

KINGS CANYON UNIFIED SCHOOL DISTRICT ENGLISH LEARNER INSTRUCTIONAL GUIDE

Purpose

This instructional guide, which is supported by the board, administration, staff, and community of Kings Canyon Joint Unified School District, is meant to provide uniform standards for the implementation of quality instructional strategies and effective educational programs for all English learners. Information regarding district procedures and policies for the implementation of the English learner program are contained within the guide. This instructional guide enables the district to provide a cohesive program for all English learners. The purpose of developing the guide is to:

- * provide a foundation for consistent implementation of the EL program across the district
- * provide viable options in curriculum and instruction to meet the educational needs of all English learners
- * assist administrators and educators with resources and support for the implementation of a rigorous educational program for *all* English learners
- * ensure the languages and cultures of all students are valued
- * fulfill state and federal legal requirements for educating English learners

Philosophy

All students in Kings Canyon Unified School District (KCUSD), whether English is their first or an additional language, have the potential for success. The district is committed to training staff in the theory and methodology of first and second language acquisition and cross-cultural understanding. All classes emphasize a risk-free environment which facilitates student participation and success. District administration, teachers, staff, and the community believe all children can learn and will continue to be lifelong learners if they begin their educational careers in a caring, professional community with student achievement at the heart of their focus.

Mission Statement

Through a united effort, KCUSD staff, parents, and community, are committed to providing equal access to a rigorous standards based curriculum for all English learners. The implementation of the curriculum is to ensure that students achieve academic success, increase English language proficiency through effective researched based-instructional strategies, and graduate as confident individuals able to contribute positively in a global community as lifelong learners.

Introduction

Kings Canyon Unified School District has experienced a significant increase in the English learner population over the last five years. English learners are defined as students who have a primary language other than English and determined to be limited in their English proficiency skills. English learners comprise approximately 29 percent of the total district student population. As a result, English learners have become the district's largest subgroup as identified by state and federal accountability systems.

Kings Canyon Unified has made a significant effort, and continues to strive for academic excellence for our students. Because of the increased demand for services, KCUSD has committed considerable resources to assist and facilitate student academic achievement, and to better understand our English learner culture. A program of simultaneous instruction combining the key elements of English language development targeted to a student's proficiency level and comprehensible academic instruction provides equal access to the core curriculum. Both components work together to provide a quality educational program for our students. Increased expectations and delivery of these services ensure that all students receive an equitable education, and will result in measurable academic success.

All English learners have the right to learn English and core content in a stimulating, nurturing environment, with instruction based on valid and reliable research, which promotes high academic success and enhances the student's confidence in learning.

KCUSD GOALS FOR ENGLISH LANGUAGE LEARNERS

The goal of all schools in Kings Canyon Unified School District is to provide quality standards based instruction with high expectations for all English learners. In order for all students to receive quality instruction, with full access to core curriculum, and opportunities for academic achievement English learners will be provided with:

*An opportunity to be properly identified and assessed to ensure proper program placement initially and annually (to comply with state law and federal legal requirements).

*A learning environment that empowers students by offering a quality education with high expectations.

*Instructional delivery that is systematic, articulate, coherent, and based upon a comprehensive diagnosis of academic needs of each English learner.

*Opportunities to develop proficiency in understanding, listening, speaking, reading and writing English.

*Equal access to a core curriculum through English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and primary language support.

*Learning opportunities that foster cross-cultural understanding.

*Social and academic skills that maximize students' potential, develop a positive self-image, and encourage all students to become productive contributors to our multilingual, multi-cultural, democratic society.

*Teachers that possess appropriate credentials, authorizations, and/or certificates.

*Research-based instructional strategies using linguistically appropriate expectations sensitive to individual students' language acquisition level.

*School site employees and district administration who work collaboratively to provide a comprehensive curriculum.

*Instructional strategies with ongoing professional development so English learners develop fluency and literacy in English.

BASIS FOR INSTRUCTIONAL GUIDE

Legal Basis

The United States Supreme Court, in Lau vs. Nichols, 414 U.S. 563 (1974) requires all school districts subject to the Title VI Civil Rights Act of 1964 to take affirmative steps to open their instructional program to participation by national origin minority children (45 CFR part 80). A similar requirement was placed upon all school districts seeking to establish civil right eligibility for funding under the Emergency School Assistance Act [45 CFR, §185.43 (d) (2)].

Included in the appendix is an elaboration of the federal and state regulations for the state English learners (EL) program. On February 24, 1995 the California Department of Education conducted a Coordinated Compliance Review (CCR) in which it found the district noncompliant in fulfilling the above Title VI responsibilities.

An *English Learner Master Plan*, in Kings Canyon Unified it is titled *The English Learner Instructional Guide*, was developed by the KCUSD in order to demonstrate to the California Department of Education its voluntary compliance with the above Title VI responsibility as well as section 185.43 (d) (2) of the Emergency School Assistance Act Regulation. This instructional guide is one more affirmative step that KCUSD has taken in attempting to meet the needs of English learners and provides greater detail in the implementation of our English learner program.

Pedagogical Basis

The development of the KCUSD *Instructional Guide for the Education of English Learners* is based on pedagogically sound principles supported by research. Such principles include the following:

- *Well developed structured English immersion program to expedite English Language Development (ELD)

- *Specially Designed Academic Instruction in English (SDAIE)

- *Well developed speaking, reading writing and critical thinking skills in the primary language will lead to academic success in a second language, since primary language skills transfer to the second language.

- *A second language is best acquired through an eclectic approach that makes use of relevant materials and methods in a supportive classroom environment.

- *The recognition and use of the student's primary language as a foundation for the acquisition of the second language enhances the student's sense of self-worth.

Quality Program Implementation

Successful program implementation depends on the commitment of the entire school community, the availability of qualified staff and the timely allocation of sufficient resources. A qualitative program cannot be successfully implemented without all three of these critical elements. Both the central office and school sites have essential and unique roles in program implementation.

District Services

The district administration shall be responsible for the timely provision of sufficient resources to the sites in order to successfully implement the plan. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other essential district responsibilities are provision of guidance in curriculum development, program compliance, evaluation and data analysis with minor modifications and master plan revisions to assure quality program implementation.

Instructional Coaches for EL Programs

In order to build the capacity of school sites to service English learners, KCUSD provides the necessary personnel to provide direct services to school sites. Instructional coaches provide support and assistance to site administrators and teachers in the implementation of ELD, staff development, compliance activities, and parent advisory assistance. In addition, the Instructional coaches assist the Director of State and Federal Projects and the Assistant Superintendent of Curriculum and Instruction in the implementation of the English learner program.

Instructional Coaches for Core Instructional Support

In order to build the capacity of teachers in core instruction, KCUSD provides academic coaching personnel to provide direct services to school sites. Instructional coaches provide support and assistance to site administrators and teachers in the implementation of core instruction, lesson planning, pacing guides, student engagement strategies, and assessment and student placement.

English Learner Database

The KCUSD Student Information System (Power School) maintains a district database of EL, Reclassified English Learners (RFEP) and Initial Fluent English Proficient (IFEP) students. The data maintained in the system includes students: date of entry into EL student services, primary language, grade level, English language proficiency level, and date of re-classification. The IFEP data include: primary language and initial designation as IFEP. The database is updated regularly. This Power School system is used to produce various reports for EL student services including: attendance reports, English proficiency levels, program placement and other information upon specific request. The data base information is also used for completing the EL staffing plan and the school level R-30 Language Census Reports.

A data warehouse system (Illuminate) houses all student assessment data. District staff is supported and receive ongoing staff development and training with Illuminate by a district instructional coach.

Annual Language Census R30

The annual spring Language Census Report R-30 is completed by all schools. The report indicates the number of EL and FEP students in the school by language and grade level. It also reports the type of EL services provided, the number of authorized staff providing services, and the number of EL students who were re-designated to FEP. The English Learner Program staff oversees R-30 Language Census process and maintains the data.

School Site

Site-based planning is the most critical element of the plan. The responsibility at school sites is to determine how to best deliver services to students attending the school. The distribution of the English Learner (EL) student population and the diversity of the school community are important factors to be taken into account by school sites in planning their programs. All school sites shall be responsible for program implementation planning. School site employees are encouraged to work collaboratively with district administration to design programs that meet student and parent needs. Program quality and effectiveness is tied to annual planning, program revision, and staff development, based on school site program evaluation results.

Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils (SSC) and English Learner Advisory Committees (ELAC) have the responsibility to assist in the on-going program planning and evaluation through committee and school activities. Parents are recruited, nominated and elected to create the advisory committees. The meetings are held regularly and parents are encouraged to bring their concerns forward and provide input to the site and the district as a whole.

KCUSD PROGRAM ELEMENTS

English Language Development

Effective programs for English learner's required systematic instruction designed to promote academic success. English Language Development (ELD) is an instructional design required for all English learners. The intent of ELD is to promote and accelerate the acquisition of the English language. This includes both basic communication skills (listening and speaking) as well as academic language and literacy skills (reading and writing). In order to promote the acquisition of English, guidelines for systemic implementation of daily ELD for all English learners is outlined in the guide for all programs and services.

The California English Language Arts Standards is the curriculum for any English learner regardless of the student's English learner program placement. The state of California has developed specific standards for English Language Development known as the ELD Standards.

The ELD standards target the skills and content required for mastery of the regular language arts content standards within each stage of language development.

ELD is a core curriculum subject; students will be provided daily systematic ELD instruction at their language proficiency level. KCUSD requires each teacher to use explicit, direct instruction, with a variety of strategies in order for students to attain full access to core curriculum, and accelerate their acquisition of English.

English Language Development instruction takes into account the student's English language proficiency level and provides the appropriate instruction. To facilitate the acquisition of English, research shows that ELD should be taught through authentic experiences, with comprehensible input, where language is contextualized, in each classroom. Flexibility in grouping can enhance language development as long as instruction is differentiated by proficiency level.

Access to Core

In order to provide educational equity, all students will receive instruction designed to promote academic achievement and have full access to the core curriculum. English learners receive an instructional program designed to promote academic success through the use of specific strategies that make grade level content comprehensible.

In addition to the ELA/ELD curriculum, teachers in KCUSD receive support and assistance through staff development in the use of effective strategies to make content comprehensible for English learners. Teachers in KCUSD received training for EL certification through CLAD, BCLAD, or other state approved training.

SDAIE (Specific Academic Instruction in English) and Content based ELD strategies are specifically designed to deliver grade level content to English learners

School sites may provide primary language support and instruction with qualified personnel to help make content comprehensible. Primary language support is characterized by clarifying, augmenting, and reviewing academic content in the student's primary language. Primary language instruction is teaching the curricular content in the primary language.

This approach to the instructional program ensures educational equity, and access to the core curriculum.

Kings Canyon Unified School District Simultaneous Access Program Model

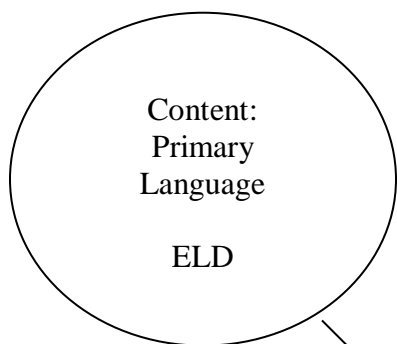
(CATCH-UP PLAN)

The State of California requires all districts to develop a plan designed to outline the expectations for English Learners for ELD and academic progress. The Catch-up Plan is comprehensive and assists students as they comprehend instruction and make adequate progress towards meeting grade level standards.

KCUSD will provide a Simultaneous Access Program for English learners to provide access to the core curriculum, upon parent request. The goal of the District is to provide a program for English learners, which allows these students to attain English language proficiency comparable to that of average native speakers of English. The KCUSD program is an early transition program designed to accelerate student acquisition of English, which may be combined with primary language support and/or instruction designed to assist students in understanding of core content material while they are learning English.

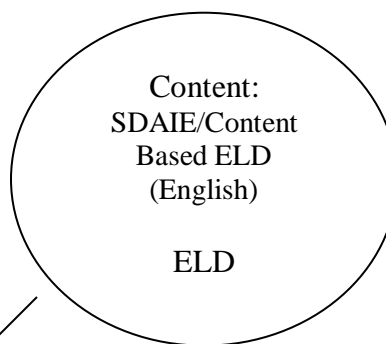
PRIMARY LANGUAGE MODEL

(KCUSD PARENTAL CHOICE)



ENGLISH MODEL

(KCUSD SEI)



This Simultaneous Access Program provides for a Catch-up Plan to help English learners recoup any academic deficits and perform at grade level standards.

Kings Canyon Unified School District “Catch-up” Plan

KCUSD has further developed the “Catch-up” plan, and is focusing on effective instruction, and assisting students to accelerate their English language development, and academic achievement. These five elements outline the foundation of an effective program designed to promote student success.

Component 1: Standards Based Program/Instruction

KCUSD has adopted the California state content standards in all curriculum areas, and has established Power Standards in all core curricular areas including language arts, mathematics, science and social science. All students will have access to core curriculum through use of instructional strategies and access to materials that are aligned with the California State Standards. Courses at the secondary level have been reviewed and aligned with state standards. Placement of English learners will reflect the opportunity for all students to receive standards based instructional program through course offerings, and use of instructional strategies designed to make the core curriculum comprehensible and accessible to all students.

Growth targets have been established using standardized assessments administered in grades 2-12. The growth targets outline district expectancies for academic growth for all English learners.

ACADEMIC GROWTH TARGETS

Smarter Balanced Assessment (CAASPP) (Grades 3-12)

Entry into Program	End of Year One	End of Year Two	End of Year Three	End of Year Four	End of Year Five
Far Below Basic (1)	Far Below Basic (1)	Below Basic (2)	Basic (3)	Basic (3)	Proficient (4 or 5)
Below Basic (2)	Basic (3)	Basic (3)	Proficient (4 or 5)		

KCUSD has adopted the California ELD Standards. All students are assessed using the California content standards test in language arts.

The English Language Proficiency Assessments for California (ELPAC) is used to determine initial identification, measurement of ELD performance, instructional placement, and re-classification. The ELPAC is administered to all English learners in grades kindergarten through twelfth grade.

Additionally, KCUSD has established benchmark assessments in language arts and math to assess the progress of the English learner. The benchmark assessments are correlated to the Smarter Balanced Assessment. The benchmark assessments are given at common intervals of time throughout the year to all students K-12. The dates are calendared and all sites administer and score the assessments according to the calendar. The results are used to plan instruction, and measure growth, to meet student needs. Teachers are expected to collaborate around the data and focus on the English learner subgroup and progress bi-monthly.

Component 2: Language Acquisition Growth Expectations are tied to English Proficiency levels and time in program

KCUSD has developed growth expectations for English learners in English language development. These growth expectations were developed by the revision of the master plan into *The English Learner Instructional Guide*. The chart below lists the growth expectations for English learners by proficiency level. In order to align with state expectations, students are expected to grow one ELPAC level each year.

ENGLISH LANGUAGE DEVELOPMENT TARGETS

ELPAC

Entry into Program	End of Year One	End of Year Two	End of Year Three
ELPAC 1	ELPAC 2	ELPAC 3	ELPAC 4
ELPAC 2	ELPAC 3	ELPAC 4	
ELPAC 3	ELPAC 4		
ELPAC 4			

In addition to the ELPAC assessment, ELD curriculum assessments are in place to monitor progress of English learner’s language development in listening, speaking, reading and writing. The progress monitoring allows teachers to accelerate growth and helps to facilitate instruction targeted at a student’s proficiency level. Elementary teachers complete and evaluate student progress with the standards each trimester, secondary English and ELD teachers complete the ELD assessments each semester.

Component 3: Ongoing Assessments and Multiple Measures are tied to Academic Growth Expectations.

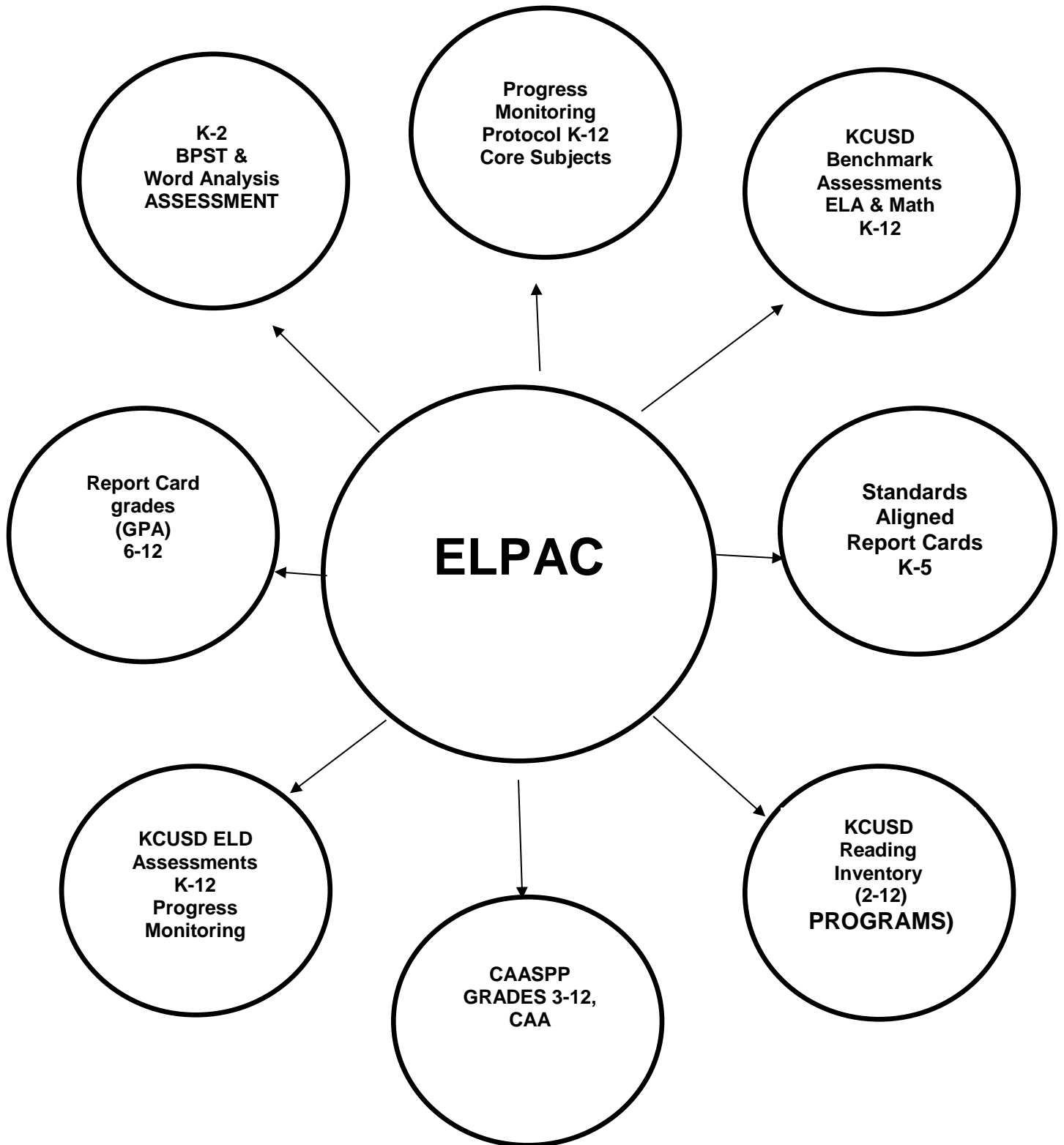
KCUSD has developed a strong assessment component. These assessments include the English Language Proficiency Assessments for California (ELPAC) norm-referenced tests, criterion-referenced tests and performance and the progress monitoring assessments given in the ELD classes.

In addition, kindergarten through second grade teachers assess students with the Basic Phonics Skills Test. The BPST (K-2 foundational skills assessment) is administered three times per year, and provides the teacher with information regarding student knowledge of letters, sounds, and sight words. Tasks contained in the Basic Phonics Skills Test align with the ELA/ELD standards and can be used as a benchmark assessment for measuring progress with regards to English Language Development.

In addition, KCUSD uses the Basic Phonic Skills Assessment (BPST) to assess K-2 students with regards to reading achievement. Additionally, it is an assessment which provides teachers with information about a student's ability to decode and comprehend text. It is administered at various calendared times during the school year to all kindergarten through second grade students. Scores are reported to the district.

The Reading Inventory is administered to grades 2-12 three times per year. The assessment gauges a student's Lexile score and ability to answer comprehension questions. Scores are reported to the district. Additional assessments that provide information to the district, school site, and teachers include the benchmark assessments, the ELD assessments and Smarter Balanced Interim Assessments.

English Learner Assessment Program
(Grades Kindergarten through 12)



Component 4: Interventions

Interventions for English learners are developed through the analysis and use of data provided to school sites through a variety of tools. KCUSD has purchased a data warehouse system (Illuminate) designed to assist school site administrators to access relevant data to provide interventions for English learners. This system assists sites with the development and implementation of intervention programs during the school day, after school (extended day), and during the summer (extended year). Intervention programs are designed to help students “catch up” to expectations of student progress.

Criteria for intervention are developed through a response to intervention model. Middle schools and high schools also use grades and a student’s grade point average as indicators for eligibility for intervention programs. Students, who are not performing at proficient for their grade level expectation as measured by the assessment tools and/or grade point average, will have an opportunity to accelerate their learning in order access the core curriculum through an intervention program.

Teachers and administrators work together to match the results of assessments in order to determine appropriate interventions to address the needs of individual students. This cooperative team approach provides the most significant targeted intervention possible for English learners.

Component 5: Program Evaluation

Local and state assessment information is used by the district and school sites to evaluate the progress of English learners, and to evaluate program effectiveness.

KCUSD has implemented an information system to enable sites to access data to use for planning and evaluation purposes. All state and local assessment data is provided in a timely way in order to ensure program monitoring and evaluation.

KCUSD has also established proficiency growth targets for the English language learner. Results of the English Language Proficiency Assessments for California (ELPAC) help determine a base line of proficiency for all English learners. Student growth in proficiency levels over time will be an indicator of program effectiveness.

An annual review of the ELPAC scores and the California content standardized test (CAASPP) is analyzed and reported to the governing board. This review is included as a part of the regular process of program evaluation, including the English Learner Progress Indicator. Additionally, an evaluation report on the progress of English learners, as well as program evaluation will be conducted annually and presented to the board and community. This report will ensure the continued practice of monitoring and revising programs in order to meet the needs of students.

The academic performance of students on the KCUSD benchmark assessment which is standards based, is an indicator for program effectiveness, and assists teachers and staff in ongoing planning and implementation of best practices for EL students.

Finally, the percent of students who score at standard met or above on the Smarter Balanced Assessment in the core curricular areas will provide information to determine the program effectiveness of the Simultaneous Access Program and the Catch-up Plan for English learners.

Data management is a key to understanding the progress of students. KCUSD has a student data base for all students which show student language levels and test scores. School sites are able to access this information on as-needed bases through the Illuminate system.

IDENTIFICATION AND RECLASSIFICATION

Parents who enroll students in KCUSD are required under state law to complete a Home Language Survey (HLS). Any student who has a home language survey that indicates a language other than English is required to be assessed for identification as an English learner. This process enables districts to identify and provide services for students who require additional support in acquiring English as well as additional strategies for academic support. Services for English learners continue throughout their educational experiences until they are officially re-classified.

For initial identification, parents are notified within the first 30 days of school if their child has been designated as an English Learner. The initial placement letter is sent home and initial identification. Parents are given assessment information, both orally and in writing (Placement Letter)

The ELPAC test gives the district and parents information regarding the child’s English language proficiency. The ELPAC assesses listening and speaking, reading and writing in grades K-12. The student earns a score in each domain, which translates into their overall proficiency level score. The overall proficiency levels are; Minimally developed-1, Somewhat Developed-2, Moderately-3, Developed, or Well Developed-4.

ELPAC Scores:

Score	Proficiency Level
1	Minimally developed
2	Somewhat Developed
3	Moderately Developed (reasonably fluent)
4	Well Developed (first indicator for re-classification)

After a student is assessed and identified parents are given information regarding programs offered by the district. Final requests for program placement are concluded at the school site. The student is placed in an appropriate program as implemented at the school site.

After a student meets criteria to exit the English learner program (re-classification), their progress continues to be monitored to ensure continued growth. KCUSD requires the student to have a score of Basic or higher on the SBA in English language arts and an ELPAC overall score of 4.

IDENTIFICATION PROCESS and Placement Procedures

The following language assessment procedures are used for all English learner students.

Identification Procedures

Once enrolled, the site secretary makes a copy of the Home Language Survey.

School sites check with family to determine if siblings have registered at other schools.

Secretary routes a copy of the Home Language Survey, to the site learning director or English learner technician. If the student has been ELPAC tested at the previous school written verification is requested, if not the student is Initial ELPAC tested. After testing, and scoring, the students ELPAC results are placed in students EL file. The ELPAC is site scored and recorded, a placement is determined and the student is placed in the classroom with notification of language level to the teacher.

Parents are notified in writing of the ELPAC results and the proper program placement is verified by the learning director or site EL technician.

The student language proficiency level and program are entered into the KCUSD student information system by the Learning Director. This process is monitored by the leadership at the site level.

Reclassification

Under state law, school districts are expected to design and operate a process for the reclassification of English learners, including regulations adopted by the State Board of Education (SBE). District responsibilities are incorporated into the reclassification process to ensure adherence to state regulations, and to provide district flexibility in considering English proficiency and academic achievement.

District Responsibility

The district is required to ensure adherence to state regulations regarding the identification and reclassification process. Additional areas of responsibility include:

Provisions for sufficient documentation regarding assessment, initial identification, re-designation, and the monitoring process of reclassified students.

Timelines for reclassification including impact of statewide testing and local procedures.

Consideration of multiple criteria.

The following four criteria listed on the following pages are essential factors that shall be considered in the reclassification decision for every student. Locally, other criteria may be added that would be beneficial for a student's overall assessment.

KCUSD Criteria for Reclassification

There are two major criteria that will be considered as essential factors in the re-designation decision for all English learners. Other criteria may be added that would be beneficial for a student's overall assessment.

A consistent policy has been established by KCUSD to assist schools in determining when an English learner (EL) may be re-classified to fluent English (FEP) status. (E.C. 62002). The school staff will determine when students can change from EL to FEP using verifiable data. Categorical Program Monitoring (CPM) specifies: "Each EL who has been designated to FEP has: demonstrated English language proficiency comparable to that of average native speakers; and can participate equally with average native speakers in the school's regular instructional program." Once a student has met the criteria, that student is monitored yearly.

- (1) Assessment of English Language Proficiency
Overall ELPAC proficiency is Well Developed (4).
- (2) Comparison of Performance in Basic Skills

In addition to scoring Well Developed (4) on the ELPAC, the student must score Basic (2) or above or within one grade level of their current grade in one of the following assessments:

- Smarter Balanced Summative English Language Arts/Literacy Assessment
- Scholastic Reading Inventory (Lexile places student Basic or Higher in their grade level)

Student Study Team: recommendation supported by documentation based on the alternate assessment guidelines for ELPAC at the CDE website: www.cde.ca.gov . (For students with disabilities.)

The team may consider using other assessments that are valid and reliable and designed to compare the basic skills of English learners with disabilities to primary speakers of English with similar disabilities to determine whether the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration from the California Practitioners' Guide for Educating English Learners with Disabilities

- (3). Parent Opinion and Consultation

Provide notice to parents and guardians of their rights and encourage them to participate in the reclassification process.

Provide an opportunity for a face-to-face meeting with parent or guardian.

Timeliness and Regularity of Assessment Information:

ELPAC is administered during the annual window: February 1 through May 31 and monthly if needed for initial identification of new students. School sites administer the ELPAC. Results are to be filed in the student EL folder or accessed electronically through a student information system, teachers are to be notified of the scores and proper placement reviewed, within 6-8 weeks after testing. Students who meet the ELPAC criteria will be considered based on their

performance on the most current Smarter Balanced Summative English Language Arts/Literacy Assessment results.

KCUSD INSTRUCTIONAL PROGRAMS AND SERVICES

KCUSD offers all identified English learner students the option of the three legally required instructional programs. English learners are placed into one of two programs to receive instructional services for development of English language skills and to provide them access to the core curriculum. The two program options offered to English learners are Structured English Immersion (SEI) or Alternative Course/Parental Choice (PC). KCUSD is in the planning process for providing a Dual Immersion option.

Upon initial identification and subsequent annual ELPAC language testing, EL students receive one of the above mentioned program designations. Based on their English language proficiency levels, students are appropriately placed into an English language program designation of *Structured English Immersion*, unless a parent makes a different program selection. Parents are informed and notified annually of their child's program placement and their right to make a different program selection if so desired.

Parents who choose to waive the default English program designation can request instructional services through the Alternative Course/Parental Choice program, primary language program, by following the waiver request process in order for this program placement to occur.

The following briefly summarizes each program followed by description charts of each program which provide further information. The charts outline appropriate language proficiency levels, key instructional components required of each program, as well as, base program materials and staffing requirements.

Structured English Immersion Program (SEI):

By definition, Structured English Immersion means an instructional setting in which the classroom instruction is “overwhelmingly” in English, but with the curriculum and presentation designed for students who are acquiring English at an entry or early proficiency level. Students receive systematic, sequential instruction in English Language Development on a daily basis. Grade level content is delivered utilizing content-based ELD instructional strategies. Students placed into this program designation have an overall English language proficiency level of Minimally or Moderately Developed (ELPAC levels 1 – 2). For school sites where the SEI program can include primary language instruction, English instruction should occur at least 70% or more on a daily basis within the SEI program.

Alternative Course/Parental Choice (PC):

Parental Choice is an instructional program where literacy and/or grade level content instruction is presented in a student's native or primary language. In the district's transitional primary language model, the use of primary language is based on the number of years in the PC instructional program. Students transition from mostly primary language instruction to largely

English instruction by the fourth year. Within the PC instructional program, a key component is the daily instruction of English Language Development.

For students to participate in this type of instructional program, parents must follow the waiver request process. Once a school receives twenty or more waiver requests at a given grade, the school site will provide such a program; but if less than twenty of a given grade level requests are received, the district will offer the parent placement at another school site that implements such a program, with transportation provided, when space is available.

At this time KCUSD does not have a Parent Choice class.

Dual Immersion:

KCUSD is in the process of establishing a Dual Immersion program. KCUSD has established a Dual Immersion Fact Finding committee and is projecting to offer a Dual Immersion program in the 2020-2021.

School sites will choose a combination of approaches that best meet English learners' needs. There are four basic ways of helping EL students acquire English and access core content-area curriculum. The four basic models are: Primary language instruction/support (L1), English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and mainstream instruction.

English Language Development (ELD): The focus of ELD is language and it is designed for minimally to well developed language proficiency levels, ELPAC 1-4. The purpose of ELD is to help English learners develop English skills including listening, speaking, reading and writing that are based on the ELD standards.

Content-based ELD: The focus of content-based ELD is content knowledge and it is designed for all English learners students in grades K – 3rd and only for proficiency levels minimally – moderately developed in grades 4 – 12th. The purpose of content based ELD is to access core curriculum and begin developing academic vocabulary. Academic concepts are taught along with language. Content is the medium through which English language skills are taught. The curriculum is grade level and standards-based.

SDAIE - Specially Designed Academic Instruction in English: The focus of SDAIE is grade level content and it is designed for the ELPAC proficiency level Well Developed (4). The purpose is to give English learners access to the core curriculum. The curriculum is grade-level and standards-based.

Grades K-5: Structured English Immersion Program

<p>SEI Program Placement Requirements:</p> <ul style="list-style-type: none"> • Overall ELPAC 1-4 Proficiency Levels • Or Parent Request 			
Essential Instructional Program Elements	Appropriate Instructional Focus and Best Practices	Base Program Materials	Appropriate EL Teacher Certification
<p>Language of Instruction: English</p> <p>ELD Instruction: daily -<i>Language Studio</i> -<i>English 3D</i> -<i>KCUSD 3rd Grade ELD Units</i> -Use of Essential ELD Standards -30 minutes minimum</p> <p>Grade Level</p> <p>Content/strategies: -Response Frame Routine, partner and group interactions, building fluency routine, group facilitation, daily do now, close reading routine, setting up tasks, academic discussion, ten minute paper, take a stand</p> <p>Primary Language Instruction/Support: -As appropriate to support conceptual understanding -Instruction not to exceed 30% of the instructional day</p>	<p><u>Oral Language Development:</u> Emphasis on receptive and expressive language building through structured oral language classroom activities, such as: -echo or choral reading --usage of academic/content vocabulary in oral presentations and other structured oral and interactive classroom activities</p> <p><u>Vocabulary Development:</u> Development of grade level academic language through: -identification of key content words -repeated opportunities to utilize key words in context integrating Listening, Speaking, Reading and Writing learning opportunities.</p> <p><u>Literacy Development:</u> Reading/Writing development mostly through Modeled and Guided approaches including, but not limited to: -Shared/Guided Reading -Modeled/Guided Writing</p> <p><u>Conceptual Understandings of Grade Level Content:</u> Ongoing instructional support to ensure comprehension of central grade concepts, ideas, or themes to make the content comprehensible including, but not limited to: -Visual/Graphics Aides - Concrete Objects/Manipulatives</p>	<p><u>District Adopted Instructional Programs:</u></p> <p>K-5: Engage NY Language Arts and EL Support</p> <p><i>Imagine Learning</i> <i>Language Studio</i> <i>English 3D</i> <i>3rd Grade KCUSD ELD Units</i></p>	<p>CLAD (LDS) BCLAD (BCC) SB1969 SB395 AB2913</p>

Grade 6-8: Structured English Immersion Program

Program Placement Requirements: <ul style="list-style-type: none"> • Overall ELPAC Score 1 -4; Performance Levels Minimally Developed through Well Developed • Or Parent Request 			
Placement Criteria:	English Language Development: <i>Scheduled Daily</i>	ELD Instructional Materials:	Other Content Instruction: <i>Delivered through the use of Content-Based ELD instructional strategies</i>
ELPAC Level 1: Language Proficiency Level: Minimally Developed	Course(s) To Schedule: English Language Development <i>-Period of ELD</i> <i>-English Language Arts Content</i>	District Adopted: <i>Inside Fundamentals</i> Supplemental: - Rosetta Stone -Imagine Learning	Courses To Schedule: <i>any of the following</i> <ul style="list-style-type: none"> • Social Studies • Science • Mathematics • P.E. • Electives
Staffing Requirements:	BCLAD, CLAD, LDS, SB1969, SB395, AB2913		BCLAD, CLAD, LDS, SB1969, SB395 or AB2913
ELPAC Level 2-4: Language Performance Level: Somewhat Developed through Well Developed	Course(s) To Schedule: English Language Development: <i>- Period of ELD</i> <i>-English Language Arts Content</i>	District Adopted: <i>English 3D</i> Supplemental: -Rosetta Stone -Imagine Learning	Courses To Schedule: <i>any of the following</i> <ul style="list-style-type: none"> • Social Studies • Science • Mathematics • P.E. • Electives
Staffing Requirements:	English Credential with BCLAD, CLAD, LDS, SB1969, SB395, AB2913		BCLAD, CLAD, LDS, SB1969, SB395, AB2913

Grades 9-12: Structured English Immersion Program

Program Placement Requirements: <ul style="list-style-type: none"> • Overall ELPAC Levels 1 – 4; Performance Levels Minimally Developed through Well Developed • Or Parent Request 			
Placement Criteria:	English Language Development: <i>-Provided within the regular English course offerings by certified teachers</i>	ELD/English Instructional Materials:	Other Content Instruction: <i>-Delivered through the use of SDAIE English Learner instructional strategies</i>
ELPAC Level 1: Language Proficiency Level: Minimally Developed	Course(s) To Schedule: Core Replacement As needed: <i>- English Learner Academic Assist or Reading Improvement</i> <i>-One Period</i>	District Adopted: <i>Edge</i> Supplemental: <i>-Rosetta Stone</i>	Courses To Schedule: <i>any of the following</i> <ul style="list-style-type: none"> • Social Studies • Science • Mathematics • P.E. • Electives
Staffing Requirements:	English Credential with BCLAD, CLAD or LDS		BCLAD, CLAD, LDS, SB1969 or SB395
ELPAC Level 2 -4: Language Proficiency Levels: Somewhat Developed through Well Developed	Course(s) To Schedule: Designated English Development: <i>-ELD 3</i> <i>-One period</i> As needed: <i>English Learner Academic Assist or Reading Improvement</i>	District Adopted: <i>English 3D</i> Supplemental: <i>-Rosetta Stone</i>	Courses To Schedule: <i>any of the following</i> <ul style="list-style-type: none"> • Social Studies • Science • Mathematics • P.E. • Electives
Staffing Requirements:	English Credential with BCLAD, CLAD LDS, SB1969, SB395, AB2913		BCLAD, CLAD, LDS, SB1969, SB395 or AB2913

PARENTAL EXCEPTION WAIVERS

Waiver eligibility for students who already know English:

A waiver is available if, the student already knows English and possesses good English language skills in reading, comprehension, and writing. The district will use the state-mandated standardized test. For children exempt from standardized testing or for whom there are no test scores, the district will use Marie Clay's Observation Survey or the DRA and district's grade level writing sample. (Written verification of English skills required.)

Waiver eligibility for older children (10 years or older):

A waiver is available if it is the informed belief of the principal and staff that the student needs an alternative instructional program for a rapid acquisition of basic English language skills. (Written verification of need required.)

Waiver eligibility for students needing an alternative program:

A waiver is available if the student has been placed for 30 days in a Structured Immersion Program and school personnel have identified the student as having special physical, emotional, psychological, or educational needs requiring an alternative instructional program. (Written verification of special needs required.)

Parent/guardian responsibilities:

- Visit child's school to request waiver
- Request the waiver annually
- Make choice of program best suited for student

School responsibilities:

- Provide written information about Structured English Immersion and other alternative instructional programs available
- Provide information of educational materials being used for each of the instructional programs
- Provide documentation for waiver
- Review waiver eligibility
- Grant waiver unless principal and instructional staff determine alternative program is not better suited for student
- Notify parents of approval or denial of waiver
- Notify parents of appeal process
- Process waivers annually

Parental Exception Waiver Process:

- Each school site shares information with parents of EL students at the beginning each school year regarding the Parental Exception Waiver Process. This process and the implementation timeline are described below.

Parent visits school site to request a Parental Exception Waiver.

- School site staff explains the following to parents:
Instructional programs and materials for each program
If waiver is granted under the need for an alternative program exception, student will be placed in a Structured English Immersion (SEI) program for 30 calendar days before waiver can be approved or denied, (waiver request may be denied if student does not waiver eligibility requirements)
 - Student's teacher will collect waiver documentation information and complete the waiver documentation form and forward recommendation to site principal.
 - Site principal will review waiver request and documentation form to determine whether to approve or deny waiver request.
 - District office administrator will review waiver, documentation, and site recommendation. He/she will sign waiver if in agreement with site. If there is a disagreement, all involved will meet to discuss and reach an agreement.
 - Parent is sent written notification, in English and home language, of waiver status. If the waiver is denied, the appeal process will also be sent, in English and home language.
 - Student will be placed in appropriate instructional program.

STAFFING

With growing numbers of students in the KCUSD who have been identified as English learners, it is required by the California State Department of Education that **all** teachers working with the English learners are trained in these four key areas:

- Second language teaching methods
- Linguistics
- Cross-cultural communication
- Language acquisition

KCUSD has an administrative regulation pertaining to these requirements. Requirements have been developed for the selection of teachers working with these students to ensure that appropriate services are provided to students in the various instructional programs and to meet state and federal requirements regarding appropriate certification. In an effort to implement this administrative regulation the following options have been developed to provide certification in CLAD, BCLAD, SDAIE, and ELD so that additional teachers in KCUSD can be properly trained to meet the needs of English learners. These options include, but are not limited to:

- Certification through an authorized agency through course work/independent study or video program
- Intra-district training, preparation classes for CLAD/BCLAD state exam

These certification and credential options are provided to qualifying KCUSD staff on a yearly basis. English learners will be scheduled into classes where teachers either hold the appropriate certification to work with EL students or where teachers are in the process of acquiring the proper certification.

Bilingual para professionals will be receive local training and become certified by qualified district staff. Certification requires 45 hours of training focused on second language learners and their needs, ELPAC awareness, strategies for supporting English Language Development, and SDAIE strategies.

Staffing Priorities

It is required that organizational models be implemented to best utilize staff who hold the proper English learner teaching authorization. Teachers who are appropriately trained and certified to teach English Learners will be assigned to the grade levels with the highest concentration of EL's. This may require reassignment of some qualified teachers within a school site or the district. In most cases, principals will assign qualified teachers as follows; first to grades K-1, next to grades 2-3, and lastly to grades 4-5.

The KCUSD Human Resources Department (HRD) has a monitoring system in place to annually determine the status of teachers with regard to English learner certification. The department monitors and reports which teachers already hold English learner certification or are currently in training making timely progress towards obtaining their certification. In addition, the HRD

monitors and communicates with those teachers needing to pursue one of the training options outlined above to ensure certification of all teaching staff in KCUSD.

To address and enhance the on-going training required to ensure effective instruction for English learners, KCUSD provides a variety of staff development opportunities. Staff development is offered to both administrative, teaching and support personnel in the form of multiple meetings, work sessions, and presentations that are calendared annually.

The focus of staff development for administrators focuses on the monitoring and implementation of the instructional program being provided by individual classroom teachers for English learners at each school. The state and federal projects department offers an Administrative Institute to in-service district administrators, site principals, site assistant principals and counselors on state and federal regulations, instructional services and program monitoring systems currently in place for English learners.

Site principals and other site administrators ensure the effective implementation of classroom instructional practices, including methodology, strategies and instructional materials to support standards based instruction and access to core for the English learner. Administrators monitor the implementation of the *English Learner Instructional Guide* for each individual school site for which they are responsible. In addition, site principals, and other site administrators will be in-serviced annually regarding classroom observation of effective practices of the English learner program.

School sites provide opportunities for staff to attend trainings, institutes, conferences and work sessions designed to promote effective practices in working with English learners. KCUSD has developed and trained teachers in the use of the KCUSD curriculum guide which contains the ELD Essential Standards to assist teachers in the use of the ELD standards.

Annually, all staff is required to be in-serviced regarding informational updates to our district's *English Learner Instructional Guide*. Each site principal will be responsible for providing this in-service at the beginning of the school year. The compliance of this item is monitored by the English learner staff.

In addition, KCUSD has provides technical support to sites through the positions of academic coaches for English learner programs. These positions include additional support for staff development regarding EL certification, English language development, access to core content, and other site needs as related to the EL program.

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

FORMATION – Each school with 21 or more English learners in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee.

COMPOSITION REQUIREMENTS – On the committee, the percentage of parents of EL is to be at least the same as that of at the school. The ELAC may meet and delegate its responsibilities to an existing school advisory committee or subcommittee.

ELECTIONS – Requirements for ELAC elections include:

1. Parents or guardians of elect parent members of the school committee or subcommittee.
2. All parents shall be provided the opportunity to vote.
3. Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee (DELAC).

MAJOR FUNCTION – The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on bilingual programs and services to students.

TASKS – At a minimum, the ELAC:

1. *Advises the principal and staff on development of a detailed master plan for bilingual education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's bilingual education master plan.*
2. *Assists in the development of the school's needs assessment.*
3. *Assists in the administration of the school's language census.*
4. *Assists in finding ways to make parents aware of the importance of regular school attendance.*

TRAINING – The district shall provide for all ELAC members:

1. Appropriate training and training materials to assist each member to carry out his or her responsibilities for all required tasks.
2. Training which is planned in full consultation with ELAC members. EIA-LEP or district funds may be used to cover the costs of training and attendance of ELAC members (e.g. costs associated with childcare, translation services, meals, and other reasonable expenses).

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE **(DELAC)**

FORMATION – Each district with 51 or more English learners (also known as LEP students), regardless of language, must form a functioning district English learner advisory committee (DELAC) or subcommittee of an existing district wide advisory committee.

COMPOSITION REQUIREMENTS – Parents or guardians of English learners not employed by the district must constitute a majority membership of the committee. After formation and training of the DELAC, the committee may designate an existing district wide advisory committee to fulfill the legal responsibilities of a DELAC if the parents and guardians of English learners is at least the same percentage of that of the English learners in the district.

ELECTIONS – Each school English learner advisory committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC. If the district has 31 or more ELAC committees, it may use a system of proportional or regional representation.

MAJOR FUNCTION – The purpose of the DELAC, or subcommittee on English learner education, is to advise the district governing board (in person and/or in writing) on programs and services for English learners.

TASKS – The committee advises (reviews and comments) the district governing board on the following:

1. A timetable for and development or revision of a district master plan of education programs and services for English learners, taking into consideration the school site master plans.
2. Conducting 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. Administration of the annual language census (e.g. procedures and forms)
6. Review and comment on the district reclassification procedures established pursuant to Education Code Section 521646.
7. Review and comment on the written parent notification of initial school enrollment required in Title V, CCR, Section 11303(a).
8. Any waiver request affecting programs and services for English learners.

TRAINING – The district shall provide for all DELAC members:

1. Appropriate training and materials to assist each member to carry out his or her required legal responsibilities.
2. Training which is planned in full consultation with DELAC members. EIA-LEP or district funds may be used to cover the costs of training and attendance of DELAC members (e.g., costs associated with childcare, translation services, meals, and other reasonable expenses).

ENGLISH LEARNER FUNDING SOURCES

Funding to provide supplemental services to EL students, in addition to the base services provided by the District through the general fund, are allocated to the district from both state and federal sources. All resources used for EL students are targeted for the ultimate goal of helping the students become proficient in English and academically successful.

Some of the primary uses of these funds in Kings Canyon Unified are listed below;

- To aid in the development and implementation of Curriculum Standards and effective research based instructional strategies
- To provide classroom teachers with training and staff development activities to improve the instruction and success rate of English learner students
- To provide opportunities, encouragement, and support for parents to be actively engaged in the education of their children
- To develop and implement comprehensive and effective assessment systems to identify student needs, gauge student progress toward the standards, and provide guidance and direction for the instructional process
- To provide additional and supplementary instruction time for EL students beyond the normal school day
- To provide additional and supplemental materials to aid EL students in learning the core curriculum as well as becoming proficient in English
- To provide additional / supplemental bilingual paraprofessional assistance

Supplemental State Funds:

EIA/LEP

Kings Canyon Unified receives Economic Impact Aid (EIA) entitlement from the State. At District discretion, this money can be used to serve identified compensatory education students (SCE) and/ or English learners (EL). Since KCUSD receives significant funding from the Federal Title 1 Program, which is targeted to low income compensatory education students the district has chosen to use all of its EIA funds to serve EL students.

In addition, after the passage of Proposition 227, the state provided more supplemental funding for schools to use in grades 4-8. These funds are to provide for a program called English Learner Acquisition Program (ELAP). Funding for ELAP is dependent upon state budget priorities

Beginning some years ago the state, in order to provide schools with more flexibility in using their restricted categorical funds, allowed schools the opportunity to write a comprehensive

school plan called “School Based Coordinated Plan” (SBCP). Upon approval of this plan, a school could coordinate all their state supplementary categorical programs to serve all students in the school. Without SBCP a site must restrict each categorical funding to just the students or activities it was intended for. Since all of KCUSD’s schools have an approved SBCP, the resources of all State supplementary funding at the site can be used to provide extra services to EL students.

Supplemental Federal Funds:

Federal funding was restructured and districts received the restructured funding that enables the district to provide supplemental support systems related to the English learner program. Kings Canyon Unified receives annually, a number of federal categorical entitlements.

Title 1: Title 1 funding is the largest of the categorical funding received from the federal government. This entitlement is generated by the number of low income students in our schools. The criteria for determining that number of eligibility for free or reduced lunches in the Federal School Lunch Program. Several years ago Congress also decided to offer more flexibility to the schools in the use of federal categorical funding. Schools were offered the opportunity to develop an educational plan that aspired to increase the achievement of all students in the school. This was to be called a Single Plan for Student Achievement (SPSA). Upon approval, this plan would allow the school to coordinate all their federal categorical funds and all their state categorical funds for increasing the achievement of all students in the school without regard to the original group that was targeted. Schools that receive Title 1 money may use this resource in support of the EL students.

Title III: With the recent enactment of the federal law “Every Student Succeeds Act (ESSA)”, Congress combined monies from some previously funded programs into Title III of the act. The focus of the funding is to help students (1) attain English proficiency (2) develop high levels of academic attainment in English and (3) meet district and state academic standards. In order for KCUSD to meet the requirements of the legislation, the district focus for the funding is professional development and teacher training, program development, monitoring and coordination, and site support to implement effective programs for EL students.

PROGRAM EVALUATION

KCUSD annually reviews the effectiveness of the implementation of programs for English learners. Annually, the Governing Board is presented with information regarding student achievement for all standardized testing and all local benchmark assessments. The data is disaggregated for all significant subgroups, including English learners. This provides a comprehensive examination of student achievement related to both academic achievement and progress with ELD.

In addition to the regular presentation of assessment results, a special presentation specifically designed to examine the results of the achievement of English learners. This presentation of data ensures the analysis of the effectiveness of programs of both ELD and academic achievement for English learners.

Program Effectiveness- ELD

KCUSD has developed and implemented a system for monitoring student's growth with regards to English Language Development. In addition to the annual district review of progress of English learners with regards to ELPAC growth in conjunction with the review of AMAO'S required by the ESSA statute and the California Accountability Dashboard, the district has developed support structures for sites to evaluate student and program effectiveness through data analysis utilizing the data to desktop system. Additionally, sites are provided with disaggregated data reports to facilitate teacher and site work sessions of data analysis of ELPAC growth. Expectations for growth with regards to the ELPAC assessment are outlined in the KCUSD English learner "Catch Up" plan.

Program Effectiveness- Academic Achievement

The English learner plan for KCUSD describes how the district determines the extent to which English learners are achieving and making academic progress in the core curriculum and English language development. KCUSD has developed monitoring systems at both the district and site level to ensure regular monitoring of student progress with regards to the core curriculum.

Support structures for sites include the Illuminate Education system that provides the district and sites with disaggregated data for program evaluation related to student achievement in the core curriculum. Additionally, sites are provided with regular data to use at site work sessions to evaluate the effectiveness of programs and interventions, and to assist teachers in facilitating instruction targeted toward student needs.

In addition to data support, the district monitors the academic achievement of the English learner subgroup through an annual evaluation including state and local assessments. Information is reported to the governing board annually to review the academic progress of the subgroup.

Program Implementation

KCUSD has embraced an Instructional Action Plan (IAP) which focuses on implementation of ELD and the monitoring of teaching and learning of all English learners. The plan describes who is responsible for implementing and monitoring the district's instructional program for English learner students.

The teacher monitors English learner progress on a daily basis to ensure continued academic achievement.

The site administrator monitors and evaluates teacher effectiveness in the classroom relative to student progress.

The Superintendent of designee monitors and evaluates on regular basis principals regarding school progress for all students, including English learners.

Additional Support and Monitoring of Progress

Instructional support is provided by the curriculum department in a variety of ways.

- The Assistant Superintendent of Curriculum and Instruction oversees policy development, procedures, funding and regulations and communicates information regarding these areas to the principals directly.
- The Assistant Superintendent of Curriculum and Instruction and District Instructional Coaches support sites through the coordination of training and district level coaching systems. In addition, the district provides training for English Language Advisory Committees (ELAC) and facilitates the District English Language Advisory Committee (DELAC) selection and monthly meetings. Parent education opportunities are provided through the ELAC and DELAC.
- The District Instructional Coaches provide district wide monitoring and support by:
 - Facilitating and training for the administration of state assessments for students
 - Training and ongoing monitoring of databases and records for EL students
 - Providing regular EL reports to the schools to ensure proper placement
 - Facilitating and training on the re-classification process
 - Assisting teachers and site administrators in the implementation of the EL plan
 - Providing ongoing training and support for English learner technicians
- The District Instructional Coaches supports the English learner program through the provision of data and data systems necessary for evaluation program effectiveness and student progress for individuals, classroom, and site and district levels.
- The Human Resources Development Department is to monitor and ensure that qualified and appropriately credentialed teachers are providing instruction to the students of KCUSD.
- The Administrator of Educational Programs provides budget development and ongoing supervision and support to ensure appropriate resources are provided for English learners.
- For English learners who qualify for special education services linguistically appropriate goals and objectives are documented in the IEP using the same indicators as regular education students and modified as determined by the IEP team.

All services for English learners will be implemented on a consistent basis throughout the district. If it is determined that there is a failure to implement programs for English learners the district's evaluation tools should be used to address areas of concern, and needed improvement. Support will be provided in the form of monitoring and staff training to ensure implementation of services for English learners.

District and county personnel will provide ongoing staff development to both veteran and new classified, administrative and certificated staff. Ongoing offerings of staff development will be provided throughout the school year and a catalog of staff development opportunities will be provided yearly.

Additional ELD Program Monitoring

KCUSD has developed and implemented a system to monitor the implementation of English Language Development. The tools used to measure the implementation of the effectiveness of the ELD programs are the ELD assessments and the Instructional Action Plan (IAP) observation reporting form which is submitted to the Superintendent after each site had participated in the IAP walk through observations.

The program monitoring system consists of principals or their designees conducting regular classroom “walk about” observations to ensure the implementation of strategies and use of materials for both ELD and SDAIE. Principals are receiving ongoing information and training on effective strategies for English learners and make observations about teaching practices for English learners. Additional information is gathered through the Instructional Action Plan (IAP) observations conducted by district level administrative leadership and teams of principals. Administrative staff uses the information to help in the evaluation of the implementation of ELD, student engagement strategies, and ongoing staff development.

K-12 English Language Development Student Profile Sheet

KCUSD is in the process of developing the English Language Development assessment system. The assessment which is based on the ELD Standards will provide an ongoing record of a student’s progress in English language development skills, as well as, consistent criteria for moving students from one English Language Development level to another. Teachers are required to continually monitor student progress. Assessments are used to evaluate competency in listening, speaking, reading, and writing.

Other examples of competency may include, but are not limited to, homework, classroom assignments, projects and presentations, class work and assessments. Using the information collected, teachers monitor and record student progress. Samples of student work to support proficiency are placed in a folder and are passed from teacher to teacher as the student matriculates through the grades.

The following outlines the purpose of the EL monitoring:

- The information is used to monitor the progress of each EL student.
- The artifacts collected are cumulative; each student should have only one file
- For new students entering the program, documentation should begin at the level at which students enter.
- Elementary student progress will be reviewed on a trimester basis; secondary level student progress will be review on a semester basis.