

Newark Unified School District
**English Learner Master Plan
and
Program Guide**



Revised Summer 2021

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Introduction

California’s Vision and Mission of Success for English Learners

The California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners was passed by the State Board of Education on July 1, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools. The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* articulated a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy.

CA EL Roadmap Principles

- Principle One: Assets-Oriented and Needs Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

Newark Unified School District Mission

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

Newark Unified School District Vision

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens.

2012 California English Language Development Standards

California’s 2012 English Language Development Standards (ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of the K-12 English Learners (EL). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. It was also used to ensure that the CA ELD Standards highlight and amplify those language demands found in the California State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects that are necessary for the development of English and academic success across the disciplines. The California State Standards served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers to support EL’s English language development as they simultaneously learn rigorous academic content. The CA ELD Standards position English as a meaning-making resource with different language choices available based on discipline, topic, audience, task, and purpose. This notion of English as a meaning-making resource necessitates an expanded notion of academic language from simplistic definitions (e.g., academic vocabulary or syntax) to a broader conceptualization that encompasses discourse practices, text structures, grammatical structures, and vocabulary, and views these as inseparable from meaning (Bailey and Huang, 2011; Wong-Fillmore and Fillmore, 2012; Snow and Uccelli, 2009).

Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka, 2008; Moje, 2010 Quinn, Lee, and Valdes, 2012; Schleppegrell, 2004). The California State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that teachers can foster, and even accelerate, the development of academic English for EL students through multi-layered and multi-component approaches that incorporate attention to the way English works in different contexts. The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrates that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize both interaction in meaningful ways and the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, respectful of--and resourceful about--the cultural and linguistic knowledge students bring to school (CA ELD Standards, Appendix C).

2014 California ELA/ELD Framework

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK-12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch.2, p.4).



CA ELA/ELD Framework Graphic (Fig. 2.1)

Center

The CA CCSS for ELA/Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

Circling the Standards

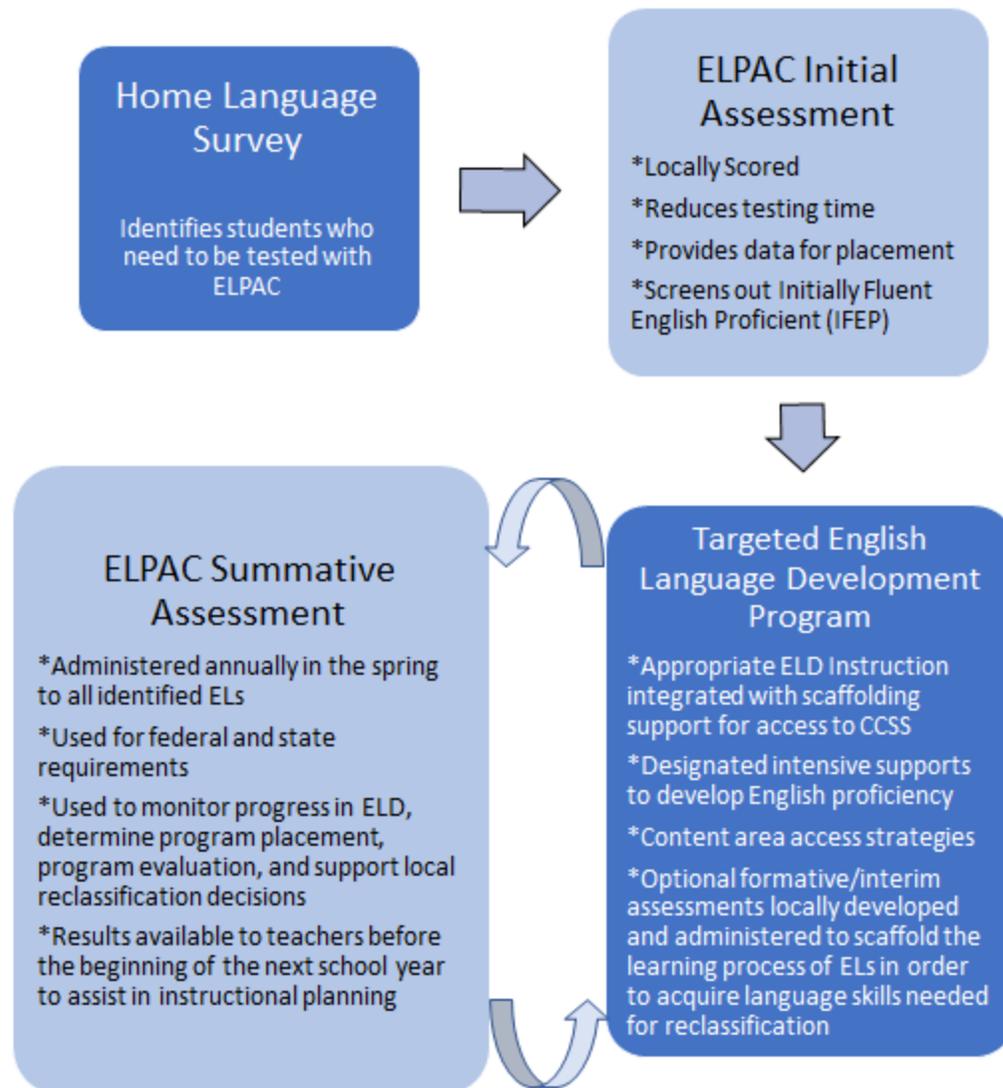
Key themes of the standards:

1. Meaning Making
2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills

Overview of the English Language Proficiency Assessment

Figure 1 presents the role of the ELPAC in a dynamic system for developing English language proficiency. The ELPAC highlights a separate initial (diagnostic) screener and an annual summative assessment that is aligned to the 2012 California English Language Development (ELD) Standards. The ELPAC system includes a spring annual assessment window and a plan to move from a paper-pencil test to an online test format compatible with the Smarter Balanced Assessment Consortium (SBAC) system.

Figure 1.



English Language Development Proficiency Levels

In November 2012, the State Board of Education adopted the new ELD Standards. In 2016, California school districts transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment of California (ELPAC).

Grade	CELDT Overall Score	CELDT Language Proficiency	ELPAC Language Proficiency	ELPAC Summative Score
TK-12	1	Beginning	Emerging	1
	2	Early Intermediate	Expanding	2
	3	Intermediate		3
	4	Early Advanced	Bridging	4
	5	Advanced		

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English Learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: **Emerging, Expanding, and Bridging**. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. **Emerging Students** typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. **Expanding Students** are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. **Bridging Students** continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Chapter 1: Identification, Assessment, and Program Placement

Registration and the Home Language Survey (HLS)

At the time of enrollment in a California public school, it is required to determine the languages spoken in the home by the student. To gather this information, all parents are required to complete a Home Language Survey (HLS). When a parent or legal guardian enrolls his/her child in a California public school for the first time, the parent or legal guardian completes the HLS. This survey is provided at the time of registration. Parents will receive an explanation regarding its purpose and uses as well as the possibility that their child may be given an assessment to measure their English language proficiency level. The information provided on the HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the district's student information system (Synergy) and the student's red English Learner folder maintained as part of the child's cumulative record. The HLS consists of the following four questions:

1. Which language did your child learn when they 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)?

These questions are used to determine a student's initial primary language status: English Only or Possible English Learner.

English Only

If the answers to all four questions are "English," the child will be identified as an English Only student.

Possible English Learner

If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed within 30 calendar days of enrollment using the Initial English Language Proficiency Assessments for California (ELPAC) to measure his or her level of English proficiency. The results will indicate if the child is considered initially fluent English Proficient (IFEP) or an English Learner (EL). If any language other than English is indicated, the Informal Primary Language Assessment or a parent survey will be given.

If "Reasonable Doubt" Exists

If the parent's response to the first three questions on the HLS is English and the response to the fourth question includes a language other than English, then "reasonable doubt" may exist as to the student's primary language. The designated appropriate site staff will consult with the student's parent/guardian and seek evidence of the following:

- Parent/guardian requires interpreter to communicate in English

- Parent/guardian speaks to child in a language other than English
- Student initiates communication with parent/guardian in a language other than English
- The HLS is completed in a language other than English (including spelling the word “English” in another language; e.g. inglés).
- The student, after having been enrolled in the mainstream English program designed for students with fluent-English proficiency for a reasonable length of time demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

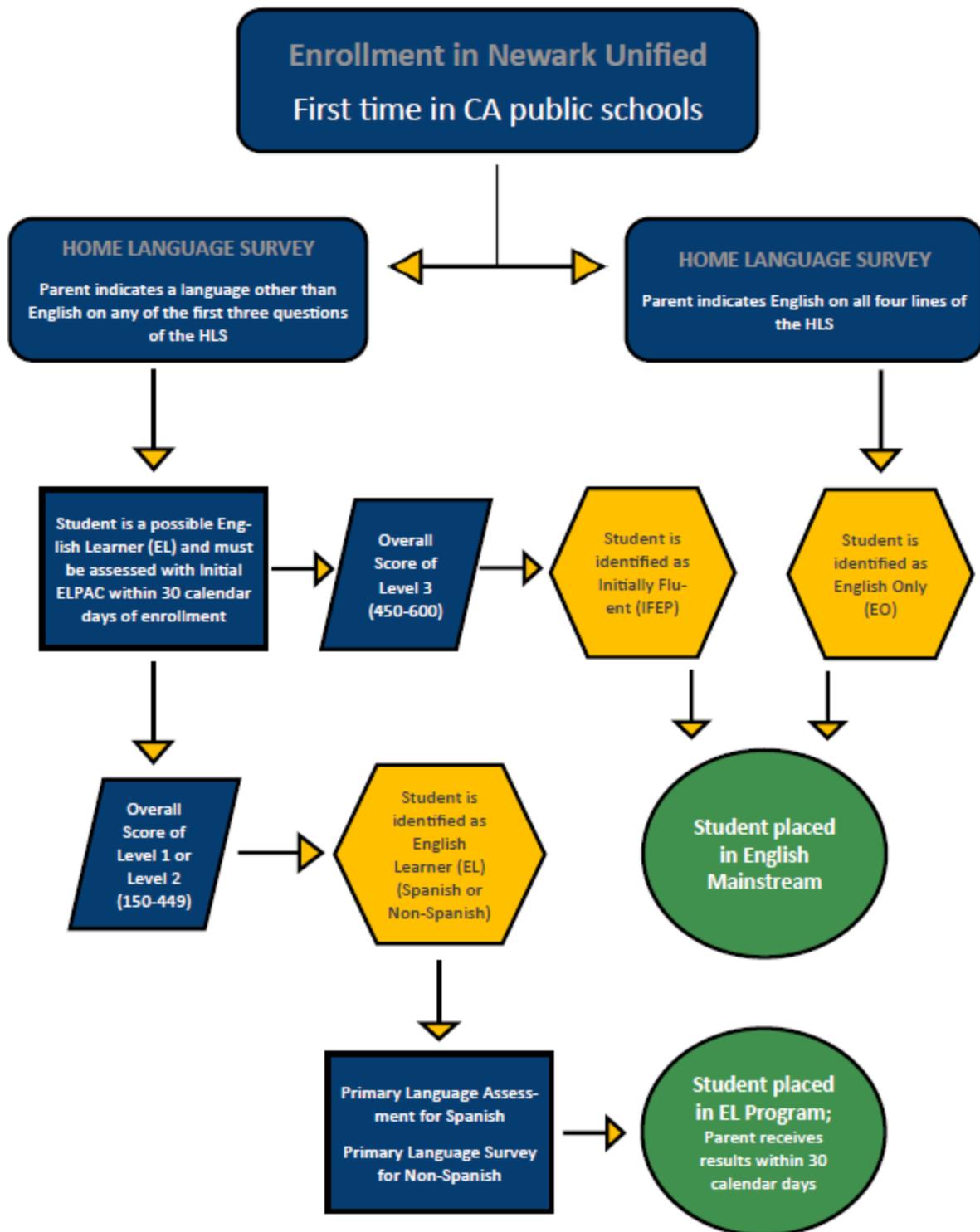
If there is enough evidence of significant non-English exposure, then the English Language Proficiency Assessments for California, known as the ELPAC, will need to be administered. The parent/guardian will be notified of the need to administer the assessment, the results, and the final program placement.

In the case that the responses to all four questions on the HLS are English, but the teacher/administrator has concerns based on the bullet points above, a Student Study Team (SST) will be called to determine if the student should be administered the ELPAC. If possible, a staff member with expertise surrounding EL issues will be present.

Amendment of Home Language Survey (HLS)

Once the primary language determination is made, it does not need to be redetermined unless the results are disputed by the parent or guardian. If a language other than English was inaccurately included on the Home Language Survey, the parent/guardian has the right to amend the Home Language Survey. However, if the student has already been administered the ELPAC, the changes to the HLS will not affect the student’s language status classification. The student must take the assessment annually until he/she is reclassified. Parents may not “opt out” of the ELPAC because English language proficiency assessment is both a federal (Title III, 2002) and state requirement (Ed. Code 313). If the HLS is amended prior to the ELPAC administration, however, then the English Learner support personnel at the site will honor the change, but consider the indicators of reasonable doubt.

Identification Flow Chart



Initial English Language Proficiency Assessments for California

A state-approved assessment instrument, the English Language Proficiency Assessments for California (ELPAC), is administered to determine English language proficiency. The Initial ELPAC is used to determine students' English language proficiency levels, resulting in placement in an appropriate educational program. The ELPAC is a criterion-referenced test that assesses students' English language proficiency in listening, speaking, reading, and writing and is based on the English Language Development (ELD) Standards and correlated with the Common Core State Standards (CCSS) and California Assessment of Student Performance (CAASPP). The ELPAC administrator calculates the score of the initial exam through the Local Scoring Tool (LST) provided by the Educational Testing Service (ETS). Based on the English language assessment, students are classified as either Initial Fluent English Proficient (I-FEP) or English Learner (EL). If a student is determined to be an EL, they will receive an initial descriptor of either **Novice** or **Intermediate**. These descriptors will determine their program placement. The initial results and program options are communicated to the school site and the parent via the *Initial Parent Notification Letter*. ELPAC results and program placement are stored in the red EL folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

Initial ELPAC Overall Scale Score Ranges

Level 1 Novice	Level 2 Intermediate	Level 3 Initially Fluent English Proficient (IFEP)
150–369	370–449	450–600

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Transitional Kindergarten and Kindergarten Registration, Assessment, and Placement

Kindergarten and transitional kindergarten pre-registration begins in March of the school year preceding the child's entrance into kindergarten or transitional kindergarten. However, administration of the ELPAC may not begin until July of the current academic year. When the parent registers a child entering transitional kindergarten or kindergarten, the Home Language Survey (HLS) is completed. If the HLS indicates that a language other than English is spoken, the student will be administered the ELPAC. Pending the initial results of the ELPAC the student will continue taking the ELPAC annually until meeting the criteria for the reclassification process. The English Learner support personnel will notify parents of the preliminary initial assessment results. The procedures described above are used to determine classification and placement into a selected program. Once the assessments are completed, children are provided instructional programs that are taught overwhelmingly in English for the mandatory 30 calendar days (California Education Code Sect. 310). Every English Learner under 10 years of age must initially be placed in a classroom taught overwhelmingly in English for not less than 30 calendar days beginning the first day of instruction. This is a one-time requirement.

Primary Language Assessment and Program Recommendation

Students designated as ELs on the basis of Initial ELPAC results are not automatically assessed in their primary language. On a case-by-case basis, EL students may be given a primary language assessment. Whenever possible a trained person who is fluent in the student's primary language conducts a primary language assessment. They are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. Results of the primary language assessment and/or of the primary language survey are communicated to the parents on the *Primary Language Parent Notification Form*. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations.

Assessing the primary language proficiency of an identified EL can provide important information to instructional staff. A high primary language proficiency level may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted schooling prior to entering the U.S. Staff should take great care when interpreting results of these assessments, especially when administered to very young children.

When a trained interpreter is not available to conduct the primary language assessment, the parent will complete a primary language survey and/or a quick informal interview can be conducted with the parent or student with an interpreter, if necessary.

Parental Notification of Initial Assessment Results and Program Placement

Parent Notification

Parents must be notified of the child's initial English proficiency assessment, primary language assessment, official language classification, and recommended instructional program placement no later than 30 calendar days after test completion.

Parents are notified of the assessment results and provided with a description of the recommended program placement, explaining available program options and the benefits of each. This information is provided to parents in written form, in English and their home language (if the home language is spoken by 15% or more of the school's students) Ed. Code § 48985.

Parents of EL students are informed of the above via the district's *Parent Notification Letter: Assessment Results and Program Placement*. Parents are advised to contact the student's home school if they should need additional information.

Program Placement

As part of the initial enrollment process, the school site and/or district administration personnel explain the instructional program options and give each parent written descriptions of the two current available options:

- Structured English Immersion (SEI)
- English Language Mainstream (ELM)

EL Program Placement for the student is determined based on the child's fluency in English according to the ELPAC:

- If the child is reasonably fluent in English according to these criteria, then a placement in an English Language Mainstream (ELM) program is indicated. This program is appropriate for ELs with moderately developed oral and written English skills and students will receive appropriately differentiated ELD instruction.
- If the student has minimally developed oral and written English skills, then a placement in a Structured English Immersion (SEI) program is recommended. In SEI, the instruction is nearly all in English, with the primary language used to support the child's learning as necessary and when available. Support services in the SEI program must include English Language Development (ELD) instruction.

Students placed in either an ELM or an SEI program, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum.

Annual Notification of Assessment Results and Placement

English Learners are tested annually with the ELPAC until reclassification. Parents will receive the *Parent Notification Letter: Official Annual ELPAC Results and Program Placement for English Learners* informing them of their child's test results. This letter will also serve as a reminder of the program options for placement.

Transfer Students

Transfers between NUSD Schools

When students transfer between schools within the district, all data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school and/or reported via the Student Information System (SIS). The EL support personnel are responsible for reviewing the information in the SIS to make sure the student is placed in the appropriate program. The EL support personnel are also responsible for ensuring that teachers are informed of the student's "English Learner" designation. This is also true for students transferring to the alternative school or continuation high school.

Transfers from Other California Public Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district's initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate program placement. If not, staff will contact the former district in order to obtain information. Records obtained from the previous school/district and from CALPADS are entered into the district's record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent can be used as the basis for deciding whether the Summative ELPAC and other language assessment procedures should be performed with the child. The district of origin will be encouraged to expedite the process of sharing information in order to ensure a smooth transition for the student.

Transfers from Out of State, Other Countries, or Private/Charter Schools

Students entering Newark Unified School District from another state, country, or private/charter school will be tested according to the established guidelines previously described. All relevant assessment, academic progress, and placement information will be entered into the SIS at the time of enrollment. Students enrolling in the district who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date. District enrollment date is the student's first day of attendance. U.S. enrollment date is the student's first day of attendance in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Transcripts are reviewed to determine the student's prior placements and academic history.

Training for Staff and Administrators on Initial Identification, Placement, and Parental Rights/Informed Consent

The district provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent. The persons to be trained include the Director of Special Projects, Assessment Technician, school principals and office staff members, EL Liaisons, ELD Specialists, teachers, paraeducators, and other staff as necessary. In order to ensure consistency, the training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child.

Chapter 2: Instructional Programs

Achievement Goals for English Learners

It is the mission of the Newark Unified School District to educate and support all students, preschool through adult, in reaching their highest potential to enable them to graduate college prepared and career ready. The primary objectives of the English Learner program are to ensure that each NUSD EL develops English language literacy as effectively and rapidly as possible, as well as obtain mastery of the core curriculum, so that students experience academic success comparable to native English speakers. In order to achieve these goals, the district will:

- Provide all students access to high quality standards-based instruction in all content areas
- Offer research-based programs based on student need and current educational pedagogy
- Provide a process for monitoring the effectiveness of programs for ELs
- Engage ELs in meaningful cultural, social, and academic opportunities
- Provide on-going, high-quality staff development for all teachers, specialists and instructional assistants on the practices and strategies for effective ELD
- Increase EL participation in advanced academic programs and enrichment opportunities
- Strengthen parent/guardian involvement and engagement in the educational process

English Language Development (ELD)

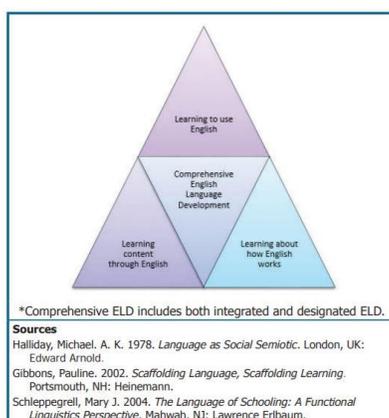
NUSD provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English Learners in transitional kindergarten through grade twelve in all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Both integrated and designated ELD are provided to all English Learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The California ELD standards are used in tandem with the CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD is provided by specifically trained teachers during the instructional day. Teachers use the

CA ELD Standards as the focal standards in ways that develop the critical language skills ELs need for content learning in English.

- Integrated and Designated ELD

- According to the ELA/ELD Framework, “**ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.** Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 119)



- Integrated ELD

- The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California school should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.” (Ch. 2, p. 108)

- Designated ELD

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

needed for content learning in English. Designated ELD is not separate and isolated from ELA, Science, Social Studies, Mathematics, and other disciplines, but rather is an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.” (CA ELA/ELD Framework, Ch. 2, p. 115)

NUSD Designated ELD Instructional Time Requirements:

- A minimum of 150 minutes per week, depending on program placement (TK-6th)
- Additional time (a minimum of 180 minutes/week) should be allocated for all ELD students at ELPAC levels Emerging and Low Expanding. An English Learner receives ELD instruction in order to develop proficiency in English as rapidly and as effectively as possible.
- Daily block or period in junior high and high school.

EL Instructional Programs and Services Overview

NUSD offers a range of services including newcomer education, integrated ELD instruction, and designated ELD instruction. These services are offered to students with parent consultation and notification. The services are offered through a variety of formats at elementary and secondary schools with the goal of ensuring access to the core curriculum, so that students can successfully meet A-G graduation requirements.

Newcomer Education

A newcomer in NUSD is defined as a student enrolled in a U.S. school for fewer than two years and who is at emerging levels of English proficiency according to the student’s most recent ELPAC scores and district benchmark assessments.

There are two types of newcomers within NUSD. These include newly arrived ELs with adequate formal schooling and newly arrived ELs with limited formal schooling.

- Newcomers with adequate formal schooling may or may not have had formal instruction in English prior to their arrival at NUSD, but they may have had appropriate grade-level content instruction. If so, this prior knowledge is an asset that will support them in accessing core content. Newcomers’ prior instruction in language arts in a language other than English will also facilitate English acquisition. For example, at the high school level, newcomer students proficient in Spanish can be placed in a Spanish for Spanish Speakers or an Advanced Placement Spanish course to further develop transferable language and literacy skills.

- Newcomers with limited or interrupted formal education who have gaps in their prior education will have unique language and literacy needs and can be placed in a newcomer or designated ELD class.

Newark Unified School District offers the following:

1. Structured English Immersion (SEI)
2. English Language Mainstream (ELM)
3. Reclassified EL Monitoring
4. Seal of Biliteracy

Each of these options is designed to ensure that students acquire English language proficiency. Each option ensures that ELs with disabilities have an equal opportunity to participate in instruction consistent with their IEPs. All ELs, regardless of the program option in which they are enrolled, are expected to make adequate progress in English proficiency and in mastery of grade level standards.

Administrative support is essential for a quality EL program that facilitates the successful academic and linguistic development of ELs. Quality programs require support and collaboration among teachers. Fostering articulation between grade levels is necessary for assuring a strong academic program as well as the successful acquisition of English for all ELs. Parents are also a critical component of successful programs. Their support is essential. Ongoing opportunities must be provided to ensure parents learn about the school program and ways they can support student learning in the home. Meaningful communication between the home and school will result in greater parental support and participation, leading to higher levels of student achievement.

Structured English Immersion (SEI)

Structured English Immersion (SEI) is an intensive English acquisition program for EL students at the emerging or early expanding levels. ELs in the SEI program will be taught subjects in English using research-based strategies. Students must receive designated ELD **for a minimum of 180 minutes per week** (provided by the classroom teacher and/or support staff), in addition to daily integrated ELD and literacy support. Students may receive primary language support (if available), with the primary language used in content instruction to motivate, clarify, direct, support, and explain.

Grade	ELPAC Language Proficiency	Designated ELD Placement
TK-12	Emerging	SEI
	English learners <i>with less than reasonable fluency in English</i>	

Students will transition into the ELM program once they have achieved well-developed oral and written English skills and have reached the bridging level on the ELPAC.

English Language Mainstream (ELM)

The ELM program is designed to meet the educational needs of ELs with scores of upper expanding to low bridging according to the Summative ELPAC. ELs in the ELM program will be taught subjects in English using research-based strategies. Students must receive designated ELD **for a minimum of 150 minutes per week** (provided by the classroom teacher and/or support staff), in addition to daily integrated ELD and literacy/academic language support until they meet reclassification criteria and are reclassified as Fluent English Proficient (FEP).

Grade	ELPAC Language Proficiency	Designated ELD Placement
TK-12	Expanding	ELM
	Bridging	
	English learners <i>with reasonable fluency in English</i>	

Alternative Programs

Per the CA multilingual education act of 2016: "if more than 20 parents or guardians from any one grade level or 30 parents or guardians from an entire school make a collective request for a dual language or bilingual program, the school site is required to at least explore the possibility of creating one."

Reclassified EL Monitoring

Once students meet reclassification criteria and are reclassified as Fluent English Proficient, their progress will be monitored annually for a minimum of 4 years. Interventions will be provided if deemed necessary.

Seal of Biliteracy

Once students have passed the Spanish Smarter Balanced Assessment with a “meeting standards” result and/or have a score of 3 or higher on the Advanced Placement test for Spanish, they will receive the Seal of Biliteracy on their diploma.

Figure 1.1

Programs for English Learners	Program Components	Students Served	Staffing	Special Support Options (if available)
Structured English Immersion (SEI)	Taught overwhelmingly in English, Designated ELD, Integrated ELD	<p>Students identified on the Initial ELPAC as Novice, or on the Summative ELPAC as emerging or low/mid expanding</p> <ul style="list-style-type: none"> • Novice English Learner - Minimally Developed (150-369) • Intermediate English Learner - Somewhat to Moderately Developed (370-449) • Initial fluent English Proficient (IFEP) - Well Developed (450-600) 	<p>All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent)</p> <p>A teacher or bilingual paraeducator under the teacher’s direction may provide primary language support in the content areas of English/Language Arts, math, science, and social science.</p>	<p>Primary language instruction/support</p> <p>Tutoring</p> <p>Specialized instruction by reading or literacy specialists</p> <p>Participation in strategic or intensive interventions</p> <p>Before and/or after school intervention programs</p> <p>ELD summer academy</p> <p>Newcomer class/section</p> <p>Other appropriate services</p>
English Language Mainstream (ELM)	Designated ELD or Integrated ELD as needed	Students identified on the Initial ELPAC as Intermediate, or on the Summative ELPAC as upper expanding or low bridging	All teachers including classroom teacher and support staff must be appropriately certified with a CLAD or equivalent EL certification.	<p>Primary language instruction/support</p> <p>Tutoring</p> <p>Specialized instruction by reading or literacy specialists</p> <p>Participation in strategic or intensive interventions</p> <p>Before and/or after school intervention programs</p>

				ELD summer academy Other appropriate services
Reclassified EL Monitoring (4 year minimum from date of RFEP)	Integrated ELD as needed	Reclassified ELs (RFEPs) Summative ELPAC - overall bridging	All teachers including classroom teacher and support staff must be appropriately certified with a CLAD or equivalent EL certification.	None
Seal of Biliteracy	<ul style="list-style-type: none"> • Completion of ELA in high school with an overall GPA of 2.0 • CAASPP Spanish Assessment <i>and/or</i> • Score on AP Spanish 3 or above • Score of 600 or higher on the SAT II 	High School students	World Language teachers	

Considerations for All EL Programs

English Learners are provided with access to well-articulated, standards-based core curriculum. In SEI and ELM settings, the core instruction occurs in English, with use of integrated ELD (formerly known as Specially Designed Academic Instruction in English - SDAIE) strategies and some primary language instruction or primary language support as needed and feasible.

Integrated ELD Strategies

Integrated ELD strategies are used to begin grade-level content instruction. These strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples. The basic strategies of integrated ELD include:

- Contextualized instruction – liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
- Use of language modifications such as pause time, questioning, pacing, and highlighting;
- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing or mapping out the concepts, or using poetry, song, chant, letters and diaries, etc. to express and exemplify concepts).
- Language-sensitive and culture-sensitive content teaching;
- Use of language structures and vocabulary that are comprehensible to students;
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content;
- Encouraging students to actively use language;
- Frequent checking for understanding;
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development.

Special Education (SPED)

English Learners have access to Special Education services as do all other students in NUSD. Careful review by the Student Study Team (SST) of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition. When it is determined that an English Learner needs to be assessed, whether it be for speech, academic, or cognitive purposes, testing will be initiated upon parent/guardian's written approval. When appropriate, assessment will be conducted in the primary language of the student, or English (or both), making certain that cultural differences are taken into consideration when determining eligibility. Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses English Language Development. English Learners in grades K–12 with an IEP continue to receive ELD instruction from authorized teachers. Special Education staff will receive the same training as general education staff in working with ELs. English Learners may also be served through team teaching/ mainstreaming with authorized teachers.

Program Placement Versus Classroom Placement

Both SEI and ELM are to be understood as implementations of instructional programs rather than classroom assignments. To that end, students are not assigned to an “SEI class” or an “ELM class”. Rather, ELs are assigned to participate in a program that is most appropriate for them given the same factors considered for all students during classroom assignments.

It is the responsibility of the classroom teacher to ensure that the appropriate instructional program is delivered to each student in his/her class, including but not limited to, ELs. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed. We recognize that this is a tremendous responsibility. In order for students to succeed, teachers must have a variety of resources and supports available to them. For teachers of ELs, these supports may include:

- Administrative coordination of designated ELD instruction, which may include a universal designated ELD time and shared teaching of students, when appropriate;
- Appropriate training and coaching in integrated ELD instruction
- Additional resources necessary for integrated ELD;
- Appropriate training and coaching in ELD instruction;
- Curricular materials to provide designated ELD instruction;
- Training and materials to assess students’ progress in English proficiency;
- Time to assess and review students’ progress in English proficiency;
- Paraprofessional support to provide primary language support when possible;
- Translation services to provide clear communication between teachers and families;
- Professional time to collaborate with colleagues in order to design and review instruction and assessments.

Elementary (TK-6th)

Integrated ELD instruction is provided throughout the school day within self-contained classrooms in order to support ELs in developing their English language skills, and to make core content accessible to all students.

Designated ELD may be taught within a self-contained classroom or through a teaming arrangement in which students are leveled and regrouped across classrooms. The manner of delivery is contingent upon the specific school and program setting. In deciding on the most appropriate manner of delivery, such conditions as the number of ELs in the classrooms, the variation in English language level, and the program options are taken into account. The selection of a delivery option needs to optimize the effectiveness of ELD instruction within the constraints of the particular situation.

Junior High School

At the junior high and high school levels, grades 7-12, all English Learners will be assigned ELD instruction until the student has acquired proficiency in English according to reclassification criteria. ELD instruction is delivered by appropriately trained district personnel that ensures it is effectively implemented. ELM program teachers are responsible for providing integrated ELD instruction to access core subjects so that the content knowledge is comprehensible to the student.

High School

The expectation is that students will progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a common final assessment used throughout the district for each ELD course. High school EL students are concurrently enrolled in integrated and designated English classes. High school EL students can apply 20 credits of ELD coursework towards the graduation requirement of 40 credits of English Language Arts. On a case-by-case basis, an EL student's transcript will be evaluated to determine if an additional year is needed to complete A-G graduation requirements.

Long-Term English Learners (LTELs)

ELs who have attended school in the U.S for more than five full years (i.e., beginning their sixth year and beyond), are considered LTELs. They are often not immigrants. Some may have entered as immigrants in their early elementary years. The goals of the instructional model are to accelerate their English language development and to help them attain academic proficiency in core content subjects as they still have not met the criteria to be reclassified. These students often demonstrate native-like oral fluency in English yet for a variety of reasons they never achieve levels of academic proficiency in reading and writing. By junior high or high school, most of these students are scheduled into a mainstream secondary program including English Language Arts. LTELs are supported with an instructional model that aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native English-speaking peers, and have access to classes that meet A-G graduation requirements to be college-prepared and career-ready. *AB 2193 was signed into law which added EC sections 313.1 and 313.2. EC Section 313.1 provides definitions for Long-term English Learners and those at risk of becoming Long-term English Learners.*

Characteristics of Long-term ELs include:

- Enrollment in a CA public school for five or more years in the U.S.
- Has remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC or any successor test.
- Levels of reading and writing proficiency that are well below grade level
- Limited verbal proficiency and/or limited literacy in primary language
- Some may get adequate grades, but have low test scores
- Often lag behind in meeting grade-level standards

LTEL Instructional Requirements

- Advanced, content-based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes.
- Support classes that teach academic language through science or social science content.
- Access to instruction aligned to content standards. Explicit language and literacy development across curriculum using integrated ELD strategies.
- Focus on study skills and critical thinking in all content areas.
- School and district data systems are configured to identify and monitor progress of LTELs for teachers and administrators.
- Targeted instruction in accelerated literacy development.
- Grade level specific interventions
- Access to career paths, project-based learning, and other real-life learning applications

Chapter 3: Monitoring and Reclassification

EL Progress and Reclassification Monitoring

Student Progress

EL progress is monitored annually using both district-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. An English Language Development Report Card is completed in order to monitor and to document an English Learner's growth in listening, speaking, reading, and writing.

District Assessments

Student progress is monitored based on a set of district-adopted and state-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. Assessment results are maintained in electronic form in the district database. This allows district administrators, principals, personnel involved in academic advising, and teachers' rapid access to results in a variety of formats. This information is used for many purposes, including but not limited to:

- Initial identification and placement of English Learners in an appropriate program,
- Monitoring student progress towards reclassification,
- Identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,
- Monitoring student progress during the course of the year and use of results in instructional planning,
- Evaluation of program effectiveness, and
- Determination of whether schools and the district have met state and federal accountability criteria.

The assessments that have been used in the district include state-mandated assessments such as the English Language Proficiency Assessments for California (ELPAC), the Smarter Balanced Assessment Consortium (SBAC) assessments, as well as district-adopted benchmark tests and curriculum embedded assessments. These assessments will need ongoing review by site administrators and the site's designated staff members to continuously monitor ELs' progress toward meeting goals.

English Language Proficiency Assessments for California (ELPAC)

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade 12. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) and assesses the four required domains: Listening, Speaking, Reading, and Writing. The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial Assessment—Use for the initial identification of students as ELs.
2. Summative Assessment—An annual summative assessment to measure an EL’s progress in learning English and to identify the student’s English language proficiency level.

English Language Proficiency Assessments for California – Initial Assessment

In the state of California, school districts assess potential ELs with an Initial ELPAC Assessment. Students will take the Initial Assessment if:

- The student has a primary language other than English according to the HLS (or there is reasonable doubt)
- The student has not taken the CELDT or ELPAC before
- The student has not been classified before as an EL

The Initial ELPAC Assessment is used to identify students who enroll in a US school for the first time as either ELs who need instructional support to learn English or as IFEP. Students are given the Initial ELPAC Assessment within 30 days. Identifying students who need additional supports and services for learning English is important for ensuring access to the core curriculum and ultimately, academic success.

English Language Proficiency Assessments for California – Summative Assessment

The ELPAC Summative Assessment is administered annually to all students who are identified as ELs on the ELPAC Initial Assessment. All students identified by the Initial ELPAC as ELs will be administered the Summative ELPAC (even if the Initial ELPAC was given within the same school year). The Summative Assessment is used to annually measure the language skills of ELs. The results will inform the teacher, school, or district if the student has achieved sufficient English proficiency to be reclassified as Fluent English Proficient (RFEP). Students who are ELs are given the ELPAC Summative Assessment every spring between February and May to measure their progress in English until they are reclassified as fluent English proficient.

The results of the annual summative exam, scored by the Educational Testing Service, are provided before the beginning of the subsequent school year to help with accurate placement of students.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

English Language Proficiency Assessments for English Learners with Disabilities

ELs with disabilities must be assessed with the ELPAC Initial Assessment or the ELPAC Summative Assessment. ELs with disabilities are assessed annually with the ELPAC Summative Assessment using the accessibility resources that address visual, auditory, and physical access barriers as designated in Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California issued by the California Department of Education. The IEP team must document any appropriate designated supports and/or accommodations in the student's IEP. For ELs with disabilities with a Section 504 Plan, accommodations must also be documented on the Section 504 Plan.

ELs with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate language proficiency assessment.

Student Reclassification

The purpose of the reclassification (RFEP) process is to document when an English Learner has sufficient English proficiency to be redesignated as a fluent English speaker. Once official ELPAC results are received, the reclassification process can begin for TK–12th grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

1. The EL liaison or classroom teacher may begin the reclassification process and paperwork.
2. District-approved assessments will be used to evaluate language and academic achievement. All assessment scores must be current and meet district requirements.
3. Parent/Guardian(s) must be notified of student's eligibility for reclassification. A conference may be scheduled to review reclassification criteria and student progress. Translation services will be provided as necessary. Parent(s) must sign and date completed reclassification paperwork. If the parent is unable to attend a conference, a person speaking the parents' primary language shall consult with the parent by telephone.
4. The original *NUSD Reclassification Criteria* form is given to the parent/guardian, and a copy is placed in the student's red EL folder.
5. After reclassification, students will be monitored for four years using the *NUSD EL Reclassification Monitoring Form*.

Principal	<ul style="list-style-type: none"> • Responsible for reclassification process at school site • Coordinates celebration or recognition of reclassified students (in conjunction with the Director of Special Projects)
English Learner Liaison	<ul style="list-style-type: none"> • Identifies possible reclassification (RFEP) candidates • Consults with teachers for input & approval • Consults with parents/guardians for input & approval • Oversees the completion of reclassification paperwork • Updates all records (paper & electronic) • Monitors progress & follow-up goals for RFEP students
Teacher	<ul style="list-style-type: none"> • Helps identify & monitor RFEP students • Helps complete RFEP paperwork & RFEP follow-up forms
Director of Special Projects	<ul style="list-style-type: none"> • Coordinates reclassification procedures at district level • Provides training and support to sites • Oversees EL support personnel

California Department of Education (CDE) Criteria for Reclassification

As of January 2019, the CDE has identified the following criteria on which districts need to base their local reclassification policies:

- Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the English proficiency test that is developed or acquired pursuant to EC Section 60810 (i.e., the ELPAC);
 - If a student will be taking the Summative ELPAC, then that student must score an Overall PL 4. The State Board of Education approved the use of the ELPAC Overall PL 4 as the statewide standardized ELP criterion for reclassification on January 9, 2019.
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student 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 demonstrates 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.

NUSD Reclassification Criteria

NEWARK Unified School District
 Reclassification Criteria
 2019-2020



Grade	English Language Proficiency Assessment for California (ELPAC)	Basic Skills	Teacher Evaluation & Report Card	Parent Opinion & Consultation
Kinder - 6th Grade	Overall Proficiency of Bridging on the ELPAC with sub-scores of Expanding or higher.	District Benchmark Assessment in ELA: I-Ready score On or Above grade level -or- SBAC ELA score within 5% of English Proficient average	Teacher agrees that student is performing successfully in all academic areas and report card indicates that student meets approaching standards or, the student is performing successfully and <i>incurred deficits are due to factors unrelated to English language proficiency.</i>	Parent agrees that reclassification is appropriate
7th - 12th	Overall Proficiency of Bridging on the ELPAC with sub-scores of Expanding or higher.	CAASPP: Most recent SBAC ELA score within 5% of English Proficient average -or- PSAT Scores in Illuminate in Yellow or Green (only applies to 10th and 11th graders)	Student is performing successfully in all academic areas and report card indicates the students is approaching standards; any <i>incurred deficits are due to factors unrelated to English language proficiency.</i>	Parent agrees that reclassification is appropriate

*Data needs to be updated annually to reflect current English Proficient averages

Reclassification of English Learners with Disabilities

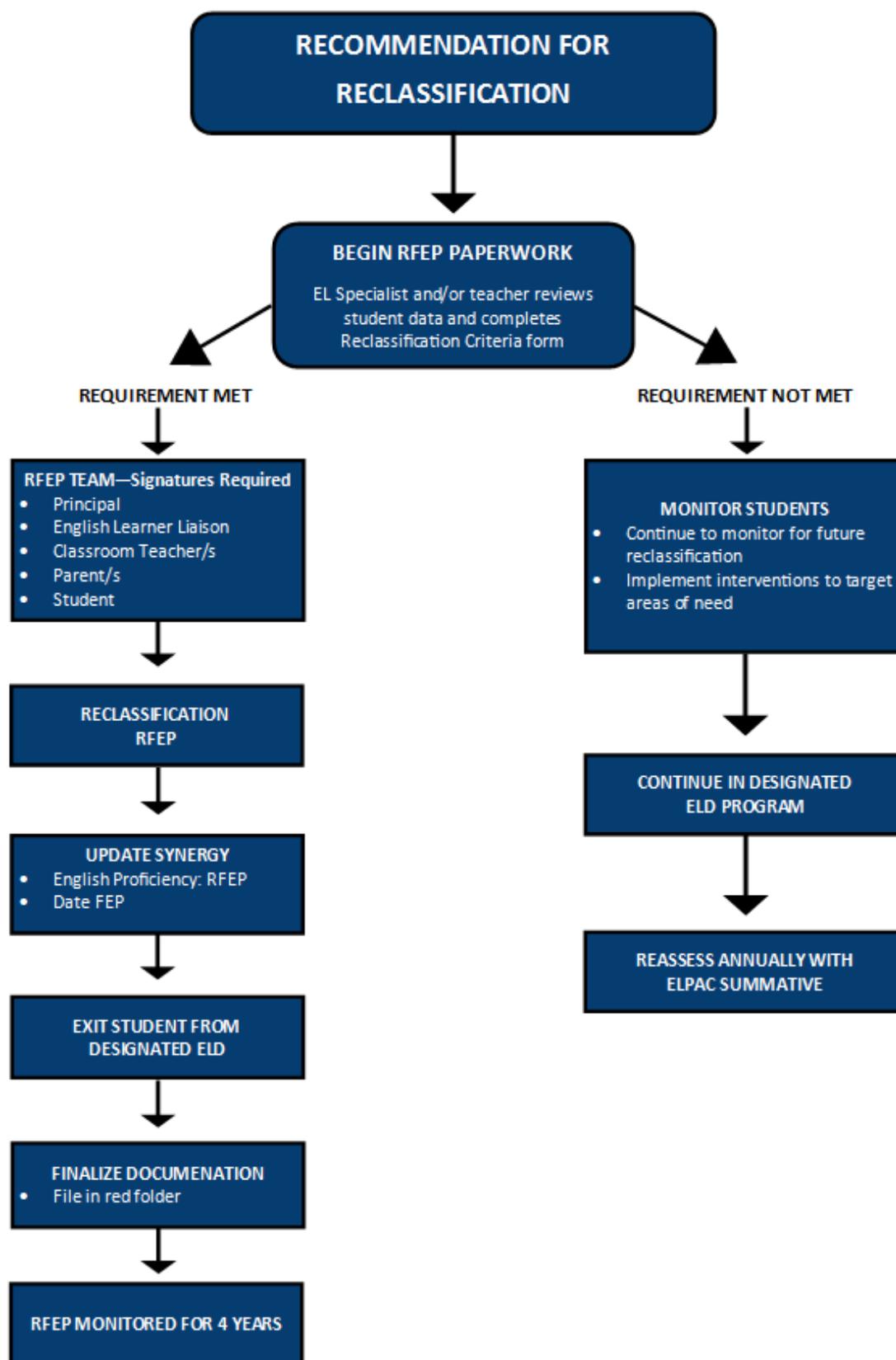
Under current state law, students who are English Learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including those with disabilities. The reclassification process in public schools is based on guidelines approved by the State Board of Education and is based on California EC Section 313(4)1-4. Newark Unified is equipped to provide dual-identified ELs with linguistically-appropriate programs and support services to meet their unique needs. English Learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Newark Unified utilizes multiple measures and multiple criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support. Considering all guidelines, criteria, resources, and the individual needs of each dual-identified English Learner, the IEP team will determine the following:

- Appropriate measures of English language proficiency (ELP)
- Appropriate measures of performance in basic skills
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.

In accordance with federal and state law, the IEP team may address the individual needs of each English Learner with a disability using multiple criteria in concert with district reclassification criteria:

- Criterion 1: Assessment of ELP using an objective assessment instrument including, but not limited to the ELPAC. An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes.
- Criterion 2: Teacher evaluation (Use the student's classroom performance information based on his or her IEP goal for academic ELD).
- Criterion 3: Parental opinion and consultation (The parent or guardian is a participant on the IEP team).
- Criterion 4: Student's score on an assessment of basic skills (The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native speakers of English with similar disabilities. Using this information, the IEP team, including the parent and ELD Site Contact, will decide whether or not to reclassify a student with disabilities.)

Other criteria may be used to supplement the four required criteria listed above to ensure the most appropriate decision is made for each student.



RFEP Monitoring Procedures

Students who have been reclassified as FEP will receive follow-up monitoring for a minimum of four years after reclassification. The district will maintain a roster of RFEP students who need to be monitored while attending their school. Follow-up occurs annually as of the student's date of reclassification. Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered to all students not meeting academic standards. Those support services are outlined in the EL *Reclassification Monitoring Form* and will be reviewed with parents at the time of the parent conference or a scheduled meeting. If the student's grades fall far below grade level peers or the student is not making adequate progress in any academic class, the site administrator or designee will convene a meeting with support staff and or instructors to evaluate the student's progress.

Chapter 4: Staffing and Professional Development

Newark Unified School District is committed to ensuring that all English Learners are taught by highly qualified teachers that embrace an instructional vision that delivers responsive, personalized learning pathways for career and college readiness for our English Learners. In order to do this, the district hires properly credentialed teachers and provides focused, effective and research-based professional development to all administrators, teachers and staff. This effort will prepare and empower educators to ensure that all students are ready for college and career in the 21st century.

Staffing and Certification

Newark Unified School District ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide designated ELD, integrated ELD, and primary language instruction must be properly authorized or “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making progress that will result in his/her authorization. All teachers who provide designated ELD and/or integrated must be appropriately authorized. Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. Each year, the district assesses the need for, and supply of, qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district develops a plan to recruit, hire, and train qualified teachers.

Teacher Authorizations

Type of Instruction	Required Authorization
Designated ELD	<ul style="list-style-type: none"> ● Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately certified ● CTC Approved Authorization is required
Integrated ELD/SDAIE	<ul style="list-style-type: none"> ● Teachers assigned to provide English language development and instruction in subject matter courses for ELs must be appropriately certified ● CTC Approved Authorization is required

Annual Staffing Report

An annual staffing report will be compiled each spring by Human Resources. It will be shared with the Educational Services office as it pertains to the number of appropriately credentialed teachers who work with ELs. The report will be presented to the DELAC and will be kept on file. The report will monitor the district's progress toward full certification of all teachers working with English Learners. The annual report will document the number of teachers who are fully certified and the number in training as well as results of hiring and staff training efforts each year.

Administrative Staff

In order to support the implementation of EL programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the CLAD, BCLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators will participate in professional development and complete appropriate EL authorization.

Bilingual Paraeducator Staffing and Recruitment

To support student access to core curriculum, the district employs many qualified bilingual paraeducators. The district oversees that these staff members reflect the high priority home languages found throughout the district. Site administrators and district staff will plan staffing schedules of paraeducators based on the need for primary language support. The number of English Learners, site and district categorical budget, and the need for primary language support services at the school, are all the factors that must be considered when making staffing decisions. Bilingual paraeducators provide support with intake, assessment, and instructional services at the school sites, as well as district-wide interpretation and translation support. Bilingual paraeducators are available to interpret and translate documents for all sites based on the availability and appropriate allocation of school site categorical funds when work is requested outside of the paraeducators' work hours. The Educational Services Department can contract for district interpreter and translator services to address translation needs at the district office or for district-wide events.

Appropriate Use of Bilingual Paraeducators

Bilingual paraeducators work to support different components of the EL program. Paraeducators contribute specialized skills and work closely with the full instructional team to plan for the needs of the students. When the teacher does not hold a BCLAD, the bilingual paraeducator works with the CLAD teacher to provide primary language support when possible to motivate, clarify, direct, support and explain facts and concepts to the English Learner. It is essential, therefore, that bilingual paraeducators be assigned to school sites to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies and Science.

Bilingual Paraeducators may assist with a variety of language needs outside of the classroom, including but not limited to:

- Parent-Teacher Conferences and notifications
- ELAC and DELAC meetings
- ELPAC testing
- Primary language testing
- Interpretations and translations when appropriate

EL Professional Development Plan

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, Newark Unified School District supports ongoing staff development to meet the needs of all district personnel responsible for the education of English Learners. All district personnel will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as services necessary to ensure equal access of all students to the total curriculum. Initial staff development will be designed to provide research-based and practical application of the Master Plan for English Learners. Ongoing training will be based on the role of individual staff members in relation to meeting the needs of English Learners. This training will be correlated with instructional programs outlined in the Master Plan and models implemented district-wide.

Professional Development Regarding Master Plan Components

The EL Master Plan will be introduced to district and site staff through a carefully planned professional development process. The professional development will emphasize key features of the plan and procedures to be adopted by all sites. This training will be provided to all district and site administrators as well as all site teachers and support staff who will have a shared responsibility for implementing the plan. Professional development sessions will be delivered at each site and supported by the Educational Services Department. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful, on-going, and high quality implementation.

The professional development for administrators and site support staff:

- Review of Master Plan content
- Identification of critical responsibilities for implementation of the Master Plan
- Development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, alignment of EL Master Plan to site and district strategic goals and evidence of implementation

The Educational Services Department will provide professional development to credentialed staff to ensure understanding of all elements in the district's Master Plan for English Learners and will focus on the following:

- Designated ELD and Integrated ELD
- Understanding/implementing Structured English Immersion (SEI)
- Additional/appropriate English Language Mainstream (ELM) services
- ELPAC training
- EL data findings and implications on instruction

Monitoring of Professional Development

The Educational Services Department administrator will regularly report on professional development opportunities offered, and review staff participation in said trainings with the district leadership team to ensure that all persons working with English Learners are investing a good-faith effort in receiving ongoing training, and that the district is continuing to provide quality and relevant professional development to support student learning and support to district personnel.

Professional Development to Support Instruction and Student Learning

In its current LCAP and LCAP Addendum, the district has established English Language Development and implementation of CCSS in ELA and Math as priority areas for teacher and administrator professional development. The overall goal is to train and provide follow-up monitoring and coaching to ensure high quality utilization of effective designated ELD instruction and delivery of daily CCSS embedded integrated ELD instruction at all school sites.

Chapter 5: Parent and Community Engagement

Parent Advisory Committees

NUSD recognizes that effective parent engagement and involvement is a critical component of the successful education of their children. Parents must be well-informed of all site and district activities, procedures, and policies that directly impact their children. It is the joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. As part of the district's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the ELACs at the school-site level and DELAC at the district level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with district staff, evaluate instructional services, and provide recommendations. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English Learners.

There are numerous parent input and advisory committees as well as educational community activities available throughout the year in Newark Unified:

- Parent Committees
 - English Learner Advisory Committee (ELAC)
 - District English Learner Advisory Committee (DELAC)
 - School Site Council (SSC)
 - PTA/PTO/Booster Clubs
 - LCAP Advisory Committee
- Parent Education
 - District/School Parent Meetings
 - Promotoras
- School, District, & Community Events
 - Back-to-School Night, Carnivals, Open House & Family Nights
 - Awards, Celebrations & Holiday Events
 - Sports, Games & Competitions
 - City of Newark Community Activities

English Learner Parent Advisory Committees

English Learner Advisory Committee (ELAC)

School sites with 21 or more EL students shall have an elected English Learner Advisory Committee (ELAC) that meets at least four times a year. The committee will be comprised of parents and staff, with parents of EL students making the majority of members. Parents of EL students will be represented by the same percentage as the EL student enrollment at the site (or more). Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC can be found in the Categorical Programs Handbook for SSC and ELAC Procedures provided to the schools by the Educational Services Department. ELAC agendas, sign-in sheets, and minutes will be submitted to the Director of Special Projects after every meeting for review and filing.

The principal is responsible for following ELAC protocol and providing training in required areas. To ensure proper training for parents and committee members, principals will use the SSC and ELAC Training Guide that is provided and updated by the EL Services Department. Training is also provided in areas that the site committee requests. In addition, each school's ELAC elects a district DELAC representative and an alternate.

Roles & Responsibilities of ELAC:

- A. Provide an advisory role in the development of the school site plan (SPSA) as it pertains to English Learners
- B. Have input into the school's needs assessment
- C. Assist in the school's efforts to make parents aware of the importance of regular school attendance
- D. Review data regarding the diversity and language needs of students at their site

District English Learner Advisory Committee (DELAC)

When there are 51 or more EL students in a district, a District English Learners Advisory Committee (DELAC) shall be formed. The DELAC will be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members will be parents of EL students who are not district employees. Committee members serve for two years. Committee members will be trained in regard to their roles and responsibilities and will be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC board members will plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification will be mailed to all members at least one week prior to the meeting. Agendas and minutes will be translated, and a Spanish interpreter will be available at each meeting. In addition, DELAC members representing individual schools will act as liaisons between the DELAC and their respective ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

Roles & Responsibilities of DELAC:

- A. Provide input in the development of the Master Plan for services for EL students
- B. Provide input for a district wide needs assessment on a school-by-school basis
- C. Provide input on the district's EL education goals and objectives
- D. Be informed on federal, state, and district English Learner reports
- E. Make annual recommendations on the development of the LCAP

Site/District Responsibilities for Parental Engagement

Principal	<ul style="list-style-type: none"> ● Facilitates site English Learner Advisory Committee (ELAC) ● Attends District English Learner Advisory Committee (DELAC) meetings ● Communicates with parents & families on a regular basis (providing translated information and documentation as needed) ● Provides opportunities for parent education & involvement
EL liaison	<ul style="list-style-type: none"> ● Oversees parent committee procedures for ELAC & DELAC ● Provides parent education support to site leadership
Director of Special Projects	<ul style="list-style-type: none"> ● Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, & parent education
DELAC Board	<ul style="list-style-type: none"> ● Provides input in the development of the Master Plan for services for EL students ● Provides input for a districtwide needs assessment on a school-by-school basis ● Provides input on the district's EL education goals and objectives ● Remains informed on federal, state, and district English Learner reports ● Plans the yearly DELAC meeting schedule in order to meet district and parent needs
Parents	<ul style="list-style-type: none"> ● Participate in parent education opportunities, school activities, & parent committees ● Complete Home Language Survey (HLS) ● Review student assessment results and progress reports ● Attend meetings and provide input regarding their child's progress

Chapter 6: Evaluation and Accountability

Program Evaluation

The goal of program evaluation is to provide information about the effectiveness of Newark Unified's EL services. The information provides guidance to district and school sites for implementation, monitoring, and improvement of programs for English Learners.

Principal	<ul style="list-style-type: none"> • Oversees program evaluation procedures at school sites • Collects data & submits required paperwork to Special Projects
EL liaison	<ul style="list-style-type: none"> • Assists with the program evaluation process at school site • Oversees collection of data
Director of Special Projects	<ul style="list-style-type: none"> • Coordinates EL program evaluation procedures at district level • Coordinates the development and writes the annual Title III plan • Provides assistance & support regarding assessment and evaluation data • Monitors English Language acquisition reporting and data

Governance and Responsibilities

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the timely allocation of sufficient resources. The district administration and school sites have essential and unique roles in program implementation.

District Administration

District administration will be responsible for providing sufficient resources to sites in order to successfully implement EL programs and services. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Other district responsibilities include guidance in curriculum development, program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III and Local Control Accountability Plan (LCAP) to ensure quality program implementation.

School Site

The responsibility of school sites is to determine how to best deliver services to students. The distribution of the EL student population and the diversity of the school community are important factors to be taken into account when planning EL programs. The Master Plan for English Learners is a guide for program implementation, planning, and development of School Plan for Student Achievement (SPSA). School sites are encouraged to work with district administration and review data from assessments and parent surveys to design programs that best meet student needs. Program quality is measured and monitored by effective use of resources, planning, program adjustments, and ongoing staff development.

Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils 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 will have discussion and input on LCAP, EL Master Plan, and SPSA updates.

Student Evaluation and Monitoring

Academic Achievement

Academic achievement is monitored at the federal, state, and district levels with the systems, assessments, and resources listed below.

STATE

California Accountability Model & School Dashboard

- California's new accountability and continuous improvement system (the CA Dashboard) provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.
- The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.
- California's new accountability and continuous improvement system is based on a five-by-five colored table that produces 25 results using five colors. The reports display the schools' (by district) and student groups' placement on the five-by-five colored tables from the California Assessment of Student Performance and Progress (CAASPP) System
- The Dashboard contains results of the summative assessment for ELA and mathematics in grades three through eight and eleven

DISTRICT

- I-Ready is administered three times a year in grades K-6 for ELA and Math
- District Benchmark Assessments (DBA) - grades TK-6
- Developmental Reading Assessment (DRA) - grades K-6
- Writing Benchmark Assessment (Lucy Calkins Units of Study) - grades K-8
- Quarterly Writing Benchmark Assessments - grades 9-12
- Smarter-balanced developed formative assessments that monitor academic progress in ELA, mathematics, and science - grades 3-8 and 11
- Formative assessment system to monitor literacy development & reading comprehension assessments & grades - grades TK-12
- Grades determined by formal and informal assessments (curriculum & teacher-created)

English Language Development

English language development is monitored at the state and district levels with the assessments and resources listed below.

STATE

English Learner Progress Indicator (ELPI)

- The ELPI measures the percentage of English Learners who are making progress toward English language proficiency. The ELPI currently combines the number of ELs who make progress from year to year on the ELPAC and the number of ELs who are reclassified in the prior year.
- English Language Proficiency Assessments for California
- Initial ELPAC administered within 30 days of enrollment
- Summative (annual) ELPAC administered in the spring

DISTRICT

ELD Report Cards

- Trimester ELD report cards K-6th; Quarterly ELD report cards -7th-8th grades; Semester ELD report cards - 9th-12th
- Annual Reclassification Form
- Progress monitoring for reclassified students

Data Collection

All English Learner student information is recorded in state (CALPADS) and district databases that are accessible to district personnel, site leadership, and teachers. District technology and data specialists will provide technical support, training, and monitoring.

California Longitudinal Pupil Achievement Data System (CALPADS)

- State-level longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting

Synergy

- District-level system provides the full range of features needed by administrators at the district and school levels in addition to portals for teachers, parents, and students
- Gradebook for TK-12
- Home Language Survey
- Initial Identification Box
- Flexible interface with CALPADS for consistent reporting and student information updates
- California State Reporting Information
- English Learners and immigrant information

Illuminate

- District-level system provides all district and school site staff with student assessment data
 - Assessment Reports (CELDT, ELPAC, DRA, I-Ready, etc.)

Chapter 7: Funding

In the 2013-2014 school year, the state of California changed the way school districts are funded. The new model, called the Local Control Funding Formula (LCFF), allows districts more freedom in how funds are spent but also requires the development of a Local Control and Accountability Plan (LCAP) that links spending to specific district goals for student achievement. Districts will now be held accountable to the specific ways in which they are spending money and how those decisions are improving student outcomes. All California school districts are required to develop a three-year plan that identifies strategies to support learning and shows how our district uses its resources to support students.

Funds are allocated following requirements outlined in Education Code, state regulations, and district policies. State funds were changed dramatically under the Local Control Funding Formula (LCFF). Districts used to receive money from the state through the revenue limit and categorical funds. This has been changed to Base, Supplemental, and Concentration grants.

Some state categorical funds remain as do the federal programs such as Title I, Title II, and Title III. These funds are used to supplement the basic education program (provide additional resources and services) and not to supplant (replace) general funds.

Supplemental Funds

The State Department of Education administers funding for categorical programs through the Consolidated Application (“ConApp”). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical monies are to be used to supplement and enrich the core educational program to meet the specific needs of English Learners associated with acquiring the English language and making the core program accessible.

Local Control Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) serves as the spending plan that accompanies each district's budget. This three year plan describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. All local education agencies must develop and submit the LCAP with an approved budget. In a school district, the governing board adopts the LCAP and the County Superintendent reviews and approves the LCAP. All district must address the specific instructions in the State Board of Education's adopted template which includes a description of improved services for foster youth, low income students and English Learners.

- The plan requires districts to identify any additional or different services for ELs, low income and foster youth. Districts are asked to consider the following as they answer the question:
 - Have services for ELs, low income and foster youth increased or improved?

- Do the identified services for ELs, low income and foster youth students meet the increased or improved Minimum Proportionality Percentage (MPP) requirement when compared to services provided for all students?
- Assess what the district is currently doing to provide services to EL, low-income and foster youth students
- Solicit input from stakeholder engagement for all students

Title I, Part A.

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

Title II, Part A

A federal program to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Title III, Part A and Immigrant Funds

The Federal Title III resources provide funds for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English Learners to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to English Learners. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities. The Director of Special Projects oversees the use of Title III funds to ensure compliance according to state and federal regulations and guidelines. A Title III plan is written annually to describe the goals, actions, and services provided for ELs and immigrant students.

Order of Funds

Funds are used in the following order:

1. General funds pay for all base/core program resources including ELD.
2. State funds are used next to supplement the base program and federal funds are applied last to provide additional support for ELs that supplements the activities supported by the state categorical funds.

SPSA and Categorical Funds

The SPSA requires schools to monitor school programs annually. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a budget page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA. It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs.

Base Fund Resources

The district uses Base Fund and categorical funds that do not contain “supplement not supplant” provisions to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers’ salaries and other district services (e.g. library and health) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to ensure English Learners have access to the core curriculum.

Outreach to Private Schools

ELs enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The District is required to provide equitable services to private school students identified as ELs. Participation is considered to be equitable if the district (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities. The District must also consult with private school officials on an annual basis to determine which private schools request to participate in the Title III program. The following must be discussed:

1. How the ELs’ needs will be identified
2. What services will be offered
3. How, where and by whom the services will be provided
4. How the services will be assessed and how the results of the assessment will be used to improve those services
5. The size and scope of the services to be provided to private school ELs and educational personnel
6. The amount of funds available for those services
7. How and when the District will make decisions about the delivery of services

Chapter 8: Communication and Timeline

Responsibilities of the ELD Specialist, Liaison, or Coordinator

Communicating with the Principal

- Meets to organize ELPAC testing groups
- Meets to organize ELD instructional groups
- Meets to organize Native Language Tutor and/or Bilingual Aide schedule
- Provides names of Reclassified students

Communicating with the Office Manager

- Provides completed *SYNERGY/Student Data System Coding for English Learners*

Communicating with Classroom Teachers

- Provide class profile with overall and subtest ELPAC levels from Illuminate
- Provide ELPAC performance descriptors for grade level
- Provides/Informs teachers of ELD Report Cards and protocol
- Provides parent notifications to be sent home
- Provides Reclassification Follow-Up Reports to be completed
- Communicates needs regarding Native Language Tutor and/or Bilingual Aide

Communicating with Speech Therapist

- May communicate concerns regarding any articulation problems noted during oral examination

Communicating with Special Education

- Encourages ELD instruction and any appropriate ELPAC test modifications or accommodations to be addressed in the IEP

Communicating with the Student Study Team

- Provides requested data and/or interpretation of ELPAC history and academic performance (ELD report card)

Communicating with Native Language Tutors and Bilingual Aides

- Communicates schedule
- May offer materials or suggestions for instruction

Communicating with the Director of Assessment/ Assessment Technician

- ELPAC materials/LST inputting

Communicating with Other Specialists/Liaisons

- Elementary ELD Specialist provides NJHS ELD Specialist with recommendations for placement of incoming seventh graders (April/May)

Responsibilities of the School Office

Office Manager/Registrar

- Uses current forms, including bilingual or Spanish forms
- Provides Specialist/Liaison (S/L) with copies of all Home Language Surveys
- Provides office manager at new NUSD school with copy of Home Language Survey by interdistrict mail when student is transferred on computer
- Provides S/L with current class lists during first weeks of the school year
- Provides S/L with gain/loss reports of student transition
- Provides S/L with lists of Synergy Code E, R, J and T
- Assures easy access to CUMs for S/L
- Provides lists/stickers for ELAC parent communications
- Enters *SYNERGY/Student Data System Coding for English Learners* into computer from forms provided by the S/L
- Arranges for interpreters for parent conferences
- Arranges for Spanish translation for written communications

Principal

- May arrange a pre-Back to School Night meeting for Spanish-speaking parents
- Provides staff in-service on English Learner Program at beginning of school year
- Arranges for translation for Back to School Night general meeting
- Helps organize location and numbers of ELPAC testing groups
- Helps with scheduling of Native Language Tutors and Bilingual Aides
- Schedules and attends ELAC meetings
- Sends ELAC Agendas and Minutes electronically to Ed Services
- Arranges for on-site staff development in ELD strategies as appropriate
- Helps organize ELD instructional groupings
- Reminds staff to complete all ELD Report Cards along with regular report cards
- Meets with any parent requesting a waiver for an alternative program
- Maintains all waiver records in files
- Helps track Reclassified students (Follow-Up Reports and Tracking Form)
- Determines and communicates numbers of new core ELD materials order for following school year

EL Program and Services Timeline (updated 6.17.21)

Month	Action	Person/Department Responsible
July	Order Forms	Ed. Services
August	<ul style="list-style-type: none"> ● Annual Parent Notification Letters mailed home ● Summative ELPAC Scores in Illuminate ● Summative ELPAC scores printed and filed in cum file ● Other (Basic Skills) Assessment scores also in Illuminate ● Set up red folders for Kindergartners and new students ● Annual Training for Staff <ul style="list-style-type: none"> ○ Initial ELPAC Administration ○ Identification and Assessment Process - HLS and Synergy ○ EL and RFEP Monitoring (Report cards and Monitoring Forms) ● Initial ELPAC Administration Begins <ul style="list-style-type: none"> ○ Initial Parent Notification for students whose indicated language other than English in Home Language Survey (HLS) ○ Administer Initial ELPAC accordingly 	<ul style="list-style-type: none"> ● District Office - Staff ● District Assessment Technician ● EL Liaison ● District Assessment Technician ● EL Liaison ● District ELPAC trainer ● Principal/Site Admin ● District Assessment Technician ● EL Liaison ● ELPAC Coordinator

	<ul style="list-style-type: none"> ○ Input Scores in TOMS ○ Parent Notification of Initial ELPAC Results ● Update classification in Synergy (Change from TBD to EL or IFEP - include date) 	<ul style="list-style-type: none"> ● ELPAC Coordinator ● Liaisons ● Liaison, Office Manager or Data Clerk
September	<ul style="list-style-type: none"> ● Reclassification Window Opens (Sep. 1st - 30th) <ul style="list-style-type: none"> ○ Identify students who meet assessment criteria (ELPAC and Basic Skills) ○ Follow up with Teacher Input and Parent Consultations ○ Conduct Reclassification Determination Meetings and Complete process ○ Send Parent Notification of Reclassification ○ Update classification (From EL to RFEP- include date) in Synergy ● Continue Administrating Initial ELPAC ● Follow through with administration of Initial ELPAC To Do's as listed in August ● ELD Class Profile Lists printed in Illuminate and shared with classroom teachers ● ELAC meeting ● DELAC meeting 	<ul style="list-style-type: none"> ● EL liaison/Principal ● EL liaison/Principal ● EL liaison/Principal ● EL liaison/Principal ● Office/Data Clerk or EL Liaison ● ELPAC Coordinator ● Liaison, Office Manager or Data Clerk ● El Liaison or ELPAC Coordinator ● Principal ● Director of Special projects

October	<ul style="list-style-type: none"> ● EL Monitoring Begins <ul style="list-style-type: none"> ○ General Ed. Report Cards (Secondary) ○ Site Level Diagnostic Test (iReady ELA and Math; Quarterly Common Assessments; etc.) ○ Attendance/Discipline Referrals ● Continue Administrating Initial ELPAC ● Follow through with administration of Initial ELPAC To Do's as listed in August ● Reclassification con't as needed ● ELAC meeting ● DELAC meeting 	<p>Liaison, Coordinator, Adm.</p> <ul style="list-style-type: none"> ● EL Liaisons, General Ed. Teacher ● ELD/Intervention or General Ed. Teacher; site admin ● Principal/EL Liaison ● ELPAC Coordinator ● Liaisons/Office Manager or Data Clerk ● See September above ● Principal/Site Admin ● Director of Special Projects
November	<ul style="list-style-type: none"> ● EL Monitoring Continues <ul style="list-style-type: none"> ○ ELD report card (Elementary Trimester 1) ● Continue Administrating Initial ELPAC ● Follow through with administration of Initial ELPAC To Do's as listed in August ● Reclassification con't as needed 	<ul style="list-style-type: none"> ● EL Liaison ● ELPAC Coordinator ● Liaisons/Office manager or Data Clerk ● See September above

	<ul style="list-style-type: none"> ● ELAC meeting ● DELAC meeting 	<ul style="list-style-type: none"> ● Principal/Site Admin ● Director of Special Projects
December	<ul style="list-style-type: none"> ● Summative ELPAC order in TOMS <ul style="list-style-type: none"> ○ Order pre-id labels in TOMS for ELPAC Summative ● Summative ELPAC Training ● EL Monitoring Continues <ul style="list-style-type: none"> ○ ELD report card (secondary - Quarter 2) ● Continue Administrating Initial ELPAC ● Follow through with administration of Initial ELPAC To Do's as listed in August ● Reclassification con't as needed ● ELAC meeting ● DELAC meeting 	<ul style="list-style-type: none"> ● District Assessment Technician ● District ELPAC Trainer ● EL Liaison/ELD teacher/Classroom teacher ● ELPAC Coordinator ● Liaisons/Office or Data Clerk ● See September above ● Principal/Site Admin ● Director of Special Projects

January	<ul style="list-style-type: none"> ● Reclassification Winter Window Opens (Jan 1st - Feb 2nd) <ul style="list-style-type: none"> ○ For students who were being monitored Fall 2021 ● Update Synergy with any new RFEPs ● Summative ELPAC training continue ● Begin planning for Summative ELPAC - Calendar ● Continue Administrating Initial ELPAC ● Follow through with administration of Initial ELPAC To Do's as listed in August ● ELAC meeting ● DELAC meeting 	<ul style="list-style-type: none"> ● See September above ● Office/Data Clerk ● District ELPAC Trainer ● ELPAC Coordinator EL Liaisons ● ELPAC Coordinator ● See September above ● Principal/Site Admin ● Director of Special Projects
February	<ul style="list-style-type: none"> ● Summative ELPAC administration Begins (Feb.-April 30) 	<ul style="list-style-type: none"> ● Site Admin., Coordinators and Liaisons
March	<ul style="list-style-type: none"> ● Summative ELPAC Continues ● EL Monitoring Continues <ul style="list-style-type: none"> ○ ELD report card (trimester 2) for elementary sites ● Reclassification Continues 	<ul style="list-style-type: none"> ● See above ● See previous month ● See previous month

	<ul style="list-style-type: none"> • ELAC meeting • DELAC meeting 	<ul style="list-style-type: none"> • Principal/Site Admin • Director of Special Projects
April	<ul style="list-style-type: none"> • Initial ELPAC test order in TOMS • Update EL Master Plan(including Reclassification criteria) • Summative ELPAC Continues • EL Monitoring Continues <ul style="list-style-type: none"> ○ ELD report card (Quarter 3) for elementary sites • Reclassification Continues • ELAC Meeting • DELAC Meeting 	<ul style="list-style-type: none"> • District Assessment Technician • Director of Special Projects • See above • See previous month • See previous month • Principal/Site Admin • Director of Special Projects
May	<ul style="list-style-type: none"> • Summative ELPAC Continues • Reclassification Continues • RFEP Monitoring Begins • Present updated EL Master Plan and/or Reclassification Criteria to the School Board for approval 	<ul style="list-style-type: none"> • See above • See above • EL Liaison • Director of Special Projects

June	<ul style="list-style-type: none"> • ELD report card (trimester 3 and Quarter 4) • Reclassification monitoring • Initial ELPAC training <p>Update cum file:</p> <ul style="list-style-type: none"> • Home Language Survey • Initial ELPAC results • Primary Language Survey/Assessment • Summative ELPAC results • ELD report cards • Reclassification monitoring form completed (All Years 1-4) 	<ul style="list-style-type: none"> • EL Liaison • See above • See above • EL Liaison
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