

# MASTER PLAN FOR ENGLISH LEARNER STUDENTS



4/13/17

Pasadena Unified School District.  
Language Assessment and Development  
Department



# Chapter 1 – Identification, Assessment, and Placement

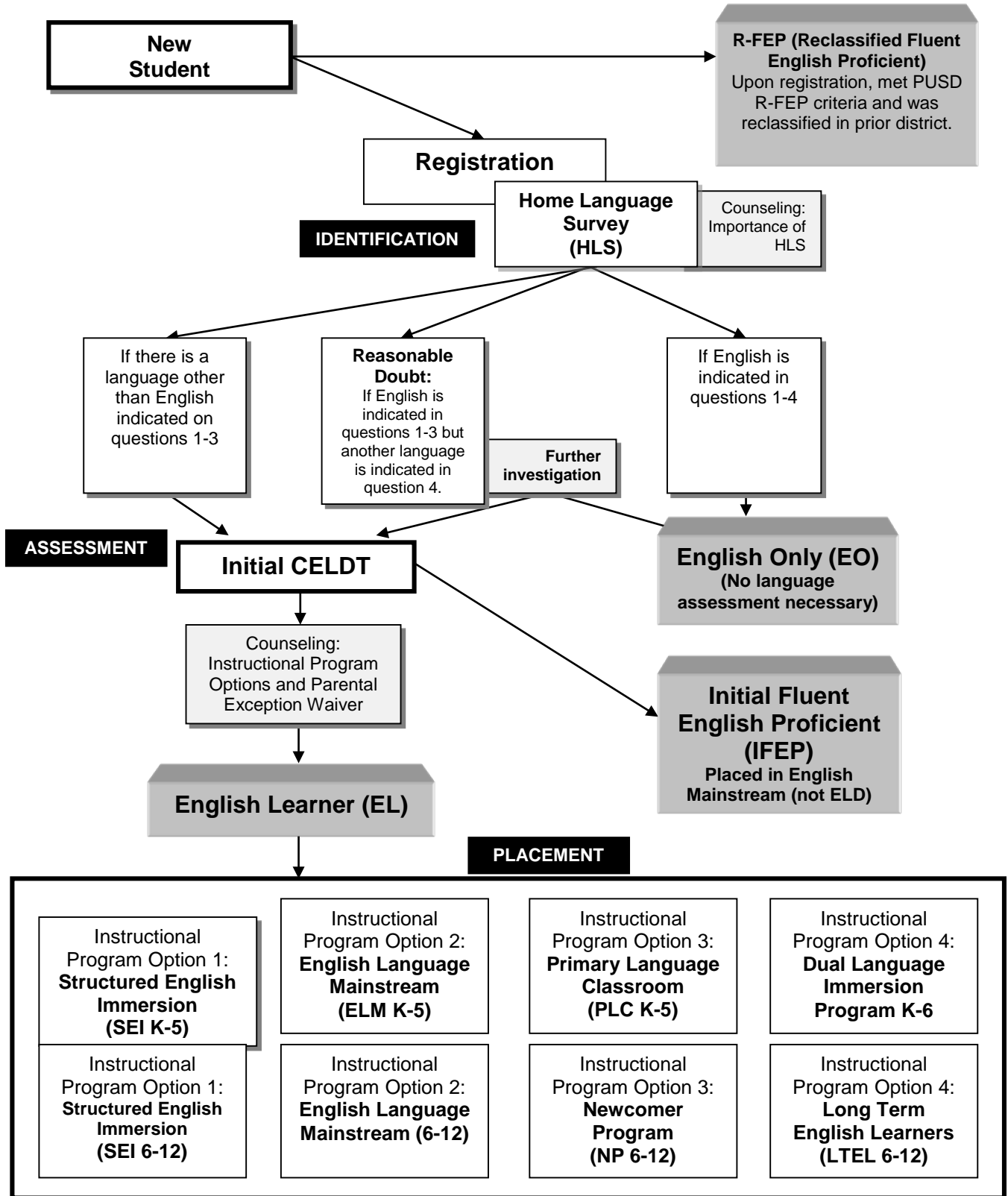
## **CHAPTER 1** **IDENTIFICATION, ASSESSMENT, AND PLACEMENT**

Pasadena Unified School District (PUSD) is committed to meeting the needs of all students served throughout the District. Developed processes and protocols ensure appropriate placement of students into rigorous and engaging courses that prepare them with the skills identified as necessary for 21<sup>st</sup> century learners. The District is committed to English Learners (ELs) having access to the same high levels of rigor and 21<sup>st</sup> century learning. As such, ELs are provided scaffolded instruction as appropriate and needed to support their academic success. The District has embarked on the development of new curricula that align with the Common Core State Standards (CCSS). Priority has been given to ensuring that, along with each of the core subject units developed through our Curriculum Revision Workshops (CRW), “toolkits” have been and continue to be developed that focus on differentiation strategies to be integrated and utilized by all teachers.

For purposes of this Master Plan and this chapter, the means by which this commitment is achieved for our students identified as English Learners is defined and described: identification, assessments, and placement. The Language Assessment and Development Department (LADD) office facilitates this process and works closely with parents/guardians and schools so that ELs are afforded the best educational opportunities. The purpose of this chapter is to describe a standardized process for continuity and equity throughout the District. Figure 1.1 provides a graphic display of PUSD’s process of identification, assessment, and placement into program options.

The LADD leadership and staff provide their expertise and support to ensure that the implementation of the plan accords with federal and state laws and follows best practice strategies. To ensure efficiency and effectiveness, an accountability guideline is included at the end of the chapter.

**Figure 1.1: Process of Identification, Assessment and Placement into Instructional Program Options for New English Learners**



## IDENTIFICATION PROCESS

The enrollment process begins when a parent takes his/her child to a District school. Each school office will have a trained staff member available to provide consistent information about the EL instructional program options, in the case that the child is identified as EL. Information is provided in a language that parents understand to ensure the enrollment process is as convenient and efficient as possible.

### Identification Steps

1. A parent/guardian enrolls his/her child at a District school and is provided a Home Language Survey (HLS).
2. Based on HLS responses, the student may be further evaluated to determine eligibility for EL services. This evaluation is conducted through the LADD office.
3. Evaluation results determine the student's eligibility for Identification as an EL.

### The Home Language Survey

California public schools are required to determine the language(s) spoken in the home by each student when the parent/legal guardian registers his/her child in the District for the first time. The District's registration form includes a Home Language Survey (HLS) which determines if a student needs to be assessed for English language proficiency.

The HLS consists of four state-authorized questions, namely:

1. What was the first language your child learned?
2. What language does your child use most frequently at home?
3. What language do you use most frequently to speak to your child?
4. If possible, in what language would you prefer to receive school communications?

These questions are used to determine a student's home language status as follows: If the answers to the first three questions are "English," then the child will be determined to be EO (English Only). If the answers to any of the first three questions indicate a language other than English or a combination of English and another language, the student must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (CELDT).<sup>1</sup> The parent will be consulted by a certificated staff member or an assessment technician regarding the need to administer the assessment, the results, and the subsequent program placement of the child.<sup>2</sup>

---

<sup>1</sup>At the time of publication of this document, California uses the CELDT. With the implementation of the Common Core State Standards ("CCSS") and the development of new corresponding English Language Development ("ELD") standards, the English proficiency assessment will be changed to address the new standards. When the California State Board of Education ("SBE") adopts a new assessment, this document will be updated.

<sup>2</sup> **Parent's Right to Amend the HLS:** The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to the CELDT administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

## **ASSESSMENT FOR LANGUAGE PROFICIENCY OF NEW ENGLISH LEARNERS**

All students identified as ELs must be assessed on their language proficiency levels using the CELDT. The purpose of this assessment is to officially determine a student's language proficiency level in English.

### **Initial CELDT Testing Procedures**

1. LADD staff or certified personnel determine through HLS that the CELDT is warranted.
2. Initial assessments are administered within 30 days at the LADD Office or by the Language Development Resource Teachers (LDRT) at the school site.
3. The test is hand-scored immediately after the administration to determine appropriate placement for the student identified as EL.
4. Initial results are shared with the parent/legal guardian to explain the English proficiency results, program options, student recommended placement, and the waiver process for alternative programs.
5. LADD office staff or LDRT prepares student's EL folder with all initial assessment results, placement recommendations, and parent notification forms.
6. The EL folder is sent to the school site where the student is enrolled.
7. Assessment results are entered for each student in the District's student information system.
8. LADD office staff or LDRT compiles results as required and submits them to the California Department of Education (CDE).
9. By law, parent/legal guardian must be notified of the results within 30 calendar days of initial enrollment.
10. After the testing cycle, booklets are sent to the test vendor for official scoring, and results are permanently recorded in the District's data system.

Based on the student's overall performance on the initial CELDT, a student may be classified as follows:

- **English Learner (EL):**  
A student is classified English Learner (EL) if the overall performance level on the initial CELDT levels is Beginning (1), Early Intermediate (2), or Intermediate (3). A student may also be classified as an EL even if the overall performance level is Early Advanced (4) or Advanced (5), but with skill area scores of Beginning (1) or Early Intermediate (2) in Listening and Speaking for Grades TK, K, and 1,<sup>3</sup> or in Listening, Speaking, Reading, or Writing for Grades 2-12.
- **Initial Fluent English Proficient (IFEP)**  
A student is classified IFEP if the overall performance level on the initial CELDT is Early Advanced or Advanced, with Listening and Speaking skill area scores of Intermediate or higher (grades TK, K and 1), and with Listening, Speaking,

---

<sup>3</sup> Grades TK, K, and 1 are also tested in Reading and Writing, but results only constitute 10% of the overall score.

Reading, and Writing skill area scores of Intermediate or higher (Grades 2-12). Students at the elementary and secondary grades with this language classification or status are automatically placed in the English Language Mainstream Program.

### **Parent Notification of Instructional Program Option**

After the student takes the initial CELDT, the parent must be informed of the instructional program options available to the student, as well as the right to apply for a Parental Exception Waiver. Information on program options is provided orally and in writing, using language and materials designed to be readily understandable by the parent.

To inform the parent of the instructional program options, schools must provide a copy of the *Parent Notification & Student Placement* letter (see Appendix A) as well as an opportunity to talk with a certificated staff member regarding details, goals, and key elements of each program option.<sup>4</sup>

### **Parental Exception Waiver**

After receiving the program option information, the parent must also be informed of the right to apply for a *Parental Exception Waiver* (see Appendix B). A parent who wishes to place his/her child in an alternative program, one that utilizes instruction in English and another language, must request such a program. The District has established procedures for Parental Exception Waivers, which include prior written and informed consent, an annual request, and a personal visit to the school to apply for the waiver. Parental Exception Waivers forms are available at the LADD office and at every school site upon parent request.<sup>5</sup> The District is committed to providing full descriptions of the different educational program options, of all the educational opportunities available to the student, and of the educational material to be used in order to help the parent make informed decisions as to the best educational opportunities and services for the child. See Chapter 2 for a full description of the various alternative program options.

Waivers may be requested for the following three categories of students:

#### *Children who already know English*

The child already possesses average or above average English-language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing. The child must score at or above the state average for his/her grade level or above the 5th grade average, whichever is lower.

**Action Timeline:** The Principal must document the date of receipt of the completed waiver application and submit the application to the LADD office for recommendation or denial of the request. The Superintendent of Schools or designee will act upon the waiver request within 20 instructional days of the request being submitted to the site.

---

<sup>4</sup> When No Program Selection is Chosen: If a parent makes no selection at the time of enrollment, the child will be placed in the Structured English Immersion (SEI) program.

<sup>5</sup> Parental Exception Waivers for ELs receiving special education services is conducted through the IEP process.

### *Children 10 Years and Older*

If the Principal and educational staff believe that an alternate course of educational study would be better suited for the child's rapid acquisition of basic English language skills, then the following is the recommended action:

**Action Timeline:** The Principal must document the date of receipt of the completed waiver application and submit the application to the LADD office which will review the waiver application and recommend approval or denial of the waiver request. The Superintendent of Schools or designee will act upon the waiver request within 20 instructional days of the request being submitted to the site.

### *Children with Exceptional Needs*

The child has been placed in a Structured English Immersion classroom for a period of at least 30 calendar days and it is the informed belief of the school Principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational development due to the child's special physical, emotional, psychological, or educational needs. A written description of the child's special physical, emotional, psychological, or educational needs must accompany the waiver request.

**Action Timeline:** The Principal must document the date of receipt of the completed waiver application and submit the application to the LADD office to recommend approval or denial of the request. The Superintendent of Schools or designee will act upon the waiver request within ten calendar days after the 30-day placement in Structured English Immersion has ended or within 20 instructional days of submission to the Principal, whichever is later.

*Waiver Procedures for Parents* established by the District:

1. When a student is assessed at the LADD office and is identified as EL, the parent receives an orientation to the District's program options for ELs and the Parental Exception Waiver process. LADD staff explains and gives the parent a written description of the four instructional program options for both elementary and secondary. See Chapter 2 for descriptions of the options.
2. When an identified EL student is enrolled at a school site, a trained staff member gives the parent/guardian a full description of the instructional program options, the educational materials used, and Parental Exception Waivers. A parent/legal guardian interested in completing the waiver process is referred to the LADD office to complete the waiver process. The parent will be notified that when 20 students or more at a given grade level of the same language receive an approved waiver, the school shall be required to offer such a program; otherwise, students must be allowed to transfer to a school where such a program is available (Cal. Educ. Code §§ 310-313). The parent will be guided through the intra-district or inter-district



transfer process when required. The parent must be informed that transportation to another school will not be provided by the District.

3. Requirements for processing a Parental Exception Waiver include the following:

- Waivers must be requested annually in person by the parent at the school site;
- The parent must be provided with a full description of the educational materials, educational program options, and educational opportunities permitted by law;
- Individual schools must inform the parent and will be required to offer a primary-language class if 20 students or more at a grade level (or two consecutive grade levels) receive waivers. If there are insufficient numbers of students receiving waivers, the schools must allow the students to transfer to a public school where such a class is offered.

*All sites must have the following in place:*

- Parental Exception Waiver Forms;
- A process in place to ensure that the parent understands the three waiver conditions and the right to refuse to consent to a waiver from Structured English Immersion;
- Procedure to ensure that the parent understands the waiver timelines;
- Office procedure for receiving and processing Parental Exception Waivers;
- Procedure for informing the parent of the following in writing:
  - Approval of waiver request and the child's placement, or
  - Reasons for any Parental Exception Waiver denial, including the right to appeal the procedure.

Schools must grant Parental Exception Waivers<sup>6</sup> unless the school Principal and educational staff have substantial evidence, such as from a formal assessment, that the alternative program requested by the parent would not be in the best interest of the overall educational development of the student. If a Parental Exception Waiver is denied, the following must take place in a timely manner:

1. The parent/legal guardian must be provided with a copy of the completed Approval/Denial of Request for Waiver of Structured English Immersion Requirement Form with documentation substantiating the denial (evidence must be provided that approving the waiver would not meet the child's educational needs); and
2. The parent/legal guardian must be informed of the right to appeal to the Board of Education if he/she disagrees with the decision made by the Superintendent of Schools/Designee following the process delineated above.

---

<sup>6</sup> There are no parental exception waivers for CELDT. Parents cannot "opt out" of CELDT because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Cal. Educ. Code § 313).

All schools are required to keep a record in a Request Log of the number and the grade level of students whose parents request waivers. The purpose of this log is to maintain a list of parents who have requested an alternative program, to record the number of waivers requested, to maintain proof that these parents have been given information as to the status of their waiver request, and to be available for review upon request.

## **INSTRUCTIONAL PROGRAM PLACEMENT OF NEWLY REGISTERED ELS**

Figure 1.1 maps the process of identification, assessment, and placement of new ELs into various instructional program options available in the District. Using the CELDT assessment information and program placement recommendations, the Principal or designated trained staff place the student in the most appropriate instructional program. The Principal or LDRT may meet with the parent/legal guardian to clarify any questions or to review any concerns he or she may have regarding testing results or program placement recommendations. Written descriptions of program options specific to the site must be available for parental review. See Chapter 2 for more details on program options.

### **Parental Notification of Program Placement** (see Appendix A)

Within 30 calendar days of test administration, the parent will receive official notification of their child's CELDT assessment results and program placement. Notification must include:

- Initial English language proficiency level and how it was assessed;
- Official language classification;
- Instructional program placement;
- Various instructional program options, educational strategies, and educational materials to be used in each program;
- Reclassification, or program exit criteria;
- Instructional program for ELs with an IEP and how the program will meet the goals and objectives
- Expected graduation rate of ELs

The parent is informed of the above information via the District's *Parent Notification and Instructional Program Options* brochure (Appendix C).

### **Parental Confirmation of Program Placement**

After informing the parent of the initial CELDT results and selected instructional program for the child, the District's *Parent Notification and Student Placement Letter* (Appendix A) must be returned to the home school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement, or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. The signed letter is to be filed in the student's EL Folder.

Section 310 of the California Education Code requires that all ELs receive instruction that is “overwhelmingly” in English for the first 30 calendar days following a student’s initial enrollment in a California public school. The District places students whose parents have requested an alternative program in a designated classroom, and the instruction for the first 30 days is delivered “overwhelmingly” in English. After the initial 30 days of instruction, the instructional program is implemented as designed. See Chapter 2 for alternative program options descriptions.

At all times, the parent retains the right to have his or her child continue in an alternative program or may choose to have the child placed in a SEI program. See Chapter 2 for information regarding this instructional program.

### **Identification, Assessment, and Program Placement for Transfer Students**

The initial identification and assessment process is to be used for students who:

#### *Transfer from private schools*

The student’s District enrollment date is entered into District Data Systems as the date the student first enrolled in a California public school. The student is placed in the grade level that aligns with the student’s age and/or transcripts.

#### *Transfer from out-of-state or from another country*

The student enrolling in the District who was born in another country may have two different enrollment dates:

- District enrollment date (the student’s first day of attendance) or
- U.S. enrollment date (the student’s first day of attendance in a U.S. school).

The PUSD initial registration procedure is followed for a student entering the District. The student’s district enrollment date is entered into the student’s records and the student’s database system as the date the student first enrolled in a California school or (when appropriate) the date the student enrolled in a U.S. school. The student is placed in the grade level that aligns with the student’s age and/or transcripts. The student who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

### **ASSESSMENT AND ACADEMIC CLASS/COURSE PLACEMENT OF CONTINUING ELs**

Students who have been participating in the EL program must be evaluated annually for placement into an appropriate academic class/course. This following section provides guidelines for this process.

## **Annual CELDT Administration**

State and federal guidelines require each EL to be assessed annually to determine his/her progress in acquiring English language proficiency. This assessment is given within a test window prescribed by the California Education Code. LDRTs and other trained school-site personnel are responsible for administering the annual CELDT. Prior to test administration, all examiners must obtain annual certification by completing the District's CELDT administration professional development session at the LADD office. For elementary and secondary schools, students are tested either in their assigned classrooms or pulled out for testing.

Beginning in July, the LADD Office also administers the annual CELDT as a way of minimizing the testing load for LDRTs at school sites. Students from Grades 1-12 will be contacted by phone and then scheduled to come to the Assessment Center for testing. At the end of October, student booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official CELDT results. The CELDT results are to be accurately and permanently recorded in the District's Data Systems, and hard copies are filed in the student's EL Folder located at school sites.

## **Academic Class/Course Placement for Continuing Students**

The annual CELDT is used to determine placement of the student into an appropriate academic courses. These courses include English Language Development (ELD), SDAIE Courses, Mainstream ELA, and accelerated Learning for Long Term English Learners (LTELs).

Several factors are considered when placing a continuing student into an appropriate academic course, namely:

- Language proficiency – based on CELDT,
- Educational experience, and
- Schooling background – history of school attendance.

Individual schools must have trained personnel to analyze the information collected. A LADD-based specialist may be requested to assist in the data analysis. Once the student's academic strengths and needs have been identified, efforts must be made to place the student into an appropriate EL academic class/course. The Principal or his/her designee approves the placement of students. The chart below shows possible academic class/course placement of ELs with the following profiles:

**Table 1.1: Sample Program Placement K-12**

<b>Language Classification/Status</b>	<b>Suggested Placement</b>
<p>This English Learner (EL)</p> <ul style="list-style-type: none"> <li>• Is an incoming 3<sup>rd</sup> grader</li> <li>• Has 3 years in the EL program</li> <li>• Has an overall <i>Early Advanced</i> CELDT level; all other domains are <i>Early Advanced</i> except an <i>Early Intermediate</i> in writing.</li> <li>• Was an overall Intermediate CELDT level last year</li> <li>• Scored Basic in district-level assessment</li> </ul>	<p>This student should be placed in Program Option 2: ELM and grouped with no more than two CELDT levels for designated ELD (e.g., levels of 3-4 and 4-5)</p>
<p>This English Learner (EL)</p> <ul style="list-style-type: none"> <li>• Is an incoming 6<sup>th</sup> grader</li> <li>• Has 6 years in EL program</li> <li>• Has an overall <i>Intermediate</i> CELDT level; all other domains are <i>Intermediate</i> except <i>Beginning</i> in Reading.</li> <li>• Was an overall Intermediate CELDT level last year</li> <li>• Is Below Basic in district-level assessment</li> </ul>	<p>This student should be placed in a ELA/Academic Literacy Development class (this is the language support class for LTEL). The student should also be enrolled in SDAIE core classes.</p>
<p>This English Learner (EL)</p> <ul style="list-style-type: none"> <li>• Is an incoming 9<sup>th</sup> grader</li> <li>• Has 3 years in EL program</li> <li>• Has overall <i>Intermediate</i> CELDT level; all other domains are <i>Intermediate</i> except an <i>Early Intermediate</i> in writing.</li> <li>• Was overall Early Intermediate CELDT level last year</li> <li>• Scored Below Basic in district-level assessment and textbook-based placement test</li> <li>• Has Ds in report card (in core content classes)</li> </ul>	<p>This student should be placed in ELD/ELA. The student receives ten elective credits for ELD and ten ELA credits each year. The student should also be enrolled in SDAIE core content classes.</p>

**Parental Notification of Annual CELDT Results and Academic Class/Course Placement**

The parents of ELs who are administered the annual CELDT will receive official notification between the months of January and February informing them of their child's:

- 1) Annual English language proficiency level and how it was assessed,
- 2) Official language classification, and
- 3) Instructional program placement.

In addition to the above, parents must also receive information regarding the following:

- English language proficiency level from annual assessment, and how it was assessed,
- Expectations for the student progress,
- Reclassification or program exit criteria, and
- District graduation rate.

Parents of EL students are informed of the above information via the District's *Annual Parent Notification of CELDT Results and Student Placement Letter (see Appendix D) and Academic Course Placement letter*, and the *Parent Notification for Reclassification Criteria* letter. These letters are sent out to parents at the beginning of the school year. Parents are advised to contact the students' home school if they need additional information.

### **Course Placement and Transition Plans for Incoming 6<sup>th</sup> and 9<sup>th</sup> Graders**

To ensure that incoming 6<sup>th</sup> and 9<sup>th</sup> graders are placed in an appropriate EL academic course at their respective receiving middle school or high school, the following procedures must be followed by principals, LDRTs and LADD office staff:

Step 1: In the spring, LADD office staff will generate a list of incoming 6<sup>th</sup> and 9<sup>th</sup> grade ELs which will contain information on students' CELDT level, benchmark assessment results, and most current grades. This list will provide direction for the respective middle/high school to appropriately place students and ensure a smooth transition.

Step 2: The LADD office sends the list of incoming students to the receiving schools to be reviewed by the Principal/Assistant Principal in collaboration with the receiving school sites LDRTs for the purpose of placement and developing a master schedule.

Step 3: The LDRT at the out-going school sites sends EL folders to the LADD office to be properly distributed to the receiving school sites.

Step 4: The LDRT at the receiving school site will review the EL folders to analyze assessments, to evaluate program placement, and to create intervention plans for incoming students with an EL-ILP (Appendix H). The EL-ILP serves as a transition plan for incoming 6<sup>th</sup> and 9<sup>th</sup> grade ELs.

### **Academic Course Placement for Transfer Students**

#### *Transfer between District Schools*

The parents may initiate an intra-district transfer request. The school generates the Student Accounting Report (SAR), or transfer document, with student information needed for the receiving school. The SAR is given to the parent to be submitted to the receiving school upon enrollment. The LADD office maintains a list of all students placed at every school site.

#### *Transfers from other California Public Schools Districts*

At the time of enrollment, parents of EL students shall present certain documentation including HLS, state assessment scores, CELDT scores, and official language classification (IFEP, EL, RFEP). If the information is not available, staff must contact the

previous district to request the student's information.<sup>7</sup> All student information from a previous district should be sent to the LADD office for entry into district data system.

## **MUTUAL ACCOUNTABILITY**

The District provides ongoing annual professional development on legal requirements, district procedures relating to the implementation of the identification, assessment, and placement requirements of this Master Plan for administrators and staff, including special education teachers and staff. Training modules were created following extensive research of best-practice strategies and a rigorous consultation process among key stakeholders. A list of training modules related to this chapter is found in Chapter 6: Staffing and Professional Development.

### **Who is Accountable?**

Those who must participate in the training include but are not limited to: District and site administrators, LDRTs, teaching staff, counselors, community liaisons, District English Language Advisory Council (DELAC) and English language Advisory Council (ELAC) representatives, Assessment Center staff, school-based staff members who work with EL student records, office staff members responsible for registrations, instructional coaches, LADD staff, special education coordinators and teachers, paraprofessionals and specialists, and other support staff as necessary.

Staff members who are mandated to receive annual training on identification, assessment, and placement are those responsible for student enrollment and placement (i.e., counselors, enrollment clerks, registrars, administrator designated by the principal), as well as staff responsible for CELDT administration (i.e., LDRT and classified staff members designated to administer the test).

### **Training for Accountability**

The training modules, although procedural and informative in nature, place special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program of their child.

The following Table 1.2 shows all the processes and documents mentioned in this chapter, the person/s responsible in the implementation, progress monitoring and evaluation of the effectiveness of the process, the implementation timeline, and the importance of each process or document.


---

<sup>7</sup> **Transmission of Student Records:** Due to confidentiality requirements, student records can only be transmitted via fax or U.S. mail. Student records cannot be sent via email.

**Table 1.2: Identification, Assessment and Placement  
Accountability Guidelines**

<b>Procedures</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Registration - Home Language Survey (HLS)	School registrar and LADD staff	During registration of new student	Initial step in identifying ELs in order to begin the placement process
Initial CELDT	LADD Office, LDRT	Within 2 weeks of student enrollment	To officially determine a student's language proficiency level in English
Counseling of Instructional Program Options	LADD staff, LDRT	After Initial CELDT	Provide details to parents regarding program options, goals, and key elements of each program
Academic Course Placement	Principal, LDRT	Annually	To place student in appropriate academic course
Annual CELDT	Principal, LADD Office, LDRT	Annually	To be used as an annual assessment to determine the student's progress in acquiring English language proficiency
CELDT Testing Schedule	LADD Leadership for initial CELDT and Principal for annual CELDT	Annually	To ensure that the student's language proficiency is gathered accurately and that he/she is placed in the appropriate instructional program option and academic course
<b>Documents</b>			
<b>Name of Document</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
<i>Parent Notification &amp; Student Placement Letter</i>	LADD staff , School Site	Within 30 calendar days of initial English assessment	To inform parents of instructional program options, educational strategies and materials, reclassifications, program exit criteria, and program expectations
Annual Parent Notification and Student Placement Letter	LADD staff, School Site	Within 30 calendar days of school start	To inform parents of instructional program options, educational strategies and materials, reclassifications, program exit criteria, and program expectations
Parent Confirmation of Program Placement	LADD staff, School Site, Parent	Within 30 calendar days of initial English assessment	To confirm that parents have receipt of assessment and placement. Any questions or concerns will be discussed at that time.
Parental Exception Waiver	School Site, LADD office, Parent	Upon request	To provide parents with alternative program options and opportunity to make informed decisions
Instructional Program Options brochure	LADD/Principal to include brochure in registration packet	During registration	To inform parents of the various instructional program options available in the District





## Chapter 2 – Instructional Program Options

## **CHAPTER 2**

# **INSTRUCTIONAL PROGRAM OPTIONS**

The District provides various instructional program options tailored to meet the diverse needs of English Learners (ELs) and the educational preferences of EL parents. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support at different language proficiency levels. The ultimate goal of each program option is for ELs to attain English proficiency and master grade-level standards. Specifically, each program option prepares students to participate fully in A-G courses and to graduate from high school ready for college and careers. In addition, each option ensures that ELs with Individualized Education Programs (IEP) have equal opportunities to participate in programs consistent with their IEPs. All program options should allow for equal access to gifted and talented program opportunities and not exclude ELs from such opportunities based solely on their English language proficiency level.

This chapter describes the components of each instructional program option and summarizes the following in a table format:

- 1) Program Options for Elementary and Secondary (includes Target Population, Program Goals, and Key Instructional Services) and
- 2) Minimum Progress Expectations Benchmarks for each program option.

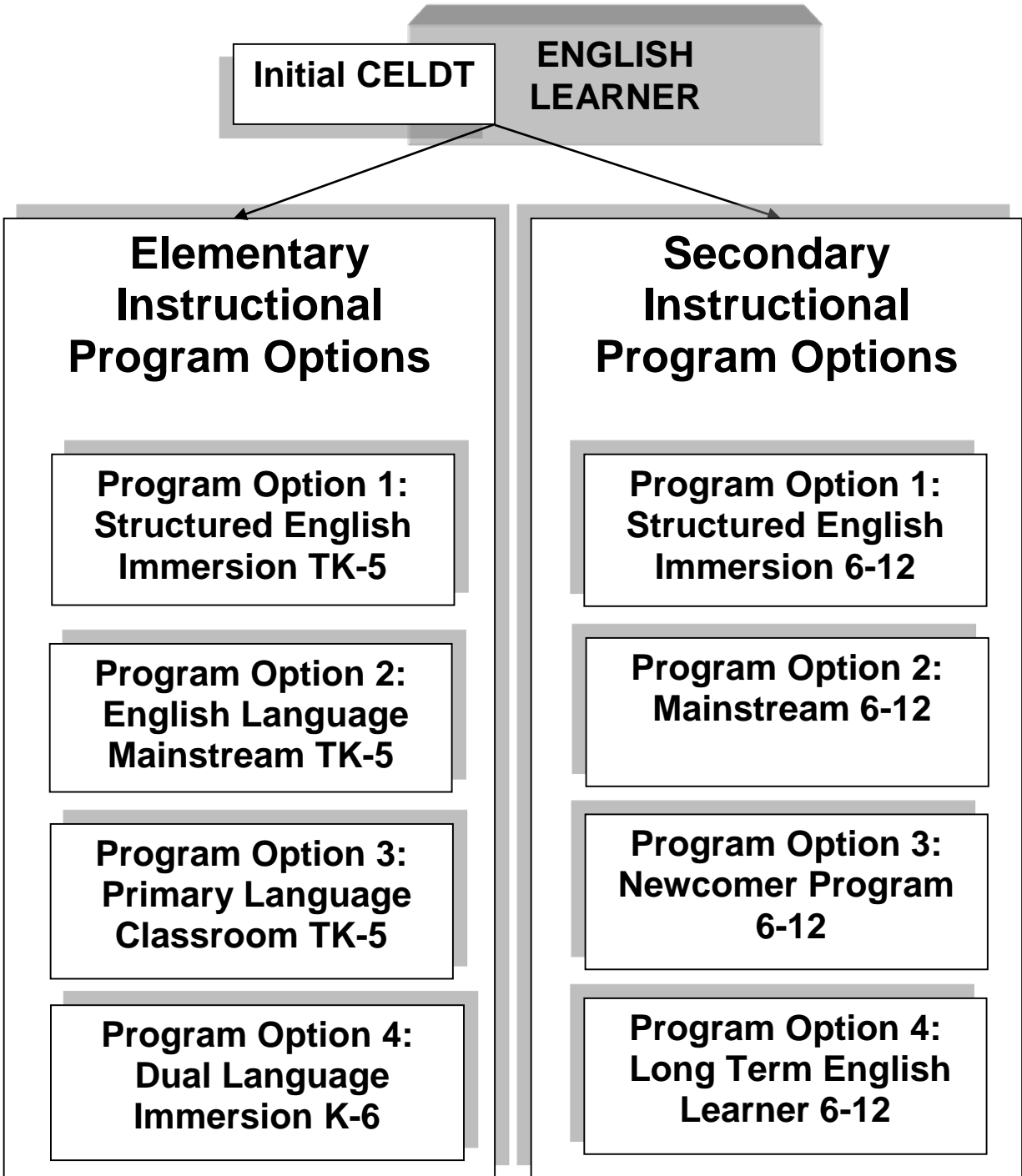
The Principal or his/her designee is responsible for implementing, monitoring progress, and evaluating the effectiveness of the plan as described in this chapter. In addition, a specific plan to improve or maintain the effectiveness of the instructional program options for ELs must be written in the Single Plan for Student Achievement (SPSA), and communicated to the school's faculty, staff, and parents.

The LADD leadership and staff provide guidelines and support to ensure that the implementation of this plan accords with federal and state laws, and follows best practice strategies. Figure 2.1 provides an overview of Pasadena Unified School District's (PUSD's) instructional program options in greater detail.

Placement outside of primary criteria, or using any alternate curricula requires LADD consultation and approval.

To ensure efficiency and effectiveness, an intervention accountability checklist is included at the end of this chapter.

**Figure 2.1: Overview of PUSD’s Instructional Program Options for English Learners**



## ELEMENTARY INSTRUCTIONAL PROGRAM OPTIONS

PUSD offers four (4) instructional program options at the elementary level:

- Option 1 - Structured English Immersion (SEI) Program,
- Option 2 - English Language Mainstream (ELM) Program,
- Option 3 - Primary Language Classrooms (PLC) Program, and
- Option 4 - Dual Language Immersion (DLI) Program.

The table below summarizes these options.

**Table 2.1: Elementary Instructional Program Options**

Elementary Instructional Program Option (TK-5)	Target Student Population					Program Goals	Key Instructional Services				
	EL (TK-3)	EL (4-5)	RFEF	IFEP	EO		ELD	SDAIE	EL Modifications	L1 Support	L1 Instruction
Program Option 1: Elementary Structured English Immersion Program (SEI) (CELDT levels 1 & 2)	X	X				Acquire English language proficiency and gain access to grade-level academic core content via Designated ELD and differentiated instruction and appropriate instructional support	X	X	X	X	
Program Option 2 <sup>1</sup> : English Language Mainstream Program (ELM) (CELDT levels 3-5)	X	X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate instructional support	X	X	X		
Program Option 3: Primary Language Classroom Program (PLC) Grades TK-5 <sup>2</sup> (CELDT levels 1- 5)	X	X				Acquire English language proficiency and grade-level academic content through a combination of core content instruction via primary language, Designated (ELD) approaches, and differentiated instruction in English	X	X	X	X	X
Program Option 4: Dual Language Immersion Program (DLIP) Grades TK-5 <sup>3</sup> (CELDT 1- 5)	X	X	X	X	X	ELs and English-proficient students acquire language proficiency and academic achievement in two languages – English and the target language – as well as positive cross-cultural competencies.	X <sup>4</sup>	X	X	X	X

### Option 1: Structured English Immersion Program Grades TK-5

<sup>1</sup> The District does not create separate classes for students in SEI and students in ELM; all students will be placed in blended classrooms, although they will receive separate instruction by proficiency level for ELD.

<sup>2</sup> Program currently not offered, program to be offered if funds are available, and parent requests meet the minimum number required (see Parent Exception Waiver in Appendix B).

<sup>3</sup> The Dual Language Immersion Program Master Plan was adopted as a K-12 program; the first cohort of students is currently transitioning to 6<sup>th</sup> grade at the middle school.

<sup>4</sup> ELD for Dual Language Program English Only students is substituted for Target Language Development.

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in the TK-5 mainstream classroom. SEI is designed for students who are not reasonably fluent in English and are at beginning proficiency levels (CELDT Levels 1 and 2). A teacher instructing ELs in Option 1 will utilize research-based ELD strategies to scaffold instruction in order to make content and language comprehensible and move students towards mastery of grade-level content standards. Primary language support is provided if necessary for clarification, but instruction is overwhelmingly in English. Option 1 is designed not to exceed one year; therefore, it is an accelerated program of ELD. Instruction emphasizes Listening, Speaking, Reading, and Writing in English. Students may be re-enrolled in Option 1 if the criterion for reasonable fluency is not attained, unless another instructional program option is requested by the parent/legal guardian. At any time during the school year, a parent may request to have his/her EL child moved into an ELM (Option 2) classroom. The school will document all such requests. Table 2.2 provides an overview of program option 1 in greater detail.

**Table 2.2: Option 1 - Structured English Immersion Program Grades TK-5**

Students Served and Exit Criteria	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• CELDT Levels 1-2               <ul style="list-style-type: none"> <li>- ELs with “less than reasonable fluency” in English</li> </ul> </li> <li>• The student will be transferred to Option 2 when they meet Option 1 transfer criteria               <ul style="list-style-type: none"> <li>- i.e., Intermediate on CELDT</li> </ul> </li> <li>• The school or parent may recommend re-enrollment in Option 1 if Option 1 Transfer Criteria are not met.</li> <li>• A Student Success Team (SST) meeting must be held and an EL Individual Learning Plans (EL-ILP) must be written.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 30 minutes daily of Designated ELD               <ul style="list-style-type: none"> <li>- Listening, Speaking, Reading, and Writing at student’s assessed level of English proficiency</li> </ul> </li> <li>• Grouping for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency</li> <li>• Language support provided in the core content areas (e.g., Math, Science, and Social Science) delivered through SDAIE strategies, utilizing state-approved, District-adopted standards-based materials, and supplemental materials</li> <li>• Teachers develop both language and content objectives within each lesson plan to support content areas.</li> <li>• Standards-based and identifies research-based instructional strategies               <ul style="list-style-type: none"> <li>- District’s Differentiation Toolkit</li> </ul> </li> <li>• Purposeful and deliberate use of primary language to motivate, clarify, direct, and explain instruction as needed</li> <li>• Both district and school sites monitor progress at the end of each trimester on benchmark assessments while overall progress is monitored annually on cumulative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:               <ul style="list-style-type: none"> <li>- Multiple Subjects Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of the Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• The parents must be informed of instructional program options for ELs upon the student’s enrollment</li> <li>• SEI is the designated placement for ELs who are less than reasonably fluent in English.</li> <li>• A parent may request that his/her EL child be moved into Option 2: ELM Program any time during the school year.</li> </ul>

**Table 2.3: Minimum Progress Expectation Benchmarks for  
Option 1: Structured English Immersion Grades TK-5**

	Timeline (Starting Point Based on Initial Level at Year of Entry)			
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year <sup>5</sup>	3 <sup>rd</sup> - 5 <sup>th</sup> Year	6 <sup>th</sup> Year
Program Placement	Option 1: SEI	Option 1: SEI	<ul style="list-style-type: none"> <li>From 3<sup>rd</sup> Year to 5<sup>th</sup> Year in the EL Program, the student is placed in Option 2: ELM Program.</li> <li>The Minimum Progress Expectation Benchmarks for ELM will be applied.</li> </ul>	<ul style="list-style-type: none"> <li>In the student's 6<sup>th</sup> Year in the EL program, he/she is expected to meet reclassification requirements.</li> <li>After reclassification, the student is placed in a regular ELA class with no language modifications.</li> <li>Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>				
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)		
CAASPP	TBD – CDE 2014-15			

**Option 2: Mainstream Program Grades TK-5**

The goal of the ELM program is to ensure that ELs who have transitioned from an SEI or a PLC program (or have been moved into the mainstream program via parental withdrawal from services) continue to progress linguistically and academically to meet ELD and grade-level content standards leading to reclassification and promotion. This program is designed for ELs who are reasonably fluent in English and are at CELDT proficiency levels of Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5).

An ELM program classroom may also contain English Only (EO) students, Initial Fluent English Proficient (IFEP) students, and some ELs whose parents have requested this program and will benefit from instruction in a mainstream program with additional instructional support. They will continue to have daily ELD and will have full access to standards-based curriculum materials at grade levels designed for the native English speaker via appropriately differentiated and scaffolded academic content instruction. This program option is also designed to meet the needs of Reclassified Fluent English Proficient (RFEP) students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

Table 2.4 provides an overview of program option 2 in greater detail.

<sup>5</sup> Currently, there are no Year 2 SEI settings in many elementary schools in the District due to the low number of students in CELDT levels 1 and 2. In this case, Year 2 Option 1 students are placed in an appropriate "blended classroom" with Option 2: ELM students and are taught by a CLAD-certified teacher who is properly trained in differentiation techniques.

**Table 2.4: Option 2-English Language Mainstream Program Grades TK-5**

Students Served and Exit Criteria	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• CELDT Levels 3-5                             <ul style="list-style-type: none"> <li>- ELs who are “reasonably fluent in English”</li> </ul> </li> <li>• English Only (EO), Initial Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students</li> <li>• Students who have “less than reasonable fluency” in English and whose parents or guardians have requested participation in an ELM classroom</li> <li>• After three years in option 2, all students are expected to meet Reclassification criteria                             <ul style="list-style-type: none"> <li>- If they do not, a SST meeting must be held to determine program placement, to create an intervention plan or (EL-ILP)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 30 minutes daily of ELD instruction                             <ul style="list-style-type: none"> <li>- Listening, Speaking, Reading, and Writing at the student’s assessed level of English proficiency</li> </ul> </li> <li>• Additional support is provided in the core content areas via SDAIE strategies in which teachers develop both language and content objectives.</li> <li>• The District’s Differentiation Toolkit                             <ul style="list-style-type: none"> <li>- Standards-based and identifies research-based instructional strategies</li> </ul> </li> <li>• Access to content in Reading, Writing, Math, Science, and Social Science                             <ul style="list-style-type: none"> <li>- Delivered in English with differentiation and research-based EL modifications utilizing state-adopted, District-approved, and standards-based materials and supplemental materials</li> </ul> </li> <li>• Standards-based instruction in all curricular areas</li> <li>• Instruction in English with purposeful and deliberate uses of the primary language support (i.e., clarification via cognates, bilingual glossaries) provided according to the student’s need and as staffing allows</li> <li>• ELs with “less than reasonable fluency in English” allowed in this program are clustered in the ELM classroom with ELD support and are provided all other services appropriate for other students in the program.</li> <li>• Both District and school sites monitor progress at the end of each trimester on benchmark assessments, while overall progress is monitored annually on cumulative assessments.                             <ul style="list-style-type: none"> <li>- District and school sites compare results.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:                             <ul style="list-style-type: none"> <li>- Multiple Subjects Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of the Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of “less than reasonably fluent” ELs (CELDT 1-2) are informed of all options for their child.</li> <li>• Counseling is provided by an LADD staff member for parents of ELs at CELDT Levels 1-2 to ensure parents understand that this program is designed for native and reasonably fluent English speakers (CELDT Levels 3-5).</li> </ul>

**Table 2.5: Minimum Progress Expectation Benchmarks for Option 2: English Language Mainstream Program Grades TK-5**

	Timeline (Starting Point Based on Initial Level at Year of Entry)			
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Program Placement	Option 2: ELM	Option 2: ELM	Option 2: ELM	<ul style="list-style-type: none"> <li>• It is expected that by the 4<sup>th</sup> year, the student will meet reclassification criteria.</li> <li>• After reclassification, the student is provided with instructional supports as needed.</li> <li>• Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>				
CELDT Level (ELD Standards)	Intermediate (Level 3)	Early Advanced (Level 4)	Advanced (Level 5)	
CAASPP	To be determined pending CDE guidelines	To be determined pending CDE guidelines`	To be determined pending CDE guidelines	
District-Level Assessment in ELA	Meet Grade-Level Benchmarks (basic)	Meet Grade-Level Benchmarks (proficient)	Meet Grade-Level Benchmarks (proficient)	

**Option 3: Primary Language Classroom Grades TK-5**

Students are placed in the PLC program through an approved Parental Exception Waiver. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

The goals of the PLC program are to ensure that students:

- 1) Meet grade-level content and performance standards,
- 2) Become fully bilingual and bi-literate in primary language and English,
- 3) Reclassify to Fluent English Proficient and become successful in the ELM Program, and
- 4) Attain cultural proficiency.

ELs in Option 3 receive academic content instruction in the primary language in conjunction with SDAIE strategies; ELD instruction is provided on a daily basis. Instruction in the first year is approximately 70% in the primary language and 30% in English. As the child increases in English proficiency, instruction in English increases until the ratio is 50:50. Students are expected to meet all grade-level standards and assessments in their primary language across all content areas. Students are expected to be at grade level in English at least by the third year. Teachers have specialized authorization and training to meet the needs of ELs.

**Table 2.6: Option 3 - Primary Language Classroom Program Grades TK-5**

Students Served and Exit Criteria	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• ELs at Grades TK-5</li> <li>• ELs with an approved Parental Exception Waiver</li> <li>• Students enter at TK unless students at Grades 1-3 have approved Parental Exception Waiver.</li> <li>• Late-entry students (Grades 2-3) will be considered on a case-by-case basis.</li> <li>• Late-entry students may exit the program and transition to ELM when they reach CELDT Levels 4 and 5 regardless of their grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive standards-based core content instructions in their primary language.</li> <li>• Minimum 1 hour daily of Designated ELD instruction in Listening, Speaking, Reading, and Writing at the student's assessed level of English proficiency</li> <li>• Standards-based English literacy component:               <ol style="list-style-type: none"> <li>1) Beginning students are taught English literacy skills in a Designated ELD block.</li> <li>2) As students achieve a reasonable level of primary language literacy, a well-planned and purposeful transfer to full-English literacy component is implemented highlighting the relationship between the two languages.</li> </ol> </li> <li>• Use of the primary language is intended to build literacy skills in L1 that will transfer to L2.</li> <li>• As English proficiency increases, the proportion of instruction in English also increases.</li> <li>• Both district and school sites monitor progress at the end of each trimester on benchmark assessments, while overall progress is monitored annually on cumulative assessments.</li> <li>• Instructions in Art, Music, and Physical Education in English</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:               <ul style="list-style-type: none"> <li>- Multiple Subjects Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Bilingual Cross-cultural (BCLAD) is required when the primary language content instruction is a part of this program:               <ul style="list-style-type: none"> <li>- Bilingual Certificate of Competence (BCC)</li> </ul> </li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed of EL instructional program options upon enrollment.</li> <li>• If Program 3 is selected, parents must request and complete a <i>Parental Exception Waiver</i> annually.</li> </ul>



**Table 2.7: Minimum Progress Expectation Benchmarks for Option 3 - Primary Language Classroom Program Grades TK-5**

	Timeline (Starting Point Based on Initial Level at Year of Entry)					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> – 5 <sup>th</sup> Year	6 <sup>th</sup> Year	
Program Placement	Option 3: PLC	Option 3: PLC	Option 3: PLC	<ul style="list-style-type: none"> <li>In the 4<sup>th</sup> and 5<sup>th</sup> Year of EL Program, the student is placed in Option 2: ELM Program.</li> <li>The Minimum Progress Expectation Benchmarks for ELM will be applied.</li> </ul>	<ul style="list-style-type: none"> <li>It is expected that by the 6<sup>th</sup> year, the student will meet reclassification criteria.</li> <li>After reclassification, the student is placed in a regular ELA class and provided with instructional supports as needed.</li> <li>Progress is monitored for 2 years.</li> </ul>	
<b>Progress Benchmarks</b>						
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)	Intermediate (Level 3)			
CAASPP	To be determined pending CDE guidelines	To be determined pending CDE guidelines	To be determined pending CDE guidelines			
District-Level assessment in ELA	N/A	N/A	Meets Grade-Level Benchmarks			

When students are grouped by primary language for instruction, mixing with non-Program 3 students is mandatory. During this integrated period, all students are instructed in English in the curricular areas of Art, Music, and Physical Education. PUSD adheres to the state required minutes for Physical Education.

**Option 4: Dual Language Immersion Program Grades K-6<sup>6</sup>**

PUSD currently offers Dual Language Immersion Program (DLIP) in Spanish/English and Mandarin/English. The Spanish Dual language program is available at San Rafael Elementary School, Jackson Elementary School, and Blair High School. The Mandarin Dual Language program is available at Field Elementary School and Sierra Madre Middle School.

The goals of this enrichment model for ELs are as follows:

- 1) Acquisition of academic proficiency in a partner language and English,
- 2) Mastery of grade-level core content and performance standards,
- 3) Attainment of positive cross-cultural competencies, and
- 4) Reclassification to Fluent English Proficient.

Dual language teaches literacy and content in both the partner language and English. The District utilizes the 90/10 model of instruction whereby in Kindergarten, 90% of instruction is in the partner language and 10% in English. The percentage of instruction in the partner language decreases by 10% per year until at Grade 4, 50% of the instruction is in the partner language and 50% is in English. This model of 50/50 continues throughout the remainder of the program. Teachers have specialized authorization and training to meet the needs of ELs. This program requires a *Parental Exception Waiver*.

<sup>6</sup> The Dual Language Immersion Program will expand to 12th Grade in 2020-21.

**Table 2.8: Dual Language Immersion Program Grades K-6**

Students Served and Exit Criteria	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• The District will create a balanced Dual Language Immersion classroom with the following student composition:</li> <li>- 50% ELs, RFEPs, IFEPs with approved <i>Parental Exception Waiver</i></li> <li>- Approximately 50% EOs</li> <li>- Space availability is also an important consideration.</li> <li>- Students typically enter at Kindergarten.</li> <li>- Late-entry students will be assessed to determine if they meet partner language proficiency expectations and will be considered on a case-by-case basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level, standards-based program (including ELA and Math) provided to all students in both languages</li> <li>• Purposeful and strategic separation of languages by time and space, with special attention given to language allocation</li> <li>• Daily language development for all students in their second language               <ul style="list-style-type: none"> <li>- Minimum of 30 minutes daily</li> <li>- ELs in ELA, EOs, and FEPs in target language</li> </ul> </li> <li>• Differentiated instruction in Reading, Writing, Math, Science, and Social Science delivered through both languages</li> <li>• Use of SDAIE techniques for non-native speakers of each language</li> <li>• Utilization of state-approved, District-adopted standards-based materials</li> <li>• Purposeful and deliberate use of the primary language to motivate students and to support, clarify, direct, explain instruction</li> <li>• Both District and school sites monitor progress at the end of each trimester on benchmark assessments, while overall progress is monitored annually on cumulative assessments.               <ul style="list-style-type: none"> <li>- District and school sites compare results.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:               <ul style="list-style-type: none"> <li>- Multiple Subject Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Bilingual Cross-cultural (BCLAD) required when primary language content instruction is part of the program:               <ul style="list-style-type: none"> <li>- Bilingual Certificate of Competence (BCC).</li> </ul> </li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Parent Exception Waiver</i> for ELs is required annually.</li> <li>• <i>Parent Participation Consent</i> for EOs and FEPs is required annually.</li> <li>• Articulate program design upon student entry to program</li> <li>• Parents of ELs whose primary language is not the target language are given individual counseling to ensure that parents understand and approve of their child's learning in two languages.</li> </ul>

**Table 2.9: Minimum Progress Expectation Benchmarks for Option 4 – DLIP K-6  
Target Group: ELs (Elementary)**

	Timeline (Starting Point Based on Initial Level at Year of Entry)					
	1 <sup>st</sup> Year (K)	2 <sup>nd</sup> Year (1 <sup>st</sup> Grade)	3 <sup>rd</sup> Year (2 <sup>nd</sup> Grade)	4 <sup>th</sup> Year (3 <sup>rd</sup> Grade)	5 <sup>th</sup> Year (4 <sup>th</sup> Grade)	6 <sup>th</sup> Year (5 <sup>th</sup> Grade)
<b>Placement</b>						
Program Placement	Option 4: DLIP	Option 4: DLIP	Option 4: DLIP	Option 4: DLIP	Option 4: DLIP	<ul style="list-style-type: none"> <li>It is expected that by the 6<sup>th</sup> year, the student will meet reclassification criteria.</li> <li>After reclassification, the student is provided with instructional supports as needed.</li> <li>Progress is monitored for 2 years.</li> </ul>
English Course	ELA	ELA	ELA	ELA	ELA	
<b>Progress Benchmarks</b>						
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)	Intermediate (Level 3)	Early Advanced (Level 4)	Advanced (Level 5)	
CAASPP	To be determined pending CDE guidelines	To be determined pending CDE guidelines	To be determined pending CDE guidelines	To be determined pending CDE guidelines	To be determined pending CDE guidelines	
Primary language Language Arts <sup>7</sup>	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	
Primary language Math	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	

## SECONDARY INSTRUCTIONAL PROGRAM OPTIONS

Middle and high school ELs have diverse needs and cannot be served by a single program, setting, or approach. Middle and high schools must assess the individual EL’s assets and needs, flexibly adapt instructional programs and settings accordingly, and meet state and federal EL requirements.

The student placement process includes an analysis of information in the following areas:

- 1) Language proficiency – based on CELDT,
- 2) Educational experience – history of formal education,
- 3) Schooling background – history of school attendance, and
- 4) Academic strengths and needs.

Individual schools have site and District-level specialists to assist in appropriate analysis of the information collected. Once needs have been identified, students are placed in

<sup>7</sup> Students are expected to perform at grade level when they are instructed and assessed in their primary language.

the appropriate program option. Courses as well as instructional materials are selected to meet student needs.

PUSD offers four (4) instructional program options at the secondary level, namely:

- Option 1 – Secondary SEI,
- Option 2 – Secondary ELM,
- Option 3 – Secondary Newcomer Program, and
- Option 4 – Accelerated Learning Program for LTELs.

Each program option is research-based and able to support District-wide initiatives. ELs at the high school level are provided with study options that meet college and career preparation requirements. The following charts describe the English Language Program Options for the secondary level.

**Table 2.10: Secondary Instructional Program Options**

Secondary Instructional Program Option (6-12)	Target Student Population						Program Goals	Key Instructional Services					
	CELDT Levels 1-2	CELDT Level 3	CELDT Levels 4-5	RFEP	IFEP	EO		ELD	SDAIE	EL Modifications	L1 Support	L1 Instruction	
Option 1: SEI Program Grades 6-12	X	X					Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate instructional support	X	X	X	X		
Option 2: Mainstream Program Grades 6-12 <sup>8</sup>			X	X	X	X	Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate instructional support	X	X	X			
Option 3: English Language NP Grades 6-12	X						Rapid acquisition of academic English and acculturation to the school environment	X	X	X	X		
Option 4: Accelerated Learning Program for LTELs Grades 6-12	X	X	X				Accelerated academic English and subject-area mastery for ELs in the U.S.	X	X	X			

<sup>8</sup> Requires parental withdrawal of Option 1 services if the student is "less than reasonably fluent" in English (CELDT Levels 1-3). Parents must make the request in writing.

### Option 1: Structured English Immersion Program Grades 6-12<sup>9</sup>

The goal of the Secondary SEI program is acquisition of English language skills and access to the core content so that ELs can succeed in a Mainstream English classroom. This program is designed to ensure that ELs meet ELD and grade-level standards through high quality instruction. A teacher instructing ELs in SEI will utilize research-based ELD strategies and will scaffold instruction in order to make content and language comprehensible. Efforts must be expended to move students towards mastery of grade-level content standards. Primary language support is provided if necessary for clarification, but instruction is overwhelmingly in English.

The SEI program is designed for students who are less than reasonably fluent. Because mastery of grade-level content delivered to students who are not yet proficient in English is challenging, support is provided through SDAIE strategies and differentiation techniques. Students who have not met minimum progress expectations after three years in the SEI program should be provided intervention services to prepare them for placement into the next program option, i.e., ELM. The parent/legal guardian can request placement into another program option, for example, SEI to ELM; however, the school site administrators will make the final determination based on what is beneficial for students.

**Table 2.11: Structured English Immersion Program Grades 6-12**

Students Served and Exit Criteria	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• CELDT Levels 1-3 - ELs with “less than reasonable fluency” in English</li> <li>• Students will be transferred to Option 2: ELM Program when they meet SEI Transfer Criteria - i.e., Early Advanced on ELD standards assessment and Early Advanced on CELDT.</li> <li>• Parents can request placement into another program option. School site administrators will make final determination based on what is beneficial for students.</li> </ul>	<ul style="list-style-type: none"> <li>• ELA/ELD instruction - Ranges between 110-120 minutes depending on school site schedule.</li> <li>• Instruction is in English but with purposeful and deliberate use of primary language to motivate, clarify, direct, and explain instruction.</li> <li>• Collaborative teaching among content area teachers and ELD teacher is encouraged for easier coordination of thematic topics, horizontal alignment of standards, and reinforcement of language objectives across curricula.</li> <li>• Standards-based instruction in all curricular areas</li> <li>• SDAIE strategies used to access content in all core content classes</li> <li>• Student progress monitored each quarter</li> <li>• Sheltered core content classes provided</li> <li>• Use of district-developed Differentiated Toolkit to support language development in content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization: - Single Subject Teaching Credential</li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The parents must be informed of instructional program options for ELs upon the student’s enrollment.</li> <li>• SEI is the designated placement for ELs who are less than reasonably fluent.</li> <li>• Parents may request that their EL child be moved into Program 2: ELM Program any time during the school year.</li> <li>• Parents will be informed if enrollment numbers limit the availability of designated ELD courses at the school of enrollment.</li> </ul>

<sup>9</sup> Option 1: Secondary SEI is offered in all PUSD secondary schools except at Blair High School where Option 3: Newcomer Program is offered instead.

**Table 2.12: Minimum Progress Expectation Benchmarks for Option 1 - Structured English Immersion Grades 6-12**

	Timeline (Starting Point Based on Initial Level at Year of Entry)				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>rd</sup> - 5 <sup>th</sup> Year	6 <sup>th</sup> Year
Program Placement	Option 1: SEI	Option 1: SEI	Option 1: SEI	<ul style="list-style-type: none"> <li>On the 4<sup>th</sup> Year and 5<sup>th</sup> Year in the EL Program, the student is placed in Program Option 2: ELM</li> </ul>	<ul style="list-style-type: none"> <li>By the 6<sup>th</sup> Year in the EL program, the student is expected to meet reclassification requirements. However, if expectations are not met, the student is placed in Program Option 4: LTELs,</li> <li>After reclassification, the students is placed in a regular ELA class with no language modifications.</li> <li>Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>					
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)	Intermediate (Level 3)		
CAASPP – To be determined pending CDE guidelines					

**Option 2: Mainstream Program Grades 6-12**

The goal of this program is to ensure that secondary ELs who transitioned from SEI or who opted into the ELM program via a parental withdrawal of services continue to progress linguistically and academically to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college-prepared and career-ready. This program is also open to RFEPs, IFEPs, and EOs to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.

**Table 2.13: Mainstream Program Grades 6-12**

<b>Students Served and Exit Criteria</b>	<b>Program Components</b>	<b>Staffing and Credentialing</b>	<b>Parent Information</b>
<ul style="list-style-type: none"> <li>• CELDT Levels 4-5 - Reasonably fluent in English</li> <li>• EO, IFEP, and RFEP students</li> <li>• Students who have less than reasonable fluency in English (CELDT Levels 1-3) whose parents or guardians have requested participation in a ELM classroom</li> <li>• After three years in the ELM Program, all students are expected to meet reclassification criteria. - If they do not, a SST meeting must be held to determine program placement, to create an intervention plan or EL- ILP.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 1 period (Grades 6-8) or 1-2 periods (Grades 9-12) of daily mainstream ELA instruction in which teachers use differentiation techniques to support language development</li> <li>• ELD is provided through ELD courses (when numbers are sufficient<sup>10</sup>) or through differentiated instruction in LTEL courses (<i>Advanced ELD 6-8, Advanced Reading and Writing 9-12</i>) or available ELD courses.</li> <li>• Utilizing state-adopted, District-approved materials, and standards-based supplemental materials</li> <li>• Standards-based instruction in all curricular areas</li> <li>• Instruction in English with purposeful and deliberate uses of the primary language as needed</li> <li>• Student progress monitored each quarter on benchmark assessment</li> <li>• Use of District-Developed Differentiation Toolkit to support language development in mainstream core content area classes</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization: - Single Subject Teaching Credential</li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of less than reasonably fluent ELs (CELDT 1-3) are informed of all options for their child.</li> <li>• Counseling is provided for parents of ELs at CELDT Levels 1-3 to ensure they understand that this program is designed for native and reasonably fluent English speakers (CELDT Levels 4-5).</li> </ul>

**Table 2.14: Minimum Progress Expectation Benchmarks for Option 2 – English Language Mainstream Program Grades 6-12**

	<b>Timeline (Starting Point Based on Initial Level at Year of Entry)</b>		
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>
Program Placement <sup>11</sup>	Option 3: ELM	Option 3: ELM	<ul style="list-style-type: none"> <li>• By the 3<sup>rd</sup> year, the student is expected to meet reclassification requirements.</li> <li>• The students is placed in a regular ELA class.</li> <li>• Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>			
CELDT Level (ELD Standards)	Early Advanced (Level 4)	Advanced (Level 5)	
CAASPP – To be determined pending CDE guidelines			
District-Level Assessment in ELA	Meet Grade-Level Benchmarks	Meet Grade-Level Benchmarks	

<sup>10</sup> See details in Chapter 3.

<sup>11</sup> Middle school ELs who transition to high school must be placed in the appropriate ELD course which is ELD 3, the entry point for the ELM program. See Chapter 3 for descriptions of ELD courses.

### **Option 3: Newcomer Program Grades 6-12**

A newcomer in PUSD is defined as a student enrolled in a U.S. school for fewer than 12 months and who scored at CELDT levels 1 and 2.

The goals of the Newcomer Program (NP) are to:

- 1) Acquire Early Intermediate or Intermediate academic English language proficiency,
- 2) Develop core academic skills and knowledge for immigrant students new to U.S. schools,
- 3) Prepare for transition to their comprehensive middle or high school within four semesters, and
- 4) Meaningfully integrate, both socially and academically, with the larger school community (see Appendix E *Newcomer Center/International Academy Program*).

The program ensures that the newcomers are better prepared to participate, with support, in sheltered and mainstream English classrooms. It is designed to foster literacy and academic skills in English of middle- and high school-age recent immigrants who sometimes arrive with limited primary language literacy and formal schooling. The primary language may be used for some core academic subject instruction when resources are available in the student's native language. This program model is an intensive, specialized, one- to four-semester strand within a school where students may also participate in Mainstream English non-core subjects such as Art, Music, and Physical Education.

The NP option is offered at the District's newcomer center. The center, renamed in 2013 as the **International Academy**, is currently housed at Blair High School.<sup>12</sup> Parents may sign a waiver to enroll their children in the International Academy.

Students who are classified newcomers upon registration, but are not enrolled in the Newcomer Program, are placed in Option 1: SEI and are grouped with other ELs with less than reasonable fluency in English (CELDT Levels 1 and 2) during ELD, and with higher level ELs and English native speakers during core content classes. This unavoidable situation is mostly due to the low numbers of newcomer ELs and the availability of resources. In contrast, students enrolled at the International Academy are grouped together during ELD and core content classes, and they have the opportunity to interact with other EL subgroups and English native speakers during electives and P.E. classes. It is for this reason, therefore, that parents are encouraged to enroll their newcomer EL in the District's specialized International Academy.

---

<sup>12</sup> Enrollment for newcomers exceeding the 2-year limit: Students who are enrolled in U.S. schools previously and then had an extended leave of absence may be eligible for placement into the Option 3: Newcomer Program. These students will be considered on a case-by-case basis if they are at CELDT Levels 1 and 2.



**Table 2.15: Newcomer Program Grades 6-12**

<b>Students Served and Exit Criteria</b>	<b>Program Components</b>	<b>Staffing and Credentialing</b>	<b>Parent Information</b>
<ul style="list-style-type: none"> <li>• CELDT Levels 1-2               <ul style="list-style-type: none"> <li>- ELs in grades 6-12 who have been enrolled in U.S. schools for less than 1 year</li> <li>- ELs who have less than reasonable fluency in English</li> </ul> </li> <li>• ELs who may have little or no formal schooling in their primary language</li> <li>• Students will be transferred to Option 2 after participating for 1-1.5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated ELD/ELA instruction daily</li> <li>• At least 3 periods daily of integrated ELD that focuses on both language and academic content development</li> <li>• Access to mainstream English through electives and P.E.</li> <li>• Instruction in English with purposeful and deliberate uses of the primary language if resources are available</li> <li>• Teaming for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency</li> <li>• Standards-based instruction in all curricular areas</li> <li>• Differentiated instruction in Reading, Writing, Math, Science, and Social Science               <ul style="list-style-type: none"> <li>- Delivered through sheltered instruction methodologies, utilizing state-approved, District-adopted standards-based materials and supplemental materials</li> <li>- ELD instruction embedded in content areas</li> </ul> </li> <li>• Purposeful and deliberate uses of the primary language to motivate, clarify, direct, and explain instruction, when resources are available</li> <li>• Student progress monitored each semester</li> <li>• Orientation to typical U.S. school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:               <ul style="list-style-type: none"> <li>- Single/Multiple Subject Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in this program requires a parent waiver if Blair is not the student's home school.</li> <li>• The parent or teachers may recommend re-enrollment in this program after two semesters and/or if the student has low literacy skills in his/her home language.</li> <li>• The parent/guardian and child meet at least twice a semester with designated faculty to review academic progress.</li> <li>• For the student who will not graduate before the age of 19, a transition plan will be developed for the student to matriculate to adult school or community college to complete these requirements.</li> </ul>

**Table 2.16: Minimum Progress Expectation Benchmarks for Option 3 - Newcomer Program Grades 6-8**

	Timeline (Starting Point Based on Initial Level at Year of Entry)			4 <sup>th</sup> Semester to Year 3	Year 4 and Year 5 to Reclassification
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester		
Program Placement	Secondary Newcomer	Secondary Newcomer	Secondary Newcomer	<ul style="list-style-type: none"> <li>The student transitions from this program to the middle school SEI Program or to the middle school ELM Program after a maximum of three semesters.</li> <li>SEI and ELM progress expectation benchmarks apply.</li> </ul>	<ul style="list-style-type: none"> <li>For the 4<sup>th</sup> and 5<sup>th</sup> Year in the EL program, the student is placed in the ELM program in high school.</li> <li>Reclassification is expected by the end of Year 5.</li> <li>Upon reclassification, the student is placed in a regular ELA class.</li> <li>Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>					
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)	Intermediate (Level 3)		
CAASPP – To be determined pending CDE guidelines					

**Table 2.17: Minimum Progress Expectation Benchmarks for Option 3 - Newcomer Program Grades 9-12**

	Timeline (Starting Point Based on Initial Level at Year of Entry)			4 <sup>th</sup> Semester to Year 3	Year 4 Reclassification
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester		
Program Placement	Secondary Newcomer	Secondary Newcomer	Secondary Newcomer	<p>The students transitions from this program to SEI Program or to the ELM Program after a maximum of three semesters.</p> <p>SEI and ELM progress expectation benchmarks apply.</p>	<p>Reclassification is expected by the end of Year 4, the year of student's graduation from high school.</p>
<b>Progress Benchmarks</b>					
CELDT Level (ELD Standards)	Beginning (Level 1)	Early Intermediate (Level 2)	Intermediate (Level 3)		
CAASPP – To be determined pending CDE guidelines					

**Option 4: Accelerated Learning Program for LTEL Program Grades 6-12**

The goals of this instructional program model are to accelerate academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the U.S for more than five full years (i.e., beginning their 6<sup>th</sup> year and beyond), but still have not met the reclassification criteria.

Specifically, this instructional program option aims to:

- 1) Ensure that these students are able to perform at a level comparable to their English speaking peers,
- 2) Have access to and meet A-G graduation requirements to be college-prepared and career-ready, and
- 3) Increase graduation rate of LTELs.

**Table 2.18: Accelerated Learning Program for Option 4 - Long Term English Learners Grades 6-12**

Students Served	Program Components	Staffing and Credentialing	Parent Information
<ul style="list-style-type: none"> <li>• ELs in Grades 6-12 who have completed 5 full years or more in U.S. schools but have not yet met PUSD's reclassification criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 1 period daily of accelerated academic language development through <i>Academic Literacy Development</i> 6-8, <i>Advanced ELD</i> 6-8, <i>Academic Language Development</i> 9-12, and <i>Advanced Reading and Writing</i> 9-12</li> <li>• ELD/ELA for students at the beginning and intermediate levels</li> <li>• Academic language support provided through integrated ELD approach.</li> <li>• Language support in core content classes is provided through SDAIE strategies and differentiated techniques.</li> <li>• Focus on study skills and critical thinking in all content areas</li> <li>• Progress of LTELs monitored collaboratively by the LDRT, counselor, school site administrator, LADD staff members, and ELD teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate subject matter authorization:               <ul style="list-style-type: none"> <li>- Single/Multiple Subject Teaching Credential</li> </ul> </li> <li>• All teachers assigned to work with ELs have the appropriate additional credentials as required by law.</li> <li>• Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and child meet at least once a semester with a designated faculty member to review L2 academic progress, program placement, test results, and goals for meeting reclassification criteria and accelerated academic progress targets.</li> <li>• Parents to provide support for specific and targeted intervention activities designed to accelerate achievement of academic goals</li> </ul>

**Table 2.19: Minimum Progress Expectation Benchmarks for Option 4 - Accelerated Learning Program for Long Term English Learners (6-12)**

	Timeline (Starting Point Based on Initial Level at Year of Entry)		
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
Program Placement	Program 4: LTEL	Program 4: LTEL	<ul style="list-style-type: none"> <li>The students is expected to meet reclassification requirements.</li> <li>The students is placed in a regular ELA class.</li> <li>Progress is monitored for 2 years.</li> </ul>
<b>Progress Benchmarks</b>			
CELDT Level (ELD Standards)	Intermediate (Level 3)	Early Advanced (Level 4)	
CAASPP – To be determined pending CDE guidelines			
District-Level Assessment in ELA	Meet Grade-Level Benchmarks	Meet Grade-Level Benchmarks	
Teacher Evaluation	Passing grade in core content subjects and in LTEL courses	Passing grade in core content subjects and in LTEL courses	

**STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS**

The minimum progress expectation benchmarks have been identified to assist parents, educational personnel, and students to understand what constitutes appropriate progress for the student’s instructional program and when the student requires additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade-level academic content. When students do not meet progress benchmarks, interventions are provided to remediate or accelerate learning. The process for monitoring student progress and the required components of intervention are discussed in more detail in Chapter 4.

**MUTUAL ACCOUNTABILITY: Professional Development for Administrators and Staff on Instructional Program Options**

The District provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements, and District procedures relating to the design and implementation of the instructional program options for elementary and secondary ELs. Training modules were created following extensive research of best-practice strategies pertinent to EL instructional program options and rigorous consultation process among key stakeholders. See Appendix F for a list of training modules related to this chapter.

**Who is Accountable?**

Those who must participate in the training include but are not limited to District and site administrators, LDRTs, ELD and core content subject teachers, guidance counselors, community liaisons, school-based staff members who work with EL student records, office staff members responsible for registrations, LADD-based specialists, and other support staff as necessary.

**Training for Accountability**

The Instructional Program Options modules are mostly procedural and informative in content, and are currently being developed. A crucial focus in these modules, however, will be the teaching of communication strategies to ensure that the end-users of these options, i.e., the students and parents, are appropriately and sufficiently informed of the advantages and disadvantages of each option to support their decision-making process. Training sessions on these modules will take place annually. To ensure effective and efficient implementation, ongoing coaching activities will be conducted by LADD-based specialists to school-based staff who are responsible for implementing the instructional program options plan.

**Table 2.20: Instructional Program Options Accountability**

<b>Procedures</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Placement of ELs into an appropriate instructional program option	Principal with the support of LDRT, counselor, and LADD staff	After initial CELDT	Parents must be counseled regarding the benefits of each instructional program option in order to make informed decisions.
Progress Monitoring	Principal with the support of LDRT, counselor, ELD teacher, and LADD staff	Ongoing	Consistent regular and timely progress monitoring promotes student success.
<b>Document</b>			
<b>Name of Document</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
User-friendly versions of the various instructional program options and progress monitoring benchmarks	To be developed by LADD and made available to all school sites	Beginning of Fall semester	Will be helpful in informing parents about the instructional program options for their children and in assisting teachers to regularly monitor the progress of their students.



## Chapter 3 – Academic Classes/Courses for English Learners

## **CHAPTER 3**

# **ACADEMIC CLASSES/COURSES FOR ENGLISH LEARNERS**

This chapter describes the academic classes/courses of study that the Pasadena Unified School District (PUSD) provides to address the language development needs of English Learners (ELs). This group of ELs includes newcomers, students enrolled five years or fewer, and Long-Term English Learners (LTELs). Chapter 3 elaborates on the instructional program options described in the preceding chapter by discussing the features of the academic courses/classes offered under these program options. Such programs include English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), mainstream courses, and LTEL support courses. ELD instruction provided at all grade levels is based on the students' English proficiency levels and years enrolled in PUSD.

ELD instruction focuses on the acquisition of English language skills by ELs to prepare them for transition to English Language Arts (ELA) and mainstream content area instruction. To accomplish this goal, ELD instruction is designed to meet the needs of students at all levels of English proficiency and is aligned with the state's ELD Standards (2012) and ELA Common Core standards. ELD, in this view, is its own content area guided by both the ELD standards and mandated assessments. It focuses on features of academic English in order to support mainstream content courses. For students to develop a strong foundation in English, Designated ELD specifically emphasizes a range of language skills and functions, including the four domains of Listening, Reading, Speaking, and Writing. Additionally, Designated ELD is systematic and explicit instruction during the designated daily ELD time period.

The District is committed to providing ELs with effective and efficient instruction that develops fluency in English until students are identified as Reclassified Fluent English Proficient (RFEP). All ELD instruction is provided by authorized teachers using standards-based curriculum and materials specifically designed for the proficiency levels and grade levels of the students instructed. ELD teachers are provided with their students' most recent California English Language Development Test (CELDT) scores in each language domain. Language Development Resource Teachers (LDRTs) are trained to differentiate instruction according to students' proficiency levels. In addition, SDAIE trainings are provided to all teachers and site administrators as detailed in Chapter 6.

Elementary ELs receive Designated ELD for a minimum of 30 minutes each day. At the secondary level, ELs receive designated ELD for newcomers, five or fewer years, and LTELs. In addition, grades 6-12 ELs receive integrated ELD in SDAIE and mainstream courses for other core subjects. The minimum expectation is that teachers at all grade levels will create language objectives paired with content objectives for instruction in all core content courses. In the summer of 2014, the District started the process of designing a Differentiation Toolkit that outlines specific strategies and supports in accessing the outcomes for Common Core instructional units. ELs have full access to

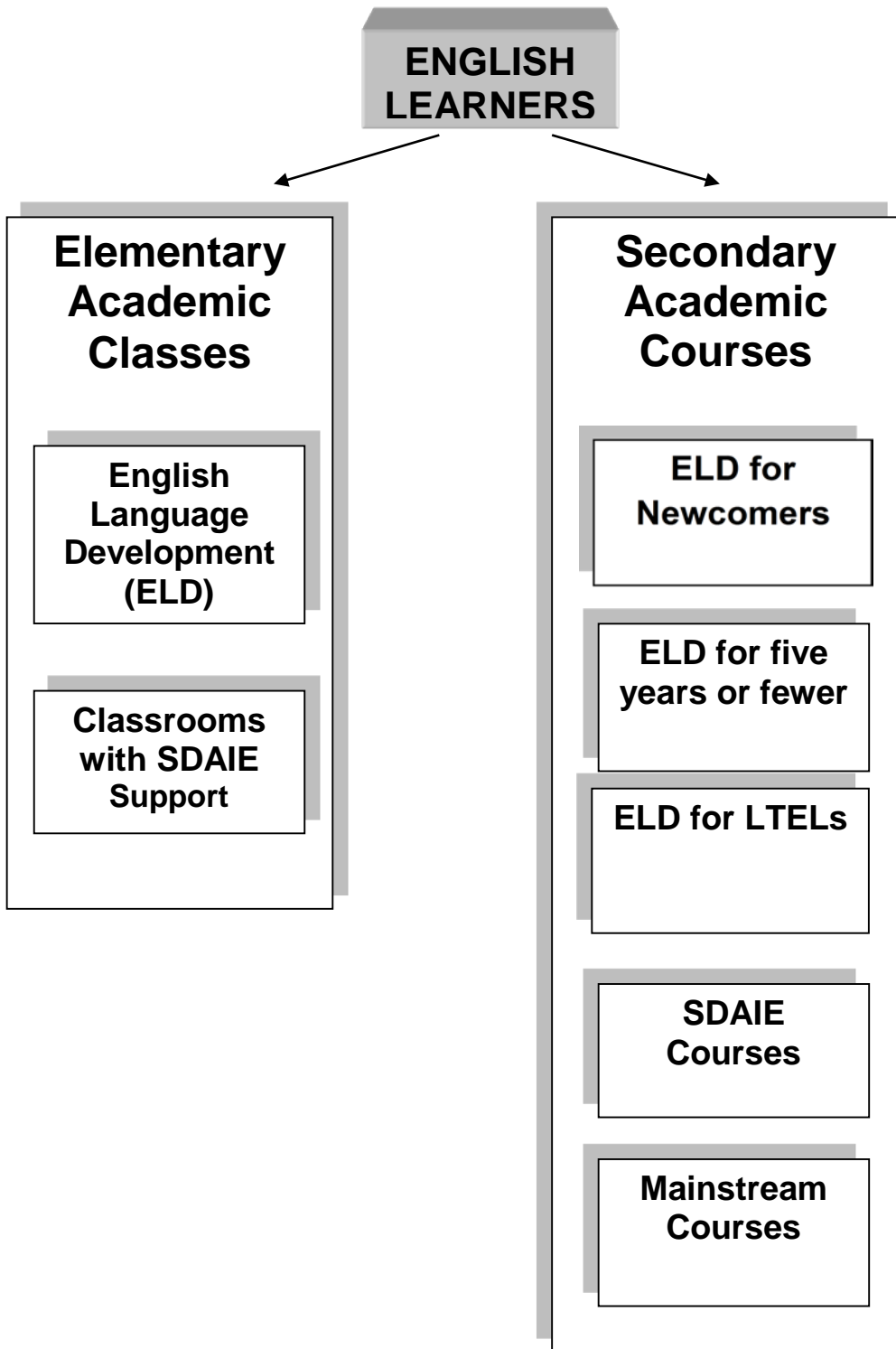
the core curriculum, along with primary language support as needed, through a variety of differentiation and modification techniques and strategies appropriate for mainstream core content classes. Instruction is appropriate to the students' levels of English proficiency. Placement outside of primary criteria, or using any alternate curricula requires LADD consultation and approval.

The Principal and/or designee administer, supervise, and evaluate the implementation of the courses of study described in the Master Plan. In addition, the Single Plan for Student Achievement (SPSA) includes information about the EL program. The Language and Assessment Development Department (LADD) leadership and staff provide guidelines and support to ensure that implementation of the plan accords with laws and follows best practices and research-based strategies. In addition, the LADD office provides resources for all ELD and LTEL courses and offers professional development activities for SDAIE and mainstream teachers.

To ensure efficiency and effectiveness, an accountability table (Table 3.4) is included at the end of the chapter.



**Figure 3.1: Overview of PUSD’s Academic Programs for English Learners Grades TK-12**



## RESEARCH ON SECOND LANGUAGE LEARNING

The course descriptions discussed in this chapter are informed by the following research findings on second language learning:

- There are two types of target language proficiency:
  - Basic Interpersonal Communicative Skills (BICS) - BICS (the conversational/social language of daily life) takes ELs approximately one to three years to develop.
  - Cognitive Academic Language Proficiency (CALP) - CALP is the academic language associated with content instruction. It is the language utilized in expository texts. CALP attainment is the major milestone ELs must achieve to experience academic success in standardized assessment situations. CALP evolves more slowly than BICS and requires at least five to seven years of instructional exposure (Cummins, 1981; Genesee et al., 2006).
- *Comprehensible Input* is an essential first step in Designated ELD. ELD teachers use a variety of instructional techniques to ensure input is accessible to ELs. Most effective comprehensible input is slightly beyond the learners' current level of competence. Sometimes this concept is referred to I+1 or the "zone of proximal development." This slight stretching to understand scaffolds language development (Goldenberg, 2008; Krashen, 1982; Vygotsky, 1978).
- Second language learning is a dynamic, creative process, developed through contextual, meaningful activities focusing on language use and combined with guidance from the teacher that involves a focus on language form (Saunders & Goldenberg, 2010; Snow, & Katz, 2010).
- The extent of first language literacy significantly influences the extent of second language academic achievement. Reading and writing skills transfer from the native language to the second language (August & Shanahan, 2006, 2010; Dutro & Kinsella, 2010; Goldenberg, 2008).
- Learning rates vary for all language learners. Factors that influence rates include age, attitudes, motivation, personality, literacy level, exposure, and educational background (Ellis, 2014).

In consideration of these research findings, PUSD strives to implement the following guiding principles for EL instructional services:

- Instructional services for ELs address the affective, linguistic, and cognitive needs of students.
  - Affective: ELs are provided instruction using second language methods in English to introduce basic school environment concepts which instill confidence, self-assurance, and a positive identity with their cultural heritage. The curriculum shall address the history and cultural heritage associated with both the students' home languages and the United States.
  - Linguistic: ELs are provided Designated ELD to develop proficiency in Listening, Speaking, Reading, and Writing of the English language. Instruction in academic content areas shall be structured to ensure that

students master the required essential linguistic knowledge and receptive and productive skills.

- Cognitive: ELs shall be provided instruction in ELA, Math, Science, and Social Science using ELD methods and SDAIE strategies. Instruction in academic content areas is structured to ensure that students master the required disciplinary knowledge and skills, including higher order thinking skills.
- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- Effective instruction integrates both language and content objectives.

Current research evidence indicates that effective ELD instruction (Snow & Katz, 2010):

- Is assessed and monitored for progress over time to ensure ELs learn English in a timely progression;
- Occurs during a separate block of time and is not meant to replace the grade-level appropriate reading/language arts program;
- Emphasizes listening and speaking, with explicit instruction in both academic and conversational vocabulary, syntax, grammar, language functions, and conventions;
- Groups ELs according to proficiency levels during ELD instruction, but places them in grade-level classrooms for other content instruction throughout the day;
- Focuses on all components of the English language that are not likely acquired adequately in other instructional or social settings such as sheltered content classrooms, mainstream English instruction, and daily school, family, and community interactions;
- Improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core content;
- Continues until students meet reclassification criteria; and
- Provides core content instruction for ELs and is not an elective or an instructional service from which students may opt out.

## EL Placement Based on CELDT Results

CELDT exams are conducted annually. Results currently identify five proficiency levels as described below and these levels determine the classes/courses for students: <sup>1</sup>

---

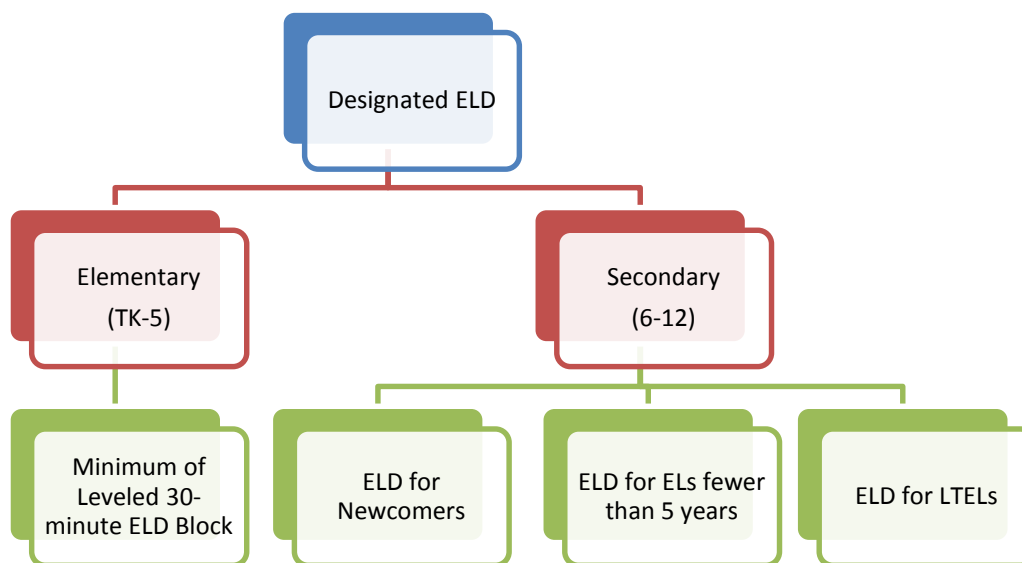
<sup>1</sup> The California ELD Standards, which were revised in 2012, reduced the number of language proficiency levels to three descriptors. The three levels are labeled to represent three stages of ELD, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge. The levels are the following: (1) **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language; (2) **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level; and (3) **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at *all* levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Current assessment will be replaced with English Language Proficiency Assessments for California (ELPAC).

- *Beginning:* Students performing at this level may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.
- *Early Intermediate:* Students performing at this level continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.
- *Intermediate:* Students performing at this level begin to tailor their English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.
- *Early Advanced:* Students performing at this level begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in the content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.
- *Advanced:* Students performing at this level communicate effectively with various audiences in a wide range of familiar and new topics to meet social and learning demands. For students at this level to attain the English proficiency of their native-English speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

## DESIGNATED ELD

Designated ELD is described as

“The systematic, explicit instruction of English that takes place during designated ELD time periods in organized, regularly scheduled time blocks as part of the English Learner program.... From this perspective, ELD is its own content area, guided by standards and mandated assessments, and focusing on the aspects of English not typically covered at home or in subject-matter instruction” (Snow & Katz, p. 84, 2010).



The goal of the ELD classes/courses is to develop English language proficiency. The ELD classes/courses offered by the District align with the State ELD Standards. Designated ELD is a carefully and systematically planned and structured course of study which includes scope and sequence of language progressions, targeting specific language objectives, and is implemented daily. As a separate but complementary course to ELA, ELD addresses all four domains of language: Speaking, Listening, Reading, and Writing. It is the content area in which ELs first learn to read and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing all four language skills through research-based, robust, and contextualized instruction in which students engage in meaningful language practice at appropriate levels.

ELD in TK-5 is a 30-minute block of Designated ELD. In secondary schools, designated ELD for Levels 1-3 is an ELD course during which students receive elective credits; for ELs at Levels 4-5, students receive Designated ELD within an appropriate LTEL course.

## Designated ELD TK-5

At each site, the Principal is responsible for ensuring all ELs are appropriately scheduled into ELD classes and for monitoring that ELD instruction follows the guidelines described in this Master Plan. Site administrators conduct periodic walkthroughs to ensure that differentiated ELD instruction takes place at the identified times for the required number of minutes while ensuring Common Core instruction is being implemented.

Designated ELD supports grouping students according to CELDT levels and that teachers tailor instruction appropriate to those levels. Students are identified and placed by the LDRT and classroom teachers based on CELDT results and grade levels into appropriate groups. Newcomers should receive additional support from LDRT or support staff. The goal of instructional grouping is to have one English proficiency level per group. However, when the population of elementary ELs is too low in number to allow for optimal grouping of one level per class, a blended group of proximate levels is allowed. Blended groups should have the fewest ELD levels together as possible. ELD instruction occurs daily for all ELs until they are reclassified.

### Instructional Focus and Materials for ELD TK-5

Students at various levels of ELD proficiency are provided with ELD instruction using the following materials.

**Table 3.1: Instructional Focus and Recommended Materials<sup>2</sup>**

CELDT Levels	Instructional Focus and Materials Used
1,2	<p>The focus of ELD instruction is Listening, Speaking, Reading, and Writing with an emphasis of foundational literacy skills.</p> <p>Foundational literacy skills include print concepts, phonics, phonemic awareness, word recognition, vocabulary, and fluency.</p> <p>Materials used include district approved materials and/or any Common Core bridge materials.</p>
3-5	<p>The focus of ELD instruction is Listening, Speaking, Reading, and Writing with an emphasis on strategic reading.</p> <p>Strategic reading skills include teaching students to be strategic readers through a variety of techniques used to comprehend different types of expository texts.</p> <p>Materials used include district approved materials, and/or any Common Core bridge materials.</p>

<sup>2</sup> Purchase of new ELD materials for elementary programs will be considered when an approved list of materials is issued by the California State Board of Education.

ELs in the Dual Language Immersion Program (DLIP) receive ELD instruction in foundational literacy, strategic reading, and disciplinary literacy (i.e., find evidence, analyze, argue, evaluate, and create new knowledge) using district approved materials, and/or any Common Core bridge materials.

**ELD and Academic Courses for ELs 6-12**

ELs grades 6-12 are placed in ELD and academic courses based on language proficiency, number of years in the EL program, and other criteria specified in the course descriptions below. These courses include ELD for Newcomers, ELD for ELs five years or fewer, ELD for LTELs, SDAIE, and Mainstream courses. Below are descriptions of EL courses.

**Newcomer ELD**

Newcomer students who have been in U.S. schools for one year or less and are at Beginning or Early Intermediate levels have the option to participate in the Newcomer Program which offers a two-semester Newcomer ELD sequence.

*Newcomer Academic Courses*

In addition to ELA/ELD, newcomers receive integrated ELD instruction in Math, Science, and Social Studies/History that uses SDAIE strategies and differentiation techniques to provide access to core content. All these courses are taught within a supportive environment to facilitate adaptation to the culture of U.S. schools. Below are the courses offered for newcomers at the *International Academy*.

**Table 3.2: Newcomer Academic Courses**

Course Title	Student CELDT Level	Block Schedule
Newcomer ELD 1A (grades 6-8)	Beginning - Early Intermediate	Double-blocked
Newcomer ELD 1B (grades 6-8)		
Newcomer ELD 1A (grades 9-12)		
Newcomer ELD 1B (grades 9-12)		
Newcomer Math (grades 6-8)		Single period
Newcomer Science (grades 6-8)		
Newcomer Social Studies (grades 6-8)		
Newcomer Math (grades 9-12)		
Newcomer Science (grades 9-12)		
Newcomer Social Science (grades 9-12)		

## **ELD for ELs Five Years or Fewer**

Currently, the number of ELs with CELDT levels 1-5 who are in the EL program for five years or fewer is insufficient to offer separate ELD classes at most secondary school sites. At schools with more than 15 such students, a multi-level ELD course will be established, in which students will receive ELD instruction consistent with their English proficiency level.<sup>3</sup> Other secondary schools, after carefully assessing the proficiency levels and needs of individual students in these cases, carefully place students in one of the following ELD courses: *Academic Literacy Development* for levels 1-3 (grades 6-8); *Academic Language Development* for levels 1-3 (grades 9-12); *Advanced ELD* for levels 4-5 (grades 6-8); and *Advanced Reading and Writing* for levels 4-5 (grades 9-12). Teachers of these courses use instructional materials that address various proficiency levels, and they apply differentiation techniques. They are described in more detail in the next section of this chapter. For 2015-16, the District will provide these students the option to attend a selected school site so that they can be clustered to receive Designated ELD.

At any time that these students are placed in an ELD class that is designed for LTELs, teachers and parents/legal guardians will be specifically informed of the placement. Instruction and materials will be differentiated to ensure that students receive ELD instruction appropriate to their proficiency needs. Teachers are trained to use differentiated instruction to address both language objectives in the four domains and the academic language needs of the students.

## **ELD Courses for Long-Term English Learners**

The growing number of middle and high school LTELs who do not reclassify within six years of enrollment in school is a concern. In order to address the unique needs of LTELs, PUSD offers four courses: two at the middle school level, and two at the high school level. The four courses utilize research-based materials aligned with the Common Core standards, and specifically address academic language development. In determining placement in these courses, it is important to consider the students' academic assessment data (e.g., results of state-based assessments, and District end-of-term tests) and language assessment data (e.g., CELDT).

The four courses for LTELs in Grades 6-12 are described below and presented graphically in Table 3.3.

---

<sup>3</sup> Such students may be placed, on an individual basis, in a course designed for LTELs if the LDRT, with the approval of the LADD staff, which determines that such a placement better meets their needs.



### ***Academic Literacy Development (LTEL 6-8)***

*Academic Literacy Development* is an ELD course. This course is aligned with the *California ELD Standards* and is appropriate for all CELDT levels. It makes use of discipline-specific materials that support core classes so that language and literacy development directly supports the students' skill development in those classes. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. Placement criteria are primarily based on CELDT levels 1-3 and *Lexile* scores of 800 or below. However, other criteria, such as a GPA of 2.0 or below and Basic or Below Basic on District end-of-term assessments, may be considered in the absence of primary criteria.

### ***Advanced ELD (LTEL 6-8)***

*Advanced ELD* is an ELD course designed to accelerate language development and meet reclassification criteria with an emphasis on oral language development, academic vocabulary, expository writing, and opportunities to practice meaningful discourse about topics related to core content. Placement criteria are primarily based on CELDT levels 4-5 and *Lexile* scores of 801 or higher. However, other criteria such as a GPA of 2.5 or higher, and Basic or higher on District end-of-term assessments may be considered in the absence of primary criteria.

### ***Academic Language Development (LTEL 9-12)***

*Academic Language Development* is an ELD course designed to incorporate language development with intensive, accelerated academic literacy skills and is appropriate to all CELDT levels. It utilizes various text-based and computer-based materials. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities.

Placement criteria are primarily based on CELDT levels 1-3 and *Lexile* scores of 800 or below. However, other criteria such as GPA of 2.0 or below, and Basic or Below Basic on District end-of-term assessments, may be considered in the absence of primary criteria.

### ***Advanced Reading and Writing (LTEL 9-12)***

*Advanced Reading and Writing* is an ELD course. The goal of this course is to provide continuous ELD support for students so that they meet the criteria for reclassification. It is designed with a focus on advanced language development and writing skills. The curriculum follows a speaking-to-reading-to-writing format in which students engage first in collaborative discussion about a topic and then read a literary and/or expository piece about that same topic. Students are taught basic organizational techniques and time management. Placement criteria are primarily based on CELDT levels 4-5 and *Lexile* scores of 801 or higher. However, other criteria, such as a GPA of 2.5 or higher and Basic or higher on District end-of-term assessments, may be considered in the absence of primary criteria.

**Table 3.3: LTEL Courses**

<b>Course Title</b>	<b>Placement Criteria</b>	<b>Schedule and Materials</b>
<i>Academic Literacy Development</i> (6-8)	- Primary Criteria: CELDT levels 1-3 and <i>Lexile</i> scores of 800 or below	- ELA and ELD - District approved material
<i>Academic Language Development</i> (9-12)	- Other Criteria: GPA of 2.0 or below, and Basic or Below Basic on District end-of-term assessments	
<i>Advanced ELD</i> (6-8)	- Primary Criteria: CELDT levels 4-5 and <i>Lexile</i> scores of 801 or higher	- ELA and ELD - District approved material
<i>Advanced Reading and Writing</i> (9-12)	- Other Criteria: GPA of 2.5 or higher, and Basic or higher on District end-of-term assessments	

## **ACADEMIC COURSES 6-12**

### **SDAIE Courses 9-12**

SDAIE courses have been developed to support EL academic language needs within content area instruction. The pacing of instruction includes the use of scaffolds to support the development of academic language in the content areas. Teachers are provided with the Differentiation Toolkit in addition to SDAIE trainings to enhance the learning experiences of ELs.

In order to ensure that middle school core-content instruction includes SDAIE techniques by teachers who are trained in SDAIE strategies and differentiated instructions, the District and LADD office will continue to provide trainings as described in Chapter 6.

High school ELs with Beginning, Early Intermediate, and Intermediate CELDT levels are placed in designated SDAIE courses in each content area. These courses are aligned to Common Core State Standards and taught using SDAIE strategies. High school SDAIE courses are A-G approved for University of California Doorways and California State University Pathways admissions. Students who require support to access the core content knowledge are better served in these courses which are designed to support ELs. Other than CELDT levels, there are no requirements to access these courses as these are required graduation courses.

## Mainstream Courses 6-12

In mainstream courses, ELs are provided with access to standards-based core curriculum via differentiation techniques. ELs with Early Advanced and Advanced CELDT levels and RFEPs are placed in mainstream courses in ELA, Math, Science, and Social Studies/History. Mainstream teachers in need of additional resources have access to the Differentiation Toolkit.

### Sample EL Placement Profiles

The EL population in PUSD, as in other California school districts, represents a complex profile of backgrounds and language proficiency levels. Listed below are several examples of recommended placement for ELs at various CELDT levels.

1. If a newcomer CELDT level 1 chooses to enroll in a traditional high school instead of the International Academy, the student will be placed in the *Academic Literacy Development (grades 6-8)* course or *Academic Language Development (grades 9-12)* course. The instructional model of this program provides differentiated instruction to all CELDT levels.
2. During a newcomer's second year in the EL program, he/she is transferred to a Sheltered English Immersion (SEI) program. The SEI program has been described in chapter 2 to include ELD and SDAIE courses as part of the students' instructional day. Placement in an ELD course will be based on the student's CELDT level. SEI is available at all secondary schools in the District.
3. Some students are considered "newcomer ELs with adequate former schooling," as revealed through transcript information. These students may have received formal instruction in the English language prior to their enrollment in PUSD, and have enough grade-level content knowledge to access core content. Newcomers with this educational background and at Intermediate level or higher will be placed in ELD for ELs five years or fewer offered at specific sites or ELD for LTELs. ELs placed in LTEL courses are provided differentiated instruction with specified language objectives. Placement in an ELD course will be based on the students' CELDT level.
4. ELs at Beginning-Intermediate levels who have participated in an EL program for five years or fewer are placed in a SEI program. Beginning level newcomers who opt not to enroll in the Newcomer Program will also be enrolled in the SEI program offered at the secondary level.
5. ELs who have participated in an EL program for five years or fewer and are transitioning from 5<sup>th</sup> to 6<sup>th</sup> grade or 8<sup>th</sup> to 9<sup>th</sup> grade are placed in ELD for ELs five years or fewer at specific sites, or ELD for LTELs. ELs placed in LTEL courses are provided differentiated instruction with specified language objectives. If they have

exceeded five years, they are considered LTELs and are placed in any of the LTEL courses described in Table 3.3.

- LTELs are placed in ELD for LTEL courses based on placement criteria specified in Table 3.3. A LTEL who is at Intermediate level but has a *Lexile* score higher than 800, a GPA higher than 2.0, and a score of Basic or higher in end-of-term District assessment will be placed in *Advanced ELD* for grades 6-8 or *Advanced Reading and Writing* 9-12.

## MUTUAL ACCOUNTABILITY

The District provides ongoing annual professional development for school and District-based administrators and specialists, LDRTs, and teachers (ELA, core content, and Special Education) relating to the design and implementation of the academic courses for elementary and secondary ELs. Training modules were created following extensive research on best-practice strategies pertinent to EL academic courses, and a rigorous consultation process among key stakeholders. See Appendix F for a list of training modules related to this chapter.

### Who is Accountable?

Staff who must participate in the training modules include District and school administrators, LDRTs, ELD and core content subject teachers, guidance counselors, LADD-based staff, intervention teachers, and District curriculum coaches. These educators are required to complete training in these modules every year as new strategies, instructional practices, and materials are developed. Follow-up training sessions, e.g., curriculum workshops, SDAIE strategies, language support, and modification, are scheduled throughout the year. To ensure effective and efficient implementation of the instructional plan described in this chapter, ongoing coaching activities are conducted by LADD to support school staff.

**Table 3.4: Academic Classes/Courses Placement Accountability Table**

<b>Procedures</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Identification of an EL's Proficiency Level	Teachers, LDRTs, LADD staff, Intervention teachers	Ongoing	Ensures appropriate scheduling of ELD courses and accurate placement
Assessment of an EL's Proficiency Level	Teachers, LDRTs, LADD staff, Intervention teachers	Ongoing	Ensures appropriate scheduling of ELD courses and accurate placement
ELD Course Placement and Scheduling	Principals or designees, LDRTs, LADD staff, Intervention teachers	Ongoing/during each reporting period throughout the year	Ensures appropriate grouping based on CELDT levels
Assessment and Progress Monitoring	School site administrators, LADD staff, Intervention teachers	Ongoing/during each reporting period throughout the year	Provides information about students' status and progress toward expected achievement benchmarks.

Chapter 4 – Reclassification,  
Progress Monitoring,  
Intervention, and Enrichment

## **CHAPTER 4 RECLASSIFICATION, PROGRESS MONITORING, INTERVENTION, AND ENRICHMENT**

The primary goals of Pasadena Unified School District's (PUSD's) English Learner (EL) program are to reclassify students into Fluent English Proficient (RFEP) status and to support academic language development. In addition, the goals support Title VI legal requirements to teach ELs English and provide them an equal opportunity to participate in grade-level instruction. This chapter addresses EL progress monitoring, the aim of which is to identify ELs for intervention and enrichment to support reclassification and academic language development. An overview of the process is illustrated in Figure 4.1.

As described in Chapters 2 and 3, PUSD provides instructional program options and academic classes/courses to support ELs' reclassification and academic goals. As students participate in these programs, their progress is monitored. When needed, targeted intervention and acceleration are provided. Enrichment activities are also provided to ensure continuous development.

The Language Assessment and Development Department (LADD) staff in collaboration with Language Development Resource Teachers (LDRT) and site administrators supervises and evaluate the implementation of the Reclassification, Intervention, and Enrichment plan. The plan to maintain the effectiveness of the reclassification, intervention, and enrichment processes and procedures is communicated to school sites by the LADD leadership and staff. This team also provides support to ensure that the implementation of this plan accords with federal and state laws and in a manner that adheres to best practices and research-based strategies.

To ensure efficiency and effectiveness, a mutual accountability table is included at the end of the chapter.

## RECLASSIFICATION

### Criteria Used for Reclassification

ELs are reclassified to Fluent English Proficient based on criteria identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. **English Proficiency on the California English Language Development Test (CELDT)**
2. **Basic Skills in English Language Arts:** Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance in basic skills based on the performance of English proficient students of the same age
3. **Teacher Evaluation:** Teacher evaluation, such as a review of the student’s ELA curriculum mastery based on report card grades

Elementary	Secondary
<ul style="list-style-type: none"> <li>• Report Card – Developing or above</li> <li>• Reading/Writing (Gr. 1-5) – Satisfactory or above</li> </ul>	<ul style="list-style-type: none"> <li>• Passing grades of “C” or above</li> </ul>

4. **Parent Consent:** The parent/legal guardian approves the reclassification.

Students with an IEP may be eligible for reclassification by using the Option 1 reclassification form. This is to be used for students with an IEP that have passed the CELDT but have not passed the Performance in Basic Skills. Please refer to the reclassification forms in Appendix G for an outline of the requirements.

### Process for Reclassification<sup>1</sup>

LADD staff initiates the process of reclassifications in collaboration with LDRTs. LDRTs follow steps to complete the *Reclassification Form* (Appendix G):

1. The LDRT/LADD office reviews results for criteria 1-3 above.
2. LDRT consults with the ELA teacher and obtains signature on the *Reclassification Form*.
3. LDRT informs and obtains the parent/legal guardian’s approval
4. The Principal signs the *Reclassification Form* and submits it to the LADD office.
5. The LADD leadership signs *Reclassification Form* for final approval.
6. The LADD staff will change the student’s EL Status to RFEP.
7. LDRT updates the student’s *EL Folder*.

---

<sup>1</sup> Reclassification for Grade TK/K: As in the majority of California school districts, PUSD ELs in Grade TK/K are not considered for reclassification. Parents or teachers may request an individual review of a Grade TK/K student if they believe the student meets reclassification criteria and no longer requires specialized instructional language support. CELDT proficiency level, in addition to CCSS grade-level assessments, are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers. The request for reclassification of Grade TK/K students must be submitted to the site principal.

## PROGRESS MONITORING OF ELs

The progress of ELs is monitored regularly to verify that students make adequate progress towards their goals. Progress is monitored through assessment data identified in the reclassification criteria to measure growth in English language proficiency and other qualitative and quantitative assessment data to measure progress in academic language development.

### Process of Progress Monitoring

In order to create a consistent and transparent process, school sites in collaboration with LADD staff follow the steps below:

1. At each level, identify students that need targeted intervention and enrichment activities, based on the progress expectation benchmarks in Chapter 2 and progress on other grade level assessments,
2. Establish a plan of action to respond to students' needs,
3. Document observations and progress and review results of targeted students in an English Learner Individualized Learning Plan (EL-ILP), and
4. Recommend and document the next steps based on data in EL-ILP.

The Progress Monitoring Report below is prepared by the LDRT and used to follow EL students' progress.

### Sample Progress Monitoring Report

School:	Class:	Date:
---------	--------	-------

Name of Student	PREV CELDT	CURR CELDT	PREV DBA	CURR DBA	PREVIOUS GRADE				CURRENT GRADE			
					ELA	M	SCI	SS	ELA	M	SCI	SS

LDRTs share the information contained in the report with site administrators and classroom/core content/ELD teachers.

### Data Chats

Teachers, LDRTs/ELD teachers, and Intervention teachers review Progress Monitoring Reports to conduct Data Chats with target ELs. Data Chats are informal conversations conducted periodically to motivate students to improve their overall performance. Data Chats are an opportunity for students to understand how they are progressing towards



meeting English proficiency and reclassification criteria. Prior to CELDT testing, Data Chats are recommended for students in grades 3-12. During the meeting, students learn about their past performance on the CELDT. Students are guided through the process of identifying their strengths and areas of need. CELDT data are disaggregated into the four domains to help students pinpoint areas for improvement. Students set a goal for an area that needs improvement and state actions they will take to achieve their goal. Data Chats are designed to help motivate students to perform better on the CELDT. In secondary schools, Data Chats are also conducted to review students' grades and results on other assessments for targeted students.

### **English Learner Individualized Learning Plan (EL-ILP)**

An EL-ILP is a written plan for ELs who have not progressed in CELDT level for two consecutive years or whose academic assessment results indicate a need for additional intervention for academic deficits in language and core content areas. This plan is completed by an EL-ILP team composed of an ELD teacher and/or LDRT and classroom teacher and in consultation with Intervention teachers. The plan includes an evaluation of state and district assessment results, a targeted intervention plan that describes strategies and activities to be implemented, documentation of student performance during intervention, and plans for the next steps. EL-ILPs are prepared at the beginning of each semester. The student's individual growth will be listed on the EL-ILP.

### **Assessment and Progress Monitoring for EL TK-5**

Elementary school site administrators and LADD office staff ensure that monitoring is conducted to identify students who may be incurring academic deficits in language and core content areas while learning English. Diagnostic assessment is completed to identify specific student needs in the event that the ELs are not meeting the Minimum Progress Expectations for two consecutive years. Furthermore, the site administrators, LDRTs and LADD office staff ensure that appropriate interventions are provided to accelerate the students' progress.

ELs' English language acquisition is evaluated using the indicators listed below and teachers are provided Progress Monitoring Reports prepared by the LDRTs at the school site, that include progress toward Minimum Progress Expectations Benchmarks by instructional programs (See Chapter 2). These may include:

- Overall CELDT results for the current and previous year,
- Number of years in EL program,
- District-level ELA Common Benchmark Assessment result,
- Multiple writing samples from ELD and core content classes,<sup>2</sup>
- Curriculum-embedded assessments,

---

<sup>2</sup> Writing samples are used as additional data to consider during reclassification discussions. Samples are filed in the students' EL Folders. Samples are rated according to proficiency level using a rubric. See Appendix I for draft ELD Writing Scoring Rubric.

- Diagnostic assessments to identify areas of need for ELs progress reports the student may have received, and
- Additional risk factors such as attendance, suspensions, and academic performance.

ELs are monitored at the end of each trimester to verify adequate progress towards fluent English proficiency. The Progress Monitoring Reports are analyzed at the elementary LDRT meetings to identify students who need intervention or meet the requirements for reclassification. At each site, LDRT receives a copy of the school report to facilitate the data analysis process with classroom teachers and principals. The team then creates an EL-ILP for each student who is not making adequate progress, with recommendations for further interventions. (See Appendix H for the *EL-ILP form*.) CELDT data are disaggregated into the four domains of Listening, Speaking, Reading, and Writing to ensure that deficiencies in specific domain areas are more precisely identified, which, in turn, leads to targeted interventions.

### **Assessment and Progress Monitoring for EL 6-12**

Progress in grades 6-12 is measured according to Minimum Progress Expectations listed in Chapter 2. Progress monitoring includes assessment data such as report cards, CELDT, and District end-of-term assessment results. ELs are also regularly monitored using periodic assessment results from instructional. When these periodic assessments raise concerns, classroom intervention strategies and activities are implemented by the classroom teacher. LADD staff and the LDRT are responsible for ensuring that progress monitoring takes place.

ELs, including newcomers, five years or less and LTELs who do not demonstrate adequate growth as defined by Minimum Progress Expectation are referred for EL-ILP. The EL-ILP team (consisting of ELD teacher, LDRT, classroom teacher, and Intervention teachers) develop an individualized plan and provide targeted intervention, and monitor its implementation and effectiveness. The progress of students should be monitored every six to eight weeks to determine if additional intervention is needed based on established goals on students' EL-ILP. A diagnostic assessment is completed to identify specific student needs in the event that the ELs are not meeting the goals on the EL-ILP after one semester of targeted intervention.

### **Progress Monitoring For RFEPs**

ELs are reclassified as Fluent English Proficient (RFEP) when they comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to students of the same age or grade whose primary language is English (Education Code 521164.6). Progress monitoring is crucial to the process of reclassification. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of these students is monitored for a minimum of two years using the *Language Reclassification Follow Up Form* (Appendix J). To ensure that this takes place, the LDRT

maintains a record that includes but is not limited to the following data: state and district-based standardized and end-of-term/semester test results and teacher evaluation reports. The site administrator/designee coordinates the monitoring of reclassified students. Additionally, at the high school level, graduation criteria checks are monitored twice a year by the students' counselors.

When RFEP students do not demonstrate progress, they are provided with intervention support. The Student Success Team (SST) process will specify the interventions needed to help RFEP students reach and maintain grade level academic proficiency. For RFEP students not meeting academic proficiency benchmarks in core content areas, adjustments in instruction may be recommended.

### **Results of Progress Monitoring**

The results of progress monitoring are used by school sites to improve student outcomes and to:

- Adjust instruction in lesson planning to support differentiated instruction,
- Identify and adjust resources for intervention and enrichment activities to support student needs, and
- Identify additional areas for professional development for staff to provide support and resources to enhance instructional practices.

### **INTERVENTION**

When ELs struggle academically, data will be analyzed to determine the specific area of need and provide intervention through accelerated or remediated instruction to meet those needs. School administration and District LADD staff are responsible for conducting the analysis and for ensuring the completion of the required process described below in order to implement intervention within PUSD's EL program. Intervention support is provided by LADD staff, LDRTs, Bilingual Aides, and Special Education case carriers. Students are identified for intervention through the monitoring process described in the previous section.

#### **Intervention in Grades TK-5**

ELs in grades TK-5 receive intervention if they are identified through the monitoring process described above as not making progress towards reclassification. The intervention process increases supports if student outcomes do not meet expectations.

All ELs receive instruction that is differentiated to their needs in their classroom. Through LADD staff and PUSD coaches, all teachers with ELs receive training on SDAIE strategies to ensure that ELs are provided access to core standards. In addition, the Differentiation Toolkit is available for use in Grades TK-5 ELA classes and is found in the

District's Common Core curriculum; the Toolkit provides a list of research-based techniques and strategies that teachers can use to adjust instruction according to the various language proficiency levels of ELs while teaching to the standards.

ELs who do not make expected progress with differentiated instruction or require additional support are recommended for intervention such as:

- School day interventions—Classroom teachers/LDRTs provide ELs targeted intervention in literacy and language development in a small group setting.
- EL Saturday School—Offered on Saturdays at selected sites, EL Saturday School provides ELs in elementary grades support in oral language development, with targeted support in academic language development, reading comprehension, and writing skills. Certificated teachers experienced in working with ELs and trained in SDAIE strategies, differentiation techniques, and scaffolding lessons are selected to teach classes on Saturday.
- After-school tutoring—Offered at selected sites, after-school tutoring provides an opportunity for students to receive targeted support in ELA and homework assistance. Instruction is provided by EL certified teachers.
- Tutorial Services—Additional tutorial services for ELs are available through Title I Supplemental Educational Services, Pasadena Educational Foundation (PEF) Summer Enrichment program, and Summer LEARNs. The LADD office collaborates with PEF and LEARNs to select participants, instructional materials, and EL certified teachers for the tutoring programs.

### **Intervention in Grades 6-12**

ELs receive intervention if they do not demonstrate adequate progress. Classroom intervention is provided by adjusting lessons to allow access to core content. Teachers receive training on SDAIE strategies to ensure ELs are provided support. In addition, the Differentiation Toolkit is available for use in Grades 6-8 ELA classes. The development of a Toolkit is ongoing for Grades 9-12 ELA, Math, and Science curricula. This Toolkit, part of the District's Common Core curriculum, provides a list of research-based techniques and strategies that teachers can use to adjust instruction according to the various language proficiency levels of ELs while teaching to the standards.

The EL-ILP process addresses students who need a higher level of support than that available in the regular classroom. ELs who do not meet the minimum progress expectations as listed in Chapter 2 may be recommended through the EL-ILP process for intervention in a small-group setting, after-school tutoring, Saturday school, Twilight Program, and summer school.

- Twilight School—This is an evening school program that addresses student needs to remediate failing grades or earn credits towards graduation for students in grades 9-12. ELs who participate to remediate grades or earn credits receive additional support through differentiated instruction. Certificated teachers are trained in SDAIE strategies and in designing scaffold lessons.

- Saturday School—Offered on Saturdays at a specific site, Saturday School allows ELs in grades 6-8 additional participation in reading skills development and math classes. Certificated Teachers use SDAIE strategies to access content and scaffold instruction to address different proficiency levels.
- After school tutoring—Offered at some secondary sites, the after-school tutoring provides opportunity for students to receive targeted support. Tutorial sessions provide homework help, test preparation, and language acquisition lessons. Instruction is provided by certificated teachers.
- Summer School—ELs in grades 9-12 access day and evening classes for grade remediation and credit recovery. Classes are taught by certificated teachers trained in SDAIE strategies and differentiation techniques, and in designing scaffolded lessons.

### **Variations During Assessments**

PUSD adheres to the Testing Variations, Accommodations, and Modifications approved by the California Department of Education (CDE). All ELs are eligible for EL testing variations and such variations are encouraged to be regularly used in the classroom by teachers of ELs for mid- and end-of-course assessments in a manner consistent with CDE's directive.

In addition, PUSD follows the Universal tools (U) and Designated Supports (D) detailed in the California Assessment of Student Performance and Progress (CAASPP) matrix, which consists of embedded and non-embedded supports that are accessible to all students throughout the school year (Refer to Appendix O). ELs with IEP/504 plans receive appropriate accommodations or modifications in accordance with said IEP/504 plan and in a manner approved by the CDE.

### **ENRICHMENT FOR ENGLISH LEARNERS**

Enrichment opportunities are offered as a means of supporting the academic progress of ELs. The District is also committed to providing enrichment services for all. Under the direction of LADD leadership and in collaboration with school-site principals, PUSD ensures that the enrichment services outlined in this document are established, implemented, monitored, and evaluated.

### **The California Seal of Biliteracy**

The California Seal of Biliteracy is an award given by the District to recognize students who have gained proficiency in two or more languages by high school graduation. It aims to:

- Encourage students to develop biliteracy skills,
- Promote world language and dual immersion instruction,
- Prepare students for the 21<sup>st</sup> Century, and

- Recognize and honor our rich and diverse language assets.

Students awarded the Seal of Biliteracy receive the PUSD Certificate of Biliteracy and the California Seal of Biliteracy on their high school diploma and transcript of records. The award may be used as a symbol of accomplishment for future employers and for college admissions.

Students wishing to receive the Seal of Biliteracy must submit an application form and meet the following requirements as stipulated by the California Department of Education (AB 815 Brownley):

- Successful completion of all high school ELA graduation requirements with an overall grade point average of 2.0 in those classes;
- ELs need an overall score of Early Advanced (Level 4) or Advanced (Level 5) on the CELDT and one of the following:
  - a score of “3” or better on the AP (Advanced Placement) exam for World Language (taken at 11<sup>th</sup> grade or earlier);
  - a score of “600” or higher on the Scholastic Aptitude Test (SAT) in World Language;
  - a score of “4” or better on the International Baccalaureate World Language Exam (taken at 11<sup>th</sup> grade); or
  - successful completion of a four-year high school course of study in a foreign (world) language and attainment of an overall grade point average of 3.0 or above in that course of study.

Registration forms are available at the guidance counselor’s office in each high school campus. Completed forms must be submitted to the school counselor. This program is coordinated by the LADD office in collaboration with a designated counselor at each high school campus.

### **“Si, Se Puede” Art and Essay Writing Contest**

This annual art and writing contest is open to all ELs. The contest aims to celebrate two of the most prominent contemporary Latino heroes, Cesar Chavez and Dolores Huerta, who fought for the civil and human rights of farm workers in California. Students are provided a theme for the art category and writing prompt to complete an essay. The theme and writing prompt relate to Chavez’s and Huerta’s lives and contributions to improve the lives of workers. Students have two weeks to complete their entries, after which all entries are submitted to the LADD office. LADD invites members of the Pasadena community to judge the entries. A set of winners is chosen for each category and grade level. Winners receive certificates of recognition from the District and the State Congress during a brief ceremony at a Board of Education regular meeting.

### **After-School Programs**

Pasadena LEARNs is the major after-school provider serving PUSD students. It offers onsite K-12 after-school programs throughout the District. The mission of Pasadena

LEARNs is to provide innovative enrichment, leadership, and learning opportunities that affirm diversity, engage the community, and empower youth to achieve greater academic and personal success. Activities include homework support, visual and performing arts, structured recreation, academic enrichment activities, and science and literacy development. Enrollment is open, allows choices based on student's interest, and does not involve assessment of English language proficiency levels.

Other providers include the YMCA, Pasadena Parks and Recreation, Sierra Madre Parks and Recreation, Boys and Girls Club, School-Run, and Mustangs on the Move.

### **Summer Classes**

The Pasadena Educational Foundation (PEF) sponsors a Summer Enrichment Program. ELs can participate in these classes by paying a minimal registration fee; scholarships are available. Classes previously offered include cooking, arts, theater, music, and academic subjects.

## **MUTUAL ACCOUNTABILITY**

The District provides ongoing annual professional development for administrators and staff. This includes presentations on legal requirements, District procedures relating to the implementation of the reclassification criteria, and intervention and enrichment processes, procedures, and programs described in this Master Plan. Training modules were created following extensive research of best-practice strategies pertinent to reclassification and intervention, and rigorous consultation process among key stakeholders. See Chapter 6 for a list of training modules related to this chapter.

### **Who is Accountable?**

Those who must participate in the training include but not limited to District and site administrators, LDRTs, teaching staff, guidance counselors, community members, and LADD staff who evaluate students for reclassification, intervention and enrichment.

Those who are mandated to complete training in these modules every year are the staff responsible for analyzing reclassification data (including all site administrators), as well as staff responsible for the planning and implementation of intervention and enrichment activities at each school site.

### **Training for Accountability**

The Reclassification, Intervention, and Enrichment Training Modules consist of research-based strategies aimed at raising the District's reclassification rates and at improving the academic achievement of ELs. Training in reclassification, intervention, and enrichment processes and requirements for school-based staff must take place annually, prior to or within 10 days of the opening of the school year, or when new staff members are employed. To ensure effective and efficient implementation, coaching activities must be conducted by LADD-based staff to school-based staff who are responsible for implementing the reclassification activities, intervention, and enrichment plans described in this chapter.

**Table 4.2: Accountability for Reclassification, Intervention and Enrichment**

<b>Procedure</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeframe</b>	<b>Importance</b>
Reclassification Procedure	Principal, LDRT, LADD staff	After release of CELDT, CAASPP, and of report card grades	Early reclassification puts students on-track for graduation
Intervention Procedure	Principal, LDRT, LADD staff, ELD teacher, classroom teacher, Intervention teachers	As needed	Analyze other data to consider for reclassification; make recommendations for intervention
Enrichment Procedure	Principal, LDRT, LADD staff, ELD teacher, classroom teacher, Intervention teachers	Ongoing	Recommendations for summer school, Saturday school, after-school enrichment options to support language and academic needs
<b>Document</b>			
<b>Name of Document</b>	<b>Person/s Responsible</b>	<b>Timeframe</b>	<b>Importance</b>
Reclassification Form	Principal, LDRT, ELD teacher, parent	After release of CELDT, CAASPP, and of report card grades	Early reclassification puts students on-track for graduation
EL Individualized Learning Plan (EL-ILP)	Classroom teacher, LDRT	Ongoing	Provide intervention support for students not making progress
ELD Writing Scoring Rubric	Classroom teacher	After quarter or trimester District benchmark assessments	Additional data for reclassification criteria discussion
Language Reclassification Follow up Form	Principal, LDRT, classroom teacher, ELD teacher, LADD staff	Six months, one year and two years after reclassification	Monitor RFEPs for two years
Test Variation Letter	LADD staff, LDRT	Before scheduled state and district assessments	Provide guidance for testing variations





## Chapter 5 – Instructional Services in Specialized Programs

## **CHAPTER 5 INSTRUCTIONAL SERVICES IN SPECIALIZED PROGRAMS**

Pasadena Unified School District (PUSD) is committed to providing all students with instruction that develops fluency in English and academic proficiency as effectively and efficiently as possible.

This chapter describes the instructional services available in PUSD for various English Learner (EL) groups. These services are outside of the regular academic courses described in Chapter 3, and are provided for ELs who currently participate in programs such as Special Education and Gifted and Talented (GATE), or attend private schools. When appropriate, the process of identification, assessment, and placement of students is included in the description.

The Principal or his/her designee at each PUSD school site, in collaboration with Language Assessment and Development Department (LADD), Language Development Resource Teacher (LDRT), and Special Education case carrier, is responsible for the implementation, progress monitoring, and evaluation of the efficiency and effectiveness of the instructional services for Special Education and GATE students. The Principal is also responsible for creating a site-specific plan to improve the effectiveness of the instructional services described in this chapter. Such a plan will be included in the school's Single Plan for Student Achievement (SPSA) which is then communicated to the school's faculty, staff, and parents.

When an Individualized Education Plan (IEP) is developed, the EL teachers and LDRTs participate in the IEP meeting to assist in the development of English acquisition goals and to provide strategies to support the IEP goals. The English Language Development (ELD) goals will specify whether they will be implemented in the Special Education classroom or a separate classroom for ELD instruction. All teachers are Cross-Cultural Language and Academic Development (CLAD) certified, thereby ensuring that the teachers in the Special Education program have the necessary training in Specially Designed Academic Instruction in English (SDAIE) strategies, differentiation techniques, and the reclassification process. The Special Education teachers will receive the same EL training as regular EL teachers, in addition to training specifically focused on the needs of EL students with disabilities. The LADD office will provide a monthly calendar of trainings in SDAIE strategies, Differentiation Toolkit, and ELD standards. LDRTs will be trained to provide additional information on these SDAIE strategies during staff meetings or development time.

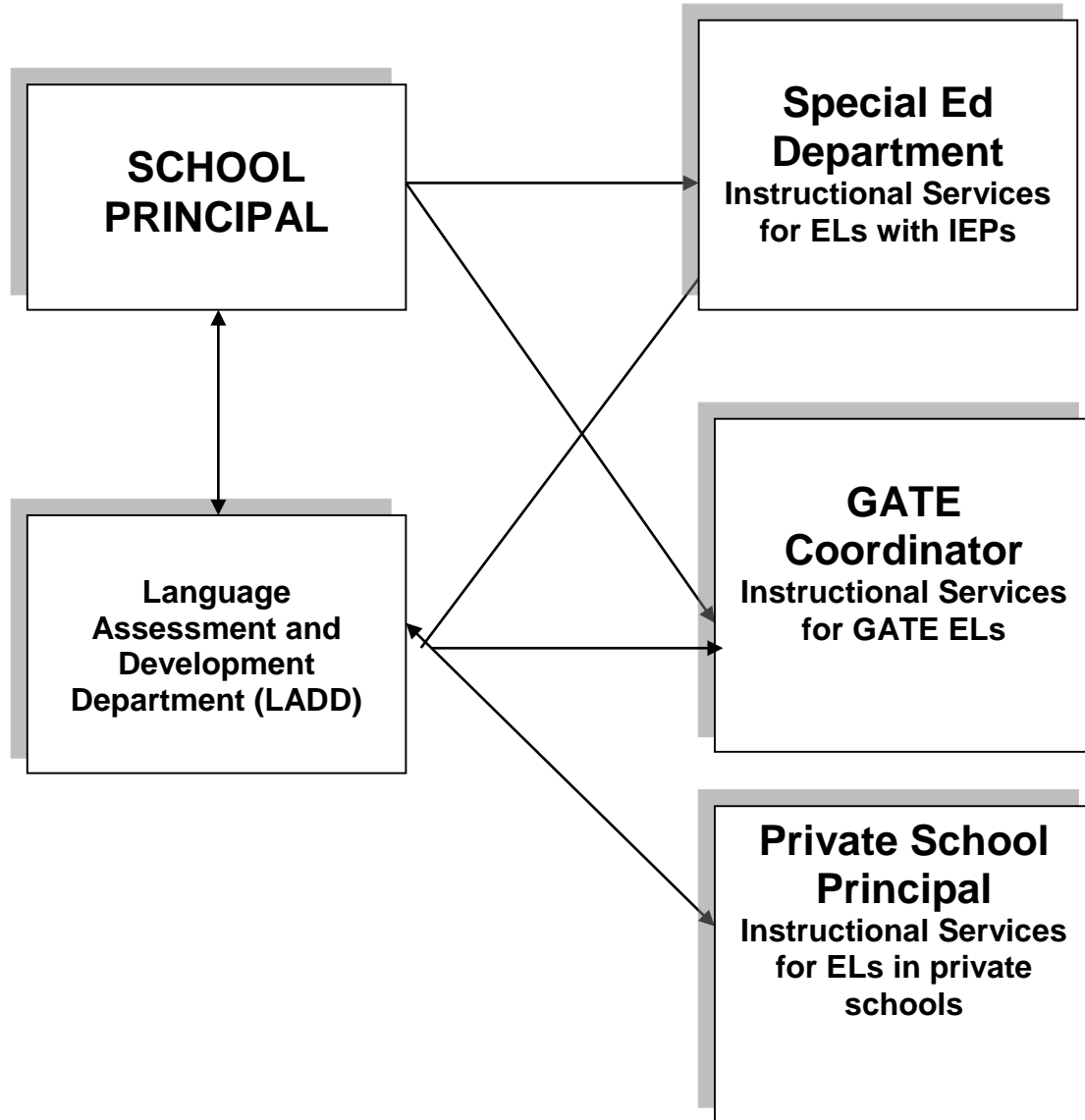
Currently, the LDRTs and Resource Specialists are available to support ELs in Special Education classrooms through team teaching or individual coaching for Special Education teachers. The District is committed to providing site-level support across elementary, middle, and high schools through highly-trained intervention teachers who

will be training and supporting school sites to implement the EL Master Plan and meet student needs. The trainings provided by LADD staff will support ELD instruction for students receiving Specialized Academic Instructions (SAI) when they are unable to be adequately supported within a mainstream classroom, as determined by the IEP team.

This chapter identifies the materials and services that address the needs of ELs receiving Special Education services in SAI classrooms (previously known as RSP/Special Day Classrooms). IEP teams will recommend appropriate ELD variations and monitoring strategies to address ELD instruction and develop linguistically appropriate goals and objectives based on the students' assessed levels on the California English Language Development Test (CELDT).

The figure on the next page describes the accountability model of ELs receiving Special Education services and the various departments involved in providing ELs specialized education services.

**Figure 5.1: Overview of the PUSD EL Programs' Instructional Services**



## IDENTIFICATION OF ELs FOR SPECIAL EDUCATION ELIGIBILITY

Special Education services are designed to provide academic support for students with identified learning challenges. ELs have the same access to Special Education and related services as all other PSUD students. In an effort to avoid the over-identification of ELs in Special Education, PUSD follows a multi-step process. Preliminarily, a Student Success Team (SST) carefully reviews all referrals for students who may exhibit a potential disability under the Individuals with Disabilities Education Act (IDEA). However, the District will adhere to all federal and state timelines and requirements when the parent of any student requests an assessment to determine a student's eligibility for Special Education or related services. The role of the SST is to track and analyze student progress including second language surveys, modifications and interventions, and review of student records. The review will determine whether Special Education assessments are warranted or if student performance/behaviors are related to expected patterns of second language acquisitions. Every student's situation will be analyzed individually, but the following are certain questions the SST may consider when determining whether assessment for Special Education or related services is appropriate:

- Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been consistently implemented over time and demonstrated little or no effect on student progress?
- Does the team have data regarding the rate of learning over time to support a conclusion that the difficulties (academic, social-emotional, or speech and language) are most likely due to a disability versus a language difference?
- Has the team consulted with the parent(s)/guardian(s) regarding learning patterns and language use in the home?

Once it has been determined that an EL needs to be assessed to determine eligibility for Special Education and related services, the testing will be initiated upon receipt of the parent's written consent. In conducting assessments to determine an EL's eligibility for Special Education, it is important to note that a determination of eligibility shall not be based upon a student's limited English proficiency, which will require the District to obtain the most accurate results possible. Accordingly, depending on the EL's level of English proficiency, assessments may be conducted in the primary language of the student, in English, or both, making certain that cultural differences are taken into consideration when determining eligibility for Special Education.

If an EL is identified as eligible for Special Education or related services, the student's IEP must include linguistically appropriate goals, objectives, programs, and services that align to the student's assessed level on the CELDT (or designated alternate assessment) and the California ELD Standards. This ensures that ELs with diagnosed learning needs receive the additional targeted and intensive language development necessary to comprehend and articulate understanding in academic English. The IEP will include goals that address ELD, as well as goals that support access to the content

areas through primary language instruction and/or support, depending on student needs.

## **INSTRUCTIONAL SERVICES FOR ELs WITH IEPs AND SECTION 504 PLANS GRADES TK-12**

In order to provide appropriate support to ELs receiving Special Education or related services, data are collected and monitored to ensure that learning goals are met. ELs who receive services through Special Education are provided specialized instruction and/or related services designed to support the unique specific academic and learning needs of ELs identified through the Individualized Education Plan (IEP) or Section 504 plan.

The linguistically appropriate goals and objectives in each IEP for ELs help determine the levels and kinds of accommodations and modifications needed to support each student. The IEP team decides the placement of ELs with special needs and determines whether they will receive ELD services in a Specialized Academic Instruction (SAI) or mainstream class/course. To ensure that instructional needs of ELS are met in all settings, special education teachers are required to participate in SDAIE training modules, the EL Master Plan Overview presentation, and the California ELD Standards and ELA/ELD Framework training. See Chapter 6 for a more detailed description of these required trainings.

At this time of transition from California State Standards to Common Core, the District will adopt new instructional programs or materials within the state adoption timeline. In 2013-14, the District adopted two intervention programs for elementary and secondary students: *SRA FLEX* (reading intervention program), is a blended learning intervention system built on research-based strategies that meet the Common Core state standards in the SAI classrooms across secondary grade levels. In elementary schools, *Reading Mastery*, a direct instruction program to develop fluent, independent and highly skilled readers was introduced. Additionally, TK-12 schools have access to the *LEXIA* reading program, a technology-based program that increases reading proficiency in grades Pre-K to 12 and remediates struggling readers and ELs. Furthermore, TK-12 schools have access to REWARDS, a reading and writing intervention program for SAI students. With the transition to Common Core, over 100 teachers and administrators actively participated in a Curriculum Revision Workshop (CRW) process, which included development of units at each grade level and content area. The development of the Differentiation Toolkit has continued to be a priority and the initial work has been completed to support ELs with IEPs, Section 504 Plans, and GATE programs.

### **ELD Classes/Courses for ELs with an IEP or Section 504 Plan**

The instructional program for ELs eligible for Special Education will include ELD as a component of their core instruction, as well as access to core content using SDAIE and, as appropriate, primary language instruction and/or primary language support. ELD instruction is mandatory for all ELs, including those eligible for Special Education, and will occur daily until they are reclassified. ELs receiving Special Education services

should receive ELD in the mainstream classroom with students of like age/grade and language proficiency as appropriate.

The requirements for instructional time and grouping for Grades TK-5, 6-8, and 9-12 previously described in Chapter 3 apply to all ELs receiving Special Education services. The IEP team will decide placement of ELs with special needs and determine if they will participate in ELD in a SAI setting or mainstream classroom.

## **INTERVENTION**

School administration, District Special Education teachers, LDRTs, ELD teachers, and LADD staff are responsible for ensuring that ELs have access to EL interventions. Intervention services are offered as a means to increase the effectiveness in the delivery of language instruction to ELs receiving Special Education services. Some examples of strategies used with ELs receiving Special Education services include the following:

- Small group instruction,
- Explicit direct instruction,
- Differentiated instruction based on the student's English language proficiency levels in the four domains identified on the CELDT,
- Total Physical Response,
- Pre-teaching,
- Using sentence stems and paragraph frames,
- Accessing prior knowledge,
- Building background prior to reading experiences, and
- Assessing understanding throughout lesson.

Progress Monitoring – Site administration will ensure that:

- Each EL's IEP or Section 504 team will include the LDRT or certificated staff member with appropriate EL expertise.
- Each EL's IEP team reviews a) student's current language proficiency level or any change in that level; b) appropriate modification or accommodations for CELDT; c) the classroom instruction strategies to ensure access to core instruction, as well as appropriate accommodations and modifications; and d) the appropriate instructional setting to address acquisition of English in all domains.
- Data from ongoing assessments are used to guide ELD instruction and the allocation of time and resources as specified in IEP goals and objectives.

Intervention Curriculum within Special Education Services:

Students in grades K-12 SAI classrooms access board-adopted, standards-based instructional materials for core content. For students receiving ELD services in a SAI classroom, supplemental materials such as *FLEX* and *Reading Mastery* are used unless otherwise specified in the student's IEP. For those who are provided

ELD instruction in an ELD classroom, ELD materials are used, unless otherwise specified in the IEP.

- The Department of Special Education uses the following materials for Special Education students with moderate to severe disabilities. These materials are used to deliver structured ELD through language-enriched lessons designed to enhance comprehension for ELs receiving Special Education services.
  - The list of materials includes the following:
    - Edmark Reading Program Version: Level 1,
    - Edmark Reading Program Version: Level 2,
    - Edmark Functional Word Series Combo Kit,
    - Touch Math,
    - Photographic Learning Cards,
    - Elements Library, and
    - Flip 4 Science (various topics).
- The programs listed above are presented using one or more of the following strategies as a means to increase the effectiveness in the delivery of language instruction to ELs with moderate to severe disabilities.
  - The list of strategies includes the following:
    - Small Group Instruction,
    - Explicit Direct Instruction,
    - Differential instruction based on the student's English language proficiency levels in the domains of Listening, Speaking, Reading and Writing,
    - Total Physical Response,
    - Pre-teaching social vocabulary before interactions,
    - Using sentence stems and paragraph frames,
    - Accessing prior knowledge and building background prior to reading experiences,
    - Observations on how well the EL student interacts orally in both social and academic settings, and
    - Assessing performance throughout lesson.
- The Department of Special Education uses the following materials for Special Education students with mild to moderate disabilities. These materials are used to deliver structured, language-enriched lessons in an effort to enhance comprehension for ELs receiving Special Education services. List of materials:
  - LEXIA,
  - FLEX, and
  - Reading Mastery.



## **CELDT for ELs with an Individualized Education Plan (IEP)<sup>1</sup>**

ELs receiving Special Education services must be assessed with the initial or annual CELDT in the domains of Listening, Speaking, Reading, and Writing. They must be assessed using the CDE-approved *Testing Variations, Accommodations, and Modifications*<sup>2</sup> for the CELDT, which are updated annually.

### **Alternative Assessment**

Certain ELs eligible for Special Education may qualify for District approved alternative assessment based on the recommendations of the IEP team. This assessment can be administered for both initial and annual assessments.

## **INSTRUCTIONAL SERVICES FOR GIFTED AND TALENTED ELs**

Students, including ELs, have an equal opportunity to be identified for GATE services.

### **Identification of Students**

Student eligibility for participation in the GATE program begins in second grade.

- All students in 2<sup>nd</sup> grade are assessed using the Coloured Raven Matrices (Raven).
- All students in 5<sup>th</sup> grade are assessed using the Cognitive Abilities Test (CogAT).
- Parents, teachers, and administrators can recommend students in grades 3-11 to participate in GATE testing.
- Students in 2<sup>nd</sup> and 3<sup>rd</sup> grade take the Raven; 4<sup>th</sup> graders and up take the Cognitive Abilities Test.

### **GATE Qualification Criteria**

Students in grades 2 -3 must meet a minimum score requirement on the Raven.

- Students in grades 4-11 must meet minimum scores in two batteries for possible identification in the area of *Intellectual Ability* or *Academic Achievement* and in one battery for possible identification in the area of *Specific Academic Achievement* on the CogAT.
- Students are not identified based on the GATE test alone. Additional qualification requirements include the following:
  - Advanced scores in ELA and Math assessments.
  - District benchmark scores from current school year in ELA and Math.
  - GATE Characteristics Survey: Teachers are trained to look for research-based characteristics of gifted learners from diverse populations. Teachers complete a form for every student being evaluated, not only those who “pass the GATE test.”
  - Students who have a high score on the Teacher Observation Form, but low GATE test scores or low scores in ELA and Math assessments, go through the

---

<sup>1</sup> No waivers for CELDT: There are no parent waivers for taking CELDT according to the CELDT State Board Adopted Guidelines, October 2008.

<sup>2</sup> Available from <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp>

Alternative Identification Process which includes CELDT sub-scores and overall scores for the current year and previous year; CST scores with growth from the previous year; report card grades with growth during the current year; and portfolio/work samples.

### **Staffing and Professional Growth**

The GATE Department provides professional development opportunities for teachers to become GATE-certified.

### **Parent and Community Involvement**

Parents/legal guardians of GATE students, community members, and students (as appropriate) meet to give input regarding GATE activities and services.

### **INSTRUCTIONAL SERVICES FOR ELs IN PRIVATE SCHOOLS**

Private schools with identified ELs are entitled to in-kind services for ELs. If private schools are interested in applying for this support, they are to indicate their interest by checking “Title III Part A” on the “Application to Participate in ESEA Programs” form, distributed at the District’s Private School Consultation meetings which are held in the Fall and Spring each year. The schools will then be contacted by an LADD representative.

The District uses the *Language Assessment Scales (LAS) Links* test for the language proficiency assessment. The LAS Links test provides an overall proficiency score, as well as a separate proficiency scores in Listening, Speaking, Reading and Writing. If students score below Proficient on this test, they are classified as ELs. Results of the LAS Links assessment will be shared with the school. The private schools determine which resources are needed for ELD support and works with the LADD staff to receive instructional materials or teacher professional development.

### **MUTUAL ACCOUNTABILITY**

The District provides ongoing and annual professional development activities for school and District-based administrators, specialists, LDRTs, and teachers related to an efficient and effective implementation of the instructional services described in this chapter. Training modules were created following extensive research of best-practice strategies pertinent to EL academic courses, and a rigorous consultation process among key stakeholders. See Appendix F for the Catalogue of Trainings provided for all teachers, including Special Education teachers.

### **Who is Accountable?**

Those who participate in the trainings include District and school administrators, LDRTs, and Special Education, ELA, ELD, and GATE teachers. These educators complete

trainings in required SDAIE modules. The Special Education Department will conduct periodic random reviews of IEPs to check for the inclusion of linguistically appropriate goals and objectives. LDRTs and Special Education coordinators will visit classrooms periodically to observe ELD instruction delivery in SAI classrooms and provide guidance when necessary.

Table 5.1: Accountability for Instructional Services in Specialized Programs

<b>Procedure</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
ELD Instructional setting for ELs with disabilities	IEP Team	Annually	All ELs need to receive ELD instruction. The IEP team determines the instructional setting to best meet the needs of the individual student.
Annual Language Proficiency Assessment	IEP Team, LADD leadership staff, Special Education Department leadership, and Principal	Annually	All ELs need to be assessed annually for language proficiency with the state-mandated test or an approved alternate assessment.



## Chapter 6 – Staffing and Professional Development

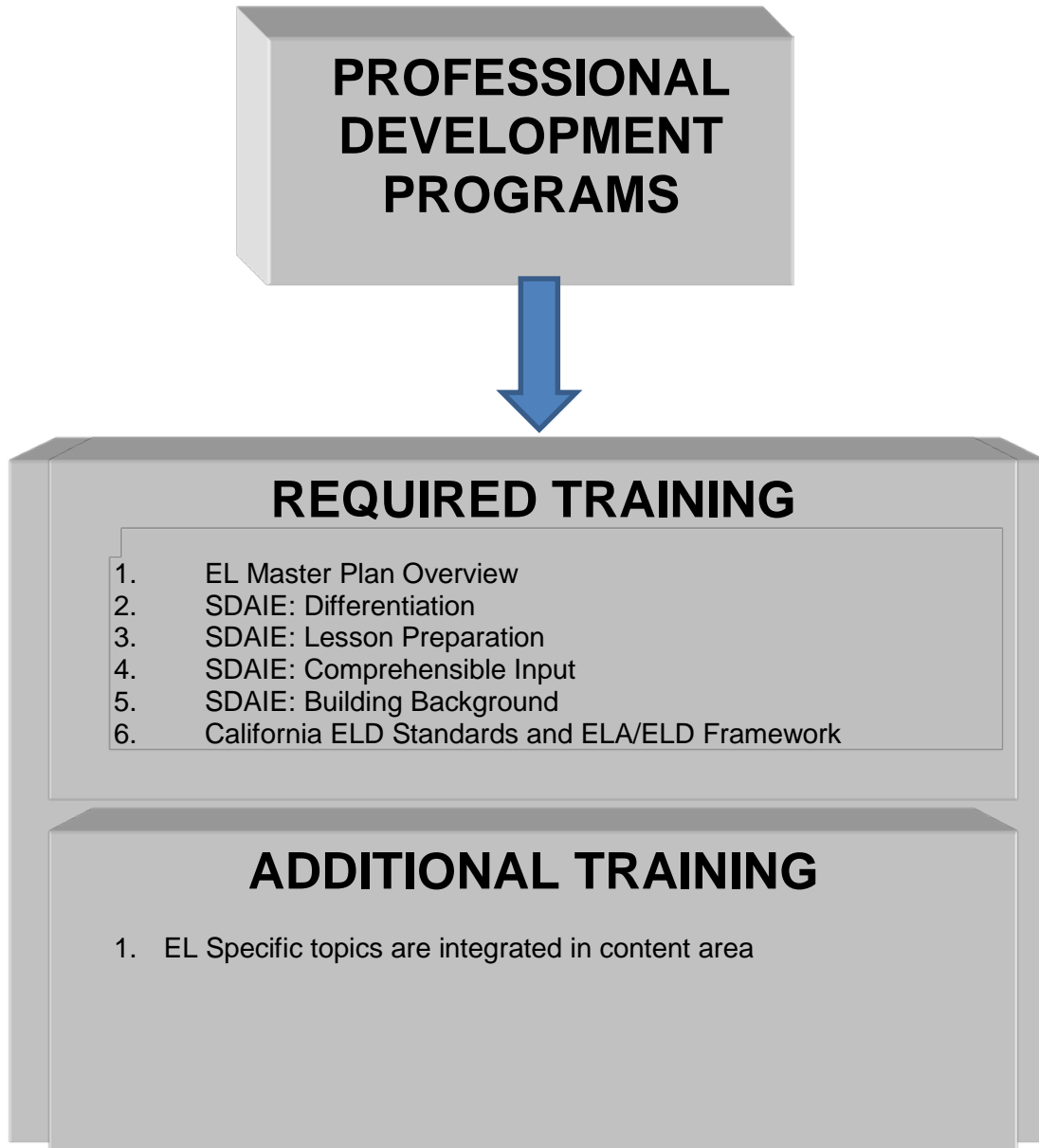
CHAPTER 6  
**STAFFING AND PROFESSIONAL DEVELOPMENT**

Pasadena Unified School District (PUSD) is committed to recruiting, hiring, developing, and retaining the highest qualified individuals to meet the language and academic goals of English Learners (ELs). To meet this goal, staff is provided with professional development opportunities.

This chapter identifies the key staff members responsible for the implementation, progress monitoring, and evaluation of the District's programs for ELs. School site principals are responsible for the implementation and evaluation of the staffing and professional development plan described in this chapter. Under the Local Accountability Funding Plan (LCAP), funds have been apportioned for teacher collaboration to support training around implementation of Common Core and ELD standards and differentiation strategies at every site. The Language Assessment and Development Department (LADD) staff provides guidelines, supports the implementation of this plan, and develops the training modules identified in this chapter.

To ensure efficiency and effectiveness, a mutual accountability table is included at the end of the chapter.

**Figure 6.1: Overview of PUSD’s Professional Development for the English Language Programs**



## **STAFFING**

It takes a team of educators, professionals, paraprofessionals, and administrative staff to provide for the language and academic proficiency needs of ELs. In PUSD, this team of providers is categorized into two main groups: certificated personnel and classified staff. The certificated group is subdivided further into three groups: administrators, instructional specialists, and teachers and counselors. The classified staff is composed of community liaisons, assistants, and technical specialists.

### **Administrators, Specialists, and Counselors**

The EL program administrator is responsible for the implementation, progress monitoring, and evaluation of the efficiency and effectiveness of the programs described in this Master Plan. At the school site level, the administrator is the Principal. Currently, the District-level administrator of the EL program is the LADD leadership.

An EL specialist is someone who demonstrated sufficient level of expertise in instruction, curriculum development, and professional development related to ELs. A specialist can be school- or LADD-based. Currently, the equivalent to a school-based specialist in PUSD is the Language Development Resource Teacher (LDRT), and the LADD-based equivalent is the Teacher on Special Assignment (TOSA).

An academic or guidance counselor at the secondary level is responsible for advising ELs regarding class schedule, the transition process from middle school to high school, and, for high school students, academic and career goals. ELs, just like all other students, are monitored in terms of credits earned to ensure that they graduate within the allowable period of time. As counselors are expected to perform this crucial task, their knowledge of the EL Master Plan and other issues pertaining to ELs is necessary.

### **English Language Development (ELD) Teachers and Teachers Who Teach ELs**

The teachers are at the frontline of EL programming. As frontline educators, they are responsible for providing learning opportunities for ELs on a daily basis so that these students develop language proficiency and achieve academic goals. Specialized knowledge is required to teach ELs; thus California State Law requires that all teachers must have English Learner authorization. Teachers meet this requirement by completing coursework leading to a teaching credential with appropriate authorization/s, or by passing exams approved by the California Commission on Teacher Credentialing (CTC).

In PUSD, teachers who teach ELs include the following:

- An ELD teacher who teaches ELs participating in a Structured English Immersion (SEI) Program, Dual Language Immersion program (DLIP), English Language Mainstream Program, Primary Language Classroom Program, Newcomer Program, Long Term English Learner (LTEL) program, or Special Education;

- A TK-5 classroom teacher who teaches the Designated ELD block and core content via Specially Designed Academic Instruction in English (SDAIE) strategies for ELs with California English Language Development Test (CELDT) levels 1-5;
- A SDAIE core content teacher (grades 6-12) who teaches ELs with CELDT levels 1-3;
- A mainstream core content teacher (grades 6-12) who provides core content access to ELs with CELDT levels 4-5 via differentiation techniques; and
- Intervention Teachers who provide intervention activities for targeted TK-12 students in small group and individualized settings.

### **Classified Staff<sup>1</sup>**

Classified staff provides administrative support in the implementation of the EL programs described in this Master Plan. This includes the following personnel:

- Parent Liaison – This LADD-based classified staff is responsible for promoting parental involvement via the parent advisory committees, namely the District English Language Advisory Committee (DELAC), the English Language Advisory Committee (ELAC), and other District parent committees.
- Community Assistant – This school-based classified personnel provides assistance during site-based parent-involvement activities.
- Program Assistant – This classified staff member works at school sites or is based at LADD. In most cases, the program assistant in a school site is the same person as the community assistant. In school sites, program assistants provide support to LDRTs in documentation and filing of English learner data; in the LADD office, the program assistant assists other LADD staff.
- Data Technician – This LADD-based classified staff is responsible for encoding computer data entries of the pertinent information and assessment data of all ELs in the district, including Initial Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP) students.
- Assessment Center Assistant – This LADD-based classified staff member is responsible for administering the initial CELDT to newly identified ELs.

### **PROFESSIONAL DEVELOPMENT**

A professional development (PD) plan is vital to the effectiveness and efficiency of implementing the programs described in this Master Plan.

#### **Professional Development Modalities**

Below are PD modalities<sup>2</sup> currently used in the District:

- **Training of Trainers (ToT)** - The ToT model is intended to develop an expert group who, trained on a specific training module, can present that module to a

---

<sup>1</sup> As 90% of the District's ELs speak Spanish, fluency in Spanish is highly desirable for all classified staff members, especially for teachers working with students in the Newcomer and SEI programs.

<sup>2</sup> Training dates are pre-scheduled as specified in the District PD Calendar. Additional dates may be added based on an assessment of teacher needs.



target group of participants. The ToT model creates a team of experts including school site administrators, LDRTs, and teachers trained in specific PD modules and able to deliver these trainings effectively to a larger audience. This model allows the District to build internal capacity around ELD instruction. The ToT experts, in turn, provide site-level trainings for staff and community members at their schools.

- **Presentation** – This training session is a trainer-led activity during which information is presented through a PowerPoint or other multimedia tools. Participants may come from various academic courses or instructional programs. Trainers might be internal ToT members, LADD staff, or outside experts.
- **Workshop** – In this type of training session, participants are provided opportunities to model and rehearse instructional strategies or techniques they learn. The workshop providers might be ToT members, LADD staff, or outside experts.
- **Instructional Coaching** – Research findings indicate that this PD modality is effective in improving teacher capacity and in changing instructional practice.<sup>3</sup> Currently, LADD staff conduct individual instructional coaching with ELD teachers. Future plans include collaborating with District instructional coaches in providing EL coaching to core content teachers, using the ToT model and outside experts. LADD-based staff and Intervention Teachers will conduct instructional coaching for teachers of ELs. Intervention Teachers will receive training on instructional strategies for EL students and will support LADD staff with specific areas of expertise. Based on student performance data, instructional coaching will include strategies to address student needs. Assessment for this PD modality is ongoing, and the rate of development is regularly measured based on a stated set of goals.

## Required Trainings

Required trainings are delivered using a combination of ToT and non-ToT approaches. For both models, the District uses outside experts and the LADD staff to develop, organize, and conduct trainings. Four of these modules address SDAIE strategies<sup>4</sup>, one module provides an overview of the Master Plan, and another provides an overview of the ELD Standards and ELA/ELD Frameworks. Table 6.1 identifies participants required to attend these training sessions. Since the goal is to build teacher capacity in a timely

manner, these modules are offered at various times throughout the school year to accommodate teacher schedules. The expectation is that the intended participants complete all required modules within two years. See Appendix F for descriptions of the training topics.

Required training sessions are scheduled throughout the year and updated in the District's *Professional Development Calendar*. Sessions are conducted at the LADD

---

<sup>3</sup> See *Instructional Coaching* by Jim Knight (2007), page 7.

<sup>4</sup> SDAIE trainings offer the same strategies for elementary and secondary, but are adjusted to reflect appropriate activities for grade level spans.

office or at school sites, and are offered during the day, after school, and on Saturdays. LADD leadership and staff are responsible for monitoring attendance and communicating with site principals for the mandated sessions. Surveys and feedback are generated after each session to inform future revisions. The table below identifies the trainers, participants, modalities, schedule, location, and assessment for each required training.

**Table 6.1: Training topics include, but not limited to...<sup>5</sup>**

Training	Participants	Schedule	Assessment/ Monitoring	Trainers	Modalities	Location
EL Master Plan Overview	DELAC Site administrators, LDRTs, Counselors, District and Special Education administrators, and ELD and core content teachers	Initial overview training to be conducted in 2014-15 and future trainings as needed	Provide updates at the start of the school year.  LADD monitors the number of participants and provides additional sessions as needed.	LADD staff, leaders under the ToT model	Presentations, Workshops, Instructional Coaching	District and school sites
California ELD Standards and ELA/ELD Framework	Site administrators, LDRTs, District and Special Education administrators, and ELD and core content teachers	Offered at various times during the year to accommodate teacher schedules, sessions will be done during school, after school, or on Saturdays	LADD leadership and staff monitor attendance, communicate with site administrators, and conduct surveys and feedback.			
SDAIE: Lesson Preparation	Site administrators, LDRTs, District and Special Education administrators, and ELD and core content teachers					
SDAIE: Comprehensible Input						
SDAIE: Building Background						
SDAIE: Differentiation						

<sup>5</sup> Each training is scheduled to be two hours in duration, as specified in Appendix F.

## **Additional Training Sessions**

In addition to the required training sessions listed above, other research-based and best-practice strategies that promote language proficiency and academic language development are provided to teachers and administrators through the District's instructional coaches in collaboration with LADD staff. EL-specific topics are integrated in content area topics to demonstrate how ELD standards are addressed when teaching content, and how ELs can access content. Training schedules and locations are arranged by District coaches. See Appendix F for descriptions of additional training topics.

## **How to Register for PD Sessions**

For site-based PD sessions scheduled on regular PD days or District-wide PD Days, registration is not necessary. For LADD-based PD sessions, participants may register through email addressed to the LADD Program Assistant. All LADD-based sessions are open for registration at the start of the Fall semester and are closed a week before the scheduled presentation. A session should have a minimum of ten participants. Cancellation may happen if fewer than the minimum required register on the closing date. Registrants will be informed by LADD through email whether a session will proceed as scheduled or be canceled. PD presentations scheduled during monthly meetings do not need prior registrations.

## **MUTUAL ACCOUNTABILITY**

Table 6.2 shows the procedures and training materials described in this chapter, the person/s responsible in the implementation, progress monitoring, evaluation of the effectiveness of the process, the implementation timeline, and the importance of each process or document.

**Table 6.2: Staffing and Professional Development Accountability**

<b>Procedure</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Registration for PD sessions	The Principal is responsible for disseminating information regarding registration for EL and for monitoring the completion of training-related PDs; the LADD office is responsible for informing participants about times, locations, etc., about the sessions.	Registration opens in July preceding the new school year and closes a week before the scheduled session.	The PD catalog is designed to provide choices of PD sessions and for participants to independently schedule their professional development.
Delivery of PD sessions	LADD staff and EL experts deliver required trainings and PD sessions. The ToT model has been established to build capacity with EL trainings-administrators and teachers who participate in the ToT models. Other sessions are delivered in collaboration with District curriculum coaches, LDRTs, and support from EL Intervention teachers.	Following District PD calendar	Build capacity of participants for continuous development of the EL program
<b>Document</b>			
EL Professional Development Catalog (See Appendix F)	The Principal is responsible for disseminating information regarding the PD catalog; the LADD office is responsible for publishing the catalog.	The PD catalog will be available online via the LADD website and can be printed.	The PD catalogue provides choices and promotes autonomy in charting one's professional development plans.
Training modules and materials	LADD office had created training modules and materials with input from other ELD teachers, LDRTs, and other experts.  Review and revision to be done by the same team	Review and revision of modules and materials as needed	Collaborative development ensures that PD materials are current, research-based, and support CCSS.



## Chapter 7- Family and Community Engagement

## **CHAPTER 7**

# **FAMILY AND COMMUNITY ENGAGEMENT**

The District is committed to promoting family and community engagement to achieve academic success for all English Learners (ELs). The District believes that parents, family members, and the entire school community are all critical and essential partners in the education and academic achievement of each and every District student, including ELs. The academic, personal, social, and emotional learning of ELs is a shared interest and a priority for the District and its leadership.

The District has identified family and community engagement as one of its strategic priorities. Specifically, the District aims to 1) build strong communication and relationships between parents/guardians, community, and schools; 2) create various opportunities for parents/guardians and community involvement; and 3) promote proactive involvement in students' academic and personal growth. This chapter describes parental engagement and participation, in addition to various initiatives and means through which families and the school community can be more involved in the District's EL program.

The Principal or his/her designee administers, supervises, and evaluates the implementation of the plan described in this chapter. In addition, a specific plan to improve its partnership with parents must be written in each school's Single Plan for Student Achievement (SPSA), and communicated to the school's faculty, staff, and parents.

Language Assessment and Development Department (LADD) leadership and staff provide guidelines and support to ensure that the implementation of the plan accords with federal and state laws, and follows best practice strategies. To ensure efficiency and effectiveness, a mutual accountability guideline is included at the end of the chapter.

## **PLAN FOR FAMILY AND COMMUNITY ENGAGEMENT**

### **Family Engagement Defined**

The District defines family engagement as a partnership between the District and parents/guardians with a mutual commitment to:

- Build and maintain trusting relationships characterized by openness, integrity, respect, a welcoming and safe environment, and two-way communication;
- Promote *shared responsibility* for decision-making, student academic performance, and school improvement; and
- Collaborate as informed advocates for ALL children by modeling the values, culture, and priorities adopted in the District strategic plan.

### **School Community Defined**

The school community consists of the people integrally associated with a school – students, their families, teachers, administrators, school staff, and volunteers – bound together by their common interest in the students served by the school (Redding, 2000, 2006). Their association with the school is integral because, in the case of parents, the students are their own children; and in the case of the school personnel, the students are the immediate beneficiaries of their vocational calling and professional endeavor.

A sense of community does not emerge automatically within a school, but is intentionally built by making every member feel welcomed and honored, and by ensuring that all are connected to the purpose of the school, i.e., students' learning. A school community is premised upon the shared belief that:

- All parents have dreams for their children and want the best for them;
- All teachers are inspired by professional standards and personal conviction to see that their students succeed;
- Student success is bolstered when parents, teachers, and other members of the school community work in unison on their behalf; and
- School leaders are the prime movers in establishing and nurturing the processes and practices necessary to intentionally strengthen the school community.

## **BUILDING AND MAINTAINING TRUST**

Trust is the foundation of any partnership. Communication is critical to build and maintain a trusting relationship between the District and communities they serve. To ensure that a two-way communication exists, the District shall strive to make the dissemination of information timely and transparent, and in a language that is understood by families and members of the school community.

The District uses several modes of communication when reaching out and disseminating information to families and school communities. These include, but are not limited to the following:

- Written notices, letters, and announcements sent via the traditional mailing system;
- Information dissemination through parent advisory councils, such as English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), and through Language Development Resource Teachers (LDRTs) and school-based community assistants;
- Text messaging of EL-related activities and announcements through the District's Communication Department;
- Information that is accessible through the LADD website, emails, and telephones; and
- Information disseminated through specific school-based media of communication, e.g., weekly/monthly newsletters, phone announcements, etc.

### ***Transparency***

Data related to the performance ratings of ELs in the areas of English language and academic proficiency, and information about the District's EL Program are available to the public through the District website, and are presented in various public forums such as the School Board, DELAC, ELAC, School Site Council, and faculty meetings. Program evaluation data will be available to parents/legal guardians, in addition to the informational documents identified below:

- PUSD Master Plan for English Learner Programs,
- PUSD English Learner Program Options,
- District Local Control Accountability Plan,
- English Learner Program Academic Courses,
- Seal of Biliteracy brochure,
- Reclassification Criteria brochure, and
- International Academy brochure.

### ***Timely Communication***

By law, some notices and information are time-sensitive and require immediate response and action; thus they have to be disseminated to parents and the school community in a timely manner. In addition to regular school notices, parents of ELs will receive communications that pertain specifically to their children's progress in the acquisition of English, and to the current data on the performance of ELs. Parents are also provided with translation services from the District staff, when necessary, to understand their children's performance and related matters.

### ***Clarity: Use Language Understood by Parents/Legal Guardians***

The District strives to revise the complex texts of some state-prescribed notifications and documents into simpler texts to make them more accessible to the general public.



In addition – as mandated by law – these documents have to be translated into a language understood by the majority of parents and members of the school community. The law states that when 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, statements, or records sent by the school or District to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, Student Success Teams (SSTs), Individual Education Plans (IEPs), suspension or expulsion conferences or hearings, and all due process actions. When any parent or child of any language background is in need of critical information regarding the child’s education, due process, or safety, all possible resources shall be sought out and/or made available. The District will adhere to additional federal requirements to ensure the District communicates with all parents/guardians in a language they understand.

Oral communications with parents/legal guardians must be provided in the parents’ primary language. Oral interpretation by trained interpreters may be provided at school and District meetings through the Translation Unit of the District’s Communication Department. Individuals identified as interpreters and translators are properly trained on Educational Terms for English Learner Families and a review of the Master Plan for ELs, as well as ethics and professional protocols. School sites maintain current lists of staff identified as interpreters for Special Education-related purposes and of interpreters who received training on the District’s Master Plan for English Learners Program and EL program terminology.

School sites maintain a process for identifying parents who need translation and/or oral interpretation, and the language in which these services are needed. They also provide notice to parents of how to request interpretation or translation of information from the school site. Translation and interpretation services may also be requested from the Translation Unit office located in the District Central Office by the completion and submission of the Interpretation Request Form (See Appendix M). The Interpretation Request Form must be submitted 15 days prior to the event, while the Translation Request Form must be submitted 10 days in advance. More guidelines in the use of these forms can be found in the form itself.

### ***Translation and Interpretation Services***

The District’s Translation and Interpretation Services Unit (TISU) is currently located in the LADD office. TISU provides professional translation and interpretation services to parents and other community members, and for schools and offices. These services include oral interpretation, translation of written documents, an online library of frequently used translated document templates, and proofreading of documents translated by other department or school staff. For Spanish and a few other languages spoken in the District, services are provided by TISU upon request. For all other languages, interpretation services are available through the *Language Services Associates (LSA)*, a commercial phone/online service provider under annual contract with the District. The availability of these services will be announced regularly through flyers, during DELAC, ELAC and other District parent or community organization

meetings, and through traditional and electronic media communications (e.g., the Superintendent's weekly bulletin, school and department newsletters, and the Communication Department's phone and Twitter announcements).

While the PUSD Board of Education policy requires school sites to provide services for non-English speakers when at least 15 percent of the total student population speaks the same language, schools are encouraged to provide these services to all non-English speakers in order to promote family and community engagement. Important documents must be provided for all non-English speaking parents in a language they understand. Interpretation for non-English speaking parents should never be provided by minor students.

### **How to Request Services from TISU**

1. Fill out a request form online ([http://www.pusd.us/pages/PasadenaUSD/Departments/Parents\\_and\\_Community/Translations](http://www.pusd.us/pages/PasadenaUSD/Departments/Parents_and_Community/Translations)), or submit a hardcopy of the *Interpretation and Translation Request forms* available in school sites and at LADD. (See form in Appendix M)
2. For online translation requests, attach the electronic file of the document and then email it to [translations@pusd.us](mailto:translations@pusd.us). For hardcopies, attach the document and then fax it to (626) 683-0728, or mail it to:  
Translations and Interpretation Services  
PUSD Ed Center Rm 209  
351 S. Hudson Ave., Pasadena, CA 91109

Translations will be returned within 10 days after approval of the request.

3. For interpretation requests, submit the form 15 days before the event.
4. For requests submitted by District staff and personnel, approval by a school administrator or department head is required. Requests from parents and other members of the community may be submitted directly to TISU.
5. TISU will accept or decline requests based on its internal guidelines which can be found in the TISU website.
6. Confirmation will be sent to requesting party within 48 hours of receipt.

### **How to Use the Phone and Online Services**

1. The LSA interpretation services may be used during situations that require immediate interpretation such as medical emergencies, or when interpretation for a specific language cannot be provided by TISU.
2. To reach LSA during an emergency, an access code is required which can only be obtained from the Principal's/department head's office. In the absence of the Principal, this code can be obtained from the LADD office-based translators.
3. To reach LSA when an interpretation request for a specific language cannot be provided by TISU, use any school or office phone to call LADD (626) 393-3600 Ext 88285 during office hours. LADD will place the call to LSA and then transfer the call to the requesting party.
4. Costs incurred for these calls will be sent directly to the schools or departments.

### ***A Welcoming and Safe Environment***

An environment wherein ELs feel supported and valued is something that the partnership of the District/school site and the families/school community can strive to create. To do so, every member of this partnership can and should play a positive role and function that, when taken together, contributes to the building of an environment most conducive to ELs and their academic learning.

An annual survey is conducted for the purpose of getting the parents' and the school community's impression about the school site's and the District's efforts to provide a safe and welcoming environment for ELs. The survey is conducted during the January meeting of ELAC and DELAC. Results of the survey are analyzed by the LADD leadership, the Parent liaison, and the DELAC officers. LADD leadership shares the survey results during LADD's end-of-year report to the Principal forum, while the DELAC President reports to the School Board the survey results as part of their annual EL Program Evaluation and Recommendation presentation in May. A copy of the annual survey is available in the LADD Office.

### **PROMOTING A SHARED RESPONSIBILITY**

The District recognizes that effective family and community engagement and involvement are critical components to the successful education of their children. As part of the District's efforts to systematically promote a shared responsibility with families and school community, the District supports the establishment of parent advisory committees at both the District and school-site levels. At each committee level, parents of ELs have opportunities to be involved in their children's education, collaborate with the District staff, evaluate instructional services, and provide recommendations.

#### ***Purpose of Parent Advisory Committees***

The District is committed to involving parents/guardians of ELs in all aspects of the educational experience and, once that relationship has been established, continuing to support their needs as their children progress through Pasadena schools. The goal of the District- and school-level advisory committees is to help empower parents to support and meet their children's educational needs. Both District- and school-level committees provide educational information and an open forum to all parents and members of the school community so that concerns and questions can be voiced and addressed. Brief overviews of both DELAC and ELAC are provided here.

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

Districts having 51 or more ELs are required by the California Department of Education to form a district level advisory committee. PUSD meets these criteria and has established a functioning DELAC (see Appendix N for DELAC Bylaws).

The DELAC is to meet regularly with LADD leadership to identify training topics needed to assist the committee members in carrying out their legal responsibilities. Training topics provided to the DELAC include the following:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs during periodic revision of the Master Plan;
- The design and development, content, purpose and results of a school-by-school, District-wide needs assessment;
- Goals, rationale, structure, and outcomes of the instructional programs for ELs in the District;
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs;
- Data included in the annual CALPAD's Language Census – EL, Initial Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) populations, reclassification, instructional program participation, staffing – and the implications for student achievement;
- Criteria and procedures for reclassification of ELs and monitoring RFEP students; and
- Notifications for parents or ELs (Enrollment, Notification of Test Results, Annual Notifications, Title III Annual Measurable Achievement Objectives [AMAOs])<sup>1</sup>

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs;
- Assessments for ELs: California English Language Development Test (CELDT), CAASPP/CMA, and the Standards-based Test in Spanish (STS);
- Monitoring of EL progress, including intervention for students not making adequate progress; and
- Budgets – appropriate expenditures and services addressing identified need.

As an advisory committee, one of the primary functions of DELAC is to advise the Principal and school personnel on at least the following:

- Development of a District master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement;
- Conducting a District-wide needs assessment on a school-by-school basis;
- Establishment of goals and objectives for programs and services for ELs;

---

<sup>1</sup> DELAC must make written recommendations to the Board of Education for each of these required topics.

- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
- Administration of the annual Language Census Report;
- Review and comment on the school district's reclassification procedures;
- Review and comment on the written notifications required to be sent to parents/guardians;
- The findings and recommendations of any evaluation of EL services;
- The results of compliance monitoring reviews (Federal Program Monitoring or FPM); and
- Program evaluation results.

LADD leadership along with the LADD-based parent liaison assists DELAC with its organizational requirements including the annual recommendations to the Board of Education, annual election, officer training, and planning of meetings as well as notification of meetings to committee members.

#### *ELAC (English Learner Advisory Committee)*

Each school having 21 or more ELs is required by the California Department of Education to form an English Learner Advisory Committee. The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of ELs;
- Parents of English Learners constitute at least the same percentage of committee membership as their children represent the student body; and,
- All parents/guardians of ELs have an opportunity to vote.

An election of ELAC members is held annually, and all parents of ELs are to be given the opportunity to participate in this election. EL parent officers serving two-year terms are selected from these elected members. Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

The important functions of the ELAC include:

- Advising the school site council on the school's program for ELs;
- Advising the Principal and staff on the school's program for ELs; and
- Assisting in the development of the school's needs assessment, Language Census Report, and efforts to make parents aware of the importance of regular school attendance.

School sites and LADD provide ELAC with training and materials, planned in consultation with committee members, to assist members in carrying out their legal responsibilities.

ELACs are monitored by the District through LADD. The following documentation is collected and reviewed by the District's Parent Liaison for this purpose:

- Calendar of meeting dates for the year,
- ELAC Officers contact information sheet,
- Monthly agendas, and
- Monthly minutes from meetings.

## **COLLABORATING WITH FAMILIES AND SCHOOL COMMUNITY**

The District, through LADD, will collaborate with the parent advisory committees to train parents to become effective advocates for their children. The goal is to build the capacity of the leadership of the parent advisory committees to contribute to their children's education and their school's continual improvement. LADD, in collaboration with the DELAC leadership and at least one representative from each of the school-based ELACs, will implement these action plans:

1. Translate the Glossary of Educational Terms for English Learner Families and School Community into other languages. The glossary will be made available to all schools.
2. Select or develop a training program to educate parents of ELs that effectively teaches them to support their children to become English proficient and on-track for college and career-readiness.
3. Recruit and train parents of ELs or school community members to deliver workshops, created for the purpose of facilitating ELAC meetings and enabling these instructors to teach other EL parents at established locations.
4. Select appropriate sites to conduct the training created for parents of ELs.
5. Create evaluation processes and tools, including surveys, attendance sign-in sheets, checklists, diagnostic evaluations, etc. to assess the effectiveness of the LADD-DELAC/ELAC collaboration.
6. Select the supports, involvement, and evaluation mechanisms needed to implement such curriculum.
7. Conduct educational activities, using multimodal strategies (visual, auditory, hands-on, etc.) and all available technology, to teach parents about the District's program for ELs, including EL identification, program models and options, progress expectations, and reclassification criteria and process.
8. Maintain all materials and tools used by the District to educate EL parents, following the most current adult pedagogy and SDAIE methodology principles.
9. Develop and launch an extensive and ambitious publicity campaign with the key objective of increasing EL attendance, community participation, reclassification count, and graduation rates.
10. Develop parent/teacher communication templates to assist parents with establishing a parent/teacher partnership to support ELs.
11. Optimize EL parent communication that is consistent and comprehensible, particularly in all matters related to the EL Master Plan such as:
  - Graduation, college and career-readiness;
  - Parent notification of initial and annual placement and reclassification;
  - Periodic and progress monitoring assessments;

- Criteria and procedures for reclassification of ELs and monitoring of RFEP students; and
  - Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Notifications, and Title III AMAOs)
12. Ensure that current information for parents of ELs is distributed and used uniformly throughout the District at all sites.
  13. Design and conduct parent orientation meetings for parents new to the U.S. or new to the District. The topics are to include the culture of the schools, parents' rights, roles, and expectations within the educational system and how to advocate for their children.
  14. Invite all community organizations, non-profits, and other entities with curricula specific to parents of ELs, to present such curricula to school-based ELACs at the beginning of the school year.
  15. Establish an orientation session for EL parents, to be conducted by the school principals or other District designee to ensure parents are aware of all the rights, responsibilities, and implications of the EL designation.

Additionally, the LADD-DELAC/ELAC collaboration will continue providing the following established training sessions for parents of ELs and members of school communities:

- ELAC Membership Rights and Responsibilities,
- ELAC/DELAC Officer Training,
- School Site Council Training,
- Creating Effective Parent/School Partnerships: Parents as Leaders,
- Parenting Awareness Month – Training on various topics provided throughout the month by partnering with various agencies on topics of interest,
- Transition Workshops for Kindergarten, Middle, and High School,
- College Fairs/Financial Aid workshops, and
- Parent Conferences - Parents are provided the opportunity to attend various annual conferences such as The California Association for Bilingual Education (CABE) and the Title I Conference. These conferences offer intensive training for parents to hone their parenting skills, to fully take part in the process of their children's education, and to be informed, active participants on District parent committees.

### **Strategies for implementing the collaborative action plan**

- Send letters and place phone calls to invite organizations to present the EL parent curriculum.
- Set the criteria to select a curriculum for parents.
- Identify convenient central locations to conduct the trainings.
- Design evaluation tools for parents and trainers, as well as diagnostic assessments to determine the effectiveness of the curriculum and instruction.
- Use all communication means to launch publicity and informational campaigns that include posters, flyers, etc. to inform and educate parents.

- Reserve space in school newsletters to provide updated information on the program for ELs.
- Use school marquees to announce all events related to ELs at the school.
- Ensure that ELAC agendas are posted in English and other languages meeting the 15% threshold 72 hours before the scheduled meeting and include the time and location of meeting. Agendas should also be posted generally in language parents/guardians understand to ensure compliance with federal guidelines.
- Utilize community resources to promote communication to EL parents, for example, at churches and community and neighborhood meetings, to provide information on the District's EL Master Plan.

## **MUTUAL ACCOUNTABILITY**

The District provides ongoing annual professional development for school administrators and staff and members of the parent advisory committees on topics related to family and school community engagement. Training modules are currently being developed following extensive research of best-practice strategies related to parent and community involvement, and a rigorous consultation process among key stakeholders. See Chapter 5 for a list of training modules related to this chapter.

### **Who is accountable?**

In order to ensure accountability for implementing effective family and community engagement for ELs, brief descriptions of the duties and responsibilities of the three implementing bodies, i.e., the school, LADD, and DELAC, are described below.

#### *The school administrator (principal)*

The responsibility for implementing, monitoring progress, and evaluating the plan described in this document rests on the Principal, LDRTS, LADD office staff, and ELD teachers. To ensure that a strong partnership with parents and the school community is established, strengthened, and deepened, the Principal must engage in parent- and school community-related activities, implement an effective school to home communication, and create and maintain a welcoming environment for parents/guardians. Activities should be directed to support and improve the academic performance of EL students.

#### *Language Development Resource Teacher (LDRT)*

The LDRT supports the administration by collaborating with the ELAC chairperson and is expected to assist with organizing the ELAC, to communicate with parents and school community information related to EL programs, and to conduct parent-teacher conferences. The LDRT must ensure that information is disseminated clearly and promptly.



### *School Community Assistant*

The School Community Assistant, as part of his/her responsibilities, is expected to assist the LDRT, teachers, school nurses, administrative staff, and other school personnel in liaisons with parents and assistance to students. Also, the School Community Assistant will assist with parent meetings and advisory councils.

### *The Language Assessment and Development Department (LADD)*

LADD is dedicated to expanding, strengthening, and deepening its partnership with the families and school communities of our English learners. Its primary function is to provide technical and strategic support to the school sites that administer, supervise and evaluate the implementation of activities, and to collaborate with DELAC and ELAC to ensure that they have the required resources to authentically engage and empower parents to support their children's academic and linguistic needs. Specifically, LADD's responsibilities include:

- Providing the parent advisory committees assistance and counsel related to all aspects of the EL programs.
- Reporting the current status and explaining trends and trajectories of the academic performance of ELs to families and school communities.
- Assisting in the formulation of District policy related to school, family, and community services that promote the interest of English learners.
- Serving as liaison between the schools, family, and school community.
- Coordinating and monitoring EL-related budget activities and communicating this information to families and school communities.
- Collecting data annually to evaluate their effectiveness on the following:
  - the training of volunteer parents and school community members as instructors that will deliver the Parent Education curriculum;
  - the number of parents and community members trained on the Parent Education curriculum;
  - percentage of parents of new students who attend the New Family Orientation meetings at each school; and
  - workshop/training evaluations of the Parent Education curriculum training sessions.

### *The LADD –Based Family and Community Engagement Coach*

As an LADD-based staff, the Parent Liaison does the following functions:

- Assists in planning and implementing a District-wide plan for EL-parent engagement;
- Helps schools cultivate the involvement of parents and the school community as partners in the education of their children;
- Assists schools in ensuring parents' rights and in helping parents carry out their responsibilities as partners;
- Responds to parents' concerns regarding their children's education and refers them to resources for additional support;

- Supports schools in ensuring effective school-to-home communication and a welcoming environment for parents; and
- plans and implements professional development activities for staff and/or parents.

*The parent advisory committees (DELAC and ELAC)*

The parent advisory committees' responsibilities include the following:

- Educating their members regarding information, processes, and expectations related to the District's academic programs for ELs;
- Collaborating with the school principal in ensuring a welcoming environment for parents;
- Raising and communicating EL-related concerns to the School Site Council;
- Evaluating the District's EL programs and presenting recommendations for improvement to the School Board; and
- Increasing family and school community involvement in the District's EL programs.

**Training for Accountability**

Trainings promoting family and community engagement are provided by LADD through the parent liaison and through other District-sponsored parent engagement committees.

**Figure 7.1: Family and Community Engagement Accountability Chart**

<b>Procedures</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeframe</b>	<b>Importance</b>
Requesting translation and interpretation Services from TISU	School-site main office and LADD	Translation Request Form submitted 15 days prior; Interpretation Request Form submitted 10 days prior to event; confirmation within 48 hours	Communicate with families and the school community in a language they can understand
Using Phone/Online Services (LSA)	Principal and LADD	As needed	Communicate with families and the school community in a language they can understand
Annual survey on "Welcoming environment" for ELs	Parent liaison	Annually in January	To improve service for parents and the school community
DELAC and ELAC monthly meetings	Parent liaison LDRTs	monthly	Discuss EL concerns; disseminate information
<b>Documents</b>			
<b>Name of Documents</b>	<b>Person/s Responsible</b>	<b>Timeframe</b>	<b>Importance</b>
Translation Request Form	TISU, LADD	Translation Request Form submitted 15 days prior to date needed	Communicate with families and the school community in a language they can understand
Interpretation Request Form	TISU, LADD	Interpretation Request Form submitted 10 days prior to event	Communicate with families and the school community in a language they can understand
Survey Form: "Welcoming Environment"	Parent liaison	Annually in January	To improve service for parents and the school community



## Chapter 8 – Program Implementation and Funding

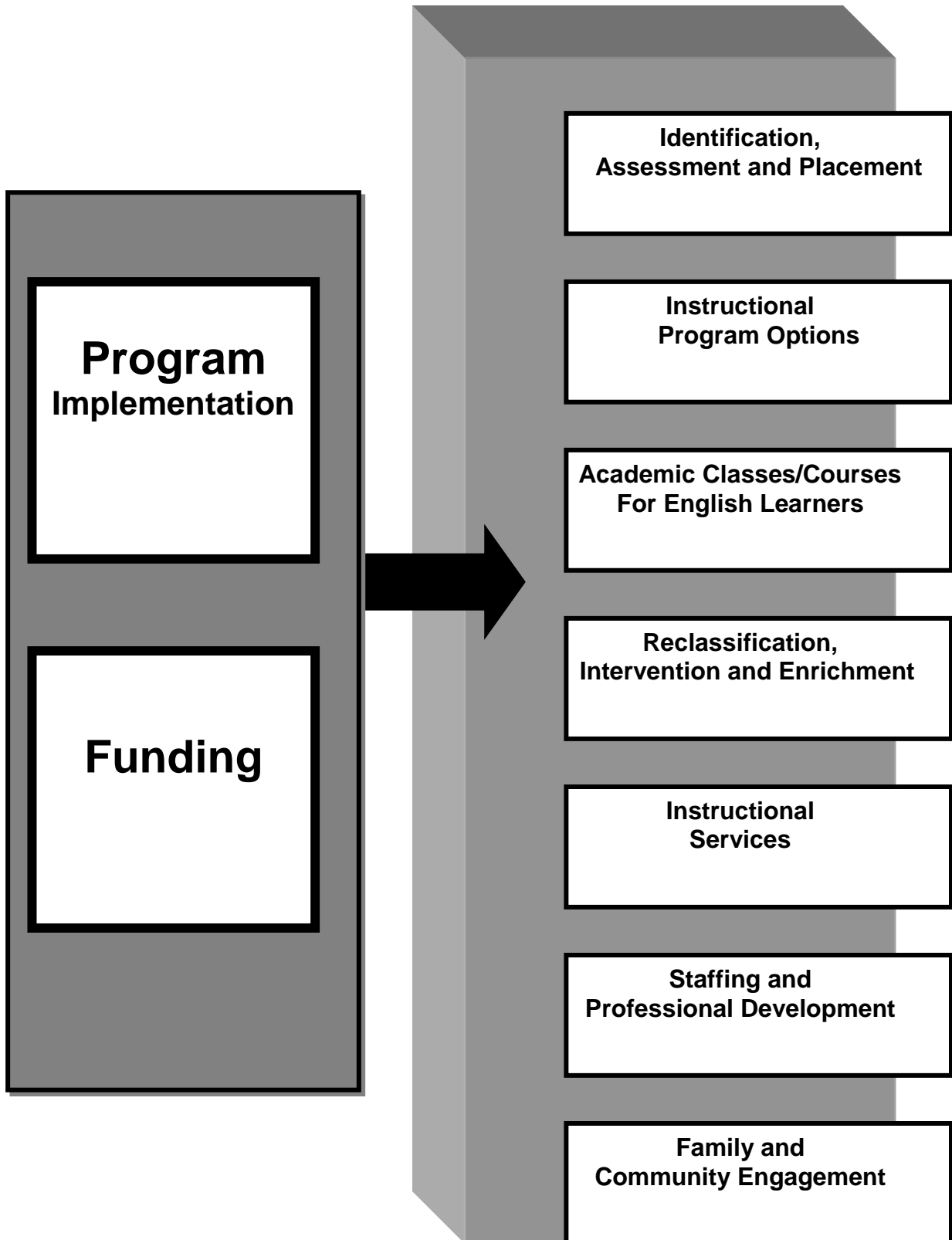
## **CHAPTER 8**

### **PROGRAM IMPLEMENTATION AND FUNDING**

Pasadena Unified School District (PUSD) is committed to 1) effective implementation of the processes, procedures, and activities described in Chapters 1-7 of the English Learner (EL) Master Plan; 2) ensuring that there are adequate basic general fund resources for ELs to provide each student with learning opportunities in an appropriate educational program; and 3) establishing high expectations for all ELs.

Included in this chapter are (1 the Implementation Plan that the District and school sites must accomplish in order to achieve the goals of EL Programs (Table 8.1 displays the plan of action, accountability, strategy, desired outcome, and annual updates for 2013-14 and 2014-15 for each chapter); (2 a section which presents the various funding sources and their restrictions in order to guide District and school administrators on using funds for ELs (Table 8.2, Table 8.3), and (3 a summary of the Program Implementation and Funding Accountability (Table 8.4).

**Figure 8.1: Overview of Program Implementation and Funding**



**IMPLEMENTATION PLAN**

To ensure the efficient and effective implementation of the processes, procedures, and activities described in Chapters 1-7 of the EL Master Plan, an implementation plan was created to guide those responsible for the execution, progress monitoring, and evaluation of the EL program. The personnel accountable for its implementation, the strategies to use, and measurable outcomes are identified in order to ensure implementation of the EL Master Plan. Note that all the elements included in this Implementation Plan have been discussed in detail in the preceding chapters.

With the development of the Local Control and Accountability Plan (LCAP) for 2014-15, the budget allocation for the implementation of the Master Plan is included in the LCAP document. Table 8.1 below indicates the implementation plan. An annual update for 2013-14 and plans for 2014-15 are included in the chart.

**Table 8.1: Implementation Plan for Each Chapter in the EL Master Plan and Annual Update**

CHAPTER 1: IDENTIFICATION, ASSESSMENT AND PLACEMENT					
Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Implement consistent identification and placement procedures across District.	LADD staff, LDRTs, and Principals	As referred to in Chapter 1	Accurate identification of the language status of students and placement	All elementary & secondary principals trained in identification, assessment, & placement procedures  All LDRTs trained in placement procedures  In elementary schools, a placement form for program options was developed and is currently being implemented.	Train LDRTs, principals, and LADD office staff responsible for identification, assessment, and placement of ELs.
Counseling for parents	LADD/LDRT conducts counseling about program options.	Currently being done at the LADD office or school sites	Parents making an informed decision on choice of instructional program and parental exception waiver	Parents new to the District are now referred to the LADD office to receive counseling about placement.  90% of Initial CELDT tests were conducted at LADD office. Trained testers now include classified staff.	Train more personnel to provide counseling to parents.

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

<p>Create user-friendly brochures or presentations explaining each of the instructional program options.</p>	<p>LADD to create</p>	<p>Collaborate with other departments to create information campaigns.</p>	<p>Parents making an informed decision on choice of instructional program and parental exception waiver; user-friendly materials to assist parents in decision-making</p>	<p>Brochures on program options updated; currently available at LADD</p>	<p>LADD to collaborate with KLRNS on a script. Production will start when the KLRNS schedule becomes available. Brochure on program options (translated to languages spoken in the District) will be available at school sites.</p>
<p>Print and mail notification letters on CELDT results to parents in a timely manner.</p>	<p>LADD staff</p>	<p>Currently implemented</p>	<p>Mandated notification letters are sent to parents in timely manner.</p>	<p>100% achieved in sending Parent Notification Letters; letters sent within the timeframe</p>	<p>Revise notification letter to include updates in the Master Plan.</p>
<p>Maintain current efficiency of initial CELDT – administration and training of testers, and improve efficiency in annual CELDT testing at school sites.</p>	<p>LADD staff  LDRTs</p>	<p>Contact parents by phone, set test schedule, monitor efficiency of testing.</p>	<p>Increased number of initial CELDT tests administered at the LADD office.  School sites to increase the number of annual CELDT tests administered at school sites</p>	<p>Conduct CELDT Testers' training in summer for summer and at the start of the Fall semester.</p>	<p>Train more CELDT testers at school sites.</p>

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 2 : INSTRUCTIONAL PROGRAMS OPTIONS

Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Clarify the distinction between each program option to personnel who implement program.	LADD staff	Produce user-friendly materials.	Students are placed in appropriate program options.	<p>Trainings and information sessions were conducted for school administrators, LDRTs, and parents.</p> <p>The 2013 EL Master Plan (which describes program options) is now available on the LADD website. The revised version will be uploaded when approved.</p>	Provide clarification on instructional program options to other staff responsible for registration and identification of ELs.
Regular monitoring of progress based on minimum expectation described in this chapter	LADD, Principals, and LDRTs	Principals in collaboration with LADD TOSAs and LRDTs monitor progress of students using data.	Students are placed in appropriate program options, and their progress is monitored regularly.	<p>Monthly progress monitoring was conducted by LADD and LDRTs.</p> <p>Progress monitoring was conducted by LDRTs and LADD staff at least at each trimester at elementary.</p> <p>Monitoring of site-based programs was conducted through regular meetings with LADD and Principals. Meetings were aimed to build capacity for effective program implementation.</p>	Continue to implement progress monitoring procedure established in previous year.



PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 3: ACADEMIC CLASSES/COURSES FOR ENGLISH LEARNERS.

Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Clarify distinction among academic classes/courses for personnel implementing the EL program.	LADD, Principal, and LDRTs	Produce materials.	Students are placed in appropriate academic course.	Principals and LDRTs received training on the appropriate Indicators to be utilized when placing students in ELD block.  A poster showing different academic courses was created & used during trainings at secondary level	At the secondary level, create a flexible master schedule so ELs can move through levels of ELD courses based on progress
Consistent implementation of EL program and plan for academic courses across District	LADD to produce guidelines for implementation	LADD to train principals and LDRTs re: accurate placement of ELs in appropriate academic courses	Increase in performance in AMAO targets, reclassification rate, and graduation rate of ELs.	100% implementation at secondary sites where double-blocked ELD sections included the new courses for LTELs  LTELs in CELDT levels 1-3 were placed in <i>Read 180</i> and levels 4 and 5 in <i>English 3D</i> program; newcomers were placed in Newcomer ELD courses; ELs within 5 years of EL program were placed in <i>Read 180</i> and <i>English 3D</i> programs.	Continue to improve Instructed ELD courses/classes for students within 5-year EL program (who are not newcomers) at selected schools.  Convene an EL-ILP for students within 5 years that are placed in LTEL courses.
Implement instructed ELD with fidelity and integrate ELD in core content classes/courses.  Implement integrated ELD in core content classes/courses to support teaching of instructed ELD TK-5.	Principals, Executive Director of Secondary, LADD TOSAs, and LDRT to oversee implementation  LADD leadership to make recommendations to principals & LDRT, Elementary & Secondary Exe. Directors regarding program implementation	Consult site administrators, LDRTs, and ELD teachers.  Observe instructed ELD and core content instruction during walkthroughs conducted every quarter.	ELs are placed in appropriate ELD & academic courses/classes  ELs receive required ELD instruction & differentiated access to core.  Teachers are recommended for SDAIE training or additional support time with TOSAs.  ELD materials purchased are aligned to common core standards.	Elementary schools scheduled a consistent time for instructed ELD.  LADD leadership established job-embedded training.  The Differentiation Toolkit for Grades K-8 was added to the ELA Common Core curriculum.  LTEL courses started implementing <i>Read 180</i> (for Levels 1-3) and <i>English 3D</i> (for levels 4-5); Systems 44 was purchased for students in Newcomer Program.  Contracted with LACOE to train lead elementary teachers and LDRTs on new ELD standards and providing instruction through Project Based Learning (PBL). New ELD standards are now available on the District website.	Development of Differentiation Toolkit for Grades 9-12 in ELA, Math, and Science  Train teachers on 2012 ELD standards and in using language objectives for core content instructions.

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 4: RECLASSIFICATION- PROGRESS MONITORING, INTERVENTION AND ENRICHMENT					
Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Monitor and increase timely reclassification of ELs.	LADD staff, Principal, LDRT, and ELD teacher	LADD generates roster to analyze data with LDRT.	Reclassification increase from 2012-13 baseline count: Early identification of students at risk of becoming LTELs and shorten time to reclassify following minimum progress expectations	<p>Reclassification requirement #2 (Basic Skills in ELA) was adjusted after consulting with stakeholders.</p> <p>At the secondary level, students are reclassified as soon as new data are available to facilitate placement in regular curriculum.</p> <p>A committee composed of District and school administrators, counselors, and teachers was formed to study and create guidelines and training materials. The guidelines are to prevent the over identification of ELs into Special Education.</p>	Increase reclassification count based on previous year's data relative to school sites.
Conduct monitoring to identify ELs incurring academic deficits in language and core content areas.	Site administrators, LADD office staff, ELD teacher, LDRT, classroom teacher, and Intervention teachers	<p>Ensure that appropriate interventions are provided to accelerate the students' progress</p> <p>ELs are monitored at the end of each trimester to verify adequate progress towards fluent English proficiency.</p>	Monitor all ELs not making adequate progress for two consecutive years and provide targeted intervention.	Piloted two Intervention teachers at PHS to monitor student progress and target students needing intervention in CELDT, CAHSEE, and end-of-term assessments	Pilot four Intervention teachers to monitor elementary and secondary students' progress and target students needing intervention in foundational literacy, CELDT, CAHSEE, and end-of-term assessments
Build an intervention program in school sites according to student needs	LADD TOSAs, Principals, LDRTs, ELD teachers, Intervention teachers, and certificated tutors	Progress in grades TK-12 is measured according to Minimum Progress expectations Study school sites to provide appropriate activities.	Intervention activities are established and fully implemented at school sites.	<p>Conducted EL-ILP for 5<sup>th</sup> grade students at risk of becoming LTELs.</p> <p>Intervention activities were implemented in some secondary and elementary sites.</p>	<p>Conduct EL-ILP for 4<sup>th</sup> and 5<sup>th</sup> grade students at risk of becoming LTELs.</p> <p>Four intervention teachers were hired at the beginning of this school year.</p> <p>Intervention activities to be conducted at 5 elementary sites and at all secondary sites.</p>

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

ELs will be provided with applicable testing variations during state testing.	School site test coordinators, LADD staff, LDRTs, principals, classroom teacher, Assessment and Accountability Department	LADD office will provide a list of ELs and ELs receiving Special Education services; the LDRT/CRT indicates testing variations on the report. A copy of the completed report is sent to the LADD office for review before testing.	All ELs will be provided with applicable testing variations during state testing.	Annual CAHSEE letter with variation sent home to all EL parents  Assessment and Accountability Department will continue to train school site test coordinators on testing variations.	Revised Annual CAHSEE letter with variation sent home to all EL parents  Assessment and Accountability Department will continue to train school site test coordinators on testing variations.  LADD office will communicate the importance of testing variations at LDRT meeting and principal meeting.
---	---	--	---	---	---

**CHAPTER 5: INSTRUCTIONAL SERVICES IN SPECIALIZED PROGRAMS**

Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Provide written guidelines on placement procedures for ELs receiving special education services.	SPED and GATE leadership in collaboration with LADD leadership	Provide orientation to accountable individuals re: instructional services available through LADD; accountable individuals to create a plan of action for the implementation of services.	Clear guidelines on how English support is provided for ELs receiving Special Education services.	Master Plan provided descriptions and charts to guide users regarding identification and placement procedures.  LADD submitted to Special Education department a written guideline for inclusion in that department's master plan.	LADD to continue collaborating with SPED to strengthen language support services for ELs with IEPs.  Two SDAIE modules are offered specifically to Special Education teachers.
Ensure that all ELs with disabilities receive ELD instruction.	SPED in collaboration with LADD leadership	Continue to provide training to SPED teachers on strategies of implementing ELD instructions.	All ELs receiving Special Education services will be provided ELD instructions in the appropriate classroom setting.	SDAIE trainings were available to all teachers including Special Education teachers.	

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 6: STAFFING AND PROFESSIONAL DEVELOPMENT					
Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
<p>Monitor certification requirements of teacher teaching ELs.</p> <p>Identify required PD topics for all teachers providing instruction and support to ELs.</p>	<p>Human Resources</p> <p>LADD leadership and staff, Principals, LDRTs, and teachers</p>	<p>Identify certification needs at start of school year.</p> <p>Collaborate with District Curriculum coaches to develop and conduct PD activities.</p>	<p>All teachers certified</p> <p>SDAIE, California ELD standards, ELA/ELD framework trainings are included in District annual PD schedule.</p>	<p>Required SDAIE topics were identified and modules developed.</p> <p>The new California ELD Standards was presented to LDRTs.</p>	<p>LADD training schedule included in District Annual PD Calendar.</p> <p>To further develop a training presentation on CCSS ELA/ELD Framework</p> <p>Teachers and administrators receive required training on topics listed in Master Plan.</p>

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 7: FAMILY AND COMMUNITY ENGAGEMENT.					
Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
Build trust, collaborate, and promote shared responsibilities with families.	LADD, Principal, and Parent Liaison	<p>Organize a cadre of volunteer instructors among DELAC and ELAC officers to help in developing materials and to conduct trainings; parents' participation in CABE.</p> <p>Parent Liaison to steer ELAC members to participate more in school site council meetings to share EL concerns and promote the interests of ELs</p> <p>Parent Liaison and ELAC officers' conduct needs analyses then present these and their recommendations to school site council.</p>	<p>Parent and community members are more engaged in the EL program.</p> <p>LEP parents are able to access information concerning their children's education.</p>	<p>Increased efficiency in responding to parent concerns by providing time for parents to communicate specific needs during DELAC and ELAC meetings.</p> <p>Other means of knowing parent needs were obtained through surveys and meetings at convenient locations.</p> <p>Needs responded include transportation, EL program, academic, behavioral, and special education concerns.</p> <p>The DELAC Annual Recommendations to the Board of Education continued to provide an avenue for parents to communicate their concerns and to advocate for a better education for ELs.</p>	Continue parent engagement activities from previous years.
Provide interpretation and translation to parents.	Site administrators, LADD, TISU, Special Education Department, and Communications and Parent Engagement Department	Pursuant to District interpretation and translation procedures		<p>A newsletter in English and Spanish was published.</p> <p>Update parents on EL instructional services, and DELAC/ELAC activities through a bilingual bimonthly newsletter.</p>	

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

CHAPTER 8: IMPLEMENTATION PLAN AND FUNDING					
Plan of Action	Accountability	Strategy	Desired Outcome	Annual Update 2013-14	Plans for 2014-15
<p>Implementation of the plans described in this Master Plan</p> <p>Progress monitoring and assessment of Master Plan implementation</p>	<p>LADD, Principals, and LDRTs</p> <p>LADD, Principal, and District Admin</p>	<p>Conduct orientation sessions during regular principal and LDRT meetings</p> <p>LADD in consultation with District admin to create tool, Principal to use tool for "self-assessment" and District admin to use tool to evaluate efficiency and effectiveness of EL program implementation in sites</p>	<p>Increased awareness of EL programming; improved communication re: EL programs to students and parents; consistent implementation of EL programs across District</p> <p>Assessment Tool used effectively for program implementation</p>	<p>LADD started using this implementation plan as a tool to monitor progress in program implementation</p>	<p>Regular progress implementation of student performance trends will be done with principals.</p> <p>In the event that a specific school is not implementing a policy or procedure as described in the Master Plan, the LADD leadership will clarify, support, and collaborate with the site to develop an action plan that includes a timeline to ensure fidelity in implementation. The Plan will be approved by the Secondary or Elementary Executive Directors, who will ensure that it is implemented.</p>
<p>Budget allocation for EL programs in District and every school site</p>	<p>Principal LADD</p>	<p>LADD to do the same for District EL programming needs assessment, needs prioritization, then create annual budget plan</p>	<p>Budget Plan created before start of school year 2013-14.</p>	<p>This Master Plan implementation plan was used as basis for allocating budget for LADD in LCAP 2014-15</p>	<p>LADD to provide input</p>
<p>Inclusion of EL program plan in Single Plan for Student Achievement (SPSA)</p>	<p>Principal</p>	<p>EL programming plans included in SPSA and communicated to parents and school community.</p>	<p>EL programming plans included in the annual SPSA must be assessed by the District Admin and LADD.</p>	<p>All schools are required to have a performance target for EL reclassification and must include performance targets that focus on closing the achievement gap</p>	<p>LADD to provide input</p>

## FUNDING

The District ensures that there are adequate basic general fund resources for ELs to provide each student with learning opportunities in an appropriate program. The provision of such general fund resources is not contingent on the receipt of state or federal categorical funds. With the change in the LCFF funding, there has been a major shift in how EL programs will be funded. The details are captured in the LCAP document. The District will continue to ensure that program needs are funded appropriately in order to meet the needs of all ELs. The District is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and District policies. Categorical funds are used to supplement the base educational program and not to supplant the general fund money obligations. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office. Table 8.2 identifies the funding sources and services that are supported for major categorical programs. Table 8.3 provides examples of appropriate use of funding sources.

The California Department of Education (CDE) administers funding for categorical programs through the Consolidated Application (Con APP) process each year. These supplemental funds have clear expenditure rules and regulations. Some of these funds are exclusively assigned to the education of ELs.

The following process is used to develop plans for program operations and improvement, and consequent allocation of funds.

1. The School Board approves the PUSD Strategic Plan. This plan explains District goals for all students and describes the District's Strategic Priorities.
2. The District and schools analyze student performance data to prioritize and communicate needs.
3. The Director of Student Support Programs allocates funds based on the Consolidated Application, meets with the LADD administrator and school principals to ensure compliance, presents school and District plans to the Board for approval, and monitors expenditures throughout the year.
4. The principals coordinate development of the SPSA and prioritization of needs based on data and meet with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Advisory Committees offer ELAC and DELAC the opportunity to give input on site and District level plans.
6. The LADD office staff, the Executive Directors for Instruction (Secondary and Elementary), and the Director of Student Support Programs will monitor the appropriate use of funds.

**Table 8.2: Descriptions of Funding Sources**

	FUNDING SOURCE		
	Federal Title I, Part A*	Federal Title III	State LCFF
<b>Funding Description</b>	<p>This program provides funds to improve the academic achievement of disadvantaged students. The purpose of this program is to ensure that all students have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency in the Common Core Standards and ELD Standards. The District's elementary and middle schools are served as Title I Schoolwide Program schools. A Schoolwide program permits a school to serve all children in the school and improve the entire educational program of the school as long as they engage in reform strategies that increase the amount and quality of learning as detailed in the SPSA. ELs who attend one of the District's Schoolwide Program schools receive all Title I services to which they are entitled in addition to other supplemental services they receive.</p>	<p>This program provides supplemental funding to implement programs designed to help ELs and immigrant students attain English proficiency and meet the same challenging state academic standards as other students. Title III funds may be held centrally or may be allocated to schools based on the number of ELs at the site and District wide, the percentage of increase in the number of immigrants, proficiency, and the percentage becoming fully proficient. This progress will be measured by the annual California English Language Development Test (CELDT).</p>	<p>Local Control Funding Formula (LCFF) requires the District to increase and improve services for unduplicated pupils, which includes ELs. School districts are required to get input from their local communities by developing the Local Control and Accountability Plan (LCAP). The LCAP requires the budget to be connected to the improvement goals. ELs are targeted subgroups of LCFF.</p>
<b>Students</b>	<p>Students who perform below proficiency in Elementary quarterly; students who fail more than 2 classes in secondary schools and those who have not passed the CAHSEE, including ELs and Special Education students</p>	<p>ELs, K-12</p>	<p>ELs, K-12</p>



**Table 8.3: Examples of Appropriate Use of Funding Source**

Strategic Priority	FUNDING SOURCE		
	Title I, Part A*	Title III, LEP	LCAP- supplemental and Concentration grants
<b>Powerful Instruction</b>	<p><b>Support for English Language Arts, English Language Development, and Math</b></p> <ul style="list-style-type: none"> <li>Supplemental instructional materials that support standards and core program</li> <li>Specialized and targeted interventions</li> <li>Extended day/week/year for targeted students</li> <li>Supplemental instructional materials and equipment</li> <li>Primary language instruction/ support</li> <li>Primary language materials</li> <li>Academic interventions</li> </ul> <p><b>Support Personnel</b></p> <ul style="list-style-type: none"> <li>Literacy/Math/ELD coaches</li> <li>Intervention teachers</li> <li>Instructional Aide/ Para-educator</li> </ul>	<p><b>Support for English Language Arts, English Language Development and Math</b></p> <ul style="list-style-type: none"> <li>Provision of “high quality language instruction educational programs”</li> <li>Provision of high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel</li> <li>Upgrading program objectives and effective instructional strategies</li> <li>Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures</li> </ul> <p><b>Support Personnel</b></p> <ul style="list-style-type: none"> <li>Literacy/Math/ELD coaches</li> <li>Intervention teachers</li> <li>Instructional Aide/Para-educator</li> <li>Multilingual parent advisor</li> <li>Multilingual community liaison</li> <li>EL Specialists</li> </ul> <p><b>Support for Other Core Subject Areas:</b></p> <ul style="list-style-type: none"> <li>Supplemental materials in English and the primary language</li> <li>Primary language support</li> </ul>	<p><b>Support for English Language Arts, English Language Development and Math</b></p> <ul style="list-style-type: none"> <li>Specialized and targeted interventions</li> <li>Extended day/week/year for targeted students</li> <li>Supplemental instructional materials and equipment</li> <li>Primary language support</li> <li>Primary language materials</li> <li>Targeted intervention to accelerate EL students’ reclassification</li> <li>Support for reclassification process</li> <li>Support for language assessments</li> <li>Support for monitoring academic progress of all ELs</li> </ul> <p><b>Support Personnel</b></p> <ul style="list-style-type: none"> <li>Literacy/Math/ELD coaches</li> <li>Intervention teachers</li> <li>Instructional Aide/Para-educator</li> <li>Multilingual community liaison</li> <li>EL Specialists</li> </ul> <p><b>Support for Other Core Subject Areas:</b></p> <ul style="list-style-type: none"> <li>Supplemental materials in English and the primary language</li> <li>Field trips</li> <li>Primary language support</li> </ul>
<b>Outstanding Staff</b>	<ul style="list-style-type: none"> <li>Academic Conferencing</li> <li>Training</li> <li>Consultants</li> <li>Teacher stipends</li> <li>Teacher Substitutes</li> <li>Conferences/ Workshops that support school plan goals</li> </ul>	<ul style="list-style-type: none"> <li>Consultants</li> <li>Teacher stipends for EL Professional development</li> <li>Teacher substitutes for EL trainings/professional development</li> <li>Training Materials/ resources</li> </ul>	<ul style="list-style-type: none"> <li>Trainings</li> <li>Consultants</li> <li>Principal coaching</li> <li>Teacher stipends</li> <li>Teacher substitutes</li> <li>Training materials/ resources</li> <li>Conferences/ Workshops that support EL school plan goals</li> </ul>
<b>Quality Learning Environment</b>	<ul style="list-style-type: none"> <li>Attendance Clerks</li> <li>School Nurse/Aide</li> </ul>		<ul style="list-style-type: none"> <li>Attendance incentives &amp; Home Visits</li> <li>Bilingual Attendance clerk</li> </ul>

<b>Parent Engagement</b>	<ul style="list-style-type: none"> <li>• Set-aside 1% of Title I allocation for parent involvement activities</li> <li>• Food for parent meetings &amp; trainings</li> <li>• School Site Council expenditures</li> <li>• Parent trainings/education opportunities</li> <li>• Parent workshops</li> <li>• Speakers for parent workshops</li> <li>• Reprographics</li> <li>• Parent support materials</li> </ul> <p><b>Support Personnel:</b></p> <ul style="list-style-type: none"> <li>• Community liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• Parent trainings/education opportunities</li> <li>• Parent workshops</li> <li>• Speakers for parent workshops</li> <li>• Parent support materials</li> <li>• Translation</li> <li>• Support personnel</li> <li>• Bilingual Community Liaison</li> <li>• Home visits</li> <li>• Parent orientations</li> <li>• Mail services for parent notices</li> </ul>	<ul style="list-style-type: none"> <li>• Food for parent meetings &amp; trainings</li> <li>• ELAC</li> <li>• Parent trainings/education opportunities</li> <li>• Parent workshops</li> <li>• Speakers for parent workshops</li> <li>• Parent support materials</li> <li>• Translation</li> <li>• Mail services for parent notices</li> </ul> <p><b>Support Personnel:</b></p> <ul style="list-style-type: none"> <li>• Bilingual Community Liaison</li> <li>• Parent orientations</li> <li>• Kinder Academy &amp; Pre-K articulation</li> <li>• Additional personnel</li> </ul>
--------------------------	--	--	---

## MUTUAL ACCOUNTABILITY

The District provides ongoing annual professional development for District and school-based administrators and staff related to program implementation and funding as described in this chapter. Training modules were created following extensive research of best-practice strategies and a rigorous consultation process among key stakeholders. Professional development activities are designed and conducted annually.

### Who is Accountable?

District and site administrators, LDRTs, and LADD staff will meet annually to review program implementation and funding.

### Training for Accountability

Following is a chart showing all the processes and documents mentioned in this chapter, the person/s responsible in the implementation and progress monitoring of the effectiveness of the process, the implementation timeline, and the importance of each process or document.

**Table 8.4: Program Implementation and Funding**

<b>Procedures</b>			
<b>Name of Procedure</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Planning for Program Implementation	Principal and LDRT LADD staff will provide support	Before the start of school year or during the first 2 weeks of the school year	It is crucial to have a written plan for the entire year.
Budget Planning (expense plan)	Principal, LADD staff, LDRT, and Student Support Programs Office	Before the start of the school year	Planning ahead will help to prioritize expenses for instructional programming.
Data Chats	Principal, LADD staff, and LDRT	Ongoing	Planning ahead will help to prioritize strategies and support programs for instructional programming.
<b>Documents</b>			
<b>Name of Document</b>	<b>Person/s Responsible</b>	<b>Timeline</b>	<b>Importance</b>
Implementation Plan	Principal, LADD staff, LDRT, and Teachers	Use as reference during creation of EL implementation plan	This document contains all the processes, procedures and activities related to EL programming.

# Chapter 9 – English Learner Program Evaluation Plan

## CHAPTER 9: ENGLISH LEARNER PROGRAM EVALUATION PLAN

This chapter describes in detail the plan used by the Pasadena Unified School District (PUSD or District) to evaluate its English Learner (EL) program. Chapter 9 describes the District's EL program goals, evaluation questions, objectives, and measures. It also describes how evaluation data will be used at different levels to improve and strengthen programs and practices.

Included in this chapter are (A) an overview of the goals and purposes of the evaluation; (B) a table with goals, questions, objectives, and indicators to be used; (C) tasks and timeline for 2014-2015; (D) a description of the various methods that will be used for evaluation; (E) planned data analyses; (F) a description of accountability responsibilities of various PUSD groups and stakeholders; and (G) monitoring of implementation of the EL Master Plan and evaluation of the EL instructional program after 2014-15.

### **A. Overall Goals and Purposes of the Evaluation**

PUSD is committed to meeting the needs of all ELs served in the District. Its primary goal is to implement the Master Plan for EL Programs in a comprehensive and consistent manner throughout the District in accord with governing federal and state laws. PUSD is committed to ELs having access to the same high levels of rigor and 21<sup>st</sup> Century learning as other students in the District. A secondary goal of District's EL program is to increase the number of students who are reclassified into Reclassification Fluent English Proficient (RFEP) status by meeting targeted academic language proficiency levels and grade-level standards in core subjects.

The major purpose of this evaluation plan is to assess the impact of the District's EL program on ELs' progress and achievements in the areas of reclassification, graduation rates, California English Language Development Test (CELDT) progress, grades, placement in academic courses, California High School Exit Examination (CAHSEE) pass rates, and other academic outcomes. The evaluation will ascertain whether the Master Plan, as designed and implemented, assists students to overcome the language barriers they face as ELs and places them on a pathway to academic and career success.

The second purpose of the evaluation is to focus explicitly on the District's implementation of the EL program in the areas of training for staff and parents; EL identification, assessment, and placement; instructional program options including provision of academic courses; progress monitoring, intervention, and reclassification; and instructional services. To evaluate the impact of the EL program at PUSD, evaluators will ascertain if the program is being implemented with both fidelity and accountability. Evaluators will observe academic courses and review reclassification and intervention procedures, instructional program options, instructional delivery, professional development activities, and family materials and services. These actions will be undertaken to evaluate the degree to which these observed activities conform to the program specified in the EL Master Plan.

With these two interrelated purposes in mind, the evaluation plan takes a multi-pronged approach and serves multiple goals and objectives. The LADD Director will head the evaluation team—comprised of members of LADD staff and external and/or internal evaluators—who will provide an ongoing formative evaluation focusing on factors related to implementation as well as strengths and weaknesses. After data collection each year, the evaluation team will prepare a summative evaluation report to determine if objectives have been met and, if necessary, what program modifications are recommended for the following year. The Superintendent and the PUSD Board of Education will review the findings of the annual EL Master Plan evaluation report and address matters of policy related to key issues and recommendations for improvement identified by the yearly monitoring and evaluation. The sections below describe in more detail the ongoing evaluation process.

**B. Goals, Evaluation Questions, Objectives and Indicators to be used:**

Table 9.1 below highlights the two evaluation goals, the evaluation questions and related objectives, and the indicators to measure progress.

<b>GOAL 1:</b>	
Increase the number of ELs who make progress in English language proficiency as measured by District and state assessments and who are reclassified, per expected timeframes.	
<b>Evaluation Question 1:</b> What impact does the PUSD English Learner Program (as described in the Master Plan) and its instructional programs have on English learners' progress and achievements?	
<b>Objectives</b>	<b>Indicators to be used and sources. Data will be analyzed for the District as a whole and, when indicated, by school, grade level, and years in program (LTEL and less than 5 years).</b>
<p><u>Objective 1.</u> The number of ELs who meet reclassification criteria after 5 years or more in the program will increase by 5% percent per year.</p> <p><u>Objective 2.</u> The number of all district-wide ELs reclassified will increase at least 15% a year.</p> <p><u>Objective 3.</u> ELs will increase their English proficiency by one CELDT level each year.</p> <p><u>Objective 4.</u> ELs' academic performance as measured by GPA will be comparable to their non-EL peers.</p> <p><u>Objective 5.</u> ELs' graduation rates will be comparable to graduation rates of non-EL peers.</p> <p><u>Objective 6.</u> ELs' CAHSEE pass rates will be comparable to the pass rates of non-EL peers.</p> <p><u>Objective 7:</u> ELs will make progress on District benchmark tests (move up 1 proficiency level each year).</p> <p><u>Objective 8.</u> The number and percent of ELs and former ELs (previous two years) completing A-G course pattern will improve each year by 5 percentage points.</p> <p><u>Objective 9.</u> The number and percent of ELs identified as LTELs will decrease each year by 5 percentage points.</p> <p><u>Objective 10.</u> ELs will make progress on the CAASPP test (one proficiency level per year).</p>	<ul style="list-style-type: none"> <li>• Reclassification rates by time in program (LADD)</li> <li>• District-wide measure of all ELs reclassified each year (LADD)</li> <li>• Annual Progress through CELDT levels by proficiency and time in program (ELs in district less than 5 years or 5 years or more) (PUSD)</li> <li>• GPAs: % at 2.0 or higher; % at 3.0 or higher, compared to their non-EL peers (PUSD)</li> <li>• Graduation rates as identified annually (PUSD)</li> <li>• CAHSEE pass rates (first time and cumulative) (PUSD)</li> <li>• Annual progress made on District benchmark tests in English and math (PUSD)</li> <li>• The number and % of ELs and former ELs who complete the A-G course pattern (PUSD)</li> <li>• Number and % of ELs identified as LTELs (PUSD)</li> <li>• Performance on California Assessment of Student Performance and Progress (CAASPP) by subject, grade level, and time in program (from state or PUSD); data not available at school level until 2016</li> </ul>

<b>GOAL 2:</b>	
Implement the EL Master Plan with fidelity and consistency across the District.	
<b>Evaluation Questions 2, 3 and 4:</b>	
Question 2: What are the critical factors and conditions that contribute to or hinder successful implementation of the PUSD EL Master Plan?	
Question 3. What policies, practices, and procedures does the District carry out to implement the EL Master Plan successfully?	
Question 4. What challenges arose for the District in the implementation of the EL Master Plan?	
<b>Objectives</b>	<b>Indicators to be used and source</b>
<u>Objective 11.</u> Improve the identification, assessment, and placement of ELs in the District.	<ul style="list-style-type: none"> <li>• % of students identified on Home Language Survey assessed with initial CELDT (LADD)</li> <li>• % of ELs assessed with annual CELDT (LADD)</li> <li>• % of principals, counselors, and LDRTs trained on identification, assessment, and placement procedures (LADD, interviews)</li> <li>• # of personnel trained in counseling parents at each school (principals, interviews) (LADD)</li> <li>• # of CELDT testers (LADD and school sites)</li> </ul>
<u>Objective 12.</u> Improve knowledge of and use of EL instructional program options.	<ul style="list-style-type: none"> <li>• Percentage of Intervention teachers, LDRTs, TOSAs, and principals familiar with instructional program options (LADD)</li> <li>• Number and % of schools and principals conducting progress monitoring each trimester (PUSD)</li> <li>• Number and % of site based workshops conducted by principals on instructional program options</li> </ul>
<u>Objective 13.</u> Increase access to and placement in advanced academic courses & programs for ELs and LTELs.  <u>Objective 14.</u> EL and LTEL courses, ELD courses, DLIP, and Newcomer classes are being implemented with fidelity.	<ul style="list-style-type: none"> <li>• 90% of students are placed appropriately in classes/courses (to be determined).</li> <li>• 100% of principals &amp; LDRTs receive training in placing students (LADD).</li> <li>• 100% of schools have flexible master schedules (PUSD).</li> <li>• 100% of secondary schools include double blocked ELD sections with the new courses for LTELs <i>Academic Language Development (9-12)</i> or <i>Academic Literacy Development (6-8)</i> (PUSD).</li> <li>• 90% of observed classes display fidelity of implementation.</li> <li>• 90% of LTELs in CELDT levels 1-3 are placed in <i>Academic Literacy Development (6-8)</i> or <i>Academic Language Development (9-12)</i> ; in levels 4 &amp; 5 in <i>Advanced ELD (6-8)</i> or <i>Advanced Reading &amp; Writing (9-12)</i> (LADD).</li> <li>• 90% of newcomers are placed in Newcomer ELD courses (LADD).</li> <li>• 90% of secondary students within 5 years of being identified as ELs are placed in <i>Academic Literacy</i> or <i>Academic Language Development</i>, or <i>Advanced ELD</i> or <i>Advanced Reading &amp; Writing</i> receive differentiated support (LADD).</li> <li>• 100% of elementary principals report providing consistent time for instruction in ELD (LADD).</li> <li>• 90% of secondary teachers are observed to differentiate instruction for ELs (observations).</li> </ul>
<u>Objective 15.</u> Increase the numbers of reclassifications as well as increase intervention and enrichment activities for ELs and LTELs.	<ul style="list-style-type: none"> <li>• Increased # of reclassifications based on last year's data (PUSD).</li> <li>• % of students reclassified within five years in the EL program (PUSD).</li> <li>• 100% of schools offer intervention and enrichment programs and activities for ELs and LTELs (LADD).</li> <li>• 100% of students identified as not making adequate progress are receiving interventions (LADD)</li> </ul>

PASADENA UNIFIED SCHOOL DISTRICT  
English Learner Master Plan

<b>Objectives</b>	<b>Indicators to be used and source</b>
<p><u>Objective 16.</u> Strengthen language support services to ELs with IEPs.</p> <p><u>Objective 17.</u> Reduce disproportionate referrals to and identification of ELs for SPED services.</p>	<ul style="list-style-type: none"> <li>• Master Plan provides descriptions and data to guide users on identification and placement (LADD).</li> <li>• LADD continually collaborates with SPED to strengthen language support services to ELs with IEPs (LADD and SPED).</li> <li>• 100% of SPED teachers participating in PDs offered by LADD within two years (LADD)</li> <li>• # of PDs offered to SPED teachers (LADD)</li> <li>• Number &amp; % of ELs identified for SPED program, by year</li> <li>• Observations confirm that language support is provided with fidelity of implementation in Special Education classrooms.</li> </ul>
<b>Objectives</b>	<b>Indicators to be used and source</b>
<p><u>Objective 18.</u> Improve quality of staff and amount of professional development for teachers.</p>	<ul style="list-style-type: none"> <li>• 100% of teachers have state authorized certification for working with ELs (PUSD).</li> <li>• # of PUSD trainings in SDAIE, CA ELD standards, ELA/ELD framework (LADD)</li> <li>• # of teachers trained annually (LADD)</li> <li>• # of teachers trained on ELD modules (LADD)</li> <li>• 95% of core teachers at each site complete all required training within 2 years (LADD).</li> </ul>
<p><u>Objective 19.</u> Strengthen parent/guardian participation and engagement in students' academic development.</p>	<ul style="list-style-type: none"> <li>• # of DELAC and ELAC meetings (LADD)</li> <li>• # of community assistants at school sites (PUSD)</li> <li>• # of parent and DELAC workshops in the areas of graduation requirements, college applications, transition plan, scholarships, and 10 year plan for student success (LADD)</li> <li>• # of parents completing ESL classes (LADD)</li> <li>• # of interpretation requests by parents (LADD)</li> </ul>
<p><u>Objective 20.</u> Improve District EL Master Plan implementation.</p>	<ul style="list-style-type: none"> <li>• # of Master Plan orientation sessions held annually (LADD)</li> <li>• Revised Master Plan is presented to all administrators and LDRTs after approval (LADD).</li> <li>• 100% of schools have a performance target for EL reclassification (PUSD).</li> <li>• 100% of principals were trained on Assessment Tool (PUSD).</li> </ul>

The following Figure 9.1 depicts the minimum expected ELD and academic progress for ELs in the EL instructional program, and will form the basis for data analysis and program evaluation efforts. Benchmarks of minimum expected ELD and academic progress and achievement are described in Chapter 2.



**Figure 9.1 PUSD Minimum Progress Expectations for English Learners In English Language Instructional Programs**

<b>PUSD Minimum Progress Expectations for English Learners</b>					
<b>Timeline (Starting point at initial level at first year of entry into school)</b>	1 <sup>st</sup> year →	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
		1 <sup>st</sup> year →	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
			1 <sup>st</sup> year →	2 <sup>nd</sup> year	3 <sup>rd</sup> year
				1 <sup>st</sup> year →	2 <sup>nd</sup> year →
<b>CELDT</b>	Beginning	Early Intermediate	Intermediate	Early Advanced/Advanced	English Proficient
<b>District Benchmark Assessments</b>	Grade-level benchmarks differ by instructional program and by grade level. District levels include Basic, Proficient, and Advanced. (See Chapter 2).				
<b>CAASPP: English Language Arts</b>	Far below basic (labels TBD)	Below basic (labels TBD)	Basic (labels TBD)	Basic (labels TBD)	Proficient/Advanced (labels TBD)
<b>CAASPP: Mathematics</b>	Far below basic (labels TBD)	Below basic (labels TBD)	Basic (labels TBD)	Basic (labels TBD)	Proficient/Advanced (labels TBD)
ELs are expected to meet reclassification criteria within 5 years. ELs not meeting these criteria at the beginning of their 6 <sup>th</sup> year are considered to be Long-Term English Learners (LTELs).					

**C. Tasks and Timeline for 2014-2015**

Table 9.2 below lists the tasks and related timeline for Fall 2014 – Fall 2015. Evaluators will collect relevant data from January 2015 through April 30, 2015, including extant data, interviews, and classroom observations. The evaluators will analyze the data and submit a preliminary report in June 2015. A final report will be submitted to the District in August 2015.

**Table 9.2 Evaluation Tasks and Timeline for October 2014 – September 2015**

Tasks	Timeline
Complete final evaluation plan	December 22, 2014
Collect data, conduct interviews, make observations	January 1, 2015 - April 30, 2015
Complete preliminary report	June 15, 2015
Complete final annual report	August 30, 2015

**D. Methods to be Used**

Table 9.3 displays the measures to be used by the evaluation team. These include quantitative analysis of extant data, which will be obtained from PUSD and the school sites. Approximately 10 interviews will be conducted with principals, in addition to two or three focus groups with LDRTs and interviews with TOSAs. Members of the observation team, in conjunction with LADD staff, will observe a representative set of classrooms to observe ELD, DLIP, Newcomer classes, academic courses for LTELs, and mainstream classes for ELs to evaluate fidelity of implementation. The classes will be chosen by educational level (elementary, middle, or high school) and by setting (ELD, DLIP, Newcomer, academic courses for LTELs and mainstream classes). An observation tool (SIOP is being considered) will be used in elementary classrooms, and an observation protocol will be created for secondary classes. Evaluators will interview principals and teachers.

**Table 9.3. Methods to be used**

Quantitative Data	District will provide quantitative data that are referred to in Table 9.1.
Administrator/Principal Interviews	Two high school principals, two middle school principals, and 5–6 elementary school principals will be interviewed by evaluators, regarding practices and procedures.
Teacher Focus Groups and Interviews	Two or three focus groups will be held for LDRTs. In addition, two TOSAs who are employed by and work with the LADD office will be interviewed.
Observation of Courses and Implementation Strategies	Evaluation team members will visit classrooms to observe ELD, DLIP, Newcomer classes, academic courses for LTELs, and mainstream classes in which ELs are enrolled to evaluate fidelity of implementation. The observations will take place in elementary, middle school, and high school classes in the five settings listed above and take into consideration the number of ELs served and program types in deciding which schools/classes to observe each year.

**E. Data Analyses Planned**

Quantitative data obtained from the PUSD will be analyzed using statistical software. Outcome data will be disaggregated by school, grade level, program type, and year in program (i.e., less than 5 years or 5 or more years: LTEL). In addition to status findings, the evaluators will calculate gains over time for key outcome measures (e.g., CAHSEE, CELDT, CAASPP scores, and reclassification rates). Moreover, interview and focus group data will be transcribed and analyzed, using standard coding techniques.

According to recent Smarter Balance reports, the state test scores will not be available at the school or District level until September 2016. Thus, District benchmark tests will be used in the interim period.

## **F. Accountability Responsibilities of Various Groups/Stakeholders**

In accord with PUSD's accountability system, each site is responsible for setting goals annually for ELs in their Single Plan for Student Achievement (SPSA). The site goals reflect the goals set on the district LCAP document. Each site is to examine its performance data and, working collaboratively with School Site Council and the English Learner Advisory Committee, set goals for EL achievement. The EL master plan includes strategies that will be used to achieve these goals, success indicators to measure progress toward these goals, and personnel responsible for implementation of strategies. Results are analyzed periodically to make programmatic changes throughout the year.

With the shift to CAASPP, the measures will be identified once the guidelines on API and progress monitoring are made available by the state.

To ensure accountability for implementing effective instructional services for ELs, PUSD specifies the following duties for which it will hold various parties responsible.

Teachers:

- Implement with fidelity the EL curriculum as outlined in the EL Master Plan and in other District directives.
- Provide instruction using research-based strategies and SDAIE methodology to ensure students can access grade-level material.
- Attend professional development and Professional Learning Community (PLC) sessions.
- Monitor student progress in ELD and core content for progress towards minimum benchmark expectations, and refer students who are not making expected progress for participation in interventions
- Participate in maintaining records and in communicating with parents

Site Administrators:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and access to content instruction through SDAIE and/or primary language instruction or support.
- Provide leadership and support to teachers and staff to improve student achievement and to accelerate the learning of ELs and LTELs.
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE and/or primary language instruction are being delivered in the manner delineated in the EL Master Plan. Keep records of all walkthroughs and reflections.
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.
- Use multiple sources of data to monitor EL program Implementation.
- Review placement of ELs in ELD instruction prior to the beginning of each semester and monthly and correct any inconsistencies with the Master Plan.
- Monitor the progress of RFEPs each reporting period.
- Conduct monthly/trimester ELD progress reviews with teachers to identify student progress and plan for intervention.
- Maintain a current list of translators and interpreters who have received professional development about the EL program and terminology, and ensure that all parents who require these services have access to them.
- Provide a welcoming environment for parents of ELs and ensure that they are regularly apprised of the EL assessment and reclassification process and results, EL instructional program and placement, EL progress monitoring, and other information.

Language Development Resource Teachers:

- Provide professional development to all stakeholders that support Master Plan implementation. This may include identification and placement of ELs, effective instruction and intervention services for ELs, effective ELD, SDAIE and access to core methodologies, use of ELD assessment profiles, and reclassification criteria process and procedures.
- Collaborate with teachers and principals to ensure that the professional development plan and intervention services align with the Single Plan for Student Achievement, and address linguistic and academic needs of ELs.
- Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and LTELs.
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTELs.

Counselors:

- Meet with students and their parent/guardian on individual graduation plans for high school.
- Ensure appropriate placement for ELs in developing the Master Schedule.
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies.
- Monitor the progress of RFEPs each reporting period and intervene as necessary.
- Collaborate with LDRTs, parents, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming.
- Collaborate with LDRTs, parents, students and others to monitor the progress of ELs toward meeting graduation and college admission requirements.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs.
- Serve as individuals designated to monitor the language status, test results, goals for meeting grade-level standards, and reclassification for assigned LTELs

LADD Office Staff:

- Coordinate and assist schools with implementing ELD requirements.
- Develop, coordinate, and conduct professional staff development programs for staff on the EL Master Plan instructional programs, methodology for ELD, ELD Standards, and SDAIE strategies to support core content.
- Coordinate the implementation, monitoring, and training of school support staff in the area of EL Program instruction and EL Program compliance.
- Conduct regular visitations to schools to support the program in the school plan and monitor, support and assess Master Plan implementation.
- Monitor the progress of RFEPs each reporting period and intervene if necessary.
- Review and provide assistance to schools on Title III and EL budgets.
- Provide leadership and support to school site staff to improve student achievement and accelerate the learning of ELs.
- Supervise and coach principals and provide them with support to raise student achievement.
- Use EL data to drive instructional changes at schools by analyzing and determining the next steps.
- Build an infrastructure for professional development of principals, administrators, and school staff, including the Master Plan.
- Observe classroom instruction for ELs to verify implementation.
- Where sites are not fully implementing the Master Plan, collaborate with site leadership to develop an action plan that includes a timeline to ensure fidelity in implementation.

Evaluation Team:

- Collect and analyze data to determine if objectives have been met.
- Write summative evaluation report each year by end of August.
- Make program recommendations for the following year.

Superintendent or Designee:

- Evaluate PUSD goals relative to the District's Strategic Plan, including implementation of the EL Master Plan, student achievement, professional development and evaluation and accountability.
- Report progress made to the PUSD Board of Education and to the public.

**G. Evaluation Activities after 2014-15**

The District has an obligation to determine whether the EL program is working and, if not, to modify it. In order to ensure that the District is continually carrying out the evaluation process over time, it is important to describe the evaluation process in years following this initial year: 2014-15.

Each year the evaluation team will compile data (as seen in Table 9.1) in order to calculate whether annual targets are reached for students in the elementary grades in the areas of advancing in CELDT levels, reaching grade-level benchmarks in ELA and math on District tests, and meeting reclassification rates. For middle school and high school, data will also be gathered on GPAs, trimester District assessments, CAHSEE pass rates, A – G course pattern completion, graduation rates, and number and percent of LTELs over time. Future targets will be based on the 2013-14 baseline data. In addition, data will be collected from the District and from the LADD office regarding the identification, assessment and placement of ELs; knowledge and use of EL instructional program options; access to and placement in academic courses; appropriate placement of ELs in course options; number of reclassifications annually; the provision of language support services; and collaboration with SPED to support services to ELs with IEPs. Data will also reflect the number of teachers within the District who have completed trainings provided by LADD and will further capture the total number of trainings provided by the District. In addition, the amount of parent/guardian participation will be evaluated.

An annual evaluation report will be produced by the evaluation team by August 30<sup>th</sup> of each year. It will be reviewed by the Superintendent and key administrators, and recommendations contained therein for program improvements will be considered for subsequent years. The annual report will be provided to the Board of Education for discussion and approval in the fall of each year.

Figure 9.2 below highlights proposed metrics for monitoring performance of ELs on CELDT and District benchmark tests for baseline (2013-2014) and targets for 2014-2015 and 2015-2016. PUSD will set annual district-wide targets, and each school will set annual targets. Data from LTELs will be disaggregated to monitor changes in the LTEL population over time. District benchmark data for secondary students will be reported in 2015-2016.

Figure 9.3 below highlights metrics for monitoring performance of ELs on state of California assessments (CAASPP), which will begin in fall 2016. The baseline will be the year 2015-2016, and then subsequent targets will be set for the next three years.

FIGURE 9.2 Proposed Performance Metrics for English Learners in PUSD

**GOAL: PROFICIENCY FOR ENGLISH LEARNERS: CELDT AND DISTRICT ASSESSMENTS**

	<b>Baseline: 2013-2014</b>	<b>Annual Targets 2014-2015</b>	<b>Annual Targets 2015-2016</b>
A. Percentage of ELs advancing one CELDT level per year (AMAO1)	50.6%	59%	60%
B. Percentage of ELs achieving and/or maintaining English proficiency on CELDT (AMAO2)	Less than (LT) 5 yrs. cohort: 24%  5 or more years cohort : 34%	LT 5 yrs. cohort: 26%  5 or more years cohort: 49%	LT 5 yrs cohort: 28%  5 or more years cohort: 49%
C. Percentage of ELs scoring Proficient or Advanced in ELA (AMAO3) (Elementary only: District benchmark test) (Secondary will be reported beginning in 2015-2016.)			
D. Percentage of ELs scoring Proficient or Advanced in Math (AMAO3) (Elementary only: District tests) (Secondary will be reported beginning in 2015-2016.)			
E. Percentage of RFEP students scoring Proficient or higher in ELA (Elementary only: District test) (Secondary will be reported beginning in 2015-2016.)			
F. Percentage of RFEP students scoring Proficient or higher in Math (Elementary only: District test) (Secondary will be reported beginning in 2015-2016.)			

FIGURE 9.3 Proposed Performance Metrics for English Learners in PUSD

**GOAL: PROFICIENCY FOR ENGLISH LEARNERS: State CAASPP assessments\***

		<b>Baseline: 2015-2016*</b>	<b>Annual Targets 2016-2017</b>	<b>Annual Targets 2017-2018</b>
	C. Percentage of ELs scoring Proficient or Advanced in ELA (AMAO3) (CAASPP test)			
	D. Percentage of ELs scoring Proficient or Advanced in Math (AMAO3) (CAASPP test)			
	E. Percentage of RFEP students scoring Proficient or Advanced in ELA (CAASPP test)			
	F. Percentage of RFEP students scoring Proficient or Advanced in Math (CAASPP test)			

\*CAASPP test data will not be available at school and district level until Fall 2016 (for 2015-2016 school year).



# Appendices



## BIBLIOGRAPHY

- Bauman, J.F., Russell, N.S., & Jones, L.A. (1992). Effects of think-aloud instruction on elementary students' comprehension abilities. *Journal of Reading Behavior*, 24 (2), 143-172.
- Boulware, B.J., & Crow, M. (2008). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher*, 61 (6), 491-495.
- Brown, J.E., & Doolittle, J. (2008). *A cultural, linguistic, and ecological framework for response to intervention with English language learners*. Retrieved June 1, 2010 from [http://www.k12.wa.us/SpecialEd/pubdocs/APR\\_Resources/Cultural\\_Linguistic\\_Framework.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/APR_Resources/Cultural_Linguistic_Framework.pdf)
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). *Teaching pronunciation: A reference for teachers of English speakers of other languages*. Cambridge: Cambridge University Press.
- Echevarria, J., & Hasbrouck, J. (2009). *Response to intervention and English learners*. Retrieved June 1, 2010 from <http://www.cal.org/create/resources>
- Echevarria, J., Short, D., & Vogt, M. (2008) *Making content comprehensible: the sheltered instruction observation protocol*. Boston, MA: Pearson.
- Francis, D., Lesaux, N., & August, D. (2006). Language of instruction for language minority learners. In D.L. August and T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel* (pp. 365-414). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Available from <http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>
- Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National CENTER FOR Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.
- Harrington, M.J. (1996). Basic instruction in word analysis skills improve spelling competence. *Education*, 117, 22.
- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D., & Johnson, R. (1995). *Creative controversy: Intellectual challenge in the classroom* (3<sup>rd</sup> ed.). Edina, MN: Interaction Book Company.
- Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P. (2006). The response to intervention of English learners at risk for reading problems. *Journal of Learning Disabilities*, 39 (5), 390-398.
- Siedlitz, J., & Perryman, B. (2008). *Seven steps to building an interactive classroom: Engaging all students in academic conversation*. San Antonio, TX: Canter Press.
- Siedlitz, J., & Jones, C. (2010). *Rtl for ELLs: Considerations for success with diverse learners*. Seidlitz Education.
- Tomlinson, C.A. (1995). Differentiating Instruction for advanced learners in the mixed-ability middle school classroom. ERIC EC Digest #536.
- Tomlinson, C.A., & McTighe, J. Responsive teaching with UbD in academically diverse classroom. *Integrating Differentiated Instruction and Understanding by Design*.
- White, T., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302-3

# Appendix A

- Initial  
 Annual

**PASADENA UNIFIED SCHOOL DISTRICT**  
**Language Assessment & Development Department**  
**PARENT NOTIFICATION & STUDENT PLACEMENT**  
**Internal Data Sheet K-12**

Student's Name: (Last)		(First)		(MI)	Grade	Date of Birth:
School:	Student Perm. I.D.#	Home Language:		Immigrant? <input type="checkbox"/> Yes <input type="checkbox"/> No		Country of Origin:
Date:	SSID:		Date entered US: CA: PUSD:			

<b>2015-2016 Assessment Results</b>		Preliminary CELDT California English Language Development Test				
	Level/Score	<b>Overall</b>	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
	/	/	/	/	/	/

**Comments:**

---



---

Based upon the results of the English assessment, your child has been identified as:

- English Learner (EL)
- Fluent English Proficient (FEP)
  - (IFEP) Date:
  - (RFEP) Date:

**\*RFEP or IFEP Students do not require an English Learner placement recommendation.**

**PLACEMENT RECOMMENDATION:**  Program 1 SEI (STRUCTURED ENGLISH IMMERSION-CELDT Level 1 and 2)  
 Program 2 EM (ENGLISH MAINSTREAM with Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development – CELDT Level 3-5)

Initial  
 Annual

**PASADENA UNIFIED SCHOOL DISTRICT  
 Language Assessment & Development Department**

**PARENT NOTIFICATION & STUDENT PLACEMENT**

Student's Name: (Last)	(First)	(MI)	Grade	Date of Birth:
School:	Student I.D.#	Home Language:	Immigrant? <input type="checkbox"/> Yes <input type="checkbox"/> No	Country of Origin:

Dear Parent or Guardian:

Upon enrollment you indicated that a language other than English is spoken at home. As required by law, the school district is required to assess the English proficiency of your child. This form notifies you of this assessment, the recommendation for program placement and program options that are available to your child according to state law. If your child is classified as an English Learner, s/he will be assessed annually for English proficiency until s/he meets criteria for reclassification (see following page for more information).

2015-2016 Assessment Results	Level/Score	CELDT California English Language Development Test				
		Overall	Speaking	Listening	Reading	Writing
	/	/	/	/	/	/

**Comments:**

---

**Based upon the results of the English assessment, your child has been identified as:**  English Learner (EL)  Fluent English Proficient (I-FEP)

Student has an IEP (Individualized Educational Plan). Please contact your child's teacher to learn how English Learner Programs will help meet the goals stated in the IEP.

**For the 2015-16 school year, your child will be enrolled in the:**

**STRUCTURED ENGLISH IMMERSION (SEI) INSTRUCTIONAL PROGRAM** for CELDT Levels 1 or 2. Program Option 1 is designed to immerse the students in English language instruction, provide Specially Designed Academic Instruction in English (SDAIE) and a structured, daily period of English Language Development (ELD). Instruction in the SEI program is predominantly in English, with primary language (if available) used for clarification and support to provide English Learners (ELs) with equitable access to the English language curriculum. Teachers, instructional assistants, peer tutors, community volunteers, and/or appropriate instructional materials may be utilized to provide primary language support. ELs are transitioned to Program 2 upon attaining a reasonable level of English language proficiency when they reach CELDT level 3—Intermediate Level.

**ENGLISH LANGUAGE MAINSTREAM (ELM) INSTRUCTIONAL PROGRAM** with Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development for CELDT Levels 3-5. Program Option 2 is designed for English Learners who are reasonably fluent in English and who are at CELDT proficiency levels of Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5). English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade level and core content standards that will lead to reclassification.

**PRIMARY LANGUAGE CLASSROOM – PARENTAL WAIVER OPTION.** Elementary School (TK-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further-develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

INTERNATIONAL ACADEMY/NEWCOMER PROGRAM – PARENTAL WAIVER OPTION for 6-12<sup>th</sup> grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Secondary School (6-12) Program Option 3 is the International Academy/Newcomer Program, which provides the opportunity to develop English proficiency skills as well as academic instruction. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction. The Newcomer Center is available at Blair International Baccalaureate School.

DUAL IMMERSION CLASSROOM – PARENTAL WAIVER OPTION. Under Elementary School (TK-6) Program Option 4, the District offers two dual language programs. A Spanish Dual Language Program is available at San Rafael-TK-5 and Jackson-TK-2 Schools, and a Mandarin Dual Language Program is available at Field TK-5 Elementary School. Dual language teaches literacy and content in two languages. Pasadena Unified utilizes the 90/10 model of instruction whereby in kindergarten 90% of instruction is in the target language and 10% in English. The percentage of instruction in the target language decreases by 10% per year until at fifth grade students 50% of instruction is in the target language and 50% is in English. This model of 50/50 instruction continues throughout the remainder of the program.

LONG TERM ENGLISH LEARNER PROGRAM for 6-12<sup>th</sup> grade students. Secondary School (6-12) Program Option 4 seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6<sup>th</sup> year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

\_\_\_\_\_  
Principal/Designee or Assessment Center Staff

\_\_\_\_\_  
Date

**IF YOU AGREE WITH THE PLACEMENT, IT IS NOT NECESSARY TO RETURN THIS FORM.**

- I have read the above information. I understand the program recommendation and agree with the placement for my child.
- I request that my child be placed in the English Mainstream Instructional program.
- I request that my child receive instruction in his/her home language through the completion of a Parental Waiver request. I understand that:
  1. I need to make an appointment at my child’s school to fill out the Parental Waiver form.
  2. If this program is not available at my child’s school, and there are not 20 waivers granted at my child’s grade level, I may request an intradistrict transfer to a school that offers this program.
  3. My child must be placed for a period of not less than thirty (30) calendar days in an English language classroom and that the superintendent must approve the waiver pursuant to guidelines established by the school board.
- I have read the above information and would like to schedule a conference to discuss my child’s program placement and test results.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district’s reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	Pasadena Unified School District Criteria
English Language Proficiency Assessment (CELDT)	Student must receive an Overall score of Advanced or Early Advanced with no subtest lower than Intermediate.
Comparison of Performance in Basic Skills	<b>Basic Skills in English Language Arts: Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance in basic skills based on the performance of English proficient students of the same age.</b>
Parental Opinion and Consultation	Required
Teacher Evaluation	Required
Please see the Master Plan for English Learner Programs for more information	

**Graduation Rate**

The graduation rate for the Pasadena Unified School District is 81.4% (2013-14)  
The graduation rate for PUSD English Learners is 58.5 (2013-14)

**DISTRITO ESCOLAR UNIFICADO DE PASADENA**  
**Departamento de Evaluación y Desarrollo del Lenguaje**

**NOTIFICACIÓN A LOS PADRES Y CLASIFICACIÓN DEL ALUMNO**

Nombre del Alumno: Apellido(s)		Nombre(s)		Grado	Fecha de Nacimiento:
Escuela:	No. de Identificación	Idioma Natal:	¿Inmigrante? <input type="checkbox"/> Sí <input type="checkbox"/> No		País de Origen:

Estimado Padre o Tutor:

Al momento de la inscripción usted indicó que en su hogar se habla un idioma diferente al inglés. Según lo requiere la ley, el distrito escolar debe evaluar el dominio de su hijo/a en el idioma inglés. Este formulario le notifica sobre esta evaluación, la recomendación para su colocación en algún programa y opciones de programas disponibles para su hijo/a de acuerdo con la ley vigente. Si su hijo/a es clasificado como Estudiante de inglés, será evaluado anualmente en su dominio del inglés hasta que cumpla los criterios para la reclasificación (ver página siguiente para mayor información).

2015-2016 Resultados de la Evaluación		CELDT				
		Prueba de California para el Desarrollo del Inglés				
	Nivel/ Puntuación	Promedio	Hablar	Escuchar	Leer	Escribir
	/	/	/	/	/	

**Comentarios:**

---

**De acuerdo a los resultados de la evaluación del dominio del idioma Inglés, su hijo fue clasificado como:**

- Estudiante de Inglés (EL)**  
 **Competente en Inglés (I-FEP)**

El estudiante tiene un Plan educativo individualizado (IEP, por sus siglas en inglés). Favor de comunicarse con el maestro/a de su hijo/a para saber cómo el Programa de Estudiantes de inglés como segundo idioma que se recomienda más adelante puede ayudarlo a alcanzar las metas establecidas en el IEP.

Para el año escolar 2015-2016 su hijo/a estará inscrito en el programa:

**PROGRAMA DE INMERSIÓN ESTRUCTURADA AL INGLÉS (SEI, por sus siglas en inglés)** para CELDT Niveles 1 ó 2. La Opción 1 del programa está diseñada para involucrar a los estudiantes en la enseñanza del idioma inglés, proporcionar Enseñanza Académica en Inglés Especialmente Diseñada (SDAIE) y un periodo estructurado diario de Desarrollo del Idioma Inglés (ELD). La enseñanza en el programa SEI es predominantemente en inglés, pero se usa el idioma materno (si está disponible) para aclaraciones y apoyo para darle a los Estudiantes de inglés (ELs) acceso igualitario al plan de estudios del idioma inglés. Los maestros, auxiliares de enseñanza, compañeros tutores, voluntarios comunitarios y/o materiales apropiados de enseñanza podrán utilizarse para proporcionar apoyo en el idioma materno. Los ELs hacen una transición al Programa 2 una vez que logren un nivel razonable de dominio del idioma inglés cuando alcancen el nivel 3 de CELDT – Nivel intermedio.

**PROGRAMA DE ENSEÑANZA DE CLASES CONVENCIONALES EN INGLÉS (ELM) con Enseñanza Académica en Inglés Especialmente Diseñada (SDAIE) y Desarrollo del Idioma Inglés para CELDT Niveles 3-5.** La Opción 2 del programa está diseñada para Estudiantes de inglés que tienen fluidez razonable en inglés y que en CELDT están en un nivel de dominio Intermedio (Nivel 3), Pre-Avanzado (Nivel 4) y Avanzado (Nivel 5). Los Estudiantes de inglés continuarán aprendiendo inglés (ELD diariamente) en el Programa 2 y tendrán acceso total al plan de estudios y materiales que se basan en los estándares al nivel del grado escolar, diseñados para el hablante nativo de inglés. La enseñanza incluirá Enseñanza Académica en Inglés Especialmente (SDAIE). Se proporciona apoyo en la lengua materna para asegurar la comprensión, si es necesario, pero la enseñanza es casi completamente en inglés. El objetivo del Programa 2 es que los aprendices de inglés logren suficiente dominio del inglés para alcanzar los estándares de su grado escolar y del contenido central que los llevará a la reclasificación.

**SALÓN LENGUA MATERNA – OPCIÓN DE EXCENCIÓN POR PARTE DE LOS PADRES.** La Opción 3 del programa en escuela primaria (TK-5) ofrece enseñanza en la lengua materna a los Estudiantes de inglés como segundo idioma que califican bajo la Opción de Exención por parte de los Padres. Los estudiantes reciben enseñanza en la lengua materna mientras que diariamente se proporciona Desarrollo del Idioma Inglés. Este enfoque está diseñado para desarrollar más a fondo las habilidades académicas en la lengua materna y para mantener a los estudiantes al nivel de su grado escolar o más alto en su lengua materna, mientras adquieren habilidades en el idioma inglés. Conforme los estudiantes hacen la transición a la enseñanza del contenido en el idioma inglés, se usan técnicas de SDAIE para proporcionar enseñanza clara y más acceso al plan de estudios central en el segundo idioma del EL. Esta opción se proporcionará en una escuela donde haya 20 o más estudiantes con Exenciones de los Padres en un grado escolar en el mismo idioma.

**Este formulario continúa del otro lado**

**ACADEMIA INTERNACIONAL/PROGRAMA PARA RECIÉN LLEGADOS – OPCIÓN DE EXENCIÓN POR PARTE DE LOS PADRES** para estudiantes del 6° al 12° grado con menos de 12 meses de estancia en escuelas de E.U.A. en los niveles 1 ó 2. La opción 3 del programa para escuelas secundarias (6-12) es la Academia Internacional/Programa para recién llegados, que da la oportunidad de desarrollar habilidades de dominio del idioma inglés así como enseñanza académica. La enseñanza puede proporcionarse en la lengua materna al principio y se hace la transición a más enseñanza en inglés conforme se van desarrollando las habilidades. Los estudiantes también reciben Enseñanza de Desarrollo del Idioma Inglés. El Centro para Recién Llegados está disponible en la Escuela Blair de Bachillerato Internacional.

**SALÓN DE INMERSIÓN DUAL – OPCIÓN DE EXENCIÓN POR PARTE DE LOS PADRES.** Bajo la Opción 4 del Programa en Escuelas primarias (K-6), el Distrito ofrece dos programas de inmersión dual. Existe un programa de inmersión dual en español disponible en la escuela San Rafael-K-5 y en Jackson-K-2. El programa de inmersión dual en Mandarín está disponible en la escuela primaria Field K-5. El lenguaje dual enseña alfabetismo y contenido en dos idiomas. El Distrito de Pasadena utiliza el modelo de enseñanza 90/10 en el que el 90% de la enseñanza sucede en la lengua de destino y el 10% en inglés. El porcentaje de enseñanza en la lengua de destino disminuye 10% cada año hasta que en el quinto grado los estudiantes reciben el 50% de la enseñanza en la lengua destino y el 50% en inglés. Este modelo de enseñanza 50/50 continúa en lo que resta del programa.

**PROGRAMA PARA EL ESTUDIANTE DE INGLÉS A LARGO PLAZO** para estudiantes del 6° al 12° grado. La Opción 4 del programa en Escuelas secundarias busca acelerar el desarrollo del lenguaje académico en inglés y el logro del dominio académico en las materias centrales por parte de los Estudiantes de Inglés que han asistido a la escuela en E.U.A. durante más de cinco años completos (por ejemplo, al inicio de su 6° año y los años subsecuentes), pero que aún no cumplen con los criterios de reclasificación. Esta opción específicamente busca: 1) Aumentar los índices de graduación ; 2) asegurar que estos estudiantes puedan desempeñarse a un nivel comparable al de sus compañeros que hablan inglés; y 3) proporcionar acceso a los estudiantes a los requisitos A-G de graduación y que estén preparados para la universidad y la vida profesional.

\_\_\_\_\_  
 Director/a, Personal Designado del Centro de Evaluación

\_\_\_\_\_  
 Fecha

SI USTED ESTA DE ACUERDO CON EL PROGRAMA EN LE QUE SE UBICO AL ALUMNO NO ES NECESARIO DEVOLVER LA FORMA

- He leído la información presentada. Entiendo la recomendación del programa y estoy de acuerdo con la colocación para mi hijo/a.
- Solicito que mi hijo/a sea colocado/a en el programa de Enseñanza de Clases Convencionales en Inglés.
- Solicito que mi hijo/a reciba enseñanza en su lengua materna en una de las opciones de Exención descritas anteriormente. Entiendo que debo completar una solicitud de Exención de Padres. Entiendo que:
1. Necesito hacer una cita en la escuela de mi hijo/a para llenar el formulario de Exención de Padres.
  2. Si este programa no está disponible en la escuela de mi hijo/a y no se otorgan 20 exenciones en el grado escolar de mi hijo/a, puedo solicitar una transferencia dentro del distrito a una escuela que ofrezca este programa.
  3. Mi hijo/a debe colocarse durante un periodo de no menos de treinta (30) días naturales en un salón de inglés y que el superintendente debe aprobar la exención de acuerdo a los lineamientos establecidos por la Junta educativa.
- He leído la información y me gustaría programar una conferencia para discutir la colocación de mi hijo en un programa y los resultados de sus pruebas.

\_\_\_\_\_  
**Firma de los padres**

\_\_\_\_\_  
**Teléfono**

\_\_\_\_\_  
**Fecha**

### Criterios de Reclasificación (Salida)

La meta del programa de Estudiantes de Inglés es que los estudiantes se vuelvan totalmente competentes en inglés y que puedan dominar los estándares estatales para el aprovechamiento académico lo más rápido posible. Los criterios de reclasificación de este distrito se enumeran a continuación:

Criterios requeridos (Código de educación de California sección 313[d])	Criterios del Distrito Escolar Unificado de Pasadena
Evaluación del dominio del idioma inglés (CELDT)	El estudiante debe recibir un puntaje general de Avanzado o Pre Avanzado con puntaje mínimo de Intermedio en las sub-pruebas.
Comparación de desempeño en Habilidades Básicas	Grados 1-2 puntaje de Competente o más en las evaluaciones de referencia del distrito de ELA. (1° usan los resultados de TRI 3; 2° usan los resultados de TRI 2 o 3) Grados 3-5 puntaje de BASICO o mas en las evaluaciones de referencia del distrito de ELA en el TRI 1, 2 o 3. Grados 6°-11° Calificación de básico o más alta en las evaluaciones del distrito de fin del trimestre en ELA comenzando con 2015-16, o calificación de básico o más alta en el Inventario Escolar de Lectura (SRI), o Examen de egreso de la preparatoria de CA (CAHSEE), Lengua y Literatura en Inglés (ELA) *El estudiante logro el PASE en la sección de ELA en CAHSEE para cumplir con los criterios de habilidades básicas. Grados 10°-12°
Opinión de los padres y consulta	Requerido
Evaluación del maestro/a	Requerido
	Favor de ver el <i>Plan Maestro para Programas de Estudiantes de Inglés</i> para mayor información.

**Índice de graduación:** El índice de graduación para el Distrito Escolar de Pasadena es de 81.4% (2013-14). El índice de graduación de los alumnos de aprendizaje de Inglés es 58.8% (2013-14)

**Appendix B**

**PASADENA UNIFIED SCHOOL DISTRICT  
Parental Exception Waiver  
Request for Specific Program Option**

**(To be completed by the parent/guardian of the English Learner)**

Student: \_\_\_\_\_ ID: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

I have visited my child's school.

I have been informed of the educational opportunities available to my child and have been provided with a description of the materials that are used in the different program options.

After reviewing the options available, I request that my child be placed in \_\_\_\_\_ Program Option.

If the program option is not offered at this school, I am requesting that my child attend another school where the program is offered. I understand an intra-district transfer form will be sent to me. I also understand that I will be responsible for my child's transportation.

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

***This waiver is valid for one year.***

-----  
*--For office use only--*

*I have reviewed our existing program with this parent.*

\_\_\_\_\_  
LDRT/Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

**DISTRITO ESCOLAR UNIFICADO DE PASADENA**  
**Prerrogativa de Exención para Padres de Familia**  
**Solicitud de Opción para Programa Especifico**

**(Esta forma la debe llenar el padre, la madre o el tutor del alumno en proceso de aprender inglés [EL])**

Estudiante: \_\_\_\_\_ ID: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

- Hice una visita a la escuela de mi niño/niña.
- Se me ha informado de las opciones educativas para mi niño/niña y se me proporcionó una descripción del material didáctico que se utiliza en los diferentes programas disponibles.
- Después de comparar las características de los diferentes programas educativos, decidí que mi niño/niña participe en el Programa \_\_\_\_\_.
- En caso de que el programa educativo de mi elección no se ofrezca en esta escuela, estoy solicitando que mi niño/niña asista a otra escuela donde sí se imparte dicho programa. Sé que para esto se me enviará una forma de transferencia intra- distrital. También entiendo que seré responsable por el transporte que mi niño/niña requiera para participar en el programa.

\_\_\_\_\_  
Nombre del Padre/Tutor

\_\_\_\_\_  
Firma del Padre/Tutor

\_\_\_\_\_  
Fecha

***Esta forma tiene validez durante un año.***

-----  
*--For office use only--*

*I have reviewed our existing program with this parent.*

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date



## Appendix C

### INSTRUCTIONAL PROGRAM OPTIONS BROCHURE Grades **TK-5**

INSTRUCTIONAL PROGRAM OPTIONS	Program Goals and Design
<p>Option 1: Structured English Immersion (SEI) TK-5</p>	<p>Designed for English Learners (ELs) at beginning proficiency levels, the goal of this program option is for students to acquire English language skills and access to core content so that they can succeed in a Mainstream English Language Arts- (ELA) classroom.</p>
<p>Option 2: English Language Mainstream (ELM) Program TK-5</p>	<p>The goal of the English Language Mainstream program is to ensure that English Learners who have transitioned from the Sheltered English Immersion program or the Primary Language Classroom option continue to make progress to meet English Language Development (ELD) and grade-level content standards leading to reclassification.</p>
<p>Option 3: Primary Language Classroom (PLC) Program TK-5</p>	<p>Students are placed in the Primary Language Classroom (PLC) program through an approved Parental Exception Waiver. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language. The goals of the PLC program are to ensure that 1) students meet grade level and content and performance standards; 2) become fully bilingual and bi-literate in the primary language and English; 3) reclassify to Fluent English Proficient and become successful in the Mainstream English Program; and 4) attain cultural proficiency.</p>
<p>Option 4: Dual Language Immersion Program (DLIP) TK-6</p>	<p>PUSD currently offers Dual Language Immersion Program (DLIP) in Spanish/English and Mandarin/English. The Spanish Dual language program is available at San Rafael School, and the Mandarin Dual Language program is available at Field Elementary School. The goals of this enrichment model for ELs are 1) acquisition of academic proficiency in a partner language and English; 2) mastery of grade-level core content and performance standards; 3) attainment of positive cross-cultural competencies; and 4) reclassification to Fluent English Proficient. Students enter this program in Kindergarten or 1<sup>st</sup> grade and continue through 6<sup>th</sup> grade.</p>

## INSTRUCTIONAL PROGRAM OPTIONS BROCHURE Grades 6-12

INSTRUCTIONAL PROGRAM OPTIONS	Program Goals and Design
<p>Option 1: Structured English Immersion 6-12</p>	<p>The goal of the Secondary Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program is designed to ensure that ELs meet ELD and grade-level standards through high quality instruction. A teacher instructing ELs in SEI will utilize research-based ELD strategies and will scaffold instruction in order to make content and language comprehensible. Efforts must be exerted to move students towards mastery of grade-level content standards. Primary language support is provided if necessary for clarification, but instruction is overwhelmingly in English.</p>
<p>Option 2: English Language Mainstream Program 6-12</p>	<p>The goal of this program is to ensure that secondary ELs who have transitioned from SEI or have been opted into the ELM program via a parental withdrawal of services continue to progress to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support with access to A-G course requirements to be college prepared and ready. This program is also open to RFEPs, IFEPs, and EOs to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.</p>
<p>Option 3: Newcomer Program/International Academy 6-12</p>	<p>A newcomer in PUSD is defined as a student enrolled in a U.S. school for fewer than 12 months and who scored at CELDT levels 1 and 2. The goals of the Newcomer Program –(NP)/International Academy are 1) to acquire Early Intermediate or Intermediate academic English language proficiency; 2) to develop core academic skills and knowledge for immigrant students new to U.S. schools; 3) to prepare for transition to their comprehensive middle or high school within four semesters; and 5) to meaningfully integrate, both socially and academically, with the larger school community.</p>
<p>Option 4: Long-Term English Learner Program 6-12</p>	<p>The goals of this instructional program model are to accelerate the academic ELD and attainment of academic proficiency in core content subjects by ELs who have attended school in the U.S. for more than five full years (i.e., commencing their 6<sup>th</sup> year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college-prepared and career-ready.</p>

OPCIONES DE PROGRAMAS EDUCATIVOS	Metas y Diseño del Programa
<p>Opción 1: Inmersión estructurada al inglés (SEI) K-5</p>	<p>Diseñado para Estudiantes de inglés (ELs) a nivel de principiantes. La meta de esta opción de programa es que los estudiantes adquieran la habilidades en el idioma inglés para acceder al contenido central para que puedan tener buenos resultados en el salón de Clases Convencionales en Inglés de Lengua y Literatura (ELA).</p>
<p>Opción 2: Programa de Clases Convencionales en inglés (ELM) TK-5</p>	<p>La meta del Programa de clases convencionales en inglés es asegurar que los estudiantes de inglés que han hecho la transición del Programa de Inmersión resguardada en inglés o de la Opción del Salón en Lengua materna, sigan progresando para cumplir los estándares de Desarrollo del Idioma Inglés (ELD) y del contenido del grado escolar que culminen en la reclasificación.</p>
<p>Opción 3: Programa de Salón en Lengua Materna (PLC) TK-5</p>	<p>Los estudiantes son colocados en el Salón de Lengua Materna (PLC) mediante una Exención de los Padres aprobada. Esta opción se proporcionará en una escuela donde haya 20 o más estudiantes con Exenciones de los Padres en un grado escolar en el mismo idioma. Las metas del programa PLC son asegurar que 1) los estudiantes alcancen las metas de su grado escolar y los estándares de contenido y desempeño; 2) volverse completamente bilingües y bilingües en la lengua materna y en inglés; 3) reclasificar a nivel de Competente con Fluidez en inglés y tener buenos resultados en el Programa Convencional en inglés; y 4) ser competentes culturalmente.</p>
<p>Opción 4: Programa de Inmersión Dual de Lenguaje (DLIP) TK-6</p>	<p>El PUSD actualmente ofrece un Programa de Inmersión Dual de Lenguaje (DLIP) en Español/Inglés y Mandarín/Inglés. El programa dual en español está disponible en la escuela San Rafael y el programa dual en Mandarín está disponible en la Primaria Field. Las metas de este modelo de enriquecimiento para estudiantes de inglés son 1) adquisición del dominio académico en un idioma asociado y en inglés; 2) dominio del contenido central del grado escolar y de los estándares de desempeño; 3) ser culturalmente competente; y 4) reclasificación a Competente con Fluidez en inglés. Los estudiantes entran al programa en Kinder o en el 1er grado y continúan hasta el 6º grado.</p>

**OPCIONES DE PROGRAMAS EDUCATIVOS****Metas y Diseño del Programa**

<p>Opción 1: Inmersión estructurada en inglés 6º - 12º</p>	<p>La meta del programa de Inmersión estructurada en inglés en Secundaria (SEI) es la adquisición de habilidades del idioma inglés y el acceso al contenido central para que el estudiante de inglés (EL) tenga buenos resultados en el salón de Clases convencionales en inglés. Este programa está diseñado para asegurar que los ELs cumplan los estándares del grado escolar y de Desarrollo del idioma inglés por medio de la enseñanza de alta calidad. Un maestro enseñando a ELs en SEI utilizará estrategias basadas en la investigación y dividen la enseñanza en etapas para que el contenido y el lenguaje sea comprensible. Se hacen esfuerzos para que los estudiantes avancen hacia el dominio de los estándares del grado escolar. Se proporciona apoyo en la lengua materna en caso necesario para clarificar, pero la enseñanza se da casi por completo en inglés.</p>
<p>Opción 2: Programa de Clases Convencionales en inglés 6º -12º</p>	<p>La meta de este programa es asegurar que los ELs en secundaria que han hecho la transición de SEI o han optado por el programa ELM por medio del retiro de servicios por parte de los padres, sigan progresando para cumplir con el dominio del Desarrollo del Idioma inglés (ELD) y los estándares del grado escolar. Estos estudiantes reciben enseñanza diferenciada de ELD y enseñanza del contenido académico por etapas, así como apoyo con acceso a los requisitos de A-G en preparación para la universidad. Este programa también está abierto a RFEPs, IFEPs y EOs para asegurar que sus habilidades lingüísticas y académicas se comparen con el desempeño de sus compañeros hablantes nativos de inglés.</p>
<p>Opción 3: Programa de recién Llegados/Academia Internacional 6º -12º</p>	<p>Un recién llegado al PUSD se define como un estudiante inscrito en una escuela de E.U.A. durante menos de 12 meses y que logren puntajes en la prueba CELDT en los niveles 1 y 2. Las metas del Programa para Recién Llegados (NP)/Academia Internacional son 1) adquirir dominio del inglés académico de Pre intermedio o Intermedio; 2) Desarrollar habilidades académicas y conocimiento para los estudiantes inmigrantes nuevos en las escuelas de E.U.A.; 3) Prepararse para la transición de su escuela secundaria o preparatoria en 4 semestres; e 5) integrarse significativamente, social y académicamente con la comunidad general de la escuela.</p>
<p>Opción 4: Programa para el Estudiante de inglés a largo plazo 6º -12º</p>	<p>Las metas de este modelo de programa son acelerar el ELD académico y lograr el dominio académico en las materias centrales en los ELs que han asistido a la escuela en E.U.A. durante más de cinco años completos (por ejemplo: al inicio de su 6º año y los años subsecuentes), pero que aún no cumplen los criterios de reclasificación. Específicamente este programa de enseñanza busca: 1) aumentar los índices de graduación; 2) asegurar que estos estudiantes puedan desempeñarse a un nivel comparable al de sus compañeros hablantes de inglés; y 3) proporcionar a los estudiantes acceso a los requisitos de graduación A-G en preparación para la universidad y la vida profesional.</p>

## Appendix D



**PASADENA UNIFIED SCHOOL DISTRICT**  
**Language Assessment & Development Department**  
**351 S. Hudson Ave. Pasadena, CA 91109**

**ANNUAL PARENT NOTIFICATION & STUDENT PLACEMENT LETTER**  
**Date 07/17/2015 CPM Item: II-EL 4.6**

Student's Name: (Last)	(First)	(MI)	Grade	Date of Birth:
School:	Student I.D.#	Home Language:		

Dear Parent or Guardian:

Upon registration you indicated that a language other than English is spoken at home. Therefore, as mandated by law, the District is required to assess your child's language proficiency on the California English Language Development Test (CELDT) upon enrollment in the District and annually in order to monitor progress in learning English until reclassification (see explanation below). We are writing to inform you about your child's CELDT results, California State Assessment results in English Language Arts and Math (Grades 3-11), the District's recommendation for Program placement as well as program options for your child.

20__ Assessment Results		CELDT California English Language Development Test					California State Assessment CAASPP	
		Overall	Listening	Speaking	Reading	Writing	English Language Arts	Math
	Score/ Level						<b>Results will arrive separately</b>	

Student has an IEP (Individualized Educational Plan). Please contact your child's teacher to learn how English Learner Programs will help meet the goals stated in the IEP.

*Education Code 300-340 stipulates that English Learners transition to English mainstream classrooms through programs that rapidly and effectively teach English. It is very important that your child gets the appropriate help in their English program. Primary language instruction is available only through the Parental Waiver process.*

**For the \_\_\_\_\_ school year, your child is enrolled in the:**

**STRUCTURED ENGLISH IMMERSION (SEI) INSTRUCTIONAL PROGRAM** for CELDT Levels 1 or 2  
 Program Option 1 is designed to immerse the students in English language instruction, provide Specially Designed Academic Instruction in English (SDAIE) and a structured, daily period of English Language Development (ELD). Instruction in the SEI program is predominantly in English, with primary language (if available) used for clarification and support to provide English Learners (ELs) with equitable access to the English language curriculum. Teachers, instructional assistants, peer tutors, community volunteers, and/or appropriate instructional materials may be utilized to provide primary language support. ELs are transitioned to Program 2 upon attaining a reasonable level of English language proficiency when they reach CELDT level 3—Intermediate Level.

**ENGLISH LANGUAGE MAINSTREAM (ELM) INSTRUCTIONAL PROGRAM (EM)**. with Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development for CELDT Levels 3-5. Program Option 2 is designed for English Learners who are reasonably fluent in English and who are at CELDT proficiency levels of Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5). English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade-level and core content standards that will lead to reclassification.

**PRIMARY LANGUAGE CLASSROOM – PARENTAL WAIVER OPTION**. Elementary School (TK-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content

-Form Continues on other side-

instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

**INTERNATIONAL ACADEMY/NEWCOMER PROGRAM – PARENTAL WAIVER OPTION** for 6-12<sup>th</sup> grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Secondary School (6-12) Program Option 3 is the International Academy/Newcomer Program, which provides the opportunity to develop English proficiency skills as well as academic instruction. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction. The Newcomer Center is available at Blair International Baccalaureate School.

**DUAL IMMERSION CLASSROOM – PARENTAL WAIVER OPTION.** PUSD offers two dual language programs. A Spanish Dual Language Program is available at San Rafael Elementary, Jackson Elementary and Blair Middle Schools. A Mandarin Dual Language Program is available at Field Elementary and Sierra Madre Middle Schools. Dual language teaches literacy and content in two languages. PUSD utilizes the 90/10 model of instruction whereby in kindergarten 90% of instruction is in the target language and 10% in English. The percentage of instruction in the target language decreases by 10% per year during the subsequent years. (i.e. TK-- 90/10; 1<sup>st</sup> --80/20; 2<sup>nd</sup> --70/30 etc.)

**LONG TERM ENGLISH LEARNER PROGRAM** for 6-12<sup>th</sup> grade students. Secondary School (6-12) Program Option 4 seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6<sup>th</sup> year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

**Reclassification (Exit) Criteria**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	Pasadena Unified School District Criteria
English Language Proficiency Assessment (CELDT)	Student must receive an Overall score of Advanced or Early Advanced with no subtest lower than Intermediate.
Comparison of Performance in Basic Skills	Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
Parental Opinion and Consultation	Required
Teacher Evaluation	Required
	Please see the <i>Master Plan for English Learner Programs</i> for more information.

**Graduation Rate**

The graduation rate for the Pasadena Unified School District is 81.4% (2013-2014)  
 The graduation rate for PUSD English Learners is 58.5% (2013-2014)

Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Please telephone the school if you would like to schedule a parent conference to discuss your child's options for program placement.

**Principal/Designee:**

**School Phone Number:**

**DISTRITO ESCOLAR UNIFICADO DE PASADENA**  
**Departamento de Evaluación y Desarrollo del Lenguaje**  
**351 S. Hudson Pasadena, CA 91109**

**Notificación anual a los padres de los resultados de la CELDT y colocación del estudiante**  
**Fecha \_\_\_\_\_ CPM Ítem: II-EL 4.6**

Nombre del estudiante: (Apellido)	(Nombre)	(Inicial del 2º nombre)	Grado	Fecha de nacimiento:	
Escuela:		# de identificación del estudiante:	Idioma en el hogar:		

Estimado padre de familia o tutor:

Al momento de la inscripción usted indicó que en su hogar se habla un idioma diferente al inglés. Por lo tanto, según lo requiere la ley, el distrito escolar debe evaluar el dominio del lenguaje de su hijo/a en la Prueba de Desarrollo del Idioma Inglés de California (CELDT) al inscribirse en el distrito y también anualmente para monitorear el progreso de su aprendizaje del inglés hasta que logre la reclasificación (ver la explicación más adelante). Le escribimos para informarle sobre los resultados de su hijo/a en CELDT, los resultados de los Exámenes estatales de rendimiento (CAASPP) en Lengua y Literatura en Inglés (ELA) y Matemáticas (del 3º al 11º grado), así como las opciones de programas para su hijo/o y la recomendación del distrito para su colocación en un programa.

20 Resultados de la evaluación		<b>CELDT</b>					<b>Exámenes Estatales de Rendimiento (CAASPP) 3-11 grado</b>	
		<b>Prueba de Desarrollo del Idioma Inglés de California</b>					Inglés	Matemáticas
		Nivel General	Comprensión auditiva	Expresión Oral	Lectura	Escritura		
Puntaje/ Nivel						<b>Los resultados llegarán por separado</b>		

El estudiante tiene un Plan educativo individualizado (IEP, por sus siglas en inglés). Favor de comunicarse con el maestro/a de su hijo/a para saber cómo el Programa de Estudiantes de inglés como segundo idioma que se recomienda más adelante puede ayudarlo a alcanzar las metas establecidas en el IEP.

*El Código educativo 300-340 estipula que los Estudiantes de inglés harán la transición al salón de clases convencionales en inglés mediante programas que rápida y efectivamente enseñen inglés. Es muy importante que su hijo/a reciba la ayuda apropiada en su programa de inglés. La enseñanza en lengua materna está disponible solo mediante el proceso de Exención de los Padres.*

Para el año escolar 201\_\_\_\_-201\_\_\_\_ su hijo/a estará inscrito en el programa:

**PROGRAMA DE INMERSIÓN ESTRUCTURADA AL INGLÉS (SEI, por sus siglas en inglés)** para CELDT Niveles 1 ó 2. La Opción 1 del programa está diseñada para involucrar a los estudiantes en la enseñanza del idioma inglés, proporcionar Enseñanza Académica en Inglés Especialmente Diseñada (SDAIE) y un periodo estructurado diario de Desarrollo del Idioma Inglés (ELD). La enseñanza en el programa SEI es predominantemente en inglés, pero se usa el idioma materno (si está disponible) para aclaraciones y apoyo para darle a los Estudiantes de inglés (ELs) acceso igualitario al plan de estudios del idioma inglés. Los maestros, auxiliares de enseñanza, compañeros tutores, voluntarios comunitarios y/o materiales apropiados de enseñanza podrán utilizarse para proporcionar apoyo en el idioma materno. Los ELs hacen una transición al Programa 2 una vez que logren un nivel razonable de dominio del idioma inglés cuando alcancen el nivel 3 de CELDT – Nivel intermedio.

**PROGRAMA DE ENSEÑANZA DE CLASES CONVENCIONALES EN INGLÉS (ELM)** con Enseñanza Académica en Inglés Especialmente Diseñada (SDAIE) y Desarrollo del Idioma Inglés para CELDT Niveles 3-5. La Opción 2 del programa está diseñada para Estudiantes de inglés que tienen fluidez razonable en inglés y que en CELDT están en un nivel de dominio Intermedio (Nivel 3), Pre-Avanzado (Nivel 4) y Avanzado (Nivel 5). Los Estudiantes de inglés continuarán aprendiendo inglés (ELD diariamente) en el Programa 2 y tendrán acceso total al plan de estudios y materiales que se basan en los estándares al nivel del grado escolar, diseñados para el hablante nativo de inglés. La enseñanza incluirá Enseñanza Académica en Inglés Especialmente (SDAIE). Se proporciona apoyo en la lengua materna para asegurar la comprensión, si es necesario, pero la enseñanza es casi completamente en inglés. El objetivo del Programa 2 es que los aprendices de inglés logren suficiente dominio del inglés para alcanzar los estándares de su grado escolar y del contenido central que los llevará a la reclasificación.

**SALÓN LENGUA MATERNA – OPCIÓN DE EXCENCIÓN POR PARTE DE LOS PADRES.** La Opción 3 del programa en escuela primaria (TK-5) ofrece enseñanza en la lengua materna a los Estudiantes de inglés como segundo idioma que califican bajo la Opción de Exención por parte de los Padres. Los estudiantes reciben enseñanza en la lengua materna mientras que diariamente se proporciona Desarrollo del Idioma Inglés. Este enfoque está diseñado para desarrollar más a fondo las habilidades académicas en la lengua materna y para mantener a los estudiantes al nivel de su grado escolar o más alto en su lengua materna, mientras adquieren habilidades en el idioma inglés. Conforme los estudiantes hacen la transición a la enseñanza del contenido en el idioma inglés, se usan técnicas de SDAIE para proporcionar enseñanza clara y más acceso al plan de estudios central en el segundo idioma del EL. Esta opción se proporcionará en una escuela donde haya 20 o más estudiantes con

Exenciones de los **Este formulario continúa del otro lado**

Padres en un grado escolar en el mismo idioma.

**ACADEMIA INTERNACIONAL/PROGRAMA PARA RECIÉN LLEGADOS – OPCIÓN DE EXENCIÓN POR PARTE DE LOS PADRES** para estudiantes del 6° al 12° grado con menos de 12 meses de estancia en escuelas de E.U.A. en los niveles 1 ó 2. La opción 3 del programa para escuelas secundarias (6-12) es la Academia Internacional/Programa para recién llegados, que da la oportunidad de desarrollar habilidades de dominio del idioma inglés así como enseñanza académica. La enseñanza puede proporcionarse en la lengua materna al principio y se hace la transición a más enseñanza en inglés conforme se van desarrollando las habilidades. Los estudiantes también reciben Enseñanza de Desarrollo del Idioma Inglés. El Centro para Recién Llegados está disponible en la Escuela Blair de Bachillerato Internacional.

**SALÓN DE INMERSIÓN DUAL – OPCIÓN DE EXENCIÓN POR PARTE DE LOS PADRES.** Bajo la Opción 4, el Distrito ofrece dos programas de inmersión dual. Existe un programa de inmersión dual en español disponible en las primarias de San Rafael y Jackson, además de la secundaria de Blair. El programa de inmersión dual en Mandarín está disponible en la escuela primaria Field y la secundaria de Sierra Madre. El lenguaje dual enseña alfabetismo y contenido en dos idiomas. El Distrito de Pasadena utiliza el modelo de enseñanza 90/10 en el que el 90% de la enseñanza sucede en la lengua de destino y el 10% en inglés. El porcentaje de enseñanza en la lengua de destino disminuye 10% cada año hasta que el estudiante este 100% en el lengua secundario. (por ejemplo: TK-90/10; 1°-80/20; 2°-70/30 etc.)

**PROGRAMA PARA EL ESTUDIANTE DE INGLÉS A LARGO PLAZO** para estudiantes del 6° al 12° grado. La Opción 4 del programa en Escuelas secundarias busca acelerar el desarrollo del lenguaje académico en inglés y el logro del dominio académico en las materias centrales por parte de los Estudiantes de Inglés que han asistido a la escuela en E.U.A. durante más de cinco años completos (por ejemplo, al inicio de su 6° año y los años subsecuentes), pero que aún no cumplen con los criterios de reclasificación. Esta opción específicamente busca: 1) Aumentar los índices de graduación ; 2) asegurar que estos estudiantes puedan desempeñarse a un nivel comparable al de sus compañeros que hablan inglés; y 3) proporcionar acceso a los estudiantes a los requisitos A-G de graduación y que estén preparados para la universidad y la vida profesional.

### Criterios de Reclasificación (Salida)

La meta del programa de Estudiantes de Inglés es que los estudiantes se vuelvan totalmente competentes en inglés y que puedan dominar los estándares estatales para el aprovechamiento académico lo más rápido posible. Los criterios de reclasificación de este distrito se enumeran a continuación:

Criterios requeridos (Código de educación de California sección 313[d])	Criterios del Distrito Escolar Unificado de Pasadena
Evaluación del dominio del idioma inglés (CELDT)	El estudiante debe recibir un puntaje general de Avanzado o Pre Avanzado con puntaje mínimo de Intermedio en las sub-pruebas.
Comparación de desempeño en Habilidades Básicas	<b>Grados 1-2</b> puntaje de <b>COMPETENTE</b> o más en las evaluaciones de referencia del distrito de literatura (1°usan resultados de trimestre 3; los alumnos de 2° usan los resultados de trimestre 2 o 3 ) <b>Grados 3-5</b> puntaje de <b>BÁSICO</b> o más en las evaluaciones de referencia del distrito de literatura en el trimestre 1, 2 o 3. <b>Grados 6° al 11°</b> Clasificación de básico o más alta en las evaluaciones del distrito de fin del trimestre en Lengua y literatura comenzando con 2015-16, o Clasificación de básico o más alta en el Inventario escolar de lectura (SRI), o <b>Examen de egreso de la preparatoria de California (CAHSEE), Lengua y literatura en inglés (ELA)</b> *El estudiante logró el <b>PASE</b> en la sección de ELA en la CAHSEE para cumplir con los criterios de habilidades básicas. Grados 10º al 12º.
Opinión de los padres y consulta	Requerido
Evaluación del Maestro/a	Requerido
	Favor de ver el <i>Plan Maestro para Programas de Estudiantes de Inglés</i> para mayor información.

### Índice de graduación

El índice de graduación para el Distrito Escolar Unificado de Pasadena es de 81.4% (2013-2014)

El índice de graduación de los alumnos de aprendizaje de inglés es 58.8% (2013-2014)

Aviso: En cualquier momento durante el año escolar, usted puede cambiar a su hijo/a al Programa de Clases Convencionales en Inglés. Favor de llamar a la escuela si desea programar una conferencia de padres para discutir las opciones de su hijo en cuanto a colocación en algún programa.

**Director/a o Representante:**

**Número de teléfono de la escuela:**



## Appendix E

### Newcomer Center/International Academy

#### *Goals*

The District's goals for students and their families at the Newcomer Center include:

- An orientation to U.S. schools, community and district;
- Acquisition and development of English listening, speaking, reading and writing skills;
- Development of academic language and core subject knowledge through sheltered instruction methodologies;
- Preparation for transition to their comprehensive middle or high school within four semesters;
- Meaningful social and academic integration with the larger school community;
- Provision of a program that addresses students' academic, social, and health needs.

#### *Program Administration*

Administration of the Newcomer Center is the responsibility of the site administrator, the Coordinator of English Learner Programs with support provided by the site Language Development Resource Teacher (LDRT).

#### *Funding*

Funding for the Newcomer Center is provided from the following sources: Title III LEP, Title III Immigrant, and LCFF. Funding from grants and community partnerships will also be explored.

### PROGRAM DESIGN

#### *Entrance Criteria and Definition*

Students admitted to the Newcomer Center are those who have been in the country for less than twelve months and who score at CELDT Levels 1 or 2. A Newcomer may have limited literacy skills in the home language.

Students who were enrolled in U.S. schools previously and then had an extended leave of absence may be eligible for admittance into the Newcomer Center. These students will be considered on a case by case basis if they are at CELDT Levels 1 or 2.

#### *Orientation*

An orientation to U.S. schools is embedded during the English Language Development (ELD) block and during U.S. History. This orientation includes the following topics:

- Understanding U.S. schools, and
- Becoming familiar with the community.

#### *Coursework*

Students will

- Receive English Language Development and English Language Arts instruction through Hampton Brown's *Inside and Edge*;
- Be mainstreamed into Physical Education (including JROTC) and Performing Arts classes;
- Receive instruction in science, history, and math with an emphasis on ELD and Academic Language Development (graduation credit given for these courses).

#### *Site/Location Options*

The Newcomer Center is housed at Blair High School. This is a school within a school model for students in grades 6-12.

#### *Transportation*

Middle and High School students are given bus tickets for the ARTS Bus.

#### *Access to Extracurricular Activities*

Students are integrated into the Blair community in order to participate in extracurricular activities such sports, music, clubs, etc.

### *Access to Technology*

Access to technology is provided three times a week. Students participate in ESL Reading Smart, a web-based reading tutorial regularly. Newcomers also use the computer lab for research purposes.

### *Interaction with Native English Speakers*

Students attending the Newcomer Center interact with native English speakers in Physical Education (including JROTC), Performing Arts, and during extracurricular activities.

### *Support Service (Academic, Social, & Health)*

The academic needs of students are determined during the intake process at the Assessment Center. The Teacher and LDRT identify students who may need a referral to Special Education. The District's health department screens students for health concerns and provides referrals, if necessary. The LDRT and Newcomer Center teachers meet with families to provide community referrals and inform them of community services. Additionally, PUSD's *Families in Transition* provides resources for families experiencing economic hardships.

The *Young and Healthy* program helps students obtain medical and dental care for those eligible through Medi-Cal.

## **STAFFING**

### *Teaching Staff*

The Newcomer Center will be staffed at minimum, in the following manner:

- Teacher qualified to teach ELD English, Pre-Algebra, and Algebra,
- Teacher qualified to teach ELD English and elective sciences, and
- Teacher qualified to teach high school social sciences.

### *Guidance and Counseling*

The counseling team will work in conjunction with the Newcomer Center staff to oversee Newcomer services during the students' time at the Newcomer Center. The services provided include the following:

- Facilitating students' transition to their home schools upon completion of the program;
- Official evaluation and translation of transcripts from students' home countries;
- Monitoring the completion of graduation credits;
- Conducting a comprehensive graduation check;
- Working with school staff to coordinate SSTs (Newcomer Center staff makes contact home and confirms attendance);
- Supporting students in college application process; and
- Identifying students eligible for scholarships and awards (including, but not limited to the Seal of Biliteracy).

### *Classified*

If funding permits, the Newcomer Center will receive the following support from classified personnel:

- Para-professionals: every effort is made to recruit bilingual instructional assistants who reflect the languages spoken by the Newcomers.

Translation and interpretation services are available through PUSD's Communications Department – Translations Unit. If these services are required, funding will be provided by LADD.

### *Professional Development*

Professional Development includes the following:

- Initial and ongoing teacher and paraprofessional training in the use of adopted Language Arts materials, secondary curriculum, and the use of effective instructional strategies for English Learners;
- Additional training for Para-professionals will include use of primary language support, strategies in small group learning, and individual tutoring under the supervision of the classroom teacher; and
- Cultural awareness training will be provided for all classified and certificated personnel working with Newcomers and their families.

Other professional development opportunities and events are described in *Staffing and Professional Development* found in Chapter 6 of the EL Master Plan.

## PLACEMENT

### *Identification Procedures*

Please refer to the Initial Identification, Assessment, and Placement section in PUSD's Master Plan for English Learners, Chapter 1.

### *Enrollment Procedures*

Upon completing the initial CELDT assessment in the Language Assessment and Development Department, students will continue their registration process at Blair High School. In order to complete the registration process, Newcomer Center families must provide the following:

- Student Birth Certificate and/or valid passport,
- Proof of Address (gas, electric or water bill),
- Transcripts from home country, and
- Proof of vaccinations (Students will be referred to PUSD Health Clinic to ensure that this requirement has been met.).
- Parent Identification and/or valid passport

Newcomer Center families meet with the LDRT to register.

### *Transcripts*

When at all possible, students will provide translated transcripts from home country.

If transcript is not translated:

- Spanish transcripts will be translated by LADD or Blair LDRT and counselor
- Non-Spanish transcripts will be translated with a service at parents' expense.

### *Older Students entering US Schools*

The following criteria will be used to determine if an older student is eligible to enroll in the Newcomer Center:

Age Entering District	Placement Recommendations	Considerations
17	<p>Student will be placed in the program. The school will conduct an SST with parents upon entering the District to assess if the student will have enough units to graduate.</p> <p>The school will conduct another SST at age 18 to determine the graduation status.</p>	<p>District is legally required to enroll student at age 17.</p> <p>The student will be referred to an alternative educational setting if s/he is not on track to graduate.</p>
18	<p>Registration in District will depend on graduation credits:</p> <ul style="list-style-type: none"> <li>• If a student arrives with credits, he/she will be registered. SST will be conducted upon registration.</li> <li>• If a student has no credits, he/she will be referred to Pasadena City College – Community Education Center.</li> </ul>	
19	<p>Student will not be registered. Student will be referred to Pasadena City College – Community Education Center.</p>	

## CURRICULUM AND INSTRUCTION

Curriculum and instruction for newcomers follows the instructional focus for students at beginning and early intermediate levels of proficiency as described in Chapter 2. For secondary level students, the difficulty of the transitions of adolescence can be an educational challenge to schools. Combining this transition time with the challenge of learning a second language, mastering the academic content in their second language, and balancing the values systems of both the home and dominant culture can be overwhelming. Some newcomers face the culture shock and/or psychological issues resulting from the experience of moving to a new place or to a new campus and putting them at an even higher risk of academic failure. Thus, much attention is given to the center's curriculum and instructional design.

The latest research on the academic achievement of newcomer ELs reflects the effectiveness of newcomer programs, either as a separate site or school-within-a-school models. PUSD's newcomer center falls into the second category, and it provides full instructional support to students, with sheltered content courses, primary language support, and teachers with multiple content authorization.

The state-adopted textbooks (*Inside Level A* and *Edge Fundamentals*) provide motivating and relevant, systematic and focused, and ELA standards-aligned lessons that are appropriate to the English proficiency levels and interests of newcomers. Other core content instruction is made accessible to newcomers through the teachers' expertise in using modifications and scaffolds to make the learning of difficult concepts comprehensible to students.

### *Courses Offered*

Content Areas taught in the Newcomer Center are the following:

- English Language Arts,
- English Language Development,
- ELD Science,
- ELD World History,
- ELD U.S. History,
- ELD Pre-Algebra, and
- ELD Algebra

### *Credit for Coursework*

Every effort is made to obtain transcripts from previous schools attended whether they are U.S. or are schools from outside the country. Credit is given for comparable coursework taken in the students' countries of origin.

Students receive graduation credits for all courses taken at the Newcomer Center.

### *Electives*

Newcomer students participate in available electives at Blair in performance-based subjects such as art, music, culinary arts, and computer classes.

### *Monitoring Student Progress*

Students' progress is monitored using CTB McGraw's LAS (Language Assessment System) test which measures English language proficiency in Listening, Speaking, Reading and Writing. This assessment is used as a pre- and post-test for entry and exit from the Newcomer Center.

### *SST*

Students deemed to be making inadequate progress as measured by assessments, grades, or teacher observations, have a Student Study Team (SST) convened. With parent consent, students may be tested for a learning disabilities and/or special needs. Otherwise, a plan for academic intervention is developed.

All eleventh grade students also have an SST to determine their final academic plan for graduation or to plan for a transition to the Pasadena City College - Community Education Center.

### *Special Education*

During an SST, a student may be referred to mental health services or testing for special needs. If a student does require special education or related services, an Individualized Education Plan (IEP)/Section 504 Plan will be developed which will include language development.

### *Extended Learning Time*

Participants in the Newcomer Center are required to attend Summer School (Summer LEARNS).

## PROGRAM EVALUATION

### *Baseline Data*

The following data are collected by Language Assessment and Development Staff:

- Initial California English Language Development Test (CELDT).

### *Data Collection and Analysis Program Effectiveness*

Initial data collected by the Assessment Center are distributed to Newcomer Center LDRT. Classroom teachers, the LDRT, and administrators periodically analyze formative data in order to make sound instructional decisions regarding the effectiveness of the program. The classroom teachers administer the assessments, and LDRT will be responsible for maintaining a database on each student.

### *Formative Evaluation*

- *Inside and Edge* Assessments
- Periodic progress assessments (Language Assessment System)
- Writing Portfolio
- District Quarterlies

### *Summative Evaluation*

- Annual California English Language Development Test (CELDT)
- ELA District Benchmark Assessments

## PARENTAL INVOLVEMENT

### *Parental Consent Procedure*

Parents are informed that enrollment in the Newcomer Center is voluntary and requires a waiver. After the assessment process has been completed, parents are counseled as to all the options available to their child and are presented with the benefits of enrollment in the Newcomer Center.

### *Communication Plan*

Written and oral translations of all materials are provided in the prominent languages represented at the Newcomer Center. Translation and interpretation services are available through PUSD's Communications Department—Translations Unit. If these services are required, funding will be provided by LADD.

### *Parent Participation*

The Newcomer Center offers a variety of services to parents of Newcomers including

- Adult ESL Classes,
- PUSD Parent Education Workshops,
- CAFE, and
- ELAC.

### *Community Outreach*

The Newcomer Center links parents with information concerning community resources within the private and public sector such as the following:

- El Centro de Acción Social,
- Villa Esperanza Services,
- Neighborhood Connections, and
- Other resources listed in the *Survival Guide For Individuals, Families and Organizations*.

### *Access to Health, Social, and Education Services*

Parents are provided with information about the following, as needed:

- Partnership Opportunities with community agencies (Social Services, Medical and Mental Health Programs, and so on),
- PUSD Special Education Services,
- Educational resources itemized in the Parent Participation section above
- Young and Healthy (access to doctors, nurses, dentists and psychological services), and
- USC Mobile Dental Clinic (annual)

## SAMPLE CATALOGUE OF TRAININGS

### REQUIRED TRAININGS

#### EL Master Plan Overview

The goal of this presentation is provide an overview of the nine chapters included in the Master Plan and discuss pertinent information related to EL program implementation as it applies to specific responsibilities of participants.

**Schedule:** Initial overview training 2014-15 and future trainings as needed

**Where:** LADD

**Target Participants:** DELAC, Site administrators, LDRTs, Counselors, District and Special Education administrators, ELD and core content teachers

**Presenter:** LADD staff, outside experts, and trained participants under the ToT model

#### The New California ELD Standards

In this presentation/workshop, participants will 1) be oriented with the alignment of new California ELD Standards to the Common Core Standards (ELA); and 2) understand the shifts in ELD instruction.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** Administrators, LDRTs, and teachers  
(to be integrated in Required SDAIE trainings)

**Presenter:** LADD TOSAs

#### The ELD/ELA Framework

In this presentation/workshop, participants will 1) be oriented with the new ELA/ELD framework; 2) explore the guiding principle, the structure, and content of the framework; and 3) illustrate the differences between Integrated and Designated ELD.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** Administrators, LDRTs, and teachers  
(to be integrated in Required SDAIE trainings)

**Presenter:** LADD TOSAs

#### SDAIE: Lesson Preparation

As we all know, lesson planning is crucial to both a student's and a teacher's success. For English learners (ELs), maximum learning occurs when planning produces lessons that target specific language and content objectives, enable students to make connections between their own knowledge and experiences and the new information being taught, give them practice using and applying new information, and assess their learning to determine whether to move or re-teach the material. In this 2-hour presentation and workshop, we will discuss and practice how to identify language and content objectives, incorporate supplementary materials suitable for ELs, select from a variety of techniques for adapting content, and explain the importance of meaningful academic activities for ELs.

**Schedule:** Offered at various times during the year to accommodate teacher schedules, sessions will be done during school, after school, or on Saturdays.

**Where:** LADD

**Target Participants:** Required – principals, assistant principals, LDRTs, ELD and core content teachers

**Presenter:** LADD TOSA

#### SDAIE: Comprehensible Input

Students who learn rigorous content materials to meet high academic standards as required in the Common Core State Standards in a language they do not speak or comprehend completely require specialized teaching techniques to make the message understandable. In this 2-hour presentation and workshop, participants will learn strategies for adjusting their speech in ways that are appropriate for students' proficiency levels, for explaining with clarity the academic tasks, and for using a variety of techniques in making content concepts clear. During the discussion, participants are expected to share some of the comprehensible input strategies they have successfully used in their own classes.

**Schedule:** Offered at various times during the year to accommodate teacher schedules, sessions will be done during school, after school, or on Saturdays.

**Where:** LADD

**Target Participants:** principals, assistant principals, LDRTs, ELD and core content teachers

**Presenter:** LADD TOSAs

### **SDAIE: Building Background**

Research studies have shown that a learner's "schemata," or knowledge of the world, provides a basis for understanding, learning, and remembering facts and ideas found in texts. Effective instruction for ELs may occur when we provide them with opportunities to connect their experiences to a text, develop and/or activate background and prior knowledge before delving into a new concept, and teach key vocabulary to build background. In this 2-hour presentation and workshop, participants will learn and practice some teaching ideas for building background then complete a lesson plan that incorporates the strategies and ideas presented and discussed during the session.

**Schedule:** Offered at various times during the year to accommodate teacher schedules, sessions will be done during school, after school, or on Saturdays.

**Where:** LADD

**Target Participants:** Required – principals, assistant principals, LDRTs, ELD and core content teachers

**Presenter:** LADD TOSAs

### **SDAIE: Differentiation**

The goal of this 2-hour presentation and workshop is for participants to attain, practice, and apply differentiation strategies and activities in SDAIE and Mainstream classes. This is done through several lesson studies during the workshop. A list of research-based best practice strategies and sample lesson plans will be also be provided.

**Schedule:** Offered at various times during the year to accommodate teacher schedules, sessions will be done during school, after school, or on Saturdays.

**Where:** LADD

**Target Participants:** Required – principals, assistant principals, LDRTs, ELD and core content teachers

**Presenter:** LADD TOSAs

# OTHER SDAIE TRAININGS

(The following are topics to be integrated in  
Common Core Curriculum trainings offered to teachers)

## Effective Vocabulary Instruction in SDAIE Courses Part 1 and Part 2

Increasing vocabulary knowledge is a basic part of the process of language proficiency development, both as a means and as an end. Not all vocabulary instruction, however, promotes language development and increases reading comprehension (Nagy, 2002). This 2-part presentation/workshop presents research-based best practice strategies that teachers of ELs can use to ensure effective vocabulary instruction. Part 1 focuses on vocabulary skills development, while Part 2 focuses on vocabulary building strategies.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District Coaches in collaboration with LADD TOSAs

## Interaction

"Use it or lose it" is a saying that conveys what we know from our experience in learning a second language. If one doesn't practice using the language, it is difficult to maintain it. But what about learning a language in the first place – does speaking it help to develop the language? The answer is a resounding "YES!" In this 2-hour presentation and workshop, participants will learn some techniques for activating conversation, discussion, and other forms of interaction in ways that develop not just language but also academic proficiency. Through effective use of these strategies, we expect our students in general, and our ELs in particular, to have a deeper understanding of text, develop oral language proficiency, stimulate their brains, improve their motivation, and improve the classroom atmosphere where ELs are willing to take "risks."

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

## Questioning

Questions asked strategically of students by teachers have been the heart of teaching for about as long as there have been teachers and students. Effective questions tend to come in groups that make the whole greater than the sum of the parts, and questioning is the art of sequencing those questions in groups. Good questioning builds solid mastery of even complex ideas by uncovering and explicating each component piece of a concept in progression, a technique that works very effectively with English learners. In this 2-hour presentation and workshop, participants will 1) identify various kinds of questions, 2) practice some cooperative questioning techniques, and 3) complete a lesson plan that incorporates some of the strategies and techniques learned during the presentation.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

## Practice and Application

It is well established in many and various research findings that practice and application help one master a skill (Marzano, et. al., 2001; Fisher & Frey, 2008; Jensen, 2005). For our ELs in SDAIE courses, however, both practice and application tasks should also aim for practice of all four language skills: Reading, Writing, Listening, and Speaking. For ELs, this stage of a SDAIE lesson is very important, especially for academic language development since this is when students show output. In this 2-hour presentation and workshop, participants learn how to create opportunities for English learners to practice with a new material and demonstrate how well they are learning it.

**Dates:** TBD



**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

### **Lesson Delivery**

Good lesson preparation is the first step in delivering a lesson that leads to student learning. However, a lesson can also go awry, even if it is well written. What, then, is the most effective way to deliver lessons for English learners so that they learn both the language and content objectives? In this 2-hour presentation and workshop, participants will practice how to 1) monitor lessons to determine if lesson delivery is supporting objectives, 2) use strategies for improving student time-on-task throughout the lesson, 3) implement strategies to keep ELs engaged, 4) identify characteristics of effective lesson delivery, and 5) evaluate to see if lesson plan is enacted successfully and pacing is appropriate.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

### **Review and Assessment**

In this 2-hour presentation and workshop, participants will 1) identify and solve issues in assessing content and language learning of English learners (or ELs), 2) determine areas in a lesson plan for assessing key vocabulary and content, 3) provide effective academic oral and written feedback to ELs during a lesson, 4) Compare and contrast characteristics of various types of assessment appropriate for ELs, and 5) analyze lessons to see the effectiveness of review and assessment strategies.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** LDRTs, ELD and core content teachers  
(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSA

### **SDAIE English Language Arts**

In this 2-hour presentation and workshop, participants will 1) discuss current instructional practices and identify commonalities between ELA and ELD, 2) identify areas in ELA instruction that are challenging to English learners (ELs), 3) practice some strategies that make the teaching of ELA content accessible to ELs, 4) practice some effective strategies to improve literacy skills of ELs in an ELA classroom, and 5) complete a lesson plan incorporating the strategies and techniques learned during the presentation.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** ELD and ELA teachers

**Presenter:** District coaches in collaboration with LADD TOSAs

### **Math for English Learners**

In this 2-hour presentation and workshop, participants will 1) discuss current instructional practices and identify commonalities between math and ELD, 2) identify areas in math instruction that are challenging to English learners (ELs), 3) practice some strategies that make the teaching of math content accessible to ELs, 4) practice some effective strategies to improve literacy skills of ELs in a math classroom, and 5) complete a lesson plan incorporating the strategies and techniques learned during the presentation.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** Math teachers

(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

### **Science for English Learners**

In this 2-hour presentation and workshop, participants will 1) develop expertise in teaching science content and processes to English learners, 2) develop expertise in teaching language development and literacy through science activities, 3) apply the inquiry-based teaching approach to teaching science to ELs, 4) integrate best practices for teaching from both science and ELD, and 5) complete a lesson plan following a model presented in this workshop.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** Science teachers

(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

### **SDAIE Social Studies/History**

In this 2-hour presentation and workshop, participants will 1) discuss current instructional practices and identify commonalities between Social Studies/History and ELD, 2) identify areas in Social Studies/History instruction that are challenging to English learners (ELs), 3) practice some strategies that make the teaching of Social Studies/History content accessible to ELs, 4) practice some effective strategies to improve literacy skills of ELs in a Social Studies/History classroom, and 5) complete a lesson plan incorporating the strategies and techniques learned during the presentation.

**Dates:** TBD

**Times:** TBD

**Where:** LADD

**Target Participants:** Social Studies/History teachers

(to be integrated in Common Core Curriculum Training)

**Presenter:** District coaches in collaboration with LADD TOSAs

# Appendix G

PASADENA UNIFIED SCHOOL DISTRICT  
Language Assessment & Development Department

**Reclassification Form**  
**Elementary Schools: Grades K-5**

Student Name: Last, First, M.I.	Student I.D. #:	Grade:
School:	Date of Birth:	Reporting Language:

**Reclassification Criteria**

<b>1.</b>	<b>Assessment of English Language Proficiency: CELDT</b>  <b>Overall:</b> <i>Early Advanced</i> or higher (Level 4 or 5) <b>Listening:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Speaking:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Reading:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Writing:</b> <i>Intermediate</i> or higher (Level 3-5)	Level:	Date Met:
<b>2.</b>	<b>Performance in Basic Skills:</b> <b>Grades K-2:</b> <b>ELA Trimester Assessment:</b> Proficient or higher on benchmark assessment <b>Grades 3-5:</b> <b>ELA Trimester Assessment:</b> Basic or higher on benchmark assessment or  <b>Grades K-5:</b> Balanced Literacy IRI assessments: At grade level	Level:  _____  _____	Date Met:  _____  _____
<b>3.</b>	<b>Teacher Evaluation of Curriculum Mastery: Report Card</b>  Grade K-1: Proficient or higher in ELA Reading and Writing  Grades 2-5: Basic or higher in ELA Reading and Writing	Level:  _____  _____	Date Met:  _____  _____
<b>4.</b>	Parent Opinion and Consultation: Parent/Guardian has been notified of the right to participate in the reclassification process. <b>Consultation</b> with the parent/guardian was achieved by the following:  <div style="text-align: right; margin-right: 50px;">Meeting</div>	Check (√)  _____	Date  _____

**The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).**

Signature of Principal/Designee/Teacher	Date	Signature of LDRT/EL Coach	Date
---	------	----------------------------	------

Signature of Classroom Teacher	Date	Signature of LADD Director	Date
--------------------------------	------	----------------------------	------

Parent Signature      Date

PASADENA UNIFIED SCHOOL DISTRICT  
 Language Assessment & Development Department  
**Reclassification Form**  
**Secondary Schools: Grades 6-12**

Student Name: Last, First, M.I.	Student I.D. #:	Grade:
School:	Date of Birth:	Reporting Language:

**Reclassification Criteria**

1.	<b>Assessment of English Language Proficiency: CELDT</b>  <b>Overall:</b> <i>Early Advanced</i> or higher (Level 4 or 5)  <b>Listening</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Speaking:</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Reading:</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Writing:</b> <i>Intermediate</i> or higher (Level 3-5)	Level:	Date Met:
2.	<b>Performance in Basic Skills:</b> Grades 6-11: A rating of basic or higher in District-based, end-of-term starting with 2015-16 , or  A rating of basic or higher on the Scholastic Reading Inventory (SRI)	Scale Score:	Date Met:
3.	<b>Teacher Evaluation of Curriculum Mastery:</b> The student has a grade of <b>C</b> or better in ELA.	Grade/Subject:	Date Met:
4.	<b>Parent Opinion and Consultation:</b>  Parent/Guardian has been notified of the right to participate in the reclassification process. Consultation with the parent/guardian was achieved by the following:  <div style="text-align: right; margin-right: 50px;">Meeting</div>	Check (√)  _____	Date  _____

**The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).**

\_\_\_\_\_  
Principal/Designee

\_\_\_\_\_  
EL Coach/LDRT

\_\_\_\_\_  
ELA Teacher

\_\_\_\_\_  
LADD Director

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

DISTRITO ESCOLAR UNIFICADO DE PASADENA  
 Departamento de evaluación y desarrollo del lenguaje (LADD)  
**Formulario de Reclasificación**  
**Escuelas Primarias: Grados 1-5**

Nombre del estudiante: Apellido, nombre, inicial del 2º nombre	# de identificación del estudiante:	Grado:
Escuela:	Fecha de nacimiento:	Idioma en el hogar:

**Criterios de Reclasificación**

1.	<b>Evaluación del dominio del idioma inglés: CELDT</b>  <b>Nivel General:</b> Pre avanzado o más alto (Nivel 4 o 5) <b>Comprensión Auditiva:</b> Intermedio o más alto (Nivel 3-5) <b>Expresión Oral:</b> Intermedio o más alto (Nivel 3-5) <b>Lectura:</b> Intermedio o más alto (Nivel 3-5) <b>Escritura:</b> Intermedio o más alto (Nivel 3-5)	Nivel:  _____ _____ _____ _____	Fecha en que se cumplió:  _____
2.	<b>Desempeño en las habilidades básicas:</b> Grado K-2 puntaje de Competente o más en las evaluaciones de referencia del distrito para ELA  Grados 3-5 puntaje de Básico o más en las evaluaciones de referencia del distrito para ELA o,  Grados K-5: Examen de IRI en litoescritura balanceada: A nivel de grado	Puntaje en escala:  _____	Fecha en que se cumplió:  _____
3.	<b>Evaluación del dominio del plan de estudios por parte del maestro/a:</b> Grado K-1: Competente o más alto en lectura y escritura  Grado 2-5: Básico o más alto en lectura y escritura	Calificación/Materia:  _____	Fecha en que se cumplió:  _____
4.	<b>Opinión y consulta con los padres:</b> Los padres/tutores han sido notificados de su derecho a participar en el proceso de reclasificación La consulta con los padres/tutores se logró por medio de:  Quien se comunicó: _____ Reunión _____ Referencia telefónica _____ Carta enviada al hogar	Marcar (√)  _____ _____ _____	Fecha:  _____ _____ _____

El estudiante ha cumplido TODOS (4) los criterios y ha sido reclasificado como Competente con fluidez en inglés (R-FEP, por sus siglas en inglés). El progreso del estudiante debe supervisado por lo menos una vez al año por los siguientes dos años.

\_\_\_\_\_  
 Firma de Padre/Guardián                      Fecha

\_\_\_\_\_  
 Firma de Padre/Guardián                      Fecha

\_\_\_\_\_  
 Firma de Maestro/a                              Fecha

\_\_\_\_\_  
 Firma del Maestro de Recurso (LDRT)      Fecha

\_\_\_\_\_  
 Firma de Director/a                              Fecha

\_\_\_\_\_  
 Firma de administrador de LADD              Fecha

DISTRITO ESCOLAR UNIFICADO DE PASADENA  
 Departamento de evaluación y desarrollo del lenguaje (LADD)  
**Formulario interino de reclasificación**  
**Escuelas secundarias: 6° al 12° grado**

Nombre del estudiante: Apellido, nombre, inicial del 2° nombre	# de identificación del estudiante:	Grado:
Escuela:	Fecha de nacimiento:	Idioma en el hogar:

**Criterios de reclasificación**

1.	<b>Evaluación del dominio del idioma inglés: CELDT</b> <b>Nivel General:</b> Pre avanzado o más alto (Nivel 4 ó 5) <b>Comprensión Auditiva:</b> Intermedio o más alto (Nivel 3-5) <b>Expresión Oral:</b> Intermedio o más alto (Nivel 3-5) <b>Lectura:</b> Intermedio o más alto (Nivel 3-5) <b>Escritura:</b> Intermedio o más alto (Nivel 3-5)	Nivel:	Fecha en que se cumplió:
2.	<b>Desempeño en las habilidades básicas:</b> 6° al 11° grado Clasificación de básico o más alta en las evaluaciones del distrito de fin del trimestre en Lengua y literatura, o  Clasificación de básico o más alta en el Inventario escolar de lectura (SRI), o	Puntaje en escala:	Fecha en que se cumplió:
3.	<b>Evaluación del dominio del plan de estudios por parte del maestro/a:</b> El estudiante tiene calificación de <b>C</b> o más en ELA.	Calificación/Materia:  Inglés:	Fecha en que se cumplió:
4.	<b>Opinión y consulta con los padres:</b>  Los padres/tutores han sido notificados de su derecho a participar en el proceso de reclasificación La consulta con los padres/tutores se logró por medio de: <div style="text-align: right; margin-right: 50px;">                     Reunión                      Conferencia telefónica                      Carta enviada al hogar                 </div>	Marcar (✓)  _____ _____ _____	Fecha:  _____ _____ _____

El estudiante ha cumplido TODOS los criterios (1-4) y ha sido reclasificado como Competente con fluidez en inglés (R-FEP, por sus siglas en inglés).

\_\_\_\_\_  
 Director(a)/ Representante

\_\_\_\_\_  
 Maestro/a de desarrollo del lenguaje y recursos

\_\_\_\_\_  
 Maestro/a de Lengua y literatura en inglés

\_\_\_\_\_  
 Administrador de LADD

\_\_\_\_\_  
 Firma de los padres

\_\_\_\_\_  
 Fecha

**FOR SPECIAL EDUCATION STUDENT USE ONLY**  
**TO BE COMPLETED DURING STUDENT IEP MEETING**

Student Name: Last, First, M.I.	Student I.D. #:	Grade:
School:	Date of Birth:	Reporting Language:

**Reclassification Criteria**

<b>1.</b>	<b>Assessment of English Language Proficiency: CELDT</b>  <b>Overall:</b> <i>Early Advanced</i> or higher (Level 4 or 5) <b>Listening:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Speaking:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Reading:</b> <i>Intermediate</i> or higher (Level 3-5) <b>Writing:</b> <i>Intermediate</i> or higher (Level 3-5)	Level:	Date Met:
<b>2.</b>	<b>Performance in Basic Skills:</b>  <b>Cognitive level as determined by most recent Psychoeducation Report:</b>  <b>Grades K-2:</b> <b>ELA Trimester Assessment:</b> Proficient or higher on benchmark assessment <b>Grades 3-5:</b> <b>ELA Trimester Assessment:</b> Basic or higher on benchmark assessment or  <b>Grades K-5:</b> Balanced Literacy IRI assessments: At cognitive grade level.	Level:  _____  _____  _____	Date Met:  _____  _____  _____
<b>3.</b>	<b>Teacher Evaluation of Curriculum Mastery: Report Card</b>  Grade K-1: Proficient or higher in ELA Reading and Writing  Grades 2-5: Basic or higher in ELA Reading and Writing	Level:  _____  _____	Date Met:  _____  _____
<b>4.</b>	Parent Opinion and Consultation: Parent/Guardian has been notified of the right to participate in the reclassification process. <b>Consultation</b> with the parent/guardian was achieved by the following:  <div style="text-align: right; margin-right: 50px;">Meeting</div>	Check (√)  _____	Date  _____

**The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).**

Signature of Principal/Designee/Teacher	Date	Signature of LDRT/EL Coach	Date
Signature of Classroom Teacher	Date	Signature of LADD Director	Date
Parent Signature	Date		

PASADENA UNIFIED SCHOOL DISTRICT  
 Language Assessment & Development Department  
**Reclassification Form Option 1**  
 Secondary Schools: Grades 6-12

**FOR SPECIAL EDUCATION STUDENT USE ONLY**  
**TO BE COMPLETED DURING STUDENT IEP MEETING**

Student Name: Last, First, M.I.	Student I.D. #:	Grade:
School:	Date of Birth:	Reporting Language:

**Reclassification Criteria**

1.	<b>Assessment of English Language Proficiency: CELDT</b>  <b>Overall:</b> <i>Early Advanced</i> or higher (Level 4 or 5)  <b>Listening:</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Speaking:</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Reading:</b> <i>Intermediate</i> or higher (Level 3-5)  <b>Writing:</b> <i>Intermediate</i> or higher (Level 3-5)	Level:	Date Met:
2.	<b>Performance in Basic Skills:</b>  <b>Cognitive level as determined by most recent Psychoeducation Report:</b>  Grades 6-11: A rating of basic or higher in District-based, end-of-term starting with 2015-16, or  A rating of basic or higher on the Scholastic Reading Inventory (SRI) – <b>Lexile level span should be determined by student cognitive level.</b>	Scale Score:	Date Met:
3.	<b>Teacher Evaluation of Curriculum Mastery:</b> The student has a grade of C or better in ELA.	Grade/Subject:	Date Met:
4.	<b>Parent Opinion and Consultation:</b>  Parent/Guardian has been notified of the right to participate in the reclassification process. Consultation with the parent/guardian was achieved by the following:  <div style="text-align: right; margin-right: 50px;">Meeting</div>	Check (✓)  _____	Date  _____

**The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).**

\_\_\_\_\_  
Principal/Designee

\_\_\_\_\_  
EL Coach/LDRT

\_\_\_\_\_  
ELA Teacher

\_\_\_\_\_  
LADD Director

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



DISTRITO ESCOLAR UNIFICADO DE PASADENA  
Departamento de evaluación y desarrollo del lenguaje (LADD)  
**Formulario de Reclasificación Opción 1**  
Escuelas Primarias: Grados K-5

**SOLAMENTE POR USO DE ALUMNOS DE EDUCACION ESPECIAL**  
**ESTA FORMA SE NECESITA COMPLETAR DURANTE LA JUNTA DE IEP DEL ALUMNO**

Nombre del estudiante: Apellido, nombre, inicial del 2º nombre	# de identificación del estudiante:	Grado:
Escuela:	Fecha de nacimiento:	Idioma en el hogar:

**Criterios de Reclasificación**

1.	<p><b>Evaluación del dominio del idioma inglés: CELDT</b></p> <p><b>Nivel General:</b> Pre avanzado o más alto (Nivel 4 o 5)  <b>Comprensión Auditiva:</b> Intermedio o más alto (Nivel 3-5)  <b>Expresión Oral:</b> Intermedio o más alto (Nivel 3-5)  <b>Lectura:</b> Intermedio o más alto (Nivel 3-5)  <b>Escritura:</b> Intermedio o más alto (Nivel 3-5)</p>	<p>Nivel:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fecha en que se cumplió:</p> <p>_____</p>
2.	<p><b>Desempeño en las habilidades básicas:</b></p> <p><b>Nivel cognitivo determinado por el reporte de Psychoeducación mas reciente.</b></p> <p>Grado K-2 puntaje de Competente o más en las evaluaciones de referencia del distrito para ELA</p> <p>Grados 3-5 puntaje de Básico o más en las evaluaciones de referencia del distrito para ELA o,</p> <p>Grados K-5: Examen de IRI en litoescritura balanceada: A nivel de grado cognitivo</p>	<p>Puntaje en escala:</p> <p>_____</p>	<p>Fecha en que se cumplió:</p> <p>_____</p>
3.	<p><b>Evaluación del dominio del plan de estudios por parte del maestro/a:</b></p> <p>Grado K-1: Competente o más alto en lectura y escritura</p> <p>Grado 2-5: Básico o más alto en lectura y escritura</p>	<p>Calificación/Materia:</p> <p>_____</p>	<p>Fecha en que se cumplió:</p> <p>_____</p>
4.	<p><b>Opinión y consulta con los padres:</b></p> <p>Los padres/tutores han sido notificados de su derecho a participar en el proceso de reclasificación La consulta con los padres/tutores se logró por medio de:</p> <p style="text-align: right;">Reunión</p> <p>Quien se comunicó: _____ Referencia telefónica</p> <p style="text-align: right;">Carta enviada al hogar</p>	<p>Marcar (✓)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fecha:</p> <p>_____</p> <p>_____</p> <p>_____</p>

El estudiante ha cumplido TODOS (4) los criterios y ha sido reclasificado como Competente con fluidez en inglés (R-FEP, por sus siglas en inglés). El progreso del estudiante debe supervisado por lo menos una vez al año por los siguientes dos años.

\_\_\_\_\_  
Firma de Padre/Guardián                      Fecha

\_\_\_\_\_  
Firma de Padre/Guardián                      Fecha

\_\_\_\_\_  
Firma de Maestro/a                              Fecha

\_\_\_\_\_  
Firma del Maestro de Recurso (LDRT)      Fecha

\_\_\_\_\_  
Firma de Director/a                              Fecha

\_\_\_\_\_  
Firma de administrador de LADD              Fecha

DISTRITO ESCOLAR UNIFICADO DE PASADENA  
 Departamento de evaluación y desarrollo del lenguaje (LADD)  
**Formulario interino de reclasificación**  
 Escuelas secundarias: 6° al 12° grado

**SOLAMENTE POR USO DE ALUMNOS DE EDUCACION ESPECIAL**  
**ESTA FORMA SE NECESITA COMPLETAR DURANTE LA JUNTA DE IEP DEL ALUMNO**

Nombre del estudiante: Apellido, nombre, inicial del 2° nombre	# de identificación del estudiante:	Grado:
Escuela:	Fecha de nacimiento:	Idioma en el hogar:

**Criterios de reclasificación**

1.	<b>Evaluación del dominio del idioma inglés: CELDT</b>  <b>Nivel General:</b> Pre avanzado o más alto (Nivel 4 ó 5)  <b>Comprensión Auditiva:</b> Intermedio o más alto (Nivel 3-5)  <b>Expresión Oral:</b> Intermedio o más alto (Nivel 3-5)  <b>Lectura:</b> Intermedio o más alto (Nivel 3-5)  <b>Escritura:</b> Intermedio o más alto (Nivel 3-5)	Nivel:	Fecha en que se cumplió:
2.	<b>Desempeño en las habilidades básicas:</b>  <b>Nivel cognitivo determinado por el reporte de Psychoeducación mas reciente.</b>  6° al 11° grado Clasificación de básico o más alta en las evaluaciones del distrito de fin del trimestre en Lengua y literatura, o  Clasificación de básico o más alta en el Inventario escolar de lectura (SRI). Nivel de lectura se determinara por el nivel cognitivo del estudiante.	Puntaje en escala:	Fecha en que se cumplió:
3.	<b>Evaluación del dominio del plan de estudios por parte del maestro/a:</b> El estudiante tiene calificación de C o más en ELA.	Calificación/Materia:  Inglés:	Fecha en que se cumplió:
4.	<b>Opinión y consulta con los padres:</b>  Los padres/tutores han sido notificados de su derecho a participar en el proceso de reclasificación La consulta con los padres/tutores se logró por medio de:  <div style="text-align: right;">                     Reunión _____                      Conferencia telefónica _____                      Carta enviada al hogar _____                 </div>	Marcar (√)	Fecha:  _____ _____ _____

El estudiante ha cumplido TODOS los criterios (1-4) y ha sido reclasificado como Competente con fluidez en inglés (R-FEP, por sus siglas en inglés).

\_\_\_\_\_  
Director(a)/ Representante

\_\_\_\_\_  
Maestro/a de desarrollo del lenguaje y recursos

\_\_\_\_\_  
Maestro/a de Lengua y literatura en inglés

\_\_\_\_\_  
Administrador de LADD

\_\_\_\_\_  
Firma de los padres

\_\_\_\_\_  
Fecha

**Appendix H**  
**ELEMENTARY AND SECONDARY ILP FORM**

( SCHOOL NAME)

ENGLISH LEARNER – ILP  
School Year \_\_\_\_\_

Name: _____	ID#: _____
Grade: _____	Teacher _____
DOB: _____	Date: _____
Date Entered _____	Date Entered US: _____
District: _____	_____

**Annual Evaluation of Assessment Measures:** (all English Learners)

CELDT	OVR	LSTG	SPKG	RDG	WRT
201_					
201_					
201_					

CA State Assessment CAASPP	ELA SCALE	ELA LEVEL	MATH SCALE	MATH LEVEL
201_				
Benchmark Assessments	Meets Standards		Unit Assessment	Meets Benchmark
Check (✓)			Check (✓)	

\*Attach assessment if benchmark is NOT met referred

**Intervention (Catch-Up) Plan:** (English Learners who did not meet benchmark criteria)

<b>Content Area Needs</b>	<b>Describe specific goals to be targeted during intervention</b>		
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Content Area Literacies _____ <input type="checkbox"/> State Assessments <input type="checkbox"/> Other _____			
<b>Action Plan:</b>			
	<b>Who</b>	<b>When/Duration</b>	<b>Activity</b>
1. Intervention (in-class)			
2. Intervention (small group)			
3. Intervention (one-on-one)			
4. Tutoring( before/after school or Saturday)			
5. Other			

Comments/Documentation of Progress During Intervention :

Follow up Meeting Comments:      Date:

**Schedule follow up meeting on \_\_\_\_\_**  
(date)

\_\_\_\_\_  
Classroom Teacher's Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
LDRT's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intervention Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature (secondary only)

\_\_\_\_\_  
Date

# Appendix I

SAMPLE

## ELD Writing Scoring Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Category	4- Excelling	3- Bridging	2-Expanding	1- Emerging
<b>Content</b>	Content fully addresses prompt in a superior manner.	Content reasonably addresses prompt.	Content is related to prompt but is limited	Content is somewhat related to prompt.
<b>Response</b>	Response is written in Standard English and contains a topic sentence, supporting details and clear purpose or focus	Response is mostly comprehensible and organized in a logical manner with related ideas.	Response is mostly comprehensible and contains minor errors in communication	Response consists of some recognizable phrases and simple sentences related to the topic.
<b>Grammar and Syntax</b>	Grammar and syntax contains no more than one error and exemplifies grade level expectations. A variety of grammatical structures with complex sentences.	Grammar and syntax contain <i>minimal errors do not interfere</i> with meaning. Some variety of grammatical structures.	Grammar and syntax errors <i>somewhat</i> interfere with meaning. Some evidence of correct use of subject and predicate.	Grammar and syntax errors <i>often</i> interfere with meaning.
<b>Vocabulary</b>	Uses academic and domain-specific vocabulary. Vocabulary is precise and may include idioms or figurative language.	Uses some academic or domain specific language to address prompt.	Vocabulary is general, repetitive and uses some terms incorrectly. Minimal domain specific or academic vocabulary.	Vocabulary is limited and very basic. Lacks domain specific words or academic vocabulary.
<b>Spelling and Mechanics</b>	Spelling and mechanics errors are minimal and do not interfere with meaning. Overall, strong command of spelling and mechanics.	Spelling and mechanics errors <i>occasionally</i> interfere with meaning. Mostly adequate spelling and mechanics.	Spelling and mechanics errors <i>often</i> interfere with meaning. Inconsistent use of spelling, punctuation, capitalization.	Spelling and mechanics errors make it difficult to understand. At least one word is spelled correctly.

Scoring      \_\_\_\_\_ x 4 =       \_\_\_\_\_ x 3 =       \_\_\_\_\_ x 2 =       \_\_\_\_\_ x 1 =

The total score is  Possible point total is 20

Directions:

Circle one box in each row that best describes the students work in that area. Add the number of circles for the column. Add the numbers in the four squares to get the total score and write total score in the circle. For reclassification purposes, a **minimum score of 14 points** is required with **expanding in no more than two categories and cannot have any emerging scores.**

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged *</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\* acknowledging and/or addressing the opposing point of view begins at grade 7

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> <li>an effective plot helps to create a sense of unity and completeness</li> <li>effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>natural, logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul>	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> <li>an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>adequately maintains a setting, develops narrator/characters, and/or maintains point of view*</li> <li>adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul>	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> <li>there may be an inconsistent plot, and/or flaws may be evident</li> <li>unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*</li> <li>uneven use of appropriate transitional strategies and/or little variety</li> <li>weak or uneven sequence of events</li> <li>opening and closure, if present, are weak</li> </ul>	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>there is little or no discernible plot or there may just be a series of events</li> <li>may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*</li> <li>few or no appropriate transitional strategies may be evident</li> <li>little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>opening and/or closure may be missing</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	4	3	2	1	NS
Development/Elaboration	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul>	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>



2-Point Narrative Performance Task Writing Rubric (Grades 3-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques*</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

## Appendix J

### PASADENA UNIFIED SCHOOL DISTRICT Language Reclassification Follow up Form (Grades 2 -12)

Student Name (Last, First):	Student I.D. #:	Grade:	Date of Birth:
School:	Reclassification Date:	School Year:	

Follow-up (Check one):	California State Assessment	Scale	Level
<input type="checkbox"/> <b>Six Months</b>	ELA		
<input type="checkbox"/> <b>One Year</b>	MATH		
<input type="checkbox"/> <b>Two Year</b>			

**FOLLOW UP CRITERIA:**

- |                                 |  |
|---------------------------------|--|
| 1. Oral Language Proficiency    | Does the student continue to demonstrate proficiency in English oral language comparable to that of the average native English-language speaker in his/her classroom?<br><input type="checkbox"/> Yes <span style="margin-left: 150px;"><input type="checkbox"/> No</span> |
| 2. Reading Comprehension Skills | Does the student demonstrate satisfactory English reading and comprehension skills substantially equivalent to those of native English proficiency?<br><input type="checkbox"/> Yes <span style="margin-left: 150px;"><input type="checkbox"/> No</span>                   |
| 3. Writing Skills               | Does the student demonstrate satisfactory English writing skills, substantially equivalent to those of native English proficiency?<br><input type="checkbox"/> Yes <span style="margin-left: 150px;"><input type="checkbox"/> No</span>                                    |
| 4. Academic                     | Is the student maintaining a "C" in all academic areas?<br><input type="checkbox"/> Yes <span style="margin-left: 150px;"><input type="checkbox"/> No</span>   |

**TEACHER RECOMMENDATION (Check one):**

- The student's language designation and placement are appropriate to meet student's needs.
- A new program placement might be more appropriate to meet the student's needs.
- SST should be convened to discuss alternative placement and/or need for additional support.

**If student is not making academic progress, please complete the following and develop an action plan.**

	Most Recent Grades	Grade
<input type="checkbox"/> Tutorial/Tutoring	English	
<input type="checkbox"/> English Level Change (Secondary Only)	Math	
<input type="checkbox"/> SST	Science	
<input type="checkbox"/> Summer School	History	
<input type="checkbox"/> Other		
	<b>Attendance</b>	
	Absences	
	Tardies	

\_\_\_\_\_  
Classroom Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
LDRT's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_



**PASADENA UNIFIED SCHOOL DISTRICT**  
**Language Assessment and Development Department**

---

351 South Hudson Avenue Pasadena, California 91109  
PHONE (626) 396-3600- Ext:88280

School:  
Language Development Resource Teacher:  
School Telephone Number:

Dear Parent or Guardian of:

Your child is scheduled to take the California High School Exit Examination (CAHSEE) on either \_\_\_/\_\_\_/\_\_\_, for English Language Arts or \_\_\_/\_\_\_/\_\_\_, for Mathematics. Passing both portions of the CAHSEE is a high school graduation requirement, and is one of the requirements for reclassification.

Because your child is an English Learner, he/she is entitled to the following testing variations:

- (1) Student is allowed to hear the test directions printed in the test administration manual translated into the student's primary language by a qualified designee. Student may ask clarifying questions about the test directions in the primary language.
- (2) Student may have additional supervised breaks within a testing day or following each test part provided that the test part is completed within the day of testing.
- (3) Student may have the opportunity to be tested separately with other English Learners provided that the student is directly supervised by an employee of the school who has signed a test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.
- (4) Student may use translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.

Please call me if you have any questions or call your school's Language Development Resource Teacher at the number above.

Thank you.

TOSA-Secondary



PASADENA UNIFIED SCHOOL DISTRICT  
Language Assessment and Development Department

---

351 South Hudson Avenue  
Pasadena, California 91109  
PHONE (626) 396-3600-88280

Escuela: :  
Maestro/a de Recursos:  
Número de Teléfono:

Estimados Padres o Tutores:

Su hijo tomará el Examen de Egreso de la Escuela Secundaria de California (CAHSEE) el (*date*) (Lenguaje) o el (*date*) (Matemáticas) . Tienen que pasar estos dos exámenes para graduarse de la escuela secundaria. Los estudiantes que están aprendiendo Inglés pueden tener ciertas variaciones en los exámenes, si estas variaciones son usadas regularmente en el salón de clase. Estas son:

1. Escuchar la instrucción imprimida en el manual de administración traducida al idioma natal del estudiante. Hacer preguntas de clarificación acerca de las instrucciones del examen en el idioma natal del estudiante.
2. Recessos adicionales supervisados en el día del examen o dentro de una parte del examen proveyendo que esa parte del examen sea completada en el mismo día del examen.
3. Los estudiantes Aprendices de Inglés (EL's) pueden tener la oportunidad de ser examinados separadamente con otros EL's proveyendo que tal estudiante este directamente supervisado por un empleado escolar quien haya firmado una declaración de confidencialidad, y que al estudiante se le haya provisto tal acomodamiento flexible como parte de su instrucción regular o evaluación.
4. Acceso a glosarios de traducción/listas de palabras (del Inglés al idioma natal.) Los glosarios/listas de palabras no deberán incluir definiciones o formulas.

Llámeme, por favor, si tiene alguna pregunta o llame al maestro de recursos al número arriba de esta carta.

Gracias.

Atentamente

Director/a Ejecutiva de Instrucción

## Appendix L

SAMPLE

### SDAIE Courses Observation Checklist

Observer(s): \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Class/Topic: \_\_\_\_\_

CELDT Level(s): \_\_\_\_\_

Observation: Walk-thru    Formal  
(circle one)

**DIRECTIONS:** Circle the number that best reflects what you observe in a SDAIE lesson. You may give a score from 0-4 (or N/A on selected items). Cite under "Comments" specific examples of the behaviors observed.

		Highly Evident	Some what Evident	Not Evident	N/A		
<b>Lesson Preparation</b>							
<b>1</b>	Content and language objectives clearly defined, displayed (on white board), and reviewed with students.	4	3	2	1	0	
<b>2</b>	Content concepts appropriate for age and educational background level of students.	4	3	2	1	0	
<b>4</b>	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	4	3	2	1	0	
<b>6</b>	Meaningful activities that integrate lesson concepts with language practice opportunities for Reading, Writing, Listening, and/or Speaking.	4	3	2	1	0	
<b>Building Background</b>							
<b>5</b>	Concepts explicitly linked to students' background experience.	4	3	2	1	0	
<b>6</b>	Links explicitly made between past learning and new concepts.	4	3	2	1	0	
<b>Vocabulary</b>							
<b>7</b>	Vocabulary words were appropriately selected for brief and for elaborate instruction.	4	3	2	1	0	
<b>8</b>	Strategies to teach vocabulary promote engagement, rigor, and interaction.	4	3	2	1	0	
<b>9</b>	Strategies to assess vocabulary learning promote vocabulary building and vocabulary skills development.	4	3	2	1	0	
<b>Comprehensible Input</b>							
<b>10</b>	Speech appropriate for students' proficiency level.	4	3	2	1	0	
<b>11</b>	Clear explanation of academic tasks.	4	3	2	1	0	
<b>12</b>	A variety of techniques used to make content concepts clear.	4	3	2	1	0	
<b>Learning Strategies</b>							
<b>13</b>	Ample opportunities for students to use learning strategies.	4	3	2	1	0	
<b>14</b>	Scaffolding techniques consistently used assisting and supporting student understanding.	4	3	2	1	0	
<b>Questioning</b>							
<b>15</b>	Plan questions that are accessible to students at different language proficiency levels.	4	3	2	1	0	
<b>16</b>	Organize questions to promote and develop critical and creative thinking.	4	3	2	1	0	

17	Use appropriate techniques for questioning and responding to students.	4	3	2	1	0	
18	Sufficient wait time for student responses.	4	3	2	1	0	

### Interaction

19	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.	4	3	2	1	0	
20	Grouping considerations support language and content objectives of the lesson.	4	3	2	1	0	
21	Ample opportunities for students to clarify key concepts in L1 as needed.	4	3	2	1	0	

### Practice and Application

22	Hands-on materials and manipulatives provided to students to practice new knowledge.	4	3	2	1	0	
23	Activities provided for students to apply content and language knowledge in the classroom.	4	3	2	1	0	
23	Activities integrate all language skills.	4	3	2	1	0	

### Lesson Delivery

25	Content objectives clearly supported by lesson delivery.	4	3	2	1	0	
26	Language objectives clearly supported by lesson delivery.	4	3	2	1	0	
27	Students engaged approximately 90% to 100% of the period.	4	3	2	1	0	
28	Pacing of the lesson appropriate to the students' ability level.	4	3	2	1	0	

### Review and Assessment

29	Comprehensive review of key vocabulary.	4	3	2	1	0	
30	Comprehensive review of key content concepts.	4	3	2	1	0	
31	Regular feedback provided to students on their output.	4	3	2	1	0	
32	Assessment of student comprehension and learning of all lesson objectives throughout the lesson.	4	3	2	1	0	

### Differentiation

33	Adaptation of content (e.g., material, process, and product) to all levels of student proficiency.	4	3	2	1	0	
34	Instruction is concept focused while language difficulty is scaffolded.	4	3	2	1	0	
35	Flexibility grouping is consistently used.	4	3	2	1	0	
36	Ongoing assessment of student readiness and growth are built into the lesson.	4	3	2	1	0	

## Appendix M

### Interpretation Request Form INTERPRETATION REQUEST FORM

Translations Unit offers simultaneous and consecutive interpreting for District, departmental, and school site meetings. We will work with you to determine the most appropriate technique for your meeting. We offer interpretation in Spanish and a limited number of other languages. Submit completed forms to the Translations Unit via email to translations@pusd.us or fax to (626) 795-3609 **15 business days** before your event. We will contact you before the scheduled meeting to discuss the availability of interpreters and interpreting equipment.

**Today's Date:** \_\_\_\_\_

**Date of Meeting:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**School/Department:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Contact at Meeting:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Title of Meeting:** \_\_\_\_\_

**Room:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, ZIP:** \_\_\_\_\_

**Description of meeting:** \_\_\_\_\_

**Start time:** \_\_\_\_\_ **End time:** \_\_\_\_\_

**Target Language(s):** \_\_\_\_\_

**Other:** \_\_\_\_\_

**Number of Headsets Requested:** \_\_\_\_\_

**Number of people needing interpretation:** \_\_\_\_\_

**Simultaneous/Consecutive Interpretation**

**Meeting Program Enclosed? YES NO**

**Synopsis of Speech Enclosed? YES NO**

**Signature of principal or department head is required.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## TRANSLATIONS REQUEST FORM

PUSD's Translations Unit provides translation of written documents for District schools and departments. Due to the high volume of requests, please submit documents 10 business days in advance. Please complete this Translation Request Form and submit it with a legible copy of the document to be translated via e-mail to translations@pusd.us or fax to: (626) 795-5309. We will contact you if any further information or instructions are necessary.

<p><b>Today's Date:</b> _____</p> <p><b>Due Date:</b> _____</p> <p><b>Contact Person:</b> _____</p> <p><b>School or District-wide use?</b> _____</p> <p><b>School/Department:</b> _____</p> <p><b>Telephone:</b> _____</p> <p><b>Email:</b> _____</p> <p><b>Title of Document:</b> _____</p> <p><b>Number of pages:</b> _____</p> <p><b>Target Language(s):</b> _____</p> <p><b>Other</b> _____</p> <p><b>Signature of Principal or Department head is required.</b></p> <p><b>Name:</b> _____</p> <p><b>Signature:</b> _____</p>	<p style="text-align: center;"><b>Guidelines for Requesting Written Translation</b></p> <p>-Check the online library of pre-translated documents at <a href="http://www.pusd.us">www.pusd.us</a></p> <p>-Submit documents <b>10 business days in advance</b>. Allow more time for documents that are:</p> <ul style="list-style-type: none"> <li>• longer than 5 pages</li> <li>• technical or legal</li> </ul> <p>-Format:</p> <ul style="list-style-type: none"> <li>• Microsoft Word only</li> <li>• with 12-point font</li> </ul> <p>All documents are returned in PDF format:</p> <p>- Highlight updates of revised documents that have been translated by PUSD in the past</p> <p>- All documents are subject to review before approval for translation. Only PUSD-related documents are covered.</p> <p>- Avoid acronyms or write out the full meaning at least once. Include contact phone number in case we need to clarify concepts, acronyms, or context.</p> <p>Translation of copyrighted materials available only with the express, written permission of the author.</p> <p>Need Translation of an IEP? Please contact the Special Education Office at (626) 396-3600.</p>
---	---

<b><i>For Translations Unit Use Only</i></b>	
Date Received _____	Approved _____
Request Number _____	Date Completed _____

## Appendix N

### PASADENA UNIFIED SCHOOL DISTRICT DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

#### Language Assessment & Development Department

#### Bylaws

Approved: January, 1995

Updated: April, 2009

Last Revision: April, 2010

#### ARTICLE I NAME

The name of this organization shall be the Pasadena Unified School District English Learner Advisory Committee.

#### ARTICLE II

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

The District English Learner Advisory Committee (DELAC) shall assist and advise in the development of the District English Learner Educational Program. The term advice is defined as:

- (1) Suggest
- (2) Recommend
- (3) Assess

The DELAC shall assist in obtaining the cooperation and coordinating of all available resources in the community and the school district to implement an effective and viable EL Educational Program. To reach this goal, the DELAC shall assist the Pasadena Unified School District, herein after referred to as District, with the responsibilities as outlined in Federal Case Law, by all appropriate court decisions, California Education Code, State English Learner guidelines, the PUSD Master Plan for ELs and any and all District policies pertaining thereto.

#### Section 1 Purpose and Responsibilities:

- 1.1 To collaborate and establish a timetable with the District in the development of a process for the on-going revision and development of the District's master plan for English Learners. Such a plan shall take into consideration the school site Single School Plans required by Ed Code, Section 62002.
- 1.2 Conduct an annual district-wide needs assessment on a school-by-school basis.
- 1.3 To assist the District in the development of the District's English Learner Education Program goals and objectives, to ensure state regulations compliance for the teachers and instructional aides to meet the minimum requirements of skills and competency.
- 1.4 To review the annual Language Census and assist the District to develop and implement a plan to ensure the District's compliance with Federal and State Education Codes.
- 1.5 Assist the school ELAC committees in the annual revision of the EL Education Program at each school site and review the EL Education Program annually at the District level in order to ensure compliance with all applicable Federal Case Law, California State Guidelines, the District's EL Education Master Plan and all other policies relating thereto.
- 1.6 To confer with the Director of the English Learner Program regularly on the status of the District's EL Education Program and submit recommendations, annually, including the parent involvement component.
- 1.7 Make budgetary recommendations for all English Learners in planning and implementing DELAC objectives and activities.
- 1.8 Adopt Bylaws to govern monthly meetings in accordance with an agenda and in a language that is understandable to all members.

1.9 Oversee that the District publicizes the agenda, time and location of meetings 72 hours in advance.

1.10 Participate in the training sessions that shall provide the necessary skills and practices to carry out all responsibilities and sanctions specified in this section.

1.11 To confer, report and make suggestions to the District Board of Education two times during the school year.

1.12 To develop an ongoing Parent Training Institute to provide the following:

1.12.1 The DELAC Executive Board, in collaboration with the District Personnel will provide individual training to the ELAC Executive Board within the first three months of the school year in order to enable parent representatives to carry out their duties.

1.12.2 During the month of November, the DELAC Executive Board in collaboration with the District Personnel will provide general training to the ELAC Executive Board, Resource Teachers and Community Assistants in order to enable parent representatives and school personnel to carry out their duties.

1.12.3 The training shall include school and District processes with emphasis on but not limited to the following:

1.12.3.1 Grievance Procedures including but not limited to school grievance procedures, District's grievance procedures and California State Title V grievance complaint process.

1.12.3.2 School records, personnel and curriculum.

1.12.3.3 Leadership training.

1.12.3.4 All facets of how deliberative assemblies function but not limited to development, organization, structure, decision making, parliamentary rules and order.

1.12.3.5 Public-speaking, development of presentation organization and delivery including the use of multi-media.

1.12.3.6 Master Plan analysis including but not limited to: all District Master plans, Consolidated Funding Plans, school site plan analysis and any other document pertaining to any and all facets of education.

1.12.3.7 Budget formulation and analysis. Input into the formulation and analysis of all budgets relating to the Pasadena Unified School District.

1.12.3.8 Legal rights and responsibilities of all students and parents including but not limited to equal access: How the relevant Federal Case Law presently prescribes process for equal access as well as equal access provision of the California State minimum guidelines and District's master plan.

1.13 Once a year, the outstanding parents of the District will be recognized and honored by the Board of Education. Each school will choose one parent of (an) EL student(s) in a manner that will allow parents, teachers and other staff to give input.

## Section 2 Membership

2.1 The DELAC Executive Board shall consist of three representatives from each of the District's schools elected by their respective ELAC as detailed in Article III, Section 4.

In addition there shall be the following:

School Community Assistants  
School Language Development Resource Teachers (LDRT)  
District Community Liaison Specialist  
District EL Coordinator

2.2 The membership for this body shall also include parents of EL students, school employees, community representatives and other interested individuals who live within the attendance zone of the District or work with/for the District.

2.3 All members of the DELAC shall have the right to participate in any and all discussions and activities, with the exception of voting and holding office, which is the exclusive function and obligation of the school ELAC representatives.

2.4 Whenever the DELAC is made aware that more than one non-English language is spoken at a school site, the chair will request representation by at least one minority-group representative from group(s) represented at the school site, pursuant to Article III, Section 4.3. The representative shall have the right to vote and hold office.

2.5 The Representative will have the right to vote and to also hold a position.

### Section 3 Quorum

3.1 There must be a minimum of ten (10) school ELAC representatives to DELAC in order for the organization to carry out business at any regularly scheduled meeting or special meeting.

### Section 4 Election of Officers

4.1 Election of officers shall take place at a bi-yearly basis. Elections to fill vacated positions may be held on a yearly basis.

4.2 Elections shall take place in June of every other year to elect the Executive Board of the DELAC. Elections to fill vacated positions may be held on a yearly basis, as needed. Elections shall be carried out by the outgoing Executive Board of the DELAC or its designee, if a member of said Board is not available.

4.2.1 The New DELAC Elected Executive Board shall assume responsibilities at the beginning of the following school year.

#### 4.3 Elections

The candidates shall be nominated from the floor of the assembly by any member in attendance. Once all nominations are made, the chairperson shall declare the nomination closed. The candidates' names for each position shall be written in a slate in the order in which the nominations were made and accepted. The slate shall be reproduced by district personnel. Each candidate is to be given three (3) minutes to address the members in attendance. The chairperson then will direct the candidates to leave the room or remain, as the attendee consensus dictates. The chairperson will direct each ELAC representative to cast his/her vote by checking candidate of preference. The vice-chairperson will count the votes and declare the winner. The elected person will join the other officers.

#### 4.4 Removal of Officers

4.4.1 Any officer who does not comply with these By-Laws shall be removed from office at regularly scheduled meetings or at a special meeting of the DELAC.

##### 4.4.2 Procedure for removal from office

4.4.2.1 At a regularly scheduled meeting, a member must request that the position be vacated and the officer removed from office. Such request must be presented in writing.

4.4.2.2 The presiding officer will identify allegations as being violations of specific sections of the By-Laws and set removal as an agenda item for the next regularly scheduled meeting or call a special meeting to determine validity of the allegations.

4.4.2.3 At the meeting, the presiding officer announces the item on the agenda.

4.4.2.4 A member shall request removal of the officer for cause.

4.4.2.5 Another member shall second the motion.

4.4.2.6 The presiding officer will open the meeting for discussion, limited to a total of fifteen (15) minutes for those who wish to argue for the motion and a total of fifteen (15) minutes for those who wish to argue against the motion.

4.4.2.7 The presiding officer will close the discussion at the expiration of time, or when the last person wishing to speak on motion does so, whichever occurs first, at which time the members in attendance will decide with secret ballot and by majority vote to remove or not remove the officer. The decision will be conveyed to the officer in reference by U.S. Postal Registered Mail.

4.4.2.8 An officer who ceases to or fails to attend meetings without approval or proper notification of the DELAC Executive Board, may cause the position to be vacated. After 3 absences from regularly scheduled monthly DELAC meetings his/her position may be vacated and the DELAC Executive Board may fill said vacancy pursuant to the guidelines herein for election of officers. For the purpose of processing attendance, 3 absences are computed cumulatively, beginning October of each school year.

4.5 The term of office shall be for two years with an option to reelection.

4.6 No one shall serve for more than two consecutive terms in any particular office; each term being for two years. The past officer shall wait two years in order to be elected to a position.

4.7 In the event that an officer of the DELAC transfers his/her child(ren) to a school outside the district, the officer has the option to finish the term of office if the transfer occurs within the second year of the term. Otherwise the position

shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers, if the transfer occurs within the first term year, the officer has the option to finish this year. Otherwise, the position shall be vacated and election shall take place pursuant to the guidelines herein for the election of officers.

4.8 The Advisory DELAC Executive Board shall be elected for a two year term with option for reelection and confirmed by the ELAC to DELAC.

## Section 5. Executive Board

5.1 Composition: The Executive Board of the DELAC, herein after Executive Board, shall consist of the following officers:

5.1.1 Chairperson

5.1.2 Vice Chairperson

5.1.3 Secretary

5.1.4 Parliamentarian

5.1.5 Standing Committees

5.1.6 Advisory Board to the DELAC

5.1.7 Composition. The Advisory DELAC Executive Board will consist of the Immediate Past DELAC Executive Board.

## Section 6 Duties of the Executive Board

6.1 Prepare DELAC agenda.

6.2 Represent the District English Learner Advisory Committee, (DELAC) before the District Board of Education, the State of California or any other entity except as prohibited by Case Law and relevant State or Local Laws.

6.3 Establish and maintain continuous communication with the Language Assessment & Development Department, (LADD) and the District Board of Education for the purpose of providing and obtaining precise information pertaining to the District English Learner Program, (EL).

6.4 Promote district personnel procedures to provide EL reports to parents, schools and other community groups.

6.5 Promote active participation from parents at the local schools, administrative region/division and district levels in DELAC activities as well as the implementation and evaluation of English Learner Programs.

6.6 Shall have a full knowledge and be involved in the Consolidated Application procedures at the district level. These procedures will include preparation, fiscal and evaluation responsibilities.

6.7 Shall receive regular process reports from the Language Assessment and Development Office at regularly scheduled DELAC Executive Board meetings. These reports will include results of the State Department's Categorical Monitoring Program, (CPM).

6.8 Present two reports per year to the District Board of Education. Members of the Board will also be invited to attend all meetings of the DELAC Executive Board. The reports to the Board of Education will relate to planning, implementation and evaluation of the English Learner Program.

6.9 The Reports to the PUSD Board of Education could be presented in one of their regularly scheduled meeting or in a regularly scheduled DELAC meeting.

6.10 The DELAC shall invite the PUSD Board of Education Members to attend any regularly scheduled DELAC meeting.

6.11 Provide an opportunity for members of any group or organization with an interest in the English Learner Program to be placed on the agenda.

6.12 Provide in-service training sessions annually for the officers of the school ELAC, Resource Teachers and Community Assistants.

6.12.1 An Annual General Training (as indicated on Article II Section 1.12.2).

6.12.2 Individual Training School-by-School, including the participations of Principals, Resource Teachers, Community Assistants and ELAC Officers.

6.13 Maintain contact with appropriate government and legislative bodies.

## Section 7 DELAC Officers

7.1 The Executive Board of the DELAC Committee shall be composed of a Chairperson, Vice Chairperson, Secretary, Parliamentarian and the Chairpersons of the Standing Committees and Advisory DELAC Executive Board.

7.2 The Chairperson shall preside over all meetings of the DELAC and the Executive Board and at the direction of the Executive Board sign all correspondence.

7.3 The Vice-Chairperson shall assume the duties of the Chairperson during the Chairperson's absence, and shall perform other duties as assigned by the Executive Board.

7.4 The Secretary shall be responsible for maintaining all records, including minutes, shall make sure that all notices are done in a legal and timely fashion and shall keep an up-to-date list of all committee members.

7.5 The Parliamentarian shall be responsible for ensuring that all business is transacted according to Robert's Rules of Order, Revised.

7.6 The Chairpersons of the Standing Committees shall be appointed by the DELAC Executive Board. They shall service in an advisory capacity. They shall oversee the functions and activities of the

7.7 Standing Committees and regularly report to the Executive Board of the DELAC about the activities and functions of the Standing Committees.

## Section 8 Standing Committees

8.1 The Standing Committees shall secure the technical support of the District, so that the parents are trained in the respective areas of needs.

8.2 Budget Committee: Shall sit on the District's Budget Review Committee, shall monitor the Consolidated Funding Budget and shall assist all school ELAC in preparation and review of their school budget.

8.3 Personnel Committee: Shall advise the Executive Board on all facets of the District Personnel practices; shall meet with District's Personnel Department on a semi-annual basis.

8.4 School Monitoring Committee: Shall be in charge of ensuring that all school ELAC are functioning according to State Education Code and shall keep the Executive Board informed of any developing major issues at the school site.

8.5 Reviewing Committee: Shall observe and review the District EL Master Plan to ensure access and equality.

8.6 Publication Committee: Shall initiate and maintain a bulletin for all parents of EL children in the District. The bulletin shall include all matters that are approved by the DELAC Executive Board. The publication committee will maintain an equitable process for the input of parents from each and every school. The Publication Committee will report to the Executive Board on all matters that come to their attention for publication.

8.7 Parent Recognition Committee: Shall coordinate, plan and execute the Parent Recognition Night.

## Section 9 Duties of the Advisory Board to the DELAC

9.1 Purpose: Provide leadership and continuity

9.2 Provide training to the new DELAC Executive Board

9.3 Update the new committee in the planning process presented to the PUSD Board of Education

9.4 Provide information and give general advice according to the Federal and State Laws

9.5 Participate in Local and State Conferences and Trainings

9.6 Will have one vote in any and all decisions and activities.

# **ARTICLE III THE SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**

## Section 1 Purpose and Responsibility

- 1.1 To assist the principal in the development and implementation of an appropriate training program which shall empower the members to exercise their responsibilities under California state guidelines and relevant Federal and State Laws and District policies.
- 1.2 Advise the principal in the development and process of the School Single Plan for ELs.
- 1.3 To annually review and advise the principal and staff on the school's program for English Learners.
- 1.4 To assist the school in conducting the needs assessment.
- 1.5 To review the school's language census.
- 1.6 To assist the principal in the development and promotion of a process for awareness and involvement in all facets of school activities including but not limited to student attendance, academic achievement, co-curricular activities and other community activities.
- 1.7 To review and participate in the school's Master Plan before presenting to the District.
- 1.8 To convene monthly meetings.
- 1.9 To advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement.

## Section 2 Membership

- 2.1 The ELAC shall consist of parents of English Learners, school employees, community representatives and other interested individuals who live within the school's attendance zone.
- 2.2 A school site with 21 or more English Learners must establish a function EL Advisory Committee (ELAC).
- 2.3 Two thirds of the members of the ELAC shall be parents of EL students. In addition to the above, one third of the membership may be composed of other interested individuals who live within the school's attendance zone or work at the school. Priority for membership, under this latter consideration, must be given to the parents of EL students.
- 2.4 All members of the ELAC shall have the right to participate in any and all discussions and activities, to vote and to hold office with exception of school employees, community representatives and other individuals who live within the school's attendance zone, which may not vote or be elected to office.

## Section 3 Quorum

- 3.1 There must be a minimum of five (5) parents of English Learners in order for the organization to carry out business at any regularly scheduled meetings or special meetings.

## Section 4 Election of Officers

- 4.1 Election of officers shall take place on a bi-yearly basis. Elections to fill vacated positions may be held on a yearly basis, as needed.
- 4.2 The ELAC shall elect its officers and three representatives to the DELAC. The initial election of officers shall take place every two years thereafter.
  - 4.2.1 The new ELAC Elected Executive Board shall assume its responsibilities at the beginning of the following school year.
- 4.3 In the event that the parents of ELs speak more than one non-English language, one of the three representatives to the DELAC shall be from the preponderant minority language spoken at the school. Any representatives will have the right to vote and to hold office.
- 4.4 Elections shall take place in May of every two years to elect ELAC officers and DELAC representatives or in May of each school year to fill the vacated positions(s) of ELAC officer(s) and/or DELAC representative(s). Elections shall be carried out by the Executive Board of the ELAC or a designee of the Executive Board if a member of said Board is not available.

4.5 The term of office shall be for two years with an option to reelection.

4.5.1 No one shall serve for more than two consecutive terms in any particular office; each term being for two years.

4.5.2 The past officer shall wait two years in order to be elected to a position.

#### 4.6 Elections

In May of every other years or as soon as practical thereafter, the election of officers will take place. The candidates shall be nominated from the floor by any member in attendance. Once all nominations are made, the chairperson shall declare the nomination closed. The candidates' names for each position shall be written in a slate in the order in which the nominations were made and accepted. The slate shall be reproduced by district or school personnel. Each candidate is to be given three (3) minutes to address the members in attendance. The chairperson will direct the candidates to leave the room or remain, as the attendee consensus may dictate. The vice-chairperson will direct the parent of each English Learner in attendance to cast his/her vote by checking candidate of preference. The chairperson will count the votes and declare the winner. The elected person will join the other officers.

#### 4.7 Removal of Officers

4.7.1 Any officer who does not comply with these By-Laws shall be removed from office at regularly scheduled meetings or at a special meeting of the ELAC.

##### 4.7.2 Procedure for removal from office

4.7.2.1 At a regularly scheduled meeting, a member must request that the position be vacated and the officer removed from office. Such request must be presented in writing.

4.7.2.2 The presiding officer will identify allegations as being violations of specific sections of the By-Laws and set removal as an agenda item for the next regularly scheduled meeting or call a special meeting to determine validity of the allegations.

4.7.2.3 At the meeting, the presiding officer announces the item on the agenda.

4.7.2.4 A member shall request removal of the officer for cause.

4.7.2.5 Another member shall second the motion.

4.7.2.6 The presiding officer will open the meeting for discussion, limited to a total of fifteen (15) minutes for those who wish to argue for the motion and a total of fifteen (15) minutes for those who wish to argue against the motion.

4.7.2.7 The presiding officer will close the discussion at the expiration of time, or when the last person wishing to speak on motion does so, whichever occurs first, at which time the members in attendance will decide with secret ballot and by majority vote to remove or not remove the officer. The decision will be conveyed to the officer in reference by U.S. Postal Registered Mail.

4.7.2.8 An officer who ceases to or fails to attend meetings without approval or proper notification of the ELAC Executive Board may cause the position to be vacated. After 3 absences from regularly scheduled monthly ELAC meetings his/her position may be vacated and the ELAC Executive Board may fill said vacancy pursuant to the guidelines herein for election of officers. For the purpose of processing attendance, 3 absences are computed cumulatively, beginning September of each school year.

4.7.2.9 In the event that a school site ELAC representative to the DELAC transfers from the school that he/she represents, to another school within the District, the representative at his/her option shall continue to represent the former school of attendance until the end of the school year. Otherwise the position shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers.

4.7.2.10 In the event that an officer of the school ELAC transfers his/her child(ren) to a school outside the district, the officer at his/her option shall finish his/her term of office, if the transfer occurs within the second year of his/her term. Otherwise the position shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers. If the transfer of his/her child (ren) occurs within the first year of his/her term, the officer has the option to finish the first year of his/her term. Otherwise, the position shall be vacated and election shall take place pursuant to the guidelines herein for the election of officers.

## Section 5 Officers

5.1 The Executive Board of the school site ELAC herein after Executive Board shall be the Chairperson, the Vice-Chairperson, the Secretary, the Parliamentarian, and three elected Representatives to the DELAC and past ELAC Advisory Executive Board.



5.1.1 The ELAC Officers shall have the option to hold the additional positions of representative to DELAC in the event that other parents are not available.

5.2 The ELAC officers shall not serve for more than two consecutive terms, each term being for two years. The past officer shall wait two years in order to be elected to a position.

#### Section 6 Duties of the Executive Board

6.1 The Executive Board of the ELAC shall have the power to create and appoint subcommittees as well as select the membership and leadership of such committees.

6.2 Shall have a full knowledge and be involved in the Consolidated Application procedures at the school level. These procedures will include preparation, fiscal, and evaluation responsibilities.

6.2.1 Appoint a representative for the School Site Council, (SSC) the District Advisory Committee, (DAC) and other parent groups.

6.3 The Chairperson shall preside over all meetings of the Executive Board of the ELAC, the meetings of the ELAC, and sign all correspondences authorized by the Executive Board.

6.4 The Vice-Chairperson shall assume the duties of the Chairperson during the Chairperson's absence and shall perform other duties as assigned by the Executive Board.

6.5 The Secretary shall be responsible to maintain all records, including minutes, shall ensure that all notices are prepared in a legal and timely fashion and shall keep an up-to-date list of all ELAC members.

6.6 The Parliamentarian shall be responsible for ensuring that all business is transacted according to Robert's Rules of Order, Revised.

6.7 The Representatives of the DELAC shall represent the school ELAC at all meetings and functions of the DELAC and shall report to the school ELAC on all DELAC activities.

6.8 The representative(s) of the school ELAC shall represent the ELAC at all School Site Council and or Leadership Team meetings and functions. The representatives shall report to the ELAC on all activities of the School Site Council and/or Leadership Team.

6.8.1 Present one report per year to the School Site Council (SSC). The report to the School Site Council will relate to planning, implementation and evaluation of the English Learner Programs.

#### 6.9 Duties of the Advisory Board to the ELAC

6.9.1 Purpose: Provide leadership and continuity

6.9.2 Provide training to the new ELAC Executive Board

6.9.3 Provide information and give general advice according to the Federal and State Laws

6.9.4 Participate in Local and State Conferences and Trainings

6.9.5 All Officers shall participate in trainings at the school and district level

6.9.6 Will have one vote in any and all decisions and activities.

## **ARTICLE IV Grievance Procedures**

Section 1 In the event that difficulties should arise as to the functioning of the ELAC or DELAC, the following procedures will be followed:

## 1.1 For the school ELAC

### Level I

The executive Board of the school ELAC or its designee and the Executive Board of the DELAC or its designee; herein known as Complainant, will first meet informally with the school site principal. If the Complainant's concerns are not clear or cannot be resolved at this level, the school site principal may request that the Complainant's concerns be put in writing and submitted to the school site principal. The school site principal will respond to the Complainant in writing within ten working days.

### Level II

In the event that a grievance or complaint cannot be satisfactorily resolved at Level I, the Complainant may meet with the District Coordinator of the Language Assessment and Development Department (LADD). Every reasonable effort will be made to resolve the problem in a manner acceptable to all parties, if the Complainant's concerns are not clearly understood when presented orally, the Coordinator of LADD may request that they be presented in writing describing specifically the violations of policies, procedures or acts which are alleged to have taken place. The Coordinator of LADD will respond to the Complainant in writing within ten working days. In the event that a response from third parties is necessary to resolve the complaint, the District Coordinator of LADD can designate up to ten additional days for investigation of the complaint without the consent of the Complainant. An additional period of time, with the Complainant's consent, can be allowed for resolution of the grievance.

### Level III

If the problem cannot be resolved at the second level, the Complainant shall have the right to meet with the Superintendent, following the same procedure as in Level II.

### Level IV

In the event that the matter cannot be resolved; the Complainant may request a hearing before the Board of Education. The Board of Education shall grant the hearing request for the next regular meeting.

## 1.2 For the DELAC

Level I The process shall start at Level II.

### Level II

The executive Board of the school ELAC or its designee and the Executive Board of the DELAC or its designee; herein known as Complainant, will first meet informally with the Coordinator of LADD. If the Complainant's concerns are not clearly understood when presented orally, the District Coordinator of LADD may request that they be presented in writing describing specifically the violations of policies, procedures or act(s) which are alleged to have taken place. The District Coordinator of LADD will respond to the Complainant in writing within ten working days. In the event that a response from third parties is necessary to resolve the complaint, the Coordinator of LADD can designate up to ten additional days for investigation of the complaint without the consent of the Complainant. An additional period of time, with the Complainant's consent, can be allowed for resolution of the grievance.

Level III same as indicated in Article IV, Section 1.1, Level III.

Level IV same as indicated in Article IV, Section 1.2, Level IV.

1.3 In the event that the difficulty and/or complaint is not resolved by the steps mentioned in Article IV, Sections 1.1 and 1.2 arbitration may be sought through the American Arbitrators Association, at the expense of the District, by the District and/or Executive Board of the DELAC or its designee.

## ARTICLE V AMENDMENTS

## Section 1 Amendment to DELAC By-Laws

- 1.1 Any proposed changes or amendments to these By-Laws shall be presented in written form by a member of the DELAC at a regularly scheduled meeting. Discussion shall ensue at this meeting.
- 1.2 The members shall vote on the change and/or amendment to the By-Laws at the following month's regularly scheduled meeting.
- 1.3 A two-thirds majority of the total membership of the DELAC is needed to approve any changes and/or amendments to these By-Laws.

## Appendix O

### Matrix One: CAASPP

---

**Purpose and Use:** This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2014–15. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available on the [Smarter Balanced Accessibility and Accommodations](#) Web page, and the *California Code of Regulations*, Title 5, sections 850 to 868 available at the [CAASP Regulations](#) Web page, in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Individualized aids (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified individualized aids and information about requesting the use of the identified and unidentified individualized aids.

Part 1: Embedded Supports

**Embedded supports** are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

- **Universal Tools (U):** Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- **Designated Supports (D):** All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil’s IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).
- **Accommodations (A):** For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized education program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics
American Sign Language	N/A	N/A	A	A
Breaks	U	U	U	U
Braille	A	A	A	A
Calculator	N/A	N/A	N/A	U (for specific items)
Closed Captioning	N/A	N/A	A	N/A
Color Contrast	D	D	D	D
Digital Note pad	U	U	U	U
English Dictionary	N/A	U (for ELA- performance task-long essay(s), not short paragraph responses)	N/A	N/A
English Glossary	U	U	U	U
Expandable Passages	U	U	U	U
Global Notes	N/A	U (for ELA- performance	N/A	N/A

		task-long essay(s), not short paragraph responses)		
Highlighter	U	U	U	U
Keyboard Navigation	U	U	U	U
Mark for Review	U	U	U	U
Masking	D	D	D	D
Math Tools (i.e., embedded ruler, embedded protractor)	N/A	N/A	N/A	U (for specific items)
Spell Check	N/A	U (for specific items)	N/A	N/A
Strikethrough	U	U	U	U
Text-to-Speech	D (for items, not passages) A (for ELA reading passages, grades 6-8 and 11)	D	D	D
Translated Test Directions	N/A	N/A	N/A	D
Translations (Glossary)	N/A	N/A	N/A	D
Translations (Stacked)	N/A	N/A	N/A	D
Turn off Any Universal Tool	D	D	D	D
Writing Tools (i.e., bold, italic, bullets, undo/redo)	N/A	U (for specific items)	N/A	N/A
Zoom (in/out)	U	U	U	U

## Part 2: Non-Embedded Supports

**Non-embedded supports** are available, when provided by the local educational agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

- Universal Tools (U): Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- Designated Supports (D): All pupils shall be permitted the following designated supports on the CAASPP tests, when determined for use by an educator or group of educators or specified in a pupil's IEP or Section 504 Plan. An English learner shall be permitted the following designated supports on the CAASPP tests when determined for use by an educator or group of educators, who may seek input from a parent(s) or guardian(s).

- Accommodations (A): For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized education program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics	Science (CST and CMA)	Primary Language (STS for Reading Language Arts)
Administration of the test to the pupil at the most beneficial time of day	D	D	D	D	D	D
Abacus	N/A	N/A	N/A	A	A	N/A
Alternate Response Options (Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.) (previously known as “Assistive device that does not interfere with the independent work of the student on the multiple choice and/or essay responses [writing portion of the test]”)	A	A	A	A	N/A	N/A
American Sign Language	<sup>i</sup> D (for items, not passages)	A	A	A	A	A (for items, not passages)
American Sign Language	<sup>i</sup> A (for ELA reading passages, grades 6-8 and 11)	A	A	A	A	A (for items, not passages)
Bilingual Dictionary	N/A	D (for ELA-performance task-long essay[s], not short paragraph responses)	N/A	N/A	N/A	N/A
Breaks (previously known as “Extended Time” or “Test over more than one day for a test or test part to be administered in a single sitting” or “supervised breaks within a section of the test”)	U	U	U	U	U	U
Braille (paper-pencil tests)	A	A	A	A	A	A
Calculator	N/A	N/A	N/A	A (for specific items)	N/A	N/A
Color Contrast	D	D	D	D	N/A	N/A
Color Overlay (previously known as “Colored overlay, mask, or other means to maintain visual attention”)	D	D	D	D	U	U
English Dictionary	N/A	U (for ELA-	N/A	N/A	N/A	N/A

		performance task- long essay[s], not short paragraph responses)				
Large-print versions of paper-pencil test (as available)	A	A	A	A	A	A
Magnification (previously known as “Visual magnifying equipment”)	D	D	D	D	D	D
Math Tools (i.e., non-embedded ruler, non-embedded protractor)	N/A	N/A	N/A	U (for specific items)	N/A	N/A
Multiplication Table	N/A	N/A	N/A	A (beginning in grade 4)	N/A	N/A
Noise buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones)	D	D	D	D	D	D
Print on Demand	A	A	A	A	N/A	N/A
Pupil marks in paper-pencil test booklet (other than responses including highlighting)	U	U	U	U	U	U
Read Aloud (previously known as “Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages”)	D (for items, not passages)	D	D	D	A	A
Read Aloud (previously known as “Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages”)	A (for ELA reading passages, grades 6-8 and 11: visually impaired in grades 3-8 and 11 who do not yet have adequate braille skills)	D	D	D	A	A
Scratch Paper	U	U	U	U	U	U
Scribe (previously known as “Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter” or “Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or non public school” or “Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or	D	A	D	D	A	A

speech-to-text converter for selected-response items")						
Separate Setting (previously known as "Test individual student separately, provided that a test examiner directly supervises the student" or "Test student in a small group setting" or "Test administered at home or in hospital by test examiner")	D	D	D	D	D	D
Simplified or clarified test administration directions (does not apply to test questions)	U	U	U	U	U	U
Special lighting or acoustics, assistive devices (specific devices may require CAASPP contractor certification), and/or special or adaptive furniture	D	D	D	D	D	D
Speech-to-Text (previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items")	A	A	A	A	A	A
Thesaurus	N/A	U (for ELA-performance task-long essay(s), not short paragraph responses)	N/A	N/A	N/A	N/A
Translated Test Directions	N/A	N/A	N/A	D	D	D
Translations (Glossary) (previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.)	N/A	N/A	N/A	<sup>ii</sup> D (for only the 10 languages supported by the Smarter Balanced Assessment Consortium)	D	D
The use of individualized aids can be requested.	*	*	*	*	*	*

<sup>i</sup> The LEA may submit a request in writing to the California Department of Education (CDE), prior to the administration of a CAASPP test, for approval for the use of an individualized aid. The LEA CAASPP Coordinator or CAASPP Test Site Coordinator shall make the request ten business days prior to the pupil's first day of CAASPP testing.

<sup>ii</sup> For 2014-15 the Smarter Balanced consortium will provide translations (glossaries) in the following ten languages: Cantonese; Mandarin; Spanish; Arabic; Filipino; Ukrainian; Vietnamese; Punjabi; Korean; and Russian.

### Part 3: Individualized Aids

**Individualized Aids** are not universal tools, designated supports, or accommodations. Accessibility supports shall be available if specified in the eligible pupil's individualized education program (IEP) or Section 504 Plan. Accessibility supports may or may not have been previously identified (see page 10 for a list of identified non-embedded accessibility supports.)



If an IEP team or Section 504 plan identifies and designates a resource not identified in Matrix One the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit the CAASPP Individualized Aid Request Form.

Approval will be granted by the CDE for use of this unidentified individualized aid based on the IEP team's and/or Section 504 plan's designation and if the individualized aid does not compromise the test's integrity or security. Smarter Balanced Assessment Consortium, in concert with the CDE, shall make a determination of whether the requested individualized aid changes the construct being measured (outside of this approval process.) This determination will be done after all testing has been completed.

CCR Section 853.5(h) states that the use of "individualized aids that change the construct being measured by a CAASPP test invalidate the test score and results in a score that cannot be compared with other CAASPP results. Scores for pupils' tests with individualized aids that change the construct being measured by a CAASPP test will not be counted as participating in statewide testing (and impacts the accountability participation rate indicator) but pupils will receive an individual score report with their actual score [raw score]." IEP teams should be made aware of this regulation when writing the IEP but should not allow the impact of a LEA's accountability to outweigh the needs of the students.

Information about the purpose and use of the CAASPP Individualized Aid Request Form and the online submission is available on the [CAASPP Test Administration Forms Web page](#). The form must be submitted ten business days prior to the pupil's first day of testing. The CDE will reply to the request within four business days.

CCR Section 853.5(h) has identified the following non-embedded individualized aids for English-language arts, mathematics, science and primary language (see page 10 for a list of identified non-embedded individualized aids.). The LEA shall use the CAASPP Individualized Aid Request Form to request the use of these identified accessibility supports as well as any unlisted individualized aid(s).

### Identified Non-embedded Accessibility Supports that Change the Construct Being Measured:

Item	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics	Science (CST and CMA)	Primary Language Test (STS for Reading/Language Arts)
American Sign Language	X (for ELA passages, grades 3, 4, and 5)	N/A	N/A	N/A	N/A	X (for reading passages)
Bilingual Dictionary	X	N/A	X	X	X	X
Calculator	N/A	N/A	N/A	X (for non-specified items)	X	N/A
English Dictionary	X	N/A	X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)	N/A	N/A	N/A	X (for non-specified items)	N/A	N/A
Multiplication Table	N/A	N/A	N/A	X (for grade 3)	N/A	N/A
Read Aloud (previously known as "Test questions and answer options read aloud to student or used audio CD presentation – excluding passages")	X (for ELA passages, grades 3, 4, and 5)	N/A	N/A	N/A	N/A	N/A

Thesaurus	X	N/A	X	X	X	X
Translated Test Directions	X	X	X	N/A	N/A	N/A
Translations (Glossary) (previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.)	X	X	X	N/A	N/A	N/A