

# English Learner Master Plan



Santa Clara Unified School District  
April 2021

# English Learner Master Plan



The process to develop the new SCUSD EL Master Plan started under guidance of the district administration in 2019 with the assistance of an external consultant. During the first part of the project a design team comprised of diverse staff was convened, charged with the project, and engaged in critical conversations about existing practices in the context of ELs in the district.

Despite the limitations caused by the COVID-19 pandemic, the project facilitators expanded the design team and met with district leaders, educators, and community leaders to collect more input into the specific sections of the plan (needs analysis, proposed solutions), leading to the present EL Master Plan. The SCUSD community remains grateful for their work, vision, and leadership.

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# Executive Summary

The 2021 Santa Clara Unified School District English Learner Master Plan (“Plan”) is the product of two years of purposeful work to develop a guidance document that can communicate meaningfully to all community members how the district promotes English Learner success. The Plan details all the services and supports provided to English Learners and their families, from the moment they enter the district to when they no longer need those supports to be successful in a classroom alongside other English-speaking peers, to the follow-up checks that are made to ensure that their performance remains successful. Any educator or community member can turn to the Plan for answers and detailed explanations about the services that English Learners receive while enrolled in our schools.

The Plan fulfills two key functions for our district and community:

1. It shows how we are meeting the requirements of existing federal and state English Learner policies, including the California English Learner Roadmap and Federal Title III accountability;
2. It shows how the services that we provide to support our English Learners' academic progress and well being are aligned to the values and expectations in SCUSD's Vision 2035, and describes actions, programs, and structures that ensure that our English Learner students will embody that vision of excellence.

As such, the Plan defines a roadmap to go beyond compliance and to provide our English Learners and their families with the equitable support that they deserve and need for success.

The Plan provides an essential update to the previous EL Master Plan, as our district has evolved in its capacity to serve English Learners and the California legal framework has recently changed. The necessary changes and updates are the result of thoughtful collaboration and insightful input from parents, students, and staff. The Plan also celebrates our diverse community of 50 languages, cultures and heritages as an asset to the learning of students from all backgrounds.

The Plan comprises six chapters, carefully structured to ensure that each chapter is accessible to our community members.

- **Chapter 1: A Community Where English Learners Can Thrive** is an introduction to the document, defines the context and purpose of the Plan, and shows its alignment with Vision 2035. Readers may expect to find answers to questions related to the document's guiding principles, its relation to other policies, and the organization of the Plan itself.

# Executive Summary *(continued)*

- **Chapter 2: Identification, Placement, and Success** describes how students are identified as English Learners when they enroll in the district and how this is communicated to their families, together with the variety of options available to them. It also details how students exit the English Learner category through the reclassification process, and how the district ensures that reclassified students do not fall behind in the future through ongoing monitoring. Lastly, this chapter describes how the district honors accomplished multilingualism upon graduation through the California State Seal of Biliteracy.
- **Chapter 3: English Learner Pathways and Services** describes programs and services to support individual English Learner needs at the elementary and secondary level, leading up to reclassification and graduation. These options are made available to parents/guardians when they are notified that their child has been classified as an English Learner. Other services described include support for English Learners who are struggling academically, students who are recent arrivals to the country (“newcomers”), or students who are not progressing appropriately to exit the English Learner category (“Long-term English Learners”).
- **Chapter 4: Staffing, Professional Learning, and Leadership** describes the roles of staff supporting English Learners in different capacities (from teachers to interpreters to special educators) and their qualifications to serve in those positions. This chapter also describes how these professionals continue learning and expanding their professional skills to improve English Learner outcomes.
- **Chapter 5: Community Engagement and Leadership** states a firm commitment to the active engagement of parents/caregivers in their student’s learning, outlines the various forms of parent/caregiver communication, and describes how the district functions as a critical partner in the success of students. The chapter also details the composition and functioning of the English Learner Advisory Committees (ELACs) and the District English Learner Advisory Committee (DELAC), which are mandated committees vital to community representation and the accountability of English Learner services.
- **Chapter 6: Monitoring, Accountability, and Transformation** presents the process that the district uses to ensure that services to English Learners are provided effectively and that the Plan is updated regularly in its role as a guidance document. This chapter describes how the district will ensure that the services for English Learners and Vision 2035 are aligned, leading to the transformation of our district and ever-higher levels of success for our English Learners.



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# **Chapter I**

## **A Community Where English Learners Thrive**

# Chapter I: A Community Where English Learners Thrive



## Guiding Questions

- Why does SCUSD need an EL Master Plan?
- What policies are influencing the process and implementation of this plan?
- What are the values, principles, and aspirations driving this plan?
- How was this plan developed collaboratively?
- What are the parts and functions of this plan?

# Chapter I: A Community Where English Learners Thrive

## 1. Introduction: Our District, Our Community, Our Future

Santa Clara Unified School District (SCUSD) seeks to empower all community members to be part of the construction of our future, and this English Learner (EL) Master Plan represents a strong drive reflecting many voices and lived experiences in this collective endeavor. As we place students first as a guiding principle for our actions, SCUSD embraces the linguistic diversity present in our student body and families. Approximately one quarter of our student population, is at some time, designated as English learners, with thousands of others who have been reclassified or still speak another language at home. The implications are clear and ours to act upon: ***Multilingualism is at the heart of our district and our plans and actions must cherish this treasure, as it opens a pathway to a global future.***





# Chapter I: A Community Where English Learners Thrive

## 2. The SCUSD 2021 EL Master Plan: Connecting with Our Multilingual Moment in California

Santa Clara is at the heart of a thriving California, a reference point for technological, cultural, and societal transformation in the United States and around the world. Policies in California reflect the trends of public sentiment, capture vividly the transformations of our multicultural global community, and often influence other states across the country. The past decade, starting with the inception of the State Seal of Biliteracy in 2011, has seen the unfolding of new sensitivities and appreciation for the linguistic tapestry of our communities. While SCUSD has long appreciated the diversity in its classrooms, now is the moment to update local policy about language and English Learners (ELs) to embrace a spirit of change, excellence, and inclusivity.

### 2.1. Proposition 58: Changing Gears

In November 2016, 74 percent of the California electorate passed Proposition 58 which redefined the educational approach to our state's growing multilingualism. Its language recognizes the diverse linguistic landscape for communities, captures the desire for a multilingual future, and acknowledges the economic and social potential of a system that benefits from both developing a strong English proficiency alongside the global reach of other languages. SCUSD response to this call and embrace of multilingualism is contained in this EL Master Plan.

### 2.2. The English Learner Roadmap: Redefining the State System

Approved unanimously by the State Board of Education in 2017, the California EL Roadmap further articulates the mindset shifts contained in Proposition 58 and defines the approach to EL success from a micro to a macro scale. The EL Roadmap is concerned with a variety of factors that range from what happens in the classroom to the leadership structures that promote systemic sustainability. Such aspiration for the fulfillment of English Learner educational rights is captured in four principles referenced throughout this EL Master Plan:

**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

# Chapter I: A Community Where English Learners Thrive

## 2. The SCUSD 2021 EL Master Plan: Connecting with Our Multilingual Moment in California (continued)

### 2.3. Our Turn: Undertaking the new EL Master Plan in SCUSD

The 2021 SCUSD EL Master Plan serves multiple functions in compliance with current law and beyond, by establishing a connection between the district's Vision 2035 and its mission, and the diverse linguistic, instructional, and social emotional needs of ELs as a distinct subpopulation within its body of students. SCUSD 2021 EL Master Plan is called to promote substantial changes in the district's overall approach to equity and EL students. The EL Master Plan will lead to a deeper impact in the lives of ELs and their families by raising the bar with regards to expectations and educational affordances for ELs in SCUSD; a heightened degree of monitoring and accountability by setting standards of performance and identifying responsibilities associated to specific roles; an increased systemic integration by promoting communication among educators and community stakeholders; and last, but not least, increasing the venues for cross-cultural communication and understanding, leading to a higher degree of empowerment among all community members to advocate and influence the collective course of action in the district.

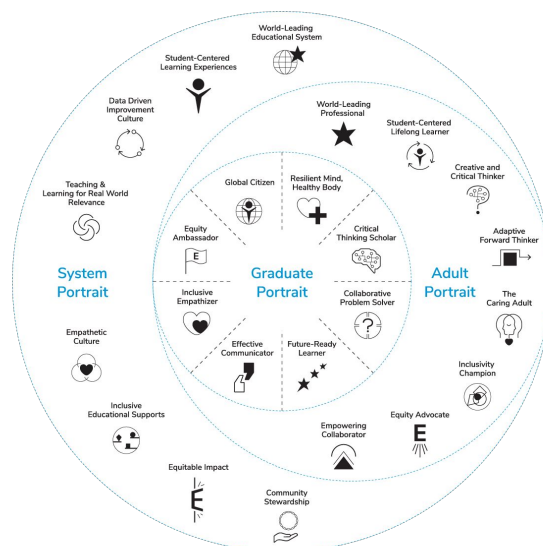


# Chapter I: A Community Where English Learners Thrive

## 3. Vision 2035: One Vision, Many Cultures and Languages

During the academic year 2019-2020, SCUSD embarked on the design of Vision 2035, setting off the process for a cyclical, intentional transformation of the district. With more than 1,800 participants and work time in excess of 6000 hours, a collective desire for educational excellence came to fruition in the outline of a set of core values and three portraits: a Graduate Portrait, an Adult Portrait, and a Systems Portrait. This EL Master Plan serves as the necessary connection between those aspirations and their realization in the lives, experiences, and learning of ELs and their families in SCUSD.

When SCUSD commits to **students first**, it is placing ELs, their assets and needs front and center. **Excellence through continuous improvement** implies that all educators in the district will **collaborate with families of ELs and a multilingual community** in the process of systemic refinement. **Integrity and ethical stewardship** call for the assumption of responsibilities and a collective and individual accountability for behavior and actions as they impact ELs. **Equity and social justice** lead the implementers of the plan to consider the societal context and the historical burdens placed on ELs. **Empathy and respect** speak to a shared appreciation for our collective humanity and goodwill. When thinking about being systems and individuals that are **World-leading and future ready**, this plan speaks to being open and critical in a future both predictable and unpredictable, the nourishing of complex identities in an increasingly multicultural society, and the cultivation of hope for a democratic world.



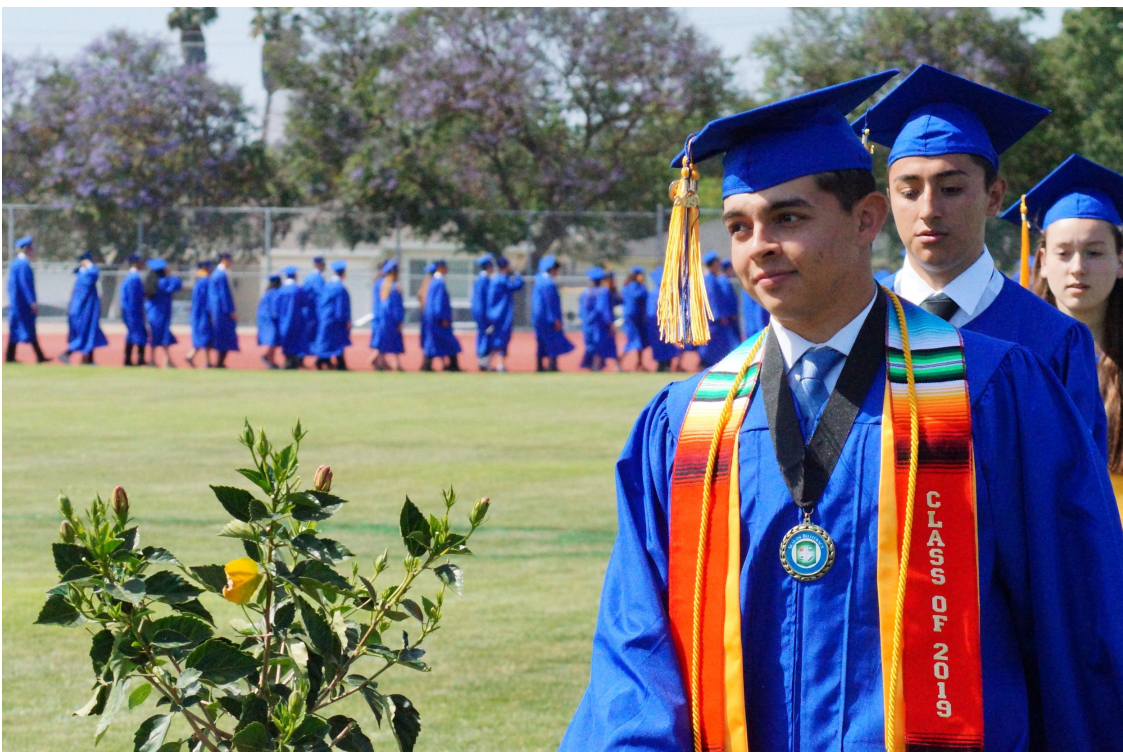


# Chapter I: A Community Where English Learners Thrive

## 3. Vision 2035: One Vision, Many Cultures and Languages (continued)

### 3.1. A Graduate Portrait for ELs

SCUSD will promote the conditions for EL's to reclassify and graduate as **effective communicators** by enabling them to harness and appreciate the assets of their communicative skills in English as they acquire language and in their primary language. The multicultural skills and values of SCUSD ELs will be supported so that they turn into tools for collective understanding, thus empowering ELs as **inclusive empathizers**. The added emphasis on communicative processes that is to connect all EL experiences in SCUSD will prepare them to be **critical thinking scholars** who analyze the communicative/linguistic dimension of each learning experience. By emphasizing language and language learning as a collective process, learning experiences at SCUSD provide EL's with a wealth of opportunities to collaborate, thus ingraining in them the trait of being **collaborative problem solvers**. With a decidedly multilingual future ahead of us, SCUSD's empowerment of ELs' linguistic identities prepares them to be **future ready as lifelong learners**, and **global citizens** in a multilingual world where they can exercise their skills as **ambassadors of equity and social justice**.



# Chapter I: A Community Where English Learners Thrive

## 3. Vision 2035: One Vision, Many Cultures and Languages (continued)

### 3.2. An Adult Portrait for Educators of ELs

SCUSD educators and personnel are **student-centered professionals** in the service of ELs and support them with multicultural and multilingual sensitivity. In a context with shifting and diversifying student populations, these professionals embrace the principles of **lifelong learning**. They appreciate that EL instruction is a matter of **equity** and educational access rooted in our higher laws, so they seek every opportunity to **champion inclusivity** for all students. SCUSD educators are **caring** adults, and they thrive in a context of **empowering collaboration** to create successful pathways for EL's. In overcoming the structural and historical barriers between EL's and their complete success they are **adaptive forward-thinking** leaders and set an example as **world leading professionals** for other educators in California, the US, and democratic educational systems around the world.

### 3.3. A System Portrait in Service of ELs

SCUSD exists with a vocation to provide **community stewardship** to the Santa Clara community by guiding the learning of its future leaders. All actions as educators and leaders of change are **centered around the learning of all students**, and the learning of ELs in particular. Our organization sets the pace as a **world leading educational system** by constantly nourishing it **data-driven culture** that makes decisions about ELs based on empirical and contrasted evidence. We also lead in the world as an educational organization because our experiences are **relevant to the world** as it unfolds, and our instruction includes the cultural and biographical experiences of EL's as living curriculum that benefits the entire community. Our learning focuses on the **well-being of students** and promotes an **empathetic culture** that embraces multiple languages, and operates to have an **equitable impact** on the present and future lives of ELs, before and after reclassification and graduation.

# Chapter I: A Community Where English Learners Thrive

## 4. Our Starting Point: Student, Adult, and System Assets and Aspirations

The community at SCUSD offers a tremendous wealth of opportunities to establish a foundation for linguistic, academic, and personal growth. SCUSD's EL student cultures hail from all over the world and bring with them all the culture and wisdom accumulated over generations. Our community celebrates more than 50 different languages at any given time in our classrooms contributing a tapestry of worldviews, and collectively creating learning experiences of powerful contrasts and perspectives. Whether born in the US or abroad, our ELs are also learning about leadership, creativity, and critical thinking in the tremendously dynamic context of innovation in Silicon Valley. Past, present, and future go hand-in-hand in our everyday classroom experiences thanks to our students.

SCUSD's educators are empathetic and caring, lifelong learners, and focused around the whole child, and there are processes in place to make sure that the new generations of educators in our classrooms expand further their connection with our community. In SCUSD, all employees fulfill an educating function and are at the service of ELs. Together, they define SCUSD as a system with strong resources that values creativity and regeneration.

Formalizing Vision 2035 is in itself a testimony to the open-mindedness and critical spirit of our organization in acknowledging that there is no time to waste in securing the educational rights of all students, and ELs in particular. Our district is attuned to our community's desire for equitable education and the increased richness of educational opportunities, so programs that leverage students' diverse skills have already been developed. Guided by strong leadership and shared communitarian responsibility, SCUSD sets out to reduce the disparities in achievement and opportunities for our students.





# Chapter I: A Community Where English Learners Thrive

## 5. Principled Foundations for the EL Master Plan

The 2021 EL Master Plan process has been developed with keen attention to making sure that it mirrors the same values and aspirations that drive the learning that happens in our schools. The design of the EL Master Plan is in itself an experience of learning for the district, and the communication of the EL Master Plan to the community must be led by what we know to be pedagogically sound. The community stewardship that SCUSD has vowed to pursue requires this commitment to implementing process design and pedagogical principles that stand in conversation with one another.

### 5.1 Design Principles

**Equity oriented:** Participants in the process embraced the “students first” principle and recognized the social justice issues associated with the English Learner category. Many of them themselves identified as language learners. Therefore, process and actions during the design were driven to avoid replication of structural inequities among participants.

**Participatory:** From the onset of the process, the meetings with stakeholders and leaders were driven by a desire to establish plural communication, and to identify the right course of action in the creativity of dialogic processes.

**Representative:** All input gathering and analysis sessions sought to engage a critical mass of stakeholders that were representative of the identities and role groups in the district in order to ensure the legitimacy of the process.

**Grounded:** All processes and discussions were based on the reality of learning and working at in Santa Clara Unified schools, aware of its history, trajectory, assets, and inequities over time.

**Iterative:** Generating the narrative of the EL Master plan was a multistep process based on iterative meetings, which themselves revisited sources of data based on the experience of SCUSD community members.

# Chapter I: A Community Where English Learners Thrive

## 5.0 Principled Foundations for the EL Master Plan (continued)

### 5.2 Pedagogical Principles

**Equity oriented:** The 2021 EL Master Plan as designed and presented to the community is a tool to promote equity among all stakeholders, those who implement it, read it, or whose academic lives are influenced/portrayed by it.

**Relevant:** The Master Plan is driven by a desire of specificity and connection to the context where it is going to be implemented, the Santa Clara Unified School District.

**Action oriented:** Beyond the mere description of existing structures, this document pushes for the creation of new opportunities that increase the equity for ELs in the district, and as such provides indication for the next steps and the stakeholders involved.

**Pedagogical:** This plan seeks to present complex policy concepts and arrangements in terms that are comprehensible to educators and non-educators, without compromising its commitment to advancing organizational culture and equitable outcomes.



# Chapter I: A Community Where English Learners Thrive

## 6. Overview of the SCUSD 2021 EL Master Plan

The logic and design behind the EL Master Plan follows the traditional structure of master plans as a compliance document, but it transcends its boundaries by incorporating ambitious goals of systemic improvement keeping ELs at the center.

Each chapter begins with a set of straightforward questions that the reader may ask and for which answers may be found in the chapter immediately followed by an introduction where an overview is presented, and explicit connections are drawn between the EL roadmap policy and Vision 2035. The sequence of chapters is designed to cover the entire span starting with EL identification to exiting the category and proper monitoring.

- **Chapter 2: Identification, Placement, and Success** details how a student becomes an English learner, what are the options available, how parents/guardians are supported to make choices, how ELs cease to be ELs by reclassifying, the monitoring of the process, and the options for further celebration of multilingualism in the State Seal of Biliteracy.
- **Chapter 3: Pathways and Services** describes the options available to parent/guardians based on the educational profile of English learners, together with the supports and services associated with them.
- **Chapter 4: Staffing, Professional Learning, and Leadership** outlines the professional qualifications of the staff, the experiences of development that will support them as lifelong learners and educators of ELs, and the ways in which they grow as leaders supporting ELs.
- **Chapter 5: Community Engagement and Leadership** emphasizes that the involvement of parents/guardians and the community is critical to the success of ELs through representative committees, and that such committee always begins with a proactive welcoming and empowerment on the part of the district.
- **Chapter 6: Monitoring, Accountability, and Transformation** depicts the multi-level system of accountability for all the actions entailed by the previous chapters, and how that leads to sustainable and equitable transformation in pursuit of the Vision 2035.

The 2021 EL Master Plan is designed to fulfill an informational and guiding function for multiple stakeholders, from state compliance evaluators to parents or guardians that seek to make an informed decision for the years to come. Accordingly, translations can be provided to the languages of student groups reaching the levels required by the state. The reader is advised that this is not the only way in which accessibility is promoted. Upon receipt of this document, our staff will be happy to assist in understanding the components of the plan or guiding you to where more information can be found.



# **Chapter II**

# **Identification, Placement and Success**



# Chapter II: Identification, Placement and Success



## Guiding Questions

- What criteria and/or process determine if a student is an English Learner?
- Under what conditions can a student exit the EL category (that is, reclassify)?
- What are the consequences of the student's language proficiency classification with regards to learning opportunities and supports?
- What are the parent's/guardian's rights with regards to information about language status?
- How are bilingualism and biliteracy recognized and promoted in this district?

# Chapter II: Identification, Placement and Success

## 1. Introduction and Overview: On Track to Realize Vision 2035 from the Start

SCUSD is a learning organization that unequivocally promotes equity and the success of all students, as outlined in Vision 2035. As such, the district determines the needs of the students prior to the delivery of instruction to ensure that students are placed in the most supportive environment to their needs and preferences. At SCUSD, the linguistic needs of English Learners are determined and reevaluated on a regular basis thus ensuring that supports is constantly recalibrated and acceleration leads to reclassification.

The basic components of communication with families of English Learners is also described here as the district provides them with opportunities to express preferences along a student's educational course towards graduation. Last, but not least, this chapter also describes opportunities for the celebration of multilingualism as one of our community's exceptional assets and the recognition of our students' linguistic abilities.

This chapter addresses the California EL Roadmap principles and realizes the aspirations for Vision 2035 in the following ways:

**Principle 1 - Assets-oriented and needs responsive schools:** SCUSD recognizes the student's linguistic wealth as a foundation to become an effective communicator and global citizen, and determines optimal placements for students in pathways that empower and honors those assets.

**Principle 2 - Intellectual quality of instruction:** SCUSD guarantees that ELs are placed on instructional programs that respond to their identified language and academic needs, accelerating their progress toward reclassification and graduation.

**Principle 3 - Systems conditions that support effectiveness:** SCUSD data-driven culture provides the necessary resources and personnel to coordinate data collection, leading to appropriate placements and the rigor of the instructional pathways.

**Principle 4 - Alignment and articulation within and across systems:** SCUSD will ensure that performance data and social emotional information are distributed among educational teams while regularly communicating and engaging with the families of ELs, thus promoting a data driven decision making that focuses on student-centered learning.

# Chapter II: Identification, Placement and Success

## 2. Identification

The allocation of instructional resources across the district and the fulfillment of every student's potential requires that baseline linguistic assets are identified. Accordingly, when appropriate, the district will carry out the number of screening processes to determine where the students' linguistic development threshold is. As they conduct linguistic tests to determine if students pertain to a certain instructional category, SCUSD's educators are mindful about equity and trained the implicit biases that may occur when ascribing labels, as well as the potentially stigmatizing consequences of such labels. Therefore, assessments are carried out with an assets-oriented mindset that values all languages, dialects, and communicative skills as integrated systems of student linguistic creativity and potential, given them a foundation to develop cross-cultural empathy, and become world leaders.

### 2.1. English Learners, Identifiers, and Groups

Throughout this chapter and in this master plan, a set of labels and language descriptors will be used to connect students' needs and the appropriate services that the district provides.

**English Learner (EL)** is a student who is starting or is in the process of developing English proficiency to access content in ways comparable to English only students of the same age and grade. The student has taken the initial ELPAC and the scores indicate the benefits of this classification and the additional educational services associated with it.

**Initially Fluent Proficient English Learner (IFEP)** is a student with a language profile into the languages other than English that has taken the initial ELPAC and scored in a way that no additional supports to access grade level content in English are needed. These students do not receive additional services.

An **English Only Student (EO)** is a student whose Home Language Survey indicates that no language other than English is spoken at home.

**Reclassified Fluent Proficient English Learner (RFEP)** is a former English Learner who has met the academic and language criteria and, as such, is able to function and access content in English at levels comparable to English Only students of the same grade and age.

# Chapter II: Identification, Placement and Success

**Long-Term English Learner (LTEL)** is a student who has remained as an English Learner for six or more years without significant progression.

**At Risk of Becoming Long-Term English Learner** is a student who has been an English Learner for four or more years without significant progression.

**Newcomers** are EL students with little or no English proficiency who have recently arrived in the US. Distinctions within this category will be done upon exhaustive scrutiny of a student's educational trajectory.

- **Early Literacy Newcomers** are recent arrival ELs with limited schooling experiences in their country of origin, or with a substantial mismatch between age/grade and content mastered.
- **Developed Literacy Newcomers** are recent arrival ELs with substantial schooling experiences that can be utilized to accelerate language acquisition and adjustment to grade level standards in the US.

**Dual Identified Students** are students who have been identified as ELs and have also been identified to receive services through an Individual Education Plan(IEP).

## 2.2. Home Language Survey (HLS)

As part of the packet that a parent or guardian completes for enrollment, a Home Language Survey is completed. The purpose of this form is to determine if a student requires English language proficiency assessment and ultimately to provide placement options that satisfy the students' educational needs. This one-time protocol complies with the California education code EC, section 52164.1 (a). The questions contained in the HLS are:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

Parents/guardians must be provided with a clear understanding of the purpose and function of the HLS and about the possibility that the student may be referred for language testing as a result of it. Specifically, the explanation the parents receive takes place during the online enrollment process through the District Enrollment Center, during consultations or orientations offered to parents about EL identification and pathways in the district described in the EL Parent Information Brochure, and in the initial parent/guardian notification letter.



# Chapter II: Identification, Placement and Success

The importance of clear and reassuring communication is paramount: parents/guardians must be aware that this protocol is for educational purposes only.

If the responses to the HLS questions include languages other than English, the student is referred to take the English language proficiency test. Even if the answer to the first three is English and the fourth shows languages other than English, reasonable doubt may exist that calls for the need for testing. In such cases, the site administrator or designee will research the student's home language background, including consultation with the student's parent/guardian. The site English Language Support and Assessment Technician (ELSAT) also reviews the HLS information and compares it with existing records from prior institutions (i.e., cumulative folder) and the information available in the state database (CalPADS).

In the event that a non-English-speaking background is established, or evidence during the early stages of schooling that the student struggles with English communication, the student is assessed for English proficiency using the state-mandated test, currently the English Language Proficiency Assessment for California or ELPAC.

## 2.3. Language Proficiency Assessment and ELPAC

The assessment of English language proficiency upon enrollment is required by state and federal law and parents/guardians cannot waive students who qualify based on the HLS from taking the initial or annual ELPAC assessment. Aligned with the [2012 California English Language Development Standards](#), the English Language Proficiency Assessments for California (ELPAC) is the prescribed assessment instrument to gauge proficiency in the four communicative domains: listening, speaking, reading, and writing. The ELPAC consists of two assessments:

- **Initial assessment**, which is used for initial identification with students who have not been tested for language proficiency before nor have been classified as an EL and have a primary language other than English. It must be administered within 30 calendar days of enrollment at the beginning of the school year and the result is that the student is either classified as an EL or as an IFEP (see description of labels in section, this chapter).

# Chapter II: Identification, Placement and Success

- **Summative assessment**, which is administered annually to measure each EL's language proficiency progress towards reclassification. This test is normally administered between February and May until reclassification is attained.

Students with disabilities in the mild to moderate classification are also assessed with both the initial and summative ELPAC, including all accommodation or accessibility resources needed as determined by local and California Department of Education policies.

Supports and accommodations must be detailed in a student's individualized education plan (IEP) or Section 504 plan. Students who are following an alternate curriculum may require the alternate language proficiency assessment adopted by the district as determined by local policy and their IEPs, especially for those students with disabilities in the moderate to severe classification.

In certain circumstances it is also necessary to gauge a student's primary language proficiency using available tools such as the LAS (Language Assessment Scales). This is also the case of determining access to the bilingual pathway or the dual language immersion pathway, as well as for some students with exceptional educational needs without English proficiency and whose skills and performance need to be measured at the request of an IEP team or teacher.

## 2.4. Parental Notification

Current federal law Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires that parents/guardians of students who are initially identified as English Language Learners receive a notification within 30 days after the beginning of the school year or, if the school year has already started, within two weeks of program placement. Such communication will occur in a language that is understandable to the family's home language.

All parents of new EL students registering in the district will be offered an orientation about EL services and availability of language programs as dictated by California Proposition 58 implementation guidelines. Parents will be made aware of the existence of this EL Master Plan, which is made available to them upon request. In this regard, SCUSD will fulfill the obligation of providing documents in non-English languages spoken by 15% or more of the student population based on the preceding year census data submitted to the Department of Education (California EC 48985).

# Chapter II: Identification, Placement and Success

## 3. Placement

### 3.1. The Pathways: Making Informed Decisions

As new students are registered in the district, and prior to the beginning of the school year, the district will provide family orientations during which the available EL pathways are explained. Translation/ interpretation is to be provided as needed to ensure meaningful decision-making.

At any point, an EL parent/guardian may opt out of services provided in relation to this classification. Hence, it is extremely important the parents are aware of the repercussions and implications of making classification decisions. In any case, the EL classification remains and students receive integrated and designated ELD (chapter 3) and are tested yearly with ELPAC (section 2.3, this chapter).

**a. Structured English Immersion (SEI) - Mainstream (elementary/secondary)**

Identified English learners will be placed in this pathway unless they opt/qualify for any of the pathways below.

**b. Transitional Bilingual Pathway (elementary)**

Parents and guardians of ELs whose dominant language is Spanish may apply to the transitional bilingual pathway.

**c. Dual Language Immersion Pathway (elementary)**

Parents and guardians of ELs whose dominant language is Spanish or who have a certain degree of English-Spanish bilingualism may apply to the DLI pathway. Given the structure of this program (see Chapter 3), procedures including lottery and primary and target language screening will be in place to ensure equitable access to the pathway and keep a balanced proportion of English dominant, Spanish dominant, and bilingual students.

**d. Newcomer pathways (elementary and secondary)**

Students identified as English learners who are recent arrivals to the country (one year or less) will enter these pathways. Specific screening will take place to determine prior schooling experiences and the personal experiences that may bear an impact on the student's social emotional well-being.

# Chapter II: Identification, Placement and Success

## **e. Long-term English Learner (LTEL) Pathway (secondary)**

Students who have been classified English Learners for four or more years without progress (students at risk of becoming LTELs and LTELs) will enter this pathway starting in middle school. As described in chapter 3, section, the components and supports aligned under this pathway aim at accelerated language development resulting in reclassification.

## **f. Dual Identified EL Pathway (elementary and secondary)**

If a student is both classified as a student with exceptional needs and as an English Learner (“dual identified”), the student will be placed in this pathway the specifications of which will depend on the student’s individualized education plan.

All pathways allow for the success of EL students in terms of reclassification, graduation, and social emotional well-being, and the realization of SCUSD’s Vision 2035 graduate portrait. ELs in high school also experience the pressure for graduation and the desire to meet requirements and open up possibilities after graduation. In this regard, ELs that have not been continuously enrolled in a US school since kindergarten may remain in high school until requirements are met or until they turn 21 years of age. *(CA Ed Code 46300.1)*

## **3.2. Articulating Educational Stages**

The EL services provided at SCUSD are expected to be individualized and target the language and social emotional needs of students at every point in their progression. In the context of SCUSD’s data-driven culture, specific protocols are in place to ensure that the transitions from elementary to middle school and from middle school to high school are appropriate and effective for the personal and academic development of ELs.

Data is discussed by a transitional team to reevaluate any EL student’s participation or exiting from a program. The pathway options and this EL Master Plan are revisited with parents/guardians at the beginning of each educational stage, including the specific plan and timeline to achieve reclassification and/or graduation as appropriate. As in the initial parent notification, the information must be comprehensive and conveyed in a language comprehensible to the parent/guardian.



# Chapter II: Identification, Placement and Success

## 4. Accessing Targeted Support

All EL families and especially those of ELs who are struggling in their progress toward the stated goals of reclassification, graduation, or social emotional well-being will be proactively made aware of the options and opportunities that are available to extend or remediate a student's educational trajectory. Parents/guardians of ELs are actively involved in the proceedings of any Student Study Team (SST) or similarly conceived initiative to address academic or social emotional challenges.

When considering interventions, parents/guardians of ELs will be communicated about any alteration in a student's regular learning schedule such as pull-out or push-in intervention, or any such arrangements conducted by the classroom teacher or other support personnel. Parents/guardians of ELs will be notified of extracurricular opportunities and interventions taking place outside the regular school schedule/calendar such as extended learning academies or summer school. At any time, parents/guardians of ELs will have the opportunity of requesting additional academic, language, and social emotional supports based on need and the district will explore all options to provide such supports diligently and equitably.

## 5. Accessing Distance Learning

When circumstances require that instruction for English Learners is conducted remotely, the district will proactively execute the plan to contact the EL families and support their access to online instruction as described in chapter 3. Such support may include the provision of hardware, software, and any other device that may be needed for the meaningful engagement of ELs in the remote learning experiences. Instructions to access any learning platforms or troubleshooting support for software or hardware will be provided in a language comprehensible to the EL parents. Available resources in our district are: language interpretation by phone service (Language Line), Bilingual English Learners Support and Assessment Technicians (ELSATs), Bilingual Liaisons at the Family Resource Center and District Interpreters/Translators. Accessible guidelines and training materials will be created and parent training workshops may be offered.

# Chapter II: Identification, Placement and Success

## 6. Accomplishing Success: Reclassification

When an EL student can perform academically at grade level and access content in English as other same cohort English-speaking students, such EL student is reclassified. This is the culmination and expectation for the educational trajectory of any EL student in the district, and it is a reason for celebration for the family and the entire educational community.

### 6.1. Reclassification Criteria

Following the California Education Code and the recommendations of the California Department of Education and the state Board of Education, there are four general criteria for reclassification:

1. Assessment of language proficiency (ELPAC or, exceptionally, a test deemed equivalent)
2. Academic proficiency using an empirically valid measure such as the English language arts state test, or comparable measure of demonstrable validity, that establishes that the student can perform on par with a range of English proficient students of the same age.
3. Teacher evaluation, which will follow a rigorous collection of evidence to sustain the resulting determination.
4. Parent/guardian opinion and consultation, which will be documented and conducted in a language understandable to the family

The specific reclassification criteria for SCUSD are revised annually based on the guidelines provided by the California Department of Education. These adopted criteria, assessment instruments, performance levels, and thresholds for reclassification in the district are to be presented to all site English Learner Advisory Committees (ELACs) and presented for consultation to the District English Learner Advisory Committee (DELAC).

# Chapter II: Identification, Placement and Success

## 6.2. The Reclassification Process

In September-October and January-February of each academic year, the Data, Assessment & Accountability department will collect the information pertaining to criteria 1 and 2. The list of ELs meeting these criteria will be sent to school sites where administrators will be in charge of collecting the teacher evaluation using the SCUSD teacher evaluation protocol. When the teacher recommends reclassification, the site administrators will then proceed to contact parents/guardians to consult with them. Parents/guardians will be at this time explained the meaning of the EL classification and the implications of being reclassified in a language that is accessible to them. Parents/guardians will be made aware of the four-year post-reclassification monitoring window. If parents/guardians disagree with any determination, they may express their disagreement in writing to the site administrators. Site administrators and the Data, Assessment & Accountability department will then follow up for further parent/guardian consultation.

## 6.3. Reclassification for Dual Identified Students

Dual identified students can also reclassify when they meet the expectations for language proficiency deemed appropriate in their IEP. The IEP team will determine how the four guidelines having met and if any other requirements may be expected. An alternative ELPAC can be used in the reclassification process. Moderate-Severe Reclassification criteria are specific and developed in conjunction with the Special Education Department. The IEP team will make the final recommendation for such Dual Identified students.

## 6.4. Ensuring Long-Term Success: Post Reclassification Monitoring

Once a student is reclassified, a period of four years of monitoring opens where the district will ensure that the student is maintaining performance levels comparable to proficient students of the same age. Both school and the district's Data, Assessment & Accountability department will directly and indirectly monitor the RFEP students' trajectory. Should the need arise due to performance concerns with an RFEP student, the school will communicate with the student's family and convene a Student Study Team to determine a course of action. A remedial and support plan (including specific interventions and subsequent follow-up meetings) will be developed, documented, and shared with the family.

# Chapter II: Identification, Placement and Success

## 7. Beyond Success: The Seal of Biliteracy

SCUSD values and celebrates the linguistic wealth of its diverse community, as does the state of California. The State Seal of Biliteracy is an official recognition by the State Superintendent of Public Instruction which is physically displayed as a gold seal affixed to a diploma or transcript. It entered into effect on January 1, 2012, breaking the ground for a trend that has now extended to dozens of states in the US. It marks a milestone in our country's progress towards educating global citizens and recognizing the rich tapestry of heritages that shape it.

The community of SCUSD promotes the Seal of Biliteracy as an important step toward the realization of Vision 2035. The Seal of Biliteracy recognizes the present and future skills of students as effective communicators in a globalized world, ready to solve problems critically in collaboration with members of other cultures. Therefore, SCUSD has developed a secondary pathway (chapter 3, section 4.2 ) that seeks to align the educational experiences needed to obtain the Seal of Biliteracy, making sure that ELs capitalize their linguistic skills by positioning themselves to obtain this recognition.

### 7.1. Future Ready: Graduating with the Seal of Biliteracy

The State Seal of Biliteracy is a recognition for high schoolers who have attained significant proficiency in English and another world language. The school sites' world languages departments, in collaboration with the district's Educational Services staff will lead and collaborate in gathering the information to be submitted to the state for this recognition. An analysis of Seal of Biliteracy recipients will be conducted yearly and reported to the district's DELAC.

The evidence required for English and the world language is as follows:

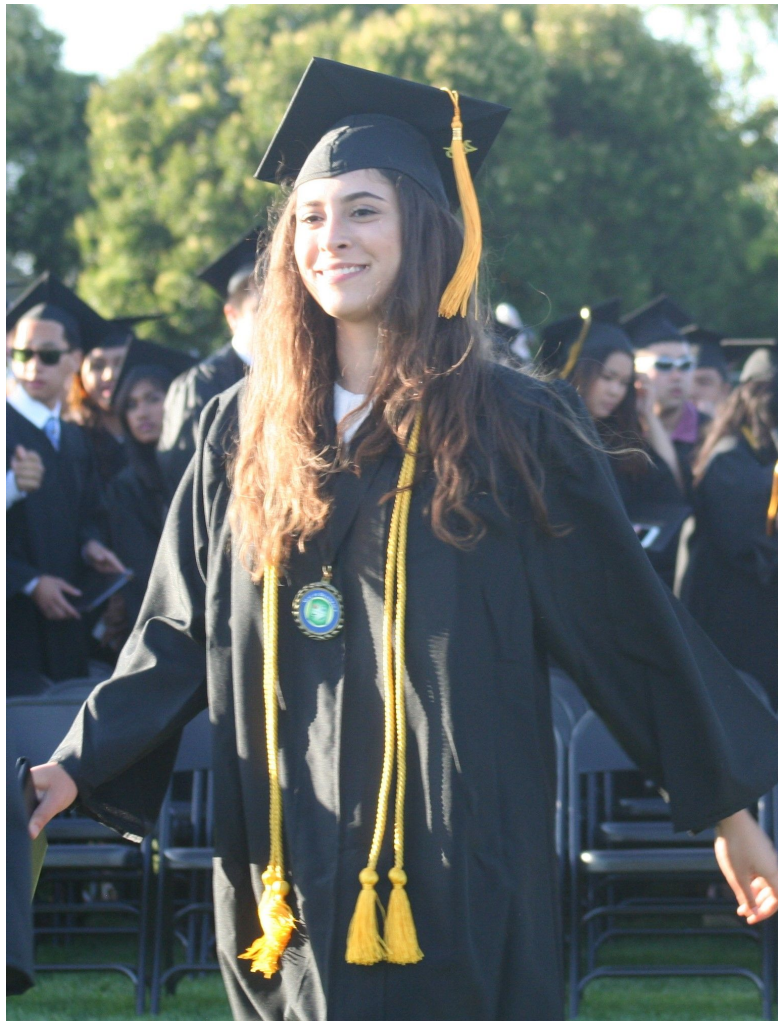
1. English proficiency is demonstrated by the completion of all ELA graduation requirements with a minimum 2.0 grade point average and the passing of the ELA California assessment of student performance and progress (CAASPP).
2. Second language proficiency can be demonstrated by test or coursework:
  - a. the passing of an advance placement test (AP, 3 or above), the international baccalaureate (IB, 4 or above), the SAT II foreign language (600 or above), or the passing of a locally approved test of comparable rigor.
  - b. Satisfactory coursework in the study of a language with a GPA of 3.0 or above and the demonstration of oral proficiency in the language.



# Chapter II: Identification, Placement and Success

## 7.2. One Step at a Time: The Pathways to Biliteracy and Recognition

SCUSD will also promote the celebration of bilingualism and biliteracy in the form of end of year recognition or celebration as students complete milestones in pursuing bilingualism and biliteracy. This recognition is designed locally following the guidelines provided by the National Seal of Biliteracy organization ([sealofbiliteracy.org](http://sealofbiliteracy.org)) and the State of California. The criteria are varied and their attainment levels are flexible so that students regardless of primary language can be stimulated beyond their zone of comfort and grow in their multilingualism. Holistic evidence and the criteria for pathways and assessment will be developed by a district/community committee and revised yearly.





# **Chapter III**

# **English Learner Pathways and Services**

# Chapter III: English Learner Pathways and Services



## Guiding Questions

- What services support the English learners in different stages at Santa Clara Unified School District?
- How are the programs organized to ensure student success and furthering Vision 2035?
- How are the different needs of ELs in the learning continuum met?
- How is language developed to secure meaningful access to the curriculum?
- What practices develop language for academic process in SCUSD?

# Chapter III: English Learner Pathways and Services

## 1. Introduction: Programs that Advance Our 2035 Vision for English Learners

SCUSD assumes a holistic and differentiated approach to language development in all SCUSD classrooms where ELs learn as an inclusive gateway to attain Vision 2035. SCUSD EL programs are part of an integrated system guided by the values of inclusion, equity and community, rooted in student potential, and driven by data and community accountability.

All EL programs in SCUSD seek to boost our students' communication skills and their critical participation in the vast array of learning experiences that our educational community has to offer. First, the opening section explores the Essential Language Foundations (ELF) that all English learners experience at SCUSD irrespective of the programs where they are placed. Second, this chapter goes into detail about the elementary and secondary pathways that ELs may follow and how they meet the students' needs based on their linguistic assets and areas for growth. Though the rigorous experiences and tailored supports offered in SCUSD's programs, students are ready to advance into the future of a globalized world with the communication skills to transform our democratic society.

The integration of programmatic pathways and targeted supports depicts a systemic, comprehensive K-12 approach to EL learning with the overarching goal of attaining reclassification, graduation, and social emotional growth. SCUSD's programs steadfastly support the equity goals and principles of our state's policies for English Learners, as contained in the English Learner Roadmap Policy:

- **Principle 1- Assets-oriented and needs responsive schools:** All pathways build around the experiential and cultural richness that students bring to the classroom, and the different programs prioritize language and social emotional supports. Such assets are integral ingredients in the cultivation of critical thinking, effective communication, and resiliency in our students.



# Chapter III: English Learner Pathways and Services

## 1. Introduction: Programs that Advance Our 2035 Vision for English Learners *(continued)*

- **Principle 2 - Intellectual quality of instruction:** With reclassification and graduation front and center, the pathways are constantly monitored and refined to ensure that the instruction addresses grade level standards and that all students are receiving instruction that is developmentally appropriate. The pathways maximize opportunities to accelerate language acquisition and open opportunities to ever-increasingly rigorous experiences in line with the demands of our global society.
- **Principle 3 - Systems conditions that support effectiveness:** Programs are conceptually and practically designed as pathways, thus allowing the deployment of resources and the provision of supports were needed along identifiable student trajectories. Centered around students, SCUSD's pathways bank on systemic integrity and educator growth as described in this chapter, and elsewhere in the EL Master Plan.
- **Principle 4 - Alignment and articulation within and across systems:** Coherence between educational stages and transition between programs are a design trait and foundation for the pathway model. This chapter integrates SCUSD's systemic portrait with the goal of organizational coherence at the core of the EL Roadmap.



# Chapter III: English Learner Pathways and Services

## 2. Essential Language Foundation for ELs: Overview and Components

The Essential Language Foundation (ELF) for English Learners in SCUSD is English Language Development (ELD), planned and delivered according to the [2012 California ELD Standards](#) and the [2014 California ELA/ELD Framework](#). ELD instruction is the initial touchstone in the long-range, firm expectation that SCUSD ELs will not only equitably access the core curriculum but also become effective, transformational communicators ready for the changing global society.

ELD instruction takes the shape of a specific instructional segment in the day (Designated) or a number of purposefully-embedded linguistic supports across content areas (Integrated), which do not replace each other but amplify each other's potential and significance in furthering EL achievement. Providing an aligned and articulated ELD foundation is not only a state mandate but an essential part of advancing SCUSD's vision for all students as critical thinkers, for adults to become world-leading professionals, and for the system to be responsive to a diverse world.

### 2.1. Approaching the Essential Language Foundation (ELF) for ELs

ELF requires that educators are supported to understand and implement the California English Language Development standards. The [2012 ELD Standards](#) have a common architecture across grades focusing on three sections:

- Part One: Interacting in Meaningful Ways
- Part Two: Learning about How English Works
- Part Three: Using Foundational Literacy Skills

Educators need to grasp the dynamic interplay between these three sections and how focus on communication (i.e., how messages are produced and conveyed) is undergirded by structural knowledge about language (i.e., patterned language uses, grammar), and how they ultimately sustain the development of solid literacy.

Therefore, it is paramount to understand both the progression and multidimensionality of language as reflected in the standards, which can be attained among educators by targeted professional development.

# Chapter III: English Learner Pathways and Services

Any instruction intended to promote success for ELs requires educators to be cognizant of learners' linguistic background and prior academic experience. Regardless of initial proficiency levels in the students' languages, educators can base their learning experiences on the appreciation of primary languages and the multilingualism inherent to SCUSD. From interlinguistic connections to student-led showcasing of languages, all learning benefits from an asset-oriented perspective that boosts the students' confidence, self-esteem, and potential use of communicative repertoires multilingual repertoires. SCUSD provides community stewardship by showcasing and empowering the tremendous linguistic diversity and assets of its community members.

As a system, SCUSD articulates multiple ways to embrace a globalized language diversity and signal an unequivocal appreciation for the students' linguistic and cultural origins. Arrangements can be done at the district or school levels. For example, the district may promote the clustering of students whose languages are not widely presented in order to promote social emotional connections and resiliency among them. This will be done with careful consideration of social and educational circumstances in order to avoid any undue segregation. Additionally, the district may recruit and deploy bilingual personnel that matches the students' specific language profiles. At the school level, the availability of primary language materials or dictionaries or the positive acknowledgment of cultures and languages in thematic representation or student contribution are examples of implicit and explicit linguistic appreciation that can be undertaken by all educators, whether competent or not in the primary languages.

## 2.2. The Critical Practices of Essential Language Foundations (ELF)

As world-leading professionals, SCUSD's educators are committed to developing language for academic purposes to the highest level for all students, which is accomplished by enmeshing the ELF's critical practices into everyday instruction. By **critical practice** we understand a foundational practical component (i.e., a principle) that encompasses multiple realizations in the classroom context (i.e., concrete activities or tasks putting the principle into practice) and advances the realization of Vision 2035 graduate portrait for ELs in SCUSD. Given that all classroom learning involves multiple facets of language in action, teachers of ELs need to consider how every instance of learning reflects partially or completely these essential practices: **engaging with complex text, amplifying complex production, and maximizing interaction**. These practices are front and center when focusing on designated and integrated ELD.

# Chapter III: English Learner Pathways and Services

## **a. Engaging with relevant oral and textual input**

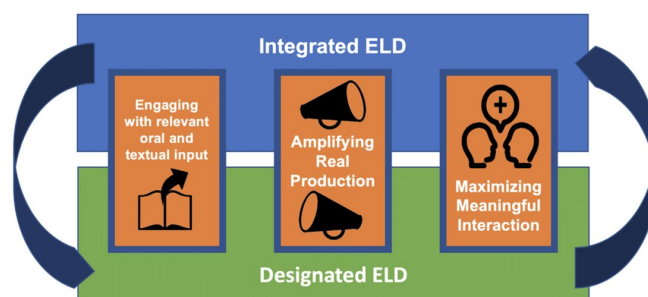
ELs attain high levels of literacy and reclassify when their instruction is rich in stimulating language presented through multiple modes of communication. Learning should be planned and executed by targeting communicative practices in the ELs' area of linguistic proximal development. Language selections should aim at real and naturally occurring examples of language. In the case of integrated ELD, educators should strive for complex (i.e., real, not oversimplified) written or spoken text that can be accessed by students by means of purposefully designed and deployed (and withdrawn when needed) scaffolds.

## **b. Amplifying Real Production**

ELs attain high levels of literacy and reclassify when learning segments are designed to provide every opportunity to produce language connected to real-world, meaningful communication. Besides being a matter of systemic equity, placing student production at the center of learning revitalizes engagement and promotes that students put into practice their whole array of communicative tools. Educators benefit by interrogating their own practice at all stages of planning and execution of language development instruction. As student-centered professionals, SCUSD's educators ask themselves: How many opportunities did I provide today for real student language use?

## **c. Maximizing Meaningful Interaction**

ELs attain high levels of literacy and reclassify when experiences at school are conceived with language as action at heart. Language as action entails that the use of language for academic purposes is indissolubly tied to the context and people that we use it with. Therefore, instruction for ELs (and most students) recognizes language as a social tool and capitalizes on the social nature of schooling to promote sophisticated, meaningful communication. SCUSD's are provided with opportunities to develop as communicators, and they do so through interaction that builds on their empathetic qualities and capacities to read context.



# Chapter III: English Learner Pathways and Services

## 3. An Interwoven Model for Essential Language Foundations (ELF)

### 3.1. Designated ELD (dELD)

Designated ELD (dELD) is in itself a curricular area, “a protected time during the regular school day when teachers use the [California ELD standards](#) as the focal standards in ways that build into and from content instruction.” ([CA ELA/ELD framework, p.115](#)) Accordingly, ELD is related but distinct from other content areas such as English Language Arts (ELA) and, while using language as its primary matter, the foci and lenses are different. Designated ELD’s primary target is the development of language and a variety of effective communication means for academic purposes (speaking, listening, writing, reading) as described by the progression in the ELD standards, with an intentional foregrounding of the needs of ELs in any given group.

Designated ELD focuses on the complexity and inherent creativity of communication, which supersedes simple grammar instruction, as described in the ELD standards. Communicative purposes and effective communication are categories that define the spirit of dELD instruction and its ultimate goal. Therefore, it is an instructional time when the three ELF essential practices are in action:

- a. **Engaging with relevant oral and written input:** Linguistic stimuli is a priority and it is therefore carefully selected to connect and expand the ELs’ pre-existing linguistic knowledge.
- b. **Amplifying real production:** dELD engages students in continuous and productive manipulation and experimentation with communicative functions and forms.
- c. **Maximizing meaningful interaction:** ELs are strategically grouped to push each other’s linguistic proficiencies through planned yet real social exchanges.

SCUSD’s systemic approach to dELD requires that it frames the big picture of holistic instruction. As such, dELD does not exist in isolation from other content areas. On the contrary, in order to be relevant and cohesive, it feeds from themes and content from other subject areas in the multidisciplinary curriculum. In other words, dELD may address issues from ELA, Math, Social Studies, Physical Education, Art or Science, but the focus remains on how language practices support the accomplishments of academic tasks.



# Chapter III: English Learner Pathways and Services

To implement this integrated vision, educators across subject areas in elementary and secondary are empowered to collaborate with the specific focus of EL instruction and support coordination.

It is important to note is that while ELA and dELD overlap in their linguistic scope, dELD is a distinct step further in scaffolding and promoting language development for ELs. Therefore, cautious attention should be paid so as to avoid confounding dELD with a simple extension of ELA and generic literacy instruction.

Depending on the profile and needs of ELs, dELD may address social functions of communication that serve as a foundation for academic uses of language at a later stage. Accordingly, students identified as newcomers and participating in the newcomer pathways in elementary and secondary (section 4.4, this chapter) are to receive extended dELD, or additional time for language focus instruction beyond the minimum required for all ELs.

## **dELD at SCUSD, Defining Features at a Glance**

<b>Purposeful language for ELs</b>	dELD focuses on language first, and then curricular content. While all students can benefit, dELD equitably focuses on EL needs.
<b>Protected time</b>	Both in elementary and secondary settings, dELD instruction based on the CA ELD standards is a requirement for all ELs until reclassification.
<b>Focus on meaning</b>	In dELD students primarily fulfill communicative functions (e.g., students summarize, describe, etc.) in a holistic manner (e.g., using existing and new communicative resources available to them).
<b>Focus on form</b>	In dELD students also extend their vocabulary and refine their inductive and deductive understanding of language regularities (i.e., grammar).
<b>Student-centered and student-driven interactions</b>	dELD focus on students communicating in structured ways based on proficiency levels. Most of instructional time is spent with students producing language.
<b>Interaction with the regular curriculum</b>	dELD employs themes and content from other subjects (i.e., curricular cohesion) but privileges a focus on language. Educators collaborate to make this integration a reality.

# Chapter III: English Learner Pathways and Services

## 3.2. Integrated ELD (iELD)

Every aspect of instruction entails the construction and exchange of meaning among students and educators, that is, communication. In other words, linguistic production is at the heart of every teaching and learning process. At SCUSD, educators internalize the language progressions in the [CA ELD standards](#) and account for the linguistic demands of every academic task so that scaffolds can be set forth for ELs. This forward-thinking characteristic of SCUSD educators prepares them to harness the linguistic complexity of content and tasks and muster supports and resources for an inclusive instruction (i.e., iELD).

Since iELD is enmeshed in every content area, it complements (not replaces) the language instruction during dELD. The concept of iELD is aligned with the existing practices of the Specifically Designed Academic Instruction in English (SDAIE) that was in place before the adoption of the [2014 ELA/ELD Framework](#). Accordingly, educators employ both content specific standards and the ELD standards as companions in the process of designing, implementation, and assessment of outcomes in their lessons.

To be sure, the fulfillment of this expectation for EL instruction requires that teachers are prepared with a sufficient development experiences in educational linguistics and the provision of resources that allow for the coordination of the educators involved. Similarly, the appropriate implementation of iELD requires a cross-curricular understanding of the role of literacy. All PK-12 teachers involved in the learning of ELs partake in iELD and have an active role in the development of literacy.

- a. **Engaging with relevant oral and written input:** content area curricular knowledge is disseminated through accessible input that contributes to a holistic development of EL literacy. ELs are exposed to authentic language that develops them as critical scholars.
- b. **Amplifying real production:** an iELD-conscious educator ensures that all learning experiences provide students with opportunities to use and expand their communicative abilities and produce language for academic purposes in ever-higher levels of sophistication.
- c. **Maximizing meaningful interaction:** iELD based on student collaboration and joint critical thinking heightens ELs' confidence and sense of academic self-efficacy. Structured language practices that equitably distribute airtime are embedded in regular classroom dynamics.

# Chapter III: English Learner Pathways and Services

## iELD at SCUSD, Defining Features at a Glance

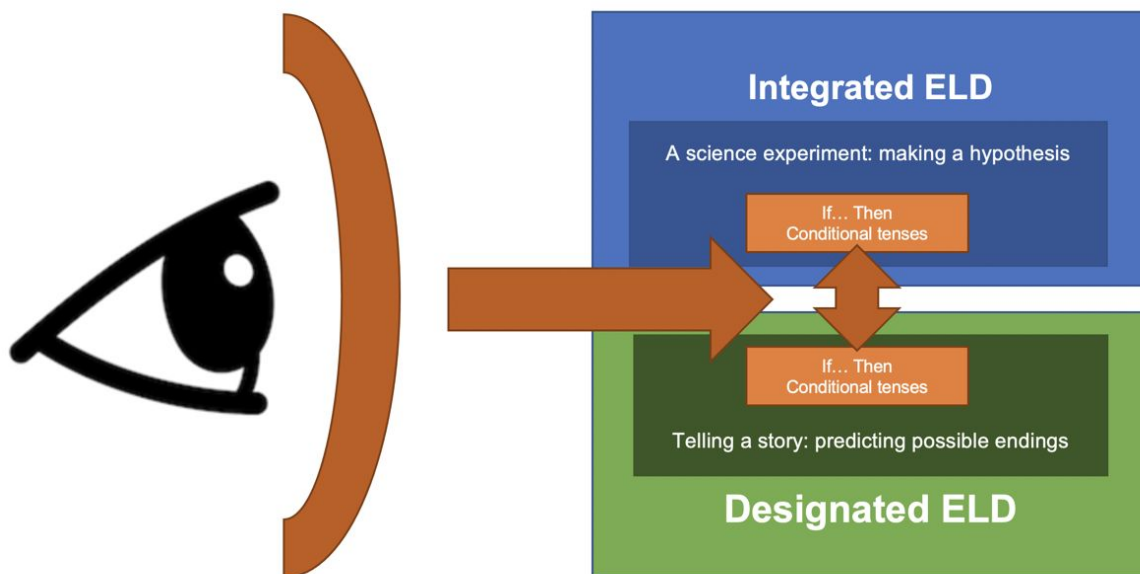
Purposeful language	All instruction sets content and linguistic expectations/goals. Instruction for all content areas is planned with an ongoing examination of linguistic demands on the students. Scaffolds are aligned accordingly.
Cross-curricular	iELD is an embedded component in all content areas and an expectation for all classes where ELs participate. Conditions will be promoted for the collegial coordination of EL supports among SCUSD educators.
Communicative focus	iELD focuses on the transmission of meaning in the accomplishment of communicative functions (e.g., summarizing, comparing, hypothesizing) for academic purposes (e.g., accomplishing content area goals).
Focus on meaning	When implementing iELD, educators need to consider the fulfillment of communicative functions using the communicative assets that students have, rather than exclusively focusing on grammar.
Focus on form	iELD increasingly focuses on extending vocabulary and language structures used in academic situations, making usage conventions explicit and diversifying the range of linguistic choices available to the students.
Student-centered and student-driven interactions	All components of iELD are student-centered and geared towards increasing the meaningful participation of ELs in communicative tasks for academic purposes. ELs are increasingly independent in their communicative purposes.

# Chapter III: English Learner Pathways and Services

## 3.3. Building on Educator assets: The “ELD Lens” in Planning and Delivering Instruction

Pivotal to the success of the designated and integrated ELD model is the development of the educators’ skill set and expertise in planning with an eye to language as emphasized by the state content standards. Furthermore, this development of linguistic sensitivity and resourcefulness is critical in the building of SCUSD’s world-class educators, as outlined in Vision 2035.

The design and implementation of learning experiences for ELs (and all students) benefit from the conscious interplay between dELD and iELD and the awareness about the role of language in the process of learning, as shown in the graph below. Such strategic practices manifest themselves in subtle teaching moves both planned and ad-hoc (i.e., “just in time”), maximize opportunities for EL learning, and become clearly observable to practitioners with this “lens.” As discussed in chapter 4, the schools and district office work together in the development of the “EL lens” as a systemic, collective skill of SCUSD, and professional learning for this purpose is a consistent experience for new and veteran EL educators.



# Chapter III: English Learner Pathways and Services

## 3.4. Making It Happen: Scheduling and Implementing dELD and iELD

Both Designated and Integrated ELD fulfill distinct but complementary pedagogical functions: dELD foregrounds language while iELD undergirds content instruction. One must not replace the other but act in tandem to grant access equity and build our EL's skillset as effective communicators. However, given that dELD is a discrete, explicit instructional segment and iELD is embedded in content areas, different logistical considerations apply when putting them into practice at the elementary and secondary levels.

### Elementary

When preparing for designated ELD, schools will consider the impact on the regular day schedule and its nature as a protected instructional time. ELs are to receive daily designated ELD until reclassification. At the elementary level dELD will be scheduled for a **minimum of 30 instructional minutes a day**, and additional time may be added based on the needs of the students. Such amount of continuous engagement time guarantees the transition of students in and out of these instructional segments, and the meaningful, sustained connection with language activities. Its nature as a protected time requires that instructional leaders and educators take precautions to avoid the loss of dELD, on par with any other instructional segment in the school day.

Based on the number of EL students and site needs, educators may choose to teach dELD in a self-contained mode or creating flexible groups across a grade or grade span. Logistics and supports need to be in place for either of these instructional modes to take place effectively (e.g., flexible groupings required time to coordinate, assess, create proficiency groups, and identify ways for students to move between groups when needed).

Students participating in the elementary newcomer pathway (section 4.4., this chapter) will receive additional time beyond the minimum 30 minutes for dELD ("Extended dELD"). Sites will coordinate to prevent this additional time from barring students from core subjects or educational experiences that may benefit their linguistic and social development.



# Chapter III: English Learner Pathways and Services

## Secondary

In secondary, dELD are instructional periods occurring daily with a specifically credentialed teacher. Multiple proficiency levels are involved in these classes which demands preparation and resources to differentiate instruction constantly. Sites will work to develop the systemic and sustainability conditions for the collaboration and co-planning of ELD teachers and content area teachers (themselves teaching with an iELD lens) and coordinate the content and supports provided during these periods (see chapter 4).

Students participating in the secondary newcomer pathways (section 5.4., this chapter) will receive additional periods for dELD (“Extended dELD”). Sites will coordinate to prevent this additional time from barring students from core subjects or educational experiences that may benefit their linguistic and social emotional development.

## 4. Programmatic pathways

This section describes in detail the distinct program options available at SCUSD to meet EL needs based on their profiles and experiences and secure their progression toward academic success. All pathways lead to the vision of excellence held by SCUSD Vision 2035. All of them are built on the common bedrock of the Essential Language Foundation (ELF, section above) and provide educational opportunities for the optimal development of SCUSD ELs as SCUSD graduates. The procedures to access these pathways and the structure to secure continuity across educational stages are defined in chapter 2.

Pathways described in this section can be **stand alone** or **embedded** with regards to where they are housed. **Stand alone** pathways can be located in specific schools and have designated classrooms (e.g., primary language programs require defined location and credentialing requirements). An **embedded** pathway occurs under the umbrella of the SEI-mainstream pathway (i.e., differentiated services are provided in the same spaces for SEI students and students pertaining to another distinct EL pathway) where an educator (s) is authorized to provide instruction to different EL populations.

# Chapter III: English Learner Pathways and Services

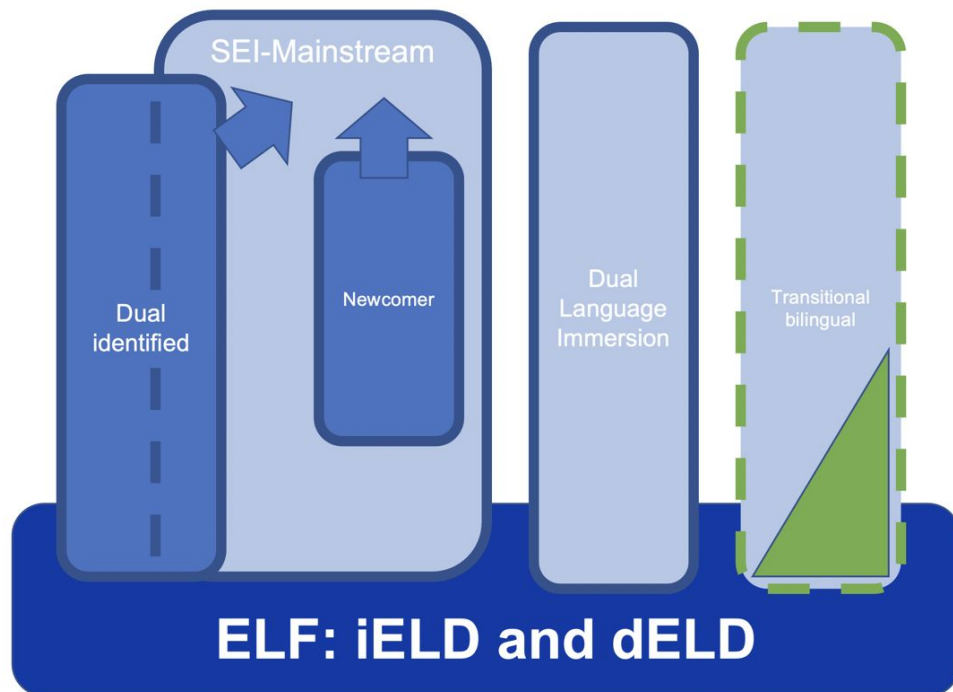
## 4.1. Elementary Pathways

SCUSD EL pathways at the elementary stage offer ELs and their families the opportunity to EL linguistic development with diverse emphases. They aim at promoting progress that secures a successful transition into schooling for younger students and into secondary stage for those in upper elementary. All elementary pathways partake in two common goals:

**Goal 1:** Students in EL elementary pathways progress towards meeting reclassification criteria (chapter 2, section) at an optimal progress averaging one year per English Language Proficiency Indicator (ELPI) level (chapter 2, section).

**Goal 2:** Students in EL elementary pathways are provided with instruction that cements solid self-esteem, self-efficacy, resilience, prosocial behaviors and an appreciation of the students' home or heritage culture and language.

### Elementary Pathways



# Chapter III: English Learner Pathways and Services

## Mainstream/SEI Elementary Pathway

Description	This stand alone pathway provides ELs with linguistic supports in all content areas to access grade level material, in addition to instruction about the functioning and use of English, in order to attain reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will progress toward reclassification by means of targeted linguistic supports and structured interactions with fluent English speakers.</li><li>2. ELs in this pathway will master grade level content by means of scaffolded instruction.</li><li>3. While instruction generally takes place in English, this pathway will actively pursue opportunities to incorporate the students' primary language assets.</li></ol>
Students in This Pathway	<ul style="list-style-type: none"><li>• In grades K-2, ELs of all proficiencies</li><li>• In third grade and above, ELs at Bridging or above</li></ul>

# Chapter III: English Learner Pathways and Services

## Mainstream/SEI Elementary Pathway (continued)

Program components	<ul style="list-style-type: none"> <li>• Integrated ELD (section 3.1, this chapter)</li> <li>• Designated ELD (section 3.2, this chapter)</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, Staffing and Professional Development.</li> <li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li> <li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li> </ul>
Professional Development (Chapter 4)	<ul style="list-style-type: none"> <li>• New teachers receive an intensive ELD induction to ELD in the district.</li> <li>• Teachers receive ELD training at least 2 times year.</li> <li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li> <li>• Teachers are provided time to collaborate and coordinate ELD content and grouping of students.</li> </ul>
Community Connection	<ul style="list-style-type: none"> <li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li> <li>• Parents are regularly informed about the Students' progress in English and the timeline for reclassification (see chapter 2, Identification, placement, and success).</li> <li>• Irrespective of their language background, parents are encouraged to participate in the classroom and the linguistic community of the program.</li> <li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5, Parental Engagement).</li> </ul>

# Chapter III: English Learner Pathways and Services

## Elementary Newcomer Pathway

Description	This embedded pathway provides elementary Newcomer ELs with linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English, in order to advance toward reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification. Participation in this pathway is limited to two years, at which point the students transition into the Mainstream/SEI pathway.
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will receive intensive supports in English to secure their effective transition into Mainstream/SEI pathway.</li><li>2. ELs in this pathway will master grade level content by means of scaffolded instruction and a robust array of linguistic scaffolds including, but not limited to, primary language supports.</li><li>3. This pathway promotes the social emotional development of students with low English proficiency who may be adapting to a new schooling experience.</li></ol>
Students in This Pathway	<ul style="list-style-type: none"><li>• Elementary ELs in third through fifth grade with low Emerging proficiency in English.</li><li>• Specifically, students who are recent arrivals in the country and are designated as ELs.</li></ul>



# Chapter III: English Learner Pathways and Services

## Elementary Newcomer Pathway (continued)

Program Components	<ul style="list-style-type: none"><li>● Integrated ELD (section 3.1, this chapter)</li><li>● Basic and Extended Designated ELD (section 3.2, this chapter)</li><li>● Transferability instruction (L1-L2 connections)</li><li>● Extended Learning Academy (section 6.1, this chapter)</li><li>● Summer Academy (section 6.2, this chapter)</li></ul>
Staffing	<ul style="list-style-type: none"><li>● All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>● All sites coordinate testing and data with full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li><li>● All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>● Resource Specialists and Psychologists specializing in both linguistic and social emotional supports for ELs.</li></ul>
Professional Development (Chapter 4)	<ul style="list-style-type: none"><li>● New teachers receive an intensive induction to ELD in the district.</li><li>● Teachers receive ELD training at least 2 times year.</li><li>● Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>● Teachers are provided time to collaborate and coordinate ELD content, grouping of students, and coordination/articulation of language input across the program's grade span.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>● Newcomer parents are provided with specific supports and guidance about the educational system in the US, on arrival and during their engagement with this program. Coordinated information is provided by the Enrollment Center, the Family Resource Center and the school sites.</li><li>● Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>● Parents are regularly informed about the Students' progress in English and the timeline for reclassification (see chapter 2).</li><li>● Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>● Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## Dual Identified Elementary Pathway (EL + Exceptional Needs)

Description	<p>This pathway provides ELs with Individual Educational Plans (IEPs) with linguistic supports in all content areas to achieve their individual learning goals, in addition to instruction about the functioning and use of English, in order to attain the students' identified linguistic targets. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. This pathway offers targeted supports and social emotional learning opportunities to promote the appropriate progression toward the learning goals.</p> <p>Educational services are provided as a standalone pathway in Special Day Classes, or embedded when pursuing inclusion in the Mainstream/SEI pathway.</p>
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will progress toward biliteracy and reclassification in accordance with their specific supports identified in their IEPs or 504 plans by developing a strong foundation in their primary language and by means of targeted linguistic supports and structured interactions with English speakers.</li><li>2. ELs in this pathway will attain the goals set forth by their learning plans by means of scaffolded instruction.</li><li>3. ELs in this pathway will capitalize of their whole communicative repertoire as an asset to achieve their individualized plans.</li></ol>
Students in This Pathway	<ul style="list-style-type: none"><li>• Elementary ELs with identified needs and individual educational plans.</li></ul>

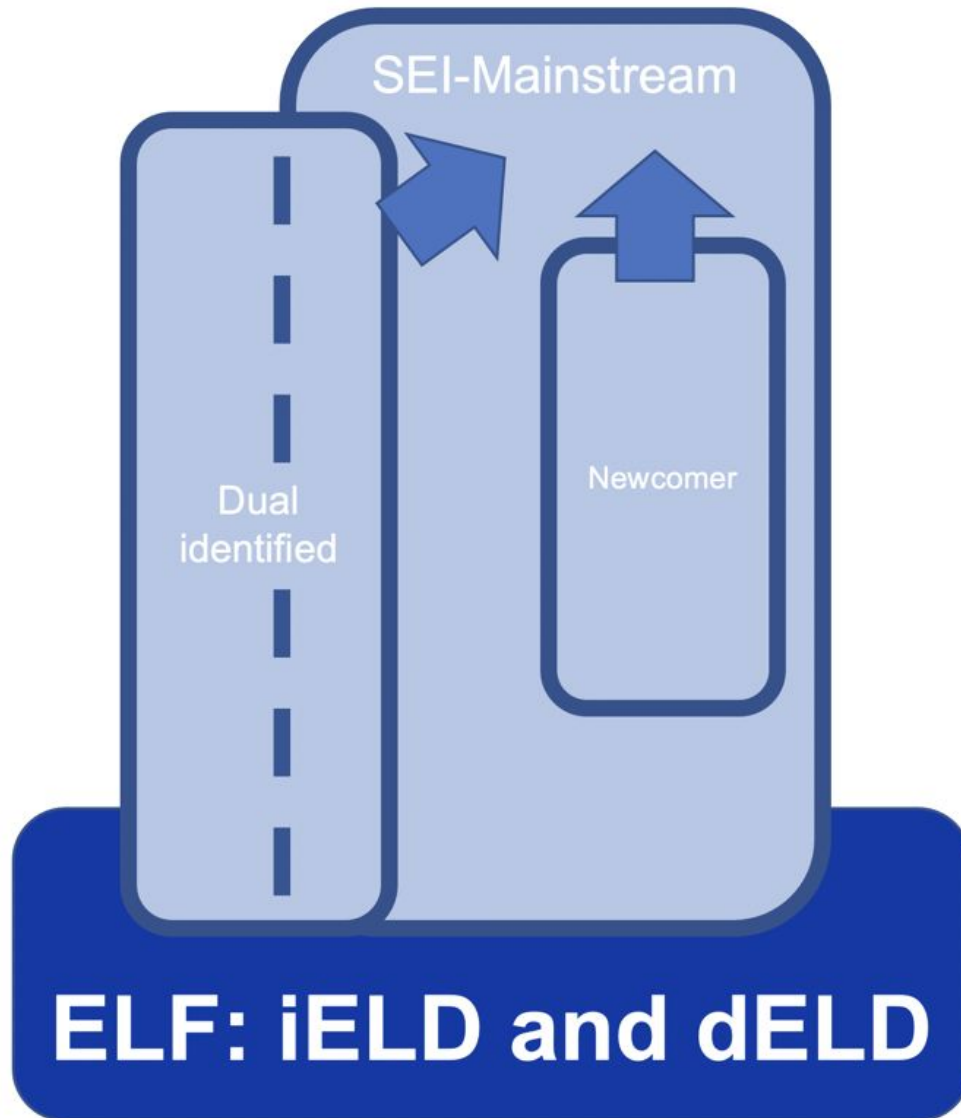
# Chapter III: English Learner Pathways and Services

## Dual Identified Elementary Pathway (EL + Exceptional Needs) (continued)

Program components	<ul style="list-style-type: none"><li>• Integrated ELD (section 3.1, this chapter)</li><li>• Basic and Extended Designated ELD (section 3.2, this chapter)</li><li>• Transferability instruction (L1-L2 connections)</li><li>• Extended Learning Academy (section 6.1, this chapter)</li><li>• Summer Academy (section 6.2, this chapter)</li></ul>
Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li><li>• all sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Resource Specialists and Psychologists specializing in both linguistic and social emotional supports for ELs.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content, grouping of students, and coordination/articulation of language input across the program's grade span.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and components of this program in interactions with the student's individualized plan.</li><li>• Parents are regularly informed about the students' progress in English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## Mainstream, SEI, Newcomer, Dual ID Pathways



# Chapter III: English Learner Pathways and Services

## Transitional Bilingual Pathway (Spanish)

Description	<p>This standalone pathway pursues the development of the students' primary language in order to build a strong foundation for the development of English literacy. The pathway provides ELs with rigorous, scaffolded grade-level content and instruction about the functioning and use of English, in order to attain reclassification. Spanish is used in decreasing proportion until transition into full English instruction takes place in third grade. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.</p> <p>*This program is only offered when the district has the number of students with the same home language needed to fill a program as outlined by the California State Department of Education.</p>
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will progress toward reclassification by the development of a strong foundation in their primary language and by means of targeted linguistic supports and structured interactions in English.</li> <li>2. ELs in this pathway will master grade level content by means of scaffolded instruction in a progression from dominant instruction in primary language (K/1) to a progressive and carefully planned sunseting (i.e., "transition") of this language of delivery by 3<sup>rd</sup> grade.</li> <li>3. Throughout the transitional bilingual grade span, this pathway provides instruction that ensures the transfer of language skills from L1 to L2.</li> </ol>
Students in This Pathway	<ul style="list-style-type: none"> <li>• Elementary ELs of all proficiencies whose primary language is Spanish.</li> </ul>
Program Components	<ul style="list-style-type: none"> <li>• Integrated ELD (section 3.1, this chapter)</li> <li>• Basic and Extended Designated ELD (section 3.2, this chapter)</li> <li>• Transferability instruction (L1-L2 connections)</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>



# Chapter III: English Learner Pathways and Services

## Transitional Bilingual Pathway (Spanish) (continued)

Description	This standalone pathway pursues the development of the students' primary language in order to build a strong foundation for the development of English literacy. The pathway provides ELs with rigorous, scaffolded grade-level content and instruction about the functioning and use of English, in order to attain reclassification. Spanish is used in decreasing proportion until transition into full English instruction takes place in third grade. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will progress toward reclassification by the development of a strong foundation in their primary language and by means of targeted linguistic supports and structured interactions in English.</li> <li>2. ELs in this pathway will master grade level content by means of scaffolded instruction in a progression from dominant instruction in primary language (K/1) to a progressive and carefully planned sunseting (i.e., "transition") of this language of delivery by 3<sup>rd</sup> grade.</li> <li>3. Throughout the transitional bilingual grade span, this pathway provides instruction that ensures the transfer of language skills from L1 to L2.</li> </ol>
Students in this pathway	<ul style="list-style-type: none"> <li>• Elementary ELs of all proficiencies whose primary language is Spanish.</li> </ul>
Program Components	<ul style="list-style-type: none"> <li>• Integrated ELD (section 3.1, this chapter)</li> <li>• Basic and Extended Designated ELD (section 3.2, this chapter)</li> <li>• Transferability instruction (L1-L2 connections)</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>• In addition to the general teaching requirements in California, all teachers in this program hold a bilingual authorization or equivalent as described in chapter 4, staffing and PD.</li> <li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li> <li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li> <li>• Resource specialists and psychologists with fluency in the program's primary language.</li> </ul>

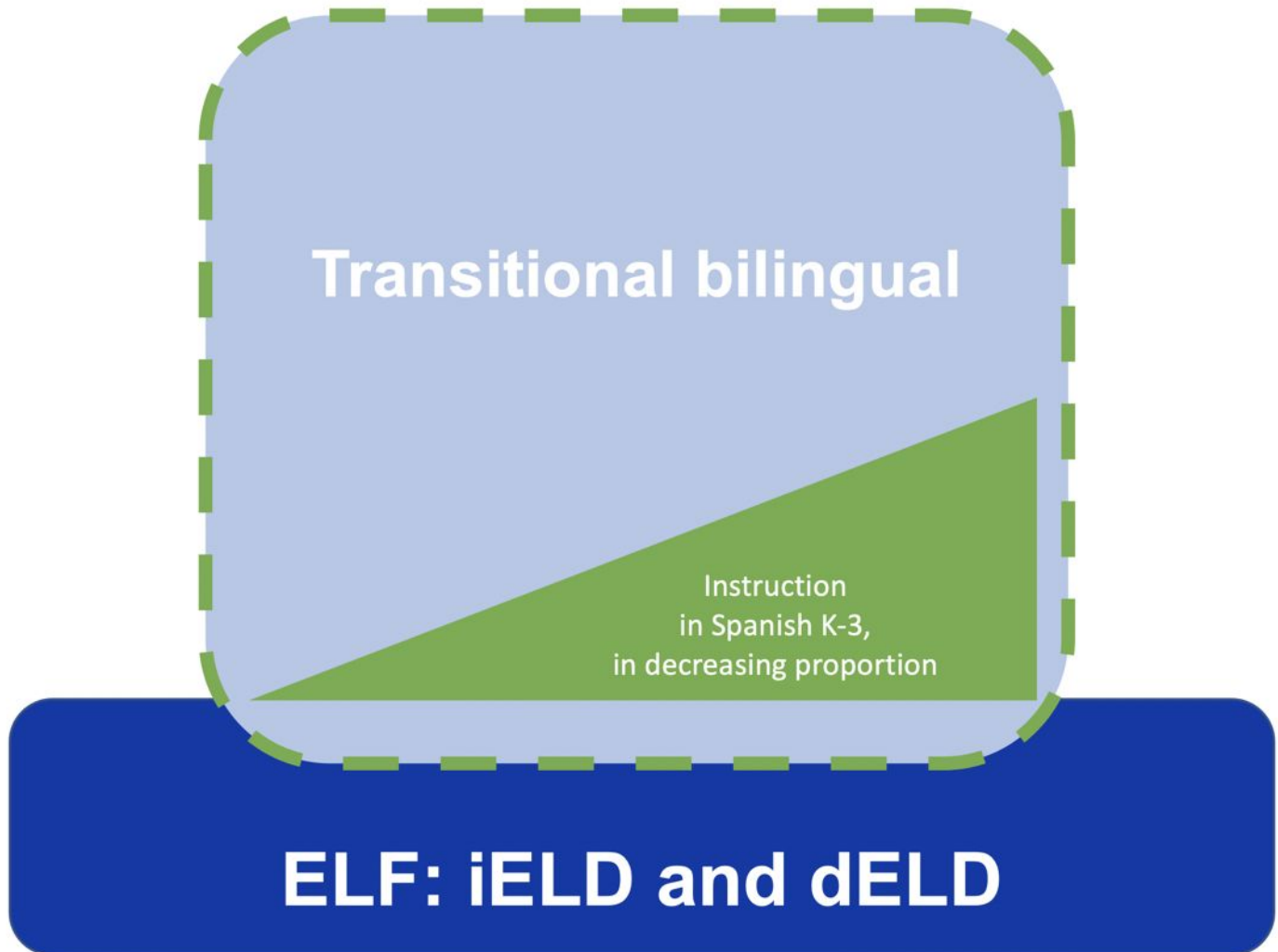
# Chapter III: English Learner Pathways and Services

## Transitional Bilingual Pathway (Spanish) (continued)

Staffing	<ul style="list-style-type: none"><li>• In addition to the general teaching requirements in California, all teachers in this program hold a bilingual authorization or equivalent as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li><li>• all sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Resource Specialists and Psychologists with fluency in the program's primary language.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content, grouping of students, and coordination/articulation of language input across the program's grade span.</li><li>• Teachers in this program receive professional development experiences specific to bilingual education.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the students' progress in Spanish and English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## EL Transitional Bilingual Pathway



# Chapter III: English Learner Pathways and Services

## Dual Language Immersion (DLI) Pathway (80/20 model, Spanish/English)

Description	This standalone pathway pursues biliteracy, multicultural awareness and provides ELs with rigorous, scaffolded grade-level content. Additionally, ELs learn about the functioning and use of English, in order to attain reclassification. Both Spanish and English are used in progressive proportions to ensure a solid start and development of a lifelong biliteracy. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will progress toward biliteracy and reclassification by the development of a strong foundation in their primary language and by means of targeted linguistic supports and structured interactions with English speakers.</li> <li>2. ELs in this pathway will master grade level content by means of scaffolded instruction in a progression from dominant instruction in primary language (K/1) to a progressive and carefully planned balancing of English and Spanish by 4th grade.</li> <li>3. From the onset, this pathway provides instruction that ensures the transfer of language skills from L1 to L2.</li> </ol>
Students in This Pathway	<ul style="list-style-type: none"> <li>• Elementary ELs of all proficiencies whose primary language is Spanish, as determined by parental consultation and preliminary screening (see chapter 2).</li> <li>• In each classroom, the pool of students is proportionately composed of 1/3 Spanish-dominant ELs, 1/3 fluent English Speakers, 1/3 Speakers with a substantial degree of bilingual proficiency.</li> </ul>
Program Components	<ul style="list-style-type: none"> <li>• Integrated ELD (section 3.1, this chapter)</li> <li>• Basic and Extended Designated ELD (section 3.2, this chapter)</li> <li>• Transferability instruction (L1-L2 connections)</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>

# Chapter III: English Learner Pathways and Services

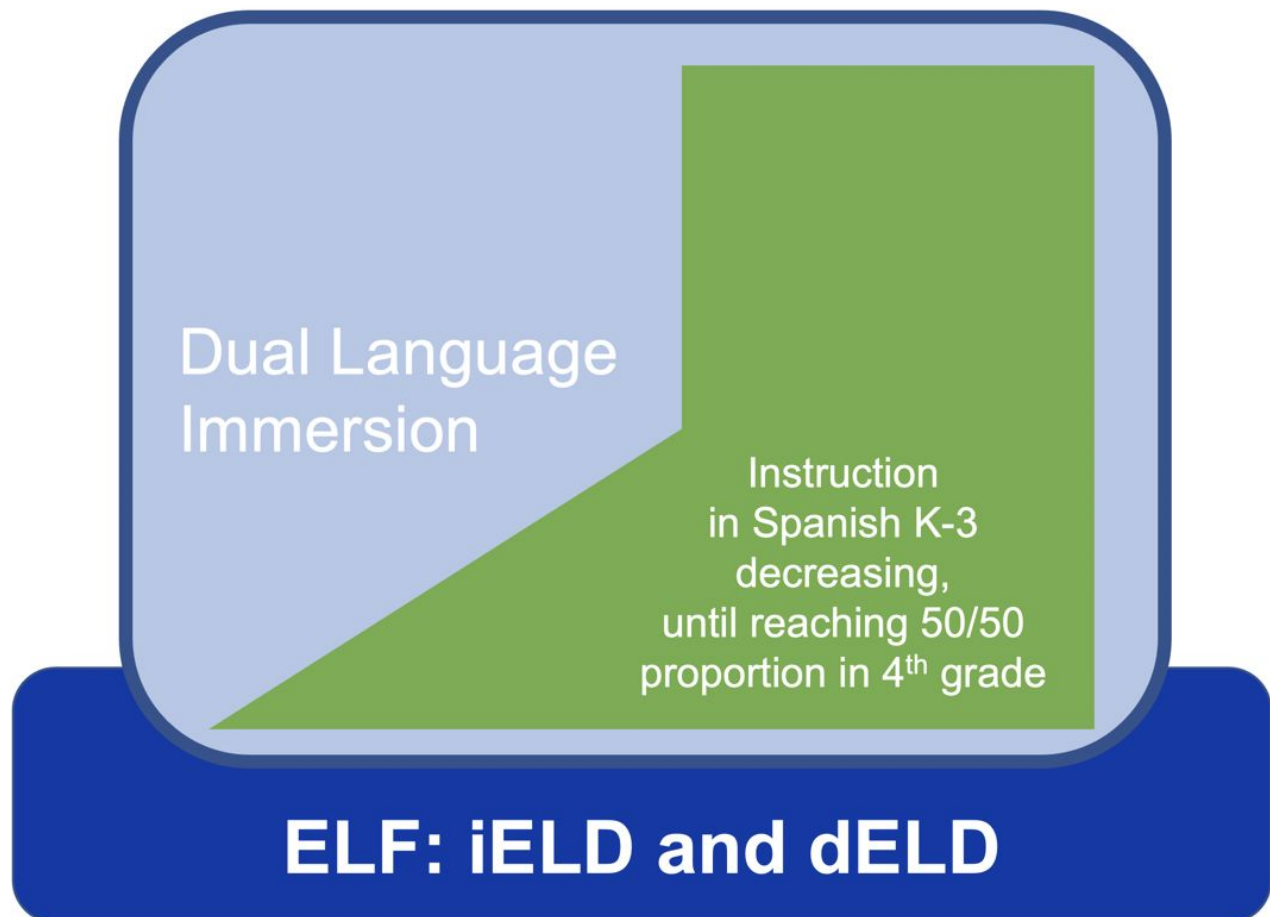
## Dual Language Immersion (DLI) Pathway (80/20 model, Spanish/English) (Continued)

Staffing	<ul style="list-style-type: none"><li>• In addition to the general teaching requirements in California, all teachers teaching in Spanish in this program hold a bilingual authorization or equivalent as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Resource Specialists and Psychologists with fluency in the program's primary language.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content, grouping of students, and coordination/articulation of language input across the program's grade span.</li><li>• Teachers in this program receive professional development experiences specific to bilingual education and the DLI model.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the Students' progress in Spanish and English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>



# Chapter III: English Learner Pathways and Services

## Dual Language Immersion (DLI) EL Pathway



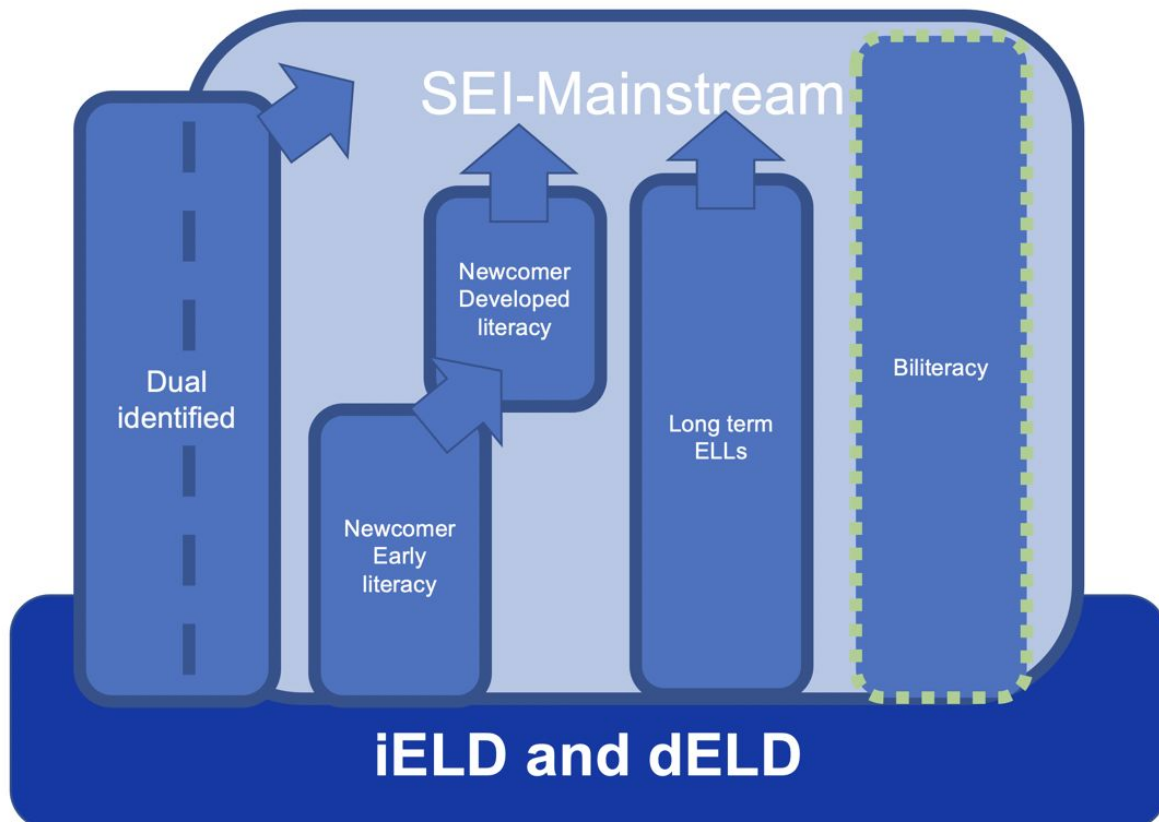
# Chapter III: English Learner Pathways and Services

## 4.2. Secondary Pathways

SCUSD EL pathways at the secondary stage offer ELs a range of opportunities based on needs and previous educational experiences in order to fulfill the University of California A-G graduation requirements. They aim at promoting an accelerated acquisition of language for academic purposes that opens access to the highest-level courses for all students, and lead to the fulfillment of SCUSD's graduate portrait. All secondary pathways partake in two common goals:

**Goal 1:** ELs in secondary pathways reclassify and attain rigorous graduation requirements, and receive the intensive supports needed in order to fulfil these objectives.

**Goal 2:** Students in EL secondary pathways are provided with instruction that cements solid self-esteem, self-efficacy, resilience, prosocial behaviors, a sense of academic identity and an appreciation of the students' home or heritage culture and language.



# Chapter III: English Learner Pathways and Services

## Mainstream/SEI Secondary Pathway

Description	<p>This standalone pathway provides secondary ELs with specifically designed courses and linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English, in order to attain reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable.</p> <p>Students participate in intensive Designated ELD courses and are monitored closely to ensure that they are transitioned to the next dELD course level and their accelerated progress does not stagnate.</p> <p>Additionally, this pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.</p>
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will progress toward reclassification by means of targeted linguistic supports and structured interactions with fluent English speakers.</li><li>2. ELs in this pathway will master of grade level content by means of scaffolded instruction.</li><li>3. While instruction generally takes place in English, this pathway will actively pursue opportunities to incorporate the students' primary language assets.</li></ol>
Students in This Pathway	<ul style="list-style-type: none"><li>• Secondary ELs at Bridging proficiency or above for 4 or less years.</li></ul>
Program Components	<ul style="list-style-type: none"><li>• Integrated ELD in all content areas (section 3.1, this chapter)</li><li>• Advanced Designated ELD classes in reading and writing (section 3.2, this chapter)</li><li>• EL content area classes</li><li>• Extended Learning Academy (section 6.1, this chapter)</li><li>• Summer Academy (section 6.2, this chapter)</li></ul>

# Chapter III: English Learner Pathways and Services

## Mainstream/SEI Secondary Pathway (continued)

Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Efforts will be made to either provide paraeducators or cap the class sizes in settings where performance and language gaps pose the greatest challenge.</li></ul>
Professional Development (chapter 4)	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content and grouping of students.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the Students' progress in English and the timeline for reclassification (see chapter 2).</li><li>• Irrespective of their language background, parents are encouraged to participate in the classroom and the linguistic community of the program.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## Biliteracy Secondary Pathway

Description	This embedded pathway provides secondary ELs with specifically designed courses and linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English, in order to attain reclassification and capitalize on their multilingual assets and potential. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable and world language/heritage language courses are offered to obtain the State Seal of Biliteracy (SSB). Students participate in intensive Designated ELD courses and are monitored closely to ensure that they are transitioned to the next dELD course level and their accelerated progress does not stagnate. Additionally, this pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will progress toward reclassification by means of targeted linguistic supports and structured interactions with fluent English speakers.</li> <li>2. ELs in this pathway will master grade level content by means of scaffolded instruction.</li> <li>3. While most courses are taught in in English, this pathway will actively pursue opportunities to incorporate the students' primary language assets.</li> <li>4. Courses are strategically offered to ensure the attainment of the SSB.</li> </ol>
Students in This Pathway	<ul style="list-style-type: none"> <li>• Secondary ELs at Bridging proficiency or above for 4 or less years.</li> <li>• RFEP and IFEP students.</li> </ul>
Program Components	<ul style="list-style-type: none"> <li>• Integrated ELD in all content areas (section 3.1, this chapter)</li> <li>• Advanced Designated ELD classes in reading and writing (section 3.2, this chapter)</li> <li>• EL content area classes</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> <li>• World Language/Heritage Language Courses</li> </ul>



# Chapter III: English Learner Pathways and Services

## Biliteracy Secondary Pathway (continued)

Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Efforts will be made to either provide paraeducators or cap the class sizes in settings where performance and language gaps pose the greatest challenge.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district</li><li>• Teachers receive ELD training at least 2 times per year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content and grouping of students.</li><li>• World Language/Heritage Language teachers are supported with subject/specific professional development.</li><li>• Counselors receive training in the requirements of the State Seal of Biliteracy (SSB).</li></ul>
Community connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the students' progress in English and the timeline for reclassification and attainment of the SSB (see chapter 2).</li><li>• Irrespective of their language background, parents are encouraged to participate in the classroom and the linguistic community of the program.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## Long-Term English Learner Pathway

Description	<p>This embedded pathway provides Long-Term ELs with specifically designed courses and linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English for Academic Purposes, in order to attain reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable.</p> <p>Students participate in intensive Designated ELD courses and are monitored closely to ensure that they are transitioned to the next dELD course level and their accelerated progress does not stagnate.</p> <p>This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification.</p> <p>Students are monitored and receive extra support to promote their academic identity and to mitigate any potential effects of linguistic inadequacy in academic settings.</p> <p>Duration of this pathway is determined by student progression, although it should not exceed two years.</p>
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will receive intensive linguistic supports and structured interactions to promote reclassification and access to the grade level curriculum and promote progress toward reclassification.</li><li>2. ELs in this pathway will receive social emotional supports to promote positive self-efficacy perceptions and academic engagement.</li><li>3. While instruction generally takes place in English, this pathway will actively pursue opportunities to incorporate the students' primary language oral and written assets.</li></ol>
Students this pathway	<ul style="list-style-type: none"><li>• ELs in secondary settings identified as LTELs (6+ years as an EL)</li><li>• ELs in secondary settings who are at-risk of being identified as LTELs (5 years as EL without significant progress).</li></ul>

# Chapter III: English Learner Pathways and Services

## Long-Term English Learner Pathway (continued)

Program Components	<ul style="list-style-type: none"><li>• Integrated ELD in all content areas (section 3.1, this chapter)</li><li>• Advanced Designated ELD classes in reading and writing (section 3.2, this chapter)</li><li>• EL content area classes</li><li>• Extended Learning Academy (section 6.1, this chapter)</li><li>• Summer Academy (section 6.2, this chapter)</li></ul>
Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li></ul>
Professional Development (Chapter 4, Staffing and PD)	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Content area teachers are provided time to collaborate with ELD teachers to coordinate social emotional and instructional supports.</li><li>• Efforts will be made to either provide paraeducators or cap the class sizes in settings where performance and language gaps pose the greatest challenge.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the Students' progress in English and the timeline for reclassification (see chapter 2, Identification and Placement).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5, Parental engagement).</li></ul>

# Chapter III: English Learner Pathways and Services

## Early Literacy Newcomer Secondary Pathway

Description	<p>This embedded pathway provides Early-Literacy Newcomer ELs with specifically designed courses and linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English, in order to advance toward reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. Students participate in intensive dELD courses and are monitored closely to ensure that they are transitioned to the next dELD course level and their accelerated progress does not stagnate. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification. Students are monitored and supported throughout this pathway in the face of social emotional needs stemming from potential traumatic prior experiences. Participation in this pathway is limited to two years, at which point the students transition into the Developed-Literacy pathway.</p>
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will receive targeted linguistic supports and structured interactions to establish literacy levels that enable access to the grade level curriculum and promote progress toward reclassification.</li> <li>2. ELs in this pathway will master grade level content by means of scaffolded instruction and a robust array of linguistic scaffolds including, but not limited to, primary language supports.</li> <li>3. While instruction generally takes place in English, this pathway will actively pursue opportunities to incorporate the students' primary language assets, oral and written as available.</li> </ol>
Students in This Pathway	<ul style="list-style-type: none"> <li>• Secondary ELs identified as newcomers with low levels of literacy in their primary language.</li> </ul>
Program Components	<ul style="list-style-type: none"> <li>• Integrated ELD in all content areas (section 3.1, this chapter)</li> <li>• Intensive Foundational Designated ELD classes in oral skills, reading, and writing (section 3.2, this chapter)</li> <li>• EL content area classes</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>

# Chapter III: English Learner Pathways and Services

## Early Literacy Newcomer Secondary Pathway (continued)

Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Efforts will be made to either provide paraeducators or cap the class sizes in settings where performance and language gaps pose the greatest challenge.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district</li><li>• Teachers receive ELD training at least 2 times per year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Content area teachers are provided time to collaborate with ELD teachers to coordinate social emotional and instructional supports.</li></ul>
Community connection	<ul style="list-style-type: none"><li>• Newcomer parents are provided with specific supports and guidance about the educational system in the US, on arrival and during their engagement with this program. Coordinated information is provided by the Enrollment Center, the Family Resource Center and the school sites.</li><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the students' progress in English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>



# Chapter III: English Learner Pathways and Services

## Developed-Literacy Newcomer Secondary Pathway (continued)

Description	<p>This embedded pathway provides Developed-Literacy Newcomer ELs with specifically designed courses and linguistic supports in all content areas to access grade-level material, in addition to instruction about the functioning and use of English for Academic Purposes, in order to advance toward reclassification. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. Students participate in intensive dELD courses and are monitored closely to ensure that they are transitioned to the next dELD course level and their accelerated progress does not stagnate. This pathway offers targeted supports and social emotional learning opportunities to promote the accelerated progression toward reclassification. Students are monitored and supported throughout this pathway in the face of social emotional needs stemming from potential traumatic prior experiences. Building on the students existing academic assets developed in the home country, participation in this pathway is limited to one year, at which point the students transition into the Mainstream SEI pathway.</p>
Goals	<ol style="list-style-type: none"> <li>1. ELs in this pathway will receive targeted linguistic supports and structured interactions to ensure an accelerated transition to mainstream/SEI pathway and access to the grade level curriculum and promote progress toward reclassification.</li> <li>2. ELs in this pathway will access the grade level curriculum and promote progress toward content mastery and reclassification.</li> <li>3. While instruction generally takes place in English, this pathway will actively pursue opportunities to incorporate the students' primary language oral and written assets.</li> </ol>
Students this pathway	<ul style="list-style-type: none"> <li>• Secondary ELs identified as newcomers with developed levels of literacy in their primary language.</li> </ul>
Program components	<ul style="list-style-type: none"> <li>• Integrated ELD in all content areas (section 3.1, this chapter)</li> <li>• Advanced Designated ELD classes in reading and writing (section 3.2, this chapter)</li> <li>• EL content area classes</li> <li>• Extended Learning Academy (section 6.1, this chapter)</li> <li>• Summer Academy (section 6.2, this chapter)</li> </ul>

# Chapter III: English Learner Pathways and Services

## Developed-Literacy Newcomer Secondary Pathway (continued)

Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT).</li><li>• All sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Efforts will be made to either provide paraeducators or cap the class sizes in settings where performance and language gaps pose the greatest challenge.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 per times year.</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Content area teachers are provided time to collaborate with ELD teachers to coordinate social emotional and instructional supports.</li></ul>
Community connection	<ul style="list-style-type: none"><li>• Newcomer parents are provided with specific supports and guidance about the educational system in the US, on arrival and during their engagement with this program.</li><li>• Parents are regularly informed about the goals and component of this program in relation to other available pathways.</li><li>• Parents are regularly informed about the Students' progress in English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## Dual Identified Secondary Pathway (EL + Exceptional Needs)

Description	This pathway provides secondary ELs with Individual Educational Needs with linguistic supports in all content areas to achieve their individual learning goals, in addition to instruction about the functioning and use of English, in order to attain the students' identified linguistic targets. While English is the main vehicle of instruction, primary language supports are provided when feasible/applicable. This pathway offers targeted supports and social emotional learning opportunities to promote the appropriate progression toward the learning goals. Educational services are provided as a standalone pathway in Special Day Classes, or embedded when pursuing inclusion in the Mainstream/SEI pathway.
Goals	<ol style="list-style-type: none"><li>1. ELs in this pathway will progress toward reclassification in accordance with their specific supports identified in their IEPs or 504 plans by developing a strong foundation in their primary language and by means of targeted linguistic supports and structured interactions with English speakers.</li><li>2. ELs in this pathway will attain the goals set forth by their learning plans by means of scaffolded instruction.</li><li>3. ELs in this pathway will capitalize on their whole communicative repertoire as an asset to achieve their individualized plans.</li></ol>
Students in This Pathway	<ul style="list-style-type: none"><li>• Secondary ELs with identified needs and individual educational plans.</li></ul>
Program Components	<ul style="list-style-type: none"><li>• Integrated ELD in content areas(section 3.1, this chapter)</li><li>• EL classes</li><li>• Designated ELD (section 3.2, this chapter)</li><li>• Extended dELD (section 3.2, this chapter)</li><li>• Extended Learning Academy (section 6.1, this chapter)</li><li>• Summer Academy (section 6.2, this chapter)</li></ul>

# Chapter III: English Learner Pathways and Services

## Dual Identified Secondary Pathway (EL + Exceptional Needs) (continued)

Staffing	<ul style="list-style-type: none"><li>• All teachers hold the applicable credential to teach ELs as described in chapter 4, staffing and PD.</li><li>• All sites coordinate testing and data with a full-time English Learner Support and Assessment Technician (ELSAT) fluent in the primary language of the program.</li><li>• all sites have equitable support from ELA/ELD Teachers On Special Assignment (TOSAs).</li><li>• Resource Specialists and Psychologists specializing in both linguistic and social emotional supports for ELs.</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• New teachers receive an intensive induction to ELD in the district.</li><li>• Teachers receive ELD training at least 2 times per year</li><li>• Professional development offerings in all content areas apply a language lens (see section 3.3, this chapter).</li><li>• Teachers are provided time to collaborate and coordinate ELD content, grouping of students, and coordination/articulation of language input across the program's grade span.</li></ul>
Community Connection	<ul style="list-style-type: none"><li>• Parents are regularly informed about the goals and components of this program in interactions with the student's individualized plan.</li><li>• Parents are regularly informed about the students' progress in English and the timeline for reclassification (see chapter 2).</li><li>• Parents are encouraged to participate in the classroom and the linguistic community of the school.</li><li>• Parents are empowered to participate and assume leadership in the EL leadership bodies where this program's tenets, implementation, and results are discussed (see chapter 5).</li></ul>

# Chapter III: English Learner Pathways and Services

## 5. Expected progress and Interventions

English language learners are expected to continually advance towards reclassification and any significant and lasting stagnation in this progress is to be addressed. As described in Chapter 2, ELs take ELPAC test to measure their English language proficiency. This test describes proficiency against four performance levels which, for progress accountability, are subdivided as described in the graph below. These six divisions of the language proficiency spectrum are the English Language Performance Indicators, or ELPI levels, as determined by the state accountability system.

### 5.1. Adequate English Language Progression

Each EL student is expected to advance one English Language Progress Indicator (ELPI) level a year at the very minimum. This progression is described in the table below. Failure to progress would then trigger the need for interventions. Special attention will be paid to the middle where ELs have historically stagnated leading to the risk of becoming a long-term English learner or LTEL (see chapter 2).

	ELPI 1	ELPI 2L	ELPI 2H	ELPI 3L	ELPI 3H	ELPI 4
End of year	EL Student A	EL Student B	EL Student C	EL Student D	EL Student E	EL Student F
End of year		EL Student A	EL Student B	EL Student C	EL Student D	EL Student E
End of year			EL Student A	EL Student B	EL Student C	EL Student D
End of year				EL Student A	EL Student B	EL Student C
End of year					EL Student A	EL Student B
End of year						EL Student A

# Chapter III: English Learner Pathways and Services

## 5.2. Progression and Course Offerings in Secondary

Based on their language proficiency and pathway, the following differentiated courses will be available to SCUSD ELs in secondary schools where the pressures towards reclassification and graduation become more acute. This course structure, denominated Accelerated ELD (aELD) pursues the concentration of coordinated efforts to prevent or remediate stagnation in language proficiency growth, and allow access to core curriculum. These courses will begin in the 2021-22 school year.

	Foundational AELD Courses	Academic AELD Courses
<b>Content and Conversational Vocabulary (CCV)</b>	<p><u>Courses: CCV 1, 2, and 3</u> CCV courses build oral and aural competence across content settings. Students develop English receptive and productive skills as well as vocabulary that is immediately useful in school, classroom and community settings.</p> <p>*Academic students (Developed Literacy: GW 3 and 4, Reading 3 and 4) are not assigned CCV courses and are instead assigned elective courses needed to meet graduation requirements.</p>	
<b>Grammar and Writing (GW)</b>	<p><u>Courses: GW 1 and 2</u> Foundational GW courses introduce students to English language grammar structures. Students learn how to apply basic syntactic patterns, conjugation rules as well as the phonemic and semantic aspects of language to express their knowledge and organically formulate questions across content areas.</p>	<p><u>GW 3 and 4 (a, b, c, d)</u> Academic GW courses focus on the application of discrete grammar skills within the context of literacy tasks that students typically encounter in academic content area courses. Rigorous comprehension and academic writing tasks across all text types that make up the framework for the exploration and practice of the skills required to excel across content area courses.</p>
<b>ELD Reading and Comprehension Skill Development</b>	<p><u>ELD Reading Foundations 1 and 2</u> ELD Reading foundations is a beginning English reading course that develops reading skills in four areas: word analysis, fluency and vocabulary, comprehension and basic literary analysis.</p>	<p><u>ELD Reading Skills 3 -4</u> ELD Reading skills is an intermediate English reading course that develops academic reading comprehension skills across all text types that make up the framework for the analysis, response, and collaborative discourse required to excel across content area courses.</p>



# Chapter III: English Learner Pathways and Services

## 5.3. Intervening with Equitable Supports

The expected progression for ELs as described above is one ELPI level per year, regardless of the grade where the students first start. Issues with this expectation or a mismatch between academic competence and language proficiency will trigger the need for supports. Every school has identified Student Study Team (SST) ready to convene when the need to analyze a performance trajectory arises. In this study sessions the team grounds itself in an asset-oriented mindset, analyzes holistically multiple factors from academic to social emotional and determines and recommends the supports needed for the student. The SST must have convened and analyzed the impact of implementing interventions prior to making any consideration or recommendations about exceptional needs, which should be in any case a last resort.

This team is composed of administrators and classroom educators in direct contact with the student under study and it is highly recommended that it includes parents/guardians. At the very minimum, any such meeting proceedings and resolutions will be communicated to parents/guardians in writing in a language that is comprehensible to them.

## 5.4. Multi-Tiered Support Systems (MTSS)

The multi tiered support system provides a solid framework of reference for gradual and sequenced interventions for English language learners. Such an approach is critical in preventing false identification of specific learning disabilities and emphasizes a re-examination of the effectiveness of instruction received by the student so far. Further, it transcends a narrow focus on academic performance issues and considers interventions for both academic and social emotional aspects. The MTSS pyramid of interventions has three tiers:

- a. **Tier 1:** Services at this level should address the needs of 80% of English learners. Integrated and designated ELD, newcomer supports, and social emotional interventions are considered here.
- b. **Tier 2:** Services address the needs of approximately 15% of the ELs. Intensity of services and monitoring frequency increases.
- c. **Tier 3:** Services address a small percentage of students (5% or less) who may require additional testing for potential learning disabilities.

# Chapter III: English Learner Pathways and Services

## 5.5. Targeted supports

In accordance with the MTSS framework, SCUSD provides a variety of interventions for students who are struggling with which development, academic performance, /or social emotional development. Each school's SST may refer students for these services.

### A. Local interventions

At schools, the determinations would be made to increase the support level for students. Tier 1 interventions can include extended ELD, push-in or pull out supports with EL support personnel, or an individual conference or classroom circle to name a few examples. The structure and dynamics of the instruction the student is receiving will also be considered and reevaluated, specifically as it aligns with the Sobrato Early Academic Language (SEAL) Program tenets and principles.

### B. Extended Learning Academies

SCUSD provides additional instructional time and academic support in its extended learning academies program (Tier 2 supports). This program runs during the academic year with a focus on core subjects and educational technology. Parents will be made aware of its existence, availability, and requirements for participation (see chapter 2).

### C. Summer School

SCUSD provides additional instructional time and academic support in its Summer school program (Tier 2 supports). This program runs between June and July each academic year and is offered through the migrant student program. Parents will be made aware of its existence, availability, and requirements for participation (see chapter 2).

# Chapter III: English Learner Pathways and Services

## 6. Distance-Blended learning plan for ELs

SCUSD is responsive to external circumstances that may require ELs receiving instruction partially or fully dependent on online platforms. As such, EL families will receive hardware, software, and comprehensive guidance/instructions to access instruction in these learning modes (see chapter 2). During times of distant learning, students will receive rigorous instruction in accordance with the specifications and components of their pathway, including the Essential Language Foundations (iELD and dELD). Scaffolds or supports must be in place for ELs to access grade level content, participate fully in activities, and progress adequately in their language development in every segment of synchronous and asynchronous instruction. Given the need for interactive and meaningful oral language development, the time developed to synchronous instruction will reserve a significant and proportional segment to dELD.

Distance learning for ELs will actively pursue the creation of differentiated opportunities for students to develop language in natural contexts, with an emphasis on oral language as a precursor to reading language. All the principles outlined in this chapter apply with the necessary modifications to the online medium of communication.





# **Chapter IV**

## **Staffing, Professional Learning, and Leadership**

# Chapter IV: Staffing, Professional Learning and Leadership



## Guiding Questions

- Who supports English Learners and their families?
- How do educators receive high quality professional learning experiences focused on English Learner instruction?
- How are English Learner services provided to support individual and collective needs?
- How are educators and personnel staff recruited and retained to support English Learners?



# Chapter IV: Staffing, Professional Learning and Leadership

## 1. Introduction and Overview: How Staffing, Professional Learning, and Leadership Support Vision 2035

The Adult Portrait contained in SCUSD's Vision 2035 outlines the knowledge, skills, and aptitudes of educators to be world leading professionals, creative and critical thinkers and adaptive, inclusive collaborators in a system that provides opportunities for growth. None of the attributes of the adult educator are inherent traits, but cultivated and refined skills through high quality professional learning experiences. This holds true for educators with English Learners under their care, given the dynamism of our community and the migratory flows of a globalized world.

This chapter describes the human capital needed to ensure that ELs attain the desired outcomes of reclassification, graduation, and social emotional growth in SCUSD's programmatic pathways described (chapter 3). As an educational organization, SCUSD is committed to fulfilling its legal obligation with regards to personnel credentialing and to providing the conditions for increased educational outcomes and organizational improvement. Furthermore, SCUSD constantly invests in the growth of its professional community in order to see the EL Roadmap policy and Vision 2035 come to fruition.

**Principle 1 - Assets-oriented and needs responsive schools:** SCUSD empowers the linguistic and cultural wealth of students and respond to their academic needs by hiring and training world-class certificated and classified personnel that embrace our community's diversity as part of their growth.

**Principle 2 - Intellectual quality of instruction:** SCUSD promotes the implementation of rigorous instruction for ELs by constantly updating and expanding the pedagogical skills and knowledge of the educators teaching in the classroom and the administrators who support them. Furthermore, SCUSD will invest in the linguistic dimension of learning as a way to build adaptive professionals across contexts

**Principle 3 - Systems Conditions that support effectiveness:** SCUSD complies with the requirements for credentialing and certification of professionals working to support ELs and continues to stimulate the ongoing learning of all community members. Furthermore, SCUSD will actively promote collegial conversations that focus on student learning and disseminate professional learning through leadership networks.



# Chapter IV: Staffing, Professional Learning and Leadership

**Principle 4 - Alignment and articulation within and across systems:** SCUSD will ensure effective articulation of services to ELs by promoting a multilevel EL-focused leadership network and committing assets that foster a culture of collaboration among the different bilingual and ELL-serving positions in the district. Such network is data-driven and pursues equity impact by maximizing existing resources in the community.

## 2. Staffing: An Ecology of Professionals in the Service of ELs

The quality and commitment of SCUSD professionals is at the core of the educational promise of equity for ELs. All educators are EL educators, and all personnel in the district will coordinate to reinforce SCUSD as a world-leading educational system in the service of ELs, as their educational trajectory in the district and the depth of their learning is determined by the collaborative work of certificated and classified professionals. Accordingly, the district not only meets the professional credential and authorization requirements set forth by state legislation but is also proactive in recruiting and retaining professionals who stand out in their commitment to academic excellence and linguistic and cultural sensitivity towards ELs and their families.

### 2.1. Certificated Positions

The conditions of adaptability, equity, and data-driven decisions set forth by Vision 2035 require that all educators embrace their identity as EL educators, and work together in the ecology of SCUSD schools. This section describes the certificated positions serving ELs across the continuum of services of SCUSD's pathways (chapter 3).

#### **Teachers of ELs**

All teachers providing designated or integrated ELD instruction (ELF foundations, chapter 3) will have the appropriate credentialing requirements established by the state's Commission on Teacher Credentialing. Specific arrangements may take place for professionals in intern positions or in the process of clearing their credentials for areas of shortage.

# Chapter IV: Staffing, Professional Learning and Leadership

Based on current credentialing requirements, a teacher obtaining a teaching credential is qualified to provide ELD in their grade or content area. All teachers are expected to provide differentiation and scaffolding for ELs and to continue receiving professional development to refine these practices. As part of professional growth and systemic efficiency, teachers holding an ELD-specific credential in secondary will be provided with the time, resources, and conditions to articulate and align their instruction with that of teachers in other content areas. This is a necessary requirement for the optimization of the Accelerated English Language Development Plan (chapter 3) and its articulation with integrated ELD happening across any instructional day.

## **Teachers in Bilingual/Dual Immersion Settings**

All bilingual teachers providing instruction in a non-English student primary language will hold the appropriate bilingual authorization. If a teacher has an emergency authorization, a clear plan with supports will be in place leading up to the attainment of proper authorization. Bilingual teachers in these assignments are expected to design and implement instruction in accordance with the program structures defined in the appropriate EL pathway (chapter 3). Bilingual teachers are to receive assignment-specific training that reinforces their pedagogical and linguistic skill sin bilingual settings.

## **English Learner Support Teacher/ELD TOSAs**

The primary role of the English Learner support teacher is defined as providing instructional leadership, professional development, and support in the organization of parental leadership at the school. Therefore, this position becomes pivotal in the provision of holistic services to ELs. ELD TOSAs are empowering collaborators and skilled data-analysts that ensure the equitable impact of instructions in their sites.

## **ELA/ELD TOSAs**

Among other duties required by their settings and job descriptions, ELA/ELD TOSAs establish a bridge between English Language Arts and English Language Development as defined in the [2014 California ELA/ELD framework](#). In their coaching and professional supports provided, these TOSAs highlight the language development opportunities and appropriate supports for ELs needed in every literacy segment, keeping students and equity at the center. ELA/ELD TOSAs play a relevant role in the articulation and alignment of instructional systems and curricula.

# Chapter IV: Staffing, Professional Learning and Leadership

## **TOSAs, Other Areas**

TOSAs in general support the identification of the linguistic components of the respective content areas, which in turn enables them to be instructional leaders and EL advocates with the educators that they support. Conditions, training, coordination time, and resources will be provided so that the services provided by content area TOSAs can be coordinated with the ELD and ELA/ELD TOSAs.

## **Literacy Intervention Specialists**

Literacy intervention is provided to ELs as part of the multitiered support services. Literacy Intervention Specialists play a critical role in the support of newcomers and students at risk of becoming Long Term English Learners (LTELs) in the elementary pathways (chapter 3). The district will work actively to recruit and retain bilingual literacy intervention teachers to work in the district's multilingual pathways and the schools where the concentration of ELs is high.

## **Special Education Teachers**

Given that Special Education teachers serve dual identified students (EL+ exceptional needs) who require both designated and integrated ELD, Special Education teachers will receive appropriate professional development that highlights the intersections between these two categories and supports the development of differentiated instruction for these needs.

## **Speech Therapists**

Embracing the languages of ELs as assets, with their idiosyncrasies and articulatory qualities, requires a sensitive approach to speech impediments in language other than English. Accordingly, the district will work actively to align the services of multilingual speech therapists with the linguistic background of the students that they are serving, and continuously engage in providing professional development on linguistic and cultural engagement strategies.

# Chapter IV: Staffing, Professional Learning and Leadership

## 2.2. Classified Positions

SCUSD classified personnel play a critical part in making SCUSD a world class system. Collecting academic and language performance data, supporting our classroom educators or being the first to welcome EL families into our district are just some of the essential functions played by classified personnel, all of them contributing to creating the culture of Vision 2035.

SCUSD supports its classified staff's learning with incentives and encourages them to continue developing in the educational career ladder. All classified staff is to receive EL focused training as part of that support and in order to serve effectively the EL population in the district. Ultimately, these experiences seek to cultivate the community leadership and vocation of public service inherent to these roles.

### **English Language Support-Assessment Technicians /ELSATs**

The ELSATs occupy a strategic position in the district system and the promotion of a data-driven culture by collecting, compiling, and communicating essential data about the performance and well-being of ELs. Being a district specific position, their role and scope of work needs to be made explicit to all administrators and educators in schools in order to maximize their potential impact on the organization. The district will provide EL focused professional development to continue expanding their analytical and support skills.

### **Paraeducators**

Under the guidance of certificated personnel, paraeducators in Special Education perform critical services in supporting students with special needs who often have language needs as well. Similarly, bilingual paraeducators perform essential functions in supporting the language development of ELs, especially in settings where language needs benefit from limited educator to student ratio. Therefore, paraeducators will be engaged in EL focused training comparable to that of certificated personnel serving ELs with whom they share a working space.

### **Bilingual Liaisons**

Bilingual community liaisons occupy a pivotal role in creating a welcoming and inclusive community for EL student families and providing wraparound services in collaboration with other educators. They will be engaged in support EL parental leadership committees in the school. They will be supported with training to develop their skills in engaging the multicultural community at SCUSD.

# Chapter IV: Staffing, Professional Learning and Leadership

## **Interpreter/Translators**

School-community interpreter/translators perform critical role in securing that communication is fluid between families, the school, and district, thus playing a pivotal role in the deployment of wraparound services to EL families and students. Similar to their ongoing professional language development, interpreters will be supported in developing strategies to engage the multicultural community at SCUSD. Interpreter/translators would receive training to develop their capacities in both school community interpreting and in the craft and practice of textual translation.

## **Administrative Personnel**

Administrative personnel are often the first point of contact for EL families arriving to the district. The district will work to place bilingual administrative personnel in schools with high numbers of ELs, strategically deploying employees who speak minority languages across the district's schools. The district will work actively to increase the linguistic skills of administrative personnel facing the public and to support them with training to promote inclusivity and multiculturalism in the district. Administrative personnel are encouraged to develop their language abilities and be compensated for the acquisition of skills (as evidenced by a specific test) and the provision of multilingual services in the district.

## **2.3. Determining Needs**

A designated director in the Educational Services Division and the Assistant Superintendent of Human Resources meet yearly and as needed to gauge the EL needs of school sites based on demographic trends, performance patterns, program needs, and site administrator input. Specific attention will be paid to supporting areas of the district with both high and low concentration of ELs, ELs with less frequent language groups, and clusters of EL population which also endure low socioeconomic status conditions.

The Human Resources Division is responsible for the hiring and appropriate credentialing of the staff providing services to English Learners, as well as the monitoring of personnel in the process of obtaining full certification requirements. A designated director in Educational Services will report on specific demands posed by the heterogeneous EL population across the district, and advise on how to support it with resources. Special consideration will be given to courses in high need pathways (e.g., newcomer or LTEL pathways) where performance gaps are most significant, and efforts will be made to lower educator to student ratio.

# Chapter IV: Staffing, Professional Learning and Leadership

## 2.4. Recruitment and retention

SCUSD Vision 2035 envisions a sustainable professional culture that focuses on EL assets and needs and that attracts personnel with equity drive, pedagogical and interpersonal skills, and multicultural sensitivity. SCUSD will proactively engage with local educator preparation programs and hiring events to secure access to successful EL educators and leaders for the realization its Vision 2035.

Throughout the new employee selection process, ample consideration will be given to any candidate's qualifications and/or prior performance with regards to supporting and leading ELs to success. For example, interview protocols will aim at eliciting information about the candidates' disposition, skills, and cultural and linguistic sensitivity, so that instructional or leadership demonstrations must show a sound ability to consider linguistic needs and EL differentiation. To the extent possible, the Human Resources Division will collaborate with expert EL professionals in the selection process.

Given the cycles of teacher shortage and continuous scarcity of bilingual teachers, the district will ensure that opportunities for professional development and growth are provided. SCUSD provides a bilingual stipend for teachers serving in designated bilingual settings as a recognition of their qualification and critical role in a multicultural and multilingual setting. This consideration extends to all bilingual professionals whose cumulative expertise and connection to the community make their work essential for the success of ELs and the meaningful participation of their families in school functions. Accordingly, educators involved in tasks or committees that support the advancement of EL educational opportunities should be compensated according to the provisions defined in the appropriate bargaining agreement.



# Chapter IV: Staffing, Professional Learning and Leadership

## 3.1. Goals and Objectives

The Professional Learning and Educational Services departments will ensure district-wide high quality English language trainings and multi session workshops by committing to the following goals and objectives:

- Organizing adults into learning communities/collaborative teams whose goals are to increase the language proficiency and accelerate the academic achievement of ELs.
- Preparing educators effectively to address the needs of ELs by deepening their knowledge of essential research-based practices
- Supporting educators to understand and value ELs (and other students with particular needs) by strengthening knowledge of cultural backgrounds while maintaining high expectations
- Providing resources to support adult learning and collaboration around the social and academic needs of ELs
- Using student data to determine student learning priorities, monitor progress, and sustain continuous improvement.
- Assisting teachers in preparing ELs to meet the rigorous demands of standards for college and career readiness.
- Providing educators with the knowledge and skills to engage families and other stakeholders in the academic achievement of ELs (family/community involvement)

# Chapter IV: Staffing, Professional Learning and Leadership

## 3.2. Professional Development of Master Plan Components

A meaningful and intentional professional development plan will be implemented to introduce the components of the new EL Master Plan. For alignment and continuity, these sessions will be offered by district and/or site TOSAs and will emphasize key features and components of the document. The training will be provided to all district and site administrators as well as teachers, paraeducators and additional support staff at the sites who support ELs.

Workshop sessions will include the following information:

### **District Administration**

- Review of content
- English Learner Development Standards
- English Learner Roadmap/Policies
- Identification of critical site responsibilities for implementation
- SEAL of Biliteracy

### **Site Administration**

- Review of content
- English Learner Development Standards
- English Learner Roadmap/Policies
- Identification of critical site responsibilities for implementation
- Essential research-based instructional strategies for integrated and designated lessons
- Observational protocols for integrated and designed classes/courses
- English Learners with Disabilities
- Celebrating cultural diversity with students and families
- SEAL of Biliteracy

### **Site Staff Personnel (Teachers, Paraeducators, ELSATS, Liaisons, Counselors)**

- Review of content
- Identification of critical site responsibilities for implementation
- Supporting and communicating with families of English Learners
- Celebrating cultural diversity with students and families
- English Learners with Disabilities
- SEAL of Biliteracy

### **English Learner Families (DELAC/ELAC, School Site Council)**

- Review of content
- English Learner Development Standards
- English Learner Roadmap/Policies
- SEAL of Biliteracy

# Chapter IV: Staffing, Professional Learning and Leadership

## 3.3. Professional Development To Support Instruction and Student Learning

In collaboration with district and site leaders, a three to five year professional learning plan will be developed that addresses the implementation of the new EL Master Plan. All professional learning will be aligned to the first two principles of the EL Roadmap. These principles 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 (CDE, 2017)

### **Principle One: Assets-Orientated and Needs-Responsive Schools**

The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

### **Principle Two: Intellectual Quality of Instruction and Meaningful Access**

ELs engage 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.

# Chapter IV: Staffing, Professional Learning and Leadership

Collaborative and professional learning opportunities related to ELs will focus on the following research based instructional skills:

Policies, Procedures and Protocols	<ul style="list-style-type: none"> <li>• Initial Identification, Notification and Program Placement</li> <li>• State Assessment Initial and Summative</li> <li>• Reclassification Process</li> </ul>
Supporting All Students	<p><b>Foundational Understandings</b></p> <ul style="list-style-type: none"> <li>• Data Driven Instruction</li> <li>• English Language Development Standards</li> <li>• ELA/ELD Framework</li> <li>• Assessment</li> </ul> <p><b>Core Curriculum for ALL English Learners</b></p> <ul style="list-style-type: none"> <li>• Integrated and Designated ELD</li> <li>• Universal Design for Learning</li> <li>• Scaffolding and Differentiation</li> <li>• Oral Language Development</li> <li>• Academic Language Support</li> <li>• Multi-tiered System of Supports Framework</li> </ul> <p><b>Specialized Instruction and Supports</b></p> <ul style="list-style-type: none"> <li>• Newcomers</li> <li>• At-Risk of Becoming Long-Term ELs</li> <li>• Long-Term English Learners</li> <li>• ELs with Disabilities</li> <li>• Foster, homeless, low socioeconomic</li> </ul>
Cultural Responsiveness	<ul style="list-style-type: none"> <li>• Embracing Multilingualism/SEAL of Biliteracy</li> <li>• Social Emotional Learning/trauma informed practices</li> <li>• Equity, Identity and Anti Racism Awareness</li> <li>• Celebration of culture</li> </ul>
Parent Involvement and Engagement	<ul style="list-style-type: none"> <li>• Embracing Multilingualism</li> <li>• Parent's Rights</li> <li>• School and District Advisory Councils</li> <li>• Local Control Funding Formula and ELs</li> <li>• A-G Course Attainment</li> <li>• Parent Trainings and Workshops</li> <li>• System Conditions at School Sites and District Level to Support ELs</li> </ul>

# Chapter IV: Staffing, Professional Learning and Leadership

## 3.4. Annual English Learner Master Plan Professional Development

Annual training will be provided for all new staff who have the responsibility of implementing components of the EL Master Plan. This will ensure a widespread understanding and a commitment to faithful and high quality implementation.

## 3.5. Local and State Professional Development Conferences

In the spirit of continuous learning, staff is also encouraged to attend annual conferences provided by local or state organizations to enhance their knowledge and skill set regarding high quality EL instruction. These experiences will be included in site action plans and must incorporate follow up and action steps for implementation at schools.

## 3.6. Monitoring of Professional Development

Throughout the school year ongoing monitoring of staff and professional development sessions will be continuously observed to ensure that system conditions support effectiveness. This can include but is not limited to:

- Site walkthroughs/instructional rounds
- TOSA coaching support
- Peer observations
- Feedback surveys
- Analysis of collected data in professional learning management system

# Chapter IV: Staffing, Professional Learning and Leadership

## 4. Building Professional EL Leadership

Fulfilling the educational promise for ELs in SCUSD's Vision 2035 demands a systemic, concerted effort among educators and staff at different levels in the district. The California EL Roadmap is aligned with our district's vision in its fourth principle calling for the integration within and across systems. Accordingly, SCUSD supports a network of EL leaders at multiple levels, ensuring the fluid exchange and dissemination of information, dynamic approaches to problems of practice, and the optimization of resources across the district. The EL leadership network has **four interconnected levels related to areas of action/chapters in this master plan**:

### **ELSAT Network**

ELSATs are uniquely positioned to collect data patterns and trends at the school sites in collaboration with certificated educators and administrators. Administrators, teachers, and communities have appreciated the strategic role that ELSATs play in creating the conditions for EL instruction and wellness to take place. Their pivotal role in a data-driven organization requires that they are organized systemically in the network so that they can exchange sound practices in data collection and facility EL processes. ELSATs are well-positioned to provide perspectives with regards to systemic efficiencies and challenges when it comes to serving ELs in their school/organizational culture.

In order to maximize their collective expertise, elementary and secondary ELSATs will meet as a single network periodically at least six times a year as a collaborative network facilitated by the director of educational services or designee. These meetings will **focus thematically on equity and systems for data collection**, while also providing a venue for their professional development, discussions on the organizational conditions of their schools, alignment, and articulation among educational levels, and the provision of equitable services to EL families. This network will be guided by a desire to pool experiences and expertise, equity in educational access, and a focus on developing a unified K-12 system in SCUSD. Minutes and agendas in these meetings will be recorded, and outcomes and conclusions will be shared with other EL leadership networks.



# Chapter IV: Staffing, Professional Learning and Leadership

## **EL Lead Network**

Each school site will identify an EL Lead, an educator who is strategically positioned as a member of the Site Leadership Team (SLT) and an educator with grounded classroom experience directly in contact with ELs. EL Leads collaborate with a principal or designee in collecting critical information on the equity of learning conditions for ELs in the school (linguistic proficiency, academic competence, social emotional wellness), and information relevant to the critical accountability questions described in Chapter 6, monitoring, accountability and transformation. This information will be discussed at the school site (see Cycle of Inquiry: review of school practices in chapter 6).

The EL Lead will participate in a districtwide EL Lead convening to be held at least twice a year, depending on the volume of business, and **focus on the analysis of equity and learning conditions** for ELs across schools. This network is charged with discussing the organization of equitable learning at a systemic level, considering data patterns districtwide and legal accountability questions listed in Chapter 6. When possible, ELD TOSAs and representative (s) from the ELSAT network will be part of the convenings. These meetings are facilitated by the directors of educational services or designee.

## **TOSA Network**

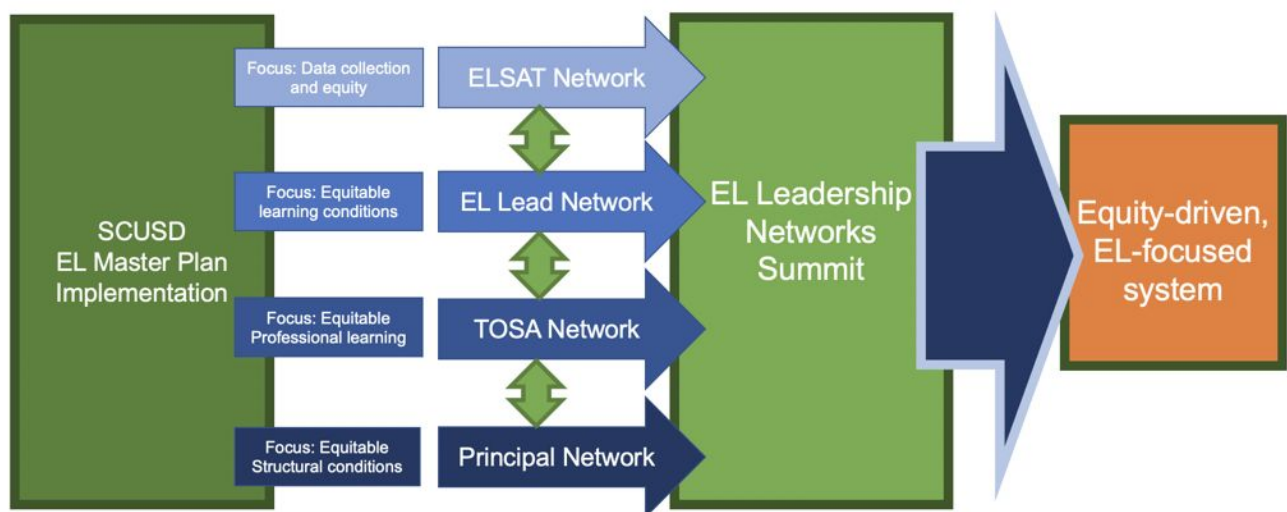
TOSAs are uniquely positioned to provide timely feedback and reinforcement to the learning happening in the pathways described in Chapter 3 and the professional learning activities supporting the implementation of this EL Master Plan. They play a key role in supporting the growth of professional skills among classroom educators and may advise administrators on matters pertaining to their discipline. Accordingly, ELD TOSAs, ELA/ELD TOSAs, and content area TOSAs will identify specific meetings in their regularly scheduled meeting during the year to **focus on equity and the conditions for professional learning among EL educators**, described in this chapter under the section professional learning.


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## **Principals' Network**

Site administrators regularly meet to identify and discuss issues related to pathway implementation and other learning conditions. Among these meetings, equitable time will be set aside for discussion of EL some practices and implementation of challenges in any of the aspects contained in this EL Master Plan. Facilitated by the directors of educational services, such discussions will **focus on equitable learning structures** and will be grounded on data analysis carried out in the context of each school's SLT. EL issues in the principal meetings will be included as discrete agenda items, minutes will be taken, and actionable conclusions will be reached.

At least once annually, representatives of the four networks convene in a **SCUSD EL summit** to revise the stipulations of this EL Master Plan, discuss EL data patterns and trends, and provide advice to the district leadership with regards to EL priorities. The discussions and resulting action items (e.g., modifications to this EL master plan, request for the strategic deployment of resources) documented and shared with the superintendent and the cabinet. As part of their community stewardship, the district will work to establish communication ties or presence from ELAC and/or DELAC members in this summit, with the purpose of revitalizing and grounding conversations on real EL community experiences. The ultimate outcome of this iterative summit is the creation of a lasting, unified equity structure with representational legitimacy in the SCUSD community.





# **Chapter V**

# **Community Engagement and Leadership**

# Chapter V: Community Engagement and Leadership



## Guiding Questions

- What is the meaning of Vision 2035 for EL parents/guardians who are leaders in the district?
- What role do families from multiple cultures play in our district?
- How is SCUSD proactively engaging parents/guardians?
- How do we organize powerful, collaborative committees for EL parents/guardians?

# Chapter V: Community Engagement and Leadership

## 1. Introduction and Overview: How Community Engagement and Leadership Realize Vision 2035

SCUSD's mission of developing resourceful graduates with strong community values and prepared for an evolving globalized world is unequivocally a team effort with our emerging bilingual parents, guardians and community at large. Therefore, the district aligns resources to reinforce existing partnerships and build new ones that will strengthen that team effort. Community engagement and parental leadership is not just a legal requirement, but a necessary route to realizing the expectations that all of SCUSD's graduates will live up to their fullest potential. Accordingly, the district ensures that the conditions are appropriate and the information available for the parental leadership committees to fulfill their function and make democratic decisions in the shared task of educating emerging bilinguals.

This chapter begins with a definition of parental engagement in light of the aspirational values set forth by Vision 2035. Then, it will explore and set expectations for the different times and ways in which individual parents or the community at large and district may communicate. Particular emphasis is given to the district resources and structures in place and necessary for those contacts to be productive and equitable. Third, the function and starting point for the legally mandated EL parent representation committees will be defined, both at the site and district levels. While many of these interactions are defined by the provisions set forth by the California education code, SCUSD is committed to going beyond compliance and taking a proactive stance to raise awareness and promote agency among emerging bilingual parents.

This chapter brings together the EL Roadmap principles and Vision 2035 in the following ways:

**Principle 1- Assets oriented and needs responsive schools:** Responding to English learner needs and celebrating their assets requires understanding and honoring the cultural and linguistic heritage of their parents/guardians. SCUSD engages with families understanding their role as an inextricable emotional and identity foundation for children, and empowers their informed choices every step of the way until reclassification and graduation.

# Chapter V: Community Engagement and Leadership

**Principle 2 - Intellectual quality of instruction:** SCUSD teams up with families and supports our district's world-class educators and the accessible, equity-based learning they strive to provide every day in our classrooms. Our district regularly informs and shares decision about learning opportunities and needs with our families.

**Principle 3 - System conditions that support effectiveness:** SCUSD creates the conditions that support community stewardship by building communication bridges across languages and cultures, and that unify efforts toward reclassification and graduation. Community leadership is empowered through site and district committees that speak with a powerful voice to our common goals in Vision 2035.

**Principle 4 - Alignment and articulation within and across systems:** parents, guardians, and the wider community are part of the network of relationships where SCUSD works to make a difference. Accordingly, sites and departments share information and strategies that create a coherent educational message and set clear expectations of equity and social justice for all.

## 2. Defining and Promoting Parental Engagement

SCUSD's belief is that all parents dearly want their children to succeed and entrust our schools with the realization of their potential. Further, if given the appropriate conditions and resources, parents may want to participate and have first-hand experience in the process of shaping their children's future. When SCUSD uses the word engagement, we want to draw fine distinctions between involvement and engagement. While the first points in the direction of awareness of educational programs, the latter stresses greater agency on the part of parents. SCUSD's commitment is to promote the conditions for a more active parent/guardian role to be played in order to promote equity, community stewardship, and a culture of empathy among the stakeholders of our most diverse community in Santa Clara.

Community engagement entails a reciprocal relationship between schools and families. At the individual level, educational decisions are based on pedagogical practices backed by evidence and input from families as the sources, keepers, and sustainers of the students' cultural wealth. At the organizational level, the governance structure of schools creates democratic and reciprocal expectations of participation.



# Chapter V: Community Engagement and Leadership

## 2.1. SCUSD's Proactive Stance for our Community Engagement

Reaching high levels of reciprocity and meaningful engagement in community-district relationships requires resources and structures that facilitate meaningful communication and can overcome cultural and structural barriers. SCUSD's Vision 2035 and its values of equity, collaboration, and putting students obliges the district to take the initiative in communicating with families beyond the merely legally required notifications and reports. SCUSD is committed to connect with families and build a collaborative community that focuses all stakeholders on the success of our SCUSD graduates. SCUSD's proactive stance to collaboration is guided by an appreciation of our diverse community and its ties.

### **Beyond the Initial Notification**

As described in Chapter 2, parents will be notified about the language proficiency status of their child within the timeline determined by state law. This is just a starting point, as the district will then proceed to share with parents the range of programs and supports that are available for emerging bilinguals. That includes providing access to the EL Master Plan as the local policy of reference. Information will be communicated in a language that is accessible and comprehensible to parents.

SCUSD's world-class educators strive to use an asset oriented frame for communication with families. As such, they collaborate to provide families with opportunities to connect with the school culture in ways that are cross-culturally comprehensible. For example, families will be offered school tours and invitations to events that celebrate the multiple cultures present in our community. Most importantly, families will be asked about their perceptions of schools and their child's learning, and asked to provide input that will be used to inform instructional improvement and resource investment decisions.

The district will work to promote volunteering opportunities for parents who would like to support teachers in the classroom. In this regard, they will offer specific information about the requirements for clearance and the process to obtain it. Administrators will work to accommodate parent interests and ideas for how to support schools and provide activities to facilitate ongoing parent learning.

# Chapter V: Community Engagement and Leadership

## **Parent Conferences**

Schools will periodically organize parent-teacher conferences in which the parents/guardians of emerging bilinguals will be provided with information about the academic and language proficiency progress of their children. SCUSD educators receive training and support to be able to provide information to parents and legal guardians in a culturally sensitive manner. Translations of documents and live interpretation will be provided, if needed, to make sure that parents/guardians and teachers are working together as a team in these conferences and beyond.

In order to ensure the success of the parent-teacher conferences, parents/guardians of emerging bilinguals are provided in writing with a list of reasonable expectations about the information that they are to receive, and are supported in the most productive ways to interact with their child's teacher. For example, parents will be made aware about the degree of concreteness that they may expect from their teachers' evaluative comments, and the best ways to articulate questions that clarify such information.

## **Student Study Teams (SSTs)**

When emerging bilingual students struggle academically or social emotionally, school educators may convene a team of professionals to determine the causes and potential solutions to challenges in a collaborative manner. The parents/guardians of emerging bilinguals will be invited to such teams and their input and feedback will be considered as a prime source of information in determining the causes and remedies of issues. In the event that parents can not attend the meeting, they will be informed in writing about the meeting, the agreements adopted, the remedies sought and the timeline for their implementation.

## **Parent Surveys**

Parents and guardians of ELs will participate in the surveys conducted by the district in order to elicit information about educational services, budgeting (e.g., the Local Control Accountability Plan, or LCAP), or other initiatives. Such instruments will be adapted in language and content to be accessible by parents of diverse cultural backgrounds and translated when needed. The surveys will be mindful in their design of ways in which educational information can be best obtained from participants that are not educators.

# Chapter V: Community Engagement and Leadership

When analyzing the results from school or district surveys, an analysis will be conducted and information will be disaggregated with regards to language proficiency of families. The result of such information will be shared with the district leadership, including the District English Learner Advisory Committee, or DELAC.

## 2.2. Leveling the Field of Engagement: A Global Community

SCUSD's commitment to engaging with communities and families requires a thorough scrutiny of the obstacles that may prevent members of the community to connect with schools, such as communication barriers, different belief systems, or role expectations. Similarly, SCUSD recognizes that schools run under a set of invisible assumptions that are common to educational organizations the United States but maybe unusual or contradictory to families coming from other countries. Accordingly, the district will align structures and resources in order to make communication more linguistically and culturally accessible.

### **Engagement Across Cultures**

Different cultural groups will place different expectations and accord different degrees of agency to stakeholders in the educational process. SCUSD will provide training and information to educators to enable them to anticipate or solve quickly any differences in intercultural communication. Specifically, educators across the district should reaffirm an emerging bilingual parents' right to take part in deciding the educational pathway of their student, as well as support their engagement in school governance functions that realize the democratic aspirations of our society.

### **Different Origins, Different Capitals**

Santa Clara is home to families coming from diverse cultural backgrounds that place value in different cultural representations and linguistic realizations that often are not reflected in curricula. SCUSD's world-class educators identify diverse cultural assets and integrate them in learning experiences in schools.

### **Training for Parents**

SCUSD is a learning organization that recognizes that all stakeholders can benefit from learning opportunities. The district will provide workshops and adult learning opportunities for parents/guardians that optimize their potential engagement with schools by making school processes and parental approaches among different cultures an object of study and discussion.

# Chapter V: Community Engagement and Leadership

## 2.3. Fostering Engagement

Engagement takes place when the conditions are purposefully set for families and educators to work together. SCUSD has concrete structures and protocols of support for all families, both in person and remotely. In particular, families of emerging bilinguals may find useful some of the resources described below:

### **Family Resource Center**

The district staffs and supports a Family Resource Center that, among other services, serves the needs of emerging bilingual families. Its personnel are trained in providing social emotional support and guidance in accessing social services to recently arrived families, and members of the community, especially in times of distress. Accessibility to the services can be found in the FRC website:

<https://www.santaclarausd.org/frc>

### **Community Liaisons**

SCUSD has a cadre of trained community liaisons (see chapter 4) that, among other capacities, serve as cultural mediators between parents of emerging bilinguals and the schools. The district recruits and deploys the community liaisons based on an ongoing consideration of the community's needs, assessed by educator input, surveys, and the tracking of support services needed/provided. The community liaisons are capable of serving families of different community backgrounds, and will be trained specifically in the resources and structures outlined in this EL Master Plan.

### **Interpretation and Translation**

The diversity of languages in our community is first and foremost an asset which allows for unique and empowering globalized learning experiences in our schools. SCUSD bridges the access to services and information in English by means of on-site interpreters representing the larger linguistic groups in our community, and by contracting with external services for any other language. Our interpreters are not only linguistic experts, but cultural brokers and mediators specifically trained in representing the cultural idiosyncrasies of our educational system in a comprehensible manner.

SCUSD is proactive in translating all public information documents and announcements to the community, thus fulfilling the legal requirement of translating all documents into languages represented at the 15% level or above in the home language survey.

# Chapter V: Community Engagement and Leadership

## 3. Leadership and Participation in Community Bodies

The democratic realization of our schools and our society entails the active participation of all members in the community. In Santa Clara we believe that equity, inclusiveness and empowerment are obtained by involving parents, guardians, and community members beyond what is required by the legal framework in California. Decisions, designs, and actions acquire a new dimension of meaning for our graduates when the entire community partakes in them.

Specifically, in the context of the Local Control Funding Formula (LCFF) and the development of the Local Control Accountability Plan (LCAP), staff, parent and community involvement is essential.

### 3.1. English Learner Advisory Committee (ELACs)

Each school with 20 or more designated EL learners will have an English Learner Advisory Committee (ELAC), a site-specific advisory committee that explores, discusses, provides meaningful input about the needs of emerging bilinguals in the school. Each of these committees is governed by its bylaws, which describe the tasks that parents will perform and the ways in which the school is to support them.

#### **Purpose**

The ELAC is a critical committee to ensure the engagement of emerging bilingual parents in the realization of Vision 2035. As a main forum at the site level to discuss EL related matters, every site ELAC will meet at least six times a year with the purpose of discussing emerging bilingual student progress at the school site in such a way that needs are identified and solutions proposed. The ELAC will contribute a needs analysis to the School Site Council, comment on reclassification criteria, discuss the importance of attendance, and learn about the instruction that emerging bilinguals are receiving in the school.

# Chapter V: Community Engagement and Leadership

## **Membership**

Each ELAC will include parents, educators, and members of the community according to each committee's bylaws. The majority of the committee will be parents of current, officially designated English learners. These parent members are eligible to vote on modifications or amendments to the committee's bylaws, and to elect the officers. Each ELAC will have a president, vice president, a secretary, a parliamentarian, a representative to the School Site Council, and a representative to the District English Learner Advisory Committee (DELAC). Administrators will work with schedules when possible to promote member attendance to these meetings.

## **Responsibilities**

The ELAC president, in consultation with ELAC officers and membership, will meet with the school administrator in charge to design the year's meeting calendar and each individual meeting agenda. ELAC officers will conduct their duties according to their respective bylaws, and coordinate with the administration in formal duties such as attendance and minutes taking.

The site administrator in charge is responsible for publicizing the officer positions prior to elections, assisting with recruitment of members, training of the ELAC officers, and assisting officers in the fulfillment of the committee's bylaws. Special attention will be paid to appropriate training of the officers with regards to EL related legislation in California, and procedural aspects such as the Greene Act and Robert's Rules of Order. Schools will provide interpretation, translation, and childcare for these meetings. Schools will also provide logistical and technological support to facilitate the attendance of parents remotely via videoconference.

## **3.2. District English Learner Advisory Committee (DELAC)**

SCUSD diverse and numerous emerging bilingual population requires the organization of a District English Learner Advisory Committee (DELAC). This committee plays a pivotal role in raising awareness about Vision 2035 goals and discussing the progress towards its realization.



# Chapter V: Community Engagement and Leadership

## **Purpose**

The DELAC serves as a platform for the community and district educators to engage in deep conversations about the progress of emerging bilinguals towards the goals of reclassification and graduation. Given the importance that the committee has been accorded by Local Control Funding Formula (LCFF) legislation in California, it is a strategic committee in which to identify alignment between EL related needs and specific actions that can be recorded in the Local Control Accountability Plan (LCAP).

That DELAC will meet a minimum of six times a year, with a proper quorum based on the presence of site ELAC representatives, and will serve as the official venue where site EL matters can be discussed with an assessment of their importance in the context of the district. The committee will discuss the language census, academic outcomes of emerging bilinguals, reclassification criteria, attendance indicators and conduct a needs analysis that will contribute to its feedback to the LCAP.

## **Membership**

The DELAC will be governed by state law and by its own bylaws, which are to be reviewed periodically by its constituents and amended if necessary by the ELAC representatives. These bylaws describe the membership: each site will be represented by elected DELAC representatives, the number of which will depend on the proportion of officially designated English Learners in a site in relation to the entire district's EL population. Only officially elected DELAC representatives can vote on motions, although all members of the public in attendance are invited to participate.

There will also be two student DELAC representatives and two educator DELAC representatives, selected democratically by their constituencies (high school students and staffs).

The DELAC will have a president, a vice president, a secretary, and a parliamentarian who will be trained in their roles by the district and assisted in the exercise of their duties.

# Chapter V: Community Engagement and Leadership

## **Responsibilities**

The DELAC meetings will be conducted by the president with the assistance of the officers and the administrator in charge of supporting the DELAC. The agenda will be created by the president and the administrator in charge of supporting the DELAC making sure that the essential topics determined by the state and the district are addressed in a logical and sequential manner that facilitates parent comprehension and engagement.

The district will assist with the requirements of publicizing and agenda posting for each of the meetings, as well as with the minute taking and record keeping. The district will provide reports as deemed necessary for the discussions of the meetings. Translations, interpretation, childcare, and remote video conference access will be provided by the district.

## **3.3. School Site Councils and EL Representation**

School site councils (SSC) develop their yearly Single Plan for Student Achievement (SPSA) where the performance of the school is analyzed, the needs are identified, and a set of planned future actions are defined and aligned with existing resources. As defined by California statute, SSCs represent community members and employees in equal proportions. One of the representatives will be an emerging bilingual parent, who shall be an elected representative.

## **3.4. Additional Opportunities: Hiring, Assemblies, Ad-hoc Committees**

The realization of the ambitious aspirations of Vision 2035 will often require collective input and the shaping of a common understanding about the multiple functions inside SCUSD. Schools may at any given moment organize a committee for another cultural event, or seek parent leaders to participate in the hiring of new teachers or administrators. At the district level, leaders may seek specific input when having to make complex decisions. In all these committees, SCUSD is committed to having a proportional representation of parents/guardians of emerging bilinguals, since they represent an important aspect of the district's richness and deserve an equitable space in decision-making.



# **Chapter VI**

## **Monitoring, Accountability, and Transformation**

# Chapter VI: Monitoring, Accountability, and Transformation



## Guiding Questions

- What are the legal foundations for the contents in this EL Master Plan?
- How does SCUSD plan to go beyond compliance in fulfilling Vision 2035?
- What are the critical EL equity issues that SCUSD is determined to address?
- How is monitoring and transformation happening at different levels in the district?
- What is the role of the community in monitoring and accountability?

# Chapter VI: Monitoring, Accountability, and Transformation

## 1. Introduction and Overview: How Monitoring, Accountability, and Transformation Realize Vision 2035

Chapter 6 provides an overview of state and federal legal requirements to substantiate the structures, procedures and the theory of action driving SCUSD to be a world-class system in supporting EL success. Critical issues of equity that need to be addressed in the areas of EL intake, learning programs and supports, staffing and professional development, and community engagement are identified. Focusing on the realization of Vision 2035 for ELs, three interlocking cycles of inquiry: review of the current plan, review of site practices, and review of district practices are described. Lastly, the EL components of planning at the site and district levels are highlighted.

The structures and processes described in this chapter are foundational elements to the feasibility and sustainability of the organizational components described in the EL Master Plan. They also guarantee that SCUSD fulfills the principles in the CA English Learner Roadmap in the following ways:

**Principle 1 - Assets-oriented and needs responsive schools:** This chapter secures that processes at SCUSD remain steadfast to the principle of students first by securing high levels of accountability and monitoring at multiple levels within the district. Data collection remains first and foremost focused on positive outcomes for students built on their pre-existing talents, linguistic abilities, and cultural heritage.

**Principle 2 - Intellectual quality of instruction:** Accountability ensures that there is a continuous monitoring of learning processes and supports for EL's of different trajectories across all pathways. Data is evaluated with the uncompromising goal of increasing reclassification, graduation, and student well-being, leading to higher demands for rigor and quality of student learning.



# Chapter VI: Monitoring, Accountability, and Transformation

**Principle 3 - Systems conditions that support effectiveness:** Monitoring and accountability will focus on inquiry cycles and the effective distribution of information to the relevant stakeholders to determine goals for increased efficiency.

**Principle 4 - Alignment and articulation within and across systems:** The data collected is analyzed in the EL leadership networks in the district, and the cycles of inquiry are coordinated across the levels of action.

## 2. Compliance: The Legal Framework for ELs in California

This section identifies the legal foundation in current state and federal law behind the programs, services, and structures described in each of the chapters of this EL Master Plan. These legal requirements are presented in language accessible to the district's English Learner community. More information about the exact verbiage of these requirements and additional processes for state and federal monitoring can be found on the [California Department of Education website](#).





# Chapter VI: Monitoring, Accountability, and Transformation

## 2.1. Compliance in Chapter 2: Identification, Placement, and Success

Compliance Expectations	Legal Reference
SCUSD will identify and assess all students who have a home language other than English. A home language survey accessible to all parents will be used.	(EC sections 313, 60810) (5 CCR Section 11518.5[a])
SCUSD will administer an initial English Language Proficiency Assessment (ELPAC) and notify parents/guardians in writing within 30 days of the initial date of enrollment.	(EC Section 313; 5 CCR Section 11518.5[d])
SCUSD will annually assess the English language proficiency (ELP) and academic progress of each EL using the ELPAC.	(EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])
When administering any language proficiency assessment to a pupil with a disability, SCUSD will provide modifications/designated supports or accommodations, in accordance with the pupil's Individualized Education Plan (IEP) or Section 504 plan.	(5 CCR Section 11518.25)
SCUSD will reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to, assessment of English proficiency, teacher evaluation, comparison with comparable basic skills of English only students in the same grade and age, and having provided opportunity for parental consultation.	(EC Section 313; 5 CCR Sections 11302, 11303)
SCUSD will monitor the progress of reclassified students for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.	(20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)

# Chapter VI: Monitoring, Accountability, and Transformation

## 2.2. Compliance in Chapter 3: Pathways and Instructional Services

Compliance Expectations	Legal Reference
SCUSD will, at a minimum, provide ELs with a Structured English Immersion (SEI) program.	(EC sections 305[a][2], 306[c][3])
SCUSD will be required to offer a program when parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a single language instruction program to the extent possible.	(EC Section 310[a]) (5 CCR Section 11311[h][3][B])
All identified ELs in SCUSD will receive a program of ELD instruction, which includes designated and integrated ELD, address state adopted ELD standards and state adopted academic content standards. SCUSD will engage in evaluating the effectiveness of that program.	(20 U.S.C. Section 6825 [c][1][A], EC sections 305, 306, 310; 5 CCR sections 11300 [a] and [c], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)
Academic instruction for ELs in grades TK–12 will be designed and implemented to ensure that ELs meet SCUSD's content and performance standards for their respective grade levels within a reasonable amount of time. SCUSD will ensure that ELs in middle and high school are not denied participation in the standard instructional program (courses in the core curriculum, promotion, and graduation), opportunity to take a full course load, and enroll in courses recognized for college admission.	(20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

# Chapter VI: Monitoring, Accountability, and Transformation

## 2.3. Compliance in Chapter 4: Staffing, Professional Learning & Leadership

Compliance Expectations	Legal Reference
At SCUSD, teachers assigned to provide ELD and instruction in subject matter courses for ELs will have the appropriate authorizations.	(20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)
SCUSD will provide professional development (PD) specific to the implementation of programs for ELs. This robust PD is provided to classroom teachers, administrators, and other school or community-based personnel. The PD improves the language proficiency and academic competence of ELs.	(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011–1013) (20 U.S.C. Section 6825[c][2][A–D])

# Chapter VI: Monitoring, Accountability, and Transformation

## 2.4. Compliance in Chapter 5: Community Engagement

Compliance Expectations	Legal Reference
Parents or legal guardians of students enrolled in the school may choose a research-based language acquisition program in English, or English and another language, that best suits their child. SCUSD will provide parents/guardians in a manner comprehensible to them about the description of any language acquisition programs provided and the process to request the establishment of a language acquisition program.	(EC sections 306[c], 310[a]; 5 CCR Section 11309[c]) (EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)
Any SCUSD school site with 21 or more English Learners (ELs) must have a functioning ELAC that fulfills the composition requirements set by law. 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).	(California <i>Education Code</i> [EC] sections 52176(b), 62002.5; Title 5, <i>California Code of Regulations</i> [5 CCR] Section 11308)
Each SCUSD site ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.	(California <i>Education Code</i> [EC] sections 52176(b), 62002.5; Title 5, <i>California Code of Regulations</i> [5 CCR] Section 11308)
SCUSD will form a DELAC where parents or guardians, or both, of ELs who are not employed by the district will constitute a majority. DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding SCUSD's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs.	(EC sections 52176[a], 62002.5; 5 CCR Section 11308) (5 CCR Section 11301)
SCUSD must provide appropriate DELAC members with 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])

# Chapter VI: Monitoring, Accountability, and Transformation

## 3. Beyond Compliance: A Theory of Action

Inspired by Vision 2035, SCUSD is committed to a degree of excellence that surpasses compliance with the legal framework for ELs. Our theory of action for the highest level of success for ELs and their path into reclassification and graduation is as follows:

### **If we, educators at SCUSD**

- Embrace the linguistic and cultural assets of our community beyond the surface
- Provide accurate identification and communicate with the relevant educators
- Proactively engage with parents/guardians of ELs with options in multiple ways across time
- Implement linguistic instruction that is targeted to the students' level of proficiency
- Implement and coordinate instructional programs with linguistic experiences that support language development within and through content areas
- Provide multiple layers of timely, coordinated interventions to address academic and social emotional issues
- Recruit and retain staff with a linguistic and pedagogical lens
- Provide learning and leadership opportunities for all staff connected to EL success
- Engage with parents and guardians to create strong leadership/advocacy co-governance committees
- Compile and analyze EL performance and wellness data in a cycle of inquiry
- Align our structures and resources with an equity lens

### **Then, our students at SCUSD**

Will attain levels of EL reclassification, academic success, and social emotional that broadly surpass state averages and become an example of national excellence and, in doing so, fulfill SCUSD's expectation that its graduates are critical, empathetic thinkers that are ready for a global, changing world.

# Chapter VI: Monitoring, Accountability, and Transformation

## 4. Realizing a Data-Based Vision 2035 for ELs: Defining Data Sources

This section includes essential equity questions in each of the areas/chapters described in this EL Master Plan, which can be used as a reflection instrument at different levels in the district. Fulfillment of the expectation of surpassing compliance, organizational excellence and Vision 2035 require that the SCUSD educational community works to make it possible to answer all of equity questions in the affirmative. In each question a “data steward” is identified, that is, the district position/role in charge of compiling and keeping the information for accountability purposes.

### 4.1. Critical Accountability Questions: Identification, Placement and Success

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are ELs identified in a timely manner following the required testing protocol?	Report by the student enrollment center	Coordinator of Data, Assessment & Accountability
Are EL families welcomed in a culturally responsive manner and provided with an overview of intake processes?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services
Are families being provided meaningful options/pathways that they can fully understand in purpose and scope?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services
Are parents explicitly being given access to this EL Master Plan, including supports for comprehension?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services, Directors of Elem. & Sec. Education
Is the identification information communicated in a timely manner with relevant staff (administrators, teachers, counselors, ELSATs, etc.)?	SLT discussions, minutes EL lead network review EL services surveys	Assistant Superintendent of Educational Services
Are appropriate supports being lined up upon arrival for students with identified needs (e.g., newcomer)?	SLT discussions, minutes EL lead network review EL services surveys student focus groups	Principal or SLT designee



# Chapter VI: Monitoring, Accountability, and Transformation

## 4.1. Critical Accountability Questions: Identification, Placement and Success (continued)

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are families being guided through the schooling process and culture once they are at the school site?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC discussion and minutes	Principal or SLT designee
Are parents and students when appropriate provided with an understanding, specific targets, and a timeline for reclassification?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC discussion and minutes	Principal or SLT designee
Are families being informed about their language proficiency status and reclassification when it occurs?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC discussion and minutes DELAC discussion and minutes	Coordinator of Data, Assessment & Accountability
Are families being informed about the State Seal of Biliteracy?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC discussion and minutes DELAC discussion and minutes	Principal or SLT designee (elementary), counselor office (secondary)

# Chapter VI: Monitoring, Accountability, and Transformation

## 4.2. Critical Accountability Questions: Pathways and Services

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are all pathways providing integrated and designated ELD as required by law?	School schedules Satisfaction surveys, focus groups, individual interviews with ELs EL lead network review EL services surveys for educators	Assistant Superintendent of Educational Services
Are pathways providing additional supports/interventions?	School schedules Satisfaction surveys, focus groups, individual interviews with ELs EL lead network review EL services surveys for educators	Principal
Are pathways articulated within and across grades?	EL lead network review EL services surveys for educators	Principal
Are transitions between schools and educational levels coordinated for ELs?	EL lead network review EL services surveys for educators	Principals, counselors across sites
Are SST procedures and timelines being followed?	EL lead network review EL services surveys for educators	Principal
Are special education and EL services being coordinated in the provision of services?	Special education department reports EL lead network review EL services surveys for educators	Site: Principal or SLT designee District: Special Education Director+Directors of Educational Services

# Chapter VI: Monitoring, Accountability, and Transformation

## 4.2. Critical Accountability Questions: Pathways and Services (continued)

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are EL levels of representation in special education aligned with its representation in the general population?	Special education department reports	Special Education Director
Are ELs reclassification yearly goals being met?	ELPAC results	District: Coordinator of Data, Assessment & Accountability Site: Principals
Are secondary ELs (focus on Newcomer and LTEL) language proficiency accelerated leading to a smooth transition between designated ELD courses?	EL lead network review EL services surveys for educators student enrollment report	Principals, Counselor, EL Lead
Are EL yearly goals for increased enrollment in A-G courses, advanced placement and honors being met?	EL lead network review EL services surveys for educators student enrollment report	Principals, Counselor, EL Lead
Are EL suspension rates aligned with its representation in the general population?	Suspension reports EL lead network review	Principals, Counselor, EL Lead
Are ever ELs being monitored to be on track to obtain the State Seal of Biliteracy?	Reports on student enrollment and state seal of biliteracy awards	Principals, Counselor, EL Lead

# Chapter VI: Monitoring, Accountability, and Transformation

## 4.3. Critical Accountability Questions: Staffing, Professional Learning and Services

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are all educators holding the appropriate credentials to work with English Learners?	Staffing reports	Human Resources Department
Are educators aware of the role that other educators play in the network of support for English learners?	EL lead network review EL services surveys for educators	Directors of Elementary & Secondary Education
Are educators with field experience teaching at sites and courses where EL concentration and need demand it?	Staffing reports	District: Human Resources, Directors of Elementary & Secondary Education, Site: Principals
Are all educators provided with time to collaborate in order to support ELs?	EL lead network review EL services surveys for educators	Principals
Are professional learning experiences substantial and sustained over time to promote change in EL performance?	Professional learning department report EL lead network review EL services surveys for educators	Director of Professional Learning
Are all educators receiving specific, recurring training to implement integrated and designated ELD?	Professional learning department report EL lead network review EL services surveys for educators	Director of Professional Learning
Are all educators being provided with the structural resources to collaborate in networks of leadership?	Professional learning department report EL lead network review EL services surveys for educators	Director of Professional Learning

# Chapter VI: Monitoring, Accountability, and Transformation

## 4.4. Critical Accountability Questions: Community Engagement and Leadership

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are EL parents/guardians provided with information regarding intake in ways that are accessible to them?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services
Are EL parents/guardians provided with a copy of the EL Master Plan and informed about their rights?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services
Are EL parents/guardians provided with information about the programs' purposes, components, and outcomes?	Satisfaction surveys, focus groups, individual interviews with EL families	Director of Student Services
Are EL parents/guardians regularly informed of linguistic proficiency, academic, and wellness information regarding their child?	Satisfaction surveys, focus groups, individual interviews with EL families parent-teacher conference schedules SST reports	Principals
Are EL parents/guardians part of the process of identifying and addressing linguistic, academic, or behavioral challenges?	Satisfaction surveys, focus groups, individual interviews with EL families SST reports	Principals
Are EL parents/guardians invited to participate in all school functions?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC and SSC minutes	Principals

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## 4.4. Critical Accountability Questions: Community Engagement and Leadership (continued)

Critical Equity Question	Compiled Evidence Next Steps	Data Steward
Are EL parents/guardians proactively informed about and engaged to participate in the ELAC?	Satisfaction surveys, focus groups, individual interviews with EL families school and district communications	Principals
Are EL parents/guardians proactively informed about and engaged to participate in the DELAC?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC and SSC minutes school and district communications	Coordinator of Data, Assessment & Accountability
Are EL parents/guardians proactively informed about the possibilities for input in the SPSA?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC and SSC minutes school and district communications	Principals
Are EL parents/guardians proactively informed about the possibilities for input in the LCAP?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC and SSC minutes DELAC minutes school and district communications	Assistant Superintendent of Educational Services
Are EL parents/guardians engaged in determining strategies to increase community engagement in school and district functions?	Satisfaction surveys, focus groups, individual interviews with EL families ELAC and SSC minutes DELAC minutes school and district communications	Principals



# Chapter VI: Monitoring, Accountability, and Transformation

## 5. System Monitoring and Transformation Toward Vision 2035

The pathway towards the realization of Vision 2035 for all students, including ELs, demands a readiness to implement changes and adjust structures in light of emerging data patterns. SCUSD will exercise transformative leadership which requires an ongoing process of iterative inquiry at multiple interconnected levels. Following its theory of action, SCUSD will constantly monitor language proficiency, academic performance, and social emotional wellness in ELs to secure the optimal level of performance for the organization.

### 5.1. Cycle of Inquiry: Reviewing District Practices and Outcomes

The Directors of Elementary Education, Secondary Education, Special Education and Student Services in collaboration with the administrator in charge of Data, Assessment & Accountability, will be the data steward(s) for the review of district EL practices. A **district EL review committee** will be convened and will conduct the inquiry cycle on a semi-annual basis. This committee will include the above mentioned administrators as well as other EL-related personnel. The semi-annual cycles of inquiry include the following steps:

**Step 1:** The data steward collects data about overall district performance and school performance in the areas of language proficiency, academic performance, and social emotional wellness of ELs in the district. Attention is given to data collected from four key EL stakeholder groups (ELSAT, EL Lead, TOSA, and Principal) and School EL Review Committee reports (see section 5.3 below). Additionally, indicators of parental committee functioning and community engagement are reviewed.

**Step 2:** The committee engages in a conversation about the data collected and the accountability questions described in this chapter. Critical areas of action are identified with appropriate steps in a timeline to be followed.

**Step 3:** A report of the analysis and actions is shared with the DELAC for consultation.

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**Step 4:** When the implementation stage is over, the district EL review committee re-engages and re-evaluates. A report is generated to be shared with the district leadership.

**Step 5:** District leadership reviews the needs and conclusions, and includes them in the LCAP process. Relevant LCAP strategic actions are shared with EL leadership networks.

## 5.2. Cycle of Inquiry: Reviewing School Practices and Outcomes

The site administrator will be the data steward for the review of EL school practices, which will be conducted by a **School EL Review Committee** meeting periodically at least quarterly. This committee is formed by an administrator or designee, the site EL Lead, a Special Education teacher, the site ELSAT, and a TOSA and/or counselor where available.

In order to maximize efficiency and avoid duplication, the schools may integrate this process of review in the EL needs and action plan into the SPSA and SPSA development process. The school level cycle of inquiry includes the following steps:

**Step 1:** The administrator collects relevant language proficiency, academic performance, and social emotional data about ELs and distributes it to the School EL Review Committee.

**Step 2:** After proper time for analysis, the Committee engages in a discussion, considering the data provided and asking the critical accountability questions discussed in this chapter. The committee identifies clear action steps, together with a timeline for implementation and evaluation

**Step 3:** The administrator engages the site's ELAC and SLT in consultation on the data and action steps.

**Step 4:** When the cycle of implementation is over, stakeholders re-engage and re-evaluate. A report is shared with the District EL Review Committee.

**Step 5:** Needs and conclusions are discussed with the SSC and incorporated into the SPSA as appropriate.

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## 5.3. Cycle of Inquiry: Reviewing the EL Master Plan

The administrator(s) in charge of EL services will be the data steward(s) and facilitator(s) for the process of the annual review of this EL Master Plan. Two committees are engaged in this process, the **EL Master Plan Review Committee** and the **DELAC**. The EL Master Plan Review Committee is composed of the District EL Review Committee (section 5.1. above) and a balanced group of representatives from the EL Leadership networks, as defined in chapter 4. The following steps will be followed:

**Step 1:** The EL Master Plan review committee meets as needed in order to review any legislation changes, district review data, school review data, EL leadership network data, summary reports containing information related to sections 4.1, 4.2, 4.3, and 4.4 above, in considering and drafting modifications to the EL Master Plan.

**Step 2:** The EL Master Plan review committee presents the suggested modifications for consultation with the DELAC. Interaction is structured in a way that meaningful DELAC and community feedback is properly captured and acted upon.

**Step 3:** The EL Master Plan review committee meets and incorporates the feedback received to prepare the final draft of the revision.

**Step 4:** The final draft is submitted for approval to the Cabinet and the Board of Trustees if needed.

## 5.4. Engaging the community in the inquiry process

Accountability and monitoring are ultimately owed to the public and SCUSD students. The realization of Vision 2035's pledge to exhibit community stewardship requires transparency and proactive engagement of all stakeholders in the process of examining district and school procedures and structures. SCUSD will go beyond compliance in making sure that our elected committees and individual parents/guardians can meaningfully participate in the process of accountability and monitoring.

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Meaningful feedback and community input require a receptiveness to community voice and an openness to outcomes that can require shifts in practice on the part of educators and administrators. That is the substance of the transformational leadership and true embracement of the community described in Vision 2035. It also entails the alignment of resources, human and material, and partnership with our diverse community, building bridges of intercultural communication for the enhancement of the learning of all students and staff.

## 6. Uniform Complaint Procedures

SCUSD is responsible for compliance with state and federal laws, and with implementation of the procedures and protocols laid out in this EL Master Plan. Were a member of the community to find any instance of noncompliance that cannot be resolved collaboratively with the district and its leaders, they may utilize the Uniform Complaint Process outlined on the district website. The district also complies with the appropriate notifications regarding this process as outlined by the law. These UCP documents are available in languages other than English, as required by statute.

## 7. Aligning Resources in Service of EL Excellence and Vision 2035

### 7.1. Planning at the School Site Level

Each SCUSD school will engage annually in a collaborative process to write a Single Plan for Student Achievement (SPSA), while simultaneously considering the data regarding the impact and effectiveness of the SPSA developed the preceding year. The SPSA contains specific analyses and actions outlining supports for EL students. This process takes place in the School Site Council, which following state law represents community stakeholders, including parents. Among these parents, one is democratically elected by the English Learner Advisory Committee (ELAC) to liaise between both committees and take an active role in the provision of input for EL support. The legal framework for this process is defined below:

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## 7.1. Planning at the School Site Level (continued)

Compliance Expectations	Legal Reference
Each school site with ELs will include an EL program (goals, strategies, proposed expenditures) in the development of the SPSA. With regard to ELs, a SPSA will include a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs, and a process for annually evaluating and monitoring implementation and progress toward accomplishing program goals for ELs.	(EC Section 64001[g][2][A]) (EC Section 64001[g][s][B]) (EC Section 64001[g][3][A]) (EC Section 64001[g][3][B]) (EC Section 64001[g][3][C]) (EC sections 64000[I])
SCUSD will annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.  SCUSD will use these supplemental funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth, recruiting and supporting educators, or increasing parental engagement.	(20 United States Code [U.S.C.] Section 6825) (20 U.S.C. Section 7011[5])

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## 7.2. Planning at the District Level

In line with the principles set forth in Vision 2035 and all legal mandates, SCUSD aligns actions and resources to attain the goals for reclassification, graduation, and well-being of our ELs. As recipient of federal Title III funds, the district elaborates plans to provide supplemental services to ELs. As defined by the law, these direct services must supplement and not supplant services, that is, these funds can be used to increase services above and beyond the basic mandated core program. The legal framework defining this is as follows:

Compliance Expectations	Legal Reference
While in receipt of Title III funds, SCUSD will 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. SCUSD will properly assess charges for direct or indirect costs of Title III Limited English Proficient (LEP) and immigrant student funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.	(20 U.S.C. Section 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)  (2 CFR sections 200.413, 211.43[a])
While in receipt of Title III funds, SCUSD will evaluate all services and programs funded by Title III to determine the effectiveness of those activities and provide a report detailing specific information such as services and students served.	(20 U.S.C. Section 6841)
While in receipt of Title III funds, SCUSD will annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year. Uses may include programs that increase the language proficiency and/or academic achievement of ELs, professional development for EL educators to improve EL services, supplemental curricula, or activities that increase the engagement of EL families.  While in receipt of Title III Immigrant funds, SCUSD will provide instructional opportunities for immigrant children and youth, which may include, but are not limited to, family literacy, parent and family outreach, recruitment of and support for personnel, identification, development, and acquisition of curricular materials or basic instructional services directly attributable to the presence of immigrant children and youth.	(20 United States Code [U.S.C.] Section 6825)



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Since 2013, the state legal framework for school finances and accountability has been the local control funding formula (LCFF), which emphasizes the capacity of local communities to design and implement educational solutions that are appropriate for their context. All districts are required to prepare a Local Control Accountability Plan (LCAP) that describes actions and resources to attain local and state priority goals. This plan is elaborated in cycles of three years and reviewed annually. A critical component of this process is the engagement of the community at large and specifically the district committee representing the English Learner community, SCUSD's DELAC. The district will proactively work to bridge the conceptual and procedural complexities of the LCAP to guarantee that parents/guardians of ELs can provide meaningful input and that there is a follow-up with information regarding the effectiveness of actions contained in the LCAP.





# Appendix

# Appendix: Glossary of Terms

<b>Cycle of Inquiry</b>	Process in which professionals analyze data, identify a need, set the goal, describe actions, and reconvene at a later stage to evaluate results, thus setting in motion another inquiry cycle.
<b>Dual Identified Students</b>	Students who have been identified as ELs and have also been identified to receive services through an Individual Education Plan (IEP).
<b>DELAC</b>	The District English Learner Advisory Committee (DELAC) is a district-level committee where all English Learner Advisory Committees (ELACs) are represented to engage in specific functions such as reviewing the EL Master Plan, reclassification criteria, or providing feedback for the district's budget planning.
<b>ELAC</b>	The English Learner Advisory Committee (ELAC) is a school-level representation committee for English Learner parents/guardians and community members together with educators where EL matters such as reclassification, attendance, performance data, or EL needs are discussed.
<b>ELPAC</b>	The English Language Proficiency Assessment of California (ELPAC) is a test that measures the capacity of students to use English. An initial ELPAC is used to determine if a student is an English Learner. Subsequently, for as many years as a student remains an EL, an annual summative ELPAC will be used to determine the student's proficiency progress.
<b>ELD, designated (dELD)</b>	Designated English Language Development (dELD) is a mandated content area for all EL students until reclassification which focuses on language development (interactions, meaning-making, forms, and structures of English).
<b>ELD, integrated (iELD)</b>	Integrated English Language Development (iELD) is a mandated pedagogical approach to all content areas in courses where English Learners are present. All ELs will participate in rigorous learning experiences across the content areas where language supports have been prepared for their participation and academic development.
<b>ELD, accelerated</b>	In secondary pathways, accelerated English Language Development (aELD) describes a set of foundational and academic language development courses specifically designed to increase reclassification rates. They are instrumental in supporting Newcomers and Long-Term English Learners.

# Appendix: Glossary of Terms

<b>ELF</b>	In this EL Master Plan, the English Language Foundation (ELF) refers to designated ELD and integrated ELD as interrelated and codependent instructional experiences that are mandated and essential to secure a student's timely reclassification.
<b>EL</b>	An English Learner (EL) student who is starting or is in the process of developing English proficiency to access content in ways comparable to English-only students of the same age and grade. English Learner classification is determined by state standardized testing (ELPAC).
<b>Engagement</b>	Active participation of a member community in educational processes that allow for the reshaping and influencing of democratic schooling arrangements.
<b>EO</b>	An English-only student (EO) is a student whose Home Language Survey (HLS) indicated that no language other than English is spoken at home.
<b>Equity</b>	Creation of conditions that allow the students from different backgrounds to have equal chances of success. Concerning English Learners, equity requires that such conditions (instructions, materials, supports) are set so that they may be successful in attaining academic outcomes, social emotional development, and acquire opportunities for future growth.
<b>Ever-EL</b>	A student that is currently classified as an English Learner or was formerly classified as an English Learner. In other words, an ever-EL is either an English Learner or a reclassified student.
<b>Home Language Survey (HLS)</b>	A document used to determine if a student requires an English language proficiency assessment and ultimately to provide EL placement options that satisfy the students' educational needs.
<b>IFEP</b>	An Initial Fluent English Proficient (IFEP) student has a language profile that includes languages other than English and that has taken the Initial ELPAC and subsequently scored in a way that no additional supports to access grade-level content in English are needed. These students are multilingual and can perform academically and participate in instruction like a student whose primary language is English.

# Appendix: Glossary of Terms

<b>LCAP</b>	Following the mandate of California's Local Control Funding Formula (LCFF), every district is required to develop a three year Local Control Accountability Plan (LCAP) where needs are identified, goals defined, and budget allocations made.
<b>LTEL</b>	A Long-term English Learner Student (LTEL) is a student who has remained as an English Learner for six or more years without significant progression.
<b>LTEL, at risk of becoming</b>	A student is at risk of becoming a Long-Term English Learner if the student has been an English Learner for four or more years without significant progression.
<b>MTSS</b>	Multi-tiered Systems of Support (MTSS) is a conceptual framework that allows classifying different levels of support and intervention for students depending on the complexity of issues that they may be encountering academically or social emotionally.
<b>Newcomers, Developed Literacy</b>	Developed literacy newcomers are recent arrival ELs with substantial schooling experiences that can be utilized to accelerate language acquisition and adjustment to grade-level standards in the US. This category is operational, and should not be construed as an official categorization of a distinct group of students. An exhaustive review of a student's trajectory is carried out to consider the appropriate alignment of educational services.
<b>Newcomers, Early Literacy</b>	Early literacy newcomers are recent arrival ELs with limited schooling experiences in their country of origin, or with a substantial mismatch between age/grade and content mastered. This category is operational, and should not be construed as an official categorization of a distinct group of students. An exhaustive review of a student's trajectory is carried out to consider the appropriate alignment of educational services.
<b>Pathway</b>	Instructional program or sequence of courses and learning experiences that are designed for specific English Learner profiles.

# Appendix: Glossary of Terms

<b>RECLASSIFICATION</b>	When a student meets reclassification criteria, the student ceases to be an English Learner and becomes a reclassified student, no longer requiring the supports that English Learners receive. However, a four-year monitoring process is still in place for reclassified students.
<b>RFEP</b>	Reclassified Fluent English Proficient (RFEP) is a former English Learner who has met specific criteria (described in Chapter 2) and, as such, is able to function and access content in English at levels comparable to English Only students of the same grade and age.
<b>SLT</b>	A Site Leadership Team is a decision making, problem solving team comprised of an administrator and members of both certificated and classified bargaining units.
<b>SPSA</b>	The Single Plan for Student Achievement (SPSA) is a school-level plan where needs are identified, goals set, actions agreed, and resources aligned in order to address the academic and social emotional growth of all students in a school. EL needs and supporting actions will be included in this plan.
<b>SSC</b>	School Site Council - A committee where parents, guardians, site staff, and community members are present to design and revise the school plan (SPSA)
<b>SST</b>	Student Study Teams (SSTs) are committees of educators and parents meeting to address academic or behavioral challenges experienced by individual students.
<b>State Seal of Biliteracy</b>	Official recognition in California and other US states to high school graduates who have completed a number of academic requirements in languages other than English.
<b>Structured English Immersion SEI</b>	Structured English immersion or SEI is an overarching concept of described programs and courses where English is the main language of instructional delivery and where supports are prepared to engage English Learners.
<b>Transitional Bilingual</b>	An instructional program designed to transition students whose primary language is not English into English instruction over the course of 3 to 4 years without loss of age-appropriate content instruction.



# Santa Clara Unified School District

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April 22, 2021