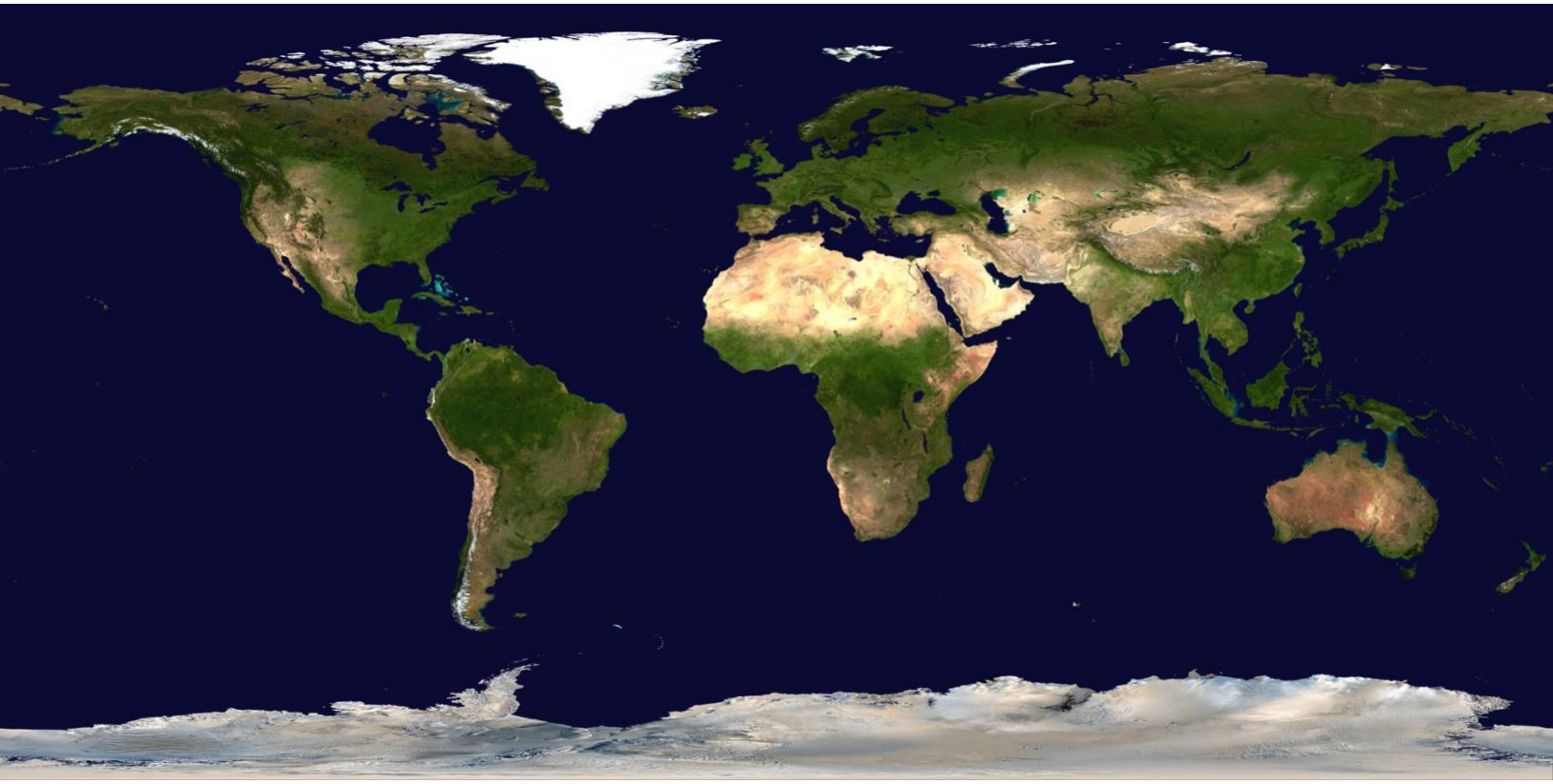

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ENGLISH LEARNER MASTER PLAN / FREMONT UNION HIGH SCHOOL DISTRICT

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- Santa Clara County Office of Education (SCCOE)

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INTRODUCTION

The five high schools of the Fremont Union High School District – Cupertino, Fremont, Homestead, Lynbrook, and Monta Vista – serve nearly 11,000 students from the cities of Cupertino, Los Altos, San

Jose, Santa Clara, Saratoga, and Sunnyvale. The Adult and Community Education program serves an additional 22,000 students in part-time programs offered at a variety of venues throughout our community.

The nearly 1,000 staff members of the Fremont Union High School District dedicate themselves to supporting and educating capable, caring, and contributing citizens for life. Staff members bring a myriad of experiences and educational achievements to their endeavors and this combination makes a powerful difference in the lives of our students. A classic example of this expertise can be found among the resumes of recent new hires who have experience in video game development and software engineering, advanced scientific research, are fluent in Arabic, French, Mandarin Chinese, and Spanish, and have volunteered extensively throughout the world.

Organizational Beliefs: Teaching and Learning

The Fremont Union High School District hires and supports teachers, staff and school leaders who believe that all students can achieve at high levels, and who are committed to continuous improvement of their practice to ensure that students do so. We have no illusions about the difficulty and complexity involved in this effort. However, those who choose to work in this district enter a collaborative, interdependent, professional community that will not be satisfied with the status quo.

We are committed to both excellence and equity.

- Maintaining our **excellence** requires that we commit to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments.
- **Equity** requires a commitment to hold high expectations for all students, and to vary the allocation of resources (time, money, expertise) to ensure the success of EVERY student.

We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning.

We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement associated with socio-economic, language and racial diversity.

We believe that every school, through a collaborative process, must define a set of essential learning outcomes and ways to assess progress on those outcomes for every course.

We expect that teachers teach toward those agreed-upon outcomes, assess progress toward them, and collaborate to take responsibility for the success of all students in reaching them.

We expect schools as-a-whole to offer targeted supports and interventions as necessary to help all students achieve agreed-upon essential learning outcomes.

We believe that every school district employee plays an important role in supporting student learning.

We believe that effective schools operate as more than the sum of their parts. We expect every staff member to take responsibility for continuous improvement of his/her individual practice. AND for contributing to the collective action of the organization as a whole. And finally...

We expect district and school leaders to continuously examine our policies and practices in light of these beliefs and commitments; and to work with schools to deploy resources and create the conditions under which...

...each school

…each staff member

…and every student

…will achieve at high levels.

Goals for English Learners

The FUHSD's English Learner Program seeks to enable EL students to succeed academically and socially by providing the necessary resources and support. The program promotes a welcoming environment with an appreciation of the diversity of all languages and cultures, providing English language acquisition, and access to a rigorous core curriculum.

The following goals were developed to guide program implementation and effectiveness:

- All EL students will acquire English language proficiency and will have access to core curriculum to meet grade-level standards as quickly as possible.
- EL students will achieve academic success comparable to English Only (EO) students, including participation in Advanced Placement classes, college entrance exams and/or graduation.
- Rates for EL students and Re-designated Fluent English Proficient (RFEP) students in identified areas of concern (e.g., retentions, excessive absences, suspensions, absences, dropouts, alternative school placement) will be no greater than those for EOs.
- Parents of EL students and RFEP students will be engaged in their children's education.
- EL Programs will be frequently reviewed and improved through the Professional Learning Community (PLC) process.

Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English Learner program according to the State of California *(CDE Federal Program Monitoring, 2016-2017)*

Dimension I – Involvement

- EL 1: Parent Outreach & Involvement
- EL 2: Translation of Information for Parents
- EL 3: Private School Consultation and Participation
- EL 4: English Learner Advisory Committee (ELAC)
- EL 5: District English Learner Advisory Committee (DELAC)

Dimension II – Governance & Administration

- EL 6: English Learner Identification and Assessment
- EL 7: Parent/Guardian Notifications
- EL 8: Implementation, Monitoring & Revision of LEA Plans
- EL 9: EL Program Inclusion in the Development of the Single Plan for Student Achievement (SPSA) by School Site Council
- EL 10: Inventory

Dimension III – Funding

- EL 11: Supplement, Not Supplant, with Title III & EIA-LEP
- EL 12: Time Accounting Requirements

Dimension IV – Standards, Assessment, and Accountability

- EL 13: Evaluation of English Learner Program Effectiveness
- EL 14: Reclassification

Dimension V – Staffing and Professional Development

- EL 15: Teacher EL Authorization
- EL 16: Professional Development Specific to English Learner Program Implementation

Dimension VI – Opportunity and Equal Educational Access

- EL 17: Appropriate Student Placement

Dimension VII – Teaching and Learning

- EL 18: ELD
- EL 19: Access to Core Subject Matter

EL Master Plan Alignment with FPM Process

All chapters in the Fremont Union High School District EL Master Plan are aligned with Federal Program Monitoring (FPM) requirements as follows:

Chapter 1: Student Identification and Placement (FPMs: EL 2, 6, 7, 17)

Chapter 2: Teaching and Learning (FPMs: EL 18, 19)

Chapter 3: Staff and Professional Development (FPMs: EL 15, 16)

Chapter 4: Monitoring Student Progress, Reclassification, and Program Evaluation (FPMs: EL 6, 9, 13, 14)

Chapter 5: Parent and Community Engagement (FPMs: EL 1, 2, 4, 5, 17)

Chapter 6: Funding (FPMs: EL 8, 10, 11, 12)

STUDENT DEMOGRAPHICS

As of February 2019

10996

Total number of students in FUHSD

806 ELs

7.3% of total student population are designated as English Learners

3363 RFEP

30.6% of total student population are designated as Reclassified Fluent English Proficiency

365 LTELs

45.3% of English Learners are considered Long-term English Learners

Top primary languages spoken by FUHSD English Learners:

1. Spanish
2. Mandarin Chinese
3. Japanese
4. Korean
5. Filipino
6. Hebrew
7. Vietnamese
8. Russian
9. Hindi
10. Cantonese Chinese

CHAPTER 1 – STUDENT IDENTIFICATION & PLACEMENT

Our district and school community is a dynamic combination of families from around the world who speak over 50 different languages. Each of these members brings their own unique point of view to our educational community and has their own unique dreams and needs. Because of this, it is our duty and responsibility to provide our students and families with the educational resources and support to ensure that all students succeed at high levels. This begins with making sure that we determine the English language proficiency of our English Learners and that they are subsequently placed into the most appropriate classroom environment for their individual success.

This chapter addresses questions such as:

- How is a student identified as an English Learner when they arrive in the FUHSD?
- What assessments is a student required to take to determine their placement as an English Learner?
- How is a student placed into the appropriate classes to support him or her as an English Learner?
- How do we ensure that English Learner students have access to a wide range of courses and programs?
- To the extent possible, how do we ensure that EL students meet both graduation and A-G requirements?

This chapter is divided into two major parts. First, it explains how new students are identified and tested when they arrive as newcomers to our district. Next, a detailed overview of the placement process will give the reader an understanding of what the student's schedule will look like when he or she begins their coursework.

1.1 - Student Identification

The identification of a student as an English Learner comprises a multi-step process. In this section, a description of each of the following steps will be provided:

- Home language survey
- Initial English Proficiency Assessment
- Primary Language Proficiency Assessment

Home Language Survey

When a parent or other legal guardian enrolls a student in the district for the first time, the parent/guardian completes the FUHSD New Student Registration Form, which includes four questions that make up the "Home Language Survey" (HLS). The HLS is not used to determine a student's language classification or immigration status. The four questions are:

- What language did your student learn when he/she first began to speak?
- What language does your son/daughter most frequently use at home?
- What language do you most frequently speak to your son/daughter?
- Name the language most often spoken by adults at home.

If the answers to questions 1, 2, and 3 are "English," the student is classified as English Only (EO). The parent is notified of the need to administer the Initial English Language Proficiency Assessment for California (ELPAC) to the student if the answer to questions 1, 2, or 3 on the survey is answered with a language other than English. An informational flier (**EL Form 2**) about the Initial ELPAC will be given to the parent(s) prior to the test. This procedure also applies to all foreign exchange students.

Initial English Proficiency Assessment

Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. The current state approved assessment instrument is the Initial ELPAC. It assesses students' English language proficiency in listening, speaking, reading, and writing. The Initial ELPAC is used to identify students as either an English Learner who needs support to learn English ("English Learner" or "EL"), or as proficient in English ("Initial Fluent English Proficient" or "IFEP"). The assessment process must take place **within 30 calendar days** of enrollment.

Primary Language Proficiency Assessment

A student's proficiency in their first language is often an informative tool in determining their path for success in high school. Students who enter schools with a strong literacy foundation will be able to quickly transition to mainstream courses, while students with less formal schooling may benefit from more foundational strategies. Knowing this will provide district and school staff additional information about the student's primary language skills. This form may be completed by the EL

Program Assistant, a teacher, or a counselor in conference with the parent or by the student. Along with the results of the ELPAC Initial Assessment, this tool will assist staff in determining appropriate instruction and support services. When available, this assessment may be completed in the student/family's primary language (See **EL Form 1** and access Multilingual Documents here) .

Or Scan for mobile access:

1.2 – Student Placement & Notification

Using primarily the Initial ELPAC results, along with other diagnostic tools, and taking into consideration the student's previous education, the EL Coordinator and site Guidance staff place the student in the most appropriate instructional setting. Written descriptions of program options specific to each site are available for parent review during the initial assessment conference or a separate conference as the student begins classes. The EL Coordinator and/or Guidance staff will meet with the parent(s)/legal guardian(s) to clarify any questions as needed regarding testing results or program placement recommendation.

In addition to the results of the Initial ELPAC and the student's previous education, high school graduation requirements and college A-G criteria are also considered as the EL Coordinator and Program Assistant work with site Counselors to build a schedule that best supports each individual student's success. The following page presents a sample schedule that shows options for an EL student. Note that Table 1 serves only as an example and is not meant to reflect the academic pathway for every English Learner student.

For placement guidelines for EL students from feeder middle schools who do not need to take the Initial ELPAC, see section 4.1.

Table 1. Sample Schedule for English Learner

Subject Area	Enters as ELD 1 (per intial ELPAC + additional diagnostic)	Enters as ELD 2 (per intial ELPAC + additional diagnostic)	Enters as ELD 3 (per intial ELPAC + additional diagnostic)
ELD	ELD 1 A & B	ELD 2	ELD 3 (Provides both A-G & high school graduation English credit)
English	No English Language Arts course	Sheltered English Language Arts appropriate to student by site	Sheltered English Language Arts appropriate to student by site
Science	No Science course	Sheltered Science appropriate to student (several sites alternate classes by year)	Sheltered Science appropriate to student by site
Social Studies	No Social Studies course	Sheltered Social Studies appropriate to student by site	Sheltered Social Studies appropriate to student by site
Mathematics	Placed by previous math level (Sheltered Math if offered by site)	Placed by previous math level (Sheltered Math if offered by site)	Placed by previous math level (Sheltered Math if offered by site)
World Language	No additional World Language course recommended for ELD 1 students while learning English	Varies by site in consultation with Coordinator and/or Counselor	Varies by site in consultation with Coordinator and/or Counselor
Electives Choices *(courses are examples, will vary by site)	Art 1 3D Design 1 Beginning Choir Intro Culinary Careers Orchestra	Art 1 3D Design 1 Choir Intro Culinary Careers Orchestra Computer Applications Principles of Business	Art 1 3D Design 1 Choir Intro Culinary Careers Orchestra Computer Applications Principles of Business and Law
PE	PE appropriate to student by site	PE appropriate to student by site	PE appropriate to student by site

Following a parent/guardian conference to review test scores and program options, an Initial Notification Letter (**EL Form 3**) will be sent home to parents/guardians within 30 days of the test. This notification letter will report detailed scores on the state assessment, reclassification criteria, and program options. This letter serves as a record for parents/guardians to help them and their student track and monitor their progress toward reclassification. The District is obligated to provide students designated as English Learners ELD services. When a student is placed into a Designated ELD and Integrated ELD setting, should a parent wishes place the student in an alternative instruction setting, s/he needs to sign the Parent Withdrawal Request (**Form 10**) after consulting the EL Staff. However, the district remains obligated to provide the EL student instruction supporting English language development even though s/he is not a Designated ELD classroom per se.

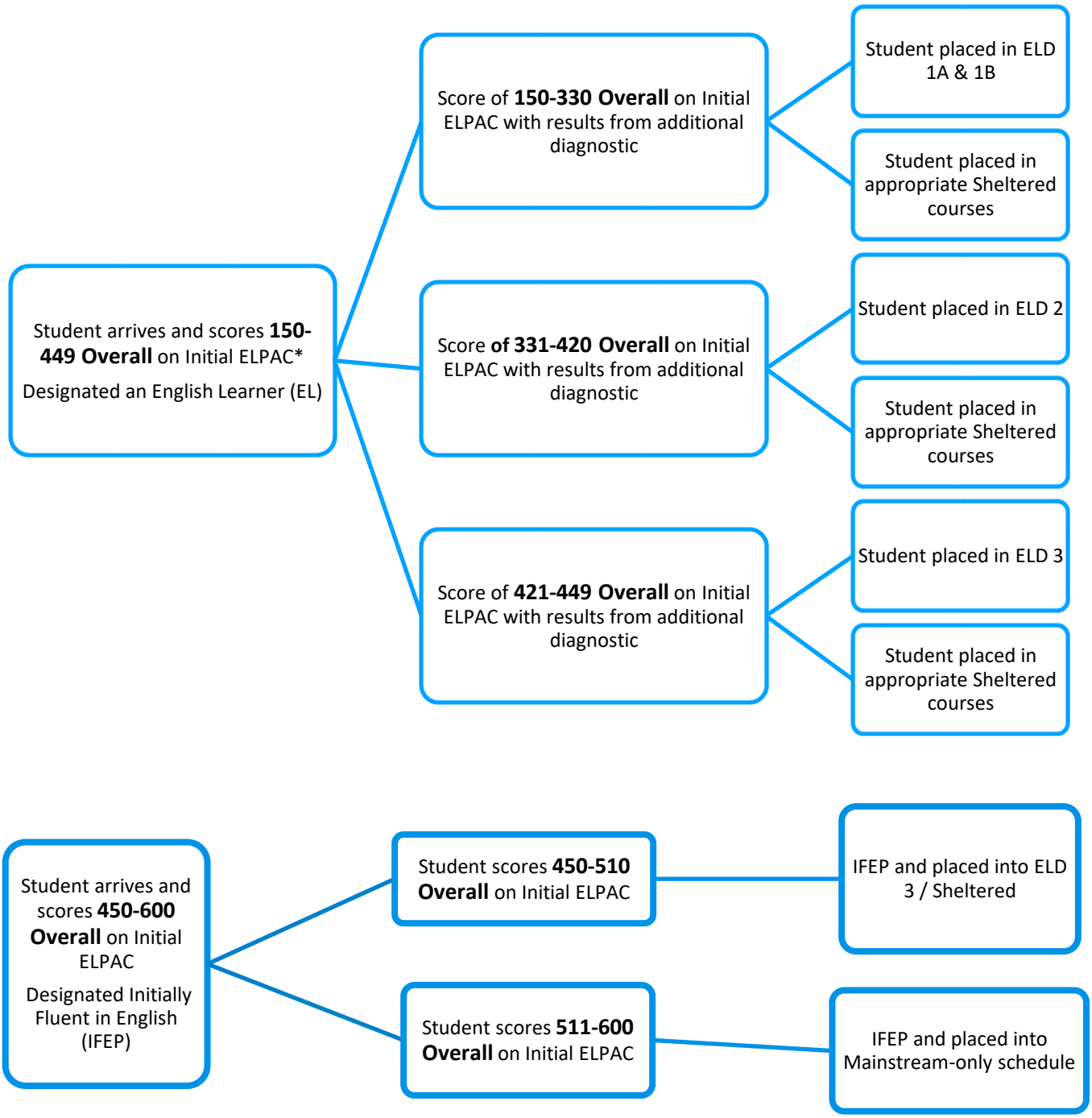


Figure A: English Learner Initial Placement Process

Figure A summarizes the identification and placement process applied to students who have answered any language other than English on questions 1, 2, or 3 of the home language survey as described in this chapter.

**Prior to the 2018-2019 school year, students were tested, placed, and monitored using the CELDT (California English Language Development Test). The Summative ELPAC was officially administered in Spring of 2018 and the Initial ELPAC starting in Fall 2018. As such, current records of some English Learners will reflect both annual CELDT scores up to the 2016-2017 school year and ELPAC scores beginning in the 2017-2018 school year.*

Translation Support for EL Students & Families

Once a student has been identified as an English Learner, in order to best support our students and families, as well as in compliance with state law, we offer translations of all forms in the home language of students whose enrollment totals 15 percent and above of our population. We also provide translations, whenever possible, for our next most-spoken language populations, often reaching out to parents and community members to assist with translation and interpretation in langauges such as Japanese and Korean.

We do our best to provide translated resources in mutliple languages across our sites. Current data regarding our "15 percent and above" translation needs and requirements can be seen below in Table 2. This information is used annually to inform needs for updating forms and file as well as hiring decisions for positions such as Program Assistants.

Table 2. Language Groups that Meet the 15% and Above Translation Needs for FUHSD 2017-2018

School Name	School Enrollment	Language	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL and FEP
Community Day School	7	Spanish	3	1	4	57.14%
Cupertino High	2295	Mandarin (Putonghua)	32	341	373	16.25%
Fremont High	2123	Spanish	239	465	704	33.16%
Lynbrook High	1848	Mandarin (Putonghua)	31	605	636	34.42%
Monta Vista High	2370	Mandarin (Putonghua)	36	476	512	21.60%

Do You Know the Difference?

Initial ELPAC Assessment This assessment is used for the initial identification of students as either an English Learner (EL) or Initial Fluent Proficiency (IFEP). It is also used to help determine course placement.
Summative ELPAC Assessment An annual summative assessment administered to measure a student's progress in learning English and to identify the student's English Language Proficiency level. It is also one of the criteria used in the redesignation process.
Initial Placement Notification A meeting is held with parent(s)/guardian(s) following Initial ELPAC testing to clarify any questions as needed regarding testing results or program placement recommendation. The Initial Placement Notification Letter (Form 3) is provided per Federal Title III and state regulations.
Annual Notification Letter This letter is mailed home to parent(s)/guardian(s) within the start of the school year to inform them of their student's continued identification as an English Learner in a California school and provides all the required information to meet Federal Title III requirements. Information regarding the student's Summative ELPAC results from the previous school year, reclassification critieria, graduation rates, and description of program options are included. (See Form 4.)

CA Ed Code Pertaining to this Chapter

EL 06: EL Identification and Assessment

- 6.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)
- 6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)
- 6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)
- 6.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)
- 6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)
- 6.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)
- 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

CHAPTER 2 – TEACHING & LEARNING

We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning. We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement associated with socio-economic, language and racial diversity.

Our district's excellence requires that we commit to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments. Equity requires a commitment to hold high expectations for all students and to provide both challenges and supports to meet them.

This chapter addresses questions such as:

- How do the Common Core State Standards (CCSS) and English Language Development (ELD) Standards inform our teaching and learning practices?
- What is Designated ELD?
- What is Integrated ELD?
- What research-based instructional strategies ensure high levels of learning by all students?

This chapter is divided into three major sections. First, readers will receive an overview of the standards and frameworks that inform teaching and learning at our sites, and how the teachers and staff of the FUHSD have applied them to the needs of their students. Next, the chapter describes

what the instructional settings at our schools look like in regards to student placement in Designated and Integrated ELD. Finally, it examines in detail what someone might see if they were to walk into a Designated or Integrated classroom, including examples of both specific lessons that FUHSD teachers have implemented and broader Specially Designed Academic Instruction in English (SDAIE) strategies that a new teacher could use to support their students in any classroom.

2.1 - Common Core State Standards, CA ELD Standards & CA ELA/ELD Framework

The CA CCSS for ELA/Literacy, adopted in August 2010, highlight critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language.

In 2012, the State Board of Education approved the CA ELD Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English Learners to successfully engage with, and achieve success in, grade-level academic content (2014 ELA/ELD Framework iv). The interrelated alignment of these two new sets of standards called for in the ELA/ELD Framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication.

Access the CA ELD Standards here **Access the Common Core Standards here**

Or Scan for mobile access:

The ELA/ELD detailed document that provides guidance build this new depth of kn ge of topics. It includes strategies to streng every student, both in the English language arts classroom, Designated ELD, and in other classrooms where students learn academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The ELA/ELD Framework also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs.

"Becoming broadly literate—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society."

The framework acknowledges that California's children and youth should be prepared for living and learning in the 21st century. This can be achieved by guiding them in becoming broadly literate—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Texts are formal and informal; they include picture books, chapter books, textbooks, song lyrics, plays, short stories, poems, essays, speeches, Web sites, blogs, social media, advertisements, graphic novels, newspapers, magazines, scholarly journals, and more. In addition, they include performances, such as dramas, musicals, concerts, poetry and spoken word, dance, opera, news programs, and more. A person who is broadly literate enjoys texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

Access the Framework here **Or Scan for mobile access:**

2.2 – English Learner Typologies and Instructional Settings

The Fremont Union High School District recognizes that different groups of English Learners have different needs and different paths to success. At the secondary level, students may fall into one of the following typology:

- New arrival English Learners with adequate formal school.
- New arrival English Learners with limited or interrupted formal schooling.
- Long-term English Learners (> 6 years as an EL)

Description of Program for Instruction of English Learners

In order to appropriately instruct and support English Learners in a program that best suits them, their placement is determined using their prior education (including number of years in US schools), an evaluation of their language assets and needs, and their family background. The FUHSD makes every effort to develop an individualized program for every student while at the same time striving to create clear ELD pathways in and across schools to ensure acquisition of the language, knowledge, and skills neccessary for secondary and post-secondary success. Through course exit criteria, collaborative lesson planning, and common assessments in and across school sites, staff works to make expectations and progress consistent from school to school.

The following is a chart that illustrates the academic setting of ELD students at the different proficiency levels largely determined by the ELPAC. In addition, we also consider teacher recommendations, diagnostic tests/tools, and course exams and grades to ensure proper placement and advancement.

Table 3. Designated and Integrated EL Classroom Settings

Eligible Students	Curriculum Components	Type of Setting
English Learners: Approximately Summative ELPAC Level 1	Designated ELD 1 A + 1B Integrated ELD (Sheltered)	Structured English Immersion (SEI)
English Learners: Approximately Summative ELPAC Level 2	Designated ELD 2 Integrated ELD (Sheltered)	Structured English Immersion (SEI)
English Learners: Approximately Summative ELPAC Level 3	Designated ELD 3 Integrated ELD (Sheltered)	Structured English Immersion (SEI)
All of the instructional programs designed for English Learners should contain the following components: • Address all 4 language domains: Reading, Writing, Speaking, and Listening • Teachers implement Academic English Language Production strategies • Teachers implement effective SDAIE strategies based on student needs • Teachers create opportunities for students to work and learn individually and with peers in small group settings		
Note - EL students who receive special education services follow the programs of instruction listed above unless their IEP indicates an alternative course of study.		

Designated English Language Development (ELD Classes):

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and successfully as possible. ELD instruction reflects curriculum, materials, and approaches designed to promote English Learners' language development. ELD is designed to support English Learners in:

- Understanding, speaking, reading, and writing social and academic English
- Acquiring linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life
- Developing skills necessary for college, career, and civic success in the 21st century

Designated ELD refers to a specific curriculum based on the 2012 English Language Development Standards that address the teaching and learning of the English language according to the proficiency level of each student. The California ELD Standards were designed in alignment with the Common Core Standards to ensure that English Learners develop proficiency in the English language in conjunction with the concepts and skills guaranteed by the Common Core Standards. Refer to the 2012 CA ELD Standards, the Common Core Standards, and the Common Core Framework for more information on how this alignment has been designed to support English Learners.

Additionally, ELD instruction exposes and engages our English Learners to meaningful language through the use of research-based instructional strategies. Although the primary purpose is language development in both academic and social learning, language is not learned independent of rich, meaningful context. Therefore, ELD teachers consider how best to design and use authentic tasks to allow students choice through which they can demonstrate mastery of these skills. Teachers strive to help students develop the ability to navigate and use a variety of linguistic forms and language functions by incorporating authentic texts such as current news articles, podcasts, photographs and

art. To increase engagement, whenever possible, teachers allow students choice in the tasks through which they demonstrate mastery. See **Table 4** below for characteristics of Designated ELD.

Table 4. Key characteristics of Designated ELD

Primary Goal	• Achieving English language proficiency
Purpose	• To help English Learners develop English skills including listening, speaking, reading, and writing based on the CA ELD Standards. • Engaging content is a vehicle through which key language skills are taught • Developing skills necessary for college, career, and civic success in the 21st century.
Content Focus	• Rigorous instructional content based on students' English proficiency levels determined by the ELPAC • Authentic, current, real-world texts and media that allow students choice in demonstrating their mastery
Language of Instruction	• All English • Students are expected to use English to communicate with teachers and peers • Instruction & support may be provided in languages other than English.
Outcomes	• Develop English skills in both Academic and Conversational English, continuing the development of their social and academic English mastery • Readiness for College, Career, and Civic Life • 21st Century Skills • Literacy in a variety of subject areas
Limitations	• While designed to support language development, content may not always be at grade level.

Integrated English Language Development (Sheltered Classes)

Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

Sheltered content classes are a form of Integrated language instruction in which the teacher uses SDAIE (Specially Designed Academic Instruction in English) to support his or her English Learner students. Sheltered classes are a cornerstone of teaching and learning in the FUHSD. Alongside a student's Designated ELD course (1, 2, or 3), students are placed in Intergrated ELD (i.e., sheltered classes) in their required content areas where available. These courses offer the same access to content as the mainstream courses offered by each site in subjects such as English Language Arts, Social Studies, Science, and Math. See **Table 5** for key characteristics of Integrated ELD.

Table 5. Key characteristics of Integrated (Sheltered) classes

Goal	• Access to grade-level core content

Purpose	• To give English Learners access to core grade-level curriculum based on Common Core state standards/Next Generation Science standards. • Develop knowledge in content areas. • Learn English in context of curriculum.
Content Focus	• Grade-level Common Core content/Next Generation Science content. • Content and Language objectives both covered in English
Language of Instruction	• English • Instruction & Support may be provided in languages other than English.
Outcomes	• English Learners master grade-level content in a setting where teachers employ explicit strategies for both content and language learning. • English Learners have access to guaranteed and viable curriculum at grade level.
Limitations	• Delivery may cover fewer standards overall throughout the year due to time dedicated to language goals and scaffolding of lessons.

According to the California Department of Education, implementation of integrated ELD does not require mathematics and science teachers to become linguists or ELD specialists. Rather, content teachers need to know enough about the language uses and practices of their discipline, and about how to support their EL students with disciplinary language and literacy development, so that ELs maintain a steady trajectory toward full proficiency in English. ELD specialists need to collaborate closely with content teachers in order to provide specialized ELD support and instruction that builds into and from disciplinary learning.

It is also important to mention that within the Science content area, the Next Generation Science Standards (NGSS) are being implemented within our district to prepare students to be informed citizens in a democracy and knowledgeable consumers and, in alignment with the Common Core and ELD Standards, to increase literacy across the subject areas. The California Department of Education has engaged in work to align the NGSS with specific ELD Standards to help Science teachers recognize that the 21st century Science classroom works in tandem with Designated ELD classrooms to incorporate opportunties for students to interact in meaningful ways (i.e., exchanging information and ideas, interacting via written English, supporting opinions and persuading others) and to learn about how English works (i.e., understanding text structure, connecting and condensing ideas, using verbs and verb phrases).

2.3 - Curriculum Planning and Powerful Teaching

While the ELD Standards and Framework cover a vast range of standards that guide student learning, a single academic year does not always allow deep coverage of all of these domains. Therefore, through careful curriculum planning, we in the Fremont Union High School District attempt to "go deep" rather to "cover wide" by focusing on summative tasks for students that are developed using key writing and performance goals. These goals take into account the various writing genres that students need to master for college and career success: narrative, expository, and argumentative writing. This backwards planning approach enables teachers to embed skills such as speaking, listening, reading, as well as explicit language targets into larger units in order for students to meaningfully and successfully complete the written task.

The ELD/ELA Framework has identified "five themes" that can support teachers in developing curriculum that is both rigorous and structured through explicit language support. These five themes are:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

In order to address these themes through meaningful and authentic learning experiences for students, we have decided to go beyond textbooks and externally-created curriculum to design our own based on commonly agreed-upon essential learning objectives. The creation and upkeep of these resources require dedication and sustained collaboration involving teachers, administrators, and support staff, and continues to drive how curriculum planning happens in our district.

Curriculum Planning

Through the context of professional learning communities (PLCs), the Fremont Union High School district has devoted significant time to aligning the curriculum in its ELD 1, ELD 2, and ELD 3 programs. Each level team, with the support of a district liason, constantly designs, revises, and implements curriculum that supports students' skill building in both the ELD and Common Core Standards. The following table is a sample of units that build argumentation skills across all three levels of designated ELD:

TABLE 6. VERTICAL ALIGNMENT OF ARGUMENTATION UNIT ACROSS ELD 1, 2 and 3

Components of Argumentation Unit	ELD 1 (Emerging) **Summative Task** **Written paragraph in which student argues for a position on a controversial issue**	ELD 2 (Expanding) **Summative Task** **Written essay in which student evaluates a prominent American figure and makes an argument about what kind of person s/he is/was.**	ELD 3 (Bridging) **Summative Task** **TedTalk in which student makes an argument regarding whether technology is helping or hurting humans.**
Claim	Student writes a claim by using a sentence frame to select one of two positions (should or should not) on a controversial issue	Student writes a claim by using a sentence frame and filling in own adjective to evaluate a prominent figure	Open ended claim with a focus on technology.
Evidence/ Commentary	Evidence is cited directly from a single provided text / clearly divided as evidence for and against an issue	Evidence is cited from a single provided text, but student needs to discern strong evidence from weak ones	Evidence is drawn from multiple sources and students have to distinguish whether evidence supports claim and how strongly the evidence supports the claim.
Counter-Argument	Student addresses the counter-arguments stated in the provided text	Student thinks of potential counter-arguments *not* given in the text and addresses them	Student thinks of potential counter arguments *not* given in the text and addresses them.
Language	1. Structured paragraph frame with transition words/phrases to: • State a claim ("In this photo, [present tense verb]") • Introduce multiple pieces of evidence ("Also," "Furthermore") • Address counter-argument ("Some people may think that…"	1. Verbs for acknowledging someone's opinion (ex. "The author argues / describes…") 2. Verbs that explain evidence (ex. "The example shows / indicates…") 3. Complex sentences to express disagreement while acknowledging someone else's opinion (ex. "Although it is true that…," / "Despite the fact that…,"	1. Reporting verbs used to incorporate direct/indirect quotations (acknowledge, remark, conclude, discuss) 2. More sophisticated sentence frames for acknowledging and refuting counterarguments (ex. "Although one could argue that _____, another, more compelling perspective is that_____." / "While some might perceive _____, what they fail to consider is that _____")

Powerful Teaching

Citing *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (Kamill et al., 2008), the ELA/ELD Framework recommends these five research-based overarching recommendations for instruction:

- Provide direct and explicit instruction of strategies to increase comprehension
- Provide explicit vocabulary instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase motivation and engagement in literacy learning

- Make available intensive individualized interventions for struggling readers taught by qualified specialists.

In order to make the curriculum come alive, teachers in the FUHSD use these recommendations and guiding principles in their lesson planning and teaching. Through the PLC process, collegial and student feedback, and guidance from district professional development, we attempt to constantly increase opportunities for rich, explicit learning for our students.

In addition, our approach to classroom instruction for English Learners has been informed by a 2016 study put forth by WestEd at The Center of Standards & Assessment Implementation entitled "High-Leverage Principles of Effective Instruction for English Learners." In this paper, the authors, Rebecca Neri, Maritza Lozano, Sandy Chang and Joan Herman, identify the following four principles as key considerations to address EL students' needs:

- Understand and address the academic language demands of the lesson
- Build upon students' background knowledge
- Design and scaffold learning opportunities in every lesson that integrate listening, speaking, reading, and writing domains
- Provide opportunities for student participation through meaningful discourse and structured collaboration

Specially Designed Academic Instruction in English (SDAIE) Strategies

In addition, Laurie Olsen in *Secondary Leadership for English Learner Success* (2006) lists strategies meant for planning in a Designated or Integrated ELD classroom. This list is not exhaustive, but it is a starting point for teachers looking for a variety of ways to support their students. Figure B can also be used as a tool for veteran teachers of English Learners to evaluate any missed opportunities for rich SDAIE instruction in their classrooms. Another framework is the SIOP (Sheltered Instruction Observation Protocol) model, which outlines key components and features for Sheltered instruction.

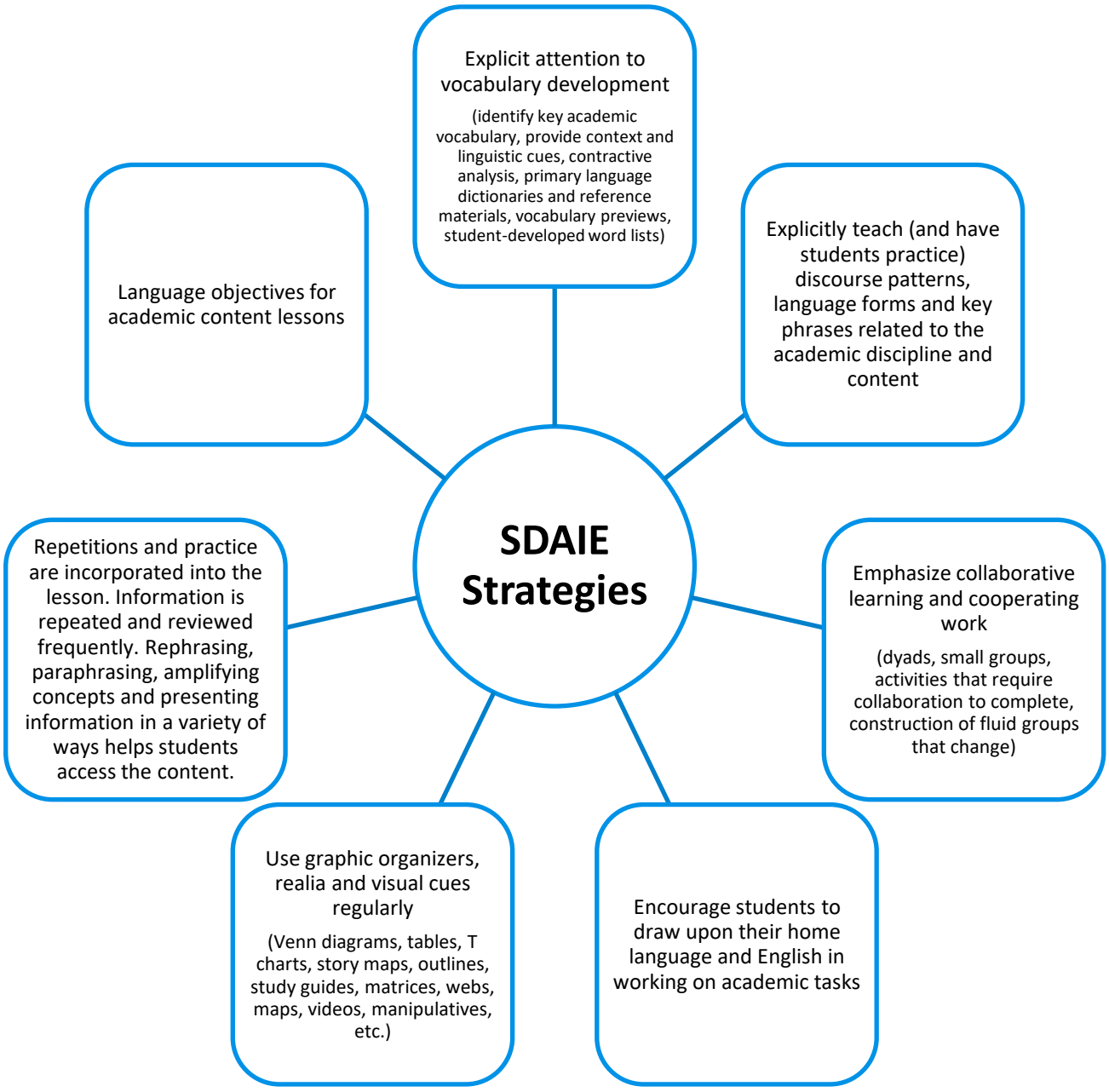


Figure B: SDAIE Strategies for Student Success (adapted from Laurie Olsen)

The teaching strategies employed by ELD and sheltered teachers in the FUHSD focus on differentiating and adapting the curriculum to best support students who are still in the process of

English language mastery. Common trends employed in sheltered classes to support English Learners include but are not limited to:

- slowing down the pace of lessons and units to allow reteaching
- using more visuals and manipulatives
- making both language and content objectives explicit to students
- helping students unpack complex texts by looking closely at craft and language
- pre-teaching academic language
- providing opportunities for students to use academic English in context.

Student Learning Through Language Rich Engagement

Ultimately, the ideal classroom for an English Learner is an environment where students are engaged in genuine inquiry based on intellectual curiosity and problem solving. While students grapple with challenging curriculum and content, they interact with peers who speak a variety of languages and work together to acquire the academic language and skills essential to succeed. Within this language-rich environment, the teacher acts as a coach to guide the students to explore and master the skills and habits that will increase their opportunities for post-secondary success in the 21st century.

Since 2009 the district has been focusing on Academic Language Production (ALP) to enhance language production, especially for English Learners. The underlying principle is that when students are given scaffolds (such as sentence starters, word banks, etc) it provides the basis for deeper understanding of content in a variety of subject matter. We believe that preparing students to use academic language in both their Designated and Integrated ELD classes serves as an entry point for all content classes. Being able to make connections between the language they are experiencing in their ELD, Sheltered, and mainstream electives can multiply their chances of success and language mastery.

In the classroom, this takes the form of frequent working in small groups, collaborating with partners, sharing out to the whole class, looking up content to make meaning individually, using media, videos, and current printed texts. Providing students with these varied opportunities to both see academic language being used authentically and to practice using it helps move them toward becoming broadly literate.

Summative Projects & Inquiry Based Learning

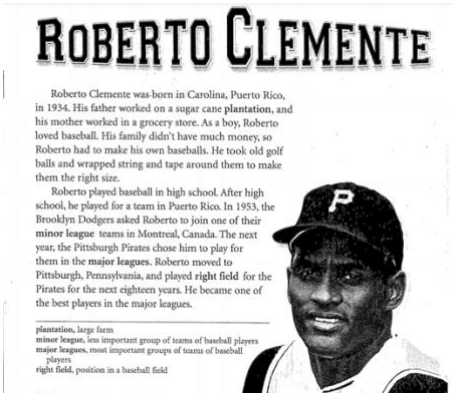
Over the past few years, teachers and leaders have been shifting the focus in curriculum planning and assessments away from formats like tests and quizzes toward units that culminate in inquiry-based projects and other authentic assessments such as primary research, Ted Talks, and competitive speeches. By completing such extended tasks like students are required to develop and apply both academic and 21st century skills. Because such tasks demand academic rigor students are asked to navigate complex texts, decide upon their personal direction of inquiry or theme, and apply the language that goes into building these products. This form of learning happens throughout the year

in Designated ELD, and EL Coordinators and Administrators are working to support teachers in bringing more of these opportunities into the Integrated/Sheltered classrooms.

To provide a sense of what students experience in both Designated and Integrated ELD, the following snapshots/vignettes are included (Figures C & D). The first is excerpted from ELD 2. The features of this lesson that contribute to its success include multiple opportunities for students to produce academic language in both written and oral contexts. It also engages them in reading, understanding, and making claims about a piece of nonfiction that will directly translate into an opportunity for them to apply argumentation skills independently on a summative task regarding a historical figure of their choosing. The second vignette is taken from an Algebra 1 Sheltered class. The features of the lesson that contribute to its success include opportunities to combine subject specific vocabulary (tier 3) with academic vocabulary (tier 2) while also orally practicing dialogue with their peers and with the whole class to continue development of basic conversational vocabulary (tier 1). This teacher leverages multiple opportunities for language production within his subject area (math) so that students are learning math content through explicit English language instruction. In both examples, the teacher attempts to incorporate many of the instructional strategies described in this chapter to support students in developing both English proficiency and content knowledge.

Discussion Supporting a Claim - ELD 2

Allows students to practice determining how strongly a piece of evidence supports a specific claim.



ROBERTO CLEMENTE

Roberto Clemente was born in Carolina, Puerto Rico, in 1934. His father worked on a sugar cane **plantation**, and his mother worked in a grocery store. As a boy, Roberto loved baseball. His family didn't have much money, so Roberto had to make his own baseballs. He took old golf balls and wrapped string and tape around them to make them the right size.

Roberto played baseball in high school. After high school, he played for a team in Puerto Rico. In 1953, the Brooklyn Dodgers asked Roberto to join one of their **minor league** teams in Montreal, Canada. The next year, the Pittsburgh Pirates chose him to play for them in the **major leagues**. Roberto moved to Pittsburgh, Pennsylvania, and played **right field** for the Pirates for the next eighteen years. He became one of the best players in the major leagues.

plantation, large farm
minor league, less important group of teams of baseball players
major leagues, most important groups of teams of baseball players
right field, position in a baseball field

1. Students read Roberto Clemente's Biography - a short nonfiction piece.

2. Students fill out the second and third columns of a graphic organizer individually (See a piece of the organizer below). Columns 2 and 3 ask students to determine how much a piece of evidence supports the larger claim, then explaining why.

3. Before students engage in their own independent group discussion, teacher shows a written example (below) and a video that models what the academic conversation could sound like.

CLAIM: Roberto Clemente was a persistent person.

EVIDENCE	DEGREE OF SUPPORT: Individual thinking (A, B, or C)	EXPLANATION OF YOUR THINKING	DEGREE OF SUPPORT: After group discussion (A, B, or C)	WHY DID YOUR OPINION CHANGE OR STAY THE SAME?
Roberto Clemente was born in Carolina, Puerto Rico in 1934.	*C*	*This evidence does not support the claim because when and where someone is born has little to do with how persistent someone is.*	*A*	*My opinion changed after hearing from another person because I now see how someone's environment can shape a person's persistency.*

4. In small groups, students engage in discussion, sharing to what degree they believe the evidence supports the claim, and why.

5. After engaging in an oral discussion, students complete the last two columns of the organizer, giving them an opportunity to change their opinion after hearing peers justify their response.

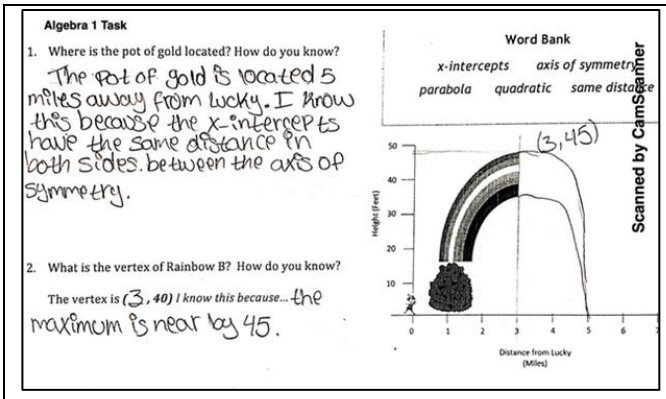
His fans called him "The Great One."				
He didn't speak English well, so reporters and sports writers sometimes made fun of him, but he didn't listen to them.				

This activity prepares student to complete the following summative task:
Select a prominent American figure, evaluate his/her merits, makes a claim about that person and supports claim with textual evidence.

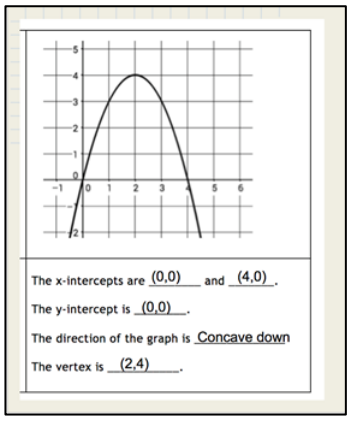
Figure C: Vignette of a Designated ELD Classroom

"Vocab Party" - Sheltered Algebra 1

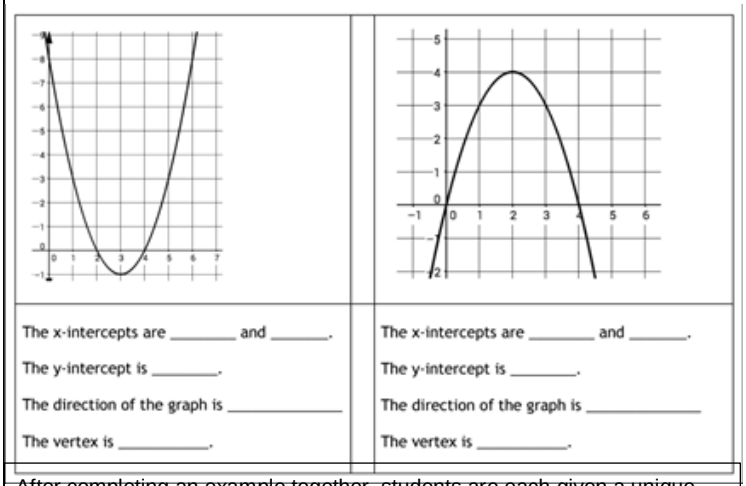
Purpose: Prepare students to complete an assessment task involving graphing a parabola using the quadratic equation.



Vocab Party is a quick warm up activity completed in a sheltered class.



First, the teacher projects a card and the class completes an example together.



After completing an example together, students are each given a unique card that has the same sentence frames as the example, but the parabola is different. Students are given about a minute to talk to their partner.

What the Vocab Party Looks Like in action:

The first few times the class does the activity the teacher does a roleplay so students are very clear on the expectations for this activity. A student volunteer comes up, introduces themselves (bonus conversational English practice) and reads our card to the other person. It is also important that the partner can SEE what's on the teacher's card as well as HEAR the teacher say the frames as a model.

The teacher then gives each student a unique card and has the students stand up and mingle (like at a party). They read their cards to each other and then find a new partner. Teacher circulates, mostly to check in on specific students; this serves as a useful formative assessment – especially with new EL students arriving throughout the year.

Finally, the teacher collects all the cards and does a check for understanding. The teacher pulls a card, displays it, and gives students 30 seconds to talk to a partner, and then cold calls a student to read the card.

"One success of this activity is that it gives newcomers a feeling of success as they read the card (in English!) to the class. The best part is the round of applause that follows when a newcomer student reads the card to the class. This activity imbues a feeling of success for the students. That feeling of success pays dividends in terms of engagement and effort." –Testimonial from teacher who uses this activity

Figure D: Vignette of a Designated ELD (Sheltered) Classroom

FUHSD EL Speech Contest

After months of building their speaking, listening, and writing skills in the Designated ELD classroom, students are given an authentic opportunity to showcase these skills to a larger, public audience. Since 2007, the English Learner community has come together every May for a district-wide speech contest for students enrolled in Designated ELD classes. Students prepare and perform a 3-5 minute memorized speech, either persuasive or informative, that demonstrates thorough knowledge of a topic and reinforces speaking skills such as pacing, inflection, tone, delivery and poise to a public audience. The event is made possible by the combined efforts of students, teachers, administrators from all five school sites, along with Board members and community members. ELD students from all

schools compete in a collegial and supportive environment, challenging themselves in a rigorous and rewarding experience. Other students and adults from our district and around the community serve as judges, listening to and scoring student speeches. In 2018, over 300 students competed in the competition.

This event gives students a genuine and engaging opportunity to apply the following CCSS listening and speaking standards:

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Most importantly, this event serves as a fun and positive networking opportunity for EL students and district stakeholders in which we come together to celebrate the success of our English Learners and to share experiences in a competitive yet safe environment.

Teaching and Learning for Long-term English Learners (LTELs)

Long-term English Learners, or LTELS, require additional consideration in regards to academic support and motivation in the classroom. Through numerous research and case studies, the following areas have been revealed as ways to focus instruction and program development to support the success of Long-term English Learners:

- A focus on oral language
- A focus on student engagement
- A focus on academic language
- Access to rigorous programs
- Program consistency

(From Laurie Olsen's 2012 "Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long-terms English Learners".)

Educators in California recognize that while fluent in social/conversational English, LTELs may face considerable challenges to success in school, especially since the amount and complexity of the academic texts and tasks students encounter rapidly increase as they move through the secondary grades. Special care should be taken when designing instruction for LTELs, and instruction should accelerate the simultaneous development of academic English through Designated ELD and content knowledge through Integrated ELD in motivating and engaging ways to ensure that LTELs meet the goals outlined for all students.

In the FUHSD, while our programs are still progresssing towards success in all of these areas of focus, our dedication to our LTEL students through PLCs is constantly moving us closer to our goals. We recognize that not all students are succeeding at the levels we want them to, and this is the basis for

our professional growth model (see Chapter 3). Figure E provides a glimpse into one such program for LTELs that is underway in our district.

Program Snapshot - GOALS

We currently have a variety of programs in place and are always looking for ways to better support our LTEL students. One example of a program that is currently underway at one of our sites is the GOALS (Growing Academic and Literacy Skills) program. This program provides a pathway for students who are failing core classes when they come to our district as 9th graders. It is a series of classes specially designed for these struggling students with a focus on specific academic and literacy skills within the content areas. The program was developed by teachers, counselors, and administrators to find data-informed ways to support both current English Learners and RFEP students who show low levels of achievement in reading and writing. The program also strives to develop a community and safe space for both parents and students to learn academic skills. The program includes strong student incentives such as informational workshops, honor roll, college visits, and celebration ceremonies. Early feedback from students and the community shows that students find the GOALS program a safe place to learn and to be pushed academically.

One example of teachers creating an environment of high challenge/high support is a recent biology project in which students answered the question: “How big is your carbon footprint and what actions are you willing to take to reduce it?”. Rather than learning by listening to lectures, students discovered information about how greenhouses gasses are formed by self-directed discovery through analysis of pictures and data. Students demonstrate increased levels of engagement as they devote time outside of the classroom to produce high quality products for public exhibition. Teachers hope to find increasing opportunites to implement similar projects where students can engage in learning where choice and inquiry are essential.

Figure E: Vignette of an LTEL Support Program

Do You Know the Difference?

Designated ELD Classes
Dedicated time in an English Learner student's school day in which explicit instruction is provided with the goal of mastering the English language. Levels offered are ELD 1, 2, and 3. Initial placement is determined largely by the ELPAC. The primary purpose of these courses is to use engaging and meaningful curriculum to support students in making meaning through language use.

Integrated ELD or Sheltered Classes
A core content subject class such as math, English language arts, history, or science, that is made up mostly of English Learners with the express purpose of providing a space where the teacher can provide access to the Common Core/Next Generation Science Standards in their subject area while simultaneously focusing on language acquisition.

SDAIE Strategies
Specially Designed Academic Instruction in English. This term refers to the specific strategies that teachers can use in any classroom setting to support language learning, acquisition, and mastery of the English language. This includes Sheltered and Mainstream classrooms in which English Learners are present.

CA Ed Code Pertaining to this Chapter

EL 18: ELD

- 18.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

EL 19: Access to the Core Subject Matter

- 19.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.
- 19.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.
- 19.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

CHAPTER 3 – STAFF AND PROFESSIONAL DEVELOPMENT

We believe that the adult learning environment should mirror the learning that is taking place in our classrooms. It motivates and celebrates teachers' efforts, respects their knowledge and capabilities, makes connections between their learning and their classrooms, and challenges their intellect. As students grapple with concepts, persist through difficulties, and set their own goals for learning, so too do their teachers and leaders.

Ensuring that our students experience high-quality literacy and ELD instruction and achieve the standards requires specific and sustained attention to implementing evidence-based practices from current educational research as appropriate for our schools and community. To meet these expectations we strive to create a safe, nurturing, yet rigorous environment to support teachers and leaders in their continous growth and development. To foster a community of adult learners who are committed to improving the education of our English Learners, including both certificated and classified personnel, the district offers a variety of formal and informal learning opportunities.

This chapter addresses questions such as:

- What does professional learning in FUHSD look like for teachers of ELs?
- What research-based instructional strategies ensure high levels of learning by all students?
- What kind of professional learning is offered district-wide to grow teacher expertise?
- In what ways do teachers learn to improve their practices in teaching and faciliating the learning of ELs?

This chapter is dedicated to giving the reader a deeper understanding of how teachers and other district staff are trained and work together to develop a successful learning environment for EL students. It is divided into 4 major sections. It begins with a short description of staffing and certification. The heart of the chapter outlines the forces and philosophies that drive how and why we engage in extensive professional development. The chapter then describes the PD that takes place at the district level. Finally, the reader will learn how individual sites and cross-school PLCs work

toward actualising what they learned in district PD by choosing specific targets for the needs of their students from year to year.

3.1 - Staffing and Authorization

All teachers who provide specialized instruction must have the appropriate authorization or be in active training to acquire authorization. Typically teachers receive training dedicated to supporting English Learners through their teacher credentialing program or by completing an equivalent authorization. While all teachers in the FUHSD are currently authorized to teach English Learners, their qualification to provide high quality instruction hinges on continued training and professional growth. Therefore, the district expends a considerable amount of time and resources toward ongoing training and opportunities for teachers and support staff to collaborate and learn in meaningful and authentic contexts. The FUHSD also ensures the competency of paraprofessionals used to provide support for the EL programs offered. Support staff working with English learners also receive initial and ongoing training in academic language production and for the role they play in student success.

Each year as sites create their master schedules for the following year, administration works with the site EL Coordinator and subject area Department Leads to determine staff members who will provide Designated or Integrated ELD instruction. In these classes, they can provide the most robust learning opportunities in a setting that takes English Learner needs into account. All other teachers, not assigned to Designated or Integrated ELD courses, will work to provide individual instruction, support, and accommodations for English learners in their classes as needed.

3.2 - Professional Learning to Support English Learners

Both external and internal factors influence how we allocate time and resources toward professional development and collaboration. We attempt to build meaningful and engaging curriculum by using both research-based and state recommended guides such as the Framework, while simultaneously taking into account the needs of our ever-changing student population.

The ELD/ELA Framework states that for teachers to develop "motivating, engaging, integrated, respectful, and intellectually challenging curriculum for students, they too should participate in a learning culture that has these same qualities" (*Framework*, 970). The following graphic (Figure E), called the "Circles of Implementation" by the Framework, is designed as a big picture guide to implementation of both ELD and Common Core Standards. It identifies the overarching goals/outcomes of ELD instruction (orange), the context in which instruction occurs (white), key themes of the standards (blue circles), and places the standards themselves at the center, as they guide year-end expectations for student performance and mastery.

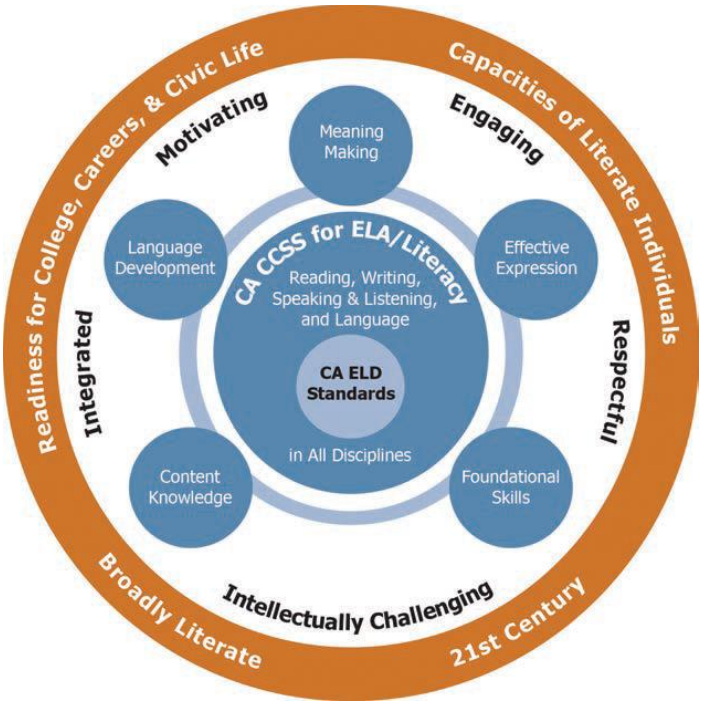


Figure F. Circles of Implementation from Framework

Our own teachers have identified essential skills that overlap with those identified in the California Framework as depicted in the outer circles of this graphic. While moving toward implementation of these goals, teachers reflected on what their students need, informed by their current classroom experiences. This type of teacher feedback informs the content of our professional development. What follows are a few testimonials from our teachers that reflect what they believe we should do to support students in a variety of areas.

"Students need Agency. It's important for our students to learn the value of making their own choices and owning these choices—and it's this decision-making power that will drive their pursuit of practical skills such as writing, reading, and listening. But helping our students foster a strong sense of who they are, what they want, and how to get there is part of what makes a successful person today."

(ELD and Sheltered Literature teacher.

District Professional Development

"Teachers should incorporate a diverse selection of level-appropriate, rich resources into their curriculum, from print to video, and design lessons and scaffolds that support students in ascertaining the meaning of that source material, identifying possible biases, and creating and expressing opinions about the content based on evidence."

"Teachers from multiple disciplines provide listening, speaking, writing, and discussion activities that not only engage students in real life issues and matters, but also encourage students to critically think and develop ideas about the world around them and how they will navigate it as an English Learner."

(ELD 2 teacher, regarding Readiness

Formal PD happens throughout the year and informs site work by bringing together teachers from all five sites and uniting them around specific goals for student success. Within these formal PD workshops, a visitor would witness what we like to call "the messy process" that results in meaningful work. Within a district collaboration space teachers, paraprofessionals, support staff, site administration, and district administration all sit together to learn the defining principles behind processes such as Academic Language Production or being a Skillful Teacher. These mixed groups of professionals then engage in probing conversations about how the student populations that they work with can benefit and be better supported. Teachers are then often offered the opportunity to collaborate with colleagues of their choice and administrators join their collaborations to offer support and to learn more about action happening at other school sites.

The following are examples of formal professional development opportunties specific to English Learners currently being implemented in our district:

High-Leverage Principles for English Instruction: PD for Sheltered Teachers

In this professional learning event, teachers drew upon their professional experience, considered how instruction for EL's is more than "just good teaching," and read a research-based article to increase their understanding of attributes and non-attributes of "sheltered instruction." Then, participants

reflected on the balance of the four language domains (i.e., listening, speaking, reading, writing) in their instruction. Thirdly, participants had an opportunity to consider whether tasks their students are asked to complete are within their zone of proximal development (ZPD) and ways to modify them if they are not. Throughout the day, teachers in subject-alike groups worked with their Curriculum Lead to practice and apply their learning to actual lessons.

Tasks that Promote Academic Language Production on ELPAC Assessments

The workshop was first offered to ELD and Sheltered Teachers, then extended to Special Education and other members of the FUHSD community who wish to learn more.

The ELPAC (English Language Proficiency Assessments for California), which replaces the CELDT starting Spring 2018, requires students to engage in various task types involving listening, speaking, reading and writing. While there are multiple choice tasks, many others are designed to elicit open-ended constructed responses from students and require them to produce academic English in Math, Science, ELA and Social Studies. This workshop is intended to help our ELD teachers to:

- extend the work they already have been doing in recent years to engage students through academic language production (ALP) in their classroom
- become familiar with what students are asked to do on ELPAC. Aligned with both CCSS and 2012 ELD Standards, the ELPAC is a key criterion the state will be using to reclassify students and to measure the achievement of English Learners.

In this workshop, participants:

- become familiar with the types of tasks on ELPAC with a focus on the open-ended constructed-responses that promote academic language production]
- analyze examples of learning tasks from FUHSD ELD and sheltered teachers in various content areas that resemble the constructed-response tasks on ELPAC
- reflect on their own curriculum, lessons and practices to find additional opportunities to engage students with open-ended/constructed response tasks that cause students to produce academic language
- consider the academic language necessary to complete ELPAC-like constructed response tasks and ways to support students in using that language
- apply learnings from workshop on their upcoming lessons.

Additionally, EL Coordinators are invited to ELPAC scoring training sessions. Even though they may not administer the test directly, knowing how the test is scored informs their teaching and leadership and enables them to sustain conversations with teachers and support staff about how best to prepare and support students. Coordinators also serve as the liaison between test administrators, site administration, and classroom teachers when determining placement for students and site-specific professional development.

Academic Language Production

The work around Academic Language Production (ALP) is founded on the notion that when students engage in meaningful discourse with each other in class, they are learning and thinking about the content more deeply. Such discourse requires students to produce academic language, that is to speak and write, while making and negotiating meaning with fellow students. Academic language production is a way for students – especially English Learners – to make their thinking visible across subject areas.

By Fall 2012, all FUHSD teachers and site administrators had attended an ALP workshop. The purpose is to provide a shared professional learning experience to better support students and their academic language production - and learning - by providing word banks, sentence starters, sentence frames, and discourse frames. In addition, Kagan structures have been introduced to help facilitate interdependent and accountable student interactions.

The work continues as teachers and administrators observe classrooms throughout the school year to initiate an ongoing dialogue. The ALP workshop is also offered at the beginning of every school year to teachers new to the district.

The Skillful Teacher

Teachers in FUHSD have participated and continue to participate in Skillful Teacher. The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of students. Through its "all students will succeed" philosophy, the course serves to prepare new teachers to find strategies that best fit English Learners in their classrooms and reminds veteran teachers to strive to do so. In order to achieve this mission the course is structured to help all participants explore the following:

- Expand our repertoires through reading, discussion, experimentation and reflection.
- Use day-to-day student learning data to plan, teach, and reflect on our teaching.
- Foster a culture of ongoing professional conversation about teaching and learning.
- Strengthen conviction that teachers can make a difference in the life and learning of our students.

The course uses the book *The Skillful Teacher* by Jon Saphier and Mary Hakley-Speca as the main source of new ideas and information. Although the 500-page book provides a comprehensive look at the profession, the course will focus on only a few of the key chapters. Initially, participants focus on the essential question: *What teacher beliefs and actions lead to best serving ALL students*?

Once this foundation around beliefs and expectations is established, teachers will progress through the year, organizing their work around a series of classroom experiments, lunch discussions, and district-wide meetings where participants continually ask and answer these essential questions:

- What do we want students to know and be able to do?
- How will we know if they know and can do it?
- What do skillful teachers do to maximize the opportunity for every student to learn it?
- What will we do when students don't meet our standards? What will we do if they do?

Courageous Leaders

The concept of professional learning communities (PLCs) calls for teachers to engage in deep collaboration. To support teachers, the Fremont Union High School District has created a course called Courageous Leaders 2.0 for participants to learn skills necessary for the facilitation of healthy and productive teams. Because successful leadership and collaboration directly correlate to having common high standards for our English Learners, this course helps support teachers and administers reflect and grow as both formal and informal leaders to progress toward school and personal goals.

Courageous Leaders 2.0 is course of 5 sessions taking place throughout the school year designed for teachers to examine, explore and learn about the knowledge and skills necessary to lead course-alike teams or professional learning communities (PLC). Sessions are facilitated by a teacher and a district administrator. The topics are:

- Norms of Collaboration
- Building Trust, Preventing Distrust, and Repair Distrust
- Engaging in Crucial Confrontations
- Communicating Purpose and Building a Sense of Urgency
- Supporting the Development of Adult Learners

3.3 - Cross-Site Professional Learning Communities

Another form of professional development that has been positively received by teachers (as evidenced in feedback satisfaction surveys and personal anecdotes) are our cross-school ELD teams. Over the past 10 years, dedicated teams have formed to develop curriculum, units and lessons for each of the three levels of ELD instruction. These teams meet several times a semester to critically evaluate and improve the curriculum for our ELD 1, 2, and 3 courses. Through the examination of student work and personal observations, teachers hold themselves and each other to high standards of student success.

For example, the ELD 3 team identified listening as an immediate need and focus for their students. They began by deciding what features of listening are challenging for their students. They then explored standards aligned summative and formative tasks that would result in student growth as listeners. Finally, they devoted time to finding engaging, high-interest listening lessons for students and worked together to create handouts, piloted activities, and came back together to share successes & failures to inform next steps for collaboration.

Under the guidance of district curriculum leadership, these teams of teachers work toward vertical alignment across the levels of ELD by using the ELD Standards along with research, testing data, and student work samples to inform the curriculum that students experience in the ELD program. These collaborations have resulted in rigorous and engaging curriculum as well as a place where a teacher who is new to a course can find both pedagogical and professional support. This rich, high-interest, original curriculum serves the purpose of preparing students for success in the 21st century and supporting them in making progress toward English language mastery and reclassification (see Chapter 2 for more detailed outlines of this curriculum).

3.4 - Site-Specific Professional Development Teams

Another form of professional development in our district is the work that takes place at individual school sites. A portion of the duties of the site EL Coordinator includes organizing site-based professional development to improve instruction, support, and achievement for ELs. The Coordinator has a unique opportunity to lead professional development initiatives specific to ELs at their school site, and to model, demonstrate, observe, and give feedback to practices in classrooms throughout the school. This dual professional development opportunity is critical to expanding capacity and refining skills in each classroom and improving EL access and achievement on a large scale in the district. Within the site teams that the Coordinator facilitates, teachers and support staff can take what they learn from formal District PD and determine how to apply it meaningfully.

Ideally, professional development at the site is consistent with the goals, content, format, and methodologies studied in depth at Formal District PD, but will also be responsive and customized to the needs of ELs within a particular school context. This application of larger scale learning goals should deepen the learning for ELs across the district while helping teachers and teacher leaders translate what they have learned into successful classroom practices. For example, each of our five sites has engaged in classroom visits or “walkthroughs” at some point in the last five years to support each other’s learning as colleagues.

The following snapshots highlight a few examples of PD in progress at some of our school sites at the time of publication:

Lynbrook High School - A Focus on Listening
During the 2017-2018 school year, teachers from the Lynbrook ELD Department attended the professional development session on “Tasks that Promote Academic Language Production on ELPAC Assessments.” Following this professional learning session, the team decided to focus their site on developing lessons and scaffolds that further support their students in being able to listen to short speeches or recordings, report on the speaker's argument or stance, and develop their own conclusions on the topic at hand. Teachers met for a total of 4 release days with the following goals: 1. ELD 2 and 3 teachers collaborated to align and find opportunities in their curriculum for more listening activities and for best practices to guide other teachers. 2. Sheltered teachers thoroughly reviewed their curriculum to find opportunities for initial or deeper implementation of listening activities. 3. ELD teachers worked with Sheltered teachers to help scaffold and design lessons using best practices for English Learners. 4. All teachers in the ELD Deptartment returned to their classrooms and taught various listening lessons with different content but similar standards and learning targets. 5. The ELD team reconvened in the Spring to share successes and opportunities for growth and continued to develop lessons that offer more listening opportunities for students in each of their classrooms. *Future goals include classroom observations across the ELD department and presenting best practices and experiences with staff to model both explicit strategies and opportunities within existing lessons to enrich and support learning English Learners.

Fremont High School - Claim, Evidence, and Reasoning

During the 2015-2016 school year, teachers in the Fremont High School ELD Department determined that Claim and Evidence would be a rich topic for cross-content collaboration.

At monthly meetings, teachers shared a lesson they did that focused on claim and evidence, they would bring artifacts from the lesson like powerpoint slides, student work or a handout. The team would then give warm and cool feedback to that teacher.

During their work for the year, reasoning kept coming up: how to teach reasoning, what exactly is reasoning, and the difficulty around teaching reasoning.

At the end of the year, feedback from the team was positive. They found the lesson sharing meaningful and relevant to their practice. One teacher that had been reluctant to participate in lesson sharing said that the experience was helpful and this teacher appreciated the lesson sharing protocol and structure in terms of refining their own teaching practice.

During the 2016-17 school year, the team shifted their focus of the ELD/Sheltered team to “Reasoning” since the difficulty of teaching reasoning had come up several times during PD work the previous year. The team attended a full PD Day with a focus on reasoning and how to teach it. Teachers spent a full day in content teams looks at expert level reasoning as well as exemplar student reasoning. Teachers then used that work to build a definition of reasoning for their respective content area. Teachers also worked on developing a lesson to teach the language of reasoning. Content teams then shared their work with the entire ELD/Sheltered team. The feedback from the team was very positive and there was a lot of momentum going into the school year.

The team’s work on these goals continued into the following year, involving video recording interviews with students. This eventually yielded the team’s next big goal: focus on helping teachers develop activities or participation structures that support students in acquiring the language necessary to engage in the types of tasks or projects that mimic what happens outside of school.

Homestead High School – Classroom Visits

At Homestead High School, the ELD and Sheltered teachers are visited once a semester by an Administrator, Department Lead and District Liaison (if possible). Observers use a standard observation form to record findings for each visit. Debrief meetings have been conducted both during prep periods and via email based on teacher time and need. Each ELD and Sheltered teacher is then asked to observe another ELD or Sheltered teacher, once a semester, as well. Debrief meetings are again held via email or in person.

Teachers were told ahead of time that the visits are not formal observations and that the focus is just to see how our EL students are producing academic English in their course. Homestead's ELD department will review their protocol* to determine if academic language will continue to be the focus of visits, or if new goals and targets should be implemented. After attending the district ELPAC workshop, they have discussed how it makes sense to incorporate new goals and challenges from this content into their protocol.

Do You Know the Difference?

District Professional Development
Professional Development at the District level brings together teachers, support staff, and administrators from all sites for various topics and areas of focus. These collaboration opportunities work toward aligning and advancing district goals for student success.

PLCs
Professional Learning Communities are a process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Site-Specific Professional Development
A form of professional development that can take various forms at individual sites to best serve a school's student population. This could include school wide initiatives to raise student success as well as small groups of teachers who collaborate on specific curriculum or strategies.

CA Ed Code Pertaining to this Chapter

EL 15: Teacher EL Authorization

- 15.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized. (20 U.S.C. § 6826 [c]; *EC* §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

EL 16: Professional Development Specific to English Learner Program Implementation

- 16.0 Each LEA must provide professional development specific to the implementation of programs for ELs.
- 16.1 Each LEA must provide sufficient professional development to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.)
- 16.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
  (a) Designed to improve the instruction and assessment of ELs (20 U.S.C. § 6825[c][2][A].)
  (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs (20 U.S.C. § 6825[c][2][B].)
  (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation (20 U.S.C. § 6825[c][2][C].)
  (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825[c][2][D].)
- 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

CHAPTER 4 – MONITORING STUDENT PROGRESS, RECLASSIFICATION, and PROGRAM EVALUATION

We believe that supporting our English Learners during their journey to success goes far beyond identification, assessment, and placement. Each learner comes to us with a unique blend of prior knowledge both academically and socially. For some students, the amount of cultural capital and motivation that they come equipped with will help them navigate the secondary education system smoothly, while for others the mere task of staying in school is a challenge. With this in mind, we strive to develop and improve programs at the district, school, and classroom level that hold staff and students accountable for progress toward reclassification, graduation, and post-secondary success.

The process of finding what works best for each individual student to succeed is not an easy one, but when all stakeholders are committed to constant monitoring and interventions for success, we lay the groundwork both to challenge our students with rigorous expectations and to support them if they struggle along the way. One way that this happens is by constructively evaluating what needs to happen and change at the state, district, school site, classroom, and individual staff level in order to support student success.

This chapter addresses questions such as:

- What happens at the district, school, and classroom level to monitor student progress?
- What interventions are made available to students and their families when they struggle to make progress?
- How are students assessed during their time as an English Learner to measure progress?
- What are the steps a student must complete to be reclassified as Fluent English Proficient?
- What indicators do we examine to evaluate the success of our programs?

This chapter will guide the reader through three important processes that ensure that all English Learners are being monitored and supported during their time in the FUHSD. The first section explains the monitoring processes that take place at the individual student level, including intervention strategies and systems that are in place to support students who do not make regular progress toward reclassification or graduation. The next section explains the criteria used to reclassify a student as fluent English proficient. Finally, this chapter goes into detail regarding how we evaluate the success of our programs in supporting students at the school and district level.

As discussed in chapter one, written descriptions of program options specific to each site are reviewed during the initial assessment conference and made available for parent review at any time.

Each year, the EL Coordinator and site Guidance staff place each student in the most appropriate instructional setting using the monitoring information in this chapter.

4.1 - Student Monitoring

The monitoring process is a collaborative conversation amongst student, family, classroom teacher, EL support staff, school, and district. Monitoring is based on careful record-keeping and assessment data as well as formative information gathered from classroom teachers who interact with each student on a daily basis. Taking into account academic progress, high school graduation requirements, and college A-G criteria, the EL Coordinator and Program Assistant work with site Counselors to build a schedule that best supports each individual student's path toward success for each school year.

Short-Term Monitoring

Regular Team Meetings

All ELD Departments hold regular meetings during which time the Coordinator and Program Assistant can gather both quantitative and qualitative/anecdotal data to inform their monitoring and inventions for the students.

Meetings vary from site to site and are used to discuss both professional development for teachers and small-scale student support strategies. These meetings are also a valuable time for teachers who share a single student in Designated and Integrated ELD to compare observations on student performance and attitude. These meetings are often attended by some or all of the following members: EL Program Assistants, Assistant Principals, and District EL support staff. These additional members can become involved in student placement decision-making or engage in classroom visitations to support teachers in improving their pedagogical practices.

Table 7. Staff Involved in Short Term Student Monitoring & Success

Staff Involved	Key Responsibilities/Roles
EL Coordinator	• Works with Administration & Program Assistant to communicate with parents • Advises & communicates with students • Oversees proper placement & scheduling for students • Leads intervention conversations • Works with Program Assistant to reclassify students • Works with Middle Schools for articulation • Works with guidance and admin on master scheduling of EL courses • Attend & help facilitate ELAC meetings • Collaborate with admin on funding and planning decisions regarding ELs
EL Program Assistant	Helps to support students in progress toward reclassification and general academic success by: • Maintaining LEP student records & folders • Administering annual EL assessments

	• Communicateing with families regarding student RFEP progress, grades, and behavior • Providing student support and facilitates communications between families of English Learners. • Acting as data liaison between counselors, teachers, and EL Coordinator by constantly updating team members on grades and reclassification progress. • Gathering feedback on students earning D, F, or I each grading period to determine root of struggle and support options. Understands and works effectively with people from different cultures. Helps coordinator find translation support when necessary.
Guidance Team: Guidance Counselors, EL Program Assistants, EL Coordinator, and Assistant Principals.	Provide individualized guidance on graduation requirements, progress towards graduation, class choice, and post-graduation options.
Student Support Team: Site Administrator, Site Teachers, EL Coordinator, EL Program Assistant	Convene for discussions of student progress to determine if alternative placement, support, or intervention is needed. Also serves as a discussion space for strategies, suggestions, and ideas for the EL Program as well as a focus group for collaborative problem solving.

Student Work Portfolios

A promising practice in monitoring student progress from year to year is to have students keep individual work portfolios in which students store and reflect on their work and progress throughout the year. These serve as both a snapshot of student work and language progress for the support team throughout the year as well a resource for the student to review and show pride in work completed.

Teacher Consultation & Formative Assessments

Teachers regularly give formative assessments, both formal and informal, that allow them to update the student support team on the progress of their students throughout the year. In both Designated and Integrated ELD courses, these can range from journal writes, which allow teachers to monitor writing skills, to informal observations of a student's speaking ability and collaboration with peers. Since teachers are in the forefront of supporting students, these sometimes anecdotal but frequent formative checks* are extremely valuable in helping both administration and the EL Coordinator inform next steps for student success.

*As a recommendation, the school may want to administer the GrAde test (or another reading assessment) as well as a writing diagnostic sample once in the Fall and once in the Spring in order to verify placement in courses, as student growth is constant and fluid. These data will help the student's support team acquire continual information to track the growth and progress of the student in basic skills.

Interventions Informed by Monitoring

If a student is not making steady progress in their movement through the program or is earning a D, F, or I during any progress report period throughout the year, the student's site support team employs the following interventions:

1. Feedback from the student's teacher is elicited to attempt to identify if the student's struggle is linguistic, academic, and/or social/emotional.
2. Parents are contacted to bring them into the support cycle for their son or daughter and to gather information about the student's home work habits.
3. Program Assistant and/or counseling staff is consulted to determine if a student tutor, tutorial assignment, or more targeted intervention is necessary at the time.
4. Student is monitored by support team to determine if further intervention is needed or if alternative placement/scheduling might be necessary.

The following support programs are a few examples of the variety of options that program assistants, teachers, and coordinators recommend to students for intervention depending on the root cause of their struggle. For many students, more frequent practice in English may be key to helping them progress, so Summer Academy may be recommended. For others, the home environment may not be conducive to studying or schoolwork, so attendance at after-school tutoring or homework center could result in improvement. The student support team, along with parent consultation, can help best determine steps for intervention for each individual student.

SAT Teams

Many sites operate a Student Assistance Team (SAT), which is a meeting structure comprised of site support staff, including: Guidance, Attendance, Conduct, Special Education, and Regular Education. The team functions as a problem-solving clearinghouse that meets to review new referrals (file, current teacher feedback, test scores, etc.), assign a case manager to all cases, determine action items, and follow up with a "pending" list until the case is closed. All attempted interventions and actions are documented by the team. Issues that could trigger referrals include: lack of progress in school, earning grades of D, F, or Incomplete, truancy, social-emotional and behavioral issues, or some combination of challenges. Referrals typically come from teachers, although they also may come from parents or even students themselves. Expected outcomes from the SAT process are: support to the student, classroom teacher, families, and school community. All parents are notified before a SAT referral is made potentially to help address concerns as directly as possible, and a SAT referral is the necessary conduit for all referrals or requests for special education or 504 support.

ELD Summer Academy

In addition to credit recovery summer courses, the FUHSD offers an ELD Summer Academy. The ELD Summer Academy is for students who will be enrolled in an ELD 1, 2, or 3 course in the upcoming Fall semester. This 3-4 week course is an opportunity to enrich the students' English language development and to prepare for the regular-year ELD course they are about to take. Upon successful completion of the ELD Summer Academy course, the student will receive 5 elective credits. The summer ELD course does **NOT** replace a regular-year ELD course. The course is often recommended to students who arrive late in the year and need more English language development support before advancing to the next level of ELD.

After School Tutorial/Homework Centers

All sites offer their own form of tutorial and/or after school homework center to support students who need academic assistance outside of the normal classroom hours. These vary by site ranging from central spaces manned by teachers in various subject areas to peer tutoring centers where students can seek assistance from qualified peers.

Fremont	Homestead	Lynbrook	Monta Vista	Cupertino
Students for Success Peer Tutoring Program	Academic Center Peer Tutoring Science Hub Math Lab	After School Homework Center 3 days a week	Study Buddy Society	Student Center for Success

Long-term English Learners (LTELs)

For students who have been identified as Long-term English Learners, the same monitoring and intervention processes are applied as would be with newcomer English Learners. Research and data show however, that repetition and remediation in coursework does not result in success in language acquisition or motivation. For that reason, each of our five school sites, which host very different EL populations, works with their site leadership and with district administration to determine best course offerings and pathways for LTELs.

At any given time, about 45% of our English Learner population is made up of LTELs, but the percentages at each of our five schools vary drastically. This variation comes from the numerous socioeconomic backgrounds that our schools serve, resulting in a student population that comes to us with very different educational backgrounds. For some English Learners, academic success is a motivating factor for a family's move to the US, while for others, completing work at home and getting to school every day is a constant struggle. Rather than attempting to provide identical course offerings at all five sites, we strive for equity rather than equality by offering programs such as GOALs (see Ch 2 for details), and individual courses such as Read 180, Engage, Academic Foundations, and Communications at sites where need presents itself based on reclassification and LTEL data.

Long-term Planning

We ensure that our students are making progress toward graduation and A-G requirements whenever possible. Regular data is acquired at least twice a year through ELPAC annual testing as well as additional diagnostic assessments administered by the sites. We keep records by looking at grades, contact logs with teachers and families, and testing results from both ELPAC and CAASPP. Parents are notified annually of their student's progress and placement through the Annual Notification Letter sent home in the Fall (**EL Form 4**). For students who have been studying in our feeder middle schools, we work with the teachers and administration of said schools to obtain data and work samples to place these students in the best levels and programs for their continued success.

Annual English Language Proficiency Assessment & Notification

All students designated as English Learners must be annually assessed for English language development and academic progress. Each year during the annual assessment window designated by the state of California, the FUHSD EL Testing team or designated site testers (EL Coordinator, Program Assistants, or other ELPAC trained staff members) will test all English Learner students using the ELPAC Summative Assessment. A letter will be sent home to inform students and families when they are about to be tested (EL Form 4). Results from these assessments and placement decisions must be conveyed to parents (EL Form 5).

Additional placement diagnostic tools may be used by each site to verify student placement in ELD courses. Results from these tests help staff to verify the progress of individual students in English language acquisition. EL students entering from another district after the annual testing window may already have taken the ELPAC. The EL Program Assistant may request the assessment results from the student's previous district by using the Information Request Form (EL Form 7). If the previous district does not have the scores available, the Summative ELPAC must be administered to the student.

The Annual Notification Letter (EL Form 4) is sent to parents within the first 30 calendar days of school. This notification letter describes detailed scores on the state assessment, reclassification criteria, and planned placement/scheduling for the following year. This letter serves as a record for parents/guardians to help them and their student track and monitor their progress toward reclassification and graduation.

English Learners who are meeting benchmarks and making expected progress toward language and academic goals will complete Designated ELD 1, 2, and 3 (dependent of course upon their level at entry) at the rate of one course per year. They will typically remain enrolled in Sheltered courses (Integrated ELD) until reclassification. This ensures that while they no longer receive designated ELD instruction daily, they receive subject matter instruction from teachers who are knowledgeable of their needs as English Learners.

ELL Profile Record

EL Program Assistant keeps LEP records that include:

- Home language survey form
- Initial assessment score sheet for new student
- Primary Language Proficiency Diagnostic form
- Notification of Proficiency Assessment form from each year
- Signed waiver form (if student withdrawal from EL program)
- Official state test results from each year
- Report card and progress report (accessible as an electronic file)
- Transcript/report cards from prior school
- Emails from teachers/counselor/parents about student

Table 8. Sample Chart for Program Assistants to Use for Monitoring

	Year 1	Year 2	Year 3	Year 4
Student Name				
Grade Level				
D, F, or I?				
Teacher Contact Log				
Summary and Date of Parent Communication				
Interventions in Place				

Grades, Writing Samples, and Diagnostics

The EL Support Team constantly monitors and discusses student grades to determine their progress toward program advancement and graduation. At each 6-week grading period, the EL Coordinator and EL Program Assistant elicit feedback from any teacher in whose class an EL student is receiving a D or an F. This helps the EL student Support Team determine if the student's struggle is a result of English language development, content mastery, and/or engagement/effort. This in turn informs options for intervention.

Designated ELD teachers obtain objective writing samples from EL students in the Spring or more frequently to score against a standard rubric to gauge language mastery. These writing samples are especially helpful in deciding on a student's courses for the following year. These are also used to verify correct placement within the given school year considering the fact that many students return to their home country over the summer and may lose some of the English language progress that they made in the previous year.

In addition, teachers administer a reading diagnostic in the Spring of each year to determine movement* from one ELD level to the next (e.g., GMRT, GrAde, AR STAR).

*It is not common practice to remediate students in Designated or Integrated ELD. Depending on a student's level of language acquisition and academic performance, targeted interventions will be administered to support a student and determine the best course of action for their placement.

Monitoring students entering from Feeder Middle Schools

For English Learners students who have been studying in our feeder middle schools, the monitoring process begins before they arrive at one of our high school sites. Each year in the Spring, school sites communicate and collaborate with the various feeder middle schools in the district to obtain information (both testing data and student work samples) to assist them in the placement of each student for the following year of high school. A combination of the following information will help determine placement of students from feeder middle schools:

- Most recent Summative ELPAC scores. (This is not the sole determining factor in placement, as the 8th grade Summative ELPAC is a different test from the 9th/10th grade version of the test, and importantly, at the time of writing in December 2018, CDE is still determining cut scores for each level of ELPAC.)
- Observations and recommendations from Middle School teachers
- Current courses and semester grades
- US school enrollment date
- A reading diagnostic assessment (usually the Gates McGinities)
- A writing sample (prompt usually provided by FUHSD)

While the transition from middle to high school can be challenging for all students, it is vital that each English Learner is supported in building their schedule for their first year of high school. Working with site EL staff and counseling staff, each student is counselled in selecting their appropriate Designated and Integrated ELD courses, mainstream courses, and electives as determined by academic history and achievement data that will both support and challenge them in their language acquisition.

Forms of articulation/collaboration include, but are not limited to:

- Meetings with both site teams to discuss student placement
- Coordinator consultation for student records
- Coordinator consultation for student work samples
- Administrator consultation for student schedules
- Middle school placement recommendations before freshmen course selection nights
- Individual meetings with students (and parents as necessary) during course selection

4.2 - Reclassification

One purpose of monitoring is to ensure that students are making progress toward reclassification. Reclassification as Fluent English Proficient (RFEP) is achieved when a student meets all of the criteria in the following table. These criteria are based on interim guidelines for the 2018-2019 school year provided by CDE in a letter dated September 14, 2018.

Table 9. Interim Reclassication Criteria for 2018-2019 School Year

Criterion	California Education Code Criteria	Local Criteria
#1	Assessment of English language proficiency (ELP)	Level 4 Overall, Level 4 on Oral and Written and Level 3 on all sub-domains on Summative ELPAC.
#2	Teacher Evaluation/Consultation (Performance in Core Academic Classes)	"C" or higher in core academic classes of most recent semester.
#3	District-approved reading assessment and writing task for comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	9.0 Grade Equivalent Overall on reading assessment. Passing score based on writing task rubric.
#4	Parent Consultation and Opinion	Signature from parents.

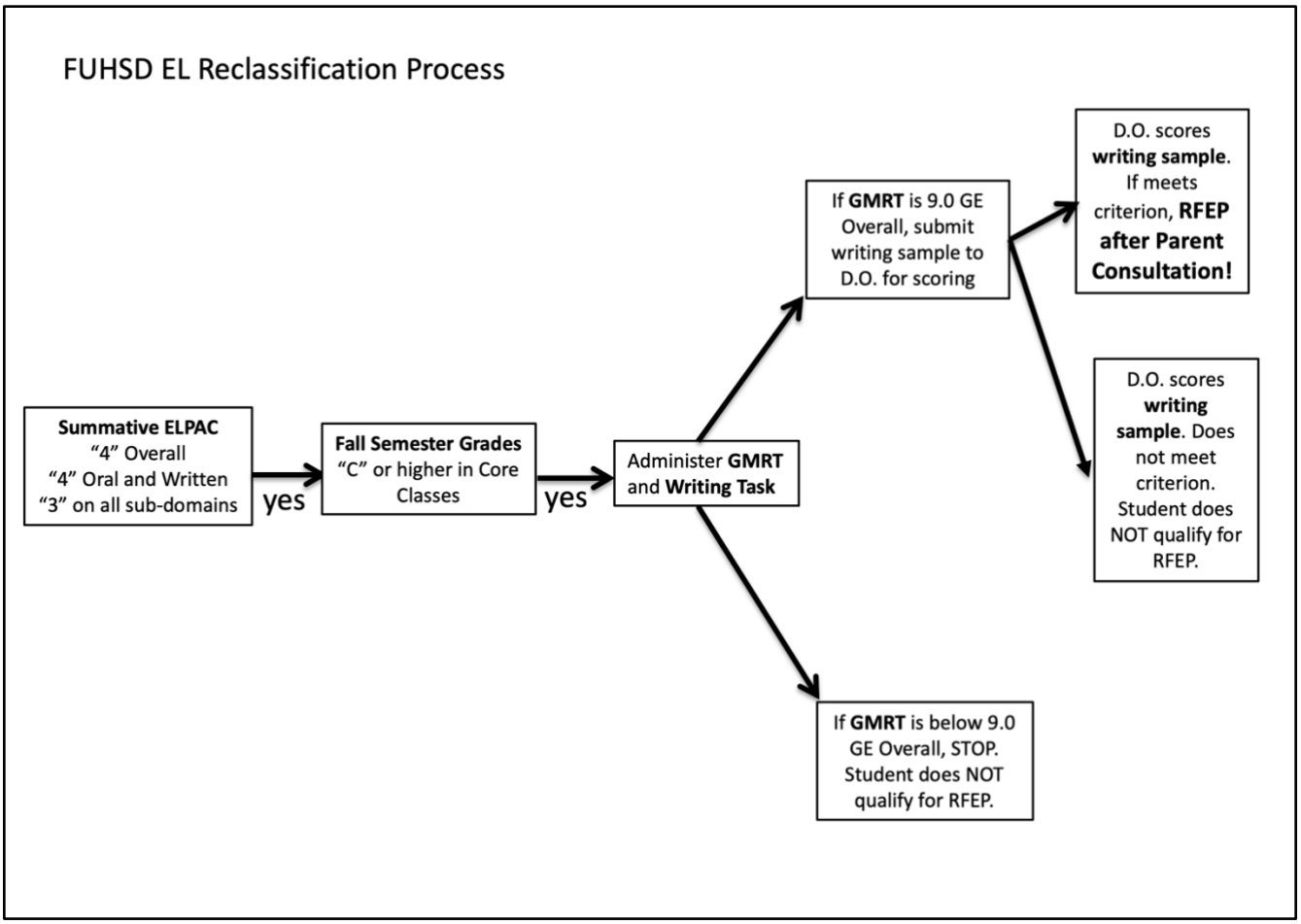


Figure G: The Redesignation Process 2018-2019 School Year

In a letter dated January 18, 2019, CDE has announced an information guide with threshold Summative ELPAC scores for reclassification beginning with the 2018-2019 Summative ELPAC. The description reads:

> In January 2019, based on the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. Therefore, LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined.

Based on these guidelines from CDE, the criteria and process for reclassification beginning in the 2019-2020 school year are as represented in the following Table 9 and Figure H:

Table 10. Reclassication Criteria, Beginning in the 2019-2020 School Year

Criterion	California Education Code Criteria	Local Criteria
#1	Assessment of English language proficiency (ELP)	Level 4 Overall on Summative ELPAC.
#2	Teacher Evaluation/Consultation (Performance in Core Academic Classes)	"C" or higher in core academic classes of most recent semester.
#3	District-approved reading assessment and writing task for comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	9.0 Grade Equivalent Overall on reading assessment. Passing score based on writing task rubric.
#4	Parent Consultation and Opinion	Signature from parents.

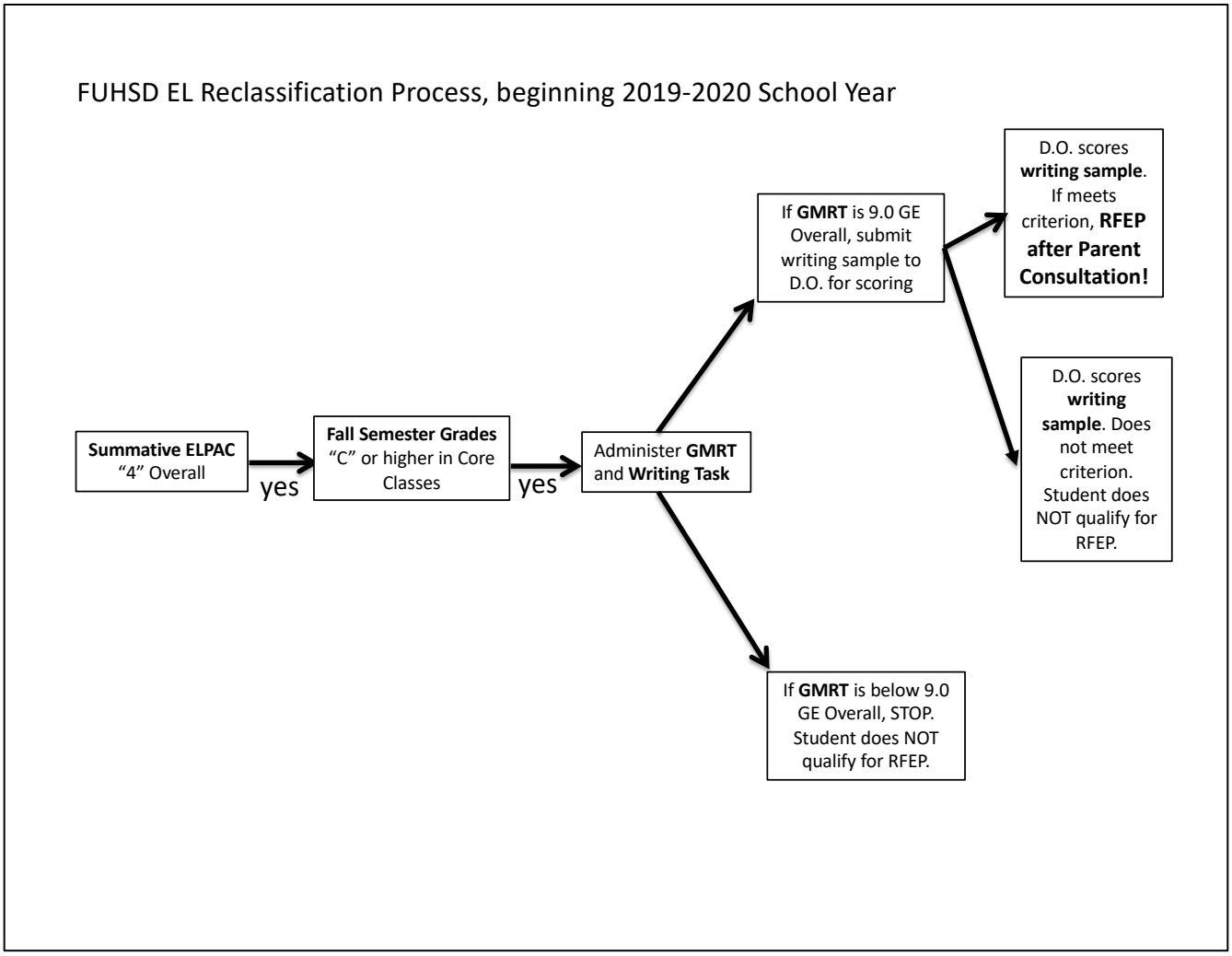


Figure H: The Redesignation Process, beginning in the 2019-2020 School Year

Following a student's redesignation as fluent English proficient (process outlined in Figure H), he or she will be monitored for **4 years** to be sure that proper support and progress continue. The FUHSD continues to offer academic English language development in many core classes for students after they achieve redesignation. We report to the State on the academic achievement of all ELs for each of the four years after each student has achieved English language proficiency and no longer receives EL services.

Also, CDE is continuing the process of standardizing the reclassification criteria statewide. If the state Legislature enacts law to change the reclassification critieria, the law will go into effect on July 1, 2021 and full implementation is expected in 2022-2023. As such, Fremont Union High School District will continue to monitor CDE guidelines to inform any necessary revisions to its own reclassification critieria.

Concerning Students also in Special Education

The following are guidelines for the reclassification of English Learners who are also in Special Education.

Per state guidelines the following four reclassification criteria are to be used to reclassify all EL students:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to the ELD test pursuant to EC Section 60810 (i.e., the English Language Proficiency Assessments for California (ELPAC)).
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Student performance on a statewide assessment of basic skills in English.

Students supported through Specialized Academic Instruction (Mild/Moderate) - FUHSD EL Reclassification Process

1. Students take the ELPAC with the appropriate use of universal tools, designated supports, and accommodations as determined by the IEP Team, and achieve an overall proficiency level score of a "4," a score on the Oral and Written composite is also "4," and all other subtests are scored as "3".
2. Semester grades are a "C" or higher in core classes.
3. Score on GMRT is 9.0 grade equivalent overall and writing task meets criteria.
4. The EL Program Assistant will document the RFEP status and update IC. The Special Education Secretary will receive a list of students who have been reclassified and notify the case manager to make the change at the next IEP meeting.

Students attending an ACT program and/or considered in the moderate/severe range of functioning.

1. Results from the California Alternate Assessment (CAA) may be used for determining if the student has acquired basic skills in comparison to other students at their functional level.
2. Students who are determined to be on a non-diploma, certificate of completion path and are listed as English Language Learners should be considered for reclassification.
3. For reclassification purposes, the IEP Team, may designate an alternative assessment to ELPAC if the IEP Team determines that the student, due to their disability, is unable to take one or more parts of the ELPAC even with universal tools, designated supports, and accommodations. The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) will be used for this purpose. NOTE: prior to reclassification, an ELPAC answer sheet still needs to be submitted even if it's blank.
4. Review process with parents and have an assessment plan signed in order to administer the alternative assessment. Once assessment is complete, hold an IEP meeting, document the results and REFP status. Include:
    a. Results of language proficiency (listening, speaking, reading and writing) through the VCCALPS.
    b. Teacher evaluation of progress and goal achievement as related to curriculum mastery.
    c. Parent input.

d. CAA results for English Language Arts.
e. On the EL SPED Reclassification Worksheet, document the team's decision to reclassify based on all above information. On the notes page on the IEP you can also document the team's decision: "XX was administered the VCCALPS as an alternate assessment to the ELPAC. Based on xx's performance on standardized assessment and classroom performance, xx demonstrates English language proficiency in listening, speaking, reading, and writing that is commensurate with his/her cognitive skills and abilities. The team recommends reclassification of xx to be identified as fluent English proficient. XX's language needs are being met through special education instruction that addresses language, communication, and academic skill areas."

5. Once the IEP is held, provide a copy of the EL SPED Reclassification Worksheet, which includes the four criteria above and the decision to reclassify, to the EL Program Assistant on the school site.
6. The EL Program Assistant updates IC to reflect reclassification. Due to data requirements for statewide testing programs, the EL fields in IC will be updated in October following the release of scores. Once an IEP meeting is held and reclassification was determined, SPED staff should connect with the EL Program Assistant who will track the information and make sure the changes are reflected in IC. Also, at the next IEP, SPED staff should assure that the student's EL reclassification is correct on the IEP documents and matches with Infinite Campus.

4.3 - Program Evaluation

All educators responsible for the success of our English learners consistently evaluate both themselves and one another in order ensure students are making progress toward academic success. This success is measured by progress toward graduation, college A-G requirements, 21st century skill mastery, social emotional success, and readiness for postsecondary and career endeavours. Because so many parameters can contribute to the success or struggles of an English Learner, we employ all of the following processes to evaluate the effectiveness of our current programs.

Federal/State Level

The CA School Dashboard

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features reports on multiple measures of school success. The Dashboard is one step in a series of major shifts in public education, designed to raise the bar for student learning, transformed testing, and increased focus on equity. The state indicators are based on data that is collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS). English Learner Progress is one of 6 state level indicators that are included in calculations of a school's performance level.

The English Learner Progress Indicator, or ELPI, applies to LEAs and schools
that have 30 or more annual ELPAC test takers. Only student records that have both the current and prior ELPAC results are included. The score includes students who were reclassified the previous year. The ELPI is calculated using two data sources:

- ELPAC Testing Scores
- Reclassification Data

The FUHSD uses the five-by-five color grid for the ELPI to determine and monitor the performance level (color) for our EL student groups to inform decisions about course offerings and support programs across the district and within individual schools.

Learn how to read the Dashboard here **Access a Parent Guide here**

Or scan for mobile access:

District Level

Student Achievement Data

Student achievement and progress scores informed by state reports and site reporting are monitored by district support staff to evaluate progress toward district goals. These include, but are not limited to:

- Summative ELPAC scores (obtained Feb 1-May 31)
- A-G college credit requirement
- EL graduation rates
- Reclassification (RFEP) Rates
- CAASPP Scores

Our Academic Intervention Coordinators and Data Control Specialists work together to determine needs for summer academy courses, then reach out to site counselors, administration, and teachers to prioritize credit recovery and EL support. As each student's pathway and academic needs are very different, we make an effort to help place them into the courses they need for both graduation and English Language mastery by offering a wide range of support courses during the school year as well as in summer school.

School Site Level

Program Evaluation at the individual site level takes the form of goal planning for each site's school plan. From year to year, these school plans are carefully updated using data and demographics trends. Each site shifts their focus from year to year to evaluate the success of previous year's goals and to determine areas where more improvement can be made to best serve students. In particular, school plans describe their efforts in serving student sub-groups, including English Learners. More detailed data and descriptions of programs can be found in each school's site plan.

Development of the SPSA

Because the needs of students and families differ from school to school, services and programs at each school must also differ. The Single Plan for Student Achievement (SPSA) is a site plan created by a school team including the principal, teachers, parents, community partners, and students. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and community. It lays out each school's plan for becoming an equitable educational institution and achieving the school's goals.

The Single Plan for Student Achievement (SPSA) is an opportunity for a school to:

- Participate in an inclusive and collaborative planning and support process within the school community
- Develop priorities for the school with input from families and the community
- Build ongoing collaborative relationship in service of students and families
- Showcase publicly the exciting work each school is doing to ensure equity

The four goals featured above are part of the FUHSD LCAP guide each school's SPSA.

In addition, each school's SPSA documents:

- Supports for targeted student groups identified in the District Local Control Accountability Plan (LCAP)
- Programs and practices funded through Federal allocations
- College and career-oriented pathways

Table 11. Examples of Goals from 2017-2018 School Site Plans

Cupertino	Fremont	Homestead	Lynbrook	Monta Vista
Improve the ability of our EL students, and others who are struggling, to communicate using academic language, thus improving their writing and reading comprehension.	Explicit focus on the LANGUAGE content teachers (sheltered science, sheltered history, sheltered math) need to explicitly teach in order for EL students to access the content. ELD teachers are serving as coaches to help content sheltered teachers come up with an activity that focusing on listening, speaking, reading or writing (or a combination) that helps support EL students in acquiring the language needed to access content lessons.	Increase the percentage of students in EL, students that meet A-G requirements by the time they graduate to 12%.	Integrate tasks into lessons that will help build skills that can be applied to the Speaking w/ Listening assessment that students are encountering more often.	Building in "Flex" days, time for staff members to meet with other groups, such as a second PLC, AVID, EL, Interdisciplinary groups, etc.

Program evaluation at the State, District, and Site levels allows us to identify gaps in our support structures and curriculum and to adjust our pedagogy and PD accordingly. When new testing guidelines, state mandates, or enrollment trends occur, we are able to provide support for students, tailor PD for staff, and inform scheduling, staffing, and hiring decisions on a yearly basis. In the past this has allowed us take action to revamp PD programs, hire new EL support staff, and foster growth-minded habits in our classroom teachers.

Do You Know the Difference?

Monitoring Refers to the actions taken by district staff, school staff, and classroom teachers to track and record student progress. Monitoring is done for both the purpose of reclassification and to inform student placement and support.
Reclassification Reclassification, or RFEP, refers to the process of designating a student's English Language status as "Fluent English Proficient". This happens when all criteria for reclassification, as determined by the state of CA, have been met.
Intervention Refers to actions or strategies that district staff, school staff, and classroom teachers take to provide assistance to students who may be struggling to make progress. Each school site has its own specific opportunities available to assist students. This term can also refer to summer school recommendations, etc made by counselors or teachers.
Program Evaluation An overview of what state, district, school, and individual staff are doing to make sure that programs in place are supporting students toward success during and after high school.

CA Ed Code Pertaining to this Chapter

EL 06: EL Identification and Assessment

- 6.0 Each LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)
- 6.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)
- 6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)
- 6.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)
- 6.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)
- 6.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)
- 6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years. (20 U.S.C. § 6801.)

EL 09: EL Program Inclusion in Development of the SPSA (Schoolwide)

- 9.0 The EL program must be included in the development of the SPSA.
- 9.1 An approved SPSA must contain:
    - An analysis of academic performance and language development data to determine EL student and program needs. (EC § 64001[f].)
    - School goals to meet the identified academic and language proficiency needs of ELs. (EC § 64001[f].)
    - Activities to reach school goals to improve the academic performance of EL students. (EC § 64001[f].)
    - The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (EC § 64001[f].)
    - Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (EC § 64001[g].)
- 9.2 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (EC §§ 64000[a], 64001[g].)
- 9.3 The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].)
- 9.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA Plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (EC § 64001[d].)

EL 13: Evaluation of EL Program Effectiveness

- 13.0 A program evaluation must be provided by each LEA and must be used to determine:
    - Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students
    - The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
    - Whether to eliminate specific EL activities proven to be ineffective (d) The degree to which, within a reasonable amount of time:
        - ELs are attaining English language proficiency comparable to that of average native speakers of English in the district

- EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1011.)

EL 14: Reclassification

- 14.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:
  - Assessment of English language proficiency. (EC § 313[f][1]; 5 CCR § 11303[a].)
  - Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC § 313[f][2]; 5 CCR § 11303[b].)
  - Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC § 313[f][3]; 5 CCR § 11303[c].)
  - Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC § 313[f][4]; 5 CCR §§ 11302, 11303[d].)

- 14.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):
  - Language and academic performance assessments
  - Participants in the reclassification process
  - Decision regarding reclassification (5 CCR § 11305.)

- 14.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

CHAPTER 5 – PARENT AND COMMUNITY ENGAGEMENT

Parents/Guardians are their children's first and most influential support systems. Continued parent involvement in their child's education contributes greatly to student growth and a healthy multicultural school environment. Our programs strive to build upon the cultural and linguistic assets that our students and their families bring to the community. Parents, staff, students, and community members all participate in developing, implementing, and evaluating programs to support English Learners.

This chapter addresses questions such as:

- What is ELAC?
- What is DELAC?
- In what ways can parents become more involved in their student's education?

5.1 - English Learner Advisory Council (ELAC)

An ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. In the FUHSD, each school's ELAC is uniquely made up of the parents and other stakeholders that choose to participate in the success of English Learner students. We are always striving to increase that participation, even at sites where involvement is high.

ELAC Goals & Purposes

- To provide advice to the Principal and staff about the school's program for English Learners.
- To provide advice to the School Site Council regarding how best to support a school's EL population.
- To help parents share and discuss difficulties that they or their children may face
- To foster discussion among parents about cultural competencies (e.g. Differences within the American school system), stress, curriculum, and study habits.

ELAC Formation & Membership

All parents of English Learners are informed about and encouraged to attend ELAC meetings. ELAC can be promoted and advertised at events such as:

- Back to School Night
- Principal outreach meetings
- PTSA meetings

The ELAC committee's composition must include sufficient numbers of EL parents to reflect the percentage of English learners at the school, determined by students classified as EL at the start of each school year.

The ELAC shall contain the following members:

- Parents of English Learners
- Staff members (e.g. EL Coordinator, ELD Teachers, Sheltered Teachers)
- Principal or Assistant Principal
- Other Support Staff who can serve the EL Community (e.g. Program Assistants)

Each ELAC must elect at least two EL parent members to attend the DELAC.

ELAC Meetings must be open to the public and allow for public input.

ELAC Roles & Responsibilities

The Principal, Assistant Principal, or EL Coordinator assists with the planning process for ELAC meetings, attends ELAC meetings, and works with the committee to lead meetings.

The Principal, Assistant Principal, or EL Coordinator solicits input from the committee regarding agendas and content.

ELAC members will receive training on:

- Schoolwide needs assessment
- Ways to make parents aware of the importance of regular school attendance.

A designated school site member (The Principal, Assistant Principal, or EL Coordinator) will keep records of ELAC meetings including:

- Minutes and agendas to be recorded and posted in a standardized district format
- Meeting sign-in sheets/participant attendance to be made available upon request
- Date of ELAC meetings are determined and publicized via mediums such as school website, phone calls, teacher announcements, and online communication tools (such as Infinite Campus) well in advance of each meeting (at least 72 hours prior recommended)

Each ELAC covers the following training areas during the school year, including but not limited to:

- EL Program Overview (Testing, Placement, Support)
- Attendance & School Norms
- Reclassification & Monitoring
- Accessing School Resources/Communication
- Community & Social Events
- Provide advice to Principal and/or School Site Council for planning decisions
- Decide upon and provide names of DELAC representatives to DELAC
- DELAC representatives will report topics and information to ELAC to be communicated at ELAC meetings when applicable
- School staff ensures that translation and interpretation services are provided

Table 12. Suggested ELAC Timeline

When	What	Who
August of Every Year	Contact parents, in English and other appropriate languages, informing them of the school's ELAC (Can be sent through students in classes and via email). State the purpose of ELAC and encourage parents to become a member and to learn more about the duties of the ELAC at their child's school site.	Site Principal, Assistant Principal, EL Coordinator, or EL Program Assistant
Late August-end of October	School holds informational ELAC meeting to invite families into the ELAC community. This meeting may also include additional information on the school's program (e.g., assessment, placement, redesignation procedures) for English Learners. DELAC representatives are determined at or shortly following this initial meeting.	Site Principal or Assistant Principal AND EL Coordinator
Following Selection of ELAC Chairperson	Each school's ELAC Officers will work with the school to reach out to and recruit more parents to be participating members of the ELAC.	Parent ELAC participants
If Needed	If a committee member must be replaced during the school year, the ELAC Chairperson shall appoint someone to fill the position for the remainder of the year.	ELAC participants

ELAC Required Training Topics for a School Year:

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).

2. The ELAC shall assist the school in the development of:
    a. The school's needs assessment.
    b. Ways to make parents aware of the importance of regular school attendance

5.2 - District English Learner Advisory Council (DELAC)

DELAC Goals & Purposes

A DELAC is the *district-level* English Learner Advisory Committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services. DELAC is facilitated by district leadership but attended and supported by EL Coordinators, Administrators, and Programs Assistants from the five sites.

DELAC will advise the governing board on the following annual tasks:

- Assessing district wide needs for English Learners on a school-by-school basis.
- Establish and modify district programs, goals, and objectives for programs and services for English Learners as needed.
- Review and comment on the written notifications used and sent home to parents and guardians, including waivers.
- Review and comment on district redesignation procedures.

DELAC Formation & Membership

- Parent members of the DELAC will serve for at least one school year. Members will be elected or re-elected each Fall. DELAC membership must include two EL parent representatives from each school.
- Individual school site DELAC representatives are selected each year at the first ELAC meeting of that year.

Parent testimonials from DELAC attendance:

"I was really confused about grades, SATs and ACTs, Sheltered classes and the whole school system in the USA and my questions got answered, my doubts clarified."

"ESL students want to know how to enter US universities because it is quite different from students who are native speakers. ESL students

DELAC Membership & Positions

DELAC membership must be made up of at least 51% parents of English Learners not employed by the district. The DELAC shall contain the following members:

- District Administrator
- 10 Elected EL Parents (2 from each school site's ELAC)
- 5 Representative staff members (1 from each school)

Note: A school employee may not act as the site ELAC representative for DELAC.

DELAC Roles & Responsibilities

- Representatives will be responsible for attending all DELAC meetings and to present the information received at the school-level ELAC meetings.
- Bring conversations or issues from ELAC meetings to DELAC meetings.

- DELAC members provide input and feedback to the district administrator with planning and organizing meetings (e.g. childcare, translation, refreshments, and agendas)
- A designated note taker will take notes and record minutes. These records will be posted in a timely manner.

- DELAC members will advise annually to the Board of Trustees on the following:
    - Development of a district master plan
    - A district-wide needs assessment on school-by-school basis
    - District program, goals, and objectives for ELs
    - Plan to ensure compliance of teacher and instructional aide requirements
    - Reclassification procedures.
    - Written notifications to parents and guardians.
    - Develop of Local Control and Accountability Plan (LCAP)
    - District Administrator works with DELAC membership to ensure that translation and interpretation services are provided.
    - Appropriate training to assist members in carrying out their advisory responsibilities. Additional training topics may include:
        - College requirements and planning
        - EL instructional strategies and curriculum in alignment with CCSS/ELD Standards
        - Current standardized assessments required for English Learners

TABLE 13. Suggested DELAC Timeline

When	What	Who
First site ELAC meeting of the year	After each school site selects new ELAC members and officers, the ELAC will then elect two EL parent representatives to become the DELAC representatives. DELAC parent representatives may serve in other elected ELAC roles as well.	Individual site ELAC members.
If Needed	If a DELAC Representative must be replaced during the school year, the site ELAC shall hold a vote to elect someone new to fill the position for the remainder of the year?	Individual site ELAC members.
4x year	Training/Discussion/Input	District Administrator and/or other DELAC members
May/June	Advise board	District Administrator and/or other DELAC members

DELAC Required Training Topics for a School Year:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.

2. Conducting of a district wide needs assessment on a school-by-school basis.

3. Establishment of district program, goals, and objectives for programs and services for English learners.

4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

5. Review and comment on the school district reclassification procedures.

6. Review and comment on the written notifications required to be sent to parents and guardians.

7. If the DELAC acts as the English learner parent advisory committee under California Education Code Section 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Do You Know the Difference?

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

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

CA Ed Code Pertaining to this Chapter

EL 04: English Learner Advisory Committee (ELAC)

- 4.0 A school site with 21 or more English Learners (ELs) must have a functioning ELAC that meets the following requirements:
  - Parent members are elected by parents or guardians of ELs (Title 5, California Code of Regulations (5 CCR) section (§) 11308[b].)
  - Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (California Education Code (EC) § 52176[b].)
  - The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance (5 CCR § 11308[c][2]; EC § 52176[c].)
  - The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA) (EC sections (§§) 52176[c], 64001[a].)
  - The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)
- 4.1 A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above. (EC § 52176[b]; 5 CCR § 11308[d].)
- 4.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b].)

EL 05: DELAC

- Each local educational agency (LEA) with more than 50 English learners (ELs) must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district. (EC) § 52176[a].)
- 5.1 The DELAC shall advise the school district governing board on all of the following tasks:
  - (a) Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA (5 CCR) § 11308[c][1].)

6 – FUNDING

In the FUHSD, we allocate resources to actualise our own beliefs and goals alongside those of the state of California. As outlined in our vision and values statement, we believe that we have an obligation to ensure that all students succeed. We hold our staff and students to high standards of excellence & equity, and strive to fulfill these high expectations by varying the allocation of resources to serve all students, including English Learners, at all times.

This chapter will describe where funds come from and how they are used by the FUHSD. Funding for English Learners comes from two main sources, general and Title III funding. This chapter will first explain what each type of funding is, its source, and how it can be used according to federal and state guidelines. After providing an overview of the different types of funding, this chapter will give readers a glimpse into how these funds have been used to specifically support our ELs. For more detailed information and budgetary notes, readers may access our Local Control and Accountability Plan (LCAP) through the FUHSD home page.

This chapter addresses questions such as:

- How does the FUHSD obtain funding for its educational programs?
- What money is used to specifically support English Learners?
- How is the FUHSD currently using its resources to support English Learners?

6.1 - Sources of Funding

General

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Low-Income and Foster Youth) they serve. As a Community Funded district, FUHSD's primary revenues are determined, not by the Local Control Funding Formula (LCFF), but primarily by local Property and Parcel taxes. FUHSD maintains a budget of approximately $149 million (as of 2017); 90% of which is derived from these local sources. The vast majority of "Actions and Services" (whether for all students or targeted sub-groups) described in the LCAP are budgeted under the District's General Fund, which comprises the following sources:

- Local Property Tax
- Local Parcel Tax
- Mandated Costs Reimbursements
- Guaranteed State Aide
- Lottery Funds
- Prop 30 Funds
- State/Federal Funds targeted to Special Education

Other "Actions and Services" will be budgeted from:

- Federal Title II, Title III and Perkins Funds
- Donations from the Fremont Union High School Foundation

How we Use Funds for English Learners

- ELD classes at levels 1- 3 (for students at all ELPAC levels)
- Sheltered content courses (Integrated) with lower class sizes than similar courses for mainstream students (for Newcomers and Long-term English Learners)
- EL Program Assistants who work with student, parents, and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses
- Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- District-wide EL Professional Development
- Summer ELD Academy
- Allocations of funds to school sites (pro-rated to the number of ELs) for use in carrying out site specific activities/services for ELs

TABLE 14. Details of Budgeted Expenses from 2017-20 LCAP

Total from GF Budget for ELs = $2,793,683. General Fund resources are used to provide:		
What	**Cost**	**Details**
Designated ELD classes at levels 1- 3 & Integrated (Sheltered) Classes	GF ELD = 14 sections = $382,576 GF SH = 43 sections = $1,037,264	Designated ELD (ELD 1, 2, & 3 classes) Sheltered (Integrated) content courses with lower class sizes ratios
EL Program Assistants who work with student, parents, and teachers at each school	EL MP = $422,402	Site based Assistants who coordinate student intake, monitor student progress, and implement the testing process. *See Site allocation in LCAP
Targeted work with middle schools	.025 FTE Mgr. of Enr/Res = $4,022 .025 FTE of Class Enr. Res Spec. = $2,445	Middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
District Wide EL Professional Development	DO EL = $20,000	Whole district PD with the express purpose of providing training for the success of English Learners.
Summer EL Academy	DO EL = $10,000	See chapter 4 for description of Academy
Site EL Budgets	ELD CLASSES = 6 sections = $127,512 SH CLASSES = 18 sections = $495,494 1110 EL LEAD TCHR = 4 sections = $93,106 1110 EL PARAS = $183,863 Prof. Dev. = $5,000 Supp/Materials = $10,000	See individual SPSA plans for site goals and use of resources. EL Instructional Assistants assigned to support students in content area courses

Title III

EL student funds must be used to increase the English proficiency of EL students by providing language instruction educational programs and access to challenging State academic standards. These programs must also provide effective professional development to teachers, principals, other administrators, and other school or community-based organizational personnel.

Title III specifies required professional development activities and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Professional Development Activities must be designed to:

- Improve the instruction and assessment of EL students
- Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students
- Effectively increase students' English language proficiency

The law also specifies that professional development shall not include activities, such as one-day or short-term workshops and conferences, unless they are a part of a comprehensive professional development plan that is based on an assessment of the needs of the teacher, the supervisor, and the students.

Professional Development to Support English Learners

- On-going facilitation of Professional Development for teachers
    - See chapter 3 for details on professional development targeted to support English Learner students and programs.

- On-going facilitation of Designated and Integrated ELD Curriculum Development & Planning
    - See chapter 3 for details on site specific goals and initiatives currently in progress to support English Learner students.

Private School Consultation & Participation

Local educational agencies (LEAs) that receive a Title III Limited English Proficient (LEP) student program subgrant are required to serve EL students enrolled in private schools whenever the administration of a particular private school requests to participate in the program.

- Private schools should identify those pupils being considered for participation in the Title III program and administer a Home Language Survey using the same version as used by the local educational agency (LEA). In addition, an approved language assessment selected by the LEA as a result of consultation with the private school officials should be administered. The LEA is responsible for the oversight and costs of initial identification.

- After consultation between the LEA and the private school, an approved language assessment should be selected and administered. The LEA is responsible for the oversight and costs of

initial identification.

- LEAs may not allocate Title III funds directly to private schools but instead must provide services and products to EL students enrolled in the private schools.

- The LEA must develop a Memorandum of Understanding (MOU) with each private school that requests to participate in Title III. The MOU, should at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of provision.

The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.

Do You Know the Difference?

General Funds The General Fund is typically the largest and most active of the funds for a school district. It is where most of the district's discretionary dollars reside. The FUHSD receives its general funds largely through local property and parcel taxes.
Title III Funds Title III funds are federal funds used specifically for state language instruction educational programs, designed to assist EL students' achievement goals.

CA Ed Code Pertaining to this Chapter

EL 08: Implementation, Monitoring, & Revision of Title III Plan

- 8.0 Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.
- 8.1 The LEA receiving Title III funds must use these funds:
    - To increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
    - English language proficiency; and
    - Student academic achievement (20 U.S.C. § 6825[c][1][A-B].);
    - To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
    - Designed to improve the instruction and assessment of ELs;
    - Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
    - Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
    - Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D].)
    - To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
    - Shall include parent, family, and community engagement activities; and
    - May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B].)

- 8.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:
    - Upgrading effective EL instructional strategies (20 U.S.C. § 6825[d][1].)
    - Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2].)
    - Providing to ELs:
    - Tutorials and academic or career and technical education
    - Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. § 6825[d][3].)
    - Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4].)
    - Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5].)
    - (f)Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
    - Improve the English language skills of ELs; and
    - Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children (20 U.S.C. § 6825[d][6][A][B].)
    - Improving the instruction of ELs, which may include ELs with a disability, by providing:
    - The acquisition or development of educational technology or instructional materials (20 U.S.C. § 6825[d][7][A].)
    - Access to, and participation in, electronic networks for materials, training, and communication (20 U.S.C. § 6825[d][7][B].)
    - Incorporation of resources into curricula and programs (20 U.S.C. § 6825[d][7][C].)
    - Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8].)

EL 10: Title III and EIA-LEP Inventory

- 10.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than $500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:
    - Type (b) Model (c) Serial number (d) Funding source (e) Acquisition date (f) Cost
    - (g) Location (h) Current condition (i) Transfer, replacement, or disposition of obsolete or unusable equipment
- 10.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (*EC* § 35168; 5 *CCR* § 3946; 2 CFR § 200.313 [d].)

EL 11: Supplement, Not Supplant with Title III & EIA-LEP

- 11.0 General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
- 11.1 Each LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; *EC* § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)
- 11.2 For LEAs with EIA-LEP carryover, an LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (*EC* §§ 63000[d], 63001.)
- 11.3 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. § 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)
- 11.4 The use of Title III funds must meet the following requirements:
    - An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. § 6825[b].)
    - An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

EL 12: Time Accounting Requirements (Title I and Title III)

- 12.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].)
- 12.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430.)
- 12.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (*EC* § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

GLOSSARY OF ACRONYMS & COMMONLY USED TERMS

ALP: Academic Language Production. ALP refers to the specific vocabulary, syntax, grammar, style, and functions that are used in formal educational settings. These language habits are often not picked up automatically by English Learners, but rather must be explicitly taught for success in secondary and post-secondary education.

BTSA: Beginning Teacher Support and Assessment. The purpose of BTSA as set forth in the California Ed Code, Section 44279.2 (b) is to "provide an effective transition into the teaching career for first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

CABE: California Association for Bilingual Education. This organization supports and provides professional development opportunites for teachers and adminstrators of English Learners and Bilingual students.

CAA: The California Alternate Assessments (CAAs) for English language arts/literacy (ELA), mathematics, and science are part of the California Assessment of Student Performance and Progress system. The goals of the CAAs are to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.
The CAAs for ELA and mathematics are aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—and linked to the Common Core State Standards (CCSS). Any student identified for alternate testing takes the alternate versions of all tests. Individualized education program (IEP) teams "shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards." (Title 1, Part A, Subpart 1, Sec. 1111(b)(2)(D)(ii)(I)—Every Student Succeeds Act, 2015)

CAASPP: California Assessment of Student Performance and Progress. Administered through the testing formats Smarter Balanced (Math & English) CAST (Science).

CA School Dashboard: The Dashboard is a website that shows how local educational agencies and schools are performing on the indicators included in California's school accountability system. The Dashboard is the next step in a series of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve. The Dashboard is made up of easy-to-use reports that show local educational agency or school performance on six state indicators and four local indicators. Users can search to see the reports for any local educational agency or school.

CDE: California Department of Education. The CDE is the state agency that regulates and monitors public schools in California.

CELDT: California English Language Development Test. A state test required to be given to students, whose Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each fall until they are reclassified to Fluent English Proficiency (RFEP).

Common Core State Standards (CCSS): Adopted in 2013, The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.
DELAC: District English Learner Advisory Committee. An advisory committee that advises the districts governing board on programs and services for English learners.

Designated ELD Instruction: Specialized instruction for ELs at a targeted time based on English Language proficiency levels and language learning needs. Teachers use the CA ELD Standards as focal standards in ways that build into and from content instruction.

EL/ELL: English learner or English Language Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL. An English learner is a student who has been assessed with ELPAC and has not developed fluent proficiency in English.

ELA: English Language Arts (subject area).

EL Authorization: There are currently 3 different ways to attain certification for the teaching of English Learners through the California Commission on Teacher Credentialing: Crosscultural, Language, and Academic Development Certificate/English Learner Authorization (CLAD), Bilingual Authorization, & Certificate of Completion of Staff Development (CCSD). For more information please consult: **https://www.ctc.ca.gov/credentials/req-added-auth**

ELAC: English Learner Advisory Committee. A committee of parents and staff that advises the principal and school staff on programs and services for English learners.

ELD (Designated & Integrated): English Language Development. A broad term encompassing all aspects of English language development for English learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels. See Designated and Integrated instruction for more information on the distinction between the two.

ELM: English Language Mainstream is a program designed for English Learners with "reasonable proficiency" in English (per ELPAC as entry criterion; the level of designated ELD completed and recommendation by the ELD Department as additional criteria for returning students) to continue the development of English by receiving appropriate ELD and core content instruction in English. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstreamed English Learners require careful monitoring and attention to their progress towards reclassification.

EO: English Only student. An EO is a student with no home language other than English.

ELPAC: The English Language Proficiency Assessments for California is a state test required to be given to students whose Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each Spring until they are reclassified as Fluent English Proficiency (RFEP). The Initial Assessment was administered beginning July 1, 2018. The Summative Assessment is given every year in the Spring.

ESL: English as a Second Language. Typically refers to courses for learning the English language for those who are not fluent in English.

FEP: Fluent English Proficient. Students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by ELPAC and/or other criteria.

FPM: Federal Program Monitoring. Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements.

Gates-MacGinitie Reading Tests (GMRT): A tool that may be used as a diagnostic measurement to help the teacher/school determine the student's progress, developmental skill levels, and what students need in terms of instruction.

Group Reading Assessment and Diagnostic Evaluation (GRADE Test): An additional tool that may be used as a diagnostic measurement to help the teacher/school determine the student's progress, developmental skill levels, and what students need in terms of instruction.

Home Language Survey (HLS): A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a child's language(s). The HLS is given to parents for every child enrolled in a California public school.

IEP: Individualized Educational Plan. Developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a Special Education program.

IFEP: Initially Fluent English Proficient. A child classified as IFEP met the criteria for fluent English proficient upon initial language assessment using the ELPAC.

Integrated ELD Instruction: Content instruction with integrated ELD support throughout the school day. 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.

L1: The language that has been identified as the student's primary or home language.

L2: The second language the student acquires. Usually refers to English.

LCAP: Local Control and Accountability Plan.

LCFF: Local Control Funding Formula.

LEA: Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

LEP: Limited English Proficient. Used in federal legislation to refer to English learners.

LTEL: Long-term English learner. EL students who have been in the U.S. for a long time (usually 6 or more years) but who have not become proficient in English.

Newcomer: Refers to any foreign-born students and their families who have recently arrived in the United States (US Dept of Education).

PLC: (Professional Learning Community) A group of educators determined by district and/or site who work together toward a shared content or outcome goal. PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Primary Language: (L1) The language, other, than English, identified on the Home Language Survey. Usually the first language the students learns to speak or the language other than English spoken at home.

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

Reclassification: A process to change a student's classification from English learner (EL) to Fluent English Proficient (RFEP). This occurs when a student meets the district criteria and no longer requires language learning support. The student may however, still be in need of additional academic support if not proficient in an academic subject area(s). Reclassification rates appears as one component of the CA Schools Dashboard as the LP. "Reclassfication" and "redesgination" are sometimes used interchangeably.

RFEP: Reclassified Fluent English Proficient.

Second Language: (L2) The second language a student learns to speak.

SEI: Structured English Immersion. A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

SDAIE: Specially Designed Academic Instruction in English. A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

Sheltered Instruction: Secondary courses such as math, history, and science taught using SDAIE (Specially Designed Academic Instruction in English) techniques.

SIOP: The Sheltered Instruction Observation Protocol Model is a research-based model of sheltered instruction that has been w used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

SPSA: Single Plan for Student Achievement. This is the annual school plan that is developed with input from staff, School Site Council, English Learner Advisory Committee, etc.

SSC: School Site Council. A group of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board. Works in conjunction with the ELAC to address the needs of English Learners at a school site.

Tier of Vocabulary (Tier 1, Tier 2, Tier 3): Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related. A word's frequency of use, complexity, and meaning determines into which tier it will fall.

Title I: A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. *Note*: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III: A Federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.

Withdrawal from EL Program: Despite recommendation from the ELD Staff to be placed in Designated ELD based on assessment results, a parent may request to apply to remove his or her student from the ELD program. Student will still be monitored by EL staff and must be assessed with the ELPAC annually until meeting redesignation criteria.

EL FORMS

Form 1 – Primary Language Survey

Form 2 – ELPAC Description Flier

Form 3 – ELPAC Initial Notification Letter

Form 4 – Letter to Notify Parents of Summative ELPAC

Form 5 – Summative ELPAC Score Report Letter

Form 6 – Understanding the Summative ELPAC Score Report

Form 7 – Information Request Form

Form 8 - Reclassification Form

Form 9 – Reclassification Letter

Form 10 – Parent Withdrawal Request

**EL Forms are available as electronic documents in multiple languages at* https://sites.google.com/a/fuhsd.org/el-forms/.

EL Form 1 – Home Language Survey

HOME LANGUAGE SURVEY

Name of Student: _____
(Surname / Family Name) (First Given Name) (Second Given Name)

Age of Student: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. 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 these requirements. 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. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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

Form HLS, Revised December 2016
California Department of Education

A PARENT GUIDE TO UNDERSTANDING

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

The ELPAC has two parts:

	Initial Assessment	Summative Assessment
Who	Students will take the Initial Assessment if: ■ the student has a primary language other than English, ■ the student has not taken the CELDT or ELPAC before, and ■ the student has not been classified before as an English learner.	The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.
What	The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.	The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.
When	Students are given the Initial Assessment within 30 days of when they enroll at the school.	Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.
Why	Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.	

Fremont Union High School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or 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 assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Level: _____ Score: _____
Oral (Listening and Speaking)	
Written (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an _____ student.

Check if applicable: ☐ **Individualized Education Program (IEP) on file.**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California *Education Code* [*EC]* Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC – guidance on reclassification criterion forthcoming from CDE; expected early 2019
Teacher Evaluation	"C" semester grade or higher on core academic courses
Parental Opinion and Consultation	Agreement from parent(s) for reclassification
Comparison of Performance in Basic Skills	9.0 GE overall or higher on Gates McGinities

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The rate of graduation for students in the Fremont Union High School District is _____% in 20____ - 20____. District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

Fremont Union High School District provides the Structured English Immersion (SEI) Program for English Learners. Below is a description of the language acquisition program. Please check to select the program for your child. (20 U.S.C. sección 6312[e][3][A][iii],[v])

☐ **Structured English Immersion (SEI) Program:**
SEI is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English but with curriculum and a presentation designed for pupils who are learning English. Typically, SEI includes: (1) English language development (ELD) appropriate to each student's level of English proficiency, which is typically provided in a Designated ELD classroom setting (2) content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and (3) may include primary language support.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][**III**]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your schools EL Coordinator or Administrator overseeing the EL Program to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)

Please sign below and return the form to school.

Parent Name:_____

Parent Signature: _____ Date: _____

FREMONT UNION HIGH SCHOOL DISTRICT
Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community

February 15, 2020

Dear Parents/Guardians:

Students classified as English learners in kindergarten through grade twelve are required by the State of California to take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing.

The English Language Proficiency Assessments for California, or "ELPAC," are used to measure how well English Learner students understand English. Information from the ELPAC helps to measure the student's progress in English language development and to indicate the areas in which the student needs extra support. Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The test, however, will not likely result in changes to your students' current class schedule.

Most students in Fremont Union High School District will take the ELPAC Summative Assessments between late February and the end of March.

More About the ELPAC

To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf.

The ELPAC practice tests are another good resource. They can be found on the ELPAC Web site at https://www.elpac.org, where parents and students can see the kinds of questions that will be on the test.

If you have any questions about your child taking the ELPAC, please contact :

- Ms. Vicki Feltman at Cupertino High School
- Ms. Veronica Quiroz at Fremont High School
- Ms. Rocio Stavoli at Homestead High School
- Ms. Amy Chan at Lynbrook High School
- Ms. Deby Muskitvitch at Monta Vista High School

Sincerely,

Marianne Hew

Coordinator of Curriculum and Assessment

589 W. Fremont Avenue, PO Box F, Sunnyvale, CA 94087 | TEL (408) 522-2200 | FAX (408) 245-5325 | WEB www.fuhsd.org
SUPERINTENDENT: Polly M. Bove | BOARD OF TRUSTEES: Jeff Moe, Barbara F. Nunes, Roy Rocklin, Hung Wei, Bill Wilson

English Language Proficiency Assessments for California (ELPAC)
Summative Assessment, 2017–18

Dear Parent or Guardian:

Last spring, your child took a test called the Summative English Language Proficiency Assessments for California (ELPAC). This test is part of the California assessment system and is aligned with California's English Language Development Standards.

These standards make sure English learner students have a high-quality program that will enable them to attain proficiency in English—developing the necessary skills and confidence in listening, speaking, reading, and writing— so they can be successful in the classroom. The ELPAC helps teachers across the state see how well students are doing with those skills.

Your child's report shows an overall score, consisting of oral language skills (speaking, listening) and written language skills (reading, writing), and a performance level. Because the ELPAC is a new test, scores from the ELPAC should not be compared to scores from the previous test, the California English Language Development Test (CELDT).

To find out more about your student's scores:

The ELPAC Web site at http://www.elpac.org has the following materials to help parents understand the score reports:

- Understanding the Summative Student Score Report — ELPAC, a video
- Guide to Understanding the ELPAC Student Score Report
- Sample Student Score Report

Sincerely,

Marianne Hew

Coordinator of Curriculum and Assessment

Fremont Union High School District
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I or 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): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Check if applicable: ☐ **Individualized Education Program (IEP) on file.**
A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.
(20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.
(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California *Education Code* [*EC]* Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC – guidance on reclassification criterion forthcoming from CDE; expected early 2019
Teacher Evaluation	"C" semester grade or higher on core academic courses
Parental Opinion and Consultation	Agreement from parent(s) for reclassification
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Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The rate of graduation for students in the Fremont Union High School District is _____% in 20____ - 20____.
District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

Fremont Union High School District provides the Structured English Immersion (SEI) Program for English Learners. Below is a description of the language acquisition program. Please check to select the program for your child. (20 U.S.C. sección 6312[e][3][A][iii],[v])

☐ **Structured English Immersion (SEI) Program:**
SEI is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English but with curriculum and a presentation designed for pupils who are learning English. Typically, SEI includes: (1) English language development (ELD) appropriate to each student's level of English proficiency, which is typically provided in a Designated ELD classroom setting (2) content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and (3) may include primary language support.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your schools EL Coordinator or Administrator overseeing the EL Program to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)

Please sign below and return the form to school.

Parent Name:_____

Parent Signature: _____ Date: _____

ELPAC

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

Score Request Form

To: Local Educational Agency (LEA) ELPAC Coordinator

Directions: Under state and federal law, schools and LEAs are required to provide student ELPAC results to schools receiving students who are English learners. You are receiving this form because one of your previous English learners has enrolled in another LEA. Please complete all of this form and return it within 10 calendar days after receiving the request.

Receiving School or LEA Information

Today's Date (mm/dd/yy): _____

_____
Requestor's Name LEA Name

_____
Phone Fax E-mail

_____
Mailing Address City ZIP Code

English Language Proficiency Assessment Information

Statewide Student Identifier #: _____

Has the student taken the ELPAC? ❑ No ❑ Yes

Date of **most recent** Summative ELPAC: _____

Date of **Initial ELPAC**, if known: _____

Date of enrollment into a California public school, if different from the Initial ELPAC date: _____

Most recent Summative ELPAC results for the _____ grade:

Overall Score: _____ **Overall Level: _____**

Oral Language Score: _____ **Written Language Score: _____**

Oral Language Level: _____ **Written Language Level: _____**

Listening Domain Level: _____ Reading Domain Level: _____

Speaking Domain Level: _____ Writing Domain Level: _____

Reclassification

If the student is reclassified, please provide the date: _____

Initial ELPAC English Learner Acquisition Status (ELAS):

❑ Initial Fluent English Proficient (IFEP) ❑ English learner (EL)

Initial ELPAC results for the _____ grade, if available:

Overall Score: _____ **Overall Performance Level: _____**

Oral Language Level: _____ **Written Language Level: _____**

LEA Signature (Previous Enrolled School Site Representative)

_____

Date Printed Name

EL Form 8 – Reclassification Form

FREMONT UNION HIGH SCHOOL DISTRICT

EL STUDENT RECLASSIFICATION FORM

Name: _____ ID: _____

DOB: _____ Grade: _____ Language: _____

School: _____ Date of Entry: _____

Criterion	Local Criteria	Student Reclassification Data
#1	Level 4 Overall, Level 4 on Oral and Written and Level 3 on all sub-domains on Summative ELPAC.	Summative ELPAC test date: _____ Overall Result:_____ Oral Result: _____ Written Result: _____ Listening: ___ Speaking: ___ Reading: ___ Writing: ___
#2	"C" or higher in core academic classes of most recent semester.	___ I reviewed the student's grades and verify that she meets this criterion. Or ____ I reviewed the student's grades and verify that the unsatisfactory classroom performance **is not** related to English language proficiency. _____ _____ Site EL Coordinator Signature Date
#3	9.0 Grade Equivalent Overall on reading assessment. Passing score based on writing task rubric.	Reading Test Date: _____ Reading Test Grade Equivalent: _____ Writing Task Result: _____
#4	Signature from parents.	Parents opinion consulted. Signature below.

____ I have been consulted and have expressed my opinion regarding my child's reclassification to RFEP status and his/her academic program.

____ I understand that my child has been reclassified as a Fluent English Proficient student who no longer receives specialized language assistance.

____ I would like to discuss my child's reclassification. Please contact me at the telephone number listed below.

Parent Signature: _____ Date: _____

Parent Name: _____ Parent Phone #:_____

Site Coordinator Signature: _____ Date: _____

ACTION: This student is reclassified as RFEP on _____. Data entry by: _____

EL Form 9 – Reclassification Letter

FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Commu

DATE:_____

Dear Parents/Guardians of _____:

Congratulations to you and your student! Your student has demonstrated achievement of a level of English proficiency required for official reclassification from "English Learner" to "Fluent English Proficiency" status.

In order for a student to be reclassified as Fluent English Proficient, the Fremont Union High School District requires the student to meet the four following reclassification criteria:

1. Level 4 Overall, Level 4 on Oral and Written and Level 3 on all sub-domains on Summative ELPAC.
2. Score of 9.0 GE (Grade Equivalent) on a district-approved reading assessment test / Pass on Writing Task
3. Grades of "C" (2.0) or better in academic subjects on most recent semester report card
4. Parent opinion and consultation

Once a student has been reclassified, the school will no longer provide ELD classes nor Sheltered content classes to him/her. However, we will continue to monitor the student to ensure s/he is making academic progress.

Along with this letter is documentation of your student's achievement. Please read the form, keep a copy for yourself, and sign and return one copy to _____, the EL Coordinator at your school. We need to have your signature to make the reclassification official. The other copy is for your own reference.

If you have any questions, or would like to request a conference, please send an email to _____ at _____or call _____.

Learning a second language is never easy, so be sure to congratulate your child! This is quite an accomplishment!

Sincerely,

_____

English Learner Coordinator

_____ High School

EL Form 10 – Parent Withdrawal Request

FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community

Parent Request for Student Withdrawal from Designated ELD and Sheltered Courses

Student Name: _____

Student ID#: _____

Date: _____

Current grade: _____

As the parent or legal guardian of the above named student, I am exercising my right to request that my student be removed from his/her designated English Language Development and/or any sheltered content classes, (such as Sheltered US History.) I have been advised that the school provides English Learner classes because the needs of those students learning English are unique, and that research has shown that ELD and sheltered classes provide the best education for my student.

Nevertheless, it is my belief that mainstream, non-English learner classes will provide the best course of instruction for my student. Therefore, I am requesting that my student be placed in mainstream classes and removed from any ELD classes. However, the school is obligated to continue providing ELD instruction in the student's mainstream classes.

I have discussed the educational options with the EL Coordinator, Assistant Principal, or Principal of _____ High School. I understand that my student will continue to be identified an English Learner, and MUST take the English Language Proficiency Assessment for California (ELPAC) annually until s/he has met the redesignation criteria.

_____ _____

Signature of Parent or Guardian Date

_____ _____

Signature of: ☐ EL Coordinator ☐ Assistant Principal ☐ Principal Date

EL PROGRAM ASSURANCE CHECKLIST

Fremont Union High School District

EL Program Assurances Checklist

By September 30

- ❑ **THE INITIAL ELPAC** has been administered to new students whose language proficiency status has not been previously determined per the State of California. Students need to be given the Home Language Survey. When the Initial ELPAC is deemed necessary, **provide the information flyer** on the initial ELPAC to the parents and student. Then, students should be tested on the Initial ELPAC and placed into classes within 30 calendar days of enrollment. The Initial Placement letter is sent to parents after the Initial ELPAC.

- ❑ **ANNUAL PLACEMENT NOTIFICATIONS**: Per Federal Title III, these were prepared and distributed to parents of **all current ELs** within 30 days of the start of the school year.

- ❑ **ELAC:** Plans for the formation of an ELAC are in place. Dates for subsequent ELAC meetings have been scheduled to provide the 4 training topics. There is a plan to elect parent representatives to attend the first DELAC meeting in early December. ELAC meeting dates are: _____.

- ❑ **EL COORDINATOR:** The EL Coordinator is_____. S/he has set up a schedule of regular meetings with an administrator to ensure ongoing communication regarding the progress of our English Learners.

- ❑ **EL PROGRAM ASSISTANT:** My EL Program Assistant is_____. The EL Program Assistant, EL Program Coordinator, and EL Administrator have set up a schedule of regular meetings to ensure ongoing communication regarding the progress of our English Learners.

- ❑ **R-FEP MONITORING:** The list of R-FEP students reclassified within the last 3 years has been generated. Progress of students is being monitored based on their June grades. Intervention and/or additional support have been provided to these students when necessary.

- ❑ **STUDENT PROGRESS REVIEW TEAM:** Progress of EL students, including LTEL's, is monitored. A committee is responsible for discussing and recommending extra supports to students who need them. This committee consists of:

- ❑ **STUDENT EL PROFILE FOLDERS**: Each EL has a profile folder with the necessary forms and documents (e.g., Home Language Survey, Primary Language Assessment form, Parental Notification and Parent Exception Waiver, transcripts) Some of these documents could be in electronic form.

- ❑ **DESIGNATED AND INTEGRATED ELD INSTRUCTION**: Each EL student is placed properly in Designated ELD and/or integrated ELD classes. Professional learning (e.g., district sponsored workshop, site-based collaboration, coaching) is provided to ELD and sheltered teachers to ensure high quality EL instruction. If student is in a mainstream setting, the teacher knows to explicitly use ELD strategies to support the English Learners.

By February 15

- ❑ **RECLASSIFICATION:** Writing samples of EL students who meet the criteria for reclassification (based on ELPAC, grades and GMRT) have been submitted to the District Office for scoring. After the site receives results of writing from District Office, the status of students who meet the criteria for reclassification will be officially changed before Summative ELPAC commences. A record of the students who have been reclassified is maintained, usually by the EL Program Assistant.

- ❑ **ELAC:** Agendas, minutes and sign-in sheets are kept for these meetings.

v. 03_26_19

- ❑ R-FEP MONITORING: The progress of R-FEP students (based on their Fall Semester grades when available) is monitored under the required three-year window. Intervention and additional support have been provided to these students when necessary.
- ❑ STUDENT PROGRESS REVIEW TEAM: This team has met on (dates)_____ to discuss the progress of ELs/R-FEPs.
- ❑ TEACHER PROFESSIONAL LEARNING: Teachers continue to received support and feedback to help improve their EL instruction.
- ❑ SUMMATIVE ELPAC TESTING: A site plan is in place to administer the Summative ELPAC.

By March 30

- ❑ SUMMATIVE ELPAC: The Summative ELPAC has been administered to a large majority of EL students at our site. A plan is in place to administer the test to students who have not taken the test.
- ❑ PLACEMENT FOR SUBSEQUENT SCHOOL YEAR: A system is in place to determine how current EL students are to be placed in the upcoming school year. A diagnostic assessment (usually in reading and vocabulary) and a writing sample will be obtained in addition to grades and teacher recommendations as data for placement.
- ❑ MIDDLE SCHOOL ARTICULATION: There is a plan to communicate with the feeder Middle Schools regarding obtaining data and administering additional placement assessments.
- ❑ ELAC: All topics have been covered, and agendas, minutes and sign-in sheets have been kept.
- ❑ TEACHER PROFESSIONAL LEARNING: Teachers continue to received support and feedback to help improve their EL instruction.

By May 30

- ❑ ELD SUMMER ACADEMY: Applications for students attending ELD Summer Academy, with indication appropriate ELD course level, have been submitted.
- ❑ MASTER SCHEDULING FOR NEXT YEAR: The master schedule and teaching staff have been reviewed to determine the best approach possible to ensure high quality learning for EL students in the upcoming school year.
- ❑ REFLECTION: EL staff has had an opportunity to review their school year to celebrate accomplishments and to adjust as needed for the upcoming year.

EL Program Coordinator Responsibilities

- Parent communication
    1. Provide information to parents re: EL program and parental rights/options, student placement rationale, etc.
    2. Refer parents to other resources in school when necessary.

- Student advising, communication and personalization
    1. Provide advice on courses to take.
    2. Reinforce and reinsure respect and dignity of EL students in school and elsewhere.
    3. Work w/ Guidance Counselors/Guidance AP to provide D, F & I students consultation and intervention.

- Proper placement and scheduling of students, including *summer school*
    1. Coordinate administering of testing and co-facilitate w/ "Student Progress Review Team" (aka "Language Assessment Team") for data review and discussions on appropriate placement/advancement of students, including incoming middle school students.
    2. Work with guidance to recommend and facilitate student schedule changes.
    3. Determine the placement and scheduling of <u>initial</u> students based on ELPAC administered by *EL Program Assistant*.

- Support EL Program Assistant w/ finding intervention measures for struggling RFEP students.

- <u>Oversee the</u> EL Program assistant for the reclassification of students between October and May.

- Middle school articulation.
    1. Work with Guidance AP to collect student data from feeder middle schools
    2. Collaborate with Guidance AP to meet w/ students to select <u>elective</u> classes. (Other classes will be determined after support team discussion.)

- Maintain and order instructional materials and supplies for EL and Sheltered teachers

- Work w/ Guidance AP to provide input on master scheduling of ELD and Sheltered classes.

- Collaborate w/ EL AP to organize and/or (co)facilitate EL/Sheltered teacher meetings re: curriculum, teaching strategies, student support, logistics, etc. as necessary.

- Provide support and guidance to Para-Educators – Bilingual.

- Attend and help facilitate all ELAC meetings.

- Attend District EL Leadership meetings.

- Contribute suggestions on funding needs for English learners.

EL PROGRAM ASSISTANT JOB DESCRIPTION

Fremont Union High School District

Position: English Language (EL) Learner Program Assistant

Department/Site:	School Site	**Range:**	108
Reports to/ Evaluated by:	Assistant Principal	**Work Year:**	225
		Months:	11

Summary of Basic Functions & Responsibilities
Working under the direction of an Assistant Principal and the District English Learner Program Specialist, the English Learner (EL) Program Assistant will help to implement the District English Learner Master Plan by helping to maintain student records; administering annual assessments; communicating with families and monitoring student progress; providing student support; and facilitating communications between families of English Learners. Understands and works effectively with people from different cultures.

Essential Duties & Responsibilities
Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Systematically maintain and update student records (*EL Student Profile Folders*) with all necessary documents
- Obtain available prior student transcripts, CELDT scores and records
- Assist EL Coordinator with the re-designation process between May 1 and September 30 and follow up w/ necessary paperwork and documentations
- Generate student transcripts and other reports when necessary
- Work with District for annual CELDT testing coordination
- Work with district CELDT team to administer annual CELDT testing
- Test initial students and provide Coordinator placement and scheduling recommendations
- New student intake procedures: greet family, work w/ Coordinator to test student, notify parents, fill out required forms, set up *EL Student Profile Folders*, etc.
- Build home-school relationship
- Communicate with parents to discuss students' academic progress
- Family Outreach/School community facilitator: Research and recommend community resources for families
- Contact/call parents for ELAC/DELAC and other District events as necessary
- Call parents for Back to School night, other school events
- Translate/interpret for ELAC/DELAC and other District events as necessary
- Develop and maintain individual student academic profiles based on classroom observations, student/teacher conversations, CELDT, etc.
- Participate in Student Progress Review Team (SPoRT, aka Lang Assessment Team)
- Review transcripts and grades of students to compile student academic profile for SPoRT discussions
- Ongoing and regular meetings w/ teachers and coordinators regarding students and support needs
- Work w/ coordinator on Referral for support services
- Monitor RFEP students for 24 months from date of re-designation and find support interventions as appropriate
- Work with District EL Program Specialist and site Guidance staff to make initial placement recommendations for exceptions to normal student placement procedures

PARAEDUCATOR – BILINGUAL JOB DESCRIPTION

Fremont Union High School District

Position: Para-Educator - Bilingual

Department/Site:	School Site	**Range:**	106
Reports to/ Evaluated by:	Assistant Principal	**Work Year:**	183
		Months:	10

Summary of Basic Functions & Responsibilities
Under the direction of an assigned supervisor, provides instructional, behavioral, and clerical support to teachers in classroom settings where bilingual skills are required, assisting individuals or small groups of students to enhance learning. Assists teachers with instruction that occurs in special education and general education classrooms and laboratory environs. Understands and works effectively with people of differing cultures.

Essential Duties & Responsibilities
Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Assists one or more teachers with presentation of learning materials and instructional exercises, translating to a second language as necessary. Assists in conducting lessons and with other classroom activities such as projects, small group exercises, and independent study.
- Prepares for, and assists with classroom projects and special assignments. Organizes materials and supplies to facilitate use by students, assists students requiring help, offers positive feedback and alternatives, and cleans up work areas following projects.
- Works with individuals or small groups of English learners. Listens to and reinforces instructions given by teachers in reading, spelling, math and other subjects.
- Assists in maintaining order among students in the classroom and on school grounds. Supervises students in the classroom, on school grounds and in gathering areas, on field trips, and at special events.
- Monitors and oversees behavior of students according to approved procedures.
- Reports student academic and behavior progress and performance to teachers. Documents student progress by correcting assignments, administering and scoring criterion referenced tests, recording and charting test scores and curriculum based measurements in reading.
- Assists with preparation and translation of instructional and testing materials. Suggests and may prepare materials that offer alternative approach to facilitate student learning.
- Confers, as needed, with teachers concerning student needs. Alerts teachers to any special problems or information concerning students. Assists teachers, resource staff, and parents to develop and evaluate individual and group educational goals and objectives.
- Assists and guides students by appropriate role modeling, emotional support, patience, and friendly, engaging attitude.
- Prepares display and bulletin board materials for beautification and decoration of the classroom environment. Assists in maintaining a neat, orderly, and attractive learning environment that supports learning.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves to assist and enhance instructional programs.
- Assures safety of students following health and safety rules.
- Participates in meetings and in-service training programs as assigned.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills:

- The position requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting.
- Requires working knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.
- Requires a basic knowledge of teaching and instruction methods.
- Requires knowledge of basic clerical and record keeping processes.
- Requires knowledge of English Development programs.
- Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.
- Requires advanced knowledge of and skill at communicating in a second language, sufficient to interpret high school subject matter.
- Requires sufficient human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information, and demonstrate sensitivity to the special needs of students.
- Requires the ability to assist teaching staff with implementation of instructional goals and activities.
- Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties.
- Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks.
- Requires the ability to make informal presentations to individual and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups.
- Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.

Physical Abilities:

- Requires the ability to perform indoors in an office and/or classroom/laboratory environment engaged in work of primarily a sedentary to a moderately active nature.
- Requires near visual acuity to read and write printed materials and computer screens.
- Requires auditory ability to carry on conversations in person and over the phone.
- Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials.
- Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers.
- Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 40 pounds).
- Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential duties with or without reasonable accommodation.

Education:

- The position requires the equivalent of a high school diploma and 45 hours of college transfer courses, plus one year of experience working with students in a classroom environment. Successful completion of a rigorous competency exam and certification may substitute for college transfer courses. Requires bilingual competency.

Licenses & Certificates:

- May require a valid driver's license.
- Compliance with No Child Left Behind provisions.
- Requires fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.

Working Conditions:

- Work is performed in an indoor setting with some, yet infrequent exposure to health and safety considerations.