

PUSD Plans for English Learners: Programs, Services & Compliance; and Title III

Language Assessment Development Department
(LADD)

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PASADENA UNIFIED SCHOOL DISTRICT
Our Children. Learning Today. Leading Tomorrow.

Plans in place to address the needs of English Learners:

- 1. The Local Control Accountability Plan (LCAP);**
- 2. *English Learner Master Plan;**
- 3. Language Assessment Development Department Annual Plan;**
- 4. School Plan for Student Achievement (SPSA);**

Local Control Accountability Plan (LCAP)



Local Control Accountability Plan:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for Pasadena Unified to share their stories of how, what, and why programs and services are selected to meet their local needs. (CDE definition)

Development of Master Plan: LCAP

- The PUSD has submitted their LCAP, which addresses the needs of English Learners, ELs, and helps guide the implementation of EL programs and services.
- DELACs review and comment on the development of the Local Control and Accountability Plan (LCAP) (EC §52063.)
- Our PUSD LCAP has 5 Distinct Goals:

PUSD LCAP Goal #1:

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

PUSD LCAP Goal #2:

There will be a well-trained and qualified teacher in every classroom, every day, supported by adequate, well-trained support staff.

PUSD LCAP Goal #3:

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair, clean, and equipped for 21st century learning.

PUSD LCAP Goal #4:

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

PUSD LCAP Goal #5:

Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

English Learner Master Plan (EL Master Plan)



EL Master Plan:

The PUSD maintains an English Learner Master Plan which outlines the entire process of how ELs are identified, assessed, and placed:

- There are 9 Chapters in the EL Master Plan;**
- Each chapter outlines the process for ELs programs, services, and supports and ends with identified measurable outcomes for EL program evaluation;**
- LADD is currently updating the EL Master Plan to reflect recent updates, such as the ELPAC, reclassification criteria, new forms, and coaching support at the site level;**

EL Master Plan:

DELAC shall advise the PUSD on the following pertaining to the EL Master Plan:

- **The policies that guide the consistent implementation of EL programs and services...(5 CCR) §11308[c][1].)**
- **Development of the plan to ensure compliance with any applicable teacher and instructional aide requirements; (5 CCR) §11308[c][4].)**
- **Review and comment on the development of the Local Control and Accountability Plan (LCAP) (EC §52063.)**
- **LADD works together with DELAC with communications in place to ensure full compliance and supports for ELs;**

Language Assessment Development Department Annual Plan



LADD Annual Plan:

Each of the departments in the PUSD has put together a plan of action utilizing respective department resources to collaboratively work together for student achievement; Our Annual Plan, like the others, includes our Statement of Purpose, a Theory of Action, the list of services, our goals, department actions with metrics to measure progress, targets with all plans being in alignment to the PUSD LCAP Goals, Actions, Outcomes & Targets;

LADD Statement of Purpose:

- **LADD's Statement of Purpose is to ensure that ELs acquire full proficiency in English and attain parity with native speakers of English, achieve and receive the same rigorous grade-level academic standards that are expected of all students so that they meet the graduate profile, and be provided with English Language Development (ELD) at their English proficiency level and that appropriate academic instruction be provided by our schools;**

LADD Annual Plan: Goals

- **Ensure that English Learners (EL's) acquire full proficiency in English and attain parity with native speakers of English;**
- **Ensure that EL's achieve the same rigorous grade-level academic standards that are expected of all students so that they meet the graduate profile;**
- **Ensure that EL's be provided with English language development (ELD) instruction in their English proficiency level and that appropriate academic instruction be provided by our schools.**

LADD Annual Plan: Goals

- **Increase reclassification of EL students with focus on 2 particular groups:**
 - EL students at focus schools;
 - LTEL students in secondary schools;
- **Improve overall EL progress with focus on specific areas:**
 - Closing achievement gaps in CAASPP;
 - Closing gap in graduation rate;
- **3rd - 5th graders (potential LTELs);**

LADD Annual Plan: Goals

- **Continue to develop and present professional development for schools with focus on capacity building and data analysis to target student needs.**
- **Centralization of Instructional Coach support in order to have a more unified message and goals for district EL achievement.**

LADD Metrics:

How will we measure progress:

- **Reclassification rates;**
- **School Assessments (IRI, HMRI, Grades);**
- **CAASPP Data for All ELs;**
- **Graduation rates by subgroups;**
- **EL progress as reported on IO (EADMS),ELPAC, California DashBoard, EdData and DataQuest;**

Single Plan for Student Achievement (SPSA)



Single Plan for Student Achievement (SPSA):

Every school has a SPSA; the plan:

- **Will reflect school goals and strategies to improve student achievement;**
- **Provide school and student achievement data;**
- **Consider the effectiveness of activities in place:**
 - **Modify or eliminate ineffective activities/strategies and update plan;**
- **Examine budget expenditures;**
- **Seek input from school committees:**
 - **Adjust goal objectives and expenditures as needed;**

Each of these Plans from the Large Scale at the district level to the Individualized Scale at the school levels address the needs of English Learners:

- 1. The Local Control Accountability Plan (LCAP);**
- 2. English Learner Master Plan;**
- 3. Language Assessment Development Department Annual Plan;**
- 4. School Plan for Student Achievement (SPSA);**

Title III Accountability Report



Title III Accountability:

- **LADD oversees 2 Title III Funds;**
 1. **Title III, Limited English Proficiency (LEP);**
 2. **Title III, Every Student Exceeds Act (ESEA),
Immigration Education;**

We are required to assist ELs to meet the same state academic standards that all children are expected to meet, and implement measures of English language proficiency. (Title III, sections 3102(2), 3115(a).)

Title III Accountability:

- **The U.S. Department of Education determines the grant award to the states by using a formula based on the number of EL and immigrant students enrolled in the state. Ninety-five percent of the apportionment will be allocated as sub-grants to eligible LEAs serving EL and immigrant students. (Title III, Section 3111(a), (b)(1).)**

Title III LEP Accountability:

- Title III estimated entitlement calculation:
 - Title III Limited English Proficiency, (LEP):
 - Estimated EL per student allocation: **\$99.05**
 - Estimated EL student count (CALPADS pre-10/3/18): **2,675**
 - Estimated EL entitlement amount: **\$264,959**

Title III LEP Budget Allocation:

- **Professional Development for staff: 85,000**
- **English learner program and activities: \$58,000**
- **English proficiency and academic achievement: \$80,653.37**
- **Parent, family, and community engagement: \$15,000**
- **Direct Administration costs (not to exceed 2%) \$5,299.18**
- **Indirect costs \$21,006.45**

Title III ESEA Immigrant Students Act Budget:

- **Title III estimated entitlement calculation:**
 - **Title III Immigrant Students Act:**
 - **Estimated immigrant per student allocation: \$92.35**
 - **Estimated EL student count (CALPADS pre-10/03/18): 560**
 - **Estimated EL entitlement amount: \$51,716**

Title III ESEA Immigrant Students Act Budget:

- **Authorized activities: \$46,581.54**
- **Direct Administration costs (not to exceed 2%) \$1,034.32**
- **Indirect costs \$4,100.14**

Title III Accountability:

Title III LEP & ESEA funding supports:

- **Salaries and benefits for staff at the International Academy (I.A.);**
- **New curriculum for all students at the I.A.;**
- **On-line assessment licensing accounts for each student at the I.A.;**
- **On-line literacy program, ESL Reading Smart;**
- **Transportation for students at the I.A.;**

Title III Accountability:

Title III LEP & ESEA funding supports:

- **Meet goals set by LADD in collaboration with DELAC supporting all ELs in the PUSD, which include the charter schools;**
- **Professional Development and training for teachers, staff and administrators;**
- **Parent, family, and community engagement;**

Title III Accountability Report: Annual Parent Notification Letter

- **Each year, we are required by law to mail a letter, not later than 30 days after the beginning of school, notifying Parents of ELs their child's proficiency level in English. The letter also explains reclassification criteria, how an EL student is ready to exit the English learner program. We must also provide you with the language instruction programs available and describe all available program options. (20 United States Code [U.S.C.] Section 6312)**

Annual Parent Notification Letter:



Pasadena Unified School District
Language Assessment & Development Department
351 S. Hudson Ave., room 209, Pasadena, CA 91109

ANNUAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School: _____ Date of Birth: _____
Date: _____ Grade: _____
Student ID #: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	[insert overall scale score]	[insert overall performance level]
Oral Language	[insert oral language scale score]	[insert oral language performance level]
Written Language	[insert written language scale score]	[insert written language performance level]

Domain	Performance Level
Listening	[insert listening performance level]
Speaking	[insert speaking performance level]
Reading	[insert reading performance level]
Writing	[insert writing performance level]

Check if applicable: Individualized Education Program (IEP) on file

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vi])

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vii])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria:

Required Criteria (California Education Code Section 313[f])	Pasadena Unified Criteria
English Language Proficiency Assessments for California (ELPAC)	A Performance Level of a 3 or 4 Overall, and in both Oral Language and Written Language
Teacher Evaluation	Report card grade of C or higher in ELA
Parental Opinion and Consultation	Parent participated and was consulted
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> Balanced Literacy Reading Inventory, for K-5th at grade level, 6th-12th at basic; <u>or</u> Standard Met or Exceeded on SBAC

Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][iii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	Other Measure
English Language Arts	[insert ELA results]	[insert ELA]
Mathematics	[insert mathematics results]	[insert math]

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs:

The PUSD provides six separate language program options; Structured English Immersion, English Language Mainstream, Primary Language Classroom, the International Academy, Dual Language Immersion, and Long Term English Learner program. Your child will be placed in a classroom that uses mostly English for instruction.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[d]

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the PUSD are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program for ELPAC levels 1-2:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- English Language Mainstream (ELM) Program for ELPAC levels 3-4:** With Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development. 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 (K-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 at Blair – Parental waiver Option:** This program option is for 6-12th grade students with less than 12 months in U.S. Schools at Levels 1 or 2. 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.
- Dual-Language Immersion (DLI) Program:** also called Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten.
- Long Term English Learner Program for 6-12th grade students.** This program option 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 6th 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.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact the Language Assessment Development Department (LADD) at (626) 396-3600 ext. 88282 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

Development of the EL Master Plan:

- **The EL Master Plan will be presented later this year and updates will follow as needed, we will identify the process and supports for our ELs and it will all be in collaboration with the DELAC; the plan will outline our goals which will align with district goals, with metrics of progress for success, and challenges will be shared as will budgetary numbers.**

Thank you

- **For more information please contact or visit our office:**
 - **Juan Ruelas, Rene Saldivar in the Language Assessment Development Department, Room 209**
 - **351 S. Hudson Ave, Pasadena California 91109**
 - **(626) 396-3600, extension 88282**