The Roadmap to Learning:

The Role of Teaching and Learning in the English Learner Master Plan

TwinRivers
UNIFIED SCHOOL DISTRICT

K-12

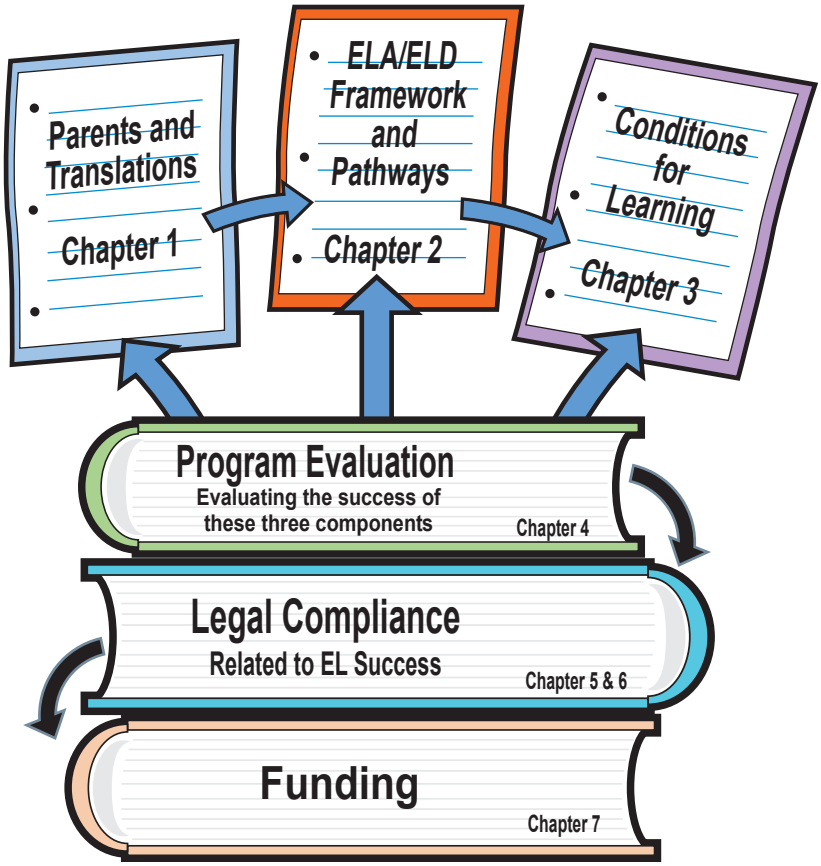
2016-19

Introduction

The English Learner Services Department has created a document, ***The Roadmap to Learning: The Role of Teaching and Learning in the English Learner Master Plan 2016-2019***, designed to ensure quality and efficiency of service of our English Learners. This document provides accessible information regarding the function and requirements of these services. It includes:

- Our work with parents through various venues
- The learning progression of English Learners and the various English Learner programs
- Professional development for teachers and other staff
- The guidelines of these programs and their evaluation process
- Initial identification and monitoring of English Learners' academic progress
- The funding sources used to support these services.

The appendices contain pertinent forms, rubrics, flow charts, guidelines, sample letters, a glossary and various other items used by sites and the district office to ensure compliance with state and federal guidelines. This roadmap embeds current and confirmed research supporting the direction and vision of this department.



The English Learner Services Department

Vision

English Learners thrive and cultivate resilience when culture, climate, and high quality first learning engages and challenges them to acquire an additional language.

Mission

The mission of Twin Rivers Unified School District Department of English Learner Services is to provide rich, meaningful, and highly effective programs for English Learners, based on research. We believe that students will be successful when given the appropriate instruction in an intentional and explicit manner that supports acquiring English as an additional language. We value the home language, and empower parents to rightfully request an instructional program for their child. Parent education is key to our work.

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Chapter One

Parent and Family Partnership

Overview

The English Learner Master Plan (ELMP) is a collection of guidelines to better serve our English Learner student population in the Twin Rivers Unified School District (TRUSD). This document has been developed for all Twin Rivers Unified School District constituents, including parents, students, teachers, administrators, and anyone who works with English Learners. This document will evolve and change as new federal and state laws and policies become adopted, as well as in keeping with current research and best practices for teaching and learning in general and more specifically for English Learners.

The English Learner Master Plan is designed to facilitate your understanding of how we serve students and families of English Learners who are part of the Twin Rivers Unified School District family. This document is also a roadmap to student success in learning English as an additional language and mastering grade-level content.

We begin Chapter One by highlighting the importance of Parent and Family Partnerships between the parents or guardians of English Learners and Twin Rivers Unified School District. In this chapter you will find opportunities for parents or guardians of English Learner students to become involved in TRUSD and school-level advisory committees. The translations and interpretations subdivision of the English Learner Services Department (ELSD) is an essential part of the work we do for our English Learners. As such, this chapter emphasizes the importance of having parent communication in the family's primary or home language, to the extent practicable. Finally the chapter concludes by providing additional resources for families that include what is available through the Parent and Community Engagement branch at Twin Rivers Unified School District.

Parent and Family Partnership

Twin Rivers Unified School District believes that parents are a child's first teacher and are essential partners in the overall educational achievement of their children. The active involvement of parents and community members in the work of the schools is a priority for TRUSD and is essential to high achievement for all students, especially English Learner students. It is the goal of TRUSD that parents of English Learners at all district schools participate meaningfully in the education of their children. Meaningful parental engagement is when schools see parents and guardians as equal partners in promoting student achievement and recognize and use the family's everyday knowledge, talents and skills (Moll, Amanti, Neff, & Gonzalez, 1992) as resources to promote children's educational development.

Twin Rivers Unified School District strives toward full parent engagement in support of their children's academic and life success. At each committee level, parents of English Learners have opportunities to be involved in their child's education, collaborate with TRUSD staff, evaluate instructional services and provide recommendations.

Parent Advisory Committees

Parents are an integral part of the educational process resulting from the partnership between school, community, and family. Participation is facilitated by being well informed of all school site and TRUSD activities, procedures, and policies that directly affect their children. It shall be a joint responsibility of both the school and TRUSD to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for their child's education. Parents shall be encouraged to participate in all committees and advise at the school, District, and governing board level on services for English Learners.

The District English Learner Advisory Committee (DELAC) and each site's English Learner Advisory Committee (ELAC) provide a balanced school staff, parent, and community group to help ensure that TRUSD's English Learner program is well planned, effectively implemented, and ultimately successful in achieving its goals for English Learners. The information disseminated at the committee meetings will be provided in English, Spanish, and additional language(s) when the need arises and to the extent practicable.

English Learner Advisory Committee (ELAC)

Purpose of the ELAC

The purpose of the English Learner Advisory Committee is specifically designated to provide parents of English Learners the opportunity to offer input and advise the principal and school staff on English Learner program instruction and services. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advise on school decisions and the use of funding sources dedicated to English Learner pupils (5 CCR § 11308(b)).

ELAC Composition

Each school with more than twenty English Learner students is required to establish a school level advisory committee (EC § 52176(b)). The percentage of parents or guardians, or both, of English Learners on the school advisory committee must be at least equal to the percentage of English Learners enrolled in the school site. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Figure 1.1 provides an example of the percentage breakdown at the school level for the purposes of English Learner parent composition.

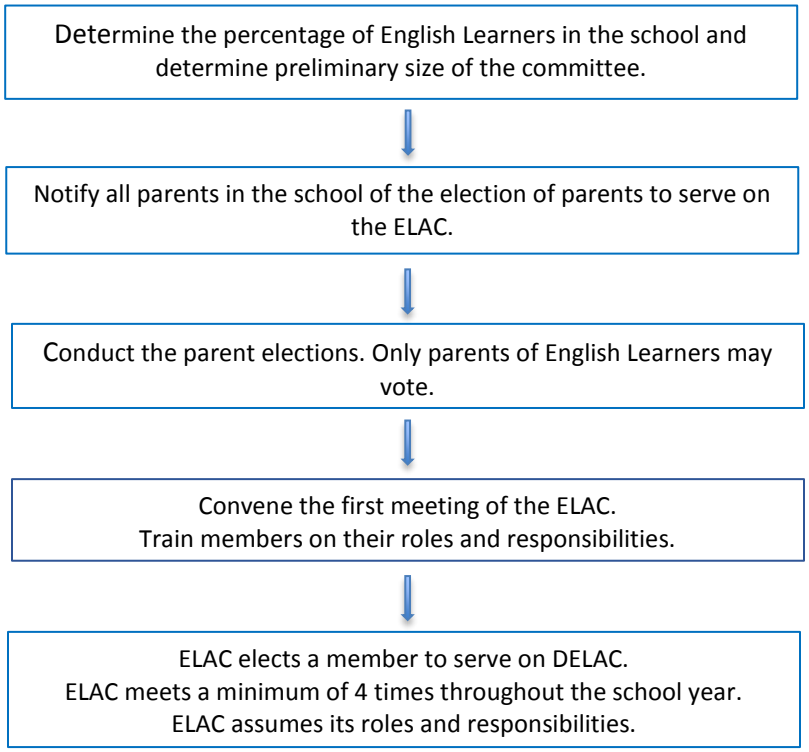
FIGURE 1.1 Sample Calculation of EL Parents for Membership on ELAC

School	Total EL School Population	Total Number of ELAC Members	Required EL Parent Composition
School A	20% (or 100 EL students out of 500 total population)	10	6[1]
School B	52%	10	8
School C	79%	10	8

[1] A minimum of 51 percent of parents are required.

With regards to the parent composition of the ELAC, the parents or guardians of English Learners shall elect the parent members of the school advisory committee. Parents or guardians of English Learners shall be provided the opportunity to vote in the election. Furthermore, each school advisory committee shall have the opportunity to elect at least one member to the District English Learner Advisory Committee. Because Twin Rivers Unified School District has more than 30 school advisory committees (or ELACs), TRUSD reserves the right to use a system of proportional or regional representation (5 CCR § 11308). With the principal's consultation, ELAC members should also elect a member to the School Site Council (SSC).

FIGURE 1.2 Chart for Establishing an ELAC



The law does not define a specific number of members that must serve on an ELAC. However, in addition to having elected parents or guardians of English Learners serve as committee members, the school principal or designee should also be a member of the ELAC. Additional staff such as teachers of English Learners, Resource Teachers, Instructional Aides, or other parents, including parents of non-English Learner students, may be added to the committee as long as the percentage of parents or guardians of English Learners remains equal or greater than the percentage of English Learners within the total school population (5 CCR § 11308(b); EC § 62002.5; 5 CCR § 11308). These percentages do not dictate that anyone can be turned away from attending these meetings. All interested site parents of TRUSD students, teachers of English Learners, English Learner support staff (e.g. Academic Intervention Specialists, Bilingual; Bilingual Paraeducators) and site administrators are always welcome to attend these meetings. Other parents or guardians of students at the school may serve on the ELAC committee as long as they are elected by parents or guardians of English Learners. There is no requirement that parents of other students must serve on the ELAC, only that they be given the opportunity to serve, if elected by parents of English Learners.

In addition, there is no requirement that the majority of the ELAC members must be parents or guardians of English Learners. The only requirement is that the percentage of parents or guardians of English Learners serving on the ELAC must be the same as the percentage of English Learners in the school. However, schools may choose to have the majority of ELAC members represented by the parents or guardians of those students who are receiving program services. As previously stated, the purpose of the ELAC is to build the capacity of parents or guardians of English Learners to assist in the education of their children. Therefore, it is critical for the school to actively recruit parents or guardians to serve on the ELAC.

Notifying the Parent Community of ELAC Elections

All parents in the school may be elected to serve on the English Learner Advisory Committee. The principal should notify all parents that an election of ELAC members will occur and that nominations are open. This notification can be sent home to parent in a school bulletin or newsletter. The notification shall be provided in English, Spanish, and additional language(s) when the need arises and to the extent practicable. The notification should include the following information:

- The purpose of the ELAC.
- Clarification that ELAC members are elected by parents or guardians of English Learners, not all parents in the school.
- A description of the nomination procedure. Identify procedures for parents.
- School sites may consider holding a general meeting (See General Information Meeting Agenda in *Appendix A)* for all parents and guardians to explain ELAC roles and responsibilities and obtain nominations. If selecting this option, the notice should include the date, time, location, and agenda for the meeting. This agenda should include all of the topics that will be addressed at this general meeting. Consider providing childcare and serving food at this meeting, if school funds permit.
- Note, that although the ELAC has not been established at this time, it is recommended that this notice of the general meeting be posted in a public place at least 72 hours prior to the meeting.
- Be sure to translate information for parents or guardians of English Learners. The notification shall be provided in English, Spanish, and additional language(s) when the need arises and to the extent practicable.

The school site may consider having teachers or bilingual staff members contact the parents or guardians of English Learners and explain the roles and responsibilities of the ELAC and or invite them to the general information meeting. This personal contact can significantly increase participation.

Responsibilities of the ELAC

The ELAC is to meet regularly for a minimum of four times during the school year. Meetings can be scheduled on alternating months with DELAC meetings. With parent consultation, the principal shall be responsible for identifying training topics needed to assist committee members in carrying out their permitted responsibilities. The principal shall also be responsible for ensuring that training is provided in required areas, norms and consensus procedures are followed, and required activities are carried out. Training is primarily focused in areas and topics of interest as identified by the individual school site needs assessment.

Each English Learner school advisory committee is responsible for advising the principal and staff for each of the following topics (EC § 52176(c)).

- The development of a detailed master plan for instructional programs and services for English Learners for the individual school and submitting the plan to the governing board for consideration for inclusion in the district master plan.
- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), including the analysis of student data and making recommendations regarding the allocation of fiscal resources based on the identified needs.[2]
- Assist in the development of the schoolwide comprehensive needs assessment.
- Assist in the review the school's annual language census.[3]
- Assist in the school's efforts to make parents aware of the importance of regular school attendance.[4]

The ELAC shall post meeting notifications at the school site 72 hours prior to the meeting. Notifications shall be in English, Spanish and additional languages represented at the school site, to the extent practicable. The ELAC agendas, sign-in sheets, and minutes shall be posted on the school's website after every meeting. In *Appendix A* the reader will find samples for school level advisory committees to carry out election procedures, meeting agendas, and meeting minutes. Interpreters and/or document translation requests for meeting purposes need to be submitted to Translation and Interpretation Services at least 10 days prior to the service being requested.

Training ELAC Members and Training Calendar

The ELAC members are to participate in the annual School Site Council (SSC) training in September or October. Members may also be trained as a group at their school site. They may also request to receive additional training and information that will adequately prepare the committee members in carrying out their authorized responsibilities.

Because parents have more expertise about their children's education than they realize, ELAC provides parents with a forum to express their thoughts and concerns about their children's education at the site and district level. ELAC offers workshops that cover broad areas, such as legal issues involved in working with English Learner students, reading and homework techniques workshops, and trainings addressing or supporting diverse family concerns.

FIGURE 1.3 Sample ELAC Training Calendar

Meeting	Mandatory Training	Suggested Training	Supplementary Training
1	Importance of Regular School Attendance	Identification & Assessment of English Learners	Parent Notifications

[2] Monitoring site level funds dedicated to English Learners is part of the responsibility of both the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Both of these committees should review annual expenditures as part of the approval of the Single Plan for Student Achievement (SPSA).

[3] The annual language census is an annual data collection and is used by the California Department of Education (CDE) to collect the following categories of data: number of English Learner students (EL) and fluent-English-proficient (FEP) students in California public schools (kindergarten through grade twelve) by grade and primary language; the number of EL students enrolled in instructional settings or receiving services by type; the number of students redesignated from EL to FEP from the prior year; and the number of certified staff members providing instructional services to EL students.

[4] Information regarding the attendance patterns and trends at the school, in addition to school and District attendance policies, in order to understand the importance of regular school attendance.

Meeting	Mandatory Training	Suggested Training	Supplementary Training
2	Development of Needs Assessment	Program Placement for English Learners	Classroom Observation
3	School's Program for English Learners	TRUSD's Areas of Focus	Parent Workshop Upon Request
4	Single Plan for Student Achievement[5]	Local Control Funding Formula (LCFF) and school budget	Data Analysis
5	Language Census Report	Needs of English Learners at our school[6]	Monitoring & Intervention

Additional Suggested Training topics include:

- English Language Development (ELD) Standards
- Common Core State Standards
- Overview of English Learner Program Guide
- Parental Waiver Information
- Reclassification Procedures
- California English Language Development Test (CELDT)
- English Learner Student Achievement Data
- ELAC's Legal Responsibilities
- School Improvement Plan (SIP)
- Elect Next Year's Officers
- Standards Based Report Cards
- Child Development
- Child Academic and Emotional Development

Other Appropriate Agenda Items:

- Guest Speakers
- City Officials
- District Representatives
- Community Organizations
- Training on "Having effective meetings"
- Training for parents on "How to help children succeed in school"
- Student Presentations
- Presentation of Specific Programs at Your Site
- Presentation of local Family Resources

Professional Learning Communities for ELAC

A Professional Learning Community (PLC) model (DuFour, DuFour, Eaker, & Many, 2010) shall be implemented to facilitate meetings and a consensus decision-making process. DuFour et al. (2010) define a professional learning community as "… an ongoing process in which educators

[5] Recommendation to the School Site Council (SSC)

[6] What are the needs of EL students at our school? What is the EL education program? How do you know the education plan is working? What is the plan to help support EL students that are not at grade level? How does the school use its funds to support them?

work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (p. 11). The six components to a PLC include, (a) a focus on learning, (b) a collaborative culture with a focus on learning for all, (c) collective inquiry into best practices and current reality, and (d) action orientation – learning by doing, (e) a commitment to continuous improvement, and (f) results orientation.

TRUSD has adopted the use of PLCs at the school and district levels and having ELACs function under this process is a natural step to share with parent advisory committees. DuFour et al. (2010) suggest that "When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it" (p. 11).

The six components of a PLC support the purpose of ELACs. As suggested by DuFour et al. (2010), "PLCs are dedicated to the idea that their organization exists to ensure that all students *learn* essential knowledge, skills, and dispositions" (p. 11). The purpose of the English Learner Advisory Committee (ELAC) is to provide parents of English Learners the opportunity to advise the principal and school staff on English Learner program instruction and services. The essence of ELACs perfectly align with a PLCs commitment to the learning of each student. Under a PLC, both students and adults who are part of an organization, need to continually learn. DuFour et al. (2010) argue that "A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning" (p. 11). Both ELAC and DELAC parent members shall receive ongoing training to hone their leadership and advocacy skills.

Under the second goal of a PLC, a collaborative culture with a focus on learning for all, it is important to remember that "A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable" (DuFour, DuFour, Eaker, & Many, 2010, p. 11). However, focusing on the right issues is critical to improved results. While English Learners are often seen as a homogenous group, it is critical to remember that students who make up this group are not homogenous and may or may not have similar learning needs. It is therefore, the responsibility of ELACs to determine the specific needs of English Learners at their sites and inform the District through the DELAC.

Collective inquiry into best practices and current reality is the third goal of a PLC. Site ELAC teams functioning in a PLC shall "engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality – including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities" (DuFour, DuFour, Eaker, & Many, 2010, p. 12).

The aim of the fourth goal is a call to action orientation or learning by doing. "Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality." The ELAC is responsible for advising the principal and school staff in at least the following areas, (a) the school's program for English Learners, (b) the development of the school's plan, (c) the school's needs assessment, (d) the school's language census, and (e) ways to make parents aware of the importance of regular school attendance. Focusing on these areas can serve as a starting point for action for ELAC PLC teams.

Another goal of PLCs is a commitment to continuous improvement. DuFour et al. (2010) stress that "Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a

better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of the following:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the change to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement (DuFour, DuFour, Eaker, & Many, 2010, p. 13)

In the final step or goal of a PLC "members … realize that all of their efforts in these areas—a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement—must be assessed on the basis of results rather than intentions (DuFour, DuFour, Eaker, & Many, 2010, p. 13). The final goal is for TRUSD and all schools to produce dramatically improved results for all students in general, and for English Learners, specifically. This goal can be achieved through ELACs and DELACs working as PLCs.

ELAC Meeting Procedures

Professional Learning Communities at Work™ offer an array of documents as suggestions for creating, assessing, and implementing PLCs. Please refer to Appendices for Team Agenda Templates, Creating Opportunities for Dialogue, and other PLC related documents that will assist ELACs in planning and implementing meetings.

District English Learner Advisory Committee (DELAC)

Districts that serve 50 or more English Learners are required to maintain a District English Learner Advisory Committee (DELAC). Parent or guardians, or both, of English Leaner students, not employed by TRUSD, constitute the majority of the DELAC committee. Additional members can include community members and district staff. The majority of the members shall be trained in regards to their roles and responsibilities and shall be kept informed of issues, policies, and information that relates to English Learner instructional programs and services. The DELAC members will act as a liaison between DELAC and ELAC. The DELAC representative will present information received at the DELAC at the ELAC's next meeting.

The English Learner Services Department (ELSD) director and staff along with DELAC members shall plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification shall be communicated in writing to all members at least one week prior to the meeting. Notices and handouts shall be translated in Spanish and other languages, to the extent practicable. The DELAC is to meet regularly with the leadership of the ELSD to identify training topics needed to assist committee members. Training topics provided to the DELAC can be inclusive of the tasks for which the committee is responsible. DELAC shall be responsible for at least six specific tasks. These tasks shall be to advise TRUSD's governing board (e.g., in person, by letters/reports, or through an administrator) regarding all of the following:

- Establishment of district program goals, rationale, structure, and objectives for instructional programs and services for English Learners (e.g., parental exception waivers and funding);
- Establishment of a timetable for development or revision of a district master plan for English Learners;

- The design and development, content, purpose and results of a school-by-school, districtwide needs assessment;
- Development or revision of the district's plan to assure that all teachers, Bilingual Paraprofessionals (BPs), and Academic Instruction Specialist Bilingual meet compliance with all state and federal requirements;
- Administration of the annual language census (e.g., procedures and forms);
- Review and comment on the district's criteria and procedures for reclassification of English Learners and monitoring R-FEP students;
- Review and comment on the written notifications required to be sent to parents and guardians of English Learners (Enrollment, Notification of Test Results, Annual Notifications, Title III AMAOs)

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of English Learners
- Assessment of English Learners: CELDT/ELPAC (English Language Proficiency Assessments for California), CAASPP (California Assessment of Students Performance and Progress), TRUSD grade-level benchmarks
- Monitoring of English Learner progress, including intervention for students not making adequate progress
- Budgets – appropriate expenditures and services addressing identified needs

Other DELAC Implementation Provisions

- The DELAC meets at least 4 times per year;
- The DELAC operates utilizing norms and consensus model (See sample in *Appendix A*);
- The ELSD Director 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 advice to the Superintendent and governing School Board via the ELSD Director or designee;
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties;
- DELAC minutes will be posted on the ELSD website 48 hours after scheduled meeting

Communication with Parents

Translators and Interpreters

Twin Rivers Unified School District has made it a goal to engage parents of English Learners at all schools through their active and meaningful participation in the education of their children. In the words of our former State Superintendent, Jack O'Connell, "All students, including our English Learners, deserve access to a high quality education and support for academic success. Their families also need to receive information that informs them about their child's education. Translators and interpreters play a crucial role in conveying information to both English Learners and their families" (California Department of Education, 2006).

Translators and interpreters are important links in our education system. The goal and priorities of TRUSD's translation services include (a) to provide excellent interpretation and translation services to facilitate communications among TRUSD staff and bilingual families and communities

and (b) to find meaningful ways to expand TRUSD's ability to serve non-English-speaking families beyond our current capacity.

Communication with all parents of students learning English as an additional language is essential to foster parent support, involvement and engagement. The Translation Services are a part of the ELSD and support the work of Twin Rivers by providing translation and interpretation services in multiple languages to facilitate communications among staff and bilingual families and communities. With over 44 languages spoken by students and families, the ELSD acts as an important resource to make sure that students and families are able to understand key issues, events, and materials that are produced by the district. Additionally, TRUSD departments and school sites with bilingual staff may provide translation and interpretation services to families upon request. Moreover, TRUSD contracts with two language management companies that provides document translation, on-site interpretation, and telephonic interpretation.

When 15 percent (15%) or more of students enrolled in a public school speak a single language other than English, as determined by language census data from the preceding year, all communication, including notices, reports, statements, or records sent to the parent or guardian of such students by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (EC § 48985).

FIGURE 1.4 Types of Oral Interpretations and Written Translations

Oral	Written
Individualized Education Plan (IEP) meetings	Individualized Education Plan (IEP) meetings
Student Success Team (SST)	School site-specific letters, notices, and fliers
Student Attendance Review Team (SART)	School site plan
Student Attendance Review Board (SARB) hearings	School Accountability Report Cards (SARC)
District English Learner Advisory Committee (DELAC) meetings	Student and Family Handbook
School site parent meetings	Student Guide
Walk-ins/phone calls	District letters, notices, and fliers
	Family Resource Guide

Information regarding all parent involvement activities including parent notifications of assessment results and program options: parent advisory committee participation, parent education (family literacy and language learning, educational conferences, school level theme nights, etc.), and parent classroom/school volunteer activities should be provided in a format and, to the extent practicable, in a language the parents can understand.

Oral communication with parents and guardians must be provided in the parent's primary language. Oral interpretation by trained interpreters is provided at all school and district meetings. Personnel working in this capacity must have native-like fluency in English and the target language. TRUSD administers a language fluency assessment to all staff who serve as interpreters for parent functions and meetings. The ELSD provides specialized training for

interpreters and translators. The training includes review of the Master Plan and use of specialized terminology related to English Learner programs, as well as ethics and professional protocols. School sites maintain a current list of TRUSD's interpreters for Special Education related purposes and over-the-phone instructions for interpretation services.

All interpreter and document translation requests are processed by Translation Services and submitted to Translation and Interpretation Services at least 10 days prior to the service being requested.

Except in an emergency, where there is a clear and imminent danger, children should not be used as interpreters. A minor child may only be used as an interpreter for informal communication when there is no risk that confidential information may be disclosed.

Frequently Asked Questions

When are Translation and Interpretation Services required?

Districtwide documents used by all schools over a number of years are "universal documents[7]." All universal documents must be translated by central office staff into Spanish and additional languages to the extent practicable. Electronic copies of these documents are available in different languages on our District website. Board notices and calendars are available in English, Spanish, Russian, and Hmong. Translations of board meetings or interpretations at Board meetings will be provided by qualified interpreters and are available upon request by email to the English Learner Services Department secretary or by phone at (916) 566-1600 ext. 50184.

What must be translated for parents?

In addition, any document or communication about a specific student sent to a parent or guardian, including documents about school related activities, such as field trips, after school activities, testing and safety related information, must be translated into a language the parent or guardian can understand, regardless of the percentage of students in the school or District who speak that language and to the extent practicable. Interpretation or translation must be provided in the following situations:

a) Parent-teacher conferences
b) Communications concerning student discipline, including suspension and expulsion, and disciplinary hearings
c) Communications concerning student progress, including telephone calls and meetings between parents/guardians and teachers or counselors
d) All communications concerning referral, assessment or placement of students for special education, including SST, IEP and Section 504 meetings

What is the school site's obligation in providing translations?

Site Administrators must provide or arrange for translation and interpretation services for the students at their site.

[7] Examples of universal TRUSD documents include: The Student and Family Handbook, Free and Reduced Meal Application form, Parent Rights and Procedural Safeguards (for all students with IEPs), Uniform Complaint Procedures and forms, DELAC meeting notices and minutes, Registration packets, Emergency Cards.

School, Family, and Community Involvement: Why is it Important?

Research suggests that family involvement does make a difference in the scholastic life of a child. Evidence supports the notion that it "is not the parent that makes the difference, but rather it is adults who take the time to talk to students, express an interest in their education, and hold them accountable for learning. Students of all ages benefit academically, emotionally, and physically when an adult is actively involved in the day-to-day events of their lives, including school activities" (Ferguson, Ramos, Rudo, & Wood, 2008, p. 1).

While parent involvement is critical for children, it is imperative that as educators we familiarize ourselves with and leverage the diverse ways parents are involved in their children's lives. "Notions of parental involvement and how necessary parental involvement is vary significantly among families and across cultures. For some families, participation in a child's schooling may mean coming to the school building at least once a week. For others, it may mean making sure that the child has a quiet place in the home to complete homework…" (Hamayan & Field, 2006) It is therefore the duty and responsibility of TRUSD and its schools to work with parents and share, not impose, traditional ways by which parents can participate in their child's education. Likewise, district and school teachers, administrators, and staff need to be open and accepting of nontraditional ways in which non-mainstream families demonstrate their involvement in their child's education. As noted below this understanding is key to bridging communication between families and schools.

> *There is no doubt that contextual factors in the home can either facilitate or stifle home-based support for student learning. There are families who are more comfortable in reaching out to school staff; others are reluctant to do so. When school staff [members] have a better understanding of their students' home cultures, families' parenting practices, home contexts, home crises, or significant family and community events, they can develop processes and strategies to bridge school-based and home-based activities and increase support for student learning (Ferguson, Ramos, Rudo, & Wood, 2008, p. 14).*

Research confirms that the involvement of parents and families in their children's education is critical to students' academic success. California's Department of Education (CDE) has released an updated guidance that assists districts in planning and implementing programs to increase parent participation in their child's education and meet the requirements of the Local Control Funding Formula, which requires family engagement. The *Family Engagement Framework: A Tool for California School Districts* is a free publication available in both English and in Spanish. The *Family Engagement Framework* is a tool districts can use to increase the participation of parents, family members and community members in a child's education.

The *Family Engagement Framework* shows districts how to encourage parents to become more involved in their students' education in many ways. This includes helping with homework, talking about the importance of college and careers, meeting with teachers, attending "Back to School Night," visiting the parent resource center, volunteering, and serving on advisory committees, or attending the meetings.

In addition, the *Family Engagement Framework* describes 18 principles that are essential for family and community involvement and describes a range of actions districts can take to implement these principles. It also gives districts methods for evaluating their progress in increasing family and community participation. The principles describe expectations, or

standards, for districts to engage family members in supporting their children's education. The principles address capacity building, leadership, resource allocation, progress monitoring, access, and equity. Implementation activities are provided for each district principle, with legal references cited where appropriate.

There are 18 District Principles of the *Family Engagement Framework* that are organized under 5 domains or action areas.

1. BUILD CAPACITY

1.01 Ensure that all principals understand and implement required and effective parental involvement practices at their schools [Title I, Part A, 1118 (a)(1)].

1.02 Establish family-friendly volunteer policies to recruit and organize help and support from parents.

1.03 Train parents to successfully participate in curricular and budgetary decision making.

1.04 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

1.05 Ensure staff and family access to training in effective school, family, and community partnerships.

1.06 Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education [Title I, Part A, 1118 (e)(3)].

1.07 Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities.

2. DEMONSTRATE LEADERSHIP

2.01 Ensure that all schools have parent/family involvement programs (*EC* § 11502 – 11504).

2.02 Meet requirements of state and federal law regarding family involvement.

a. Ensure parent representation on district and school committees as required by law.
b. Establish district family involvement policies and programs [Title I, Part A, 1118 (a)(2); *EC* § 11503 – 11504].

2.03 Involve families in advisory bodies and training strategies.

3. RESOURCES: FISCAL AND OTHER

3.01 Allocate resources and assign staff to implement the plan.

4. MONITOR PROGRESS

4.01 Ensure all schools integrate parental involvement programs into the school's Single Plan for Student Achievement [*EC* § 11502(e), 11504].

4.02 Provide oversight, support, and coordination of parent involvement activities among district schools and programs.

4.03 Document progress of each school's implementation of its parent involvement program [*EC* § 11503(c)(d), refers specifically to Title I].

4.04 Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at his or her school.

5. ACCESS AND EQUITY

5.01 Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district [*EC* § 48985].

5.02 Ensure that parent representation on committees reflects the composition of the student body.

5.03 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis [*EC* §11502(c), *EC* §11503(b)(4)].

The *Family Engagement Framework* defines family involvement and provides ways families can become active participants in the lives of their children by becoming involved at home, at school, and at the district office.

What Is Family Involvement?

Family involvement is communicating and doing things with your student, your student's teacher, or your student's school to support your student's learning and success. Parents, family members, and other caregivers can be involved in a student's education in many ways (California Department of Education, 2014, p. 24).

What you can do at home:

- Talk with your student about homework and offer to help your student understand and learn.
- Talk with your student about the importance of learning.
- Talk with your student about college and careers.
- Help your student organize homework.
- Read notes, announcements, and newsletters from the school.
- Send notes or call the school to communicate with teachers and other school staff.
- Fill out and send back surveys to share your ideas about supporting your student's learning and growth.
- Fill out and send back surveys to share your ideas about parent involvement.
- Ask for and read a copy of your district's parent involvement policy.

What you can do in the classroom:

- Talk with your student's teachers.
- Visit and see what the teachers and students are doing.
- Help with learning activities.
- Attend your student's parent-teacher conferences.

What you can do at the school:

- Attend parent orientation or "Back-to-School Night."

- Visit the parent resource center.
- Talk with the principal about your student.
- Talk with the principal about parent involvement opportunities at the school.
- Attend parent education and information events.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.
- Help write and review the parent involvement plans.

What you can do at the district office:

- Attend trainings on the curriculum and school budgets.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.
- Help write and review the parent involvement policy and plans.
- Help plan, design, and provide training for principals and teachers.
- Link the district with other community organizations you know.

Parent and Community Involvement

Parent Engagement

A TRUSD Parent Engagement team is dedicated to efforts relating to parent and community involvement. TRUSD addresses this important component through Student Services. The Parent Engagement team strives to provide engaging opportunities for parents and the community to strengthen learning at home and school-home communication. Building strong bridges between TRUSD, families, and the community is critical in creating the conditions necessary to promote a shared sense of responsibility for the academic, emotional, and social well-being of each student. Some of the parent resources offered by Parent and Community Involvement include:

- **Parent University**
  Offers a series of free workshops designed to support parents, guardians, and their children academically from kindergarten through high school graduation. Topics range from college and career readiness as well as participant-driven projects to create positive school climate, parent resource centers, and additional forms of engagement that is critical to student success.

- **Spring Parent Retreat**
  The spring parent retreat is an annual two day series of workshops for parents, guardians, and community members on various education related topics.

- **Parent Institute in Quality Education (PIQE)**
  PIQE offers nine parent development programs to teach parents how to navigate and impact the school system and promote meaningful interaction and partnerships between parents.

- **Strengthening Families**
  Classes are for parents and their children between ages 3-16. The course provides skill building in social and life skills and family relationship skills. They feature structured family activities, family meetings, and teen activities.

For information about Parent Engagement services contact:

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Early Childhood Education

TRUSD's Early Childhood Education also offers parenting programs for TRUSD families and community members in collaboration with various family resources in our North Sacramento region. Families and community members interested in attending parenting trainings are not required to have children enrolled in Twin Rivers Unified School District. The following list of family and community involvement opportunities are offered by TRUSD's Early Childhood Education. Please note, this is not an inclusive list. Programs run in various elementary schools throughout TRUSD and programs are offered in English and Spanish. Programs are subject to change based on availability and funding. Please call Teresa Barragan ext. 50466 for current offerings, schedule and locations.

- **DARE to Be You**
  Dare to Be You provides a 10 week program to preschoolers and their families designed to improve parent and child interaction in the areas of self concept, self responsibility, communication, and decision making.

- **The Latino Family Literacy Project™**
  Through a series of workshops, parents learn strategies on how to read with their children and establish a family reading program.

- **Love and Logic®**
  The Love and Logic® Parent curriculum is designed over the course of six weeks for parents to develop good parenting techniques with love and logic through a variety of simple and effective strategies for parenting children to adulthood.

- **Make Parenting a Pleasure™**
  Make Parenting a Pleasure™ is a group-based parenting education and support program for highly stressed parents of children from 0-5 years of age.

- **Nurturing Parenting Program™**
  Nurturing Parenting Program™ is a group-based program that meets weekly over the course of 15 weeks. The program is designed with families in mind to build nurturing parenting skills as an alternative to abusive and neglecting parenting and child-rearing practices.

- **Parenting Partners™**
  Parenting Partners™ workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. The eight comprehensive workshops are presented by a trained facilitator team with the goal of creating a sustainable source of parent leaders.

For information about Early Childhood Education parent engagement programs and opportunities contact:

Elizabeth Cunnion
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Office: (916) 566-1616
Elizabeth.Cunnion@twinriversusd.org

Teresa Barragan
Early Childhood Education, Family & Community Liaison, Bilingual
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Cell: (916) 730-1430
Teresa.Barragan@twinriversusd.org

Online Resources for Parent Involvement

¡Colorin Colorado!
Colorin Colorado Family Resources
Center for Applied Linguistics
Gooding Institute for Research in Family Literacy
US Department of Education - Family and Community Engagement
Family Engagement Framework: A Tool for California School Districts
Family Engagement Framework: A Tool for California School Districts (Spanish)
National Network of Partnership Schools - John Hopkins University

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Chapter 2

The ELA/ELD Framework and Pathways to Language Acquisition for English Learners

"Becoming literate in a second language depends on the quality of teaching, which is a function of the content coverage, intensity or thoroughness of instruction, methods used to support the special language needs of second-language learners and to build on their strengths, how well learning is monitored, and teacher preparation."[1]

The ELA/ELD Framework

In 2010, the California State Board of Education (SBE) adopted the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS ELA/Literacy), which describes the knowledge, skills and abilities in reading, writing, speaking and listening, conventions, knowledge or language, and vocabulary that all students need for college and career readiness across key academic content areas. Those standards, along with the Common Core Standards for Mathematics and the Next Generation Science Standards, were adopted by California to ensure K-12 (kindergarten through grade 12) students gain the necessary literacy/language arts, science, and mathematics understanding and practices required for twenty-first-century higher-education and workplace participation. These new standards are intended to apply to all students, including English Learners.

In recognition of the need for the new English language development standards to clarify what knowledge, skills, and abilities are needed to help English Learners engage with and master the state's content standards, including college and career readiness standards, Assembly Bill 124 enacted on October 8, 2011, requires the State Superintendent of Public Instruction, in consultations with the SBE , to update, revise, and align the current California English Language Development Standards (CA ELD Standards), by grade level, with the states English Language Arts (ELA) Standards http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

The result is the ELA/ELD Framework. The process in developing these standards was grounded in two core principles: (1) transparency toward and input from the field and (2) development based on sound theory and empirical research.

The final development was a California ELA/ELD Framework that provides:

- Essential considerations in ELA/Literacy and ELD curriculum, instruction, and assessment
- Content and pedagogy theory, research and specific supports from transitional kindergarten to 12th grade
- Assessment guidance and support
- Access and equity challenges of equitable access with specifics addressing these challenges
- Defining 21st century skills and its implementation in ELA Literacy and ELD programs
- Implementing high-quality ELA Literacy and ELD instruction including professional learning, leadership, and program supports

[1] Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth

- Specific research-based approaches as well as in-depth classroom vignettes to serve as exemplars for instruction

The ELD Standards provide an overview of the major goals of our department and the main goals for all Twin Rivers educators when working with our English Learners.

The three main components of the ELD Standards address the specific proficiencies required by grade level and student's proficiency level. These three components of the CA ELD Standards for K-12 ensure that students are:

Part I: Interacting in Meaningful Ways

Part ll: Learning About How English Works

Part lll: Using Foundational Literacy Skills

In each part (Parts I, ll and lll) by grade level, an ELD proficiency level continuum is provided. These three levels of proficiency on that continuum are: *Emerging, Expanding*, and *Bridging*. These levels are intended to serve instructional purposes and do not necessarily represent the full range of performance levels in English Language proficiency. However, they do serve as a guideline of the student's progress for teachers. The continuum with *Emerging, Expanding* and *Bridging* also provides specific expectations for these three proficiency levels. (see Figure 2.1 below). http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Figure 2.1 Sample from Grade 7 ELD Proficiency Level: *Emerging, Expanding, Bridging* examples

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum → Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.7.1,6; L.7.3, 6 2. W.7.6; WHST.7.6; SL.7.2; L.7.3, 6 3. W.7.1; WHST.7.1; SL.7.1,4, 6; L.7.3, 6 4. W.7.4–5; WHST.7.4-5; SL.7.6; L.7.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. *2. Interacting via written English* Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. *2. Interacting via written English* Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. *2. Interacting via written English* Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

In order for our teachers, administrators, and educational staff to be most effective in moving our English Learners to proficiency, a deep understanding of the learning progression of our students is critical. Site educators must continuously support our students' language and cognitive development. This is critical for our parents as well, so they can support their children's' language and cognitive development at home.

Understanding the Learning Progression of English Learners

Twin Rivers Unified School District believes in providing rich rigorous instruction and learning pathways for all of our English Learners on their journey to acquire English fluency. Research has shown that learners of an additional language generally follow a similar path to second language development. As noted above, California English Language Development Standards refer to the stages along this path as *Emerging, Expanding*, and *Bridging*. Represented in Figure 2.2, the general progression of English language development is summarized by

the English language development continuum in the CA ELD Standards.[2]

Although these general stages of English language development (shown below) are clear, they don't begin to address the complex and multilayered process of learning English as an additional language. This learning does not happen in a linear or step-by-step process. An English Learner, at any given point along his or her trajectory of English learning, may exhibit some abilities (e.g, speaking or listening skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g, reading or writing skills) at a lower proficiency level (Gottlieb, 2006).

FIGURE 2.2 General Progression of the CA ELD Standards and ELD Continuum (CA ELA/ELD Framework,Ch.2,p.104)

ELD Continuum				
Native Language	**→Emerging**	**→Expanding**	**→Bridging →**	**Lifelong Language Learners**
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communi-cating in English in a wide variety of contexts.

An Overview of Our Instructional Programs Offered K-12

Twin Rivers USD offers a number of program models to serve English Learners. Parental involvement in decisions regarding the education of their children is required and critical to students' academic success. Parents must determine the program option they feel is the best for their child. A waiver or agreement may be required upon enrollment (see Chapter 5, parent waivers).

Students are placed in these courses after collaborative conversations with teachers, administrators, parents, and students (see Chapter 5 for criteria). This chapter will describe each program and its goals so that parents, students, and schools can make the best informed decision regarding appropriate programs for their English Learner student. Please see Figure 2.3 below for a brief overview of the programs offered.

[2] California English Language Arts/English Language Development Framework, Chapter 2

FIGURE 2.3 Instructional Programs Offered for English Learners

Grade Level	Program	Who Qualifies
Elementary K-6	• English Language Mainstream	Any English Learner
	• Alternate – Dual Language	Any English only student or a bilingual student
Secondary 7-12	• English Language Mainstream	Any English Learner CELDT 3-5
	• Structured English Immersion	English Learner CELDT 1-3
	• Long Term English Learner	A student in the U.S. 5 yrs. or more who has not demonstrated English proficiency

Description of Elementary English Learner Programs

In addition to learning to use English and learning through English, English Learners also need to learn about how English works. How is text structure and organization based on purpose, text, type and discipline? What is a cohesive text and how does that cohesion contribute to the way the text unfolds and flows? How does one communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose (CA ELD Standards).

There are two basic program available to English Learners at the elementary level:

- English Language Mainstream
- Dual Language Immersion

English Language Mainstream Program

An English Language Mainstream (ELM) program is designed for English Learners at all English language proficiency levels to ensure the development of academic language and literacy for students who have acquired basic fluency in English but are not yet ready to be reclassified.

An ELM program includes specialized English language development instruction appropriate to each student's level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies, utilizing supplemental curricula and special scaffolding and support. At the elementary level, ELM teachers provide individualized instruction and targeted interventions, as needed, to ensure academic success and to prepare students for reclassification.

Elementary teachers must provide protected designated time specific to the needs of English Learners each day.

This designated teaching and learning must be based on specific challenges the teacher has noted using student response and reviewing student work. It is not a pre-designated daily oral language or a page from a workbook. It is designed to help English Learners develop a more analytical stance when viewing and reflecting on language and their own use of the English language (see also CA ELD Standards for more specific guidance in this area).

English Language Mainstream Goals

The English Language Mainstream program addresses two general student outcomes:

1. English Learners will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills.
2. English Learners will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards.
3. When appropriate, students are encouraged to develop literacy in their primary language.

Components of ELM English Language Development (ELD)

English Learners in an ELM Program must receive a program of instruction in order to develop academic English language and literacy skills in English as rapidly and as effectively as possible. All teachers should attend to the language learning needs of their English Learners in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. The quote from the California ELA/ELD Frameworks, noted below, describes how teachers can attend to the instructional needs of English Learners in a mainstream class. For more information regarding features of Designated and Integrated instruction please see the section below and Appendix B 11.

Integrated ELD
All teachers with ELs in their classrooms use the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content standards
Designated ELD
Teachers responsible for designated ELD use the CA ELD Standards as the focal standards in ways that build into and from content instruction.

CA ELA/ELD Frameworks, Chapter 2

Instructional Practices Elementary

Designated ELD Instruction

The state ELA/ELD Framework defines Designated ELD as protected time for English Learners. Effective use of this time requires careful planning and an ability to diagnose students' challenges, putting in place a lesson or series of lessons specifically designed to assist English Learners in developing literacy. It is recommended that teachers at sites work together to group English Learners by specific language needs.

The natural tendency is to group students by their proficiency level (CELDT/ELPAC). However, there will be some CELDT 2/Emerging students who do not have the same literacy needs as other CELDT 2/Emerging students. Teachers and sites need to be mindful and use multiple measures to diagnose students' learning needs prior to providing specific language support unique to the needs of English Learners. ELD student data must be reviewed regularly in collaboration with site leadership, ELD teachers, and district ELD staff to ensure students are moved to more advanced groupings as soon as appropriate.

For more information regarding typical skills/concepts unique to English Learners providing deeper understanding and possible learning targets for lessons, see Appendix B, specifically:

- B2 Research Based Instruction for English Learners (ELSD)
- B3 Considerations for Planning an ELD Lesson (California Framework)
- B4 California English Language Development Proficiency Descriptors (CA ELD Standards)
- B5 Foundational Literacy for Newcomers K-12 Strategies (CA ELD Standards)
- B6 Formative Assessment (CA ELD Standards/Margret Heritage)
- B7 Long Term English Learner Teacher Reflection and Guidelines for Instruction (ELSD)

Effective ELD instruction at every site requires a clear understanding of specific responsibilities. A basic structure to assist in this is outlined below.

District Responsibility: English Learner Services will work directly with Sites that are not yet consistent in implementation will receive immediate support in developing and professional development (see Chapters 3 and 4) and in English Learner following a clear action plan for ELD implementation. monitoring Services will work with the site's EL Team and assist in timely adherence to the action plan.

Site Responsibility: The principal or designee must create and maintain systems that allow students to receive daily ELD instruction at their proficiency level. The site is also responsible for assessing and monitoring English Learners ensuring they are placed appropriately for their current ability and needs. The *Principals' Assurances Checklist* (Appendix D) provides specific guidelines for site administrators in this area.

The district ELD Teacher on Special Assignment (TOSA) and the EL Coordinators are available to consult with site EL teacher leaders and principals to ensure that English Learners, at all levels, receive daily ELD instruction. Sites who find it challenging to provide systematic support for their English Learners will be fully supported by the English Learner Services Department and the site EL teacher leader or department chair to produce an action plan with clear steps for timely, effective implementation.

> *Above all, English Learners routinely and frequently engage in discussions to develop content knowledge, use comprehension strategies and analytical skills to interpret complex texts, produce oral and written English that increasingly meets the expectations of the context, and develop an awareness about how English works to make meaning.*
>
> *CA ELA/ELD Framework, Chapter 2*

Teacher Responsibility: Teachers will use multiple formative assessments, including the ELA Benchmarks to monitor progress and inform their practice, resulting in timely responses to English Learners' learning needs. During designated time the teacher will use effective ELD strategies through content to target the language needs of the students and to provide that critical bridge to the content and subsequently improving literacy. The district ELD TOSA, EL Coordinator, as well as the site TOSA, is available to provide instructional support or professional development as needed.

Integrated ELD Instruction

Throughout the day, teachers will use the California ELD standards in tandem with the California ELA standards as well as other content standards (Next Generation Science Standards –NGSS) to support English Learners in learning rich content and developing advanced levels of English (CA ELA/ELD Framework, Chapter 2). The CA ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for English Learners. They must be used strategically by all teachers with English Learners in their classrooms during content instruction (e.g., English language arts, science, history, mathematics). The term for this use of the CA ELD Standards throughout

the day in all content areas to support English Learners' academic and linguistic development is integrated ELD (CA ELA/ELD Framework, 2014).

Effective Instructional Support for English Learners

- Interactive and engaging, meaningful and relevant, intellectually rich and challenging
- Appropriately scaffolded in order to provide strategic support that moves learners towards independence
- Focused on developing both content knowledge and academic knowledge
- Strategies that value and build on primary language and culture and other forms of prior knowledge

Preventing Long Term English Learners

The English Learner Services definition of a Long Term English Learner (LTEL), is a student who has been enrolled in the U.S. schools for five years or more, is no longer progressing toward English proficiency, and is struggling academically. Long Term English Learner (LTEL) prevention is critical. An essential first step is defining the academic, linguistic, and developmental strengths and needs of LTELs (Olsen, 2010). Once identified, English Learners must have excellent first instruction and learning, and continual monitoring to ensure consistent growth.

District and school systems must include planning and classroom-based interventions that emphasize student's listening, speaking, reading, and writing development in real world, content based applications.[3] At the secondary level we provide intensive reading and writing courses for our LTELs. In order to prevent any of our English Learners from becoming Long Term English Learners, we will be working concertedly with the Executive Director of Elementary Education and our elementary sites to design a preventative LTEL program. Our pilot preventative LTEL program, the Sobrato Early Academic Language Program model (SEAL), will begin at two elementary sites in 2016-17 (see more details below).

Dual Language Immersion Program

The Dual Language Immersion Program supports the mission of Twin Rivers to educate and support English Learners in reaching their highest potential each school year. The goal of the program is acquisition of academic proficiency in two languages.

Goals of the Dual Language Immersion Program:

1. Achieve literacy in at least two languages:
    a. Academic language proficiency in one's primary language (L1)
    b. Academic language proficiency in a second language (L2)
2. Maintain academic excellence in all subject areas
3. Attain the California Seal of Biliteracy
4. Foster global awareness and an appreciation for multicultural diversity

50/50 Dual Language Immersion Model

- 50% of instruction is conducted in Spanish and 50% is in English beginning in kindergarten

[3] Preventing Long-Term English Learners: Results of a Project-Centered, Differentiated ELD Intervention Program, Loyola Marymount University

- An additional 30 minutes of ELD/SLD will be provided to students daily
- Language separation for teachers will be mandatory (i.e. teachers must stay in the language of that teaching block without code switching or translating)
- English and Spanish literacy skills are taught systematically beginning in kindergarten
- To ensure that students learn all content areas in both languages, subjects may be alternated

Dual Language Immersion Conditions for Success

Daily schedules in grades K-6 are established by grade level teams each year for consistency and to guide the school in planning, focusing on the language of delivery, and the appropriate allocation of instructional minutes. The site principal will review, approve, and monitor the implementation of daily schedules (see Figure 2.4). In order to adopt the 50/50 model, the school must demonstrate that the following conditions are in place:

1. The school is supported by strong knowledge of program from site leadership and resource personnel
2. The district and school make a commitment to providing high quality professional development
3. The school makes a commitment to implement in grades K-6
4. The school assigns fully qualified staff to each classroom
5. The district and school provide ongoing parent informational meetings regarding the 50/50 model, language acquisition and expectations.

FIGURE 2.4 Dual Language Immersion Program Instructional Matrix Elementary 50/50

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Spanish 50% Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math	**Spanish 50%** Lang. Arts Science/ Social Studies Math
English 50% Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math	**English 50%** Lang. Arts Science/ Social Studies Math
P.E.	P.E.	P.E	P.E.	P.E.	P.E.	P.E.
ELD	ELD	ELD	ELD	ELD	ELD	ELD

The ELSD is exploring a program design that would support a dual language program from kindergarten to 12th grade.

SEAL Pre-K-3 Literacy Program

The Sobrato Early Academic Language (SEAL) model is an early literacy design providing a comprehensive model of intensive, enriched, language and literacy education for all students, starting in preschool and continuing through third grade. The purpose of the program is to build the capacity of the preschools and elementary schools to powerfully develop students' language and literacy skills and to close the academic achievement gap by fourth grade.

The thematic units designed by the teachers using this model are grounded in the California ELA/ELD Framework. Since this program does not use the often isolating "pull out" or "push in" model for English Learners, it continually provides access to core curriculum throughout the school day, which is a requirement of the California Code of Regulations (CCR, Title 5, sections 11302[a] and [b]). This program is equally effective in significantly improving both English only students and English Learners.

This program was designed by Dr. Laurie Olsen, author of *Reparable Harm*, a summary of research on Long Term English Learners, who currently serves as the director of the Sobrato Early Academic Literacy initiative. TRUSD will begin a three year pilot, using this model at two elementary sites in 2016-2017.

Description of Secondary English Learner Programs

Understanding Secondary (7-12) English Learner Typologies

English Learner students at the secondary level of their education, grades 7-12, have other unique considerations on their journey to learning English as an additional language. Relatively new research (see Figure 2.5) categorizes them in the typologies noted below. In understanding these student typologies, administrators, teachers, parents, and students can better understand what instructional supports and programs are best for English Learners. The figure also identifies the possible programs that may be appropriate for these students according to their typology: Structured English Immersion (SEI), Academic Language Development (ALD), or English Language Mainstream (ELM).

FIGURE 2.5 English Learner Typologies (adapted from Olsen, 2008)

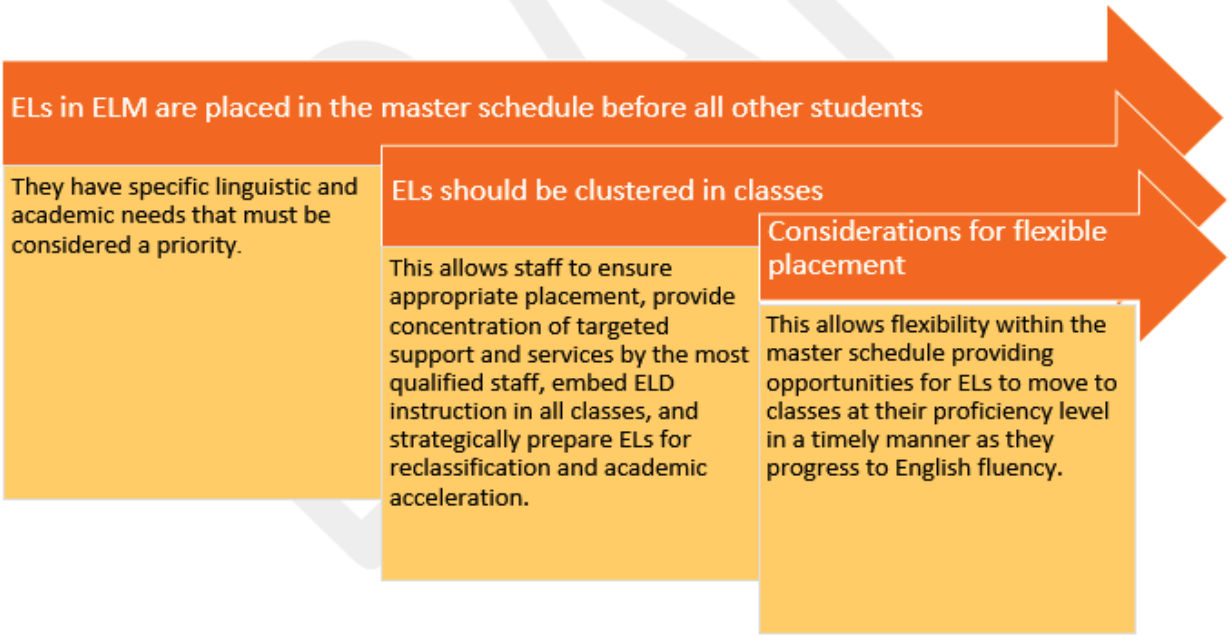
Typologies	Characteristics
Newcomer **(SEI)**	• Recent arrival to the United States • 0-1 years of English instruction • Little/No English proficiency on arrival • Close to/Above grade level literacy & academic skills in L1 • Some with transferable credits • Facing cultural transition to U.S.
Underschooled **(SEI)**	• In U.S. for several years or less • Many are from rural and impoverished communities or war devastated regions • Little to no English fluency • Schooling in native country interrupted, disjointed, inadequate or no schooling at all • Little to no literacy in the home language
Developing **(SEI or SEI & ELM)**	• In U.S. schools for 2-5 years • The schooling in their native country was usually good • Often highly motivated • Develop literacy skills and content knowledge with relative ease • Approaching grade level in content area skills • Progressing normally through language development stages/levels
Long Term English Learner **(ALD & ELM)**	• In U.S. 5 years or more • 5+ years of English instruction • Orally fluent in everyday/conversational English • Reading/writing below grade level • Insufficient literacy in their primary language to be able to provide a bridge to literacy in English • Often struggling academically in courses • Does not meet reclassification criteria • Stuck at the same CELDT/ELPAC level • Majority stuck at intermediate level (CELDT level 3/Expanding ELPAC) • Many with habits of non-engagement, learned passivity, and invisibility in school

Overview of Instructional Secondary (7-12) Programs

Twin Rivers offers a number of secondary programs to serve English Learners in accordance with their typology. (For more information regarding placement, please see Chapter 5 and Appendix E, *English Learner Placement Criteria Grades 7-12)*. Regardless of the program, all teachers with English Learners in their classrooms must use grade-level California CCSS/NGSS for English Language Arts/Literacy and other content standards as the focal standards for content instruction. They also must use the California English Language Development (ELD) standards, framework, and other supports offered in the framework to ensure English Learners are fully supported and can access rich content knowledge, developing academic English across the disciplines
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

"The California ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs. They [must] be used strategically by all teachers with ELs in their classrooms during content instruction (e.g., English language arts, science, history, mathematics). The term for this use of the CA ELD Standards throughout the day in all content areas to support ELs' academic and linguistic development is integrated ELD" (CA ELA/ELD Framework).

Figure 2.6 Placement of English Learners in the Master Schedule



Placement in Master Schedule

English Learners in English Language Mainstream (ELM) classes are programmed/placed in the master schedule before all other students as they have specific linguistic and academic needs that must be considered a priority. They must be clustered *(grouped together to ensure that no more than 30% of a mainstreamed class is comprised of English Learners)* allowing staff to: ensure appropriate placement, provide concentration of targeted support and services by the most qualified staff, embed ELD instruction in all classes to continue students' English language development, strategically prepare

English Learners for reclassification and academic acceleration, enable the EL cohort teachers to receive ongoing EL coaching and training (see Chapter 3 for further information regarding professional learning).

This section will describe the following programs:

- English Language Mainstream
- Structured English Immersion
- Academic Language Development (Long Term English Learner)

English Language Mainstream Secondary

The English Language Mainstream (ELM) Program is designed for English Learners using California English Language Development Test (CELDT)[4] (see Chapter 5, *English Learner Placement Criteria 7-12)*. In addition, Long Term English Learner (LTEL) students who have been continuously enrolled in a U.S. School for 5 years or more and have not yet reclassified as fully English proficient (RFEP) are placed in the English language mainstream program with the support of an Academic ELD course or Native Speaker course.

English Learners in ELM will receive instruction that is differentiated to provide access to grade level content in English (see section in this chapter titled, *Effective English Language Development Instruction* for instructional strategies). Although these students are not enrolled in ELD courses, teachers are to provide ELD instruction at their level through the mainstream English Language Arts course. "No state shall deny educational opportunities to an individual on account of his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs" (Section 1703(f) of the Equal Education Opportunities Act).

Structured English Immersion

English Learners placed in the Structured English Immersion (SEI) program will receive English Language Development (ELD) courses. These students' typologies range from students recently emigrated to TRUSD to students still acquiring English in the Emerging and Expanding continuum (*see* Figure 2.1 *General Progression of the CA ELD Standards and ELD Continuum*).

With our district's increasing newcomer population, all middle and secondary school classrooms must address the language and literacy skills adolescent newcomers need for content area learning (Center on Instruction, 2006).

The ELD Program is designed to meet the specific academic and linguistic needs of these culturally and linguistically diverse students. These English Learners at the secondary level require specific, intensive instruction. English Learners, even more concertedly and more rapidly than their English speaking peers, must continue to advance their language and thinking at these grade levels in preparation for college and careers.

The ELD program facilitates a smooth transition from ELD to the English Language Mainstream program and strives to mainstream students as soon as they have the requisite skills to be academically

[4] In 2017-18 CELDT will be replaced by the English Language Proficiency Assessment for California (ELPAC). This will be an adaptive assessment, administered annually in the Spring of each school year.

successful. Students who meet the criteria are considered for mainstreaming on a case by case basis *(see Figure 5.4, Chapter 5 Initial Language Proficiency Assessment, Identification and Placement Process)*.

Secondary English Language Development Instruction

In all secondary programs, English Language Development (ELD) Standards are to be used in tandem with Common Core Standards to accelerate English acquisition. Content-based literacy approach is the use of content-area texts (e.g., social studies textbook, a science article, a math word problem) and expository texts in the content areas (e.g., historical analysis essay, a lab report, an explanation of how a problem is solved in math). This content-based approach accelerates English acquisition because it anchors instruction in literacy demands facing students encountering middle and high school texts, rather than in the remediation of "basic" reading skills (Center on Instruction, 2006 p.11).

- **Learning Objectives.** Each unit of study and lesson is to address both content and language objectives. Instruction and application must integrate content learning and academic language development. Teachers need to identify potential sources of student's comprehension difficulties and target instruction to address them.
- **Academic Language Instruction.** Students receive explicit instruction and practice of the specific academic language of the course content, including vocabulary and language structures using structured language practice strategies as outlined later in this chapter, *Effective English Language Development Strategies*.
- **Instructional Strategies.** Teachers will use inquiry-based and collaborative learning, direct instruction, cultural relevant pedagogy, and purposefully use strategic supports (like models, scaffolds, sentence frames).
- **Assessment.** While there are several purposes of formatives (see Figures 8.3, 8.4, and 8.5 in Appendix B), the most important purpose is to inform instruction (CA ELA/ELD Framework Chapter 2). Effective assessment begins with clear goals and objectives; the California Common Core State (CCSS) ELA/Literacy Standards provides mastery statements that teachers will use to backwards plan into monthly, weekly, and daily objectives.

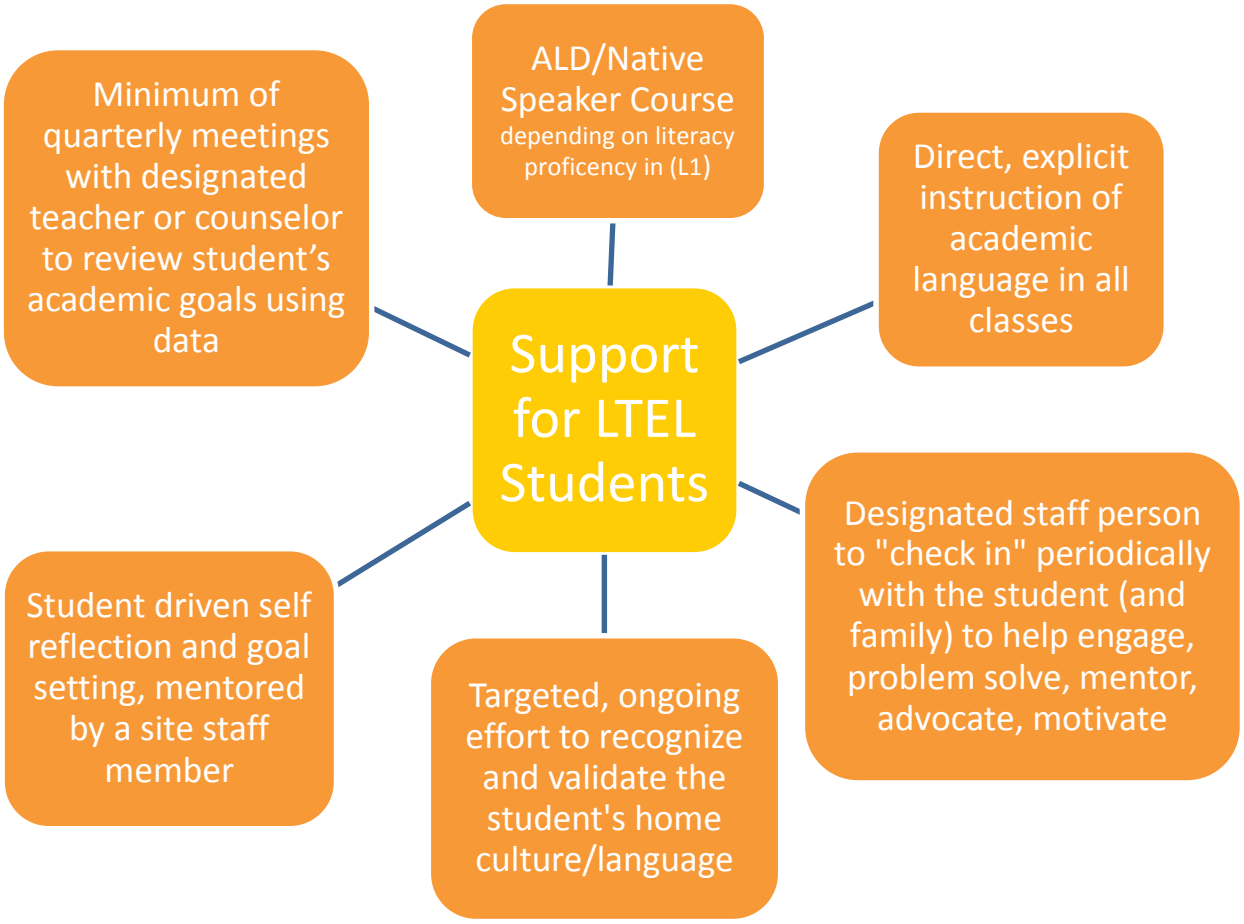
Academic Language Development for Long Term English Learners

Academic Language Development (ALD) is a supplementary course with emphasis on academic speaking, writing, and critical thinking, and uses culturally relevant curriculum. ALD is not an academic support class, but an English Language Development (ELD) class specifically for Long Term English Learners (LTELs), offered during the school day. LTEL students enrolled in an English Language Mainstream (ELM) program in grades 7-12 will be enrolled in an ALD course in addition to their English course. This includes all English Learners who have been continuously enrolled in U.S. schools for over five years and have not yet met a proficiency level as measured by CELDT/ELPAC, CAASPP, and/or English grades/ELA Benchmarks and other calibrated measures. For more information regarding placement of LTELs, see Chapter 5, English Learner Placement Criteria Grades 7-12**.**

TRUSD secondary schools with 15 or more LTELs must provide a minimum of one section of ALD course, which will take the place of one elective for LTELs. If parents of an LTEL do not wish to have their child in ALD, a Parental Exception Waiver must be signed (see Chapter 5, Parent Exception Waivers). The Academic Language Development course is taught by highly qualified teachers who are trained and have successful experience teaching English Learners. See Appendix B for LTEL Instruction Criteria and Appendix D for *District Assessment Checklist -Reparable Harm.* For further information regarding instruction, please see Figure 2.7 below and the section in this chapter entitled, *Effective English Language Development Instruction.*

> "Here in California we've seen a drastic narrowing of the curriculum, giving the students only partial academic access. Certainly there's a big equity issue, about who gets a full curriculum"
>
> Laurie Olsen, 2014

Figure 2.7 Recommended Support for Long Term English Learner (LTEL) Students



Acceleration of Primary Language for Secondary Students

Twin Rivers supports and encourages the acceleration of students' primary language because it not only validates their primary language, but it also supports their English language acquisition. Recent research has shown that, for English language learners, phonological awareness in the native language (L1) predicts successful literacy acquisition in both L1 and a second language (L2) (August & Hakuta, 1997; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Gottardo, 2002; Quiroga, Lemos-Britton, Mostafapour, Abbott, & Berninger, 2001).

In other words, phonological awareness skills developed in L1 transfer to L2 and facilitate L2 literacy development. This strong link between L1 phonological awareness and L2 reading success suggests that efforts to develop literacy skills in L1 will translate into facility with L2 literacy development: children will benefit from native language scaffolding as they learn to read in a second language (Ford, 2005). It is important to note, however, the significance of assessing a student's primary language proficiency to determine if it has been developed enough to provide the supports described above. For further information on the use of primary language to support acquisition of a second language, please see the following section in this chapter entitled, *Effective English Language Development Instruction*.

Seal of Biliteracy (California Department of Education)

- Recognize and value bilingualism and biliteracy and multilingualism
- Encourage English Learners to pursue full proficiency in English and in their primary language or additional language
- Officially certify attainment of biliteracy and/or bilingualism on school transcripts
- Affirm the value of diversity and honor the cultures of our community
- Provide students with 21st Century skills

The TRUSD Seal of Biliteracy is for high school graduates who are fluent in two or more languages. The California Seal of Biliteracy appears on the transcript and diploma as a statement of accomplishment for future employers and for college admissions. Eligibility requirements for graduating high school students include, (a) score at a proficient level on the SBAC for English Language Arts/Literacy (ELA) during their junior year, and (b) complete all English Language Arts requirements for graduation with an overall GPA of 2.0 or above in those classes, and (c) demonstrate proficiency in one or more languages in addition to English.

Biliteracy and Bilingual Pathway Awards

Pathway awards are designed to encourage elementary, middle, and high school biliteracy. This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Immersion, Heritage, World Language, Two-Way Bilingual Immersion, Dual Language Immersion, or maintenance bilingual programs.

Special Education Services for English Learners

English Learners have access to Special Education services just as all other students in TRUSD. The Individual with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (section 504) address the rights of students with disabilities in school or other educational settings (U.S Department of Education English Learner Toolkit, Chapter 6: *Addressing English Learners with Disabilities*). If it is

determined that an English Learner needs to be assessed, whether it be speech, academic or cognition, testing will be initiated promptly. When appropriate, assessment will be conducted in the primary language of the student, or English or both, making certain that cultural differences are taken into consideration when determining eligibility.

The person who conducts the eligibility assessment will provide the Individualized Education Plan (IEP) team with information to help the team understand the impact of the student's disability as it relates to an English Learner. IEP teams will consult with at least one site or district staff person who can assist the IEP team in determining what special education services are necessary to provide the English Learner with access to core curriculum instruction. For English Learner students in addition to the required IEP team, it is essential that the IEP team include participants who have knowledge of the student's language needs (U.S Department of Education EL Toolkit, Chapter 6). The IEP must outline instructional decisions related to student's language acquisition and include a goal that addresses English Language Development. English Learners in grades K–12 with an IEP are to receive English Language Development (ELD) instruction from authorized teachers. See chapter six, which contains the specific pre-referral process for English Learners with possible disabilities.

> *Disability evaluations may not be delayed because of a student's limited English Language Proficiency (ELP) or the student's participation in language instruction educational program (LIEP). Also a student's ELP cannot be the basis for determining that a student has a disability.*
>
> *U.S. Department of Education EL Toolkit, Chapter 6*

Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. They may also be served through team teaching/mainstreaming with authorized teachers. In SDC classes, the authorized Special Education teacher provides ELD instruction to the English Learner. Bilingual staff should be assigned to the program to provide direct support to English Learners with an IEP, wherever possible. For more information regarding how school sites can support English Learners with disabilities, please see the document titled, *Addressing English Learners with Disabilities Tools* in Appendix B.

For initial Placement of English Learners in Special Education, see Chapter 6, including the two guidelines for pre-referral to a Special Education program, Appendix F: *Decision Making Process for Initial Referral of English Learners* and *English Learner Extrinsic Factors DRAFT*.

Expanded Learner Programs for English Learners

> Students who attend summer programs have better outcomes than similar peers who do not attend these programs . . . summer learning programs can mitigate summer learning loss and . . .lead to achievement gains.
>
> Wallace Foundation, 2011

Our summer programs for English Learners, *Riptide*, provides a thematic approach ensuring a rich and rigorous learning environment where English acquisition becomes a whole language approach within the content of literacy in Science and Math (see Figure 2.8 for a description of all the programs offered).

These summer school classes are meant to provide more than academic instruction; they provide a way of thinking and using language that results in increased fluency while students are learning content information.

Figure 2.8 *Riptide* Summer Expanded Learner Programs

Contra Corrente **Grades 1-2**	**Riptide to Reading** **Grades 3-5**	**Riptide for Survival** **Grades 6-8**	**Riptide Engineer** **Grades 9-12**
Students will be taught in Spanish two days a week and English two days a week about ocean habitats. There will be fun, language rich activities, a visiting scientist, and an outdoor showcase of learning at the end of the session.	Students will build confidence in reading while expanding their literacy skills by learning in this thematic approach around water. A visiting scientist will provide hands on labs exposing students to concepts in life science. A field trip providing students with the opportunity to demonstrate what was learned will occur at the end of the session.	Students will improve upon their literacy skills in this real world approach to reading, writing, listening, and speaking. Immersed in the theme of survival skills, students will collaborate, create projects, and attend field trips, all in an authentic approach to building students' acquisition of English.	Students will work together, thinking like scientists and mathematicians, to develop solutions for real world problems and apply this knowledge out in the field with planned trips. This is an A-G course designed to provide the frontloading necessary to ensure English Learners are prepared to take mainstreamed math and science courses.

Effective English Language Development (ELD) Instruction: Climate and Culture in the Classroom, Language Acquisition, and High Quality First Instruction

"In essence, our goal is to move the individual student by ensuring we provide a collaborative classroom, encouraging collaborative learning and cognitive growth which require group and self-reflection to move forward, gaining a deeper understanding of the language and the curriculum. This is why there is such an emphasis on the collaborative culture and climate of a classroom for English Learners. This atmosphere is clearly not only good for English Learners, but also provides excellent climate for high quality first instruction for all students."

CA ELA/ELD Framework

Purpose of this Section

TRUSD uses current, confirmed, and relevant research regarding English Language Development instruction to guide and inform all instructional practices and professional growth (see Chapter 4). In addition to being informed, teachers will need to be well trained diagnosticians, keeping the specific language needs of their English Learner students at the forefront of every instructional decision. In doing this, all of our schools and programs provide access and equity in learning for our English Language students because all of our schools serve English Learner students.

Best Practices for All English Learners K-12

Continuous Cycle of Improvement

The phrase *cycle of continuous instructional improvement* (CCI) describes the process by which teachers adapt instruction to meet the differing needs of their students, and by learning from experience and evidence, also improve their own practice (Weis, p.4).[5] In alignment with TRUSD's instructional mission, teachers of English Learners will use CCI to address the language needs of their English Learners, analyzing data or assessments that provide a picture of what students know and can do, to make adjustments to their instruction and differentiate lessons accordingly. Teachers need to use CCI to properly target instruction meeting students' language needs. Support for this work will occur in Professional Learning Community (PLC) (see chapter 3).

> Another misconception about how our students learn English is that language must first be learned before it can be used. 'We cannot delay academic instruction until students have mastered L2 skills. . . we cannot place . . . students' academic development on hold during this period." Mohan 2001, p. 108

Basic English Language Development Strategies

These strategies are further detailed in the TRUSD *ELD Instruction Program Evaluation Checklist* (*found in Chapter 4 Appendices*).

- Display of words (relevant to the topic, generated/designed by students)
- Sentence frames (modeled by the teacher/allows for student choice of use)
- Color coding (for a purpose, to emphasize how language works/writing structures, etc.)
- Graphic and semantic organizers (visually displayed and student copy to explain meaning-based connections)
- Living walls (charts/posters/picture sequencing/realia that connect content and language, constantly revised and referred upon)
- Models (for writing, close reading, academic conversations, etc.)
- Think Aloud (to be paired with modeling, stating your thought process as you model for students)
- Objectives (students understand and create their own learning goals based on them)

[5] This definition is provided by the Center for Continuous Instructional Improvement, part of the Consortium for Policy Research in Education at the University of Pennsylvania's Graduate School of Education.

- Collaborative Learning (through academic conversations, discussions, dialogue, provide sentence frames, or language models for students who may need the supports)

Effective Instruction for English Learners Begins with a Sound Theory of Language Learning

There are at least three different perspectives regarding language and how it develops (Van Lier and Walqui, 2012). A combination of all three perspectives put into practice results in high quality instruction and learning (see *Appendix B1, Understanding ELD Standards and Guidelines for Instruction* (California Framework).

1. Language as form

   Emphasizing sentence patterns, grammatical rules, parts of speech, word formation, focusing on student's ability to use these correctly.

2. Language as a set of discrete functions

   Emphasizes meaning or what is done with the language, focus is on communicative tasks, deemphasizing the importance of correct grammar usage versus meaning conveyed.

3. Language as action

   Emphasizes that English Learners engage in meaningful activities that engage their interest and that encourage language growth through interaction, planning, research, discussion, and co-construction of academic products of various kinds. During this type of work, language growth is carefully scaffolded by the teacher.

Use of Formative Assessments for Teaching and Learning

Formative assessment has the potential to enhance teaching and learning, especially for those students who face particular challenges, such as English Learners. Formative assessment can enhance the teaching and learning of EL students in particular. In order to use formative assessment effectively with this student population, teachers must attend simultaneously to the students' needs both in learning content and skills and in developing the English required to express their learning (Aída Walqui, Edynn Sato, and Stanley Rabinowitz, 2014 p.1). Formative assessment is part of the cycle of continuous improvement, integrating instruction and assessment, providing clear and timely feedback to students about their learning.

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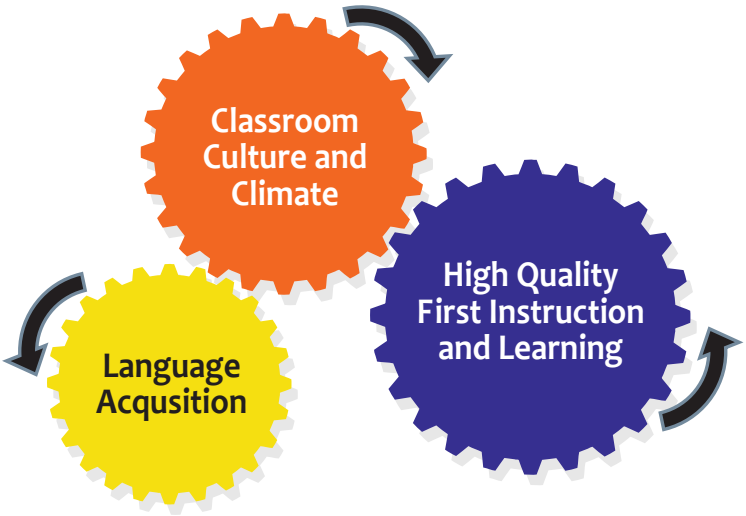
CHAPTER 3

Conditions for Learning and Supporting Systems for Staffing



Professional Learning and Support for Instruction

Overview

This chapter describes a design for planned and currently implemented professional learning in the Twin Rivers Unified School District. This professional development is for all adults involved in the education of our English Learner population and delivers the information they need to be effective in the lives of our students. Also included in this chapter are the staffing descriptions and responsibilities for all those staff members, other than classroom teachers, who are also instrumental in our English Learners' developing English proficiency.

Twin Rivers Unified School District is very rich in its diversity and languages spoken. One of the very important core beliefs adopted by our board is that "TRUSD will honor diversity and create equity across the district" http://www.twinriversusd.org/trustees/missionvision/ . Culturally Responsive Pedagogy (CRP) is an integral part of establishing this respectful and fostering environment for all of our students. It is a way of thinking that creates the important link between the home and school environments which encourages student success and growth. The academic achievement of these students will increase if schools and teachers reflect and draw upon the cultural and language strength (Gay, 2010).

The English Learner Services Department (ELSD) has identified three critical components that are interwoven in the CRP mindset to drive a focus for professional learning. These three components are **Classroom Culture and Climate, Language Acquisition,** and **High Quality First Instruction and Learning**. These are the gears in the engine that drives our English Learners towards proficiency. The ELSD delivers this information in order to ensure our students have the support they need to be academically and personally successful.

The ELSD works collaboratively with the Professional Development Department to provide all administrators, teachers and staff; specialized, pertinent, and research-based

staff development that is specific to the language needs of our students. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills and cultural proficiency required to work effectively with our English Learners.

The ELSD is committed to building the capacity of teachers in the three focus areas stated above. These areas are developed more specifically in the sections to follow. The professional development is supported by the district and occurs within all day workshops, district sponsored professional development days, after school hours, early out Wednesdays, summer offerings, web based online teaching modules, meetings with professional learning communities at school sites, coaching and honoring site requests for opportunities to learn.

Culture and Climate

The teacher sets the tone for the culture and atmosphere of the classroom and has a profound impact on our English Learners' growth. The interactions between teacher and student and the interactions between and among students establish a mindful culture that is primed to learn. The most salient catalyst in modifying intelligence is the interaction between the teacher and the student and the students and other students in the same environment (Feuerstein, Feuerstein, & Falk, 2010). The teacher creates the overall environment where children feel safe and are fully supported to succeed in ambitious intellectual activities (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

To acquire English as an additional language, English Learners need very specific supports that teachers must fully understand and consistently implement to ensure English Learners move rapidly toward proficiency. Students must feel safe and fully supported; they must be able to receive comprehensible input - oral or written messages that they understand; and they must simultaneously learn an additional language while concurrently learning content knowledge. Students must also process all this input and create well-formed language both verbal and written.

This learning can be blocked or hampered when the English Learner feels anxious or uncomfortable. The emotional states of students impact how well they learn (Rice, Levine, & Pizarro, 2007). There is substantial evidence that cognitive processes are strongly related to achievement. If negative emotions are linked to these processes, both anxiety and anger may disrupt students' ability to recall relevant material (Dikel, 2014; Craig, 2015; Linnenbrink, 2007; Linnenbrink, Ryan, & Pintricch, 1999).

Ensuring students are relaxed and open to learning is a first step in using school experience to reverse damage inflicted by trauma. This comfortable learning environment allows children to engage in learning activities that work with the brain's plasticity and strengthens the cortical areas of the brain affected by early trauma (Craig, 2015). Although many children from all different walks of life can suffer from trauma, as noted earlier, our refugees are a prime example of students who often suffer from trauma and stress related disorder (also called post traumatic stress disorder, PTSD). These children can experience feelings of anger, detachment, dysphoria or dissociation (Dikel, 2014).

> PTSD stems directly from experiencing a traumatic event. It can occur in childhood, adolescence, or adulthood, and can occur in individuals

> who have no previous history of mental health difficulties. It can cause severe anxiety and has significantly disabling symptoms that interfere with interpersonal, school and work activities . . . They experience negative alterations in thoughts and mood, with either inability to remember key aspects of the event, persistent negative feelings about themselves, blaming themselves for the event, persistently experiencing negative emotions, having significantly diminished interest in activities, feelings of detachment from others, or ongoing inability to experience positive emotions such as happiness, satisfaction, or loving feelings . . . PTSD can cause significant numbing to the environment, to the point that a student may appear overly quiet, withdrawn, and not engaged in classroom activities. Younger children may repeat the themes of their trauma in their play activities, drawings, and conversations.
>
> (Dikel, 2014, p.85-87)

When students feel safe, well cared for, free to express themselves and make mistakes, and are assured they are part of the classroom community; they are more likely to be academically successful (Bryk et al., 2010). There are various conditions that impede learning. These conditions can range from anxiety or nervousness to traumatizing post-traumatic stress disorder. Many of our refugees come to us with these conditions. Neurobiological research demonstrates that the experience of violence alters the neurochemistry of an individual in ways that may impact learning or may mimic or create learning disabilities. (Perkins & Bermann, 2012). This is also the reason we are quite careful about referrals of English Learners for special education services (*see* Chapter 6 for pre-referral guidelines).

There are numerous texts that support and guide an in-depth study by teachers and staff. Two noted above, specific to the work we do as educators, are *Trauma Sensitive Schools: Learning Communities Transforming Children's Lives, K-5* (Craig, 2015) and *The Teacher's Guide to Student Mental Health* (Dikel, 2014). These texts provide underlying causes of many student behaviors and supports for the classroom teacher.

Critical to our children's ability to recover from anything that hampers their learning is a carefully constructed classroom environment which fully supports who they are as individuals. The teacher must be fully conscience of all their students' strengths, assets and challenges in order to fully support their students' learning. Teachers' approaches and "*ways of thinking* [have] a profound effect on the educational outcomes of their students." (Gibbons, 2009, p. 166)

Our district's professional development for teachers addresses the need to make a student feel comfortable and emotionally supported in the classroom to gain the confidence and courage needed to take risks by including speaking another language in front of their peers. The district's restorative practices approach also supports the importance of a welcoming schoolwide culture and climate. "The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain, and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behavior and contributes to the improvement of learning outcomes." (www.restorativepractices.org).

In addition, the Multi Tiered Support System (MTSS) program in TRUSD addresses the need for Professional Learning around the relationship between student behavior and their emotional state. The MTSS learning communities support the design for professional learning in the critical area of a positive, healthy and supportive classroom environment.

The classroom is an extension of the global society. This is where the students learn to collaborate, negotiate, participate, share, and understand alongside their peers. It is a place where respect for others is modeled all day, every day. This modeling starts with the classroom teacher.

Suggested Examples of Professional Learning for Teachers that Supports Developing a Positive Classroom and Culture:

Strategies for Establishing Culture and Climate

- Welcoming students every day (all grade levels K-12)
- "What's in a Name?" - The building blocks to the classroom community begins with understanding the rich history and importance behind each students' name
- "Round Up Routines" - Provide a check-in, e.g., current events, celebrations, questions from previous classes or homework, reviewing the day's agenda, daily surveys
- United by stories and language – Demonstrating the use of poetry and shared reading as vehicles for classroom inclusion
- Heritage Projects – Opportunities for the student to bring their cultural and linguistic knowledge and experiences to the classroom
- Shadowing to collect student engagement information and help determine cultural and linguistic needs (Soto-Hinman, 2010)

Maintaining the Atmosphere of Inclusion and Respect

- Restorative Circles – A type of classroom meeting used as a time to come together each week or whenever necessary to discuss current events, address any current issues, discuss and/or negotiate the learning progression, and celebrate successes
- Builds trust with and among students, fostering relationships that allow students to thrive academically
- Cooperative Learning – Students are working in groups sharing ideas, work and struggles
- Culturally Relevant Teaching – Purposeful references to the culture and languages of the students within the instruction. Learning of the students' backgrounds is imbedded in the daily practices of the classroom.
- Freedom to Choose – The role of choice is considered to be directly related to climate of the classroom and the achievement
- Equity Walkthroughs – Utilizing the model from Dr. Nancy Dome, teams of teachers visit classrooms and observe using a template to highlight examples of culturally responsive environments

Language Acquisition and Learning

To ensure language acquisition and learning is purposeful and uses a strategic process that capitalizes on multiple resources, both elementary and secondary teachers need to understand how students develop their language. But first teachers should "examine their own language use as well as their views about particular ways of speaking and writing" (Valdes, G., Bunch, G., Snow, C., & Lee, C. with Matos, S., 2005 p. 127). All teachers must understand how English works, including the structures used in speaking and writing, so they can assist all students, especially English Learners, acquire an additional language. Once teachers have that specific understanding, they can support their English Learners in developing the ability to expand on ideas and enrich them. They can help their students use language purposefully: describing, explaining, persuading, informing, justifying, negotiation, entertaining, and retelling (ELA/ELD Framework, 2015).

Teachers need to know why certain strategies are more effective for English Learners. The learning of another language is not only a social process but also requires a structural process, a process that ensures students understand how a language works. "Language is the medium through which teaching and learning take place in schools, the medium through which we transform and develop our thinking about concepts; and in the way, language and content are inextricably linked (Halliday, 1993) Our district goal is that all students reach advanced English Proficiency.

> *Language is the medium through which teaching and learning take place in schools, the medium through which we transform and develop our thinking about concepts; and in the way, language and content are inextricably linked.*
>
> Mark Halliday, 1993

Teachers must have a higher ability to not only use language, but understand and convey its nuances. This metalinguistic ability requires the teacher to have full awareness of himself/herself and their listeners (students), and to understand their mindset and how they and their students (their listeners) make choices regarding the specific language they use. Metalinguistics is an awareness and control of the linguistic components of language. If the teacher does not have this awareness, and the ability to think and discuss language and the effective use of language, she/he cannot convey it to their language learners (Valdez, et al., 2005).

All language users control their language through multiple decisions or choices determined in speaking, discussing, and writing. These choices include: vocabulary, intonation, tone, volume, (collectively called register). The language appropriate to a particular situation. This communicated awareness also includes language behaviors: body language, posture, facial expressions, eye contact, non-verbal responses (nodding yes, shaking no) gestures or touching. Most judgments that language users make regarding what language use is incorrect is actually a decision regarding the most effective register for the situation (Valdez, et al., 2005). Teachers are reminded to work with their English Learners using effective communication and not focusing solely on "correct" usage. For example, when students are working to formulate their ideas on a particular subject or asked to develop a theory, asking them to always use complete sentences is not an effective way to ensure students express these ideas well. We all develop

ideas and in thinking out loud about them, we speak in fragments, presenting our thoughts. English only individuals do not think in complete sentences. Why then would we work on the correctness of delivery when the register does not require that in this moment? (Gibbons, 2006, Halliday, 2014).

Important for teachers to note is the nature of variations in their own speech (Valdez, et al., 2005). These variations are used deliberately in different linguistic circumstances throughout the delivery of content instruction. This means that the math teacher, science teacher, third grade teacher and English Language Development teacher are all thinking about the language of the text the students are reading, the language they are encouraging the students to use in a collaborative setting, and the language they use to show what they know. In the classroom, they are taught to use a formal register for essays and classroom discussions vs. an informal register such as the language of socializing with a friend or family member.

It is critical for all language users to understand the full linguistic significance of the language (Halliday, 2014). When we ignore that, we miss an opportunity to effectively teach our students.

Understanding the relationship between a student's primary language and how one acquires another language will significantly contribute toward English Learners' language acquisition. Any transferable knowledge a student has only assists their learning. If the student has the understanding of an alphabetic system or is able to comprehend text in their primary language, these skills can be used in learning an additional language. Storytelling, songs, prayers, poems, idioms occur in all languages and we can consciously call attention to similarities and difference as a part of very purposeful instruction. "Effective programs ensure that students do not lose valuable time relearning what they already know or (conversely) miss critical teaching [that] their native English–speaking peers have already received" (ELA/ELD Framework, 2015). Critical to our students' success is our own deep understanding of the multiple registers of the English language.

There are also unique aspects to the teaching of English Learners with some requiring deeply focused support. Our department is addressing a national and districtwide increase in the number of Long Term English Learners and the influx of newcomers and refugees from other countries. "The US has a strong commitment to protecting refugees and Sacramento is one of the top cities in the country for receiving and resettling these newcomers." (http://worldreliefsacramento.org/) In addition, we must address the needs of our students who, born here, enter school as English Learners and continue to remain English Learners for years. Statistics regarding English Learners and secondary schools indicates that 80% to 90% of English Learners in middle and high school are actually born in the United States (Calderon & Rowe, 2011).

Suggested Examples for Professional Learning:

Overview of English Language Development Standards

- How the standards are organized focusing on interaction with language and then learning about language
- Foundational Reading Skills and the English Learner
- Introduction to the ELA/ELD Framework

Model of Appreciative Inquiry

- Assessing language needs by analyzing student work
- A study of the students' primary languages and how this helps to teach English
- Sharing language proficiency with the students and setting goals
- Give students multiple opportunities to use language (birth to adult)

High Quality First Instruction and Learning

High Quality First Instruction and Learning must be present in all classrooms every day. All classrooms (English Learners and mainstream) must address every day, the ongoing language learning needs of each student and the language demands of the subject. It is not enough for teachers to provide classroom instruction; the critical result of that instruction must affirm students are learning.

Regardless of the program or curriculum being taught in the classroom, student learning has a positive correlation to teacher quality. In fact, ". . .student demographic characteristics are strongly related to student outcomes . . . they are less influential in predicting achievement level than variables assessing the quality of the teaching force." (Darling-Hammond, 2000, p. 32). Other studies elaborate on the concept that teacher quality is the greatest determining factor for student achievement (Cohen & Hill, 2001; Darling-Hammond, 2000). The final component to the professional learning plan is best practices and high quality first learning for all English Learners. The ELSD is interested in seeing the delivery of engaging and motivating lessons for all students. The work the students are asked to do should be meaningful, purposeful and challenging. It is important that the teachers are constantly seeking feedback on their students' learning, so they may always deliver instruction that stretches the English Learner to reach the next level. Simple ways of knowing include formative assessments, interviews, writing samples.

> *"Robust learning and high quality instruction should be the expected outcomes of school practice. English Learners should acquire grade level content with high standards in rich learning environments with highly prepared teachers. Continuous progress toward developing academic English, reading comprehension skills and academic content language are important related goals that should be monitored and assessed until students are achieving."*
>
> *U.S. Dept. of Education, 2008*

The professional development offered by the district and the ELSD shows teachers how to identify the language needs of their students with examples provided for how to address those needs. Teachers are encouraged to collaborate and create lessons using the vignettes from the ELA/ELD framework, Area 3 Writing Project, Guided Language Acquisition Design (GLAD), *Universal Design for Learning*, *Understanding by Design* and other research-based resources. All lessons are supported by the Common Core State Standards and the California English Language Development Standards. The ELA/ELD framework demonstrates how language can be delivered through content; the Next Generation Science Standards are embedded in the instruction as well, providing a cross disciplinary approach rich in concepts.

> *Reflective practitioners think critically about their own practices and avoid the temptation to locate the causes of underachievement in the students or in their home backgrounds." (Gibbons, 2009, p.166)*

The students in classrooms work collaboratively. The teachers learn how to create lessons with limited teacher talk, small group instruction, and cooperative learning. Students are expected to "participate in sustained dialogue on a variety of topics and content areas; explain their thinking and build on others' ideas; construct arguments and justify their positions persuasively with sound evidence; and effectively produce written and oral text in a variety of informational and literary text types" (CA ELD Standards, 9-10). These models for teaching bring instant results for all English Learners and joyful learning directly into our classrooms.

Suggested Examples of Professional Learning for Teachers that Supports High Quality First Instruction

Programs/Trainings that are currently in place:

- Sobrato Early Academic Language (SEAL), K-3 Approach
- Guided Language Acquisition Design (GLAD)
- Area 3 Writing Project
- Multiple-Tiered System of Support (MTSS)
- PD on the Road

Suggested Texts to support Professional Learning and Coaching

- *Classroom Talk: Creating Contexts for Language Learning* (Gibbons, 2015)
- *Moving from Spoken to Written Language with ELLs* (Soto, 2014)
- A Focus on Academic Language (CDE, Ch. 4)
- *The Common Core State Standards in English Language Arts for English Language Learners* (Spycher, 2014)
- The ELA/ELD Framework http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- *Embedded Formative Assessments* (Wiliam, 2011)
- *Understanding by Design (*Wiggins & McTighe, 2005)
- *Classroom Instruction that Work for English Learners* (Hill, 2006)
- *Vocabulary for the Common Core* (Marzano, 2013)

- *Bridging Discourses in the ESL Classroom: Students, Teachers and Researchers* (Gibbons, 2006)
- *scaffolding language scaffolding learning: Teaching English Language Learners in the Mainstream Classroom* (Gibbons, 2015)
- *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity of California's Long Term English Learners* (Olsen, 2010)

Delivery

The ELSD makes every effort to encourage each school to create an English Learner Professional Learning Community (PLC) with the goal to increase the achievement of English Learners. These specialized PLCs are designed to assist with the implementation of Professional Development at the site level including but not limited to all elements of the *Roadmap to Learning*, the English Learner Master Plan, CELDT testing, planning and delivery, the reclassification process and the continued evaluation of the site ELD programs. The intention is to build the capacity of the school to guide continuous instructional improvement for our English Learners.

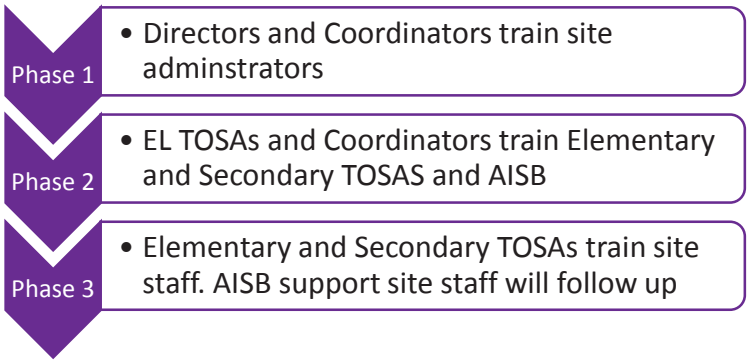
Professional Development opportunities will also be offered through *My Learning Plan* and may take place after school, on Saturdays, staff development release days and early out Wednesdays.

Evaluation

The effectiveness of the ELSD support will be monitored through teacher surveys, student interviews, and data analysis. We will work with our Assessment and Accountability Department to determine if the correlation coefficient is statistically significant, satisfying consistency, specificity, temporality, gradient, plausibility, coherence, verified through experiment and analogous.

Training on the English Learner Master Plan

Because more than 30% of our students are English Learners, it is critical that all teachers and administrators are trained on all the components of *The Roadmap to Learning: The Role of Teaching and Learning in the English Learner Master Plan 2016-2019.* This training includes an understanding of the vision and philosophy behind effectively teaching an additional language to our students. It will address principals' responsibilities as the site leader, accurate identification and placement of English Learners, programs, effective teaching strategies, accurate diagnosis of strengths and challenges



of our students, the critical need for parent partnerships and educational support, data-based evaluation and the development of site English Learner teams.

Staffing and Authorization

Faculty, administrators, coordinators, specialists, TOSAs, and support staff are all needed to ensure our English Learners achieve English proficiency. We need highly qualified teachers to provide English Learner services, core-content teachers who are highly qualified in their field as well as trained to support English Learners, and trained administrators who feel confident they can effectively evaluate these teachers. Twin Rivers provides significant professional development and follow-up training in order to prepare English Learner program teachers and administrators to effectively implement all programs and ensure that the classroom support needed for English Learners is present in all classrooms.

Twin Rivers employs teachers who are fully qualified with the authorization to teach English Learners. Certified teachers will hold the Cross-cultural Language and Academic Development Certificate (CLAD), or the Bilingual Cross-cultural Language and Academic Development Certificate (BCLAD). Teachers who provide academic instruction in Spanish at one of the two Bilingual Alternative Schools must have the BCLAD. All teachers in Twin Rivers possess the CLAD certificate or the equivalent authorization for teaching English Learners. All newly hired teachers participate in professional development before school begins to get an overview of the students and programs they will be teaching.

Requirements for Teaching English Learners according to the State of California Commission on Teacher Credentialing:

A teacher who is assigned to provide any of the following services must hold an appropriate authorization to provide the instruction to students.

- Instruction for English Language Development (ELD)
- Specially designed academic instruction delivered in English (SDAIE)
- Content instruction delivered in the primary language
- Instruction for Primary Language Development

Figure 3.1 Requirements for Teachers of English Learners

District Position	Credential Required	Professional Development Provided/Suggested
Secondary Department Chairs—English Language Development	Single Subject English	Professional Learning Community Peer Observation TOSA Support SAC Meetings
Long Term English Teachers	Single Subject English	Articulation Meetings Professional Learning Community Peer Observation

		TOSA Support
District Position	**Credential Required**	**Professional Development Provided/Suggested**
Dual Immersion/Bilingual Teachers	BCLAD – Spanish model CLAD – English model	Articulation Meetings Professional Learning Community Peer Observation TOSA Support
Elementary Mainstream Teachers	CLAD or CTEL authorization	Introduction to English Learner Master Plan Professional Learning Community Peer Observation TOSA Support

For more specific information, please see table 1 on page 3 of the following link: http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf

Department and Support Staff

Academic Intervention Specialist - Bilingual

This position supports the sites in the following ways:

- Provides site administration and staff with English Learner data - from student information systems, *Illuminate* and any other software program used to house student data, including SEIS - needed to ensure student monitoring and success. The AISB does not typically enter student data.
- Biannually compiles English Learner school-wide reports and provides a narrative or presentation of that report to site audiences.
- Reviews student data to create clear, accessible meaningful student data for site administrators and individual teachers.
- Researches, files and electronically records all English Learner data needed and ensures it is readily available and accurate.
- CELDT annual and initial testing organization, scheduling and follow up.
- Assist with: the reclassification process, ELAC monitoring, Newcomer Orientations, Language Dominance Test, EL/RFEP monitoring process.
- Maintenance and timely updates of the Academic Progress Folders (purple folders) for all English Learners. The goal is to have all these files converted to electronic files that the AISB will maintain.
- Effectively uses software to be able to manipulate, compile and present data in a clear and comprehensible format.
- Bilingual and Biliterate in the main primary language of the site's English Learners and also bilingual and biliterate in English for contacts with students, parents, families,

teachers, administrators, and Newcomer Programs attendees, and any other programs implemented by the English Learner Services Department.

- Initiates and maintains ongoing communication between school site/district/feeder sites to impact academic performance, including tracking English Learner and reclassified students' grades, attendance, and overall performance and sharing that data with teachers, administrators and district office.
- Track all site English Learner equipment and materials, working with the librarians/library techs as needed.
- Assists counselors and/or administrators to ensure all English Learners are appropriately placed. Reviews English Learner program placement after reclassification. At the elementary level, the AISB must notify the teacher of the English Learner students' new classification, so the teacher can adjust his/her curriculum accordingly.
- Works with counselors or administrators with preparation and presentation of in-service training sessions for staff or parents specific to English Learners.
- Work with site administrators, English Learner Leads, and English Learner Department Chairs to support all District English Learner programs at the site level.
- May serve as a liaison between non-English speaking parents, families, the school/district and/or community agency personnel by translating verbal and written communication in a designated language.

Bilingual Paraprofessional

In this position the Bilingual Paraprofessional (BP) assists one or more teachers with direct primary language support for students in a classroom setting where bilingual/biliterate skills are required. Provides instructional assistance that reinforces language acquisition for Emerging (CELDT 1 and 2) English Learners individually or in English Learner groups in the classroom. They do not support English Learners in any English or English Language Arts or English Language Development class or during English instruction at the elementary level.

- Provides, when necessary, primary language support for Emerging (CELDT 1 and 2) students. In order to fully support students' English development. This primary language support must diminish, as words, phrase, sentences, and extended thoughts are retrieved from their memory and formulated by the student. The goal is to assist students in using English as much as possible.
- Understands and responds to each English Learner students' particular academic needs.
- May contact parents concerning child's academic progress, including attendance.
- Assists with and may administer English Language Development tests.
- Maintains English Learner Academic Files (purple folders).
- May attend parent conferences and/or Individualized Educational Plan (IEP) meetings as necessary to interpret and observe the connection between interventions and education goals.
- Performs other duties as assigned that support the overall objective of the position of primary language support for CELDT 1 and 2 students.

English Learner Services Coordinator

The English Learner Coordinator is a management position that is accountable for coordination, articulation, and implementation of the English Learner K-12 program.

- Plan, organize, coordinate and implement all events and tasks for a districtwide English Learner program.
- Communicates regularly with the Director of English Learners on the progress and implementation of the K-12 English Learner program, using established metrics.
- Work with data and the Assessment and Accountability Department to provide ongoing feedback regarding the efficacy of our English Learners programs.
- Design efficient practices to ensure English Learners students move swiftly through to proficiency.
- Support site's English Learner Teams though data support and analysis, identification, placement, and reclassification.
- Ensure ongoing consistent delivery of high-quality workshops and other professional development events on a regular basis that addresses our focus areas for our English Learners.
- Submit quarterly reports on students' progress for K-12, using agreed upon measures.
- Work with English Learner TOSAs to design, implement, and supervise districtwide English Learner Summer School Interventions.
- Keep current with local, state, and federal guidelines for ELA/ELD, including common core in Math, English and Social Science, and Next Generation Science Standards implementation.
- Communicate regularly with stakeholder groups.
- Assist in educational support for our parents.
- Manage state and federal evaluation tools.
- Perform related duties that support providing effective services to our English Learners.
- Coordination for specialized programs (e.g. Dual Language Immersion, Sobrato Early Academic Language Model, Riptide Extended Summer Program).

English Learner Site Department Chairs

The Department Chair is an extra duty assignment held by a full time employee who teaches a minimum of three periods of classes with English Learners and has two years of teaching experience in the subject matter area.

- Must attend District subject area meetings taking back information to the site English Learner team.
- Create and execute CELDT plan for site.
- With the site English Learner team, complete reclassification process for the site.
- Monitor RFEP students according to district process.
- Share English Language Development strategies with the staff through PLCs.
- Share district mandates, programs and initiatives with staff.

- Carry out duties as instructed by the site administrator.

English Learner Site Contacts K-6, English Learner Department Chair 7-12

The role of the Site Contact K-6 or the English Learner Department Chair 7-12 is to act as the conduit between the school site and the English Learner Services Department. The site contact works closely with the site's Academic Intervention Specialist, Bilingual and/or the site's Bilingual Paraeducator. The suggested site responsibilities are as follows:

- Participate in district Subject Area English Learner Committee (SAC K-6 or 7-12)
- Attend DELAC/ELAC meetings.
- Attend bi-monthly Site Contact meetings.
- Create and execute CELDT plan for site.
- Pick up, score, and return all CELDT testing materials.
- With the site English Learner team, complete reclassification process for the site.
- Monitor reclassified students according to the district process.
- Share English Language Development strategies with the staff through PLCs.
- Share district mandates, programs and initiatives with staff.
- For Elementary - Establish and monitor *Imagine Learning* student accounts.
- For Secondary - Review and ensure appropriate placement of all English Learners in the master schedule. Ensure that as soon as an English Learner is ready to move to a more challenging class, she/he is moved immediately. We do not wait for a more convenient time (e.g., at the end of the semester or the end of the year).

English Learner Services Teachers on Special Assignment

These teachers are trained in the area of language acquisition and high quality instruction and learning. They work collaboratively with the English Learner Services Department team (Director, Coordinators, Translator Technicians, and support staff). They are to remain current in the latest research, continuously improving their craft, and working with the ELSD in assisting with delivering this information to district staff through:

- Multiple Professional Development opportunities (PD) in various settings including online learning modules.
- Support for Professional Learning Communities (PLCs).
- One on one coaching meetings with teachers.
- Curriculum development.
- Maintaining the department website with current resources.
- Support for the adoption of new curriculum.
- Planning and curriculum development for ELSD summer enrichment programs.
- Provide demonstrations/videos of high quality teaching strategies.
- Teacher support, lessons, and guides/supports for newcomer students.
- Training specific to English Learners for Elementary, Secondary, and curricular TOSAs.

- Implementation assistance for the Dual Language Immersion program.
- Coaching and curricular support for a preventative Long Term English Learner (LTEL) program at the elementary level and at the secondary level providing training and coaching for teachers of LTELs.
- Collaboratively creating and supporting department initiatives.
- Working with the Director, EL Coordinators, Site Contacts, English Learner Department Chairs on planning and facilitating Subject Area Committee (SAC) Professional Learning Communities for ELD K-12.

Recruitment of Staff

The ELSD is supported by the Human Resource (HR) Department which is actively seeking qualified individuals to teach our students. The HR Department travels all over the state of California and visits colleges nationwide to find teacher candidates that represent our student populations through language and culture. We also maintain direct contact with teachers in various internship programs and with neighboring universities to inquire about qualified individuals who may be available to teach in our various programs.

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Chapter 4
Program Guide and Evaluation

Twin Rivers recognizes that the education of our students is the responsibility of all members of our district. Accountability work is everyone's responsibility. This includes students, parents, and all personnel at the school and district levels—teachers, counselors, staff members, and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to ensure a fully effective assessment and program evaluation plan for English Learners. All understand that access to core instruction is critical to the success of our English Learners.

> *Change your language and you change your thoughts.*
> *Karl Albrecht*

Program Evaluation

Program evaluations are ways to assess the efficacy of the work we do with and for our English Learners. They also ensure we are always learning about our program and our students. "Assessment activities should themselves be examples of worthwhile learning." (Gibbons, 2015, p. 211). The activities described below provide ways for the English Learner Services Department (ELSD) team, as well as site-level and district-level educators, to learn how to improve our programs.

Part 1 This section begins the seven overarching goals and evaluation questions that guide our program evaluation.

Part 2 Provides a brief explanation of the data sources and program audit tools used to determine to what extent we have reached these seven goals.

Part 3 Indicates future programs that will need a review process.

Part I

Goals and Evaluation Questions

The district will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are structured around seven goals. The assessment activities will focus on the evaluation questions listed below.

1. English Learner programs are fully implemented as described in the Master Plan for English Learners
    - Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?

- To what extent is the Master Plan for English Learners useful to teachers, administrators and parents as a tool to meet the needs of English Learners and staff?
- Is the Long Term English Learner (LTEL) program fully implemented for both elementary and secondary?
- Is the ELSD, sites, parents, students, and district educators working together to ensure there is a Newcomer Program, based on research and student and parent input, developed by 2017-18?

2. English Learners will have full access to the core curriculum
    - Are English Learners given full access to core instruction?
    - Are English Learners receiving daily English Language Development (ELD) instruction specific to their unique language learner needs?
3. All English Learners will master the English language as efficiently and effectively as possible.
    - Are English Learners making adequate progress on ELD benchmark assessments?
    - Do English Learners exceed the state's Annual Measurable Academic Objective (AMAO) with regard to English?
    - Do English Learners make gains of 1-2 levels per year on the California English Language Development Test (CELDT)? When English Language Proficiency Assessment for California (ELPAC) is implemented, this goal will be adjusted to align with ELPAC measurements of progress.
    - Are 85% or more of English Learners reaching reasonable fluency on the CELDT in 5 years or less?
    - Are 85% or more of English Learners reclassified within 6 years?
4. English Learners will achieve academic success comparable to English Only (EO) students.
    - Are English Learners making adequate progress on benchmark and California Assessment of Student Performance and Progress (CAASPP) assessments in content areas (ELD, English Language Arts-ELA, and math) and science and social science on site common assessments or district benchmark assessments?
    - Do English Learners and Reclassified Fluent English Proficient (R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?
    - Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in mathematics?
    - Are English Learners (and R-FEPs) in high school making expected progress toward graduation?
    - Are English Learners proportionally represented in Special Education and Gifted and Talented Education (GATE) referrals?
    - Are English Learners (and R-FEPs) proportionally represented in the following categories:
        a. Graduation rate
        b. Meeting UC/CSU A-G requirements at high school graduation
        c. Taking and passing college entrance examinations

d. Being admitted to two and 4-year colleges/universities

- Is there an annual increase in the percentage of English Learners (and R-FEPS) for each of the success factors listed in the previous item?

5. Parents of English Learners and R-FEPs participate meaningfully in their children's education as compared to English Only (EO) parents. This goal will assist sites in thinking about how they involve parents of English Learners.
   - Are parents of English Learners and R-FEPs as likely as parents of English Only (EO) students to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?
   - Is the rate of English Learners and RFEP parent engagement increasing, as measured by volunteer work, ELAC/DELAC participation and other venues that may be used by EO parents for communication between home and school?
6. Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for EO.

   Are English Learners (and R-FEPs) overrepresented in the following categories:
   - Excessive absences and tardies
   - Suspensions, expulsions, other discipline
   - Retentions in grades K–6
   - Dropouts
   - Enrolled in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies
   - Percent Far Below Basic and Below Basic on the California Standards Tests (CST) or meets standards on the California Assessment of Student Performance and Progress (CAASPP)
   - Is there an annual decrease in the percentage of English Learners and R-FEPs for each of the risk factors defined in the previous bullets?
7. Students enrolled in the Dual Immersion Program will master language skills in Spanish and English.
   - What percentage of all students (English Learners, Initial Fluent English Proficient, R-FEPS, EOs) participating in this program score at/above proficient in Spanish Language Arts and mathematics on the state Standards Test in Spanish?
   - Establish an assessment goal for the Standards Based Tests in Spanish (STS)/District Benchmarks or a comparable measure of academic achievement in Spanish?
   - What percentage of all students (ELs, I-FEPs, R-FEPS, EOs) participating in this program score at/above proficient in English Language Arts and mathematics on the CST/CAASPP?

Part II Data Based Systems and Program Review

This section establishes how our site and district structure will work together to accomplish these seven goals.

Data-Base Systems

Twin Rivers Unified School District uses the district student information database, Aeries and *Illuminate*, a data and assessment system for monitoring student achievement. *Illuminate* contains student California English Language Development Test (CELDT) or English Language Proficiency Assessment for California (ELPAC) assessment scores, California Assessment of Student Performance and Progress (CAASPP) results, subject and grade level benchmarks, as well as historical scores,[1]California High School Exit Exam (CAHSEE) and the California Standards Test (CST). Other assessment tools includes the Principals' Assurances Checklist, more-fine grained classroom data, including student work, 1x1 interviews, running records, conference, data charts, and classroom walkthroughs.

Program Review, Program Audit Tools, and Program Redesign Based on these Measures

1. ***Principal Assurances Self-Review:*** **Principal's Checklist for English Learners (**Appendix D)

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals will work with the English Learner Services Department (ELSD) to complete sections of the *Principal's Checklist for English Learners* and submit them to the Director of the English Learner Services Department. This facilitates ongoing communication with the Director of ELSD, and assists in the monitoring of consistent implementation of this master plan throughout the school district.

Each site principal is responsible for ensuring that English Learners have access to core curriculum.

Secondary principals, using the English Learner Placement Criteria, will work closely with counselors, site contacts (elementary) or site English Learner Department Chairs (secondary) in the development of the Master Schedule to ensure that these sections reflect the needs of English Learners. The Director of English Learner Services, working with site administrators and the Directors of Elementary or Secondary, will review Master Schedules and will work closely with English Learner Coordinators and English Learner Teachers on Special Assignment (TOSAs) to determine appropriate placement and instruction of English Learners.

Principals will submit these checklists three times per year (November, March, and June).

*2.**Instructional Schedule Reviews-** English Learner Coordinators will review the Principal's Checklist for English Learners*

All schools will review their ELD instructional schedules, ELD Class Rosters, and Master Schedules and submit them to the Director of English Learner Services within the first three

[1] California still has current high school students with CAHSEE scores. The new assessment, California Assessment of Student Performance and Progress (CAASPP), which displaced the CAHSEE, is now in its second year.

weeks of the beginning of each school year or anytime there is a student schedule modification. These changes are reviewed by the EL Coordinators and the Director.

The reviews will include monitoring of ELD schedules (secondary), designated instructional plan and implementation (elementary), and ELD groupings by specific language challenges (not by CELDT level). Assessment and appropriate placement of our English Learners, including the flexibility of scheduling that supports students moving rapidly from a current course or class to a more challenging one is also critical to the success of this program.

Teachers, using *Illuminate* or the current student database, will create appropriate ELD groupings by language challenges to ensure that every English Learner's need is appropriately addressed. The Coordinators for English Learner Services will review ELD schedules and ELD groupings by language challenges.

English Learner Document Reviews: English Learner Document Review Calendar and Checklist (Appendix D)
All schools, with the work of their Academic Intervention Specialists Bilingual (AISB) or assistance of their site Bilingual Paraeducators (BP), will conduct annual monitoring by consulting the *English Learner Document Review Checklist* and reviewing key files and documents to ensure the students' English Learner Academic Progress Folders are complete. Sites will have a site contact (elementary)/Chair (secondary)/Academic Intervention Specialist Bilingual (AISB) or a Bilingual Paraeducator (BP) or a combination of the above whose job it will be to monitor these folders. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. Documents that are sent home will be translated into the home language. Other documents will be translated upon request. [2]

3. **ELD Instructional Walkthroughs** *(district and site facilitated reviews)*

- *Program Evaluation*

These will be conducted annually at selected sites to determine evidence of a standards-driven learning environment, active student participation and engagement, and implementation and alignment of site and district initiatives.

These district facilitated reviews will consist of school teams, which will include the site principal and other site administrators, site Teachers on Special Assignment (TOSAs), EL TOSAs, Leads (elementary)/Chairs (secondary), ELSD Director, and an EL Coordinator. Once the evidence is discussed, findings will be compiled and used to determine next steps for school improvement and celebrations.

Making complex works accessible to young readers, particularly those whose reading and language skills lag far behind their thinking skills, requires artful instruction.
ELA/ELD Framework, p 1044

[2] Translations will be provided by qualified interpreters and are available upon request. To request these translation/interpretation services please contact: Sonya Lewis, English Learner Services Department, Secretary (916) 566-1600 ext. 50184 or email Sonya.lewis@Twinriversusd.org

- *Classroom Walkthrough*

At each site evaluated, a random selection of ELD and mainstreamed teachers will be visited. These visits will be documented with three program evaluation tools (see Appendix D):

California ELD Standards - Proficiency and Level Descriptors
ELD Instruction - Program Evaluation Checklist: The Three Components (Chapter 3)
English Learner Program Evaluation CSTP Checklist by Standards

The information and criteria on these forms has been gathered from the ELA/ELD Framework and multiple pieces of research (see below and the reference page at the end of this chapter).

For example: The 30/70% model indicates that the optimal learning environment for English Learners is providing them multiple opportunities to speak at least 70% of the time. When teacher talk is more than 30% of the class time, teachers inhibit the learning of their students.

This talk allows students to practice the use of the language and the remodeling of language to convey their own thoughts. Learning the significance of talk for learning and language development is not merely an outcome of previous learning but of the process of learning itself. Stress and anxiety can also inhibit learning and therefore learners also need to be in environments in which there are multiple opportunities to practice language in situations that they find personally rewarding (Gibbons, 2006; Mohan 2001; Soto, 2014).

If students are to be successful, educators must also pay particular attention to the social-emotional health of our students. It is more critical than ever for our "educators to shift the traditional concern with the kind of cognitive processes and conceptual structures involved in learning towards a concern with the kinds of social engagements that provide the most effective and appropriate context for curriculum learning to take place." (Gibbons, 2006, p. 21).See also the British Council's piece on *Teacher Talking Time* (2007, and Chapter 3) https://www.teachingenglish.org.uk/article/teacher-talking-time and Halsey, *Brilliance by Design: Creating Learning Experiences that Connect, Inspire and Engage* (2011).

Professional development in specific concepts, skills and knowledge needed to directly impact swift and deep language acquisition and the transfer of this teacher training to the classroom is an important item measured in these classroom walkthroughs.

4. **Indicators of Risk for School Failure to Determine Supports Needed**

The ELSD Coordinators will request and collect the following data regarding English Learners:

- Suspensions, expulsions, and other disciplinary actions
- English Learners identified for Individualized Educational Plans (IEP's)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention Rates
- Attendance
- Credit deficient high school students (9th–12th grade)
- Completion of A–G requirements

- Graduation and dropout rates

5. Site Level Needs Assessment Meeting

The program review meeting and the self-review materials will assist sites in determining strengths and areas of need in their programs and to make adjustments accordingly.

Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use ELD and CSTP Instructional Walkthrough Form to do self-assessments on program implementation.

School visitations conducted by administrators and central office personnel will provide an additional perspective regarding classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional growth.

6. Districtwide Measures

The district will need to also review their work in support of the English Learner Programs. This will include:

- Long Term English Learners (LTEL) (see *LTEL District Checklist*, Appendix D)
- Professional Development Surveys: *PD on the Road*, Area Three Writing Project, LTEL Training, SEAL K-3 Program Model implementation, Native Speakers Training
- *Riptide* Extended Learning Program Reviews
- Structural Staff Trainings: AISB, Leads, Chairs, Principals (see *My Learning Plan* and *Edivate*)
- Site Support Surveys: Site secretaries and site support staff
- Provide combined ELA/ELD Training for those teachers of English Learner Development classes and mainstreamed teachers (DeJong & Harper, 2005)

Part III Programs in Development That Will Require An Assessment Tool

SEAL K-3 Literacy Program

The Sobrato Early Academic Language Model (SEAL) is designed as a comprehensive model of intensive, enriched language and literacy education designed for English Language Learners, starting in preschool and continuing through third grade. It was designed by Dr. Laurie Olsen, a national expert in English Language Learner education. A national advisory group provided initial input, and continues to advise the project as the model evolves. TRUSD will begin to implement the program at two elementary sites in 2016-17.

Newcomer: Immigrant and Refugee Program

Students who lack English proficiency and have gaps in their educational backgrounds are particularly vulnerable when they enter U.S. schools. Students especially at risk are secondary grades 7-12 students.

Our goal is to identify exemplary programs for newcomer English Language Learners in K-12 grade and support the students' academic achievement, strengthening their educational and economic opportunities and civic integration.

We will be researching and designing an approach that:

- Leads to academic success for students new to U.S. schools and new to the English language
- Is short in duration, e.g., a 4-8 week newcomer orientation
- Provides services for all types of newcomers including those with: no schooling, arrivals with limited or interrupted schooling, arrivals with adequate schooling
- Provides an excellent transition to schooling in the United States that ensures students' success
- Provides pathways and transition strategies to support newcomer students moving from middle school to high school and from high school to a postsecondary option, including employment or further academic studies
- Links the newcomer school programs with the social services agencies

We will also research the progress of the Newcomer Digital Initiative (NDI), revise as needed and, if successful, continue this implementation as an integral part of the Newcomer Program.

Other components that are part of program evaluation:

Teacher Training:

The teacher training that TRUSD has provided has proven quite successful in giving teachers the knowledge and skills to effectively move English Learners to language proficiency:

- Long Term English Learner Training, Secondary (Calderon & Minaya-Rowe, 2011; Olsen, 2010)
- Preventative Long Term English Learners, Elementary Level
- Area 3 Writing Project
- SEAL K-3 Program Model
- English Learner Extended Learning Summer Program (*Riptide*) Professional Development
- Guided Language Acquisition Design
- Teachers of Native Speakers' Training

There are also certain components that are critical to successful work with English Learners. The essential components of proficiency, noted below has been adapted from various sources including: ELA/ELD Framework, 2015; and works researched and written by Pauline Gibbons; Laurie Olsen; Ivannia Soto; Dylan Wiliam; Brown, Roediger, & McDaniel, 2014; Marzano, Pickering & Pollock, 2001.

Essential Components of Proficiency:

Oral Language:

1. Language play—jazz chants and raps: focuses on rhythms, stress, intonation patterns, vocabulary.
2. Reciprocal conversations.
3. Collaborative conversations with diverse partners about topics and texts.
4. Oral and physical response.
5. Students communicate regularly—to multiple audiences—about their learning process.
6. Draw on the experiences the students just had in class and at the same time demonstrate the meaning physically. "Now we're trying to talk like scientists." Help students draw parallels to their home language.
7. Display of words relevant to the topic, organized according to type of meanings, words likely to appear in the same genre are listed together. Generated and designed by students via class discussion and focus—not designed prior by the teacher.
8. Multiple opportunities for meaningful interactions with peers—students listen actively and provide constructive feedback to their peers.
9. Speaking process is used to practice for multiple goals: a persuasive speech or persuasive writing, clarifying thought processes, sharing information, expanding ideas.
10. Use of language to articulate content.

Empowering Pedagogy - "Teachers *ways of thinking* can therefore have a profound effect on the educational outcomes of their students." Gibbons, 2009, p. 166

1. Teacher follows the recommended 30/70 model: 30% teacher talk/do, 70% student talk/do. This model is critical to English Learners' learning needs.
2. Students become familiar with how they think, approach challenges and reflect on the efficacy of their approaches.
3. Teacher makes connections, activates prior knowledge, reviews concepts/texts, ask questions. Techniques include: KWL charts, pre-reading activities, use of symbols, interactive journals, personal dictionaries, visual organizers.
4. Determine challenges specific to students' home language, design lessons to ensure students understand these specific differences between their home language and English. Their self-correction and use reflects this specific knowledge = designated.
5. Identify and address two basic objectives for each day 1) content literacy and 2) language literacy learning (all grades, all subjects).
6. Students are provided multiple opportunities to articulate various pieces of information, concepts, thought processes with various audiences, particularly their peers.

7. Variety of reading strategies are used: choral, active listening, asking and answering *yes-no* to *wh (why, what, where, when)* questions anticipatory questions, oral sentence frames.
8. Teacher regularly models for students how he/she is thinking in addressing challenges in: learning, writing, reading, thinking, listening.
9. Interval teaching: space the learning out enough so a little forgetting has set in. Then revisit. Have students work themselves back through the process, which cements learning (Brown, Roediger, & McDaniel, 2014).
10. "Teachers are less focused on covering content and more focused on 'uncovering the subject.'" (Gibbons, 2009, p. 166).

Student Engagement

1. Teachers, instead of showcasing what they know, allow students to make their own meaning, use of guided questions, strategic collaborative learning.
2. Generative learning, the learner is generating the answer, rather than recalling it.
3. Graphic and semantic organizers—often student created—(story maps, Venn diagrams, timelines, word walls, KWL).
4. Charts, mapping, picture sequencing, posters and realia that promotes preview and review.
5. Addressing the academic and nonacademic needs of students.

Academic Language

1. Direct instruction based in the context of their use: text use of academic language, spend the majority of this time in teaching general-purpose critical concept words or academic words: *analyze, frequent, abstract* not rare/interesting words e.g. *dandelion, burrowed*. In math, e.g. *Domain* and *Range*-explored thoroughly, so concept is clear.
2. Evaluate language choices, what specific language does the author use (specific vocabulary, phrasing, evidence).

> *We are leaving them without language and that means we are leaving them without voice.*
>
> *Laurie Olsen*

3. Identify the language features of academic texts (for secondary the focus is the unique register and structure of language in specific content areas) that students are expected to read and provide written responses to and/or use similar constructs themselves. These constructs could include a science lab report, writing like a historian using primary sources or persuasive writing. Some examples include: how the subject is hidden in some texts (history, government) or how ideas are compressed (science texts).
4. Students move away from social language; however, do not ban informal communication from the classroom, because this discourse is critical for social bonding, cooperative learning, interpreting literature and information processing.
5. Academic language is sophisticated language, often derived from Greek and Latin words (aesthetics, pneumatic, heuristic). These words often are used in multiple ways.

Pneumatic can mean air, propelled by air, about air, plant or animals containing air or air cavities.

6. Help students translate from academic to social language (and back). Model how to say something in a more academic way or how to paraphrase academic texts into more conversational language. Provide students with a difficult expository passage, like the inventor's paradox (in which one simplifies the larger more complex problem with a general one or breaks the larger problem into subroutines), and have teams reinterpret the text using everyday language.
7. Have students complete scripts of academic routines. Some discourse routines seem obvious to adults, but appear more complex for English Learners unless you provide specific modeling.
    - "The topic of my presentation is _____."
    - "In the first part, I give a few basic definitions. In the next section, I will explain _____. In part three, I am going to show _____."
8. Dynamically introduce academic vocabulary. Repeated encounters with a word in various authentic contexts can help students internalize the definition. They also benefit when teachers make their first encounters with vocabulary sticky. Review the techniques presented in the book *Make It Stick: The Science of Successful Learning,* by Brown, Roediger, & McDaniel, 2014.
9. Help students diagram similarities and differences. When students generate a list of similarities and differences between words and complete a Venn diagram, see high-yield instructional strategies (Marzano, Pickering & Pollock, 2001).

Expository Text (reading and writing) Plus other Genres:

1. Dialogue Letter/Dialogue Journal: written conversation between two people.
2. Describe ideas, phenomena (insect metamorphosis) and text elements (major events, characters, setting), using key details based on understanding of a variety of grade-level texts.
3. Teacher provides examples of various sentence constructions and provides think time.
4. Using simple building blocks of sentences (subject and verbs) to gradually create four sentence types (simple, complex, compound, compound-complex).
5. Connection Ideas: Combining clauses in an increasing variety of ways (emerging/expanding use), for specific purposes (bridging use).
6. Have students write with a transition handout. Formal academic writing challenges students of all ages. Before students write, give them a handout of transitions. Model where transitions fit and describe how they help the reader.
7. Imitative writing—students develop the ability to analyze writing techniques using authors they have read or informational texts (sentence structures, words choice, syntax). Students then imitate a specific writing style, using their own topics/research (This is a sophisticated and expanded “sentence frames” approach).

8. To determine why a particular word or sentence was used by an author, students replace it or change it and determine its impact on the meaning and on the reader. Use a similar process for the organization of smaller written pieces. What happens when the organization is changed?
9. Students don't let words just "slide through your brain"; they slow down to find the meaning.
10. Encourage students to read diverse texts.
11. Introduce summary frames.
12. Summarizing is a simple and fail-safe approach to academic language activities. Students read a section of text to themselves before verbally summarizing the passage to a partner. Alternatively, learners can complete sentence frames, which serve as guides for summarization.
13. Use writing to develop clarity of thought (journaling, daily writing pieces, researched pieces).

Consistent Routines

1. Welcoming students every day (all grade levels K-12).
2. "What's in a name?" The building blocks to the classroom community begins with understanding the rich history and importance behind each student's name.
3. Provide a check in e.g. current events, celebrations, questions from previous classes or homework.
4. Review the day's agenda.
5. Provide clear learning goals or a reason why you might withhold the goal.
6. Daily surveys—setting the stage for a learning environment. e.g. curriculum related, distinctions in the nuances of vocabulary, warm ups, poetry, science fact, journal writing.
7. Word study—words families, cognates, word origins, vocabulary unique to the subject-all in context.
8. Provide content literacy and language literacy focus.
9. Collaborative conversations.
10. United by stories and language – Demonstrating the use of poetry and shared reading as vehicles for classroom inclusion.
11. Classroom Meetings – A time for the class to come together each week or whenever necessary to discuss current events, address any current issues and celebrate successes.

Goal Setting

1. Teacher/student determine goals and expectations.
2. Teacher/student makes purposeful connections to students' prior knowledge/learning.

Rigor

1. Instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.
2. Learning environments that are not intended to be harsh, rigid, or overly prescriptive, but are stimulating, engaging, and supportive.

Build a Community and Relationships

3. Build trust with and among students, fostering relationships that allow students to thrive academically.
4. Know all student's names and pronounce it correctly (including tone and inflection).
5. Does the teacher use multiple learning tools (e.g., visuals, video clips, experiences, research, simulations, problem-based learning, publications for a real audience, student-directed problem/research approach)?
6. Does the teacher provide: a print rich environment, a variety of structures for interaction, silent signals, enrichment opportunities?
7. Are students encouraged to monitor their own understanding, identify when they don't understand and use (or seek out) appropriate strategies to address their specific difficulties? How do you know this?
8. Ensures that all students have ample time to develop rich and complex oral language.
9. Continues to build a repertoire of instructional activities and materials to draw upon to meet the needs of all students.

Study Skills

Discuss *Interval Learning* and use metacognition to explain as you describe: space the learning out enough so a little forgetting has set in. Then revisit, students work themselves back through the process, which cements learning (Brown, Roediger, & McDaniel, 2014).

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Chapter 5

Identification, Parent Notification, and Program Placement of Our English Learners

This chapter outlines how:

- Students are identified as English Learners in a timely, valid, and reliable manner
- Parents are notified so they are able to provide authentic input on their child's placement
- Students are placed in an instructional program that will best meet their needs

The Steps to Initial Identification of English Learners

The identification of an English Learner student's language and academic needs is critical, as it becomes the basis for placement in an appropriate program of instruction. The process of English Learner identification begins with a review of the Home Language Survey, assessment of the student's language skills, and a broader look at language abilities through an assessment of the student's primary language.

STEP 1:

HOME LANGUAGE SURVEY (HLS)

The Home Language Survey is filled out by parents during the initial registration process at their school site. The purpose of this survey is to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students (see *Home Language Survey* sample in *Appendix E*). Schools are encouraged to explain the purpose, process, and meaning of the Home Language Survey so parents are aware of what occurs when a language other than English is indicated (Plyler v. Doe, 457 U.S. 202 (1982)). (Refer to *Figure 5.4 Initial Identification Process Flowchart.)*

STEP 2:

INITIAL ASSESSMENT

The California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills (5 CCR §§ 11307(a), 11511). The CELDT must be administered within the first 30 calendar days of enrollment (preferably within 3-5 days) to identify the language fluency classification of each student. At TRUSD, the initial identification assessment is administered at the school site.

With the implementation of the California Common Core State Standards (CCSS) and the development of new corresponding English Language Development (ELD) standards, the English language proficiency assessment will be changed in 2017-18 to the English Language Proficiency Assessments for California (ELPAC).

CRITERIA FOR IDENTIFICATION

Currently, CELDT is the primary indicator of English proficiency for the initial identification of English Learners. The criteria to guide the initial identification of a student as either Initial Fluent English Proficient (IFEP) or as an English Learner are referenced below.

FIGURE 5.1 CRITERIA FOR LANGUAGE CLASSIFICATION

LANGUAGE FLUENCY CLASSIFICATION	CELDT SCORE
English Learner (EL)	Grades TK-1st • Overall performance level is Intermediate (3) level or lower • Domain scores for Listening and Speaking are below the Intermediate (3) level Grades 2-12 • Overall performance level is Intermediate (3) or lower • Domain scores for Listening, Speaking, Reading, and Writing are below the Intermediate (3) level
Initial Fluent English Proficient (IFEP)	Grades TK-1st • Overall performance level is Early Advanced (4) or higher • Domain scores for Listening and Speaking at Intermediate (3) level or higher Grades 2-12 • Overall performance level is Early Advanced (4) or higher • Domain scores for Listening, Speaking, Reading, and Writing at Intermediate (3) level or higher

English Learners with disabilities will be assessed with the initial or annual CELDT, unless otherwise indicated on the student's Individualized Education Program (IEP). English Learners with disabilities may be tested using the California Department of Education (CDE) approved Testing Variations, Accommodations and Modifications, which is updated annually. Any accommodations, modifications or alternate assessments indicated must be documented in the student's IEP. All English Learners with disabilities will be assessed with the CELDT or alternate assessment annually after they have been identified as English Learners. English Learners with moderate-to-severe disabilities are to be assessed in accordance with their IEP (5 CCR § 11516.5). TRUSD uses the Alternate Language Proficiency Instrument for Students with Significant Disabilities (ALPI) as an alternate measure of English Proficiency.

PRIMARY LANGUAGE ASSESSMENT

All students identified as English Learners are further assessed for primary language proficiency within 90 calendar days of the student's enrollment in order to better understand the student's language background and needs. However, because of its ability to provide teachers with information critical to developing a language learning plan, we recommend this assessment is completed within the first two weeks of enrollment.

STEP 3:

PARENT NOTIFICATION

PARENT INITIAL NOTIFICATION

Parents whose children speak a language other than English must be notified no later than 30 calendar days of enrollment in the district, of their child's initial English proficiency, primary language proficiency, and program placement recommendation (5 CCR § 11511.5.) (20 U.S.C. §§ 6312, 7012).
Results of initial assessments are shared with the parent(s) in a discussion with site personnel. The purpose of the discussion is to explain:

- English proficiency and primary language assessment results
- Instructional programs and services available to English Learners
- Recommended student placement

The parent conference will be conducted in the parent's preferred language with a qualified translator, to the extent practicable. The parents of Initial Fluent English Proficiency (IFEP) students are informed of the results and given the same program options as those given to English Only (EO) students: the default program is Mainstream English or the parent may request enrollment in the Dual Immersion Program.

STEP 4:

PROGRAM PLACEMENT

PROGRAM PLACEMENT FOR ENGLISH LEARNERS

Program placement of English Learners include consideration of English language fluency, years of schooling, prior program placements, primary language proficiency, documented special educational needs, and other factors. All students must be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program in which some or all of the instruction is delivered in the student's primary language (EC §§ 305, 306, 310, and 311).

TRUSD determines that a child has **reasonable fluency** in English when his or her overall CELDT language proficiency level is at a *high-intermediate level or higher* and intermediate or higher within each domain: Listening, Speaking, Reading, and Writing.

A child has **less than reasonable fluency** in English when his or her overall CELDT proficiency level is at a *beginning to low intermediate level*, or below intermediate within any domain: Listening, Speaking, Reading and Writing.

If the student receives Special Education services and is also an English Learner, the Individual Education Plan (IEP) shall guide the student's placement and instructional program relative to English language development and special needs.

"… students who enter school as English learners can meet grade-level standards and achieve at the same level as their English-only peers. If they are enrolled in classrooms or programs that provide the proper educational and instructional resources, EL students can often close the achievement gap by the time they reach Grade 5."
Han and Bridglall

Based on the above criteria of reasonable fluency, English Learners are placed in one of the following programs:

- **Structured English Immersion (SEI) Process/Program:** in which the language acquisition process, curriculum and instruction are designed for children who are learning the language (EC §§ 305, 306, 310, and 311).
- **English Language Mainstream (ELM) program**: a classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English. English Learners who do not meet the reasonable fluency criteria for participation in an ELM are placed in an ELM program at any time during the school year, if the parent or guardian so requests (5 CCR § 11301(b)).
- **Alternative Program:** for students with an approved parental exception waiver, an alternative program in which some or most of the instruction is delivered in the student's primary language, unless there is an Individualized Education Plan (IEP) in which the IEP team determined the need for primary language instruction (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)18 (5 CCR § 11309(b)(4)).

FIGURE 5.2 CRITERIA FOR PROGRAM PLACEMENT

PROGRAM/ PROCESS	STRUCTURED ENGLISH IMMERSION (SEI)	ENGLISH LANGUAGE MAINSTREAM (ELM)	ALTERNATIVE PROGRAM (Bilingual)
Program Recipients	• EL students with less than reasonable fluency	• EL students with reasonable fluency • EL students opting out of SEI • EO and IFEP students	• All students meeting program criteria

SEI PROGRAM/PROCESS OPT-OUT

Parents/guardians wishing to request a transfer from Structured English Immersion (SEI) shall attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives, and instructional activities of the Structured English Immersion Process/Program, and that the district remains obligated to provide English language development and access to the core curriculum through specially designed academic instruction in English (SDAIE). To withdraw/decline the Structured English Immersion Process/Program, the parent/guardian shall sign the Parental Withdrawal Decline letter (See *Appendix E*).

ALTERNATIVE PROGRAM CRITERIA, PARENTAL EXCEPTION WAIVERS

Parents and guardians of ELs must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil's primary language (34 CFR § 300.324 (2)(ii)) (20 U.S.C. § 6312(g)(1)(A); EC 48985).

If the parent selects an alternative program, then the parent will complete a Parental Exception Waiver request form *(*See *Parental Exception Waiver* in *Appendix E).* All waiver requests from the parents of newly enrolling students are processed by the site principal and then forwarded to the English Learner Services Department for final approval. Parental Exception Waivers must be requested and approved by the English Learner Services Department annually.

Participation in a Dual Immersion program may be contingent upon grade level, prior program participation, and the student's language proficiency levels. Students must meet Dual Immersion entry criteria.

INFORMAL PRIMARY LANGUAGE ASSESSMENT

The Informal Primary Language Assessment is an assessment that along with the results of the California English Language Development Test, will help sites design appropriate instruction and support services for English Learners.

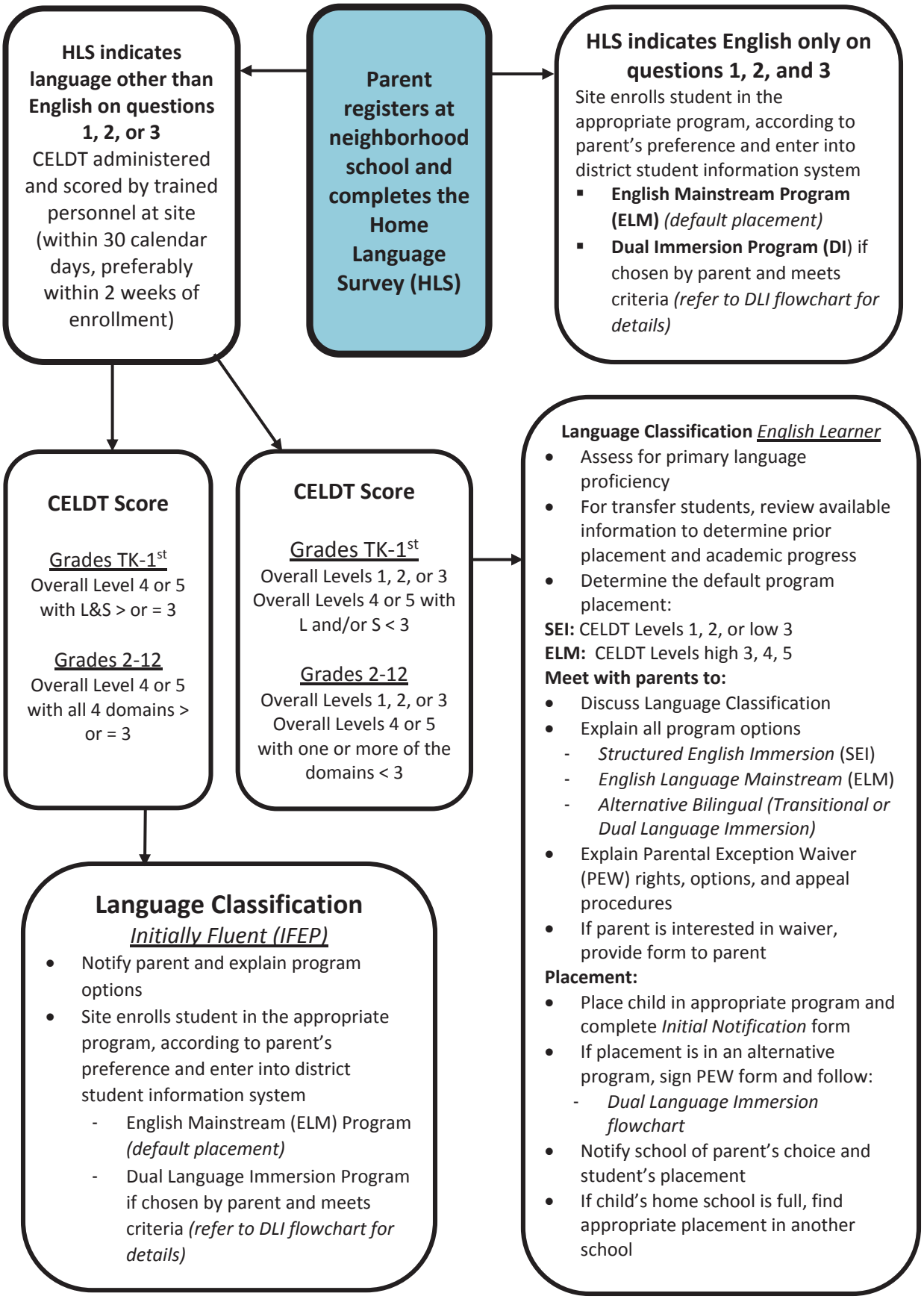
This link will provide the Informal Primary Language Assessment survey in English.
http://www.cde.ca.gov/ta/cr/elforms.asp

This link will provide the Informal Primary Language Assessment survey in multiple languages.
http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=2293-2338

PROGRAM PLACEMENT GUIDELINES FOR THE SECONDARY LEVEL

Placement of English Learners grades 7-12 include consideration of English language fluency, years of schooling, primary language fluency, literacy and academic skills in primary language, prior course placements, documented special educational needs, and other factors. Refer to *English Learner Placement Criteria Grades 7-12* in *Appendix E* for guidelines.

FIGURE 5.4 **INITIAL LANGUAGE PROFICIENCY ASSESSMENT, IDENTIFICATION AND PLACEMENT PROCESS**



ANNUAL ASSESSMENT AND PARENT NOTIFICATIONS

English Learners continue to be assessed annually with the CELDT (ELPAC beginning in 2017) until they reach the TRUSD reclassification criteria. The annual assessment assists TRUSD in monitoring English Learners progress toward attaining English proficiency (EC §§ 313, 60810) (5 CCR § 11511(b)).

On an annual basis, within 30 calendar days after school begins, or within two weeks of placement during the school year, each parent/guardian of an English Learner shall receive written notification of the placement of their child. The Annual English Learner Parent Notification letter shall be used for this notification (20 U.S.C. §§ 6312, 7012).

Parents of English Learner students receive notification of official assessment results along with notification of any placement changes needed to best serve the student's needs. Parents may request a meeting with teachers or site administrator to discuss the assessment results (5 CCR § 11511.5); (EC § 313 (a)-(c)).

ENGLISH LEARNER DOCUMENTATION

An English Learner Academic Folder should be established as soon as initial testing is completed. The English Learner folder is kept in the student's cumulative file (5 CCR §§ 432, 434, 438). Specific information regarding English Learner documentation can be found in *Appendix E.*

FIGURE 5.5 IDENTIFICATION, PARENT NOTIFICATION, AND PROGRAM PLACEMENT RESPONSIBILITIES

PERSON(S) RESPONSIBLE	RESPONSIBILITIES
Principal or Designee	Ensures full implementation at the school site (see *Principals' Assurances Checklist* in *Appendix D).*
School Office Enrollment Personnel	▪ Ensures that HLS is completed as part of the registration process. ▪ Inputs and maintains all English Learner data in Aeries. ▪ Collects all required previous English Learner documentation.
English Learner Site Staff	▪ Ensure administration of Initial CELDT within 30 days of enrollment unless a previous score is received. ▪ Reviews all required previous English Learner documentation for placement and services. ▪ Responsible for and oversees coordination of test administration, including primary language assessment. ▪ Ensure English Learner data is updated and correct in the district student information system. ▪ Coordinate Parent Initial Notification Conferences. ▪ Ensure all English Learners are placed in the appropriate instructional program. ▪ Assists in the implementation of parental exception waivers. ▪ Maintains EL Academic Folders and required documentation.
Classroom Teacher	▪ Individual testing of rostered students. ▪ Coordinate with colleagues to support group testing as needed.
District Assessment Coordinator	Provides CELDT materials, testing reports, and coordinates shipments of materials to testing publisher.
English Learner Services Department	Responsible for procedures, training, technical assistance, and support.

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LEGAL REFERENCES

State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law
20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009– 1013; Gómez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041–1042. Plyler v. Doe, 457 U.S. 202 (1982)

Public Law 107–110
January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law
EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

California Department of Education
California Department of Education (2015). English Learner Onsite 2015-16 Program Instrument for Federal Program Monitoring (FPM): Sacramento: author.
See: http://www.cde.ca.gov/ta/cr/programinst1516.asp

Chapter 6

Ensuring English Learner Growth and Reclassification

The practice of monitoring linguistic and academic growth of English Learner students is critical in ensuring that English Learners continue to develop and expand their linguistic capabilities along the English Language Development Continuum. All English Learners, including those who have opted out of English Learner programs, will be monitored, in both English language proficiency and content knowledge to ensure this growth. (Refer to *Figure 6.2 English Learner Progress Monitoring* for the process).

Formal Monitoring (documented)

- Twice annually (October/November; February/March)
- Use of multiple assessments to review progress
- Recognize student progress (CELDT)—English Progress certificate
- Identify students not progressing, provide interventions to move forward (track intervention success)
- Documentation of student monitoring in Aeries and on spreadsheets

Note: a student should progress at least one CELDT level per year, with the exception of level 3 (Intermediate) where they may remain for two years. Students will still be monitored for growth within this level. (See *Figure 6.1 District Performance Expectations for English Learners*).

PREVENTION OF LONG-TERM ENGLISH LEARNERS

A Long-Term English Learner (LTEL) is a student who has been enrolled in U.S. schools for more than five years, is no longer progressing toward English proficiency, and is struggling academically. They do not have the English skills needed for academic success, and have accumulated major academic gaps in their elementary and/or middle school years (Adapted from Olsen, December 2010).

The process of monitoring English Learner progress is intended to identify potential LTEL students early and provide interventions to address their learning needs. Monitoring begins in kindergarten, where early signs of academic and language difficulties may become apparent.

INTERVENTION PLAN

If a student is not making adequate progress, intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:

- Referral to a Student Study Team
- Additional diagnostic assessment
- Tutoring
- Specialized Reading Instruction
- Targeted English Language Development (ELD) instruction
- Primary Language Support
- Response to Intervention support provided at school
- Additional Academic Counseling

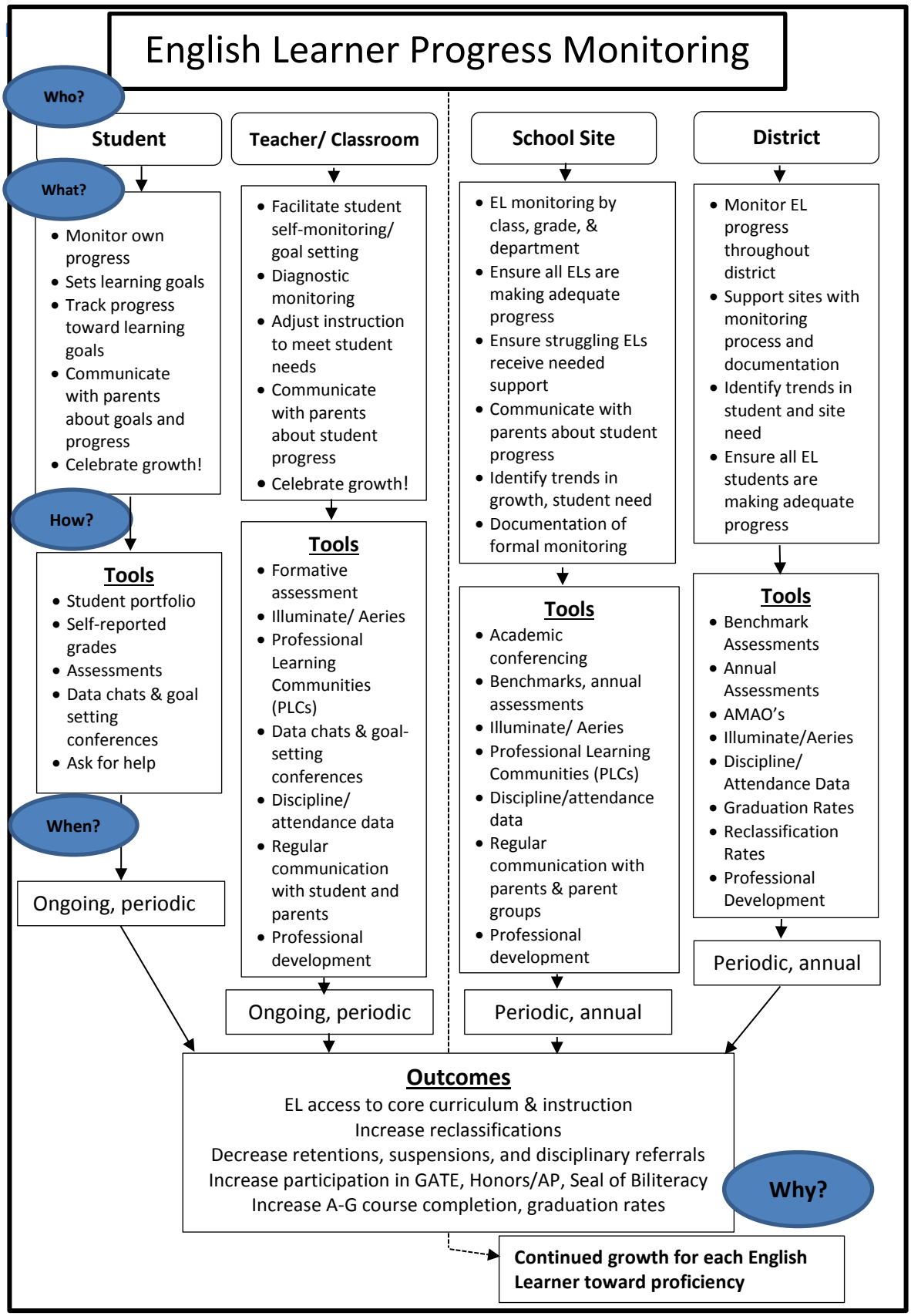
PARENT COMMUNICATION

Parents should be informed about the student progress as a result of interventions provided. Progress may be communicated via written notes, progress reports, phone calls and/or during parent conferences.

FIGURE 6. 1 DISTRICT PERFORMANCE EXPECTATIONS FOR ENGLISH LEARNERS

	Structured English Immersion			English Language Mainstream		
EL CELDT Level **Proficiency Level**	Beginning 1 **Emerging**	Early Intermediate 2 **Emerging**	Intermediate 3 **Expanding**	Early Advanced 4 **Bridging**	Advanced 5 **Bridging**	Reclassified
Timeline of Language Acquisition Progress	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
		1st Year	2nd Year	3rd Year	4th Year	5th Year
			1st Year	2nd Year	3rd Year	4th Year
				1st Year	2nd Year	3rd Year
					1st Year	2nd Year
District ELA Assessment	Below Interim Benchmarks		Approaching Interim Benchmarks	At or above Interim Benchmarks		At or above Interim Benchmarks
District Math Assessment	Below Interim Benchmarks		Approaching Interim Benchmarks	At or above Interim Benchmarks		At or above Interim Benchmarks
CAASPP ELA and Math	1		2	3		4

FIGURE 6. 2 ENGLISH LEARNER PROGRESS MONITORING



Guidelines for Student Referral to Special Education

PROGRAM PLACEMENT GUIDELINES FOR SPECIAL EDUCATION STUDENTS

The Individuals with Disabilities Education Improvement Act (IDEIA 2004) emphasizes the need for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to appropriately identify students for special education services. In California, the Special Education Action Plan requires all districts to address disproportionality in special education by ensuring that appropriate referral and identification processes are in place.

Statistics throughout the nation have identified a disproportionate identification of English Learners in the special education population. This is a national concern, and TRUSD is taking steps to address this critical issue. We are working concertedly with the special education department to ensure that our coordinated efforts, within general education and special education, improve the quality of special education referral and identification practices for culturally and linguistically diverse students.

Another important component of a comprehensive evaluation process requires schools to implement appropriate and adequate general education interventions prior to special education referrals. These pre-referral interventions must be determined by collaborative teams that consider extrinsic factors such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental and economic issues, and cultural differences, prior to determining eligibility for special education (see Appendix F for the *Comprehensive Evaluation Process for English Learners Checklist* and the *Decision Making Process for Initial Referral of English Learners for Special Education Services).*

The process, outlined above, is still in discussion and initial implementation and will continue to be developed as this master plan goes to print. We will continue to update our work on the electronic version.

Individualized Education Planning teams will need to utilize the information from these comprehensive evaluations to determine special education eligibility and services.

Student Reclassification

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified they are designated as Reclassified Fluent English Proficient (RFEP). School sites are highly encouraged to review each reclassification candidate as a team in order to make the best recommendation for each student, including input from teachers. *(*See *Figure 6.4 Reclassification Process*). A copy of the approved reclassification form will be filed in the student's EL Academic Folder(5 CCR §§ 432, 434, 438).

CRITERIA FOR RECLASSIFICATION

The following criteria are used to determine when English Learners have developed the English language skills necessary to succeed in an English-only setting and should be reclassified as Reclassified Fluent English Proficient (RFEP).

FIGURE 6.3 CRITERIA FOR RECLASSIFICATION

English Language Proficiency Assessment *California English Language Development Test (CELDT)*	
K-1st grades:	• **Overall** score at Advanced (5) or Early Advanced (4) level • Reading & Writing sub-tests are not considered at TK-1st grades
2nd through 12th grades:	• **Overall** score at Advanced (5) or Early Advanced (4) level • **Sub-tests** at Advanced (5) or Early Advanced (4) level *Maximum of one sub-test at the Intermediate (3) level (preferred)*
Normative Assessment *(comparison of Basic Skills)*	
Demonstration of adequate performance in:	• English Language Arts (ELA) • English Language Development (ELD) • Math
Additional Evidence of English Proficiency	
Additional evidence may be provided to show a student is ready to be reclassified.	**This may include:** • Additional assessments • Samples of student writing • Grades

According to the California Department of Education's guidelines, "incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification." (EC § 313(d)(2); 5 CCR § 11303(b)) Therefore, if a student has been in the U.S. for six years but falls short in meeting the secondary level criteria for grades in academic subjects, the English/ELD teacher or English Learner Resource teacher may recommend reclassification.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of English Language Proficiency (ELP) 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 reclassification policies based on the state definition of ELP (EC Section 313[f]).

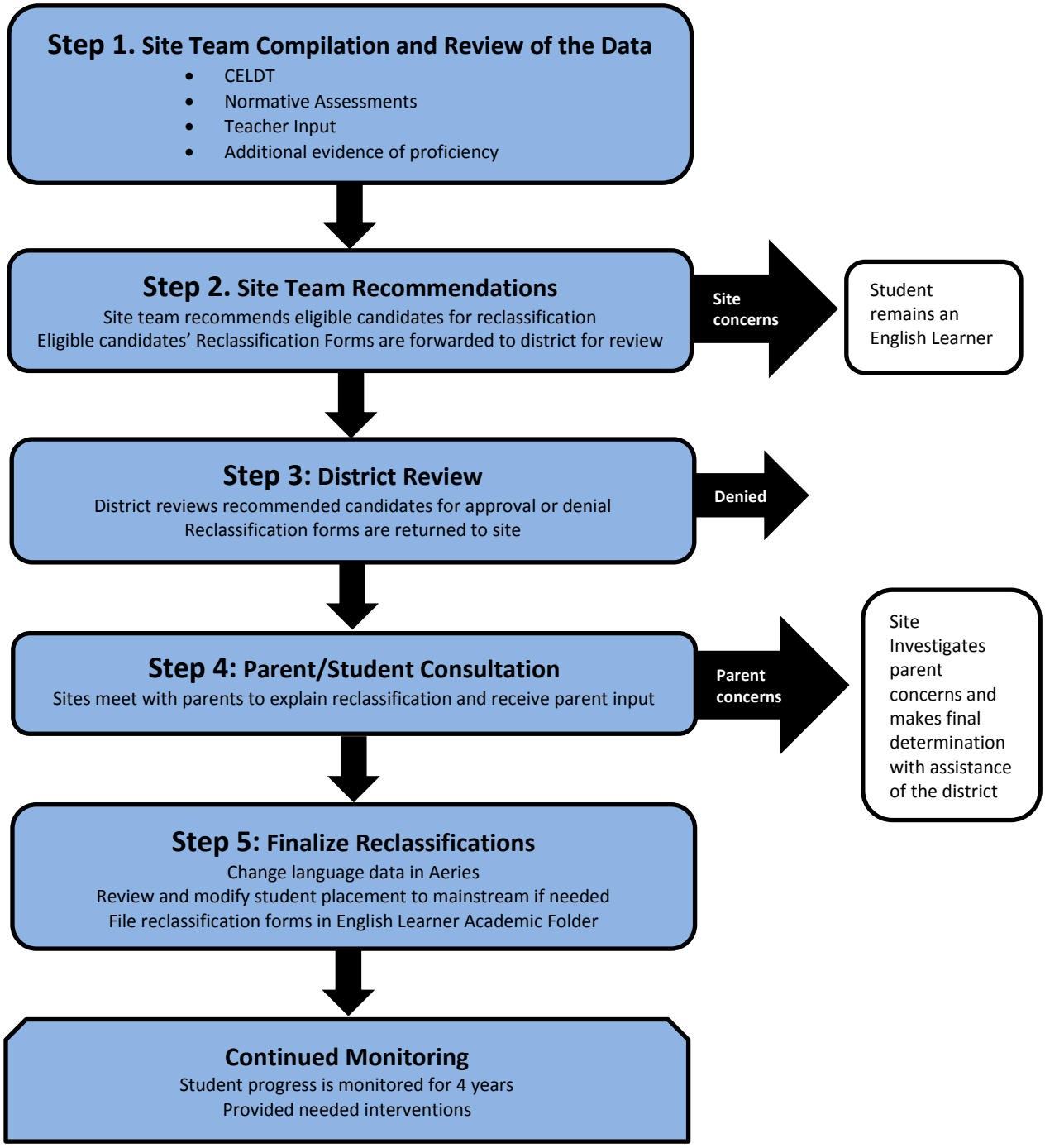
In accordance with federal and state law, the local IEP team may address the individual needs of each English Learner with a disability using multiple criteria in concert the reclassification criteria. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

The following are suggestions for applying the criteria regarding English Learners with disabilities:

- **Assessment of ELP using an objective assessment, including but not limited to the CELDT.** The IEP team can use the scores from an alternate assessment aligned with the state 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 CELDT.
  The IEP team may use results from the alternate assessment or CELDT with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to CELDT results. They can be used, however, for reclassification consideration.
- **Teacher evaluation.** Use the student's classroom performance information based on his or her IEP goals for academic and ELD.
- **Parental opinion and consultation:** The parent or guardian is a participant on the IEP team.
- **Student's score on an assessment of 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 Instrument; please see Appendix F3 **ALPI Chart** for guidelines regarding eligibility and time requirements for assessing). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

FIGURE 6. 4 RECLASSIFICATION PROCESS

Student reclassification policy and procedures are based on the criteria set forth in the reclassification guidelines approved by the State Board of Education (*Education Code* Section 313 (d)). The chart below illustrates the process used in Twin Rivers Unified School District (TRUSD) when evaluating a student's readiness for reclassification from English Learner (EL) to fluent English proficient (RFEP).



MONITORING RECLASSIFIED STUDENTS (RFEP)

Students who are reclassified will be monitored by the school sites for a minimum of two years after reclassification. Students who are not making adequate progress will be reviewed by the site English Learner Team and receive interventions to support their growth. All RFEP monitoring will be documented in the district student information system (20 U.S.C. § 6841; 5 CCR § 11304).

References

LEGAL REFERENCES

State and Federal Law

The complete list of state and federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009– 1013; Gómez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041–1042.
Plyler v. Doe, 457 U.S. 202 (1982)

Public Law 107–110

January 8, 2002 §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

California Department of Education

California Department of Education (2015). English Learner Onsite 2015-16 Program Instrument for Federal Program Monitoring (FPM): Sacramento: author. See: http://www.cde.ca.gov/ta/cr/programinst1516.asp

Chapter 7

Funding

Overview of Educational Funding

Our educational funding system is comprised of both federal and state funding. Each funding source has specific targets for the use of those monies.

Federal Funding

Federal funding provides financial assistance to school districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These programs include the Title programs, which originated in 1965 with the passing of the *Elementary and Secondary Education Act of 1965* (ESEA) (P.L. 89-10). Through a special source of funding (Title I), the law provided large resources to meet the needs of educationally deprived children, especially through compensatory programs for the poor.

Other Title programs were added later, including Title III. Title III is a part of the federal No Child Left Behind Act of 2001. Title III is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth. This Act states that LEP students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas.

The State Funding System

California state educational funds are determined through the Local Control Funding Formula (LCFF), which was enacted in 2013–14. It replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants which replaced multiple K-12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time.

One of the goals of LCFF is to simplify how state funding is provided to local educational agencies or school districts. Under the old funding system, each school district was funded based on a unique revenue limit, multiplied by its average daily attendance. In addition, districts received restricted funding for over 50 categorical programs which were designed to provide targeted services based on the demographics and needs of the students in each district.

> *"Equal treatment for children in unequal situations is not justice."*
>
> *Jerry Brown, 2013*

Under the LCFF funding system, revenue limits and most state categorical programs have been eliminated. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes. For school districts and charter schools, the LCFF funding

targets consist of grade span-specific base grants plus supplemental and concentration grants that are calculated based on student demographic factors. For county offices of education (COEs), the LCFF funding targets consist of an amount for COE oversight activities and instructional programs. *See the end of this chapter for the eight priorities of the LCFF.*

For our English Learners, Twin Rivers provides base general funds that support highly qualified first instruction and learning for all students. For English Learners, additional supplemental funds are used to focus on the district goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English Learner with learning opportunities in an appropriate program, including English Language Development and core curriculum.

Additional district support includes funding that focuses on the English Learner's language acquisition, proficiency, and academic success equal to an average native English speaker.

Specific Allowable Expenditures for Educational Funding

All funding sources—state and federal—have specific guidelines for their use. It is important for our English Learner Services Department to effectively and efficiently use these funds to support our English Learners. To do so requires knowledge of what funding sources can be used in specific circumstances. The guidelines for funding specific to English Learners and the limitations of their use are noted below.

Federal Funding: The Title Programs

Specially Funded Federal Programs Supporting Student Learning **The new Every Student Succeeds Act (ESSA) may be interpreted differently in the year of implementation 2018-19**
Title I, Part A: Economically Disadvantaged – This program provides supplemental funds to narrow the educational gap between disadvantaged and other students where there is a high concentration of low-income families based on free and reduced lunches. All uses of Title I funds must be based on scientifically-based research and data that verifies actions resulting in increased student achievement. Title I funds are appropriately used to promote the English and academic achievement of English Learners through instructional support activities, intervention programs, and parent education as determined at each school site. <u>Appropriate examples of expenditures include:</u> ▪ Extended day/year for targeted students ▪ Supplemental instructional materials that support standards and core programs ▪ Specialized and targeted interventions ▪ Supplemental instructional materials and equipment for English Learners beyond core curriculum ▪ Translation, Interpretation ▪ Academic Interventions ▪ Academic Conferencing ▪ Training ▪ Consultants ▪ Principal Coaching ▪ Teacher stipends

- Teacher substitutes
- Staff training, materials, and resources
- Duplication
- Bilingual/Biliterate support personnel
- Primary language materials
- Conferences and workshops that support educational goals
- Assessment of student progress
- Opportunities for staff to review data
- ELD, academic areas, primary language assessments
- Staff development to accomplish English Learner goals
- Administrators, teachers, facilitators, and support personnel
- Supplemental instruction for English Learners beyond core curriculum
- Before, after school, and summer programs
- Transportation to participate in supplemental instruction
- Parent involvement
- Childcare support and refreshments for meetings

Title I, Part C: Migrant Education – This program is to meet the unique needs of children of migrant workers. This includes targeted interventions designed to assist Newcomers to rapidly gain English literacy. Because our English Learner population has changed, TRUSD has not qualified for these funds for several years.

Title III LEP – This program is to enhance instructional opportunities to students with Limited English Proficiency (LEP). These program funds are federal funds provided for programs and services for English Learners. Funds *must* be used for the following supplementary services as part of the language instruction program for LEP students and to target the District's goals for English Learner achievement. Staffing can be permitted under Title III funding.

<u>Appropriate Examples of expenditures include:</u>

- Provide "high quality" language instruction in educational programs
- Provide high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel
- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
- English Language Development
- Research-based professional development for teachers and other staff
- Expanded Learning Opportunities for LEP students: summer programs, before/after school opportunities
- Intensifying instruction – frontloading guided learning (rather than remediation)
- Acquiring or developing educational technology
- Providing community participation programs, including family literacy and parent outreach
- Providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English Learners to meet grade level and graduation requirements
- Providing supplementary staff development opportunities to school staff assigned to English Learners

- Supplemental materials in English and the primary language
- Field trips
- Primary language support
- Academic conferencing
- Training
- Consultants
- Principal Coaching
- Teacher stipends
- Teacher substitutes
- Training materials and resources
- Duplication
- Conferences and workshops that support school plan goals
- Food: reasonable costs associated with teacher professional development that extends over a meal period
- Bilingual/Biliterate support personnel

Title III Immigrant Education – This program is to enhance instructional opportunities to immigrant students and their families.

Under Title III, Part A, Section 3114(d)(1) of the Elementary and Secondary Education Act, the California Department of Education (CDE) is required to set aside funds to provide subgrant awards to local educational agencies (LEAs) that meet eligibility requirements for participation in the Immigrant Education Student Subgrant Program.

The term "eligible immigrant student" is defined in Title III, Section 3301(6) as an individual student who (a) is aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) has not been attending any one or more schools in the United States for more than three full school years.

Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

The purpose of the Title III - Immigrant Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families. LEAs may choose from activities authorized by Title III.

- Programs or initiatives specific to the needs of newcomers
- Family literacy, parent training, and community outreach
- Other related English Learner program activities directly related to servicing newcomers and their families
- Educational personnel, including site support staff
- Tutorials, mentoring, and counseling
- Identification and acquisition of educational materials and technology
- Basic instructional services
- Other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States

- Activities coordinated with community-based organizations (CBOs), institutions of higher education (IHEs) or private sector entities that have expertise in working with immigrant students and their families
- LEAs may assess reasonable administrative costs and the approved indirect cost rate for this program

State Funding: California's New Local Control Funding Formula

Local Control Funding Formula (LCFF)

Local Control Funding Formula – In June 2013, the Local Control Funding Formula (LCFF) was signed into law and fundamentally changed the way California provides funding to schools. This funding formula was designed to enhance instructional opportunities in accordance to the State of California's eight priorities, as well as locally assessed needs, for students learning English as a second language, Foster Youth, and students who participate in the Free and Reduced Meal Program. LCFF was designed around the recognition that students with additional academic needs require additional financial resources to receive "improved or increased services".

Under the LCFF each district must design a spending plan that incorporates the eight state priorities and the philosophy that some students have greater academic needs and must be supported equitably.

These eight state priorities are:

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:
- Equity
- Professional Learning
- Resource Alignment
- Teachers

Student access to standards-aligned instructional materials as relates to:
- Curriculum
- Instruction
- Resource Alignment

Facilities in good repair as relates to:
- Culture and Climate
- Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the State Board of Education for all pupils, **including English Learners** as relates to:
- Assessment

Curriculum
Equity
Instruction
Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:
Culture and Climate
Equity
Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, **share of English learners that become English proficient, English Learner reclassification rate**, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:
Assessment
Curriculum
Equity
Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:
Culture and Climate
Equity
Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:
Culture and Climate
Equity
Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in *Education Code* section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:
Curriculum
Equity
Professional Learning

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Curriculum
Equity
Professional Learning

The district is reviewing the Local Control Accountability Plan (LCAP) and revising it for the 2016-17 school year.

Categorical funds must benefit eligible students—see also **Every Student Succeeds Act (ESSA):**

- These funds can be used in identification of, and targeted, evidence-based intervention and support in, schools with English Learner subgroups.
- Under ESSA, sites no longer have the requirement that Title I, Part A funds be used to supplement, and not supplant. However, the manner in which a district must demonstrate compliance with this requirement is through following the *allowability* and *allocability* guidelines:
    - The concept of allowability includes whether the expenditure is reasonable and necessary for providing services to eligible students.
    - Allocability of Expenditures. The expenditure must benefit the Title I program and not be allocable to another title of the Act, another Federal grant, or some other non-Title I activity.

The Roadmap to Learning: The Role of Teaching and Learning in the English Learner Master Plan 2016-19

Glossary

Academic Language Development (ALD) This is the course title for English Language Development classes designed specifically for Long Term English Learners (LTEL) who have not yet met the requirements for reclassification and who continue to struggle academically. *See Long Term English Learner Definition below*.

Alternative Assessment An assessment given to English Learners in Special Education instead of some or all of the CELDT. Any alternatives are determined by the IEP team, and documented in the IEP. TRUSD is currently using the ALPI.

California Department of Education (CDE) Oversees the public school system in California and enforces education law, regulations, and school improvement programs.
Glossary- See also CDE website Glossaries including:
CELDT Glossary http://www.cde.ca.gov/ta/tg/el/documents/celdtglossary.pdf
ELD Standards Glossary http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf
English-Spanish Education Assessment Glossary http://www.cde.ca.gov/ta/tg/ai/assessmentglossary.asp

California English Language Development Test (CELDT) A state assessment given to initially identify English Learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

Data Chats These regular conversations with students ensure that data is a part of the ongoing cycle of their academic improvement. Students are coached to establish a clear learning goal and using multiple forms of information about their learning, (continuum-based writing, peer workshops, project results, formative work in and out of class, running records of their thoughts regarding particular concepts, minute by minute examination of their learning processes) reflect on how they can establish a system of continual improvement.

Designated English Language Development (ELD) This refers to classes (secondary)/protected time (elementary) in which all students are grouped as English Learners based on similar challenges unique to English Learners using effective ELD strategies through content designed to address those language needs.

English Language Proficiency Assessments of California (ELPAC) Two separate state assessments given for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored. Aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging). ELPAC subtests include Listening, Speaking, Reading and Writing. This assessment will be replacing the CELDT in 2017-18.

Dual Immersion Program (DI) An alternative instructional program in which the goal is acquisition of academic proficiency in two languages. For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students.

English Learner (EL) A classification used to identify a student who is not currently proficient in English and whose primary language is not English.

English Language Arts (ELA)/English Language Development (ELD) Framework This framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines.

English Language Development (ELD) English-Language Development is a specialized program of English language instruction appropriate for the English Learner student's identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. (R30-LC)

English Language Mainstream Program (ELM) a classroom in which English Learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in classes where they are provided with additional and appropriate services. (R30-LC)

English Only (EO) A student whose primary language is English. This student does not take the CELDT or any other language proficiency assessment.

Home Language Survey (HLS) A questionnaire, required in California public schools, to be completed by parents at the time of initial registration, which elicits information about the language background of the child, to determine the primary language of the student.

Immigrant A person who comes to live permanently in a foreign country. Defined for CALPADS (California Longitudinal Pupil Achievement Data System) purposes as a student born in another country with three cumulative years in U.S. schools.

Individualized Education Plan (IEP) This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

Initially Fluent English Proficient (IFEP) A student with a home language other than English, whose oral and written English skills approximate those of native English speakers. A students who is IFEP is placed in mainstream classes. This student does not require English Learner services.

Integrated ELD Instruction in which teachers use California ELD standards in tandem with the California ELA standards as well as other content standards to support English Learners in learning rich content and developing advanced levels of English.

Language Acquisition A natural process, progressing through predictable stages, whereby language is acquired.

Less Than Reasonable Fluency A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level or below intermediate within any domain (listening, speaking, reading and writing).

Long Term English Learner (LTEL) A student who has been enrolled in U.S. schools for five years or more, is no longer progressing toward English Proficiency, and is struggling academically.

Newcomer:

- A person who comes to live permanently in a foreign country as a student born in another country with three consecutive years or less in U.S. schools (CALPADS definition).
- For the TRUSD secondary placement chart, newcomer is defined as a student from another country with one year or less in the U.S.
- Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries (ELA/ELD Framework Chapter 6, page 544).

Parental Exception Waiver A form which is requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is "overwhelmingly" in English (i.e. SEI or ELM).

Primary Language (L1) The language that has been identified as the student's native or home language.

Second Language (L2) A language that a person can speak that is not the first language they learned naturally as a child.

Primary Language Instruction The use of a student's primary language by a teacher for instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. Twin Rivers currently offers primary language instruction in Spanish in the Dual Immersion program model.

Primary Language Questionnaire A series of questions used to assess home language proficiency level for English Learners whose primary language is other than Spanish.

Primary Language Support The use of a student's primary language by a teacher to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, electronic medium or other reference material in the student's primary language.

Principals' Assurances Checklist A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

Reasonable Fluency A level of proficiency in English when a student's overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

Reclassification/Redesignation This refers to the process by which an English Learner meets a number of criteria required to be considered proficient in English and no longer in need of additional support classes. This change in language classification often involves a change in the student's instructional program placement.

Reclassified Fluent English Proficient (RFEP) A student who was initially an English Learner, but has met the criteria for reclassification and is no longer in need of additional support. The student's progress is monitored for two years (possibly four years as per ESSA) after reclassification in order to ensure academic success. Interventions may be in order for those students who are not performing well academically.

Refugee A person who has been forced to leave their country in order to escape war, persecution, or natural disaster. They are typically granted permanent residence and can apply for citizenship.

Register The variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can include elements such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken). Specific examples of contextual variables are: the nature of the communicative activity (e.g., talking with someone about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the Civil War in history); and the medium through which a message is conveyed (e.g. a text message versus an essay).

Scaffolding [1]Scaffolding is temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Structured English Immersion (SEI) An instructional model, designed for English Learners with less than reasonable fluency in English. Core content is taught in English using Integrated and Designated ELD to allow students to access grade level content. Support may include the use of electronic devices.

Vocabulary The California ELD Standards and the Common Core State Standards for ELA define three categories of vocabulary. (**from ELD standards before the ELA/ELD Framework)**

- **Domain-Specific Vocabulary:** Vocabulary that is specific to a particular discipline (field of study, or domain). Domain-specific words and phrases carry content meaning (e.g., *lava, hypotenuse, chromosome, democratic, stanza*).
- **General Academic Vocabulary:** Vocabulary that is found across text types, particularly in written texts, that provides more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., *devastation, reluctance, significantly, misfortune, specificity*).
- **Conversational Vocabulary** is the vocabulary of everyday interaction (e.g., *run, table, friend*). This is also referred to as **frequently-occurring, or everyday vocabulary**.

[1] Definition—including Vygotsky comment—is drawn directly from CCSS-ELA Appendix A, p.43.Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Chapter One Appendix A
Overview

Parent and Family Partnership

Includes

A1 - Agenda Development & Content
A2 - Bylaws and ESSA
A3 - DELAC Representatives
A4 - ELAC Flow Chart
A5 - ELAC Binder Checklist
A6 - ELAC Sign in Sheet
A7 - Taking Minutes for ELAC Meetings
A8 - ELAC Meeting Evaluation

Development of the Agenda

It is the responsibility of the facilitator(s) and the school principal to jointly develop the ELAC agenda. This discussion should be scheduled to allow for the posting of the agenda 72 hours prior to the School Site Council (SCC). We highly recommend scheduling the ELAC meetings before the SCC meetings to allow ELAC members the time to efficiently meet their responsibility for providing input to the SCC regarding budget and program needs of English Learners at their site. Moreover, in order to determine which items should be placed on the agenda, we suggest reviewing the minutes from the previous meeting(s) and the list of suggested agenda items.

It is also good practice that the length of time for discussion of each item be included so that all agenda items are addressed before the meeting is adjourned. This time limit should be included on the agenda and to the extent possible, there should be a timekeeper.

Contents of the Agenda

The agenda should include the following sections:

I. **Welcome and Introduction**
(Facilitator welcomes attendees)

II. **Call the meeting to order & Roll Call of members**
(A motion is not necessary to call the meeting to order.)
(Indicate the number needed to establish a quorum. A quorum is 51% of the total ELAC membership.)

III. **Approval of previous meeting minutes**
(The minutes are either approved as read or as corrected.)

IV. **Call for any additions/deletions of agenda items**
(California Education Code states that the committee members present, by unanimous vote, may add an item to the agenda only if there is an immediate action needed and that the need for action came to the attention of the committee after the agenda was posted.)

V. **Secretary's Report**
(This included correspondence and various committee or advisory committee reports. Each report could conclude with a motion which the assembly must address.)

VI. **Committee Reports**
(This included correspondence and various committee or advisory committee reports. Each report could conclude with a motion which the assembly must address.)

VII. **Public Announcement**
(Specify the number of minutes for each member of the public to provide comments. It could be as little as two minutes. Be sure to include the number off minutes available

per comment on the posted agenda. If more people wish to talk about a common issue, sometimes these comments can be grouped and a spokesperson on the issue can be identified to address the committee.)

VIII. Unfinished business

(This includes any issue which was not concluded, was postponed, or was tabled during the prior meeting. The secretary's minutes should inform the Facilitator which items to add to this section of the agenda.)

IX. New Business

(This is when new issues such as input into the school plan, Annual Language Census Report, ways to improve student achievement or attendance, plan and budget recommendations, and training.)

X. Evaluation (ways to improve the meeting)

(At each meeting the Facilitator distributes and collects a meeting evaluation for the committee participants to complete. Facilitator and principal review evaluations and implement suggestions, to the best of their ability.)

XI. Announcements

(School, district, and community announcements are shared with members.)

XII. Next Meeting

(Facilitator provides next ELAC meeting details including date, time, and place.)

XIII. Adjournment

(A motion to adjourn may be made at any time of the meeting. The ELAC should establish a timeline for its meetings. If the business cannot be completed, a special ELAC meeting should be called to address the remaining time.)

Under Construction – Suggested Bylaws

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). ESSA builds upon the critical work States and local educational agencies (LEAs) have implemented over the last few years. The reauthorized law prioritizes excellence and equity for our students and supports great educators.

The information below is based on this older act.

[School Name]
English Learner Advisory Committee (ELAC)

Article 1
Name

The name of this committee is the School Name and English Learner Advisory Committee

Article 2
Purpose

The major function of the ELAC is to advise the principal and school staff on programs and services for English Learners. This group advises (reviews and comments) on at least the following tasks. The committee:

a) The school's programs and or services for English Learners
b) The development of the Single Plan for Student Achievement (SPSA);
    a. Advises the School Site Council (SSC) on the development of the SPSA;
c) Assist in the development and or review of the school's needs assessment (e.g., the school's CELDT and reclassification data)
d) Ways to make parents aware of the importance of regular school attendance

Article 3
Members

On the committee, the percentage of parents of English learners is to be at least the same as that of English Learners at the school.

Section 1 – Elections

Requirements for ELAC elections include:

a) Parents or guardians of English Learners elect parent members of the committee.
b) Parents or guardians of English Learners are provided the opportunity (invited to a general meeting) to vote for committee members.
c) The committee elects one parent representative to the District English Learner Advisory

Committee (DELAC).

d) Other school community members include the principal or designee and facilitator. Additional staff such as teachers of English Learner students, Resource Teachers, Instructional Aids, or other parents including parents of non-English Learner students, may be added to the committee as long as the percentage of parents or guardians of ELs remains equal or greater than the percentage of ELs within the total school population.
e) In addition, the school provides a person to serve as the recorder of the meetings of the committee. The recorder is responsible for taking minutes of the meetings and subsequently transcribing (and arranging for translation if necessary) them for distribution to the membership. This person does not have voting rights and is not counted as a parent or other school community member. Meeting notes shall be posted on the school's website after each meeting.

Section 2 - Term of Office

All members of the committee serve a one-year term. Parent members of EL students may be re-elected for additional terms as long as they have children participating in the school's English Learners program.

Section 3 - Voting Rights

Each member is entitled to one vote and may cast a vote on each matter submitted to a vote of the committee. Proxy or absentee ballots are not permitted.

Section 4 - Termination of Membership

A member who no longer meets the membership requirements under which s/he was elected (parent whose child no longer attends the school, whose child is reclassified as Fluent English Proficient or a staff member who no longer works at the school) may continue until the end of the current school year. Membership automatically terminates for any member who is absent from three consecutive regular meetings.

Section 5 - Vacancy

Vacancies on the committee will be filled by the committee itself. A parent vacancy will be filled by a majority vote of the parents of the committee. A school community member vacancy will be filled in the same way by a vote of the school community members of the committee.

Section 1 - Requirements and Duties

Requirements and duties for ELAC members include:

a) Facilitator(s) – The Facilitator (or in DuFour's model, the committee may elect to have a different facilitator at each meeting to build in capacity in all members) must be a

parent member of the committee and retains the right to vote. The chairperson presides at all ELAC meetings and may sign all letters, reports, and other communications of the committee.

b) Co-Facilitator - The co-facilitator must be a parent member of the committee and retains the right to vote. The co-facilitator assists the facilitator and performs the duties of the facilitator in the absence of or delegation of the facilitator.
c) Secretary / Note Taker – The secretary must be a member of the committee, but does not need to be a parent of an English Learner. The secretary maintains all written records of the committee, including all correspondence, a register of the addresses and telephone numbers of the committee members, and copies of the minutes and agendas. The note taker/secretary shall keep the minutes of the meetings and shall promptly transmit true and correct copies of the notes to each of the members, to the school office, and to such other persons as the committee may designate. The note taker/secretary shall be custodian of the committee's records. He or she shall perform all duties and such other duties that may be assigned by the facilitator or the committee.
d) Representative to DELAC and/or Alternate – The DELAC representative and/or alternate represents the site ELAC and transmits to the site ELAC information provided at the DELAC monthly meetings.

Section 2 - Term of Office

All members of the committee serve a one-year term.

Section 3 - Voting Rights

Each officer is entitled to one vote and may cast a vote on each matter submitted to a vote of the committee. Proxy or absentee ballots are not permitted.

Section 4 - Vacancy

a) Should the office of facilitator become vacant, the co- facilitator shall assume the chairmanship for the unexpired portion of the term.
b) A vacancy for the office of co- facilitator or secretary will be filled by a vote of the membership following written notification of the election to members or appointed by the acting chairperson. Any person elected or appointed to fill a vacancy will serve for the unexpired portion of the term.

Article 5
Training

The district and school site provides appropriate training and materials to assist each member to carry out his or her required legal responsibilities.

Article 6

Meetings

Section 1 - Regular Meetings

The English Learner Advisory Committee meets regularly and at least four times during the school year. All meetings are open sessions with the opportunity to address the committee. Notice must be sent to the parents of all English Learners 72 hours in advance of the meeting.

Section 2 - Special Meetings

Special meetings may be called by the co- facilitator or by majority vote of the committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with the opportunity to address the committee.

Section 3 - Place of Meetings

The English Learner Advisory Committee holds its regular and special meetings in a facility provided by the school and readily accessible by all members of the public.

Section 4 - Quorum

A majority of each parity group (parents and other school community members) constitutes a quorum.

Section 5 - Decisions of the Committee

All decisions of the English Learner Advisory Committee are made only after following the consensus model of its members in attendance.

Article 7
Bylaws

Amendments to the bylaws are only approved by the director of the English Learner Services Department. Recommendations for amendments to the bylaws are sent to the director after an affirmative vote of the English Learner Advisory Committee.

The following Legal References have been referred to as well as the PLC model: E.C. Section 62002.5; Former E.C. Sections 52176; 52168; and Title 5, CCR, Section 4612

SCHOOL REPRESENTATIVE TO
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
(TRUSD DELAC)

School Name: _____

School Year: _____

Person completing this form: _____

Please submit the name of the parent representative to serve on the District English Learner Advisory Committee (DELAC) **immediately** after the school site's first ELAC meeting.

Name of DELAC Representative: _____
(Must be the parent of an EL student)
Address: _____

City, State, Zip Code: _____

Home Phone Number: _____

Work Phone Number: _____

Names(s) and Grades(s) of EL Children: _____

_____

_____

_____

Representative's primary language: _____

Does this representative need written information translated into their primary language?

- ☐ **Yes**
- ☐ **No**

Submit to the TRUSD English Learner Services Department Immediately following the first ELAC meeting.

NOTE:
If site has an alternate representative, submit two pages.
Mark here if parent/guardian serves as alternate_____
Telephone No.: _____

Establishing an ELAC

Determine the percentage of English Learners in the school and determine preliminary size of the committee.

↓

Notify all parents in the school of the election of parents to serve on the ELAC.

↓

Conduct the parent elections. Only parents of English learners may vote.

↓

Convene the first meeting of the ELAC.
Train members on their roles and responsibilities.

↓

ELAC elects a member to serve on DELAC.

ELAC meets a minimum of 4 times throughout the school year.

ELAC assumes its roles and responsibilities.

English Learners Advisory Committee (ELAC)
Binder Checklist

[SCHOOL NAME]
[School year]

Binder Checklist:

Annually

☐ Roster of elected ELAC members
☐ ELAC By-laws

Every Meeting

☐ Posted meeting notification with agenda items (Required 72 hour notice) in a public place and on school website

☐ Agendas (and post on school website)

☐ Sign-in sheets

☐ Minutes (and post on school website)

☐ ELAC recommendation Memo (when used)

KEEP BINDER IN PUBLIC SPACE

TwinRivers
UNIFIED SCHOOL DISTRICT

English Learner Advisory Committee (ELAC)
Sign-in Sheet

School _____ Date _____

Parent Name	*Student Name*	*Teacher/ Room #*	*Signature*	*Phone Number or Email*

ENGLISH LEARNER ADVISORY COMMITTEE
Taking Minutes at ELAC Meetings

Minutes are a written record of what happens at meetings. This documentation should be written as brief, concise and clear as possible because the minutes serve as a record of what action the members take. Everyone reading them should be able to understand them even though they were not present. Meeting notes should include what actions were approved, not what was said. Minutes should never be a transcription of the meeting.

Do Record:

- All approved or denied consensus decisions
- Names of all members reporting
- Names of all those elected or appointed
- Required topics by the State Department of Education

Don't Record:

- Discussion or personal opinion
- Entire reports
- Transcription of the meeting

Notes:

Use the Agenda as an outline for the minutes. Include names of the members present and audience present at the meeting.

Write the meeting notes as promptly as possible.

- Keep a copy for your records
- Put a copy in the ELAC binder
- Post the minutes on school's website
- Bring attention to future items on the agenda
- Make your School Site Council (SSC) aware of the recommendations from ELAC

NOTE: Mandated topics required the by the California Department of Education are not considered covered if it is a report that was brought back by a DELAC representative. It needs to be specified as a separate item on the meeting agenda and therefore elaborated on by a special guest, principal, EL Facilitator, or other school/district employee.

English Learner Advisory Committee Meeting Evaluation
Meeting Date: [_____]

Please take a few moments to provide us with your opinion about today's meeting. Your evaluation and comments will be used to improve future meetings.

Please circle the appropriate answer.

Was the agenda clear?	**Yes**	**No**
Was the agenda appropriate and interesting?	**Yes**	**No**
Were the items on the agenda covered?	**Yes**	**No**
Was there sufficient time to cover all items on the agenda?	**Yes**	**No**
Was the meeting well organized?	**Yes**	**No**
Were the materials used adequate?	**Yes**	**No**
Was the use of the materials effective?	**Yes**	**No**
Was childcare provided?	**Yes**	**No**

Comments and/or Suggestions:
What I found to be most valuable was:

_____

_____

_____

A topic I would like addressed in the future, would be (please give details):

_____

_____

_____

Other suggestions/questions/concerns:

_____

_____

_____

_____

If you wish to be contacted please included your contact information.

Name: _____ **Telephone No.:** _____

Chapter Two Appendix B
Overview

Instruction of English Learners and Program Pathways to Language Acquisition

Includes:

B1 - Understanding ELD Standards and Guidelines for Instruction
B2 - Research Based Instruction for English Learners
B3 - Considerations for Planning an ELD Lesson
B4 - California English Language Development Proficiency Descriptors
B5 - Foundational Literacy for Newcomers K-12 Strategies
B6 - Formative Assessment
B7 - Long Term English Learner Teacher Reflection and Guidelines for Instruction
B8 - Court Cases -Case Law- Governing Educational Decisions for English Learners
B9 - Values for Educating English Learners
B10 - Universal Design for Learning Principals (California Framework)
B11 - Designated and Integrated Approaches to Instruction and Learning
B12 - New Ways of Understanding Language

B1. Understanding ELD Standards and Guidelines for Instruction

Part I: Interacting in Meaningful Ways

A. **Collaborative** (engagement in dialogue with others)

1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

B. **Interpretive** (comprehension and analysis of written and spoken texts)

5. Listening actively or asking or answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

C. Productive (creation of oral presentations and written texts)

9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

Structuring Cohesive Texts

1. *Understanding text structure* and organization based on purpose, text type, and discipline
2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

Expanding and Enriching Ideas

3. *Using verbs and verb phrases* to create precision and clarity in different text types
4. *Using nouns and noun phrases* to expand ideas and provide more detail
5. *Modifying to add details* to provide more information and create precision

Connecting and Condensing Ideas

6. *Connecting ideas* within sentences by combining clauses
7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K–12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.

Research Based Instruction for English Learners

Direct Instruction/ "I do"
Teachers model thinking and understanding of the content. Usually brief, this component is used to establish the learning outcome for students as well as build or activate students' background knowledge.
Guided Instruction/ "We do"
Teachers prompt, facilitate, question or lead students through tasks that increase their understanding of the content. Can be whole class or small group instruction.
Collaborative Work/ "You do together"
Students problem solve, discuss, negotiate and think with peers in order to solidify and consolidate understanding of the content. Students practice and apply their learning while interacting purposefully with peers.
Independent Work/ "You do alone"
Students practice applying their learning new ways, synthesizing information, transforming ideas and solidifying understanding.

STRUCTURED STUDENT INTERACTION	LANGUAGE ACQUISITION	FEEDBACK & CHECKING FOR UNDERSTANDING	CULTURE AND CLIMATE
Structured student interaction is planned time structured for students to talk and work together to complete a task. A 30/70 (30% teacher talk 70% student talk) model should guide the level of daily conversation for English Learners. *It takes place regularly and strategically; some may be brief, but others should be extended instructional conversations involving higher-order thinking.* *These activities can be individual, paired, or small group participation that may include structured student interactions.* Some examples may include but are not limited to: • Gestures • Think-Pair-Share • Socratic Seminar/Fish Bowl • Every 10min. Turn and Talk • Numbered Heads Together • Choral response	**Language acquisition is providing explicit instruction for students' social and academic oral and written communication.** *Oral language support may include explicit instruction of rhythm, cadence, pronunciation, colloquial expressions, and formal and informal registers.* *Written language support may include explicit instruction of vocabulary, syntax, grammar, functions, and conventions.* Some examples may include but are not limited to: • Language frames • Chants and songs • Visuals (labels, graphic organizers, living word walls, charts) • Models • Quick Writes, Writing Sprints	**Checking for understanding is formative assessment - the teacher is continually verifying that students are learning *what* is being taught *while* it is being taught.** *Checking for understanding may include regular feedback on student output and/or assessment of student comprehension of objectives. CFU results in the teacher **modifying** instruction based on the feedback they get from students.* Some examples may include but are not limited to: • TPR • Response Boards • Ticket-Out-the-Door • Whip Around • Lesson Objectives stated as a question • Formatives • Learning Goals and Reflections • Portfolios with Clear Rubrics	**Culture and climate are the norms and routines established in the classroom in partnership with teacher and student to create a safe and supportive learning environment.** *Culture and climate are critical to our children's ability to recover from anything that hampers their learning. A carefully constructed classroom environment must fully support who they are as individuals.* Some examples may include but are not limited to: • Consistent and daily routines • Student voice and choice • Restorative Circles • Cooperative Learning • Culturally Responsive Teaching • Understanding the Importance of Names

TRUSD EL Services Department Modified from EGUSD

B3 Considerations for Planning an ELD Lesson

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners *enter* the Emerging level having limited receptive and productive English skills. As they *progress through* the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon *exit* from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners *progress through* the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners *progress through* the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon *exit* from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need ***varying linguistic support, depending on the linguistic and cognitive demand of the task.***	**General Extent of Support**						
	Substantial Students at the *early stages* of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.		**Moderate** Students at the *early stages* of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.		**Light** Students at the *early stages* of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		**Occasional** Students who have *exited* the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

ELD Standards http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf#search=ELD%20Standards&view=FitH&pagemode=none

B5 Foundational Literacy for Newcomers K-12 Strategies

Foundational literacy skills are the same for all students who need to learn basic literacy skills, including students who begin learning literacy skills after kindergarten. However, the way skills are taught and how quickly the students can be expected to acquire the basic skills and move on to higher level reading and writing depends on their age, cognitive level, and previous oral and written literacy experiences in their native language and/or in English.

This specialized instruction needed to provide students with foundation literacy skills is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

Chapter 6 of the California English Language Development Standards contains information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are significant when teaching English Learners: Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). l Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax

Foundational literacy skills in an alphabetic writing system include: print concepts, phonological awareness, phonics and word recognition, and fluency.

See also U.S. Department of Education Toolkit http://www2.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf

Native language literacy. Adolescent ELs who enter California schools after the primary grades have different levels of native language foundations in literacy. All students can draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their oral proficiency in the native language and how closely their native language is related to English. Students with established literacy in their native language and content knowledge can transfer these skills and knowledge to English with appropriate instructional support. (See chapter 6, "Foundational Literacy Skills for English Learners," for additional information.) Nevertheless, even with strong native language foundations, some adolescent English Learners may still struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.

California English Language Development Standards (electronic version) Kindergarten Through Grade 12, November, 2012.
http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf#search=ELD%20Standards&view=FitH&pagemode=none

B6 Formative Assessment

What is formative assessment? Formative assessment is a *process* teachers and students use *during* instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is *not* a tool or an event, nor a bank of test items or performance tasks. Well-supported by research evidence, it improves students' learning in time to achieve intended instructional outcomes. Key features include:

4. ***Clear lesson-learning goals and success criteria***, so students understand what they are aiming for;
5. ***Evidence of learning*** gathered during lessons to determine where students are relative to goals;
6. ***A pedagogical response to evidence, including descriptive feedback***, that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?
7. ***Peer- and self-assessment*** to strengthen students' learning, efficacy, confidence, and autonomy;
8. ***A collaborative classroom culture*** where students and teachers are partners in learning.

Assessment: A Process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	**Assessment *for* learning**	**Assessment *of* learning**	
Method	**Formative Assessment Process**	**Classroom Summative/ Interim/Benchmark Assessment***	**Large-Scale Summative Assessment**
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level/ department/school	School/district/state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle-distance	Distant
Timing	*During* immediate instruction or sequence of lessons	*After* teaching-learning cycle → *between* units/ periodic	*End* of year/course
Participants	Teacher and Student (T-S/S-S/Self)	Student (may later include T-S in conference)	Student

*Assessment of learning may also be used for formative purposes *if* assessment evidence is used to shape future instruction. Such assessments include weekly quizzes; curriculum embedded within-unit tasks (e.g., oral presentations, writing projects, portfolios) or end-of-unit/culminating tasks; monthly writing samples, reading assessments (e.g., oral reading observation, periodic foundational skills assessments); and student reflections/self-assessments (e.g., rubric self-rating).

Long Term English Learners Classes: LTEL 7- 8 and Academic English 9-12

Planning Reflection

Reminders: Urgency, acceleration, and focus. LTEL students no longer have the luxury of years remaining in school to close academic gaps and develop language proficiency and literacy. By high school, they have only a few short years left in the education system to overcome deficits accumulated since kindergarten. This means that whatever courses and instruction they receive needs to be particularly targeted to most efficiently, most directly, and most powerfully address their needs.

The chart below is designed to support your reflective work to more effectively support the language acquisition of Long Term English Learners.

Basic Principals	Reflection/Observation	Used Regularly	Working On
Long Term English Learners need **voice and choice** throughout every lesson			
Language development is more than **literacy development;** Long Term English Learners need both. **Clear learning goals/objectives focused on these areas**			
Both **language development** and **academic gaps** that must be addressed across the curriculum			
Role of **primary language development** is understood and used in language development			
The need for **rigor**			
The need for **invitation**, **support** and **insistence**, that			

Basic Principals	Reflection/Observation	Used Regularly	Working On
they become **active participants** in their own education			
Explicit literary development (teaching specific reading strategies—students are metacognatively aware of how to use strategies)			
Instruction on academic use of English and complex **vocabulary**			
High quality writing (writing addresses where students are and instructs them on specific skills to **scaffold** and **bridge** their academic gaps)			
Extensive reading of **relevant text** (text is not only relevant but is also complex)			
Data chats or modified "data walls"—there is an **assessment that matches the skills being taught**			
Relationships matter			
Oral language development			

Teacher Reflection

What areas do I feel are my strengths or areas I feel confident about?
What is one area based on my reflection, that I need to focus on?
What information or supports, if any, do I need as I focus on this area?
How did I communicate expectations for each activity?

B8 Court Cases -Case Law- Governing Educational Decisions for English Learners

There have been a series of court cases that have determined the direction of our work with English Learners. These also guide our work in developing and implementing programs and criteria for reclassification and monitoring, working with sites, and the direction and design of our English Learner Master Plan.

Addressing Segregation

Plessy v. Ferguson and Brown v. Board of Education

In 1896 the U.S. Supreme Court issued its now infamous decision in *Plessy v. Ferguson* that "separate but equal" public facilities, including school systems, are constitutional. Although the decision was related to the segregation of African American students, in many parts of the country Native American, Asian, and Hispanic students were also routinely segregated. The Supreme Court unanimously reversed *Plessy v. Ferguson* 58 years later in 1954 in *Brown v. Board of Education*.

Independent School District v. Salvatierra, Alvarez v. Lemon Grove, and Méndez v. Westminster School District (1930)

A few lesser known lower-level cases concerning the segregation of Hispanic students predate Brown. In *Independent School District v. Salvatierra* (1930), Mexican American parents in the small border town of Rio, Texas, brought suit against the school district over segregation. The court sided with the school district that argued the segregation was necessary to teach the students English. This argument did not hold, however, for two similar cases in California: *Alvarez v. Lemon Grove* (1931) and *Méndez v. Westminster School District* (1947). The judge in *Alvarez* noted that segregation was not beneficial for the students' English language development (Trujillo, 2008), and the success of the *Méndez* case helped set the stage for *Brown*.

Like *Plessy*, *Brown v. Board of Education* focused on the segregation of African American students. They did so by ruling that states are responsible for providing "equal educational opportunities" for all students.

Guey Heung Lee v. Johnson and Johnson v. San Francisco Unified School District (1971)

In some instances, however, desegregation efforts made it more difficult. In San Francisco, for example, Chinese Americans fought a desegregation order that would force students out of neighborhood schools that provided bilingual English-Chinese programs for newcomer Chinese EL students. The Chinese community took the case to court in 1971 in G*uey Heung Lee v. Johnson*, and it was appealed to the 9th Circuit Court of Appeals in *Johnson v. San Francisco Unified School District*. In 1974, the court ruled against the Chinese community, declaring simply *Brown* applies to races.
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The Right of Communities to Teach Their Native Languages to Their Children

Meyers v. Nebraska (1923)

The Supreme Court struck down the states' restrictive legislation, ruling, in essence, that whereas state governments can legislate the language used for instruction in schools, states may not pass laws that attempt to prevent communities from offering private language classes outside of the regular school system.

Farrington v. Tokushige (1927)

In a similar case handed down in Hawaii in 1927, *Farrington v. Tokushige*, the court offered further protections of after-school community language programs after attempts by education authorities to put restrictions on Japanese and Chinese heritage language programs.

Despite these victories, as Del Valle observes, these cases were essentially about parents' rights rather than language rights. In addition, within the court's decision there were still signs of negative attitudes toward the "foreign population." Indeed, Hawaii tried yet again to limit private foreign language instruction. When the Chinese communities after World War II sought to restart their private language schools, the state passed the "Act Regulating the Teaching of Foreign Languages to Children." Part of the state's rationale was the need to "protect children from the harm of learning a foreign language" (Del Valle, 2003, p. 44).

Stainback v. Mo Hock Ke Kok Po (1949)

In *Stainback v. Mo Hock Ke Kok Po* (1947), the state court struck down the statute, rejecting the state's claim and arguing that, at least for "the brightest" students, study of a foreign language can be beneficial. The case was decided on the basis of Farrington and, once again, had more to do with parents' rights in directing the education of their children than with language rights.

Thus, the common practice of language-minority communities today in offering heritage language programs after school and on weekends is protected by the U.S. Constitution.

Addressing the Linguistic and Educational Needs of EL Students

Case law concerning the linguistic and educational needs of EL students has had a major impact on federal and state policy for EL students, their families, and their communities. Since the early 1970s, conflict and controversy have surrounded the issue of what constitutes an appropriate education for ELs. Some rulings provide support for bilingual education; others do not. Some cases involve suits filed against bilingual education; others involve suits filed against anti-bilingual education voter initiatives.

Equal Educational Opportunities for English Learners

Lau v. Nichols (1974)

Supreme Court case *Lau v. Nichols* resulted in perhaps the most important court decision regarding the education of language-minority students. This case was brought forward by Chinese American students in the San Francisco Unified School District who were placed in

mainstream classrooms despite their lack of proficiency in English. The district had argued that it had done nothing wrong, and that the Chinese American students received treatment equal to that of other students. Justice William Douglass, in writing the court's opinion, strongly disagreed, arguing:

> Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

The influence of *Lau* on federal policy was substantial. After the court's decision, the U.S. Department of Education's Office of Civil Rights created the **Lau Remedies** (see also) **http://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA3ExecLauRemedies.htm** . Whereas Title VII Bilingual Education Act regulations applied only to funded programs, the Lau Remedies applied to all school districts and functioned as *de facto* compliance standards.

James Lyons (1995), former president of the National Association for Bilingual Education, explains further:

> The *Lau Remedies* specified proper approaches, methods and procedures for (1) identifying and evaluating national-origin-minority students' English-language skills; (2) determining appropriate instructional treatments; (3) deciding when LEP students were ready for mainstream classes; and (4) determining the professional standards to be met by teachers of language-minority children. Under the *Lau Remedies*, elementary schools were generally required to provide LEP students special English-as-a-second-language instruction as well as academic subject-matter instruction through the students' strongest language until the student achieved proficiency in English sufficient to learn effectively in a monolingual English classroom. (pp. 4-5)

The essence of *Lau* was codified into federal law though the **Equal Educational Opportunities Act of 1974 (EEOA)**, soon after the case was decided. Section 1703(f) of this act declares: "No state shall deny educational opportunities to an individual on account of his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Worcester Public School District (2009) *(out of court settlement agreement)*

At the time of its passage, this section of the EEOA was viewed as a declaration of the legal right for students to receive a bilingual education, under the assumption that this is what *Lau* essentially mandated (Del Valle, 2003). Although other legal actions have since made it clear that the Supreme Court never did mandate bilingual education, the EEOA remains in effect and several subsequent lawsuits have been based on this legislation.

In this matter involving the Worcester, Massachusetts public school system, the Section conducted a review to determine whether the district was providing appropriate instruction and services to English Language Learner ("ELL") students as required by the Equal Educational Opportunities Act of 1974 ("EEOA"). After determining that the school district was not complying with the requirements of the EEOA, the United States entered into an out-of-court settlement agreement with the school district on January 26, 2009. Under this agreement, the school district agreed to take the following steps, among others, to: establish protocols for registration and identification; train faculty and intake staff concerning proper data entry for tracking; ensure timely, adequate and appropriate ELL services; provide translation services for parents and guardians, train ELL teachers, provide appropriate materials for ELL classes, ensure special education students are not denied appropriate ELL services, and monitor current and exited ELLs.

D.J. et al. v. State of California, et al. (filed 4/24/2013, ruled 8/12/2014***)***

All English Learners must receive appropriate instruction and services. These services must be designed to overcome language barriers and provide access to the core curriculum. CDE states that this includes using the supports CDE provides to ensure this access and quality including: ". . .how to fulfill the dual obligation by implementing integrated and designated English Language Development (ELD) instruction as part of the comprehensive delivery plan for ELs."

Legislation and Court Cases Regarding English Learners - Overview

1974 – Lau vs. Nichols
English Learners have a right to learn English in order to access a meaningful education. See also Lau Remedies (noted above and below
http://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA3ExecLauRemedies.htm
1981 – Castañeda vs. Pickard
1. Programs are to be based on sound theory
2. Adequately supported with effective staff and resources
3. Demonstrate results, evaluated
1987 – Gomez vs. Illinois State Board of Ed.
State Educational Agency is to provide oversight and guidance to districts regarding services to English Learners
1998 – Proposition 227
"educate Limited English Proficient students in a rapid, one-year program"
2001 – No Child Left Behind/Title III
low performing sub groups had to show progress toward proficiency
2012 – U.S. Dept. of Education Office of Civil Rights Publication
https://www2.ed.gov/about/reports/annual/ocr/report-to-president-2009-12.pdf
2014 – D.J. et al. v. State of California et al.
All English Learners must receive appropriate instruction and services. These services must be designed to overcome language barriers and provide access to the core curriculum

Citations

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B9 Values for Educating English Learners

Valuing Language and Culture as Assets: English Learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English Learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English Learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English Learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English Learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English Learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English Learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English Learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

B10 Universal Design for Learning Principles (California Framework)

Principle ***Provide multiple means of . . .***	**Guidelines** ***Provide options for . . .***
I. Engagement	Self-Regulation Effort and Persistence Recruiting Interest
II. Representation	Comprehension Language, Mathematical Expressions, and Symbols Perception
III. Action and Expression	Executive Functions Expression and Communication Physical Action
Source CAST. 2013. *Universal Design for Learning Guidelines Version 2.0*. Wakefield, MA: Author.	

B11 Designated and Integrated Approaches to Instruction and Learning (CA Framework)

Integrated English Language Development

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

Essential Features of Designated English Language Development Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

B12 New Ways of Understanding Language

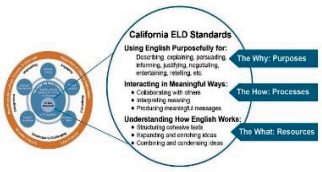
Instead of	Try this
Thinking in terms of • proper or improper • good or bad	***See language as*** • appropriate or inappropriate • effective or ineffective in a specific setting
Talking about grammar as • right or wrong • correct or incorrect	***Talk about grammar as*** • patterns • how language varies by setting and situation
Thinking that students • make mistakes or errors • have problems with plurals, possessives, tense, etc. • "left off" an *-s*, *-'s*, *-ed*	***See students as*** • following the language patterns of their home language or home varieties of English • using grammatical patterns or vocabulary that is different from Standard English
Saying to students • "should be," "are supposed to," "need to correct"	***Invite students*** • to *code-switch* (choose the type of language appropriate for the setting and situation)
Red notes in the margin • correcting students' language	***Lead students to*** • compare and contrast language • build on existing knowledge and add new language (Standard English) • understand how to code switch appropriately

Source
Adapted from
Wheeler, Rebecca S., and Rachel Swords. 2010. *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers,* 17. Portsmouth, NH: Heinemann

Chapter Four Appendix D
Program Guide and Evaluation

Includes

D1 - California ELD Standards - Proficiency and Level Descriptors
D2 - ELD Instruction – Program Evaluation Checklist, Three Components
D3 - EL Program Evaluation CSTP Checklist by Standards
D4 - Principal's Assurance Checklist for TRUSD
D5 - District Assessment Checklist - Reparable Harm



California ELD Standards: Proficiency Level Descriptors

Planning and Reflection: Developing a full awareness of the uses of language for specific purposes

Collaborative	1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics		
	2. Interacting with others in written English in various communicative forms		
	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges		
	4. Adapting language choices to various contexts (based on task, purpose, audience and text type)		
Interpretative	5. Listening actively to spoken English in a range of social and academic contexts		
	6. Reading closely literary and information texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area		
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, purpose, audience, etc.		
Productive	9. Expressing information and ideas in formal oral presentations on academic topics		
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology		
	11. Justifying own arguments and evaluating others' arguments in writing		
	12. Selecting and applying varied and precise vocabulary, register, and language structures to effectively convey ideas		
Understanding Cohesive Texts			
	1. Understanding text structure and organization		
	2. Understanding cohesion: how language is woven to create meaning		
Expanding and Enriching Ideas			
	3. Using simple building blocks of sentences (Subject and Verbs) to create and effectively use four sentence types (Simple, Complex, Compound, Compound-Complex). Deliberate use of dependent/independent clauses for a specific purpose		
	4. Using verb and noun phrases		
	5. Modifying to add salient details, expanding sentences		
Connecting and Condensing Ideas			
	6. Connecting Ideas: Combine clauses in a variety of ways to create links, concrete/abstract ideas or to establish cause		
	7. Condensing Ideas: Condense ideas in a variety of ways to create precise sentences		
Using Foundational Literacy Skills Knowledge of Native Language and Literacy (e.g., 30% of Spanish/English words are cognates). Similarities/Differences between Native Language and English			
	Print concepts, phonics and word awareness, phonological awareness, fluency		

ELD Instruction – Program Evaluation Checklist, Using Three Main Components:

1. Culture and Climate of the Classroom
2. Language Acquisition and Learning
3. High Quality First Instruction and Learning
Culture and Climate of the Classroom
The Teacher sets the tone for the culture and atmosphere of the classroom. The most salient catalyst in modifying intelligence is the interaction between the teacher and the student and the students and other students in the same environment.[1]
☐ Builds a **respectful, engaging environment**: greets students at the door; always demonstrates respect; ensures class time is structured with **room for student growth**; ensures teacher and student **knowledge base** includes **current and confirmed research**, designed to engage students and provide the thinking skills they need to be successful; teachers have a true desire to **know your students as individuals**.
☐ The grading system focuses on measuring students' challenges and accomplishments vs. completion (work, tests, projects). The teacher is able to use transparent measures (guidelines such as rubrics on projects, writing, other student work) to discuss with administrators, colleagues, students, parents the purpose of the students' work; their diagnosis of student need; and a plan for the teacher's and student's next steps.
☐ Students are **given multiple tools to assist their self-reflection and improvement**.
☐ **Know** the **students' background** and **language literacy** in students' primary language and in English.
☐ **Identifies** and **activates students' strengths**, using an **asset model**.
☐ Teacher and Student together **determine goals** and **expectations.**
☐ Students **listen** actively and provide **constructive feedback** to their peers. Students have **multiple opportunities** for **meaningful interactions** with **peers.**
☐ Teacher/Student makes **purposeful connections** to students' **prior knowledge**/learning.
☐ **Empowerment**: empowers students to be more successful learners, helping to build academic competence, self-efficacy, and initiative: providing resources and developing in students the ability to acquire their own resources. Modeling positive self-efficacy beliefs, celebrating individual and collective accomplishments.
☐ **Multiple opportunities for students to pursue their own interests in the context of their learning.**
Language Acquisition and Learning: Purpose, Process, Resources
Both elementary and secondary teachers need to understand how students develop their language.
☐ Students **understand how English works**: structure, speaking and writing, understanding text structures, and developing the ability to expand on ideas and enrich them.

[1] Feuerstein, R.; Feuerstein, R.S.; & Falik, L.H. (2010). *Beyond Smarter: Mediated Learning and the Brain's Capacity for Change*. New York: Teachers College.

☐	Students **use language purposefully**: describing, explaining, persuading, informing, justifying, negotiation, entertaining, retelling.
☐	For **Designated Language** Instruction and learning: teachers " . . . build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed or content learning in English. . . it is not a time to teach or reteach content. . . " (Chap 2 p. 115).
☐	Teacher regularly **models** for students **how he/she is thinking** in addressing language challenges in: learning, writing, reading, thinking, listening.
☐	**Students** become familiar with **how they think**, **approach challenges,** and **reflect** on the efficacy of their approaches. They use English purposefully.
☐	Students **communicate regularly** to multiple audiences about their **learning process**.
☐	Teacher/Student asks **questions related to the text** and provides opportunities for **student response** in multiple ways. Use **close reading strategies**.
☐	**Reading Strategies:** rereading; making connections to prior knowledge; making predictions before, during, and after reading; preview the text; visualize while reading; summarize; asking questions.
☐	**Variety of activities related to reading**: choral, active listening, asking and answering yes- no to wh questions anticipatory questions, oral sentence frames.
☐	**Describe ideas**, phenomena (insect metamorphosis) and **text elements** (major events, characters, setting), using **key details** based on understanding of a variety of grade-level texts.
☐	Identify the **language features of academic texts** that students are expected to read and provide written responses to and/or use similar constructs themselves (**science lab report**, **persuasive writing**)? Eg. How the **subject is hidden in some texts** (history, government). How **ideas are compressed** (science texts).
☐	As students read, they don't let words just "slide through your brain"- they **slow down** to **find the meaning**.
☐	Combining clauses in an increasing **variety** of ways for **specific purposes**.
☐	Selective of word choice for specific effect, e.g., ***morsels*** of melon vs ***pieces*** of melon (when does a writer use which word?)
☐	In order to **determine why** a particular word or sentence was used by an author, **replace it** or change it and determine its impact on the meaning and on the reader. Use a similar process for the organization of smaller written pieces. What happens when the organization is changed?
☐	**Imitative writing** (using models)-students develop the ability to analyze writing techniques using authors they have read or informational texts (sentence structures, words choice, syntax). **Students can** then **imitate a specific writing style**, using their own topics/research (This is a sophisticated and expanded "sentence frames" or modeling approach).
☐	**Graphic** and **semantic organizers**-often student created (story maps, Venn diagrams, timelines, word walls, KWL).
☐	**Charts, mapping, picture sequencing, posters and realia** that promote preview and review**.**
High Quality First Instruction and Learning	
All classrooms (EL and Mainstreamed) must address each day: **1) The Ongoing Language Learning Needs of the Student** **2) The Language Demands of the Subject**	
☐	Teacher follows the recommended **30/70** model: **30% teacher talk/do**, **70% student talk/do**. This **model is critical** to EL learning needs.

☐	Design lessons to ensure students understand the specific differences between their home language and English. Their self-correction and use reflects this specific knowledge = **designated instruction**.
☐	Teachers uses effective **cross disciplinary approaches**. (ELD/ELA Framework Chap. 2).
☐	Requires **effective diagnosis** of students' language and literacy skills. Students are **properly evaluated** on their English Language and literary skills and the teacher understands how **cross language transfer works**, resulting in **designing appropriate instructional** lessons, units, **designated** lessons for English Learners. (ELD/ELA Framework Chap. 2, p.106).
☐	Provide **multiple opportunities** for **structured** and purposeful group **conversations.**
☐	**Generative learning**, the learner is generating the answer, rather than recalling it. This emphasizes the importance of building a student's sense of curiosity.
☐	Use Gibbons **Model of Dialoguing** with students to allow students to develop their language[2]
☐	Help students **discover the purpose and benefits of reading** by modeling enjoyment of text and an appreciation of the information it has to offer and **creating a print rich environment** (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas). Create opportunities for students to see themselves as successful readers. **Texts and tasks** should be **challenging**, but within reach, given appropriate teaching and scaffolding (ELA/ELD Framework, 2015, Chapter 3 p. 8).
☐	**Speaking process** is used to **practice for multiple goals**: a persuasive speech or persuasive writing, clarifying thought processes, sharing information, expanding ideas.
☐	All teachers with ELs in their classrooms use **grade-level CA CCSS** for ELA/Literacy and other content standards as the focal standards for content instruction (CDE, 2014).
☐	Consider a **display of words** relevant to the topic, organized according to type of meanings, words likely to appear in the same genre are listed together. **Generated** and **designed by students** via class discussion and focus – not designed prior by the teacher. Use Marzano's researched-based strategies: summarizing and notetaking; identifying similarities and differences; nonlinguistic representations; generating and testing hypotheses; cues, questions, and advanced organizers.[3]
☐	Students are provided **multiple opportunities** to articulate various pieces of information, concepts, thought processes with various audiences, particularly their peers. Ensure that all students participate equally.
☐	Design **assessments** to **engage**, **expand**, and **accelerate** student **learning**.
☐	**Sentence Frames are visible** to students, **modeled** by the teacher and **rehearsed/reviewed** by students.
☐	**Evaluate language choices**. What specific language does the author use (specific vocabulary, phrasing, evidence)? Evaluate how writers use language in interesting and varied ways to convey meaning, have students **describe the language the author uses** to convey an idea.
☐	Direct instruction based in the context of their use: text use of academic language, spend the majority of this time in teaching **general-purpose critical concept words or academic** words: *analyze, frequent, abstract* not rare/interesting words e.g., *dandelion, burrowed*. In Math, e.g., *Domain* and *Range*-explored thoroughly, so concepts are clear.

[2] Gibbons, P. (2006). *Bridging Discourses in The ESL Classroom: Students, Teachers and Researchers*. London: Continuum. Gibbons, P. (2015). *scaffolding language scaffolding learning: Teaching English Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.

[3] Marzano, R.J.; Pickering, D.J.; & Pollack, J.E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

☐	**Draw on the experiences** the students just had in class and at the same time demonstrate the meaning physically. "Now we're trying to talk like scientists." Help students draw parallels to the home language.
☐	Use a Dialogue Letter/Dialogue Journal: **written conversation** between two people.
☐	Provide **examples** of various **sentence constructions** and provide **think time** for students to create their own.
☐	Uses simple **building blocks of sentences** (Subject and Verbs) to gradually create four sentence types (Simple, Complex, Compound, Compound-Complex).
☐	Connecting Ideas: **Purposefully combining clauses** in an increasing variety of ways (emerging/expanding use), for specific purposes (bridging use). Use subject specific sentences as models.
☐	Teachers, instead of showcasing what they know (often called transmission teaching), allow **students** to **make their own meaning**, use of guided questions, strategic collaborative learning.
☐	**Interval** teaching: space the **learning** out enough so a little forgetting has set in. Then revisit, have students work themselves back through the process => cements learning.[4]
☐	**Graphic** and **semantic organizers** visually display meaning-based connections.

Revised 4-11-16

Proficiency Level of English Learners CELDT => (ELPAC)

CELDT 1-2 (Emerging): Little or no English Proficiency; Newcomers: 12 months or less in US and CELDT 1
CELDT 3 Low (Expanding): Beginning communication for a variety of social and academic tasks
CELDT 3 High (Expanding): Improved communication for a variety of social and academic tasks
CELDT 4-5 (Bridging): English skills proficient to perform in mainstream classes

Resources used to create this chart include: *ELA/ELD Framework*, unique ones are footnoted. Internal citations with chapter and/or page numbers noted are from the ELA/ELD Framework. Other resources specific to this chart: ***SBE –Adopted ELA/ELD Framework Chapters*** http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp ***Snapshot Collection of the English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade Twelve*** http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf

[4] Brown, P.C.; Roediger, H.L.; McDaniel, M.A. (2014). *Make It Stick: The Science of Successful Learning*. Cambridge: The Belknap Press of Harvard University Press.

Program Evaluation Tool Kit: *CSTP Checklist*, *ELD Standards: Proficiency and Level Descriptors*, *ELD Instruction- Program Evaluation Checklist, Principal Meeting to Review Site Data*

Standard 1: Engaging and Supporting All Students in Learning

- ☐ Does the teacher display knowledge about the students' interests, background, primary language or culture and links that information to the subject matter?
- ☐ Does the teacher ensure that the background knowledge and academic concepts associated with the language/content are explicitly being constructed?
- ☐ Do students understand the specific purposes for reading certain texts or completing certain tasks/projects?
- ☐ Are students regularly given choices for what and how to learn?
- ☐ Are students encouraged to monitor their own understanding, identify when they don't understand and use (or seek out) appropriate strategies to address their specific difficulties? How do you know this?
- ☐ Does the teacher utilize the *Student Profile* information in *Illuminate* to discern EL students' needs?
- ☐ Does the teacher ensure that all students have ample time to develop rich and complex oral language?

Standard 2: Creating and Maintaining Effective Environments for Student Learning

- ☐ Are behavioral standards for the classroom environment clear and help reduce students' affective filter?
- ☐ Does the teacher build trust with and among students, fostering relationships that allow students to thrive academically?
- ☐ Does the teacher create an affirming and enriched environment?
- ☐ Does the lesson use a content-based approach, anchoring instruction in the literacy demands facing students encountering challenging text? [Rather than remediating by using "basic" materials.]
- ☐ Does the teacher follow the recommended 70/30 model: 30% teacher talk/do, 70% student talk/do?
- ☐ Does the teacher use multiple learning tools (e.g. visuals, video clips, experiences, research, simulations, problem-based learning, publications for a real audience, student-directed problem/research approach)?
- ☐ Does the teacher provide: a print rich environment, a variety of structures for interaction, silent signals, enrichment opportunities?

Standard 3: Understanding and Organizing Subject Matter for Student Learning

- ☐ Does the teacher identify and address two basic objectives for each day **1) the ongoing language learning needs of the student** and **2) language demands of the subject** (all grades, all subjects).
- ☐ Does the teacher identify the language features of academic texts (secondary-in content area) that students are expected to read and provide written responses to and/or use similar constructs themselves (science lab report, persuasive writing)? Eg. How the subject is hidden in some texts (history, government). How ideas are compressed (science texts).
- ☐ Does the teacher use a content-based literacy approach incorporating explicit instruction in language and literacy, drawing on cognitive skills and knowledge of their English Learners?
- ☐ Does the teacher demonstrate awareness of content knowledge and concepts needed by students to learn based on grade level content standards?
- ☐ Does the teacher deeply understand effective vocabulary development and instruction? (Not word lists to define)
- ☐ Does the teacher explicitly focus on academic language?
- ☐ Does the teacher use authentic writing, allowing students to see themselves as scientists, researchers, writers?
- ☐ Does the teacher articulate with lower and upper grade level teachers to ensure subject matter is organized not only from day to day, but from year to year?

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

- ☐ Does the teacher provide extensive opportunities for students to use academic language with their peers?
- ☐ Does the teacher provide explicit teaching of literacy skills? [Elementary - Designated, explicitly designed instruction targeting current language proficiency challenges of individual English Learners for 2.5 hours per week, addressing the unique needs of English Learners. Secondary - Content Literacy. Both elementary and secondary - identifying the language features of academic texts.]
- ☐ Does the teacher provide regular teaching and learning around analysis of complex text and writing for effective expression (all grades, all disciplines)?
- ☐ Does the teacher use writing to develop clarity of thought (journaling, daily writing pieces, researched pieces)?
- ☐ Does the teacher understand the Big Ideas that are involved in the subject area and continue to focus on the depth needed to ensure student understanding? Do students have the critical concept words to convey the most accurate perception of those Big Ideas?
- ☐ Does the teacher continue to build a repertoire of instructional activities and materials to draw upon to meet the needs of all students?

Standard 5: Assessing Student Learning

- ☐ Does the teacher have classroom assessments that are ongoing and integrated into the instruction such that quality feedback is regularly provided to move students toward rigorous standards?
- ☐ Does the teacher have knowledge of the primary components of writing (content, logic, effectively communicated), secondary components (spelling, punctuation, grammar), and the effective use of rubrics/continuums for formative and summative assessments of writing in their content/grade level area?
- ☐ Does the teacher have a grading system that - by its design- focuses on measuring students' challenges and accomplishments vs. completion (work, tests, projects)? The system is a diagnostic tool for teachers, students and parents. The teacher is able to - using student's assessments (ie. grades) - discuss with administrators/colleagues the purpose of their students' work, their diagnosis of student need, and their outline for their next steps.
- ☐ Does the teacher use student conference/data chats to ensure students are fully aware of their strengths and challenges and have developed a plan for their continued learning?
- ☐ Does the teacher use several measures (requiring students to use multiple skill sets) to determine students' knowledge and needs?
- ☐ Does the teacher identify and address underlying causes for achievement patterns and trends?
- ☐ Does the teacher use concepts learned to derive new information, connect to previously learned concepts, solve real-world problems, and ensure students recognize the concepts in different settings?
- ☐ Does the teacher keep running records and use them for student diagnostic work?

Standard 6: Developing as a Professional Educator

- ☐ Does the teacher regularly reflect on his/her practice related to student learning?
- ☐ Does the teacher strive to continuously provide guided learning?
- ☐ Does the teacher regularly seek out avenues to improve his/her professional learning?
- ☐ Does the teacher regularly seek out knowledge and training specific to the learning needs of English Learners?
- ☐ Does the teacher have knowledge of the literacy development needed by all learners?
- ☐ Does the teacher have current knowledge of the CCSS/NGSS standards and its application to his/her grade level/subject?
- ☐ Does the teacher have specific knowledge in effectively assisting students in building their vocabulary knowledge? [This is an authentic study of word choice and development, not a word list to study].
- ☐ Does the teacher understand and effectively use scaffolding approaches to the teaching of reading comprehension in the content area?
- ☐ Does the teacher demonstrate the understanding that the responsibility for learners' literacy and language development is shared by all educators?
- ☐ Does the teacher effectively collaborate—a powerful structure used by scientists—with their colleagues?

Principal's Assurances Checklist for Our English Learner Programs

School: _____ **Principal:** _____

Due By November 30, 2016

☐ **ELAC:** I have met with the ELAC Lead to plan Agendas and meeting dates. We have discussed our training topics and matched them to ELAC dates. 2016-17 ELAC Meeting dates are:
#1_____#2_____#3_____#4_____

☐ **SUBJECT AREA COMMITTEES K-6; DEPARTMENT CHAIR 7-12:** My site support person is _____ _____. We have set up a schedule of regular meetings to ensure ongoing communication with site administrators, teachers and other staff, regarding the progress of our English Learners.

☐ **PARENT NOTIFICATION LETTER FOR INITIAL IDENTIFICATION**: This letter is sent by the site to the parents of all students new to our district whose home language survey indicates they need to be CELDT/ELPAC tested.

☐ **RECLASSIFICATION:** The site AISB/Lead/Chair and I have completed the reclassification form for ELs who were just reclassified in the fall and have sent them to the ELSD for final approval. When returned, the final approved form is filed in the EL Academic Progress folder. We have also changed student placement based on this data.[1]

☐ **EL ACADEMIC SUPPORT TEAM/PRINCIPAL'S INTERVENTION TEAM** (lead/chair/AISB/teachers/admin)[2] **or SST/MTSS TEAM:** In addition to the site representative and myself, the following staff members will serve: (Names/titles). This committee will review progress of ELs/R-FEPs who are not achieving. _____ _____.

☐ **R-FEP MONITORING:** In November, the site EL Academic Support Team and I will review the data for R-FEP students (R-FEP Monitoring Data) and check with targeted R-FEPs' classroom teacher, regarding any struggling R-FEPs. The team will monitor student progress and ensure appropriate intervention.

☐ **CUM FILES/DATA:** My EL site support and I met with the office staff on (date :_____) I or my team will review the processes/procedures critical to our tracking and compliance requirements relating to Aeries data entry, including: US Entry Date, Home Language Survey, Language Dominance test, CELDT assessments, EL status and status changes e.g. RFEP, parent correspondence language, immigrant status.

☐ **ELD INSTRUCTION:** I have met with all teachers and/or examined class lists and Master Schedules. Secondary EL students are placed according to the Placement Criteria Chart (revised 1-12-16). Each elementary EL student has and will receive protected designated EL time for teaching and learning in skills/concepts in context that are unique challenges for EL students. [A question principals can ask teachers to help them determine if this is truly designated EL time is: "Would English only students typically have these issues as well?" If their response is "yes," then it is **not** designated EL time.] (Contact EL TOSAs to assist you in training your teachers on this critical concept).

☐ **EL ACADEMIC PROGRESS FOLDERS** (purple folder)*:* Each EL has a file that is reviewed by the classroom teacher or ELD or ELA teacher and monitored by the site contact/Chair/AISB/Bilingual Paraeducator.

Principal's Signature _____**Date**: _____(Sign, retain original, & send a copy to the English Learner Services Department.)

Email a copy to the English Learner Services Department on or before each due date.

[1] For secondary, use the **English Learner Placement Criteria Grades 7-12** grid.

[2] For Elementary, this could be a site EL contact and the Academic Intervention Specialist Bilingual (AISB) and the Bilingual Paraeducator; for secondary, this would be your EL Department Chair and the AISB and the Bilingual Paraeducator.

Principal's Assurances Checklist for Our English Learner Programs

School: _____ **Principal:** _____

Due By March 15, 2017:

☐ **ELAC:** These training topics have been covered: Circle: #1, #2, #3, #4. Agendas, Minutes, & handouts have been placed on your school website.

☐ **RECLASSIFICATION:** The EL site support person and the school team have reviewed student data to identify candidates for reclassification. They have coordinated their reclassification process with the English Learner Services Department (ELSD). Final reclassification forms (Appendix E7) will be sent by the site to the ELSD **1-2 weeks after receiving your CELDT scores.**

☐ **RECLASSIFICATION ARTICULATION:** My site has forwarded the potential reclassified student list to the secondary sites in my feeder pattern. These student names are needed for their master schedule deadline. This deadline is also **1-2 weeks after receiving your CELDT scores.**

☐ **R-FEP MONITORING:** In late Feb/early March, the site EL Academic Support Team and I will review the data for R-FEP students (R-FEP Monitoring Data) and check with targeted R-FEPs' classroom teachers, regarding any struggling R-FEPs. The team will monitor student progress and ensure appropriate intervention The EL site support person will collect progress data and schedule any at-risk students with the Student Study Team (SST) so that appropriate interventions can be discussed and prescribed.

☐ **ACADEMIC SUPPORT TEAM**: The Academic Support Team (Principal's Intervention Team, or SST, MTSS etc.) will meet in March to discuss and take actions on: 1) interventions for R-FEP students who are not experiencing success, and 2) any recommended additional reclassifications for EL students.

☐ **CUM FILES/EL ACADEMIC PROGRESS FOLDER** (purple folder): The EL site AISB or BP person will file all R-FEPs' paperwork in the purple folders by March 15 and write the date and 'R-FEP' on the outside of the folder. Ensure the site's Aeries data entry employee enters this data in Aeries. Confirm that Aeries codes and date of reclassification have changed from EL to R-FEP for all reclassified students by **the first week in March**

☐ **ANNUAL CELDT NOTIFICATIONS:** Annual Notifications of current CELDT scores given/mailed to parents by March 1. Ensure copies have been filed into the EL Academic Folder. (This may be suspended for the 2016-17 school year as per ESSA).

Principal's Signature _____**Date**: _____(Sign, retain original, & send a copy to the English Learner Services Department.)

Email a copy to the English Learner Services Department on or before each due date.

Principal's Assurances Checklist for Our English Learner Programs

School: _____ **Principal:** _____

Due By June 2, 2017:

☐ **ELAC:** All training topics have been covered, and Agendas and Minutes have been sent to Sonya Lewis, English Learner Services Department.

☐ **ELAC:** We have calendared meeting dates for (school year- 2017-18) ELAC Meeting Dates are:

#1_____ #2_____#3_____#4_____

☐ **ANNUAL CELDT NOTIFICATIONS:** Letters were sent out, and copies have been placed in each student's EL Academic Progress Folder (purple folder).

☐ **RECLASSIFICATION:** The site EL site support person and the school team have coordinated and completed all reclassifications for this school year.

☐ **R-FEP MONITORING:** The Academic Support Team or SST/MTSS Team has provided appropriate interventions for EL and R-FEP students who are not achieving grade level standards during the school year. Parents have been informed and have participated in planning when possible. Copies of academic support plans will be sent to the English Learner Services Department **on or before June 20**.

☐ **ARTICULATION R-FEP MONITORING:** For students moving on to another site, the academic support plan will be sent on to that site **before June 20**.

☐ **CUM FILES/EL ACADEMIC PROGRESS FOLDER** (purple folder): EL site AISB/BP has checked and confirmed codes from EL to R-FEP for all students reclassified this year (including any reclassified since 3/1) in Aeries. The EL site support has filed all paperwork in the EL Academic Progress Folders and has determined that all parent notifications are dated and in chronological order.

☐ **CUM FILES/DATA** My EL site support and I met with the office data entry employee on (date :_____ _____) to ensure the processes/procedures critical to our tracking and compliance requirements relating to Aeries data entry, including: US Entry Date, Home Language Survey, Language Dominance test, CELDT assessments, EL status and status changes e.g., RFEP, parent correspondence language, immigrant status, have been entered. There are no blank or mis-entered fields.

☐ **EL ACADEMIC PROGRESS FOLDERS ARTICULATION:** Each EL Academic Progress Folder has been updated and shipped to the next grade level.

Principal's Signature _____**Date**: _____(Sign, retain original, & send a copy to English Learner Services Department.)

Email a copy to the English Learner Services Department on or before each due date.

A District Checklist:

Steps for Addressing the Needs of Long Term English Learners

District and school leadership should be knowledgeable about the diversity of the English Learner enrollment (typologies) and understand the implications of that diversity for program design, program implementation and instructional practices. District systems should be created to prevent the development of Long Term English Learners and serving those Long Term English Learners who are enrolled in secondary schools across the district.

A district addressing the needs of Long Term English Learners should have the following in place.

- ❑ We have a formal definition for Long Term English Learners.
- ❑ We have designated annual benchmark expectations for English Learners by number of years in United States schools and by progress towards English proficiency.
- ❑ We have conducted our own inquiry (including analysis of data, student interviews and focus groups, review of cumulative file histories, and classroom observations) to develop a deeper understanding of our own Long Term English Learner population.
- ❑ We have an English Learner Master Plan that includes descriptions of research-based program models for different typologies of English Learners, including a designated program and pathway for Long Term English Learners.
- ❑ Site and district leadership are knowledgeable about the diversity of the English Learner enrollment in our district, including the different needs of newcomer students, normatively progressing English Learners, and Long Term English Learners.
- ❑ Our data system enables us to analyze English Learner achievement data by length of time in United States schools and by English proficiency levels.
- ❑ We can analyze data longitudinally to assess issues of program consistency and long-term program impact for our English Learners.
- ❑ We regularly disaggregate English Learner data by length of time in the United States and by English proficiency level, and review that data to inform and trigger district planning.
- ❑ We identify "Long Term English Learner candidates" in fourth grade and develop a catch up and program consistency plan for those students.
- ❑ At the secondary school level, we have specially designed English Language Development (ELD) to focus on the unique needs of Long Term English Learners, including academic language and writing.
- ❑ At the secondary school level, Long Term English Learners are in classes with high quality SDAIE instruction — in clusters within rigorous classes along with English fluent students.
- ❑ Our programs at the elementary, middle and high school support the development of a students' native language to threshold levels of rich oral language and literacy — and students have the opportunity to develop their native language through Advanced Placement levels. Our elementary school programs are research-based and we use the most powerful models of English Learner language development. The district monitors and ensures these are well-implemented with consistency.

- We hold meetings, publish materials, and fully expect that all administrators, teachers, English Learner students and their parents know about and understand the reclassification criteria.

- We report annually to English Learner parents on: their child's status compared to the number of years that research indicates English Learners need to achieve English proficiency and compared to district expectations. These reports include longitudinal test data for their child including the CELDT/ELPAC initial score and date, plus all subsequent CELDT/ELPAC proficiency levels, as well as scores on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math for least for the three most recent years, and yearly benchmark growth targets for English Learners based on locally designed benchmarks by years in United States educational system.

- The district has adopted and purchased English Language Development materials, and our teachers have received professional development in their use.

- Our Long Term English Learners are knowledgeable about the purposes of the CELDT and implications of their CELDT scores. They know what they need to do in order to reach reclassification criteria.

- We calendar the CELDT/ELPAC with sufficient advance notice so sites can protect the testing window and ensure supportive conditions for testing. Students are tested by their English teachers, and the district provides subs and release time to enable teachers to do the testing.

- Professional development and collaborative planning time for teachers of classes with Long Term English Learners is a high priority for the use of professional development funds.

- We assign the most experienced and most prepared teachers to the classrooms and sites with the highest need.

- We monitor student schedules and class schedules to ensure that English Learners have access to the full curriculum.

- We provide supplementary materials and relevant literature for academic classes with Long Term English Learners in order to enhance access, engagement and academic success.

- Our secondary school counselors have received professional development in appropriate placements and monitoring for Long Term English Learners, and work together with district/site English Learner Coordinators in developing each individual English Learner's schedule and in planning the school master schedule to facilitate flexible and accelerated progress.

Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Long Beach, CA: Californians Together.

Chapter Five Appendix E

Identification, Parent Notification, and Program Placement of our English Learners

Includes:

E1 - Initial Language Proficiency Assessment, Identification, and Placement Process (flow chart)
E2- Home Language Survey (English and Spanish)
E3 - Parental Exception Waiver Fall (English)
E4 - Initial Parent Notification Letter
E5 - Annual Parent Notification Letter
E6 - English Learner Placement Criteria Grades 7-12 (with acronyms defined)
E7 - English Learner Reclassification Form Fillable
E8 - CELDT Initial Identification Letter
E9 - Invitation to Reclassification Letter for Parents

ENGLISH LEARNER DOCUMENTATION (maintained and monitored by Academic Intervention Specialists Bilingual and/or Bilingual Paraeducators)

Documents Kept in the EL Academic Folder	Electronic Documentation
☐ Home Language Survey ☐ Date of entry in U.S. school ☐ California English Language Development Test (CELDT) [or ELPAC] annual graphs and stickers ☐ Parent Wavier of EL services ☐ Waiver for enrollment in an alternate program (e.g., Dual Language Immersion) ☐ Reclassification paperwork (IFEP or RFEP) ☐ RFEP sticker on CUM folder ☐ Reclassification Date ☐ Reclassification Monitoring Year 1 ☐ Reclassification Monitoring Year 2 ☐ Reclassification Monitoring Year 3 ☐ Reclassification Monitoring Year 4 ☐ Initial Annual Parent Notification Letter ☐ Primary Language Assessment Results	<u>Aeries data entry must include:</u> ☐ US Entry Date ☐ Home Language Survey ☐ Language Dominance Test ☐ CELDT Assessment Scores ☐ EL status and status changes e.g. RFEP ☐ Parent correspondence language Immigrant status

INITIAL LANGUAGE PROFICIENCY ASSESSMENT, IDENTIFICATION AND PLACEMENT PROCESS

Parent registers at neighborhood school and completes the Home Language Survey (HLS)

HLS indicates language other than English on questions 1, 2, or 3

CELDT administered and scored by trained personnel at site (within 30 calendar days, preferably within 2 weeks of enrollment)

HLS indicates English only on questions 1, 2, and 3

Site enrolls student in the appropriate program, according to parent's preference and enter into district student information system

- **English Mainstream Program (ELM)** *(default placement)*
- **Dual Immersion Program (DI)** if chosen by parent and meets criteria *(refer to DLI flowchart for details)*

CELDT Score

Grades TK-1st
Overall Level 4 or 5 with L&S > or = 3

Grades 2-12
Overall Level 4 or 5 with all 4 domains > or = 3

CELDT Score

Grades TK-1st
Overall Levels 1, 2, or 3
Overall Levels 4 or 5 with L and/or S < 3

Grades 2-12
Overall Levels 1, 2, or 3
Overall Levels 4 or 5 with one or more of the domains < 3

Language Classification *English Learner*

- Assess for primary language proficiency
- For transfer students, review available information to determine prior placement and academic progress
- Determine the default program placement:

SEI: CELDT Levels 1, 2, or low 3
ELM: CELDT Levels high 3, 4, 5

Meet with parents to:

- Discuss Language Classification
- Explain all program options
  - *Structured English Immersion* (SEI)
  - *English Language Mainstream* (ELM)
  - *Alternative Bilingual (Transitional or Dual Language Immersion)*
- Explain Parental Exception Waiver (PEW) rights, options, and appeal procedures
- If parent is interested in waiver, provide form to parent

Placement:

- Place child in appropriate program and complete *Initial Notification* form
- If placement is in an alternative program, sign PEW form and follow:
  - *Dual Language Immersion flowchart*
- Notify school of parent's choice and student's placement
- If child's home school is full, find appropriate placement in another school

Language Classification

Initially Fluent (IFEP)

- Notify parent and explain program options
- Site enrolls student in the appropriate program, according to parent's preference and enter into district student information system
  - English Mainstream (ELM) Program *(default placement)*
  - Dual Language Immersion Program if chosen by parent and meets criteria *(refer to DLI flowchart for details)*

Place this completed form in Student Cumulative Record Folder.

Form is to be completed once in a California School.

HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: _____ _____ _____
Surname / Last Name First Given Name Second Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Note: School district personnel can help complete the information above only.

Dear Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

_____ _____

Signature of Parent or Guardian Date

This procedure meets federal requirements for identifying and assessing language minority students in order to provide appropriate instructional support services for those students found to be limited English proficient.

Adapted from the California Department of Education

HOME LANGUAGE SURVEY
SPANISH VERSION

Place this completed form in Student Cumulative Record Folder.
Esta forma será parte del archive del estudiante.

Form is to be completed once in a California School.
Solo se debe llenar esta forma una sola vez en California

Nombre del Estudiante: _____
(Apellido) (Primer nombre) (Segundo Nombre)

Escuela: _____ Edad del estudiante: _____ Nivel de Grado:_____ Nombre de (la) Maestro (a): _____

Note: School district personnel can help complete the information above only.

Estimados padres y tutores:

El *Código de Educación* de California contiene requisitos legales que guían a las escuelas para determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer los programas y servicios educativos adecuados.

Como padre o tutor, su cooperación es necesaria para cumplir con este requisito legal. Responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda todas las preguntas.

1. *¿Qué idioma aprendió su hijo cuando empezó a hablar?* _____
2. *¿Qué idioma habla su hijo en casa con más frecuencia?* _____
3. *¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?* _____
4. *¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?* _____

Por favor firme y feche este formulario en el espacio suministrado a continuación y devuelva el formulario al maestro de su hijo. Muchas gracias por su cooperación.

_____ _____
(Firma del padre/madre o tutor) (Fecha)

Este procedimiento cumple con los requisitos federales para identificar y evaluar los estudiantes de minorías de lengua con el fin de proporcionar servicios de apoyo educacional apropiado para aquellos estudiantes aprendices de inglés. This procedure meets federal requirements for identifying and assessing language minority students in order to provide appropriate instructional support services for those students found to be limited English proficient.

Adapted from the California Department of Education

PARENTAL EXCEPTION WAIVER

EDUCATION CODE 311 (c): Children with Special Needs

Name:_____Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. Check all that apply.

____ Educational Needs ____Physical Needs ____ Emotional/Psychological Needs

Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.

I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____

.....

For School Use Only:

Waiver Granted/Denied: _____ Date: _____

Signature: _____

[District Name]
INITIAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code,* Section 7012; California *Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

Language Assessment Results

Domain	California English Language Development Test (CELDT)* Performance Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)	Primary Language Proficiency Level** Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
Overall		
*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor. ** Optional		

Based on results of the California English Language Development Test (CELDT), your child has been identified as an:

- ☐ **English learner (EL)** with **less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.
- ☐ **English learner (EL)** with **reasonable fluency in English** who will be placed in the English Language Mainstream Program.
- ☐ **Initial Fluent English proficient (I-FEP) student** who will be placed in the district's general program.

Check if applicable:

☐ **Individualized Education Program (IEP) on file**
A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver".

English Language Proficiency Levels		Program Placement
Advanced	Initial Fluent English Proficient (SBE approved criterion, May 2001)	District's General Program
Early Advanced		
Intermediate	Reasonable fluency***	English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate	Less than reasonable fluency***	Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver
Beginning		
		Other Instructional Setting based on IEP

[*** Districts determine what levels constitute "reasonable fluency" and "less than reasonable fluency"]

INITIAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Parents of ELs have a right to decline or opt their children out of a school district's EL program or out of particular EL service(s) within an EL program (20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]). However, LEAs are still obligated to provide the student with language acquisition services (5 CCR Section 11302) until the student is reclassified.

**** **Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program**.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment (CELDT)	
Comparison of Performance in Basic Skills	
Parental Opinion and Consultation	
Teacher Evaluation	
	Optional: Other district multiple measures

Graduation Rate

[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]

District graduation rate displayed on the Adequate Yearly Progress report, available on the California Department of Education Dataquest Web page at http://dq.cde.ca.gov/dataquest/

****

Please telephone the school at [Insert telephone number.] if you would like to schedule a parent conference to discuss your child's options for program placement.

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: School: Date:

Student ID #: Date of Birth: Grade: Primary language:

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code,* Section 7012; California *Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

Your child's current English proficiency level is , according to the most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- ☐ English learner (EL) with less than reasonable fluency in English and assigned to the Structured English Immersion Program.
- ☐ English learner (EL) with reasonable fluency in English and assigned to the English Language Mainstream Program.

Check if applicable:

☐ Individualized Education Program (IEP) on file

For a description of how your child's recommended program placement will meet the objectives of the IEP contact your child's case manager.

Academic Achievement Results

Skill Area	CAASPP California Assessment of Student Performance and Progress
English Language Arts	
Mathematics	
Science (test taken in grades 5th, 8th, 10th)	

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

English Language Proficiency Levels		Program Placement
Advanced (5)	Reasonable fluency***	English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver
Early Advanced (4)		
Intermediate (3)		
Early Intermediate (2)	Less than reasonable fluency***	Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver
Beginning (1)		
		Other Instructional Setting based on IEP

[***Districts determine what levels constitute "reasonable fluency" and "less than reasonable fluency".]

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- Alternative Program (ALT): Students with an approved "Parental Exception Waiver" are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. (District provides a full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet one of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	Twin Rivers Unified School District Criteria
English Language Proficiency Assessment (CELDT)	Grade TK-K: Overall CELDT score of Early Advanced (4) with domain scores of 4 OR Advanced (5) with domain scores with a minimum of 3. Grades 1-12: Overall CELDT score of Advanced (5) or Early Advanced (4) with domain scores of 3.
Comparison of Performance in Basic Skills	District ELA Trimester benchmark Assessments
Parental Opinion and Consultation	Parent receives notice of their right to participate in the reclassification criteria and opportunity to attend a face-to-face meeting to provide their opinion.
Teacher Evaluation	Grades 1-6: Teacher agrees that student is performing successfully in all academic areas and most current report card indicates that student meets "approaching standards" in all areas. Grades 7-12: Minimum "C" in ELA on most current report card. Deficits in attendance, motivation, or performance are unrelated to English language proficiency.

TRUSD Core Belief: All students should graduate college and career ready.

	Rate for English Learners	Rate for All Students
Twin Rivers Unified School District	73.5 %	77.0 %
Sacramento County	70.5 %	80.5 %

Please telephone your school if you would like to schedule a parent conference to discuss your child's options for program placement.

English Learner Placement Criteria Grades 7-12

Revised 8-22-16

Time in US	CELDT LEVEL	Placement	
0 to 12 Months	**CELDT 1 SEI**	7-8 – ***ELD Emerging*** *two periods (DY1ELD, DY1ELA)*	
		9-12 - ***ELD Emerging*** *two periods (DYAELD, DYAELA)*	
1-4 Years	**CELDT 1-2 SEI**	7-8 ***ELD Emerging*** *two periods (DY1ELD, DY1ELA)*	
		9-12 ***ELD Emerging*** *two periods (DYAELD, DYAELA)*	
	CELDT 3 SEI	7-8 **CELDT 3 Low*** ***ELD Expanding*** *two periods (DY2ELD, DY2ELA)*	7-8 **CELDT 3 High*** ***ELD Expanding*** class and ELA class *(DY2ELD) Mainstreamed*
		9-12 **CELDT 3 Low*** ***ELD Expanding*** *two periods (DYBELD, DYCELA)*	9-12 **CELDT 3 High*** ***ELD Expanding*** class and ELA grade level class *(DYBELD) Mainstreamed*
	CELDT 4-5	7-8 and 9-12 – Mainstreamed courses	
5+ Years	**CELDT 2-3 LTEL**	7-8 **Academic ELD 7-8 ** ** (Bridging) 7-8 class *(ELLT04)* and ELA class	
		9-12 **Academic ELD** ** (Bridging) class *(ELLT04)* and ELA class	
	CELDT 4-5	7-8 and 9-12 – Mainstreamed courses ***	

- For content classes, cluster English Learners to ensure they are a third of the class or less.
- **Only CELDT 1 and 2 students are to be placed in classes prefaced by "EL"** (e.g. EL US. History, EL Biology etc.)
- Students who successfully complete the ***ELD Emerging*** *(*SEI) program will be placed in their grade level ELA class. (The IEP will govern placement for students who are English Learners and receive Special Education Services.)
- If the site has concerns about any placement, notify the English Learner Services Department (ELSD) team.
- Ensure EL students are fluidly moved to the next level of classes as soon as they are ready. Do not allow the restrictions of a master schedule to prevent this move. (e.g. Do not wait until the end of the semester or the end of the year to move a student who clearly is not being challenged.)
- Academic ELD (LTEL 7-12) is not to be repeated. Unless approved by the ELSD, do not move an EL student to a lower level class.

CELDT 1-2 (Emerging): Little or no English Proficiency; Newcomers: 12 months or less in US and CELDT 1
CELDT 3 Low (Expanding): Beginning communication for a variety of social and academic tasks
CELDT 3 High (Expanding): Improved communication for a variety of social and academic tasks
CELDT 4-5 (Bridging): English skills proficient to perform in mainstream classes

*Refer to ELSD-prepared CELDT 3 high/low roster.
** Alternate placements are based on the academic needs of the students these are: Native Speaker class or an Academic writing class (see back).
*** Some CELDT 4 students may need additional academic support, including Academic ELD. Consult with the ELSD for any 5s needing additional support.

English Learner Placement Criteria Grades 7-12

Definitions – Acronyms for English Learner Placement for 7-12

Academic Writing: Use of the Language Analysis Framework for academic writing that demonstrates students' linguistic awareness and ability to write complex text at their grade level.

CELDT: California English Language Development Test—This assessment helps to determine English literacy and course placement for English Learners.

Designated ELD: This refers to classes (secondary)/30 minutes a day (elementary) in which all students are grouped as English Learners based on similar challenges unique to English Learners and are taught with curriculum designed to address those challenges.

EL: English Learner—A student whose initial score on the CELDT determines English proficiency and they have not been reclassified.

ELA: English Language Arts – at the secondary level typically called **English**

ELD: English Language Development—This is the title for courses designed for CELDT levels 1-4 for students who have typically been in the United States for approximately 5 years or less.

ELA/ELD: English Language Arts/ English Language Development the English Language Arts/English Language Development Framework: Kindergarten through Grade Twelve offers guidance for providing all California students a world-class education in English language arts and in literacy in history/social studies, science, and technical subjects. (see also http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp)

EO: English Only—A student whose primary language is English. This student does not take the CELDT or any other language proficiency assessment.

LTEL: Long Term English Learner- This student has been in U.S. schools for more than 5 years, demonstrates verbal fluency, generally performs below grade level, and is still classified as an English Learner.

Native Speakers Class: Whenever possible, Long Term English Learners should be enrolled in an articulated, high quality program of primary language development, designed for native speakers, which includes explicit literacy instruction aligned to the literacy standards in English and designed to bridge their own academic language gaps.

Primary Language Support: This refers to support the student receives in their primary language. This support may include Newcomer Digital Initiatives - laptops programmed to support students' primary language, bilingual dictionaries, glossaries, texts, and other relevant materials written in the student's first language.

Reclassification/Redesignation: This refers to the process by which an English Learner meets a number of criteria required to be considered proficient in English and no longer in need of additional support classes (see ***English Learner Reclassification Form*** and ***Reclassification Flow Chart***).

RFEP: Reclassified Fluent English Proficient—This student was initially an English Learner, but has met the criteria for reclassification and is no longer in need of an additional support class. The student's progress is monitored for two years after reclassification in order to ensure academic success. Interventions may be in order for those students who are not performing well academically.

SEI: Structured English Immersion An English Language Acquisition process for students in which nearly all classroom instruction is in English with the curriculum and presentation designed for students who are learning the language**.** *(EC Section 306)*

TwinRivers UNIFIED SCHOOL DISTRICT

***Student reclassification policy and procedures are based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education* Code Section 313(d)).**

STUDENT INFORMATION

STUDENT'S NAME:		SCHOOL:		PRIMARY LANGUAGE:
STUDENT ID:	DOB:	GRADE:	PROGRAM START DATE:	SCHOOL YEAR:

I. INITIAL RECOMMENDATION FOR RECLASSIFICATION

A. Request initiated by: _____ Date initiated: _____/_____/_____

II. ASSESSMENTS

A. CELDT Date Administered: _____/_____/_____ **(1st-12th grades)**

CELDT			English Language Arts Assessment				
Assessment	**Level**	**Required Level**	**Assessment**	**District Requirement**	**Actual Result**	**Grade Level**	**Date**
Overall Score		Overall score of Early Advanced or Advanced	Fountas & Pinnell (F&P) (K-6) (Reading at Instructional level)	Instructional Level		1st-6th	
Listening		Overall score of Early Advanced or Advanced	ELA Benchmark, Quarter 2 2015-16 (in Dec. 18, 2015)	Meets Standards		7-12	
Speaking		Overall score of Early Advanced or Advanced	Additional Evidence: CAASPP (use for correlation)			3-5, 6-8,10	
Reading		Overall score of Early Advanced or Advanced	Additional Evidence: ELA Benchmark, Quarter 3 & 4	Meets Standards			
Writing		Overall score of Early Advanced or Advanced	Additional Evidence: Writing Sample				

B. Review of Student Report Card (current year)

Subject	District Guidelines	Performance Level	Comments
English Language Arts (ELA)	Grade of "C" or better		
English Language Development (ELD) 7-12 ONLY	Grade of "C" or better		
Math	Grade of "C" or better		
Additional Evidence:			

III. TEACHER INPUT

Teacher Comments:

Check One:

❒ Student's proficiency in English and achievement in school is equal to that of basic skills native English speakers. It is recommended that student be reclassified as Fluent English Proficient (RFEP).

❒ Student is not yet performing as fluent English proficient. Reclassification as Fluent English Proficient (RFEP) is not recommended.

Teacher Signature _____ Date _____

Overall Comments:

Site Administrator Signature _____ Date _____

IV. DOCUMENTATION OF COMMUNICATION TO PARENT/GUARDIAN

❒ Letter (U.S. Mail ❒ Phone Call ❒ Conference

Parent/Guardian Signature _____ Date _____

Official Use Only

❒ Reclassification Approved (met all criteria) ❒ Reclassification Not Approved	ELSD Director Signature Date

Use this document to change a student's language classification from English Learner (EL) to Fluent English Proficient (RFEP). The criteria for reclassification are:

I. English language proficiency
Overall: Advanced (5) or Early Advanced (4) [two years or more at an overall 4 or 5 typically indicates reclassification]
Sub-tests: Advanced (5) or Early Advanced (4)
One sub-test at the Intermediate (3) level (preferred)
**Reading and Writing sub-tests are not considered at TK-1st grades*

II. Adequate performance in English Language Arts (ELA), English Language Development (ELD), and Math

III. Teacher input (*attach additional evidence if needed)*

IV. Parent consultation. (*Parents have a legal right to participate in the reclassification process. Reasonable attempts to contact parents regarding their opinion and consultation must be documented in part IV)*

A copy of this completed form and any additional related documentation is to be filed in student's EL Academic Folder (purple folder) and a copy is to be provided to the parent. All monitoring dates and notes need to be documented in Aeries.

Parent/Guardian Notification Letter for Initial Identification of Your Child as an English Learner

Dear Parents or Guardians:

All school districts in California are required to give a state test of English proficiency to students whose primary language is not English. This state test is called the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, she/he was given the CELDT. The test results have identified her/him as an English learner. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instruction is based on English Language Development and grade-level content standards. When your child's scores reach Advanced on the CELDT, her/his progress will be reviewed for reclassification to Fluent English Proficiency.

You are invited to request a conference at the school for details of your child's English language instructional support program.

You are welcome to participate in the school's English Learner Advisory Committee (ELAC). This committee supports our children's education and provides a place for parent ideas and questions regarding any aspect of the program for English Learners. If you have any questions regarding your child's instructional placement or wish to observe the classroom, please contact the school office at **[school site number goes here]** during school hours.

Sincerely,

_____ _____

Principal Date

rvsd. 8-11-16

INVITATION TO RECLASSIFICATION MEETING

INVITACIÓN A LA JUNTA PARA LA RECLASIFICACIÓN

***California Educational Code* 313[d]**

Date/*Fecha*: _____

Dear Parent/Guardian of/*Estimados padre/tutore de*: _____

¡Felicidades! Su hijo(a) ha cumplido los requisitos para la reclasificación de aprendices del inglés al nivel de fluidez con dominio del idioma.	Congratulations! Your child has met the criteria for reclassification from English learner to Fluent English Proficient.
Se llevará a cabo una junta para informarles del progreso de su hijo(a). También habrá un reconocimiento para su hijo(a).	A meeting to inform you of your child's progress has been scheduled. There will also be a recognition for your child.
Gracias por su continuo apoyo de la experiencia educativa de su hijo(a).	Thank you for your continued support of your child's educational experience.
Si tiene alguna pregunta al respecto o si le podemos ayudar de alguna manera, por favor comuníquese con la oficina de la escuela.	If you have any questions or if we may assist you in any manner, please call our school office.

Date of the meeting/ *Fecha de la junta:* _____

Time of the meeting/*Hora de la junta:* _____

Location of the meeting/*Lugar de la junta:* _____

_____

Principal/Designee *(Director/Persona Asignada)*

----------PLEASE RETURN TO YOUR CHILD'S TEACHER----------

FAVOR DE REGRESAR AL MAESTRO DE SU HIJO(A)

Student Name/Nombre del estudiante _____

_____**Yes**, I will be able to attend the meeting. ***Si****, podré asistir a la junta.*

_____**No**, I need to reschedule the meeting. Please call (916) _____ to reschedule.
No*, necesito cambiar la fecha de la junta. Por favor llame al* (916) _____ *para cambiar la fecha.*

Chapter Six Appendix F

Ensuring English Learner Growth and Reclassification

Includes

F1 - Decision Making Process for Initial Referral of English Learners

F2 - English Learner Extrinsic Factors

F3 – ALPI Chart

Decision Making Process for Initial Referral of English Learners for Special Education Services

English Learner is experiencing academic and/or behavioral difficulties as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).

Have the English Learner's physical and psychological factors been ruled out as primary contributors to the difficulties?

NO → Provide intervention in areas such as vision, nutrition, hearing, sleep, trauma or injury, illness, living conditions, safety, belonging, and self-esteem. (See section A EL Extrinsic Factors form)

YES ↓

Have the English Learner's personal and cultural factors been ruled out as primary contributors to the difficulties?

NO → Provide intervention in areas such as proficiency in all languages (social and academic) and English Language Development (ELD) instruction. (See Section B EL Extrinsic Factors form)

YES ↓

Has the English Learner's language development been ruled out as a primary contributor to the difficulty?

NO → Provide intervention in areas such as socioeconomic status (e.g., utilize community resources), parental involvement & education, mobility, attendance, experience, cultural norms and dynamics, and acculturation process. (See Section B, EL Extrinsic Factors form)

YES ↓

Has the English Learner's previous and current learning environment been ruled out as a primary contributor to the difficulties?

NO → Provide intervention in areas such as

- Teacher/School: collaboration, professional development, teaching/management style, expectations, qualifications, behavioral supports (school-wide, classroom, individual), cultural responsiveness, and family involvement.
- Curriculum/Instruction: based on Content & ELD standards, focused on ELD, explicit literacy and academic language development, strategic use of primary language, interactive and direct instruction, and the use of assessment data to improve student achievement.

(See Section D, *EL Extrinsic Factors* form)

YES ↓

Is there evidence of a history of severe medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress?

NO → Hold a site EL and ELSD Team meeting to address student needs AND consider a referral for special education.

YES ↓

Has the site EL Team met more than once over a reasonable period of time to:

- identify and systematically address concerns?
- collect data for student progress?
- re-evaluate the effectiveness of the intervention plan?

NO → Gather information from multiple contexts, tools, and perspectives (including parent/guardian), implement effective strategies, and monitor student progress over a sufficient period of time (e.g., 3 months). (See English Learner Intervention Summary)

YES ↓

Is there a consistent pattern of limited progress?

NO → Growth pattern may be improving, inconsistent, or not yet evident. Continue, modify or expand intervention, adjust time frame, and monitor progress.

YES ↓

- Adjust/intensify intervention plan
- Consult with the ELSD

AND/OR

- Consider a referral for special education

English Learner Extrinsic Factors

Student: ID #: Date:

School: Teacher: Grade:

Home Language(s): Years in US Schools:

English Learners (ELs) frequently have a wider variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning in a second language. Therefore, it's imperative to investigate extrinsic factors.

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention/Multi-Tiered System of Supports to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes	No	Investigating	
❑	❑	❑	Does the student have access to healthcare?
❑	❑	❑	Are the student's basic nutritional needs being met?
❑	❑	❑	Do hearing and vision checks reveal results within normal limits?
❑	❑	❑	Does the student have a history of ear infections, allergies, or ear tubes?
❑	❑	❑	Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)?
❑	❑	❑	Does the family living arrangement impact the student's learning?
❑	❑	❑	Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, events in refugee camps, serious accidents, or personal assaults/abuse?
❑	❑	❑	Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning?
❑	❑	❑	In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)?

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes	No	Investigating	
❑	❑	❑	Has student moved schools frequently?
❑	❑	❑	Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)?
❑	❑	❑	Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country, socioeconomic status)?
❑	❑	❑	Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)?
❑	❑	❑	Are gender and/or birth order expectations of the home impacting learning?
❑	❑	❑	Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)?
❑	❑	❑	Is family support available to the student (e.g., academic support, homework routines)?
❑	❑	❑	Has the student's family had access to community support systems?
❑	❑	❑	Is the family a member of a community that shares its language and culture?
❑	❑	❑	Has the team examined what motivates and interests the student?

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes	No	Investigating	
❑	❑	❑	Is there evidence that the student has received systematic English Language Development (ELD) instruction?
❑	❑	❑	Does the teacher use explicit oral and written language models in every

lesson?

- ❑ ❑ ❑ Are the oral and written language models at and slightly above the student's language level?
- ❑ ❑ ❑ Has the student been shown how language works to express ideas, intentions, and information?
- ❑ ❑ ❑ Are there opportunities for the student to interact and talk in at least 3 lessons a day?
- ❑ ❑ ❑ Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day?
- ❑ ❑ ❑ If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback?
- ❑ ❑ ❑ Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected?
- ❑ ❑ ❑ Is there a match between student's instructional language level and classroom demands?
- ❑ ❑ ❑ Is there listening and speaking data from all languages?
- ❑ ❑ ❑ Is there reading and writing data from all languages of instruction?
- ❑ ❑ ❑ Have available data related to the student's language development (CELDT, LDT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed?

Yes No Investigating

- ❑ ❑ ❑ Has language information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:
Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact ` Learning

Yes No Investigating

- ❑ ❑ ❑ Were there similar concerns in any previous school environment?
- ❑ ❑ ❑ Did the student receive instruction in English during his/her previous school experience?
- ❑ ❑ ❑ Was the student ever formally instructed in his/her primary language?
- ❑ ❑ ❑ Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student's English language proficiency level?
- ❑ ❑ ❑ Has the student moved between different types of instructional programs (e.g., Bilingual, Dual Immersion, Structured English Immersion)?
- ❑ ❑ ❑ Have there been any limited educational opportunities related to

attendance, tardies, gaps in instruction, and time in school, district, or country?

- ❑ ❑ ❑ Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried:
- ❑ ❑ ❑ Variety of speech patterns (e.g., intonation, rate, repetition)
- ❑ ❑ ❑ Experiential techniques (e.g., manipulatives, hands-on activities, movement)
- ❑ ❑ ❑ Visual supports (e.g., objects, gestures, graphic organizers)
- ❑ ❑ ❑ Alternative ways to respond (e.g., home language, signals) to ensure participation
- ❑ ❑ ❑ Flexible group structures (e.g., pairs, cooperative groups)
- ❑ ❑ ❑ Vocabulary scaffolded for student's prior knowledge
- ❑ ❑ ❑ Student strengths incorporated in all subject areas
- ❑ ❑ ❑ Components of literacy explicitly taught in a meaningful and contextual manner
- ❑ ❑ ❑ Checks for underfstanding of all lesson objectives
- ❑ ❑ ❑ Have work samples been used to compare the student to peers from similar backgrounds?
- ❑ ❑ ❑ Has performance across content areas been considered?
- ❑ ❑ ❑ Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages?

Strengths revealed: Areas identified for intervention:

English Learner Extrinsic Factors Form is a Pre-Referral Form

It supports and documents the initial part of intervention through a collaboration of the EL, general, and special education site teams. It promotes further investigation into extrinsic factors, parent input, and identification of student strengths and links to best practices in English Learner education.

English Learners frequently have a wide variety of extrinsic factors impacting their lives and consequently their participation and progress in the U.S. educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning in a second language. Therefore, it's imperative to investigate extrinsic factors.

CONTENT. The *English Learner Extrinsic Factors* form contains a list of factors that may be

impacting student learning. It is composed of the following sections:

A. **Physical and Psychological Factors**
   Health/wellness, self-esteem, and life experiences
B. **Personal and Cultural Factors**
   Mobility, cultural interactions, and family circumstances
C. **Language Development Factors**
   Proficiency, contexts of use, and instructional strategies
D. **Previous and Current Learning Environment Factors**
   Educational history, opportunities to learn, and gaps in instruction

PROCEDURE. Support teams, with guidance from site administrators, collaborate in sharing the responsibilities of gathering the pertinent information regarding the student's background. Comprehensive data gathering in each area requires the input of various team member perspectives (e.g., student, parents, teachers, administrators, support staff).

Use the *English Learner Extrinsic Factors* form to guide the team's thinking, not as a questionnaire or list of interview questions. The questions should be used to initiate team conversations that may lead to hypotheses on what is hindering the student's educational success.

All sections should be completed. Indicate which factors the team suspects are impacting the student's learning. Other factors can be indicated with "Investigating" when a question is relevant, but more information is needed. There are factors that will be unrelated to the individual student's learning and require no investigation.

Gather data over time and use multiple sources of data (e.g., records review, interviews, observations, student work, cultural liaison). Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits, and/or conferences, using an interpreter when necessary.

Summarize strengths revealed in each section and identify any areas of intervention. Begin to rule out extrinsic factors as primary contributors to academic, behavioral, and/or English language development concerns. Document interventions and their outcomes on the *English Learner Intervention Summary*.

The completed *English Learner Extrinsic Factors* document becomes part of the English Learner's Academic Folder.

Appendix F3

Alternative Language Proficiency Instrument (ALPI)

Only the following students enrolled in Moderate/Severe SDCs take the ALPI

Who	When
Preschool Students	Are not tested
Any 1st grade-22 year old student new to the state	Within 30 calendar days of enrolling in the district
All other 1st grade-22 year old students (either new to our district or continuing in our district)	Annually
Kindergarten Students	• If they have a triannual IEP scheduled within their kindergarten year, you may wait until the triannual to administer the ALPI • If there is no triannual scheduled for the kindergartner during his/her kindergarten year, then the ALPI must be administered within the district's CELDT window at the beginning of the school year
Kindergarten students who enter after the district's CELDT testing window and do not have a triannual scheduled for the kindergarten school year	Within 30 calendar days of enrolling in the district
Students who received a score of (SH)EO on the ALPI in a previous year	Do not give the ALPI. Notify the district's Assessment and Accountability Coordinator to have the student redesignated in Aeries
Students Who Received a score of FEP on the ALPI in a previous year	Do not give the ALPI. Notify the district's Assessment and Accountability Coordinator to have student redesignated in Aeries