



BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

Updated January 2023

CURRICULUM AND INSTRUCTION

EL Services Department

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Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages (California EL Roadmap Policy, 2017).

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California (California EL Roadmap Policy, 2017).

The Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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

Principle Three: System Conditions that Support Effectiveness

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

Principle Four: Alignment and Articulation Within and Across Systems

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

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 1

IDENTIFICATION, PLACEMENT, PARENT NOTIFICATION and RECLASSIFICATION

Definitions

English Learner (EL)	
Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.	
Recently Enrolled EL	English Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example ALL kindergarten ELs are recently enrolled ELs, but not all are newcomers
Progressing EL	An English Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language and academic development.
Long-Term EL (LTEL)	A student who has been classified as an EL for more than 6 years.
EL at Risk of Becoming an LTEL	An EL who has been enrolled in grades 3-12, inclusive; and has been enrolled in a U.S. school for 4 or 5 years, has scored at the intermediate level or below on the prior year's English language development test (ELPAC); has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA; and is not demonstrating adequate progress.
Newcomers:	Newcomers were not born in the U.S. and they have been in U.S. schools for 1 full school year or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom.
Ever- EL	A student who is currently an EL or who was formerly designated as an EL but who has now been reclassified fluent English proficient (RFEP)

Students with Interrupted Formal Education (SIFE):	Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.
Refugee/Asylee	Students who have been forced to leave their country in order to escape war, persecution, or natural disaster. Refugees generally have special visas to enter the country. Asylees apply for visas once in the U.S.
Unaccompanied Immigrant Youth:	Unaccompanied immigrant youth are children who cross the U.S. border without parents or guardians and are apprehended by immigration officials. Once unaccompanied immigrant youth are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

ENGLISH ONLY (EO):	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):
A student whose only home language is English	A student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):	
A former EL student who has met the criteria to be “reclassified” as fluent English proficient.	
Recently Proficient RFEP	An RFEP student who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.
Long-term Proficient RFEP	An RFEP student who was redesignated more than 4 years ago.

Home Language Survey

Task List	
Principal	<ul style="list-style-type: none"> Ensures that the Home Language Survey (HLS) is completed upon <i>initial</i> enrollment as required by state and federal law
School Office Manager	<ul style="list-style-type: none"> Prepares translated copies of HLS for <i>initial</i> enrollment Assists with explanation regarding purpose and uses of HLS Verifies that all questions have been answered for each student Enters accurate HLS data into Student Information System Enters “TBD” for students as appropriate Arranges for interpreters Copy of the original HLS is placed in student’s CUM folder Requests EL records from previous districts
Family Engagement Facilitator	<ul style="list-style-type: none"> Assists with registration (e.g., HLS station at kinder registration) Assists with explanation regarding purpose and uses of HLS Collaborates with office manager and EL Services to locate previous EL records and original HLS** from previous districts Provides translation and interpreting services for families
Education Services Department	<ul style="list-style-type: none"> Provides assistance to school sites and answers questions regarding HLS Check TOMS/CALPADS for test scores and EL records, as needed

BUSD Procedures

The HLS consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

All four HLS questions must be answered and the HLS form must be signed by parent/guardian. The document becomes a permanent part of the student's cumulative record (CUM). The first, or **initial**, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed at later times. Therefore, the answers provided on the **initial HLS**** are documented permanently in the Student Information System, CALPADS, and the student's Cumulative File.

In order to determine a student's home language status, follow the guidelines below:

ALL English on HLS questions #1-3	→ mark "EO"	The student is considered English Only (EO). Office manager will update the student's language classification in the Student Information System. The initial HLS shall be added to the student's CUM folder and the student is placed in the district's general program.
At least one response other than English on HLS questions #1-3	→ mark "TBD"	The student is designated as having a primary language other than English and the assessment process begins. The HLS is placed in the student's CUM folder. The Family Engagement Facilitator will notify the parents/guardians, in writing, before administering the Initial ELPAC. The assessment process must take place within 30 calendar days of enrollment. The Family Engagement Facilitator will inform the Office Manager and Teacher of the student's language classification (TBD → IFEP or EL). The Office Manager will also add language test dates and results in the Student Information System. Students will be placed in the appropriate educational program based on the results of initial language testing.
A language other than English on question #4 only	→ mark "EO"	The student is considered English Only (EO) and placed in the district's general program. The language spoken most often <i>by the adults at home</i> does not determine the native language proficiency of the student.

**Once home language determination is made, it does not need to be redetermined unless the results are disputed by the parent or guardian. If the HLS is completed in error, the parent/guardian may make a request to change it. However, once the student is assessed with the state's current English language proficiency assessment and identified as an English learner, changing the HLS will not change the student's identification. A student's English learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency assessment is both a federal and state requirement.

Initial English Proficiency Test

Principal	<ul style="list-style-type: none"> Ensures that initial assessments are completed with the site coordinator <u>within 30 calendar days</u> of student enrollment Ensures that Students with 504s receive accommodations and designated supports, in accordance with the student's Section 504 Plan.
Teacher on Special Assignment (TOSA)	<ul style="list-style-type: none"> Attends trainings for ELPAC administration and signs affidavit Ensures that all parents of students who are taking the Initial ELPAC have received Parent Notification Letters before administration Organizes and ensures security of test materials Oversees test administration if the Family Engagement Facilitator is absent Provides timely updates and test results to all stakeholders
Family Engagement Facilitator	<ul style="list-style-type: none"> Attends trainings for ELPAC administration and signs affidavit Ensures that all parents of students who are taking the Initial ELPAC have received Parent Notification Letters before administration Organizes and ensures security of test materials Oversees test administration Assist with parent/guardian correspondence needs Provides timely updates and test results to all stakeholders Supports the administration of the Initial English Proficiency Assessment
Education Services Department	<ul style="list-style-type: none"> Provides training, materials, technical assistance, support, and data collection Responsible for security and assessment procedures across district Ensures that initial assessments are completed with the site coordinator within 30 calendar days of student enrollment
Student Services Department	<ul style="list-style-type: none"> Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP

BUSD Procedures

- If Home Language Survey (HLS) indicates a primary language other than English (Questions 1-3), the student will be assessed using the state's current Initial English Language Proficiency Assessment (ELPAC).
- Parents of students that will be taking the Initial ELPAC will be notified in writing prior to administration.
- Authorized and trained staff will administer the Initial English Language Proficiency Assessment **within 30 calendar days** of the student's enrollment.
- Local Scoring Tool (LST) data will be used for placement purposes until official results are available to determine the following designations: IFEP or EL.

English Proficiency Test (Initial ELPAC)	Level 3	INITIALLY FLUENT ENGLISH PROFICIENT (IFEP) CLASSIFICATION Notify parents of results and placement options within 20 days
	Level 1-2	ENGLISH LANGUAGE LEARNER (ELL) CLASSIFICATION Notify parents of results and placement within 20 days

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscalescore.pdf>

Summative English Language Proficiency Assessment of California

Principal	<ul style="list-style-type: none"> • Ensures annual assessments are administered during the summative assessment window • Ensures that students receive accommodations and designated supports, in accordance with the Section 504 Plan.
Teacher on Special Assignment (TOSA)	<ul style="list-style-type: none"> • Attends trainings for ELPAC administration and signs affidavit • Organizes and ensures security of test materials • Oversees test administration
Family Engagement Facilitator	<ul style="list-style-type: none"> • Assist with parent/guardian correspondence needs • Attends trainings for ELPAC administration and signs affidavit • Organizes and ensures security of test materials • Supports test administration
Education Services Department	<ul style="list-style-type: none"> • Provides training, materials, technical assistance, support, and data collection • Responsible for security and assessment procedures across district • Provides timely updates and test results to all stakeholders, including Annual Parent Notification Letters.
Student Services Department	<ul style="list-style-type: none"> • Ensures that Students with Disabilities receive accommodations and designated supports, in accordance with the student's IEP.

BUSD Procedures

1. All students who have been identified as an English learner in California this year or previously must take the summative English language proficiency assessment (ELPAC) every year until they are reclassified as fluent English proficient (RFEP).
2. Authorized and trained staff will administer the annual English language proficiency assessment within the summative assessment window (Feb. 1-May 31).
3. Data will be used for instructional placement, planning, goal setting, and reclassification purposes.

English Proficiency Test (ELPAC)	Level 1, 2, 3	Evaluate if students have “made progress on ELPAC based on CA Dashboard Criteria
	Level 4	Determine if the students are ready for reclassification processes.

Documentation for English Learners

Principal	<ul style="list-style-type: none"> ● Responsible for documentation and communication at the site ● Documentation includes HLS, Initial Parent Notification, Annual Parent Notification, and Language Assessment Scores, Reclassification Forms
Office Manager	<ul style="list-style-type: none"> ● Updates <i>Initial Identification</i> section of the HLS in Student Information System (SIS)
Family Engagement Facilitator	<ul style="list-style-type: none"> ● Places required documentation in orange EL folders
Education Services Department	<ul style="list-style-type: none"> ● Provides assistance and support to sites ● Reviews and updates all documentation requirements annually

Although most English learner documentation and test results are now housed digitally in Student Information System, here is a list of documentation that is still needed for each student's cumulative record (CUM):

1. Updated EL folder for student's CUM
 - a) English Learner Recording Form must be affixed to the front of folder
 - b) Update any missing information as needed
2. File the following documents in student's orange EL folder:
 - a) Copy of **initial** Home Language Survey (HLS) or previous district records
 - i. Update the Initial Identification section on the bottom of the HLS in Student Information System (SIS)
 - ii. Make sure digital Student Information System information matches paper & CALPADS records
 - c) ELPAC Report Label Sheet
 - i. Add new labels annually or make notes (if missing)
 - d) Copy of annual ELPAC student proficiency level report
 - e) Reclassification (R-FEP) paperwork & follow-up forms
 - f) Copy of Initial and Annual Parent Notification Letters

Initial Notification Letter

Principal	<ul style="list-style-type: none"> ● Responsible for parent notification and communication at the site
Education Services Department	<ul style="list-style-type: none"> ● Prepares parent notification letters for distribution ● Mails parent notification letters to families ● Provides copy of the notification letters to the sites ● Provides assistance and support to sites ● Reviews and updates all templates annually with consultation with the District English Language Advisory Committee (DELAC)

BUSD Procedures

Parent Notification Letters: The EL Services Department will help coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Initial Parent Letters → For all ELs who took ELPAC for placement during the current school year
 - a. Insert copy of preliminary language proficiency level report (Local Scoring Tool)
 - b. Insert corresponding initial cover letter
 - i. Initial Fluent English Proficient (IFEP)
 - iii. Initial Structured English Immersion (SEI)
 - iv. Initial Dual Language/Alternative (ALT)
 - c. EL Services Department to print parent notification letters or mailing

Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> 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 (EL)	Students at this level have <u>somewhat to moderately developed</u> 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 (EL)	Students at this level are <u>beginning to develop</u> 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.

Annual Notification Letter

Principal	<ul style="list-style-type: none">● Responsible for parent notification and communication at the site
Education Services Department	<ul style="list-style-type: none">● Provides assistance and support to sites● Prepares parent notification letters for distribution● Provides copy of the notification letters to the sites● Mails parent notification letters to families● Reviews and updates all templates annually with consultation with the District English Language Advisory Committee (DELAC)

BUSD Procedures

Parent Notification Letters: The Education Services Department will help coordinate the mailing of all parent notification letters for English learner assessments. Parents/guardians shall receive written notification **within 30 days** of district receipt of official results.

1. Annual Parent Letters → For all ELs who took ELPAC during the previous school year
 - a. Insert copy of "Parent Letter" with most recent test scores
 - b. Insert corresponding BUSD annual cover letter
 - i. Annual Structured English Immersion (SEI)
 - ii. Annual English Language Mainstream (ELM)
 - iii. Annual Dual Language/Alternative (ALT)
 - c. EL Services Department prints letters and mails letters to families
 - d. A copy of the letter is provided to the sites to file in the students' orange language folder of the CUM

Reclassification

Principal	<ul style="list-style-type: none"> ● Responsible for the reclassification process at the school site ● Identifies possible reclassification (RFEP) candidates ● Consults with parents/guardians for input and approval ● Monitors progress and follow-up goals for RFEP students ● Coordinates celebration or recognition of reclassified students
Family Engagement Facilitator	<ul style="list-style-type: none"> ● Oversees the completion of the reclassification paperwork ● Notifies Office Manager of reclassification
Office Manager	<ul style="list-style-type: none"> ● Updates all EL records (paper and electronic)
Teacher	<ul style="list-style-type: none"> ● Helps identify and monitor RFEP students ● Helps completes RFEP paperwork and RFEP follow-up forms ● Removes student from Designated English Language Development (D-ELD) group ● Helps RFEP student establish learning goals
Education Services Department	<ul style="list-style-type: none"> ● Provides training and support to sites ● Coordinates reclassification procedures at the district level

BUSD Procedures

The goal of language acquisition programs is for multilingual students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Bellevue Union reclassification criteria are listed below.

Students with disabilities and IEPs may be reclassified through the IEP process. This process considers assessment data, parent and teacher input, and ELPAC and alternate ELPAC scores to determine reclassification status.

BUSD Reclassification Criteria

Required Criteria	Bellevue Union Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4

Teacher Evaluation	For students in grades K-6; 2 or better on ELA sections of standards-based report card
Parental Opinion and Consultation	Parental opinion and consultation regarding proposed reclassification occurs during a conference, in a language understandable to the parent. The criteria are explained to the parent with supporting documents.
Comparison of Performance in Basic Skills	<p>Grades K-6: (Where no CAASPP scores exist): STAR Literacy Assessment at/above benchmark (40% PR or higher)</p> <p>OR</p> <p>Grades 4-6: CAASPP ELA Assessment must be within the upper 50% of the scaled score in the Standard Nearly Met range for the student grade level:</p> <p>3rd Grade: 2399 or Above (current 4th graders use this score) 4th Grade: 2444 or Above (current 5th graders use this score) 5th Grade: 2471 or Above (current 6th graders use this score) 6th Grade: 2493 or Above</p>

RFEP Process

The purpose of the reclassification (RFEP) process is to document when an English learner has sufficient English proficiency to be reclassified as a fluent English speaker. Once annual ELPAC results are received, the reclassification process can begin for K–6 grade students. Teachers, support staff, school administrators, and parents participate in the reclassification process.

1. Site administrators/designee may begin the reclassification process and paperwork.
2. District-approved assessments are used to evaluate language development and academic achievement. All assessment scores must be current and meet district requirements.
3. Parent/Guardian(s) must be notified of a student's eligibility for reclassification. A conference shall 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. A printed and signed copy of the reclassification meeting paperwork is given to the parent/guardian and a signed copy is placed in the student's orange EL folder.
5. Note: Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record: Language and academic performance assessments; Participants in the reclassification process; and any decisions regarding reclassification. (5 CCR Section 11305)

Monitoring RFEP Students

After reclassification, students will be monitored and personalized learning goals will be set annually for four years using the Elevation platform and the Reclassification Follow-up Form. If students need additional support, teachers will provide targeted tier 1 support.

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 2

INSTRUCTIONAL PROGRAMS

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards.

Parents interested in requesting the establishment of a language acquisition can submit their request to Aracely Romo-Flores aromoflores@busd.org (subject line “Establishment of a Language Acquisition Program”) with the date of request, parent and child names, description of the request, school name, and grade level.

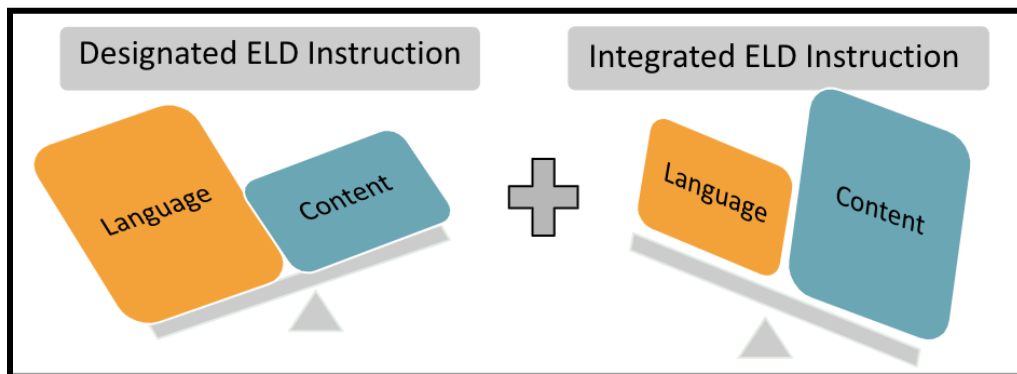
Parent Request for Language Acquisition Programs

Process to respond to Parent Requests for New Programs

1. Receive and Track Parent Request
 - a. The school will maintain written records of parents requisition which include date of request, parent and child names, description of the request, Grade level
2. Reach Threshold
 - a. When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions
 - i. Communicate with Parents and Educational Partners
 - Within 10 school days of reaching a threshold described above, the LEA notify the parents of pupils attending the school, the school’s teachers, administrators, and the LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program.
 - ii. Cost and Resource Analysis
 - The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to: Certificated teachers with the appropriate authorizations, Necessary instructional materials, Pertinent professional development for the proposed program, Opportunities for parent and community engagement to support the proposed program goals
 - iii. Determination
 - Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school’s teachers, and administrators of its determination.
 - Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
 - Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

INTEGRATED AND DESIGNATED ELD INSTRUCTION

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. 97)



INTEGRATED ELD

The ELA/ELD Framework “uses the term integrated ELD to refer to ELD throughout the day and across 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 section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is 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. 81)

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... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch. 2, p. 91)

OPTION 1: STRUCTURED ENGLISH IMMERSION (SEI)

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Structured English Immersion (SEI) is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Students are offered both Designated and Integrated ELD which gives them access to grade level academic content standards by authorized teachers using district-adopted and supplementary materials. All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria unless they are enrolled in an dual language program as described below.

OPTION 2: DUAL LANGUAGE (ALTERNATIVE PROGRAM)

Dual Language immersion is a language acquisition program that provides language learning and academic instruction for native speakers of English & Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Kawana Springs Elementary offers a Dual Language Program for families of Bellevue Union School District and nearby schools. Students may enter this program in transitional kindergarten or kindergarten and continue through 6th grade. The primary goal of the Dual Language Two-Way Immersion program is acquisition of full language proficiency and academic achievement in two languages: English and the target language of Spanish. Another goal is to foster positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in both Spanish and English using the 90/10 Dual Language model. Dual language programs promote high levels of academic achievement in all curricular areas and help students achieve full proficiency in both languages, English and Spanish. Students are expected to meet grade level content standards in both languages.

English Language Development Courses

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

Designated ELD Program

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Designated ELD must be provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments for *minimally 30 minutes per day*. Lessons must be designed for ELs to develop language proficiency in English as rapidly and effectively as possible. If students do not make sufficient progress, students shall receive additional designated ELD instruction.

The main instructional emphases in designated ELD are the following:

- Building students' abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students' understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types

	Course Name	Grouping by ELP Level	Course Placement	Expected objectives to progress to next course
TK-2	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC
3-5	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC

	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify
6	Emerging ELD	EL Level 1/2	Designated ELD	Teacher recommendation Score of 3 overall on ELPAC
	Expanding/Bridging ELD	EL Level 3	Designated ELD	Teacher recommendation Score of 4 overall on ELPAC to Reclassify

Course Description

Emerging ELD

This course develops foundational level vocabulary and basic language patterns for newly-arrived students. Core units follow a simple path that builds language, vocabulary, grammar, reading and writing support. This course will be guided by the English Language Development Standards and CCSS Anchor Standards. This course builds on the skills taught and developed throughout Emerging ELD. Content approximates mainstream curriculum, while chunking, visual re-statements, and specialized lesson structure enriches ability and skill.

Bridging/Expanding ELD

This course develops a more academic level vocabulary and basic language patterns for newly-arrived students. Core units are designed to address linguistic supports while bridging and expanding student content knowledge within the language, vocabulary, grammar, reading and writing support. Language, vocabulary, and writing prepare students for mainstream courses. This course will be guided by the English Language Development Standards and CCSS Anchor Standards.

Integrated ELD

Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

The following are descriptions of integrated instructional strategies for all grades, TK–6, and ELP levels. Emerging (1), Expanding (2), Bridging (3)

Strategy	Description	ELP Levels
Picture Retell	Pictures depicting key important events in the story are used as visual cues to retell a familiar story.	1, 2

Activating Prior Knowledge	With a focus on meaning-making, students are prompted to think about what they already know in effort to help them learn something new.	All
T-Graph for Social Skills	Write social skill on T-Graph mind map. Students discuss the definition in teams. Teacher charts teams' responses on mind map at the top of the chart. Teacher introduces "See" column. "What will we see when team demonstrates social skill?" Teams discuss ideas and share out via Numbered Heads as teacher charts responses in positive phrases. Teacher introduces "Hear" column. "What would we say if practicing this social skill?" The steps above are repeated for this column. Teacher provides sketches to provide better comprehension	All
Observation Charts	Create six to eight Observation CHarts by placing four to six pictures on tag board around the room on walls or desks with unlined paper next to each chart. Pictures are authentic and connect with a common theme. Establish and articulate a comprehensible language objective and content objective. Students travel to charts and share orally with partner (observations, predictions, or questions). Students sketch or write ideas discussed on unlined paper. Primary language is encouraged.	All
Pictorial Input Chart Comparative Input Chart	Lightly sketch pictorial and write all facts in pencil (if doing comparative then prep both charts). Bring students up close to chart. Establish and articulate comprehensive language objectives and content objectives. As you say and write in the chart, say, "Say it with me" and have students repeat academic language. Use different colored markers for each category. Define and paraphrase each category and use gestures, paraphrases and define vocabulary as you present. Use 10/2 to allow processing of content	All
10/2	10 minutes of teaching, students process with a partner for 2 minutes. Can process in the primary language even though instruction is in English. It is an opportunity to teach one another and for students to begin to process the new academic language. Use 10/2 before asking students to generate answers.	All
Narrative Input Chart	If your target assessment is narrative writing, this strategy will be essential along with Pictorial and other input strategies. Choose a story that supports content development based on grade level content. Use a pivotal story from the ELA curriculum. Bring students in close proximity to the chart.	All

	Establish and articulate a comprehensible content and language target. Use dramatic storytelling voice and gestures while reading the story (picture on the front, text on the back). Show pictures as you “tell it” while placing on a prepared background.	
Aligning Prompts and Response Frames	When posing a question for discussion and writing, the teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.	1,2
Assigned Roles in Discussion	Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions (Numbered Heads)	All
Cohesion in Text	Students are guided to notice how parts of text are connected using linking words and phrases, and how these words impact tone (e.g. Using words like: however, unfortunately, consequently, one, another, etc., to link sentence or paragraphs)	2,3
Collaborative Retelling	After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.	1,2
Collaborative Summarizing (Buddy Reading)	Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pairs of two, but move to partnerships of 4 for more practice.	2,3
Content Links	Students find connections between familiar vocabulary related to content learning, explaining how their words are connected. (Our words are connected/linked/related because _____.)	2,3
Conversation Moves	In partner and group discussions, students use conversation moves to extend academic talk. “Conversation moves” help students add to or challenge what a partner says, question, clarify, paraphrase, support thinking with examples, synthesize conversation points, etc.	3
Explicitly Teaching	Teachers use a routine for direct instruction of specific words.	All

Academic Vocabulary		
Vocabulary Models (Frayer Model)	Students use a graphic organizer to support understanding of a key word or concept.	All
Inside-Outside Circle or Two Lines	Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.	2,3 (1 with lots of support/frames)
Interactive Read Alouds	Teacher reads text aloud, modeling fluency and expression, inviting students to engage in extended conversations in response to text dependent questions. Teacher uses strategically planned stopping points to highlight vocabulary and prompt student thinking and discussion about text. Students use vocabulary from the text when talking and writing about text collaboratively and independently.	All
Sentence Patterning	Provide practice of academic vocabulary, parts of speech and sentence structures. Create chart with 5 columns (one for each part of speech - adjective, noun, verb, adverb, prepositional phrase. Help students generate words for each column. Teacher adds sketches to some vocabulary to aid comprehension. Teacher models Farmer in the Dell pattern. See example.	2,3
Joint Construction	Teacher works collaboratively with students to scaffold writing before they write independently. Teacher uses students' understanding of narrative stages, specific vocabulary, and grammatical structures while questioning for precision.	All
Process Grid	Students sit in their teams looking at a blank grid on chart paper on the wall. Categories only are pre-written. In a Jeopardy style game, the teacher calls on each team to fill out the grid using previously taught input charts. Team members can assist the student in answering. The student reports both the category and the facts that go in that category. Color code information across rows. Continue with this until all rows are complete.	2,3
Norms for Effectively Contributing to Classroom	Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.	All

Conversations		
Primary Language Support	During integrated ELD, teachers may sometimes offer strategic primary language support for EL students who are newcomers or at the earliest level of Emerging proficiency.	1
Revoicing	Teacher paraphrases student responses as they explain their thinking in effort to validate content learning and encourage the use of precise language.	All
Scaffolding an Outline	Construction of a prewriting outline of an informational report is scaffolded in three stages	2,3
Sentence Frames	In response to a prompt, the teacher offers a sentence frame orally and/or in writing to support expression of student thinking. Frames are adjusted based upon specific grammatical structure, key vocabulary, content learning, and language proficiency level descriptors, etc. Frames are a temporary scaffold that require modification.	All
Showing Not Telling	Students investigate how authors invite readers to make inferences by showing what the character does instead of simply telling how the character is feeling.	3
Story Map	In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.	All
Strategic Partnerships	Teachers deliberately partners specific students for conversations (e.g. Teacher may intentionally place ELs at the Emerging levels with partners who speak the same primary language, so that they may communicate in their primary language as needed).	All
Structured Use of Academic Language	Apply domain specific vocabulary and general Academic vocabulary in open sentence frames to perform functions, like describing or explaining, that target specific grammatical structures.	All
Student-generated Questions	Students use inquiry-posing their own questions and wonderings to guide shared research experiences.	2,3 (1 with a lot of support)

Role-play	Students demonstrate understanding of events or characters through role-play. (e.g. In a choreographed tableau, a group of models or motionless figures represents a scene from a story or from history, slowly transitioning from one scene to another. When tapped on the shoulder, the posing performer addresses the audience to say who they are or what they're doing in the tableau. Speaker returns to pose before the performers morph into the next pose.).	All
Total Physical Response	Students demonstrate understanding through using hand or body motions only.	1
Text Reconstruction	Students listen to a content-rich text, read aloud, take notes, collaborate with a partner and rebuild (as precisely as possible) the original text.	3
Think-Pair-Share	Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.	All
Chants, Raps, Poems	Create a chant/poem on a chart, which is embedded with academic language, grade level standards and content. Find real pictures which will help comprehension of challenging words. Chant/sing whole class, modeling tune, pattern and intentional gestures with the whole group.	All
Word Banks	Students identify and describe authors' language choices to increase their own repertoires for using words; new words are charted for reference and use.	All
Word lists	Brainstorm a list of words students would want to use to describe something. Use these words to create a word list. These word lists will be used to construct a descriptive paragraph about a given topic.	All

Links to resources from the California Department of Education (CDE):

CA ELA/ELD Framework (2015): <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

ELA/ELD Framework Snapshots and Vignettes Chart: <http://www.cde.ca.gov/ci/rl/cf/elaeldvignapsnapshots.asp>

Snapshot Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none>

Vignette Collection:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode>

Differentiated instruction

Differentiation occurs through:

- Content — the information and skills that students need to learn
- Process — how students make sense of the content being taught
- Product — how students demonstrate what they have learned
- Affect — the feelings and attitudes that affect students' learning

There are curriculum-related factors that need to be taken into consideration and are based on student need in three areas:

- Readiness — students' preparation for learning specific information or skills
- Interest — what appeals to students and thus motivates them to learn
- Learning Profile — how students approach the task of learning

Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Our district uses the following assessments to monitor progress as well as adjust instruction.

- Local Assessments for Reading and Math
- Benchmark ELD assessments
- Classroom based formative assessments
- End of unit/chapter assessments
- Observations

Teachers differentiate instruction for ELs by:

- Getting to know as much as possible about each student — ELs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.
- Having high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.
- Working collaboratively with grade level and/or department teams to plan differentiation.
- Having a variety of research-based instructional strategies at hand.
- Using ongoing assessment to guide instruction.
- Providing multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
- Differentiating homework/at home learning.
- Using flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.
- Making content comprehensible for all students (Echevarria, Vogt, & Short, 2008) — Providing ELs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified

text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

Per Education Code 311, parents may request a Parental Exception Waiver to change the student's placement from the structured/sheltered English immersion program. The parents will meet with the school principal to discuss the the pros and cons of this decision. The parents must request that this waiver be reconsidered annually, each school year.

Staffing

Bellevue Union School District recruits, hires, and retains teachers who hold appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CTC). The California Education Code (EC) requires individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. The pertinent statutes include: *EC* Section 44001, *EC* Section 44830(a), *EC* Section 44831, and particularly *EC* Section 44253.1, which reads:

“. . . For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages . . .”

The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs. All staff members working with English learners will continue to receive professional development (see list of professional development topics).

Professional Development

Bellevue Union School District will provide professional development of sufficient intensity and duration for all staff to improve instruction for English learners and all students. Trainings will be ongoing at the district and site levels. Information regarding conferences and out-of-district trainings will also be available.

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 3

FAMILY AND COMMUNITY ENGAGEMENT

Parents and families are an integral part of the educational partnership that includes students, staff, and community members. Bellevue Union values and strives to build strong family, community, and school partnerships.

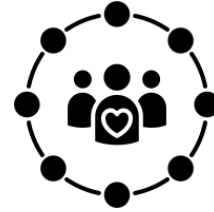
It is important that parents of English learners stay informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and

help parents clearly understand the educational program options and opportunities for our students. 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 & community activities available in the Bellevue Union School District:

- Parent Committees

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- School Site Council (SSC)
- PTA/PTO/Booster Clubs
- Other councils or committees (e.g., COVID-19 Reopening Committee)



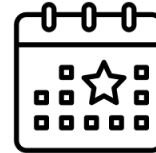
- Parent Education

- District & School Parent Meetings (in-person or virtual)
- Family Literacy Programs & Literacy Events
- Partnership with Santa Rosa Junior College's Adult Education Courses
- Recordings, webinars, and conferences



- School, District, & Community Events

- Back-to-School, Carnivals, Open House & Family Nights
- Parent/Teacher Conferences & site or district meetings
- Awards, Celebrations & Holiday Events
- Sports, Games & Competitions
- City Festivals & Community Activities



- Community, School, and/or Classroom Volunteer

- Contact site principal or teacher for volunteer opportunities

Principal	<ul style="list-style-type: none"> ● Facilitates site English Learner Advisory Committee (ELAC) ● Attends District English Learner Advisory Committee (DELAC) meetings as guests ● Communicates with parents and families on a regular basis (providing translated information and documentation as needed) ● Provides opportunities for parent education and involvement
Educational Services Department	<ul style="list-style-type: none"> ● Oversees parent committee procedures for ELAC & DELAC ● Facilitates DELAC meetings ● Provides parent education support to site leadership ● Provides assistance & support regarding parent notification, translation, implementation of ELAC/DELAC, and parent education
Parents/Guardians	<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 sign paperwork

Parents are an integral part of the educational partnership that includes students, staff, and community members. Parents of English learners must be well informed of all site and district activities, procedures, and policies that directly impact their children. It is a joint responsibility of both the school and district to educate and help parents clearly understand the educational program options and opportunities for their children. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

- 1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:
 - (a) Parent members are elected by parents or guardians of ELs.
 - (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
 - (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
 - (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
 - (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
 - (California Education Code [EC] sections 52176[b], 62002.5; Title 5, California Code of Regulations [5 CCR] Section 11308)
- 1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. (EC Section 52176[b]; 5 CCR Section 11308[d])

- 1.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

2.0 Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (*EC* sections 52176[a], 62002.5; 5 CCR Section 11308)

2.1 The DELAC shall advise the school district governing board on all of the following tasks:

(a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.

(b) Conducting of an LEA-wide needs assessment on a school-by-school basis.

(c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.

(d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.

(e) Review and comment on the LEA's reclassification procedures.

(f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)

(g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)

2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])

2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[c])

BELLEVUE UNION SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS

CHAPTER 4

MONITORING, EVALUATION AND ACCOUNTABILITY

Program Evaluation

Principal	<ul style="list-style-type: none"> ● Oversees program evaluation procedures at school sites ● Collects data & submits required paperwork to Education Services Department ● Includes relevant EL Data and Program Evaluation in SPSA
Site TOSA	<ul style="list-style-type: none"> ● Assists with the program evaluation process at school site ● Oversees collection of data
Education Services Department	<ul style="list-style-type: none"> ● Coordinates EL program evaluation procedures at district level ● Coordinates the development of the Title III plan and assures its implementation ● Provides assistance and support regarding assessment and evaluation data ● Monitors English Language Acquisition reporting and data

On-going Monitoring of English Learners:

Districts are expected to evaluate, refine, and continuously improve instructional programs and services ensuring all students, especially English learners, are able to develop academic content knowledge, discipline-specific practices, and academic language proficiency.

All English learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers and are used to monitor the academic achievement and growth of our students, specifically English learners and immigrant students:

- CALPADS
- TOMS
- Dataquest
- Student Information System (AERIES)
- Ellevation

Bellevue Union School District will continue to monitor student enrollment, attendance, academic progress, and parent/community surveys to adjust instruction and provide additional services to ELs in grades TK-6 as needed. Actions to identify and overcome instructional barriers must be taken to ensure student success and access to the full curriculum. The EL Services department analyzes district wide trends and prioritizes tasks needed to improve systems and supports for sites and students.

Review includes analysis of ELPAC, CAASPP, and the local reading measure (STAR Renaissance Literacy Assessment). Students meeting the reclassification criteria for ELPAC and basic skills will be considered for reclassification in the current school year.

English learners with disabilities may be reclassified using the alternate reclassification process. The site TOSA will initiate the data review process with the case manager and site administration. The school psychologist will be consulted as needed throughout the process.

Annual ELPAC & RFEP goals for ELs in Dual Language and SEI programs

EL Proficiency Levels	Emerging	<i>Low to Mid Expanding</i>	<i>Mid to Upper Expanding</i>	<i>Low to Mid Bridging</i>	<i>Mid to Upper Bridging</i>	Lifelong Language Learning
Initial ELPAC Scores	Level 1	Level 2		Level 3		*Overall ELPAC RFEP requirement: Level 4
Summative ELPAC Scores	Level 1	Level 2	Level 3		Level 4*	
ELs in Dual Language Program (ALT)	Kindergarten & 1st Grade 90/10	2nd Grade 80/20	3rd Grade 70/30	4th Grade 60/40	5th Grade* 50/50	6th Grade 50/50

ELD Evaluation

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. BUSD will use the templates provided by Federal Program Monitoring such as their ELD Evaluation template.

Title III Evaluation Report

BUSD will evaluate all services and programs funded by Title III to determine the effectiveness of those activities. BUSD will provide a “Title III Evaluation Report” that will include the following analysis. BUSD will use the templates provided by Federal Program Monitoring as their Title III Evaluation template.

- A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- The number and percentage of ELs reclassified each school year;
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- Analytical findings on the effectiveness of Title III-funded services and programs.

Sites must also include the EL program in the development of the School Plan for Student Achievement (SPSA) using a comprehensive needs assessment that includes an analysis of academic performance and language development data to determine EL student and program needs.

[Click here](#) or visit <https://www.busd.org/Page/57> to read each school site's SPSAs.

Budget Practices

The District and its departments and sites must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula (LCFF). With Title III, funds must be spent to supplement, not supplant.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELs at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, if a site's supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs.

TITLE III FUNDING, PROGRAMS, AND ACTIVITIES

Bellevue Union School District will annually update an LCAP Addendum and Title III plan to monitor the use of federal Title III funds. Title III funds must be used to provide ELs with supplemental services and materials that are not already covered by general funds.

General funds must be used to secure services, programs, and access to the standard instructional program for English learners. Districts must use Title III funds to supplement, not supplant federal, state, and local public funds.

Bellevue Union School District must use supplemental Title III funds to increase English language proficiency and academic achievement of ELs and immigrant children and youth by providing:

- effective educational programs that support language development beyond core instruction and services
- increase academic achievement of ELs and immigrant children and youth
- Provide effective EL-related professional learning above and beyond basic ELD training.
- Activities & strategies that enhance educational programs for ELs which include parent, family, & community engagement.

Title III-funded professional development must be designed to improve the instruction and assessment of English learners. In-person and/or virtual training should be provided to a variety of stakeholders who work with English learners, including teachers, coaches, administrators, community stakeholders, and other personnel.

7.0 General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

(EC sections 300, 305[a])

7.1 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

(20 U.S.C. Section 6825[g])

7.2 The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 – 200.405)

7.3 Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year.

(20 U.S.C. Section 6825[b])

4.1 The LEA or consortium receiving Title III funds must use these supplemental funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth. Each LEA must use Title III funds to:

- (a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
 - i. ELP; and
 - ii. Student academic achievement; (20 U.S.C. Section 6825[c][1][A–B])
- (b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - i. Designed to improve the instruction and assessment of ELs;
 - ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - iii. Effective in increasing children’s ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A–D])
- (c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
 - i. Shall include parent, family, and community engagement activities; and

- ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. Section 6825[c][3][A–B])

4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

- (d) Upgrading effective EL instructional strategies; (20 U.S.C. Section 6825[d][1])
- (e) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])
- (f) Providing to ELs:
 - i. Tutorials and academic or career and technical education; and
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. Section 6825[d][3])
- (g) Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])
- (h) Improving the ELP and academic achievement of ELs; (20 U.S.C. Section 6825[d][5])
- (i) Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs; and
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. Section 6825[d][6][A–B])
- (j) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials;
 - ii. Access to, and participation in, electronic networks for materials, training, and communication;
 - iii. Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A–C])
- (k) Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8])
- (l) Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9])

Immigrant Services and Support

Immigrant children and youth are individuals who are aged 3 through 21, were not born in an U.S. State, and have not attended one or more schools in any one or more states for more than three full years.

Title III Immigrant funds are earmarked to provide instructional opportunities for immigrant children and youth, which may include:

1. Family literacy, parent and family outreach, and training activities for parents and families;
2. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
4. Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
5. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
6. Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services;
8. Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart; and
9. LEAs are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration costs.

Sites will review their list of immigrant students on an ongoing basis so they know which families they need to prioritize for services and support. Bellevue Union School District is also partnering with other community organizations to offer additional support and services for our immigrant families.

4.3 Immigrant children and youth means individuals who:

- (a) Are aged 3 through 21;
- (b) Were not born in any U.S. State; and
- (c) Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011[5])

These students are identified through the registration process and marked in our student information system as immigrant students.

4.4 Each LEA receiving Title III Immigrant funds must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- (d) Family literacy, parent and family outreach, and training activities for parents and families;
- (e) Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;
- (f) Provision of tutorials, mentoring, and academic or career counseling;
- (g) Identification, development, and acquisition of curricular materials, educational software, and technologies;
- (h) Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;
- (i) Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and
- (j) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

(20 U.S.C. Section 6825[e][1][A–G])