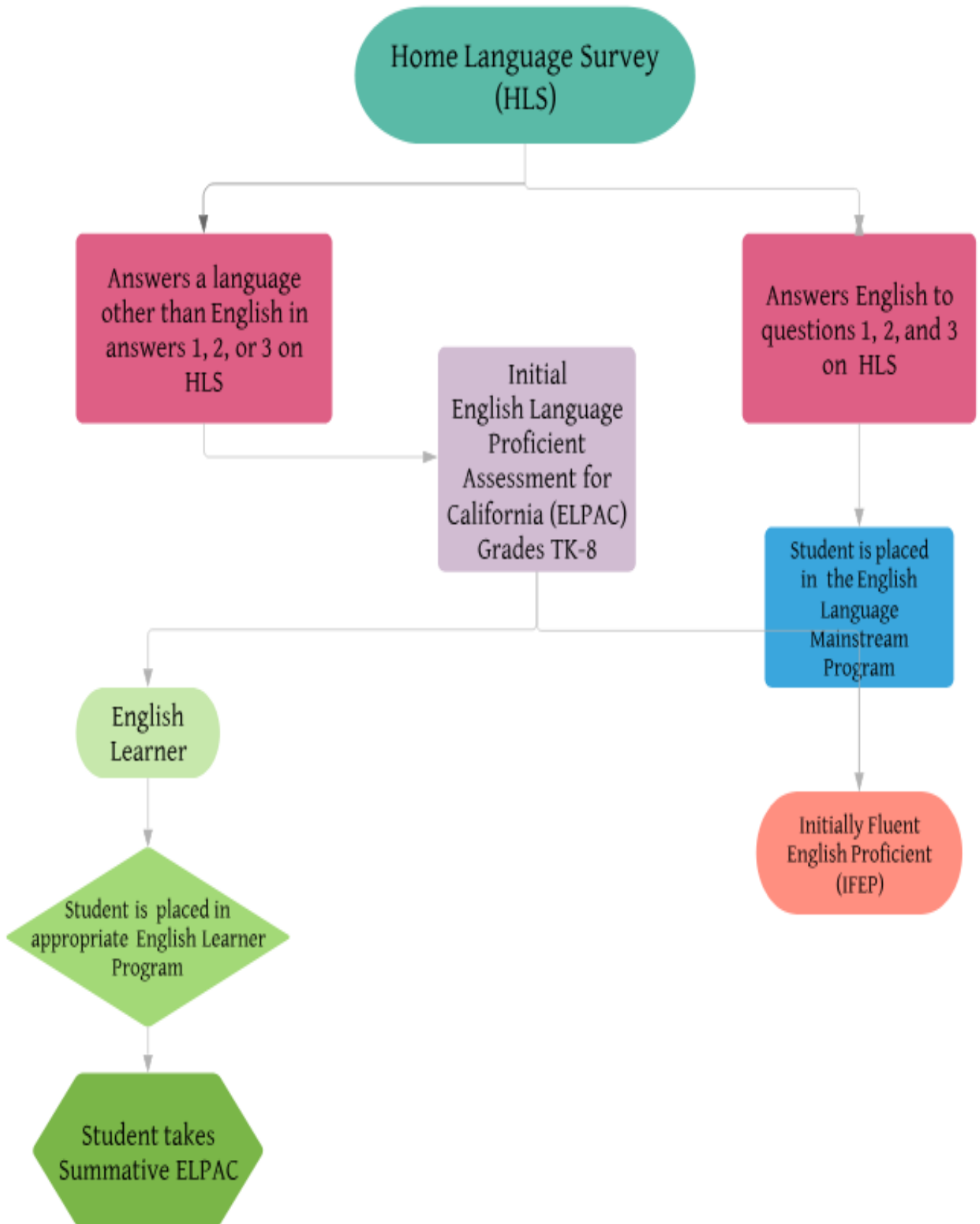
Parents or guardians will receive written notification of initial language proficiency test results (in English and in primary language if applicable) and program placement via the Fullerton School District Annual or Initial Parent Notification letter. The program options available at the English Learner student's school are described on this form. To request a change of program, a parent or guardian must visit the student's school site and meet with the principal or designee.

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.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your school site to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Assessment for Initial Identification and Program Placement



Assessment Instruments for English Learners

Assessment Type		TK	K	1	2	3	4	5	6	7	8
DIBEL 8	Basic Literacy Skills		✓	✓	✓	✓	✓	✓	✓		
English Language Proficiency Assessment for California (ELPAC)	Initial & Summative • Listening • Speaking • Reading • Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Smarter Balance Assessment Consortium (SBAC)	English Language Arts & Mathematics					✓	✓	✓	✓	✓	✓
FSD Benchmark	• Writing • TK-1 English Language Arts (ELA) & Math	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iReady Diagnostic	2 nd - 8 th ELA and Math				✓	✓	✓	✓	✓	✓	✓
Wonders and Study Sync ELD assessments	EL Progress Monitoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Report Cards		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Funding

Allocation and use of funds meet statutory requirements for allowable expenditures

Synthesis of Requirements

The LEA uses general funds for core instruction of English learners and LCFF Supplemental and Title III funds for services that supplement the core curriculum.

Funding

The Fullerton School District receives State and Federal funding sources to support English learner (EL) goals. Program funds that support English learner students include State Local Control Funding Formula Base and Supplemental funds and Title III federal funds. General fund resources will also support EL programs and services.

Local Control Accountability Plan (LCAP)

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). The district engages parents, educators, employees and the community to establish the LCAP annually. The LCAP describes the district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP focuses on eight areas identified as state priorities as well as local priorities. The LCAP demonstrates how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes for EL students.

Following are the state identified eight areas to establish goals and actions to support EL academic achievement:

1. Providing all students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

Local Control Funding Formula – Base

The District uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other District services as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access materials to help ensure that ELs have access to the core curriculum. The base program also includes District adopted ELD program materials.

Local Control Funding Formula – Supplemental

LCFF Supplemental funds are used to supplement the base program. These funds are used for supplemental services such as:

- Employment of supplemental teachers
- Para-educators
- Purchase of supplemental teaching materials
- In-service training for teachers and para-educators to develop instructional skills
- Support for parent involvement activities
- Intervention Services
- Parent training
- Translation services
- Other reasonable expenses related to the program for ELs

Services provided through LCFF Supplemental funds are designed to ensure that ELs develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Each site receives LCFF Supplemental funds, based on their number of identified English learners; to provide services to identified EL students, purchase supplemental instructional materials and other, site-determined purposes.

Title I, Part A

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

Federal Title II

Title II, Part A, Teacher and Principal Training and Recruiting is a federal categorical program contained in the Consolidated Application. The purpose of Title II is to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Federal Title III

The Federal Title III program provides funds for supplementary programs and services for English learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows EL students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to the ELs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement and related EL program activities.

The overarching purpose of Title III Part A funding, is to ensure that limited-English proficient (LEP) students, including immigrant children and youth, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

The nine purposes of this part include:

- (1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
- (2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
- (3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
- (4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;

- (5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
- (6) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
- (7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
- (8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring —
 - a. demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - b. adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); and
- (9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Funding and Resources

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and District policies. Funds are used to supplement the core 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 Superintendent's Goals and Objectives to support all students' academic achievement.

2. The LCAP Stakeholder Committee identifies and prioritizes needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The Director of Educational Services allocates funds based on the LCAP, meets with District administrators and school principals to ensure compliance, presents Single Plan for Student Achievement, LCAP and LEA Plan to the Board for approval, and monitors expenditures throughout the year.
4. The principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget. The Principal assures that parents and staff are informed about funding and the site plan.
5. Site and District Advisory Committees take the following roles:
 - a) The School Site Council provides input regarding school plan development/revision and approves the school level plan.
 - b) ELAC members advise and give input on the school level plan and school budget.
 - c) DELAC gives input on the District level plan.



Standards, Assessment and Accountability

Instructional programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the program.

Synthesis of Requirements

The LEA determines the effectiveness of its program for English learners and modifies the program as needed.

The LEA reclassifies English learners by following policies and procedures that are consistent with current legal requirements.

Reclassification and Monitoring

Roles and Responsibilities

Personnel	Responsibilities
Site Administrator	<ul style="list-style-type: none">• Attends required District assessment and reclassification training sessions• Oversees reclassification process in each school year and receives spreadsheet of potential candidates for reclassification from Educational Services Department• Reviews list of students eligible for reclassification• Solicits teacher recommendations for reclassification• Sends completed list of reclassified students to Educational Services via spreadsheet• Ensures parents are notified regarding the recommendation for reclassification• Ensures reclassification paperwork is completed and placed in the student's English Learner Portfolio• Initiates/ensures teachers complete RFEP monitoring forms.• Oversees four year monitoring process
Classroom Teacher(s)	<ul style="list-style-type: none">• Evaluates student work and makes recommendations for reclassification• Monitors student progress for a four-year period following reclassification and completes RFEP Monitoring form• Implements recommended interventions• Notifies parents of the recommendation for reclassification• Completes reclassification paperwork for English Learner portfolio
District English Learner Support Staff	<ul style="list-style-type: none">• Distributes reclassification/monitoring lists of eligible students• Coordinates district's reclassification/monitoring procedures• Ensures training for site administrators and English learner support staff regarding reclassification and monitoring• Collects lists of reclassified students from each site• Oversees collection and analysis of data regarding reclassified students• Oversees analysis of data regarding English Learner and RFEP students
Testing Center	<ul style="list-style-type: none">• Generates each site's list of eligible students for reclassification based on current data (fall and spring)• Generates lists of all students who were reclassified within last four years• Updates



CDE Established Guidelines for Reclassification of English Learners

Reclassification Cycle

Reclassification Procedures

After meeting reclassification criteria, the teacher will schedule a meeting with the parent/guardian to discuss reclassification of the student. A parent or guardian must sign the form, which is then kept in the child's English Learner Portfolio within the Cumulative record.

Reclassification of EL Students with Disabilities

Students with disabilities are provided the same opportunities for reclassification as general education students. Local Individualized Education Plan (IEP) teams may determine appropriate measure of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local and State Board of Education approved reclassification guidelines.

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability, using multiple criteria in concert with the four-reclassification criteria in *Educational Code* Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

The following are suggestions for applying the four criteria in EC Section 313(f) to local reclassification policies regarding English learners with disabilities:

Criterion 1: Assessment of ELP Using an Objective Assessment Instrument Assessment of ELP using an objective assessment, including but not limited to the ELPAC, is one of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether an EL should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state 2012 ELD Standards for reclassification purposes

An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC.

The IEP team, however, may use results from the alternate assessment in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's scores on an assessment of basic skills) to determine a student's eligibility for reclassification.

Criterion 2: Teacher Evaluation

Use the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD.

Criterion 3: Parent Opinion and Consultation

The parent or guardian is a participant on the IEP team.

Criterion 4: Comparison of Performance in Basic Skills

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether the EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

It is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.

Monitoring after Reclassification

English learner students who are reclassified fluent English proficient, RFEP, will be monitored for academic success for a minimum of four years. Each year, a list of candidates for reclassification will be generated and sent to each school site. Classroom teachers will monitor student's English Language Arts Benchmark assessment, classroom performance, and report card grades. Principals and school site staff will develop and have an intervention plan in place to support reclassified student's performance level that drops below the average of native English-speaking peers. Site teachers will document reclassification monitoring with the Reclassification Monitoring Record Form found in the *English Learner Master Plan* and Internal Forms Library on the District website.

Each principal will maintain a list of reclassified students to ensure monitoring and make recommendations for interventions as necessary.



Evaluation and Accountability: Roles and Responsibilities

Personnel	Responsibilities
Director of Educational Services	<ul style="list-style-type: none"> Monitors selection of materials used in the classroom for delivery of English Language Development or core curriculum to English learners. Supports sites in implementing the <i>Master Plan for English Learners</i>; monitors implementation of Master, Evaluation, and Monitoring Plans; reviews District and site English learner data. Develops work plan, supervises, and works closely with English Learner Coordinator to English Language programs. Reviews school site plans for English learners. Monitors compliance and English Learner procedures at the site and District level.
English Learner Coordinator	<ul style="list-style-type: none"> Under the supervision of the Director, develops a work plan to monitor, coach, and support the work of classroom teachers at all District sites. Assists Director with monitoring and compliance and English learner procedures at the site and District level. Coordinates testing, scheduling, and training of all staff administering ELPAC. Coordinates and facilitates all DELAC meetings. Provides professional development opportunities for staff. Meets with Professional Learning Community Teams to assist with any English learner needs. Shares results of evaluation with all stakeholders, including DELAC
Coordinator of Assessment and Accountability- ELA ELPAC Coordinator	<ul style="list-style-type: none"> Determining LEA and individual school test material needs Ordering materials only for those test examiners who certify they are trained to administer the ELPAC. Oversees the District Language Assessment Center. The ELPAC coordinator shall sign the ELPAC Test Security Agreement and the ELPAC Test Security Affidavit and annually submit a copy of both to the test contractor prior to receipt of test materials. Monitors the accuracy of English learner data in the District computer system (CALPADS). Training site ELPAC coordinators annually to oversee test administration and security at each test site. Monitors student records and sites' PowerSchool system for accurate data collection and retrieval. Monitors assessments used for evaluation of English learner students' progress Ensuring that all ELPAC test examiners and all other personnel involved in the direct administration and scoring of the initial and summative assessments are trained annually, in accordance with instructions from the test contractor Oversees data collection, provides analysis, writes reports, prepares

	<p>charts/spreadsheets depicting English learner students' progress</p> <ul style="list-style-type: none"> • Assisting the test contractor with the resolution of any discrepancies in pupil test information and/or test materials including, but not limited to, pre-identification files and all errors or discrepancies in pupil-level data files • Immediately notifying the test contractor of any security breaches or testing irregularities that occur in the LEA before, during, or after the administration of the ELPAC in accordance with instructions from the test contractor. • Overseeing the collection of all pupil demographic data. • Overseeing the collection and return, or collection and secure destruction, of all test materials that do not require scoring by the test contractor, in accordance with the directions of and time periods specified by the test contractor. Test materials that were administered to pupils who are not eligible for the assessment. • Upon receiving summary reports and files from the test contractor, reviewing the files and reports for completeness and accuracy and notifying the test contractor and the CDE of any errors, discrepancies, or incomplete information as directed by the test contractor.
<p>Testing Center Lead</p>	<ul style="list-style-type: none"> • Ensuring delivery, acquisition, and distribution of test materials to individual schools and sites. • Maintaining security over the test materials and personally identifiable information. • Conducting an inventory of test materials immediately upon receipt from the test contractor. • Following completion of the inventory, ensuring that the test materials are retained in a secure, locked location, in the secure boxes in which they were received from the test contractor, until the time they are delivered to the test sites. • Overseeing the administration of the ELPAC to eligible pupils • Ensuring all test materials are received from school test sites • Ensuring all test materials received from school test sites have been placed in a secure location upon receipt of those test materials. • Ensuring all test materials to be scored by the test contractor are inventoried, packaged, and labeled in accordance with instructions from the test contractor. Test materials shall be returned to the test contractor at the time and in the manner specified by the test contractor. • Overseeing the collection and return, or collection and secure destruction, of all test materials that do not require scoring by the test contractor, in accordance with the directions of and time periods specified by the test contractor. Test materials that were administered to pupils who are not eligible for the assessment • Arranging for test administration at the site. • Overseeing the administration of the ELPAC to eligible pupils at the test site. • Overseeing the collection and accuracy of all pupil demographic data.
<p>Site Administrator- Site ELPAC Coordinator</p>	<ul style="list-style-type: none"> • Monitors procedures and legal requirements pertaining to English learners at the school.

	<ul style="list-style-type: none"> • Arranging for test administration at the site. • Monitors student placement of English learners and oversees reclassification process. • Monitors implementation of <i>Master Plan for English Learners</i> by classroom teacher. • Organizes school plan to provide appropriate services to English learner students. • Prepares school plan for Board of Education approval. • Works closely with the site English Learner Advisory Committee (ELAC). Inform parents of program results and resources to address student needs. • Meets with school and district staff to determine program effectiveness. • Implements and monitors process and procedures for identifying, testing, placing, and documenting English learner students, including primary language assessment and reclassification. • Informs staff of progress of identified students toward reclassification. • Provides input on professional development opportunities and needs for teachers of English learner students. • Assists with data collection and surveys. • Annually completing the ELPAC Test Security Agreement and ELPAC Test Security Affidavit prior to the receipt of test materials. • Providing test materials only to those persons who have been trained to administer the ELPAC, have executed ELPAC Test Security Affidavits, and who are administering the ELPAC. • Overseeing test security requirements, including the collection of all completed ELPAC Test Security Affidavit forms from the test examiners and other site personnel involved with testing to be retained for no less than 12 months from the date the materials were signed. • Maintaining security over the test materials and test data. • Overseeing the acquisition of test materials from the LEA ELPAC coordinator and the distribution of test materials to the test examiner(s) on the date of testing in accordance with instructions from the test contractor. • Overseeing the administration of the ELPAC to eligible pupils at the test site. • Immediately notifying the LEA ELPAC coordinator of any security breaches or testing irregularities that occur before, during, or after the administration of the ELPAC. • Collecting and returning all testing materials to the Testing Center after testing has concluded, in accordance with instructions from the test contractor. • Assisting the Testing Center staff, Coordinator of Assessment and Accountability and the test contractor in the resolution of any discrepancies between the numbers of tests received from the ELPAC coordinator and the number of tests collected and returned to the ELPAC coordinator after testing has concluded.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific English programs as described in <i>Master Plan for English learners</i> and provides instruction that meets District/State

	<p>standards and State frameworks</p> <ul style="list-style-type: none"> • Ensures delivery of appropriate English Language Development (ELD) instruction. • Monitors English learner students' progress; reviews and analyzes school/classroom data to modify instruction. • Reviews content, ELD standards and assessment procedures. • Determines/implements differentiated strategies for English learners and reclassified students. • Advocates in favor of support services for students not meeting grade level standards that may be at risk of retention or who require interventions in order to reach goals. • Attends Grade Level Professional Learning Community meetings • Attends Roundtable meetings addressing students needing interventions, informs parents of progress and strategies to support students in meeting standards.
Superintendent	<ul style="list-style-type: none"> • Evaluates District goals relative to our <i>Local Educational Agency Plan</i>, including implementation of the <i>Master Plan for English Learners</i>, student achievement, professional development, and evaluation and accountability. • Evaluates principals on accountability for an implementation of <i>Master Plan for English learners</i>
Assistant Superintendent Educational Services	<ul style="list-style-type: none"> • Oversees compliance procedures relative to English learners' programs. • Evaluates District and school site data • Meets with principals and directors to review plans, program modifications, timeline for implementation, and support services for school sites
Assistant Superintendent personnel Services	<ul style="list-style-type: none"> • Monitors credentials of all personnel working with English learners • Recruits and monitors placement of staff who work with English learner students
Instructional Assistants	<ul style="list-style-type: none"> • Provides support in the core subjects (English and/or primary language) • Assists with student testing • Supports the implementation of the <i>Master Plan for English Learners</i>
Parents	<ul style="list-style-type: none"> • Monitors/promotes child's progress in academics, homework, attendance, and behavior • Supports English learner in activities to promote student achievement • Communicates regularly regarding student progress with their child, teachers, and school. • Attends parent conferences and school functions (e.g. Open House, Conferences). • Participates in school committees, i.e., ELAC, Site Council, etc.
Students	<ul style="list-style-type: none"> • Attends school daily and strives for high academic achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff



Monitoring and Evaluation of Programs

The District has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.

To ensure ongoing assessment of performance in the provision of services to English learner students, the annual evaluation for site principals will include evaluation criteria specific to the implementation of a sound instructional program for English learners. Additionally, supervisors responsible for the evaluation of site principals will receive training in the instruction, evaluation, and monitoring of the program for English learner students. The training will be provided through the Fullerton School District professional development programs.

All students, including English learners, are monitored using a variety of measures; report cards, daily classroom performance, informal teacher observations, portfolio assessments, grade-level assessments, writing samples, district assessments, and state tests. English learner students' individual scores, grade level, and site based scores on CAASPP assessments, and/or other appropriate state and local multiple measures are analyzed each year to determine the overall effectiveness of the total instructional program. The ELPAC is given annually during the designated testing window to assist in program placement and to monitor progress.

The English Learner Portfolio, which must be present in the each student's cumulative record file when the student transfers, will contain the following information:

Home Language Survey

Initial/Annual Title III letters

CELDT and ELPAC results: Listening, Speaking, Reading and Writing for grades K-8

Reclassification documentation if appropriate

Four-year Monitoring Form (for students who have been reclassified Fluent English Proficient)

Program Implementation

All schools will implement the Fullerton School District *Master Plan for English Learners*. As part of the District's Accountability Plan, school site personnel will adhere to their roles and responsibilities through the informal and formal evaluation process.

Ongoing training at the District and school site level will be provided to ensure understanding of the program requirements and effective implementation practices for delivering services to English learners. The Educational Services Department will work collaboratively to provide direction and support while monitoring the implementation of a compliant program.

Evaluation and Assessment

The assessment and accountability system allows for the collection and reporting of data using a standards-based, multiple measure model. The system identifies District-wide trends and detects individual student deficits that may occur within instructional programs. The effective use of achievement data for English learners, as well as other special need student populations, is described in the assessment system. Data collection and analysis to determine program effectiveness for English learners will be organized around the three program goals defined below:

Goal Statement

The Fullerton School District has adopted three program goals for English learners. The first goal is to develop English and literacy in each student as effectively and efficiently as possible. The second goal is to provide students an equal opportunity for academic achievement through Dedicated and Integrated ELD, Structured English Immersion (SEI), or primary language instruction. The third goal is to promote a positive self-concept and cross-cultural understanding among all students. English language proficiency level disaggregated data will be collected to determine progress toward attaining program goals.

Goal 1: Increase English language proficiency

English language development data will be collected to determine:

1. The percentage of students whose ELPAC scores increase by one proficiency level on an annual basis
2. The percentage of students whose ELPAC scores indicate English proficiency
3. The percentage of students who score proficient on CAASPP assessments
4. The percentage of students reclassified from English learner to Reclassified Fluent English Proficient (RFEP) each year according to District standards
5. The percentage of identified as Long Term English Learners.

Goal 2: Provide equal opportunity for academic achievement

Achievement data will be collected to determine:

1. The percentage of English learner and reclassified students meeting grade level standards in language arts and mathematics
2. The percentage of English learner and reclassified students retained each year
3. Annual gains on CAASPP assessments for English learner and reclassified students
6. Annual gains in the percentage of English learner and reclassified students meeting grade level standards on multiple measure assessments
7. The percentage of English learner and reclassified students enrolled in GATE and accelerated courses

8. The percentage of English learner and reclassified students enrolled in Special Education programs and Special Day Classes

Goal 3: Promote cross-cultural understanding and positive self-concept.

Data will be collected to determine:

9. Differences in school attendance, mobility, and failing grades among English learner, reclassified, and English only students.

The participation rates of English learner, reclassified, and English only students in various extra curricular activities

Program Evaluation

The Educational Services Department will provide an annual evaluation report with academic achievement and language development data to measure the effectiveness of services and instructional programs for English learners. The annual evaluation report will include:

- An assessment of the effective implementation of the *Master Plan for English learners* pursuant to State and Federal guidelines as defined in the Federal Program Monitoring review.
- The success of the District in meeting program goals outlined in the *Master Plan for English learners*.
- Recommendations to increase the effective implementation of the *Master Plan for English learners* and achieve program goals.

The *Evaluation and Accountability Matrix* describes an on going process for the effective utilization of student achievement and language development data on two levels: District-wide and school site progress. District-wide results and recommendations of the annual evaluation report will be disseminated to the Board of Education, the District English Language Advisory Committee, and site principals. Dissemination of the annual evaluation report to appropriate bodies provides the mechanism for improving and modifying program implementation activities in the District.

At the school site level, a number of resources are available to monitor individual student progress and provide assistance for meeting accountability goals. School sites consistently use Illuminate Education and iReady, both are data collection and assessment management systems, as well as the Powerschool student information system to analyze student achievement data.

Types of data to consider in evaluating student progress:

- CAASPP Assessments
- District Multiple Measure Assessments
- Long Term English Learner Data

- TK - 8 ELPAC Results
- Letter grades
- Attendance
- Percentage of retained students
- Student mobility
- Reclassification rates
- Number of English learners
- Parent survey results
- iReady Diagnostic
- Number of English learners with disabilities



Reporting Data to School Site Staff

To assist staff in analyzing school data and developing appropriate goals, reports have been designed to share school related data in a variety of aggregated and disaggregated formats. Such reports are available through the Illuminate Education and PowerSchool data management systems. These reports include ELPAC scores by school, grade level, and individual students, state testing reports, District multiple measure assessments, and student grades by trimester. Reports are generated by the District for each school to include reclassification by school site, CAASPP scores, and a longitudinal CELDT and ELPAC analysis for each English learner student. School sites receive extensive training on how to use the data management systems as well as how to analyze student achievement data to inform instruction.

Accountability Procedures

Data is collected, summarized in reports, and distributed to each school site, District administration, supervisors, and support staff. Professional development in the areas of Guaranteed and Viable curriculum, Response to Intervention, and Professional Learning Communities emphasize the need for using data to drive instruction and ensure its use for accountability purposes.

District support staff and English Learner site support staff assist principals in identifying and implementing appropriate interventions and monitoring student progress.

Single Plan for Student Achievement

Each school site must address the program needs of English learners through the implementation of the *Single Plan for Student Achievement (SPSA)*. The plan must address the following:

1. Goals to improve the academic achievement for English learners
2. Description of specific actions to improve educational practice
3. Implementation and timeline
4. Expenditures related to English learner programs

District Performance Expectations in English Language Development and Academic Subject Areas

KEY SBAC-ELA (Smarter Balanced Assessment-English Language Arts):

Level 1=Standard Not Met
 Level 2=Standard Nearly Met
 Level 3=Standard Met

Initial ELPAC Level: Novice EL

Years in U.S. schools	1 year	2 years	3 years	4 years	5 years Eligible for Reclassification	6 years Reclassified
ELPAC	Novice EL Level 1	Level 2L	Level 2H/ Level 3	Level 3L	Level 3H	Level 4
SBAC-ELA or District Benchmarks	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3 & 4

Initial ELPAC Level: Intermediate Level

Years in U.S. schools	1 year	2 years	3 years	4 years Eligible for Reclassification	5 years Reclassified
ELPAC	Intermediate Level Level 2L	Level 2H	Level 3L	Level 3H	Level 4
SBAC-ELA or District Benchmarks	Level 1	Level 2	Level 3	Level 3	Level 3 & 4

Assessment Matrix

Goal	Measures	Analysis	School Accountability and Monitoring Resources
1. Increase English language proficiency	<ul style="list-style-type: none"> • CAASPP • Reclassified • ELPAC • FSD Multiple Measures • Student Grades 	<ul style="list-style-type: none"> • Disaggregate ELPAC gains by proficiency level, language group, instructional program, and grade-level • Examination of reclassification data by years in school District and type of instructional program • Disaggregate CAASPP results for English learner students 	<ul style="list-style-type: none"> • Principal ELD Walk Through form • Reclassification rates and student monitoring forms • California ELD Standards • Classroom ELD assessments
2. Provide equal opportunity for academic achievement	<ul style="list-style-type: none"> • ELPAC • CAASPP • FSD's Multiple Measures • Site Response to Intervention Data 	<ul style="list-style-type: none"> • Compare CAASPP results of English learner, reclassified, and English Only (EO) students • Disaggregate assessment data by grade levels, ELPAC levels, and language groups • Compare progress rates of English learner, Reclassified, and English only students in District curricular programs • Compare percentages of English learner, Reclassified and English only students meeting grade level standards in English Language Arts and Mathematics 	<ul style="list-style-type: none"> • PowerSchool, CALPADS, and Illuminate data management systems • Classroom report cards • ELPAC results • English Learner Parent Notification Form • Master Schedules
3. Promote positive self-concept and cross-cultural understanding	<ul style="list-style-type: none"> • After school participation attendance logs • Mobility rates 	<ul style="list-style-type: none"> • Disaggregate Youth Truth survey data, ELPAC proficiency level, language group, and instructional program • Compare participation rates of English learner, Reclassified, and English only students in various extra-curricular activities 	<ul style="list-style-type: none"> • School Accountability Report Card • Annual parent survey • Student survey

Program Monitoring

District Monitoring Process for Initial Identification

The District has established a system of monitoring the entire documentation process of English learners through the use of the PowerSchool (PS)/CALPADS data systems and Annual Information Review (AIR) an online student registration system. Once the Home Language Survey (HLS) is completed during registration and the answer to questions 1, 2, or 3 is a language other than English* the Testing Center reviews the information and assesses the student on the Initial English Learner Proficiency Assessment for California.

Once testing is completed, the Testing Center will forward a copy of all test results to the site administrator. A yellow English Learner Portfolio will be sent for those students who are designated English learners. For students who **are not** designated as English Learner students, a copy of the test results is placed in the student's cumulative file.

The language proficiency assessment results (English Learner, Initial Fluent English Proficient, or English Only) and program placement (English learner program and English learner services' codes) will be entered by the Fullerton School District Testing Center into the district data base and maintained to provide accurate data for CALPADS certification.. Once the District receives official ELPAC results, District personnel enter students in the PowerSchool/CALPADS system as either IFEP or as an English learner. Parents receive written notification of the their child's identification status along with assessment results as well as an explanation of English learner services within 30 school days as required by law. Through this notification, parents of identified English learner students are also informed about program options through the Title III Parent Notification Letter. Parents receive a copy of this letter at home. A copy is also filed in the student's English learner portfolio.

District Monitoring Process for Reclassification

The District provides a list of English learner students who meet reclassification criteria to each school site. Based upon teacher input and parent consultation, sites determine students to be reclassified. Each site then sends a final list of students for review to the District. District personnel enter reclassification information into CALPADS/Powerschool. Parents receive a copy of the completed Reclassification Form and additional copy is filed in the student's English Learner Portfolio.

District Monitoring Process for ELAC

The District annually provides the necessary English Learner Advisory Committee documents and training materials to each principal. ELAC documentation includes parent training opportunities, election procedures, bylaw guidelines, and tips on conducting meetings. The District monitors that all schools maintain a functioning ELAC through site visitations and the review of meeting agendas and minutes.

Catch-up Plan Matrix for English learners

Elements	Description
Standards	<ul style="list-style-type: none"> • Content standards for language arts, mathematics, social studies, science and ELD have been established and disseminated to all classroom teachers in grades K - 8th and Special Education teachers including Resource Specialists and Speech and Language teachers. • Lesson plans incorporate the Common Core Standards as well as the English Development Standards within lessons. • IEP goals are written for Special Education English learner students that incorporate ELD standards. • Ongoing training is provided to ensure that all teachers can articulate and implement the Common Core and ELD State Standards.
District Benchmarks	<ul style="list-style-type: none"> • Benchmarks have been established to measure expected growth toward meeting grade level content and ELD standards. • Ongoing staff development on how to use data management systems will ensure that students are being placed in the appropriate setting and receive appropriate interventions.
Assessments	<ul style="list-style-type: none"> • A process has been established to objectively assess English learners progress in ELD and the District's core curriculum using multiple measures. • English learner students who are not meeting grade level standards and/or are not progressing in ELD will be referred to the Student Intervention Team to determine appropriate intervention.
Interventions	<ul style="list-style-type: none"> • English learners are provided with a variety of intervention opportunities. Responses to Intervention services are offered before, during, and/or after school for students who need additional support. • Classroom interventions include small group differentiated instruction in the students' areas of academic need. Responses to Intervention Coaches have time set apart during the day to provide English Learner specific Interventions.
Evaluation	<ul style="list-style-type: none"> • English Learner programs will be evaluated by District data evaluation systems to include ELPAC results, Long Term English Learner data, CAASPP and multiple measure assessment results, and retention and reclassification rates. • School site visitations will occur on an annual basis to determine that English Learner program requirements are being implemented.

English Learner Roadmap

Principle #3: System Conditions That Support Effectiveness

Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Synthesis of Requirements

Teachers assigned to instruct English learners are appropriately authorized or are actively in training. When the LEA has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage.

The LEA also provides appropriate professional development for staff responsible for the education of English learners.

Plan to Remedy the Shortage of Qualified Teachers

The District's plan to provide qualified certificated staff for English learners includes three continuing tracks: hire qualified teachers; encourage bilingual/biliterate instructional aides to ascend a career ladder, and provide training for current teachers.

Recruitment and Employment

Interviews and Hiring: The District will aggressively recruit teachers with BCLAD, BCC, CLAD, LDS, SB1969, SB395, AB2913, CTEL or General Elementary credentials to create a hiring pool for schools needing qualified staffing. A file of qualified applicants will be maintained with special consideration given to hiring teachers who hold or are actively in training for one of the above credentials.

Dissemination of Job Announcements

Each spring when the Fullerton School District determines the number of classroom openings estimated to be available during the next school year, local, state, and county organizations are contacted to inform of and advertise vacancies. All job announcements specify the credential requirements for each position.

Job Fairs

The Fullerton School District will annually participate in various job fairs and conferences.

Instructional Assistants

Instructional assistants are an integral part of providing primary language support to English learner students. They must demonstrate capability in English and in the designated primary language. Proficiency in English and Spanish are determined by District developed exams and oral interviews. Assessments for other languages will be developed as the need arises. Instructional assistants working with English learners will be offered training to further develop the skills necessary for the position.

Certifications/Authorizations for English Learners

Certificates	Authorization	Complete
<p>AB2913</p> <p>SB1969</p> <p>SDAIE</p> <p>ELD/SDAIE</p>	<p>Authorizes the holder to teach Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</p> <p>Authorizes the holder to teach English Language Development in a self-contained classroom and Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her teaching credential.</p>	<p>45 clock hours of OCDE staff development training in methods of Specially Designed Academic Instruction in English, and completion of exam.</p> <p>45 clock hours of OCDE staff development training in methods of Specially Designed Academic Instruction in English and English Language Development.</p>
<p>SB395/AB2913</p> <p>SDAIE</p> <p>ELD/SDAIE</p>	<p>Authorizes the holder to teach Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</p> <p>Authorizes the holder to teach English Language Development in a self-contained Classroom and Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her teaching credential.</p>	<p>45-hour Commission approved SB395 staff development program.</p> <p>45-hour Commission approved SB395 staff development program plus complete a subsequent 45-hour Commission approved SB395 program.</p>
<p>CLAD</p>	<p>Authorizes instruction to Limited-English-Proficient (LEP) students. Instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). The CTEL (California Teacher of English learners) is the new test.</p>	<p>BY CCTC approved coursework at a college/university meeting domains 1-3 OR by examination through NES, Tests 1-3 (CTEL) (Prep coursework available)</p>
<p>BCLAD</p>	<p>Authorizes instruction to Limited-English-Proficient (LEP) students. Instruction for English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE) and Content Instruction delivered in the primary language.</p>	<p>By examination through NES, Tests 1-6</p>
<p>LDS</p>	<p>Same authorization as the CLAD</p>	<p>No longer issued. CLAD replaced this certificate. (You may exchange your original LDS certificate for a CLAD certificate)</p>
<p>BCC</p>	<p>Same authorization as the BCLAD</p>	<p>No longer issued. BCLAD replaced this certificate. (You may exchange your original BCC certificate for a BCLAD certificate)</p>
<p>GENERAL CREDENTIAL</p>	<p>When using these credentials, the Commission recommends using only those individuals who possess skills or training in teaching ESL/ELD.</p>	<p>No longer issued.</p>

Fullerton School District Description Of Site English Learner Responsibilities

Each administrator is responsible to ensure the following duties are carried out at their site. If the site administrator appoints a designee, this individual should be a certificated staff member.

English Learner documentation responsibilities include:

- Maintain accurate records of all English learner students at the site including annual ELPAC results
- Arrange for ELPAC testing of new students (within 30 days of enrollment) through the Fullerton School District Assessment Center
- Serve as the site contact person for all delivery and pick-up of ELPAC materials.
- Attend ELPAC training, and ensure that all staff administering the assessment is trained at the site
- Be responsible for entering English Learner student data into database*
- Annually file a copy of the Title III Parent Notification/Program Description Form
- Maintain "English Language Learner Portfolios" for each English learner student.
- Monitor the reclassification process for each student by (1) K-8 Demonstrates proficiency in English on an objective assessment that is also given to English proficient students of the same age. 2-8 grade students must have a score "at grade level" of proficiency on the district iReady Reading Diagnostic and/or a score of "Standard Met" (varies by grade level) for all students who have achieved Level 4 on the ELPAC; (2) completing the Reclassification Form and securing classroom teacher's input; (3) obtaining the parent's signature on the Reclassification form; (4) distributing and collecting the Reclassification Monitoring Record form to student's classroom teacher for four years after reclassification; and (5) identifying students who are to be considered for the reclassification option.
- Administrator coordinates at least four site English Language Advisory Committee (ELAC) meetings a year.

*The office manager or clerk may enter this data; however, it is the responsibility of the site Administrator to ensure that the data has been entered.

Professional Development Opportunities

To enhance teachers, administrators, and other school based personnel's capabilities in supporting English learners in the Fullerton School District. The Educational Services Department will provide many opportunities for high quality professional development such as: Marzano Strategies, Writer's and Reader's Workshop, Cognitively Guided Instruction, High Reliability Schools, Professional Learning Communities, Academic Language Development, 21st Century Skills, and Instructional Technology. The Fullerton School District will provide staff development in the ELA/ELD Framework to support student access and success in Common Core State Standards. These professional development opportunities are focused on increasing capacity to support English learners in meeting or exceeding English language development benchmarks and the same challenging standards that all children are expected to meet.

Additional supplemental professional development opportunities include:

Foundational Literacy Skills

Teachers and administrators will receive professional development in universal screening diagnostic measures, progress monitoring assessments, the Big 5 Foundational Literacy skills to identify students' areas of need and provide students targeted instruction at their skill level.

Academic Vocabulary

Marzano's 6 Steps to Academic Vocabulary training is offered to K-8 teachers of English Learners. Teachers will learn strategies to increase vocabulary acquisition and activities that scaffold and support academic progress for English Learners.

Thinking Maps

Students will develop a bank of visual maps based on eight specific thinking processes that enable them to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks. These graphic tools are highly effective research-based strategies that students are able to use across disciplines and support all students' access to Common Core State Standards

Integrated/Designated ELD

K-8 teachers will participate in professional development with a focus on foundational language skills necessary to access Common Core State Standards. Students will gain knowledge in how language functions in different contexts, participate in structured, targeted oral and written language practice daily, and learn how to use language flexibly and fluently for a range of meaningful purposes.

Integrated Language Support

K-8 teachers will participate in professional development with focus on Academic Language Support strategies, such as sentence frames, construction charts, supplement English learners' access to academic content in linguistic and non-linguistic forms and provide explicit pathways for thinking, communicating, and collaborating. These graphic tools promote in-depth thinking and writing strategies used in all curricular areas and across all disciplines, allowing English learners to directly apply their thinking to complex tasks and build academic independence. Teachers use strategies to promote academic language and literacy that provides students' access to content.

The Educational Services department continues to plan, implement, facilitate, and evaluate staff development in the areas of English Language Arts, Mathematics, English Language Development, High Reliability Schools, Professional Learning Communities, and Response to Intervention in support of English learner students' academic progress for the 2018-2019 school year.

Additional intervention materials will be purchased and professional development will be provided to support the academic progress for English Learners.

The District will invest in EL parent outreach and engagement to ensure parent participation in the educational process. Title III funded Social Service Assistants facilitate parent workshops that focus on navigating the educational system, early literacy skills, and advocacy. Embedded in these various parent programs are trainings that provide parents with the tools needed to help support their children at home with language acquisition as well as academic progress. The Fullerton School District continues to foster positive relationships with parents of English Learners and the community, including participation in the development of the Local Control Accountability Plan.



English Learner Roadmap

Principle #2: Intellectual Quality of Instruction and Meaningful Access

Oppportunity and Equal Education Access

Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.

FULLERTON
SCHOOL
DISTRICT

Synthesis of Requirements

The LEA has notified parents of English learners about program choices and placement

English Learner Program Options

The District offers the following program options to meet the needs of English learner students.

Regardless of the program option provided, each English learner is expected to make progress in English and in grade-level academics. The Board's Policy (BP 6174) for English learners states: "The Fullerton School District intends to provide English learners with a challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study."

LANGUAGE ACQUISITION PROGRAMS

Proposition 58 defines language acquisition programs as educational programs designed for English Learners (EL) to ensure English acquisition as rapidly and effectively as possible, and to provide instruction to these pupils on the state-adopted academic content and English Language Development (ELD) standards through Integrated and Designated ELD

FSD currently offers the following language acquisition program options:

- Dual Language Immersion also known as Dual Language Academy (DLA)
- Structured English Immersion (SEI) Program

Language acquisition programs include English Language Acquisition Programs and Dual Language Programs.

English Language Acquisition Programs

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual Language Education Language Acquisition Programs

Dual Language Academy: A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, biliteracy and bilingualism, and cross-cultural competency. This program begins in Kindergarten and continues to eighth grade.

Currently, the District offers Dual Language Academy programs in Spanish/English



I. Procedures For Responding To Parent Requests For A Language Acquisition Program

Under Proposition 58, each school is required by law to take the following steps when responding to parent requests for a language acquisition program:

A. Maintain a written record of all parent requests, whether in writing or made verbally. A parent whose pupil is enrolled in a school for attendance in the next school year may submit a request. The ***Proposition 58 Multilingual Program Parent Request*** (Attachment A) should be used to document both written and verbal requests. Each school shall assist parents in clarifying requests, as needed.

B. Maintain all *Proposition 58 Multilingual Program Parent Requests* for five years from the date of the request.

C. Monitor the number of *Proposition 58 Multilingual Program Parent Requests* on a regular basis and notify the English Learner District Coordinator immediately upon reaching the threshold number. The threshold number is 30 or more requests from parents of students enrolled in the school or 20 or more requests from parents of students in the same grade level enrolled in the school requesting the same or substantially similar type of language acquisition program.

II. TIMELINE AND PROCESS

The timeline process is initiated once the threshold number of requests is reached (30 or more requests for pupils enrolled in a school or 20 or more requests for pupils in the same grade level enrolled in a school).

A. Actions to take within **48 hours**:

1. The principal must immediately notify the EL/ DLA Coordinator.
2. The Coordinator notifies Educational Services Director

B. Actions to take within **10 school days**:

Stakeholders must be notified in writing of reaching the threshold of parent request for the language acquisition program.

1. The principal with assistance from Educational Services staff notifies parents of pupils attending the school, teachers and staff. (See *attachment B, Sample Proposition 58 Stakeholder Notification Letter*)
2. Principal plans and schedules informational meetings for parents and school staff on Proposition 58 program options.
3. Educational Services staff notifies the District English Learner Advisory Committee (DELAC)

C. Actions to take within **60 calendar days**:

Educational Services Staff will conduct a feasibility study to determine if the requested Dual Language Educational program can be implemented. The feasibility study includes the following:

1. Review of parent request documentation
2. Identification of costs and resources necessary to implement any new language acquisition program
3. Determination of whether the curriculum in the requested language is or will be available
4. An analysis of whether the District can provide professional development to support implementation of the requested program
5. Determination of whether qualified staff are or will be available to teach program
6. Determination of availability of classroom space at the school-site to implement the requested program
7. Analysis of whether sufficient time exists to properly implement the requested program
8. Provision of opportunities for parent and community engagement to support the proposed program goals
- 9.

II. FEASIBILITY STUDY RESULTS

- The results of the feasibility study must be provided in writing to the following stakeholders:
- Parent of pupils attending school
- Teacher and staff at the school
- School administrators
- Possible Outcomes of Feasibility Study are:
- The school has met the feasibility requirements and program may be implemented in the new school year. Educational Services staff will provide support to the school in all aspect of program implementation.
- The school has met the feasibility requirements and can implement the program after a year of planning to ensure that all requirements are met.
- The school has not met the feasibility requirements and is not ready to implement the program.

I. LANGUAGE PROGRAMS FOR NATIVE ENGLISH SPEAKERS

Proposition 58 regulations define language programs as programs designed to provide opportunities for pupils to be instructed in languages other than English to a degree sufficient to produce proficiency in those languages.

Foreign Language Program: Provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experiences, typically during a designated period of the school day or after-school program providing basic exposure to a language.

Testing and Learning

Participants receive core and categorical services that meet their assessed needs.

Synthesis of Requirements

Each English learner receives instruction in English Language Development (ELD) and the core curriculum.

English Learner Program Requirements

Although each school site is unique with varying demographics, English learner populations, and socio-economic status, **all schools must provide:**

- At least 30 minutes of Systematic English Language Development (ELD) for all English learner students
- Access to the Core Curriculum through Dedicated and Integrated ELD and strategies. Instruction is overwhelmingly in English, with appropriate primary language support when possible
- Classroom activities to promote positive self-esteem and cross-cultural understanding.

ELD PROGRAM

The **Transitional Kindergarten through 8th grade** core program at each school will be based ELA universal access materials as well as Supplemental instructional units through EL Achieve.

ELD Grouping Options

Whenever possible, in Structured English Immersion and Dual Language programs, English Language Development (ELD) instruction should be provided within the context of the English learner's own classroom during the English Language Arts block. Just as English Only and Fluent English Proficient students are grouped for direct instruction during English Language Arts instruction; so should English learners be grouped for direct instruction in English Language Development.

Some schools have found that during Dedicated ELD time, assigning students to designated classrooms for ELD instruction is an effective way to: 1) group English learners by ELD levels, and 2) reduce the instructional load on individual teachers. For example, one teacher might provide ELD to English learners while a second teacher provides mainstream English Language Arts to English dominant students. Ideally, a teacher would group the English learners so that only one to two proficiency levels (adjacent) would be addressed in each instructional group. By doing so, the teacher could target the ELD instruction in a very focused manner. Students assigned to such groups might be from one classroom or may be grouped together from several classrooms. In addition, students may be within the same grade level or from adjacent grade levels.

Under some circumstances, providing ELD to English learners across two or more proficiency levels simultaneously may be necessary. This is especially true when a site has fewer English learners and there are only a few English learners in any particular grade or classroom. When more than two proficiency levels of English learners are represented in one instructional group, the teacher must design lessons that address the needs of the students' varying proficiency levels through differentiated instructional questioning techniques.

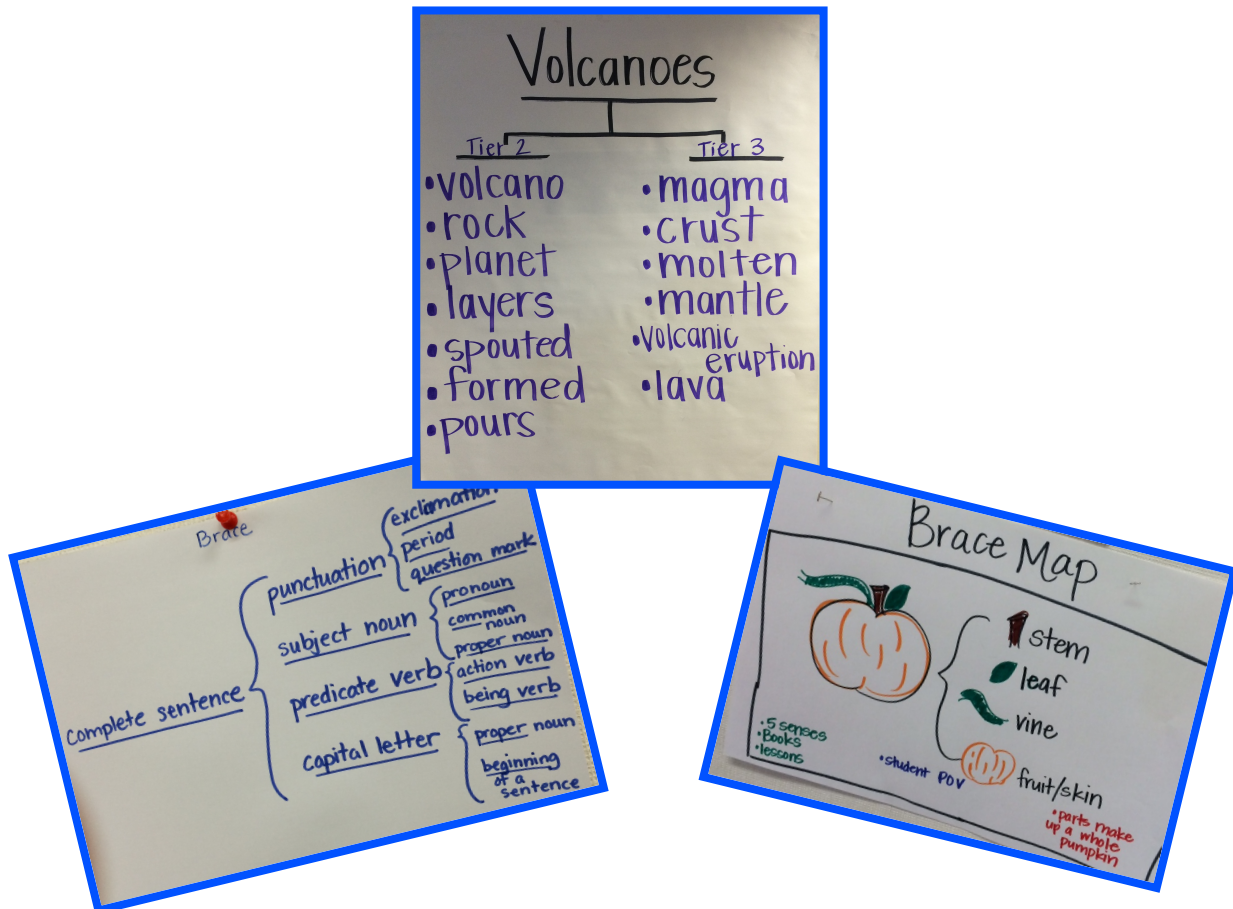
The following are some possible grouping options for Dedicated ELD instruction:

At the school site level or grade level:

1. Cluster English learners in designated classrooms so that the designated classroom teacher provides ELD instruction.
2. Cluster English learners in designated classrooms by their language proficiency level so that the designated classroom teacher provides ELD instruction to students' specific level (or two adjacent levels).
3. Develop a grouping system so that during the designated ELD time, only certain classroom teachers provide ELD instruction to all English learners and other classroom teachers provide language instruction to English dominant and/or Fluent English Proficient students.
4. While students are working in heterogeneous groups during the English Language Arts block, English learners work with the teacher for direct ELD instruction.

PRIMARY LANGUAGE SUPPORT

In order to support students in accessing the full educational program and achieving the District's academic standards, a student, who upon initial proficiency identification on the ELPAC is classified as an English learner, may be provided primary language support to ensure an equal opportunity to develop proficiency in English as rapidly and effectively as possible. The extent to which primary language support is available may be limited by availability of primary language support resources and/or qualified personnel.



Glossary

Alternative Program

A primary language instruction program is offered only when there are twenty or more parental exception waivers at a single grade level in the same language.

Bilingual Certificate of Competence (BCC)

Certification authorizing a teacher to provide primary language instruction, SDAIE (Specially Designed Academic Instruction in English) and ELD (English Language Development).

Bilingual Cross-Cultural Language and Academic Development (BCLAD)

Certification authorizing a teacher to provide primary language instruction, SDAIE (Specially Designed Academic Instruction in English) and ELD (English Language Development).

Cross -Cultural Language and Academic Development (CLAD)

A credential authorizing a teacher to provide English Language Development and SDAIE instruction for English learner students. The assessment is called: CTEL (California Teacher of English Learners)

Cumulative Record File (CUM)

File that houses a student's cumulative records.

Dedicated/Designated ELD

A protected time during the regular school day where teachers use English Language Development Standards as focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Learner Proficiency Assessment for California

An assessment given to establish English language proficiency and monitor annual progress of English acquisition. Transitional Kindergarten through 12th grade students are administered the following four sections: Listening, Speaking, Reading, and Writing.

English Language Development (ELD)

Instruction in English acquisition for students whose primary language is other than English.

ELD/Sheltered English Immersion (SEI)

Instruction targeted for non-English or very limited-English speaking students in Kindergarten through eighth grades. Instruction and materials are in English with some support in primary language when available. The focus of instruction targets English Language Development with support in other content areas using sheltered strategies.

English learner (ELL or EL)

A student for whom English is a second language who has not yet clearly developed the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age and/or grade whose primary language is English.

English Only Students (EO)

Students whose primary language is English.

Home Language Survey (HLS)

A questionnaire completed by parents to determine primary language spoken within the home by student and parents.

Initial Fluent English Proficient (IFEP)

Student whose primary language is other than English, but whose English proficiency is comparable to that of the majority of students of the same age and grade whose primary language is English is designated IFEP.

Integrated ELD

English Language Development instruction provided throughout the day and across disciplines. Teachers with English learners use the English Language Development Standards in addition to focal English Language Arts/Literacy and other content standards to support the linguistic and academic progress of English learners.

Language Development Specialist (LDS)

A credential authorizing a teacher to provide English language development instruction for English learners.

Limited English Proficient (LEP)

Students whose primary language is other than English and who do not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age or grade whose primary language is English.

Long Term English learner (LTEL)

An English learner student who has been enrolled in an English learner program for 5 or more years and has not been reclassified.

Primary Language

The language a student first spoke or spoken in the home as identified by the student's Home Language Survey.

Reclassification (R-FEP)

The process by which English learner (EL) students are reclassified as R-FEP (Fluent English Proficient) after demonstrating sufficient English language skills development to succeed in the regular instructional program.

SDAIE (Specially Designed Academic Instruction in English)

Strategies for providing English learners comprehensible input to develop vocabulary and comprehension in the content subjects.

Structured English Immersion (SEI)

A methodology for Kindergarten through eighth grade students who have demonstrated *less than reasonable fluency* in English as measured by CELDT results. Instruction, textbooks, and materials are overwhelmingly in English, with primary language support when possible for concept clarification (not more than 20% of the school day). This program is designed for English learner students identified as needing specially designed instruction to allow for access to the core curriculum and progress in academic achievement. There is a strong focus on ELD instruction.