



BURBANK UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

2021-2024



Burbank Unified School District

Master Plan for English Learners



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Acknowledgements

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Introduction

Burbank Unified School District (BUSD) is an ethnically, culturally, and linguistically diverse learning community striving to meet the unique needs of its approximately 15,000 student population; about 1,500, or around ten percent (10%), are English learners. Armenian speakers are the largest language group, constituting 46% of the total number of English learners. Students from Spanish-speaking backgrounds are the second largest group, representing 29% of English learners. The remaining 25% of the English learner population includes over 60 languages. The district has eleven elementary schools, three middle schools, two comprehensive high schools, and various alternative programs.

The first *Master Plan for Limited English Proficient Students* was developed in 1995 by a group of teachers, administrators and parents, to meet the federal requirements for providing services to English language learners. In addition to following legislative mandates, the Plan was based on sound educational theories and effective instructional evaluation practices for teaching English learner (EL) students. The Plan has been reviewed and revised consistently since then to reflect current State and Federal regulations. This revision to the *Master Plan for English Learners* reflects changes in compliance required by the California Education Code, the State's Federal Program Monitoring, the amendments to Proposition 227, the implementation of the State content standards and curriculum frameworks, the implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), and changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA).

The Plan serves as an operational guide for all district personnel as we strive to implement outstanding programs for all students. It describes how Burbank Unified School District identifies, serves, and supports English learners to ensure access to the core curriculum and acquisition of the English language. It assists all schools in providing every identified student with an instructional program that includes daily English Language Development, access to the core curriculum, and the promotion of multicultural understanding.

The *Master Plan for English Learners* demonstrates a collective effort among all departments to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together, we can implement compelling and powerful programs for our English learners.

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”
– Flore Lewis

Statement of Purpose

The *Master Plan for English Learners* is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights), the requirements of Federal Program Monitoring, and changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), and the principles set forth in the English Learner Roadmap for California. This plan is designed to be a dynamic document, which will change as the District needs change, and as our understanding of effective instruction grows. The plan clarifies the issues of program design and delivery and serves as a guide for program determinations for EL students.

The District intends to provide a successful program for its English learner population. Students in the program will learn to speak, understand, read, and write English as quickly and effectively as possible while accessing the core curriculum. This simultaneous method of ensuring language development and equitable access to the curriculum will lessen potential academic deficits. By incorporating teaching practices that are educationally sound and legally acceptable, the plan assures that all students are provided integrated and coordinated programs based on their needs, strengths, and identities.

Guiding the work for English Learners is the California Department of Education's publication *English Learner Roadmap*, which ensures that BUSD's "English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages." We do this by affirming, welcoming, and responding to our diverse English Learners' strengths, needs, and identities. Here are the principals set forth by the *Roadmap*:

[Principle One: Assets-Oriented and Needs-Responsive Schools](#)

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

[Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

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

[Principle Three: System Conditions that Support Effectiveness](#)

Each level of the school system has leaders and educators who are knowledgeable of

and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

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

To this end, we provide professional development for staff so that teaching and learning emphasizes engagement, interaction, inquiry, and critical thinking with the same high expectations for English Learners as for all students in each of the content areas. Staff work collaboratively to provide ELs access to the full curriculum along with appropriate supports and services. Students and their families are valued, supported, and guided as they progress from elementary through high school and beyond.

“One language sets you in a corridor for life. Two languages open every door along the way.”
– Frank Smith



Goals

The following goals were created by staff, with input from the District English Language Advisory Committee (DELAC), during the 2019-2020 and 2020-21 school years. The first four goals are based on the indicators of student progress and success on the California School Dashboard. The fifth goal is based on the yearly reclassification rate.

1. Academic Performance: English learner progress toward achieving fluency in English

Burbank Unified English learners will improve by 2% each year on the English Learner Proficiency Indicator (ELPI) on the California School Dashboard.

Baseline:

56.5% of English learners made progress toward proficiency on the Summative English Language Proficiency Assessments for California (ELPAC) in spring 2019. This meant that the District overall was in the “high” progress level for the ELPI. This is the baseline status and will be compared to the change over time when compared with the 2021 administration of the Summative ELPAC.

Description:

The ELPAC has four levels of proficiency, and the two middle levels were divided in two in order to provide six ELPI levels. Progress is made when a student moves from one level to the next, or maintains proficiency at the highest level (4/“Well Developed”). Only the students who have ELPAC scores for two consecutive years are included in the ELPI group, as two sets of scores are needed to determine progress.

In order to ensure that ELs make annual progress, they receive English language development instruction from authorized teachers in all content areas. Parents/guardians are notified of their program options, placement, and progress toward meeting grade level standards.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
1. Communicate the language development program options available in the District to all stakeholders	Annual Notification to Parents Annual Program Placement Letter	<ul style="list-style-type: none"> Each spring or summer 30 calendar days from the start of school 	<ul style="list-style-type: none"> Director of Student Services District EL TOSA K-12 Site EL Staff 	<ul style="list-style-type: none"> General fund General fund 	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
2. Assess within 30 days of enrollment all new students who are eligible to take the Initial ELPAC	Initial ELPAC results	30 calendar days from the 1 st day of enrollment	<ul style="list-style-type: none"> • ELD Specialists (elementary) • ELD Coordinators (secondary) • ELD Office Specialists 	General fund & LCAP Supplemental	
3. Notify parents/guardians of their student's placement in a language assistance program.	Initial Program Placement Letter	30 calendar days from the 1 st day of enrollment	<ul style="list-style-type: none"> • ELD Specialists (elementary) • ELD Coordinators (secondary) • ELD Office Specialists 	General fund & LCAP Supplemental	
4. Place identified English Learners in the Structured English Immersion Program or the Dual Immersion Program	Course/class assignments	30 calendar days from 1st date of enrollment	<ul style="list-style-type: none"> • Site administrators, in consultation with site ELD Specialists & Coordinators 	General fund	
5. Provide all ELs with designated ELD instruction.	Completed ELD Classroom Observation Forms Course/class assignments	Monthly Beginning of each trimester (elementary) or semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General fund & LCAP Supplemental	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
6. Monitor ELs' progress in learning the State English Language Development (ELD) Standards.	Summative ELPAC	February 1- May 31 yearly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund & LCAP Supplemental	
7. Provide support for English Learners who are struggling	Record of SSTs School Plans Site Title III Funding Requests	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General fund & LCAP Supplemental	

2. Academic Performance: achievement of English learners in English Language Arts

The percent of BUSD “Ever-ELs” and “Current ELs” who score standard met or standard exceeded on the Smarter Balanced Summative Assessments in English Language Arts will improve by 2% each year.

Baseline:

In Spring 2019, students classified as “Ever-ELs” took the SBAC in English Language Arts and 40.43% scored at standard met or exceeded.

In Spring 2019, students classified as (Current) “English Learners” took the SBAC in English Language Arts and 12.81% scored at standard met or exceeded.

Description:

The results for SBAC ELA can be disaggregated by English-language fluency into several groups (e.g. Initial fluent English proficient, English only, English learner (EL), EL enrolled in US schools 12 months or more, etc.). The CDE recommends looking at the “Ever-EL” group to determine if there is an achievement gap and to judge whether the performance of ELs is improving over time. However, we also must look at the current ELs and ensure that they as a group are improving, as well.

The group termed “Ever-ELs” by the State includes the scores of all current ELs and RFEPs. According to the California Department of Education, this performance trend report may be useful for judging whether the performance of ELs is improving over time.

If we were to compare “English only” students to “current EL students,” the CDE says, “this performance trend report is not appropriate for judging whether the achievement of the EL subgroup is changing over time.” That is because “each year, new students enter the EL subgroup who are just beginning to learn English. Also, each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time. In fact, the more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the students who remain.”

However, if EL students as a group are not separated out as a distinct group, their performance can be lost within the larger group of Ever-ELs. The SBAC data is important as one component of multiple measures used to monitor the performance of ELs. Therefore, the district will be looking at the academic performance on SBAC of both Ever-ELs and ELs annually.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
1. Place students in clusters of 6-8 within classes taught by teachers who are authorized to provide English language development (CLAD, CTEL, etc).	Class Lists	Within 30 days of the start of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund LCAP Supplemental Grant	
2. Provide teachers with ongoing professional development on how to provide Integrated ELD in ELA.	School Plans Site Title III Funding Requests EL Program Annual Reviews Sign-in sheets	Yearly either by site, department, or grade level	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund LCAP Supplemental Grant Title III Subgrants	
3. Provide all ELs with integrated ELD instruction in English language arts	Completed ELD Classroom Observation Forms	Monthly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	
4. Provide English learners access to all BUSD programs.	% of ELs in courses that meet a-g requirements % of ELs in AP/Honors classes and in the GATE program	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
5. Prepare EL students for post-secondary education, training, and/or the workplace by offering a variety of CTE and academy courses at the high schools and through partnership with the community colleges.	% of Ever-ELs enrolled in CTE classes, academies at the high schools % of Ever-ELs scoring as standard met or higher on the SBAC in ELA % of Ever-ELs meeting a-g course requirements	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	
6. Provide support for English Learners who are struggling	Record of SSTs School Plans Site Title III Funding Requests	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General fund LCAP Supplemental Grant Title III Subgrants	

3. Academic Performance: achievement of English learners in Mathematics

The percent of BUSD “Ever-ELs” and “Current English Learners” who score standard met or standard exceeded on the Smarter Balanced Summative Assessments in Mathematics will improve by 2% each year.

Baseline:

In Spring 2019, students classified as “Ever-ELs” took the SBAC in English Language Arts and 40.43% scored at standard met or exceeded.

In Spring 2019, students classified as “Current English Learners” took the SBAC in English Language Arts and 12.58% scored at standard met or exceeded.

Description:

The results for SBAC Mathematics can be disaggregated by English-language fluency into several groups (e.g. Initial fluent English proficient, English only, English learner (EL), EL enrolled in US schools 12 months or more, etc.). The CDE recommends looking at the “Ever-EL” group to determine if there is an achievement gap and to judge whether the performance of ELs is improving over time.

The group termed “Ever-ELs” by the State includes the scores of all current ELs and RFEPs. According to the California Department of Education, this performance trend report may be useful for judging whether the performance of ELs is improving over time.

If we were to compare “English only” students to “current EL students,” the CDE says, “this performance trend report is not appropriate for judging whether the achievement of the EL subgroup is changing over time.” That is because “each year, new students enter the EL subgroup who are just beginning to learn English. Also, each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time. In fact, the more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the students who remain.”

However, if EL students as a group are not separated out as a distinct group, their performance can be lost within the larger group of Ever-ELs. The SBAC data is important as one component of multiple measures used to monitor the performance of ELs. Therefore, the district will be looking at the academic performance on SBAC of both Ever-ELs and ELs annually.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
1. Place students in clusters of 6-8 within classes taught by teachers who are authorized to provide English language development (CLAD, CTCL, etc).	Class Lists	Within 30 days of the start of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	
2. Provide teachers with ongoing professional development on how to provide Integrated ELD in mathematics.	School Plans Site Title III Funding Requests EL Program Annual Reviews Sign-in sheets	Yearly either by site, department, or grade level	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund LCAP Supplemental Grant Title III Subgrants	
3. Provide all ELs with integrated ELD instruction in mathematics	Completed ELD Classroom Observation Forms	Monthly	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
4. Provide English learners access to all BUSD programs.	% of ELs in courses that meet a-g requirements % of ELs in AP/Honors classes and in the GATE program	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	
5. Prepare EL students for post-secondary education, training, and/or the workplace by offering a variety of CTE and academy courses at the high schools and through partnership with the community colleges.	% of Ever-ELs enrolled in CTE classes, academies at the high schools % of Ever-ELs scoring as standard met or higher on the SBAC in ELA % of Ever-ELs meeting a-g course requirements	Within the first 10 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of EL Programs • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General fund	
6. Provide support for English Learners who are struggling	Record of SSTs School Plans Site Title III Funding Requests	At the end of each trimester (elementary) and at the end of the quarter and semester (secondary)	<ul style="list-style-type: none"> • Site administrators • Curriculum specialists (elementary) • Counselors (secondary) • ELD Specialists & Coordinators • Classroom teachers 	General fund LCAP Supplemental Grant Title III Subgrants	Reported every year, per site, on the EL Annual Program Review

4. Academic Engagement: Graduation Rate of English Learners

The graduation rate for the English learner subgroup will maintain or increase the current rate of 86.5% each year.

Baseline:

The EL subgroup graduation rate was 86.5% in 2018-19.

Description:

Graduation rate is determined by the “percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.” The EL subgroup includes any student who was marked as “EL” in the California Longitudinal Pupil Achievement Data System (CALPADS) during their enrollment in grades 9-12.

The Burbank Unified EL subgroup that determines the graduation rate is usually small (83 students in 2017-18 and 96 students in 2018-19) which, in the past, has resulted in wide variations of the rate from year to year. Having only 2-3 more students graduate or not graduate can impact the rate by several percentage points.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
1. Place identified English Learners in the Structured English Immersion Program or the Dual Immersion Program	Course/class assignments	30 calendar days from 1st date of enrollment	<ul style="list-style-type: none"> Site administrators, in consultation with site ELD Specialists & Coordinators 	General fund	
2. Provide all ELs with designated and integrated ELD instruction.	Completed ELD Classroom Observation Forms Course/class assignments	Monthly Beginning of each trimester (elementary) or semester (secondary)	<ul style="list-style-type: none"> Site administrators Counselors (secondary) ELD Specialists & Coordinators Classroom teachers 	General fund & LCAP Supplemental	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
3. Award up to 70 credits to ELs enrolling from outside the United States, based on successful completion of classes in foreign countries	Transcripts	Within 30 days of enrollment	<ul style="list-style-type: none"> • Site administrators • Registrars • High school counselors 	General fund	
4. Provide credit recovery options for those students who are lacking credits	Transcripts	Within 30 days of enrollment	<ul style="list-style-type: none"> • Site administrators • High school counselors 	General fund LCAP Supplemental Grant	
5. Provide a 5 th year of high school for English learners who enroll in the 11 th or 12 th grade.	Petition for 5 th year of study	No later than the spring semester of 4 th year of study	<ul style="list-style-type: none"> • District administrator in charge of secondary sites • Site administrators • High school counselors 	General fund	
6. Apply State graduation requirements for students who enroll in the 11 th or 12 th grade who participate in newcomer ELD classes.	Petition to waive local graduation requirements	Notify parent/guardian within 30 days of enrollment	<ul style="list-style-type: none"> • District administrator in charge of secondary sites • Site administrators • High school counselors 	General fund	

5. Reclassification

The reclassification rate for Burbank USD will be at least 3% above the State average each year.

Baseline:

The reclassification rate for BUSD was 18.8% in 2018-19. That State's was 13.8% for the same time period.

Description:

Reclassification is the goal of the English Language Development program. The criteria to be reclassified include:

1. Assessment of language proficiency including the ELD test developed by the State, called the ELPAC
2. Teacher evaluation, including a review of the student's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the students in basic skills

The three criteria that are the most difficult for students include scoring at proficiency level 4 on the ELPAC, meeting standards on the basic skills (reading and writing assessments), and teacher evaluation, since it's usually based on grades. Designated and Integrated ELD help students become proficient more quickly, thus moving them out of the ELD program.

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
1. Provide parents/guardians of all ELs with the reclassification criteria, and what their student needs in order to meet each of the four criteria	Annual Program Placement Letters	Within 30 days of the start of school	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • District EL TOSA 	General Fund LCAP Supplemental Grant	
2. Review the reclassification criteria and process with the District English Learner Advisory Committee (DELAC)	DELAC minutes	Yearly in January	<ul style="list-style-type: none"> • District administrator in charge of EL programs • District EL TOSA 	General Fund LCAP Supplemental Grant	

Action Item	Metric	Timeline	Personnel Responsible	Funding Source	Annual Status Update (as needed)
3. Review the reclassification criteria at site English Learner Advisory Committee (ELAC) meetings	ELAC minutes	Yearly by February	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators 	General Fund LCAP Supplemental Grant	
4. Hold parent conferences for those students who are long-term English learners (L-TELEs), or who are at-risk of becoming L-TELEs, to explain the reclassification criteria and what the student needs to meet	Signature on parent conference form at elementary Aeries record at secondary	At the 1 st and 2 nd trimester parent-teacher conferences for elementary Once a semester at secondary	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers at elementary • EL Counselors at secondary 	General Fund LCAP Supplemental Grant	
5. Reclassify students as soon as they meet all four criteria for reclassification.	Reclassification rate	At the end of trimester at elementary. At the end of quarter or semester at secondary.	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers 	General Fund LCAP Supplemental Grant	
6. Monitor reclassified students for four years after reclassification	Monitoring reclassified students form	At the end of the 1 st and 2 nd trimester at elementary. At the end of each quarter at secondary.	<ul style="list-style-type: none"> • Site administrators • ELD Specialists & Coordinators • Classroom teachers 	General Fund LCAP Supplemental Grant	

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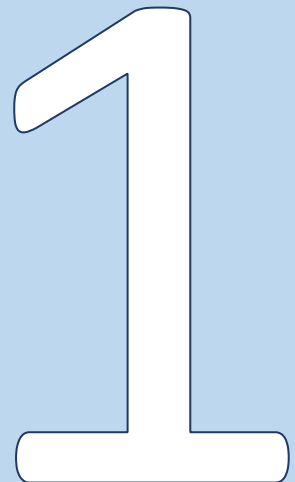
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CHAPTER ONE

Identification, Assessment, Parent Notification, and Program Placement



Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student (*EC 52164.1[a]*). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school aged children. The HLS is part of the Burbank Unified School District's (BUSD) registration process. The HLS information assists schools in providing appropriate instruction for all students.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. (The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled but does not mandate assessment.) If the answers to items 1, 2, 3 on the HLS are "English," the child is classified as English only, unless there is some question about his/her fluency.

If the answers to items 1, 2, 3, & 4 on the HLS are only "English", the child is classified as English Only (EO). English Only students are placed in a Mainstream English Program.

Assessment

English Language Proficiency Assessments for California

For students who have a primary language other than English, the State's language proficiency test, the English Language Proficiency Assessments for California (ELPAC), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators). A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). The ELPAC is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing. The student receives a score for each section of the test, as well as an overall score. (Title I, section 1111[b][7] and Title III, 2002; *EC 52164.1 [b]*; 5 CCR 11307[a], 11511)

Initial Assessment Results and Language Classification

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. Prior to administering the Initial ELPAC, the district will notify the parent/guardian of the student's eligibility to take the assessment. The locally scored Initial ELPAC will be the official score. The initial ELPAC is scored locally by trained personnel using the Test Operation Management System (TOMS). Student score reports are printed from TOMS and sent home by site ELD staff.

Provisions for Special Education Students

Students with severe cognitive disabilities, who cannot take one or more domains of the initial ELPAC with allowed universal tools, designated supports, or accommodations, will take the ELPAC Alternate Assessments, as noted in their individualized education program.

Notification

Notification of Initial Assessment Results and Student Placement

Before administering the Initial ELPAC, site ELD staff will notify the parent/guardian, in writing, as soon as possible after enrollment that the I-ELPAC will be administered. Based on the results of the initial ELPAC, BUSD will notify the parent/guardian in writing of the test results within 30 days of enrollment. Results of the initial assessment are shared with the parent(s) in order to explain the English proficiency assessment results, program options, and recommended student placement. Using the assessment information and program placement recommendation, the school administration will place the student in the most appropriate instructional setting. The school administration and EL staff will also clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations. Parents are asked to sign and date the parent notification of initial program placement, which is then placed in the student's cumulative record.

At this point in the process, the student's parent/guardian or a certificated employee may request a review of the student's classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC. School staff, including but not limited to the ELD specialist/coordinator, administrator, and teacher(s), will convene a Student Success/Study Team (SST) meeting to collect and review evidence about the student's English language proficiency. Based upon its review of the evidence, the team will determine whether the student's classification should remain unchanged or be changed. The school will notify the parent/guardian in writing of the results of the review within 14 calendar dates of its determination. This review shall occur only once over the course of the student's enrollment in the California public school system. (5 CCR 11518.2(c))

Evidence about the English language proficiency of a student shall include:

- (1) The results of the home language survey
- (2) The results of the Initial ELPAC
- (3) Parent or guardian opinion and consultation results; and
- (4) Evidence of the student's performance in the district's adopted course of study, including English language arts, math, and English language development, obtained from the student's classroom teacher(s) and other certificated staff with direct responsibility for placement decisions.

Note: During the time evidence is being collected and reviewed, the student shall retain his or her original classification.

If a student is identified as "initially fluent" (IFEP) on the Initial ELPAC, the parent/guardian are also informed of the results in writing. A copy of the Aeries language screen and the language proficiency assessment results, are stapled together and placed directly into the student's cumulative folder (no green folder).

Language proficiency, program placement, and services are entered for each student in the District's student information system (Aeries) by the site EL staff. In addition, the results are provided to the child's teacher(s). All information related to language testing and program placement is placed in the students' EL Green Folder by the site EL staff. The EL Green Folder is a part of the student's cumulative record file and should include:

- ◆ A copy of the language screen from Aeries
- ◆ A copy of the Home Language Survey (HLS)
- ◆ English language proficiency results from the State's language proficiency test
- ◆ Reclassification documentation
- ◆ Monitoring of Progress of Reclassified Students form
- ◆ Writing samples
- ◆ ELD Records from other schools/districts

Updated screens are printed for:

- ◆ Students who exit the school
- ◆ Students matriculating to middle or high school
- ◆ Students who are reclassified

School administration is responsible for monitoring the accuracy of language proficiency, program placement and services data.

Notification of Summative Assessment Results

The English Language Proficiency Assessments for California (ELPAC) are administered annually to all previously identified English learners during the State's summative assessment testing window (5 CCR 11306; 5 CCR 11511.1[b]). Parents are given access to the ELPAC summative assessment results within 30 calendar days of the receipt of the test results from the State test contractor.

Annual Notification of Program Placement

Parents of students identified as English learners must be notified of their child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. (EC 52164.1[c]; 5 CCR 11511.5) Parents are sent a copy of the Annual Parent Notification of Program Placement. This written notification is available in English, Spanish, and Armenian. Parents may request a conference with a site administrator, classroom teacher, and/or site EL staff to clarify any questions and/or discuss any concerns that parents may have regarding testing results or program placement recommendations. Language proficiency, program placement, and services are reviewed by the principal and site EL staff for each student in the student information system and any changes will be entered by the EL staff. In addition, the results are provided to the child's teacher(s). The site administrator and site EL staff are responsible for monitoring the accuracy of language fluency, program placement and services data.

Program Placement

Placement of Students

Burbank Unified School District uses two program models to serve students who are English learners. Placement of English learners is based upon provisions in California Education Code (Sections 300–340). Students enter with varying levels of English language proficiency;

therefore, it is imperative that each English learner be placed in the instructional program that is best suited for his or her needs. We work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their students is required and critical to the student's academic success.

Choices of Instructional Programs

Upon initial enrollment, site EL staff makes recommendations for the English Learner's program placement based on language proficiency test results and district assessments. The principal or counselor place the student in the most appropriate instructional setting.

Criteria for Placement

Factors considered for program placement of English learners include English language fluency, years of schooling, prior program placements, primary language proficiency, documented special educational needs, and other factors. English language fluency is a critical factor in determining program placement of English learners. The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria

Once a student is identified as an English Learner, the default placement is the Structured English Immersion (SEI) program. In SEI, the instruction is nearly all in English. Primary language support and other types of support services are provided as needed and as resources allow (see Part Two for support services descriptions). Daily, designated English Language Development (ELD) is required. The student is assigned to an appropriate program with parent input.

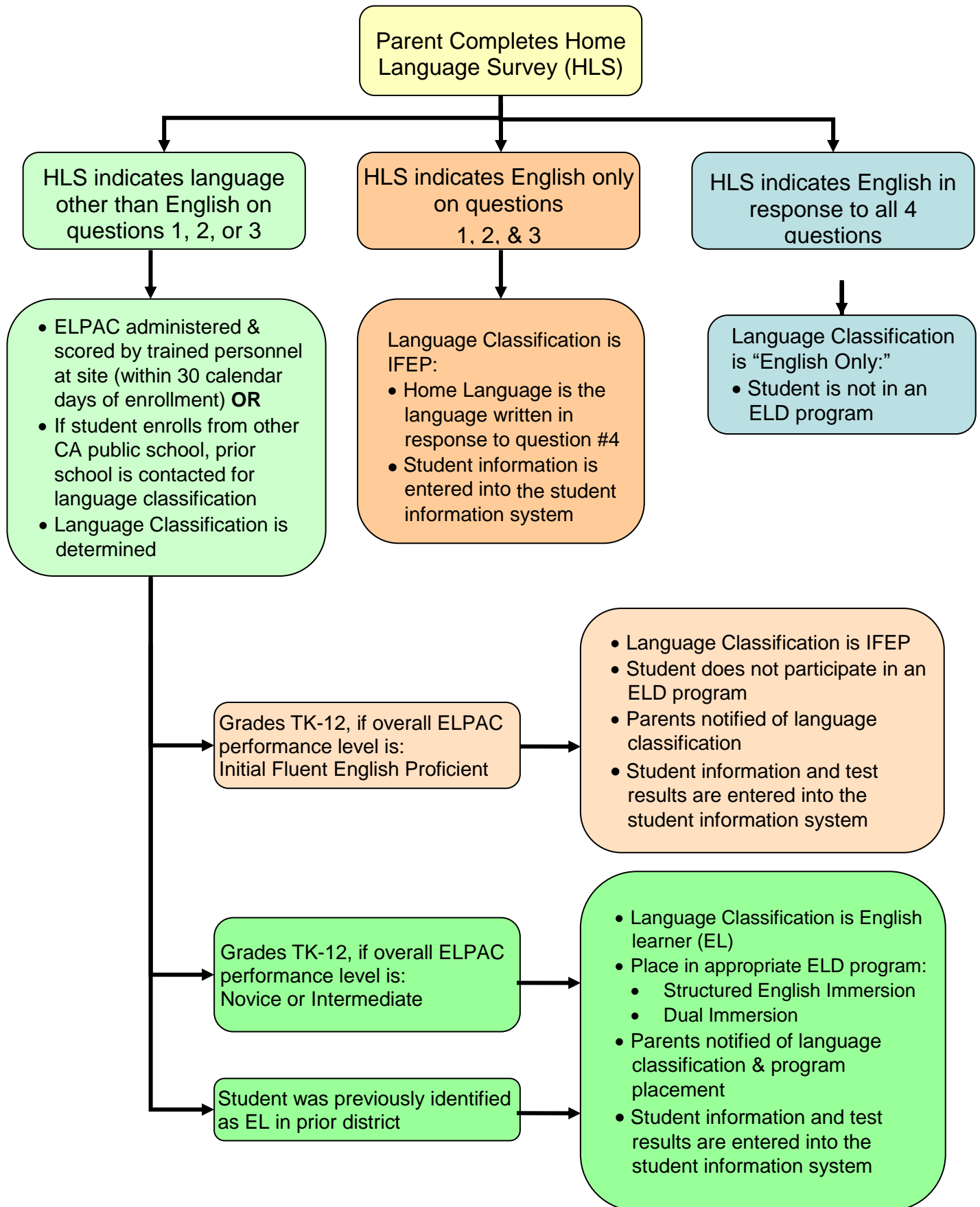
Dual Immersion Program Criteria

If the parent selects the Dual Immersion program, then the parent must complete a dual immersion application. If a student is a native Spanish speaker, then he/she will be screened for language proficiency using the Pre-Language Assessment Scales (Pre-LAS) if entering kindergarten. If entering after kindergarten, students will need proof of participation in a dual immersion program. Or, if students are educated in Spanish in another country (i.e. in a Latin American country or in Spain), transcripts or a report card will be necessary for participation.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with a variety of instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Mainstream program of instruction while providing English learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is extremely important that students receive the services appropriate to that program (e.g. ELD instruction and SDAIE techniques for accessing the core curriculum). This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed (see Part Two for program descriptions).

Figure 1.1: Initial Language Proficiency Assessment, Identification, & Placement Process



Transfer Students

In order to ensure appropriate placement, each student's relevant language assessment and placement information must be entered into the student data system within fifteen (15) calendar days of enrollment by the site EL staff. Information is entered on the language screen for all students who have been assessed for language fluency (whether they are EL, IFEP, RFEP, or as yet to be tested).

Transfers between BUSD Schools

Parent-initiated Intradistrict Transfer requests can be made through the District's Student Services Department. The receiving site's EL Staff will request current District EL benchmark data to facilitate placement. All data regarding the student's English learner assessment history are sent to the receiving school with the cumulative record file. The site administrator, EL staff, and secondary counselors (at the receiving school) are responsible for reviewing the student's records (including information in the District's student information system) and ensuring that the student will be placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from Other California Public Schools

Students transferring into BUSD from another district within the State often have records of a Home Language Survey, scores on the mandated assessments including the ELPAC, and an initial language status (EO, IFEP, EL). If the parent provides the student's records, staff will use this information to make an appropriate initial placement. In addition, the site EL Staff will contact the former district in order to obtain information by phone, fax, e-mail or mail. Once records are obtained from the previous school or district, the appropriate information is entered into the BUSD's record keeping system by the site's EL staff and shared with the classroom teacher(s). **If a student has been previously identified as an English learner and has not been reclassified before enrolling in BUSD, he or she shall continue as an EL and receive the appropriate placement and services until he/she meets BUSD's criteria for reclassification.** *This is true even for students whose parents fill out a new HLS (e.g. English is the response to questions 1-4 on the BUSD HLS, but student was an EL with a foreign language on the HLS from the previous district; therefore, the student continues as an EL until reclassified by BUSD).*

The district of origin will be encouraged to speed up sharing information by faxing the records or by providing information by telephone. If these records cannot be acquired at the time of enrollment, the identification/notification /placement process is implemented per the above description. The site administrator and/or EL staff (when appropriate) are responsible for reviewing all student information to make sure the student is properly placed in his or her new class(es).

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

The language assessment, classification, and placement process described previously will be followed for students entering the district who enter BUSD from a private school, or are new to the State, or from another country. The student's U.S. school enrollment date is entered into the student information system as well as the date the student first enrolled in a California public school.

Placement in Classes at the Elementary School Level

When a new student arrives with a Home Language Survey indicating a language other than English, the student will be placed in a class with a teacher who has the appropriate EL teaching authorization. In addition, every effort will be made to place the student in a class with an EL cluster. If the student is found to be an English learner (either by being previously identified in another district, or as determined by BUSD administering the initial ELPAC), the student will receive ELD instruction from an authorized teacher, with SDAIE strategies taught to help him/her access the core curriculum.

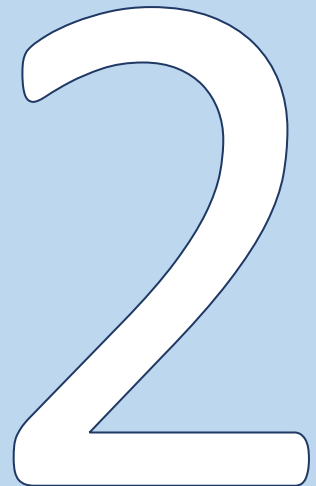
Placement in Classes at the Middle School and High School Level

When a new student arrives with a Home Language Survey indicating a language other than English, and the student does not have documentation from a previous district with English proficiency information, the ELD “Express” Assessment, in conjunction with a reading comprehension and writing assessment, should be administered to determine his/her initial placement. This is only a temporary measure until more information is received about the student’s previous placement, or until the initial ELPAC is administered.

The enrollment of the student may not be delayed while awaiting formal assessment, or due to a lack of transcripts. If the student does not have transcripts, the grade level placement will be based on age. The schools have 30 days from the date the student first attends classes to make the placement determinations and any changes that may be necessary. Thus, the student’s grade level and/or classes may change after the school receives more information about his/her language proficiency level. (Board Policy #6146.1)

CHAPTER TWO

Overview of Instructional Programs TK-12



The Burbank Unified School District is committed to providing equal educational opportunities for all students. The purpose of the program for English learners (ELs) is to provide equal access to the District's core curriculum. The goals for EL students in the Burbank Unified School District are to:

- ❖ Attain English proficiency
- ❖ Achieve academic success
- ❖ Develop a positive self-image and an understanding and respect for cultural diversity

The district offers the following program options to English learners:

- (1) Structured English Immersion (SEI)
- (2) Dual Immersion (Spanish-English) (D.I.)

Main Difference between Program 1 and Program 2: Language of Instruction

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student participation, in and through the primary, or target language. This is the instructional model for *Dual Immersion*. Teachers use grade-level materials in the target language that meet State content standards. Assignments and assessments are in the target language. For students in these programs, especially those at the beginning levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are acquiring English. During periods of primary language instruction, some relatively minor amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates or to make connections with other content studied, but teachers should take care to avoid code-switching (mixing of languages).

Primary Language Support

Primary language support *is not* the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. Primary language support is provided by a teacher who is bilingual, a trained bilingual paraprofessional, and/or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts.

Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Where available, students should be encouraged to take home materials in the primary language that they can review with parents and other family members. In addition, when 15 percent or more of students are speakers of the same language, schools must translate all materials for parents into the primary language.

Program 1: TK–12 Structured English Immersion (SEI)

This model provides instruction for all subjects in English for all English learners. The goal of the Structured English Immersion program is for English learners to develop a proficiency in English as rapidly and as effectively as possible. Curriculum and presentation are specifically designed for students who are learning the language. Students will be taught subjects mostly, but not exclusively in English. English learners receive daily, designated ELD instruction. Access to core content is accomplished through Integrated ELD using instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) techniques to enable English learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Table 2.1: TK–12 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
<p>English learners</p> <p>All levels of proficiency:</p> <ul style="list-style-type: none"> • Emerging • Expanding • Bridging 	<ul style="list-style-type: none"> • Core instruction taught mostly in English, with primary language (L1) support for ELs at the Emerging level of proficiency • Integrated ELD using SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and to further language development • Daily, designated ELD instruction: <ul style="list-style-type: none"> * 20 minutes in Transitional Kindergarten and Kindergarten * 30 minutes in Grades 1-5 * 1 class per day (Grades 6–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources • Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is typically the optimal method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support (as needed) in the content areas
<p>Special Support Options for English learners in Structured English Immersion:</p> <ul style="list-style-type: none"> • Specialized instruction by personnel with literacy and EL expertise • Participation in interventions both during the school day (RtI, “Power Hour,” iReady, etc.) and before or after school • Other appropriate services 		

Program 2: K-12 Dual Immersion Program

This model is an option for all English learners, as well as students already fluent in English. Enrollment is completed through a lottery process. The goal of this program is for students to become bilingual and biliterate in both English and Spanish. This program is designed to provide content instruction in the target language for 90% of the day in kindergarten, 80% in 1st and 2nd, 70% in 3rd with decreasing instruction in Spanish until it reaches 50%-50% in the 5th grade. Additionally, students receive intensive, daily, academic ELD instruction

Table 2.2: K–5 Dual Immersion Program Components

Program Recipients	Program Elements	Staffing
<ul style="list-style-type: none"> • English learners at any proficiency level • Initially-Fluent-English-Proficient students • Students whose home language is English 	<ul style="list-style-type: none"> • Core instruction beginning primarily in Spanish, with increasing instruction in English • Integrated ELD and use of SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, designated ELD instruction: <ul style="list-style-type: none"> * 20 minutes in Kindergarten * 30 minutes in Grades 1-5 * 1 class per day (Grades 6–12) • Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD curriculum • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certificated with a BCLAD or equivalent
<p>Special Support Options for English learners in Dual Immersion:</p> <ul style="list-style-type: none"> • Specialized instruction by personnel with literacy and EL expertise • Participation in interventions both during the school day (Rtl, “Power Hour,” iReady, etc.) and before or after school in either language • Other appropriate services 		

English Language Development (ELD): Designated and Integrated

English learners receive a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible. Both integrated and designated ELD are provided to all English learners, in accordance with California Code and Regulations (CCR, Title 5, section 11302) and Ed. Code 313, at all proficiency levels, until they become proficient in English as determined by reclassification criteria.

Integrated ELD is provided to ELs throughout the school day and across all subjects by teachers who have the EL authorization with their credential. The California ELD Standards are used *in tandem* with the California State Standards for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by EL-authorized teachers during the regular school day. Teachers use the California ELD Standards as the *focal standards* in ways that build into and from content instruction to develop critical language ELs need for content learning in English.

Daily minimum time to devote to Designated ELD

- A minimum block of 30 minutes per day in grades 1-5 (20-minute block per day for JK/ETK/TK/K)
- Daily block or period in middle and high school
- Additional time should be allocated for ELD for students at ELPAC levels 1 and 2 in middle and high school

Designated English Language Development (ELD) Instruction

ELD instruction is based on the students' levels of English Proficiency. The purpose of Designated ELD is to teach English learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development (reading and writing). It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency.

ELD Proficiency Levels

The three levels represent the stages of English language development, 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.

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.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary (Tier II and III academic language) and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

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 to develop both content knowledge and English.

Designated ELD instruction TK-12 follows six basic instructional delivery standards:

1. Each EL student is to receive daily ELD instruction that develops proficiency leveled social and academic language as part of daily instruction in the classroom to be delivered by the classroom teacher or a credential staff member.
2. Students are to be grouped for instruction by English proficiency level; Emerging, Expanding, Bridging.
3. ELD instruction at each grade level is to address California ELD Standards: Collaborative, Interpretive, and Productive Interactions; Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas.
4. The adopted ELA curriculum for Grades TK-12 contains designated ELD materials, which are used to support students.
5. Teachers utilize research-proven language development best teaching practices.
6. Teachers monitor the language acquisition progress of each English Learner using summative and formative assessments.

Designated ELD instruction is to be delivered in like-proficiency groupings. Grouping more than two consecutive ELPAC levels is highly discouraged as current research indicates that mixed proficiency grouping is an ineffective model for ELD instruction (Dutro, Kinsella, Olsen).

ELD student data is to be reviewed regularly in collaboration with site leadership, ELD teachers, and district ELD staff to ensure students are moved to more advanced groupings as soon as appropriate. The purpose of ELD instruction is to actively engage students in learning English vocabulary and language structures. Although ELD lessons can be related to academic content, it is critical that the core purpose of this instruction, English language acquisition, be maintained.

Integrated English Language Development (ELD) Instruction

As per the California English Language Arts / English Language Development Framework. *Integrated English language development*. English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

This obliges us to move away from teaching only during Designated ELD time and approach ELD instruction for English learners **throughout** core content areas. Designated ELD emphasizes critical elements that are fundamental for student learning

the language of English, particularly the use of techniques and strategies to learn “how English works.” Language research strongly suggests that without explicit support in how to use English to comprehend text and express their thinking, English learners continue to be unsuccessful academically.

Fortunately, our new ELD standards acknowledge that a more comprehensive model for subject-matter instruction is required. Through professional development opportunities on ELD best practices, the new ELD standards, and Integrated ELD workshops, teachers and staff will be supported with providing ELs with support through the Integrated ELD model.

All of the instructional programs designed for EL students must contain the following components:

- Well-articulated standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English learners at the student’s English proficiency level
- California State Standards aligned curriculum instruction provided either through the primary language or through integrated English Language Development
- Grade level content delivered in a language rich environment support English language fluency at each student’s level
- Structured skills designed to develop multicultural competency, positive self-esteem and pride of home language

In addition, students must receive explicit instruction and daily practice of the specific academic language of the content, including academic vocabulary and language structures using:

- academic discourse
- sentence frames
- interactive charts/posters
- graphic organizers
- word walls
- personal dictionaries
- writing models and/or templates

Multicultural Education

Cultural Identity

An educational strand, critical to all students, including English learners, is multicultural education. Multicultural education should be interwoven throughout the life of the curricular structure. The main thrust of multicultural education is as follows:

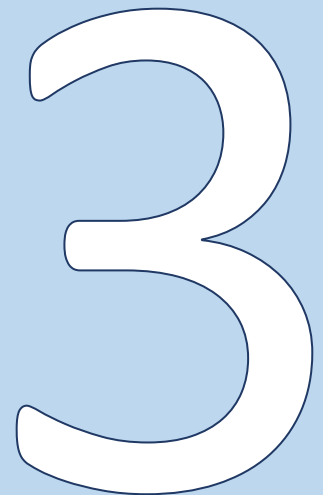
- Build self-esteem
- Understand and respect oneself
- Understand and respect others
- Develop tolerance and mutual understanding for members of a diverse society and shrinking world (multicultural competency)
- Understand the United States’ various customs, holidays, values, and history

Teachers are expected to make connections wherever and whenever possible, to the student's experiences and background, especially when introducing new and unfamiliar content. This helps students see the relevance of the content and make more sense of it. In addition to United States majority culture and history, classrooms and schools reflect, recognize, validate, and celebrate respectfully, the diverse cultural and historical holidays and contributions of new Americans representing diverse ethnic and cultural backgrounds in the United States.

“Language is the road map of a culture. It tells you where its people come from and where they are going.”
– Rita Mae Brown

CHAPTER THREE

Instructional Programs at Elementary (grades TK-5)



English Learner Programs in Grades TK-5

All English learners (ELs) participate in an English Language Development (ELD) program based on their identified academic and linguistic needs. Each EL receives planned, specific, intentional, and explicit language instruction as part of their daily core curriculum (Ed. Code 300-340). Students receive ELD instruction until they are reclassified. The goal of the ELD program is to develop fluency in English as effectively, efficiently, and quickly as possible. The California State Standards and California ELD Standards are used to guide instruction for ELs at their appropriate level. The criteria for placement in the ELD program are defined in Part I of this document, "Identification, Assessment, Parent Notification, and Program Placement."

At the elementary level, Designated ELD instruction is provided for a minimum of thirty minutes per day (except in JK, ETK, TK and Kindergarten classes where a minimum of 20 minutes per day is provided). Kindergarten (all programs) through 5th grade uses the Designated ELD curriculum which is part of the Benchmark Advance program, along with supplemental materials. These materials align with grade level ELA standards and content to build, widen, and deepen language across the curriculum.

Recognizing that "there is no universal EL profile and no one-size-fits-all approach that works for all English learners," BUSD Elementary schools are responsive to the various needs of their ELs. Teachers provide ELs at the beginning levels of proficiency with more support and different ways to express what they know about the rigorous grade level content. Students at-risk of becoming long-term English learners have needs that are vastly different, and need more opportunities to learn and practice academic vocabulary, to engage in academic discourse, and to refine their skills in reading and writing to be able to meet the district's reclassification criteria.

Grouping English Learners to Ensure Access to the Core Curriculum

English Learners need access to the core curriculum (social studies, science, math, ELA), these subjects are taught by integrating the California ELD Standards into the content areas. Integrated ELD assists students in developing cognitive academic proficiency in English. Such instruction must consider the level of English proficiency of each student, requiring the teacher to use specific, intentional strategies to make the subject matter comprehensible to all ELs.

In order for the teacher to plan and deliver integrated ELD instruction, EL students should be clustered in groups of at least six to eight students per classroom.

When students fall behind in core subjects, appropriate interventions are implemented based on the site's Response to Intervention (RtI) plan. RtI is designed, developed, and implemented by teachers who are certified to teach English learners, using research-strategies appropriate for the language and literacy levels of the students.

Considerations for Designated ELD Instruction

Designated ELD can occur in a variety of instructional settings:

- a cluster of English Learners with adjacent proficiency levels at the same grade level
- English Learners at the same proficiency level across grade levels
- English Learners in a self-contained classroom where the teacher uses differentiated strategies to meet the instructional needs of several proficiency levels

Each school site determines the instructional setting in which students will receive Designated ELD, based on the students' language and literacy levels. Designated ELD is taught by the classroom teacher and, when possible, supported by an ELD Instructional Assistant, as needed.

A variety of assessment data such as reading comprehension levels from a variety of diagnostic assessment including, but not limited to, STAR, SRI and i Ready, statewide assessments results from SBAC and ELPAC, proficiency levels from district-created assessments (ELD Matrices), classroom grades, and writing samples are used for class placement and grouping. Progress in ELD is monitored informally throughout the year, and formally in December and May, using the ELD Matrices.

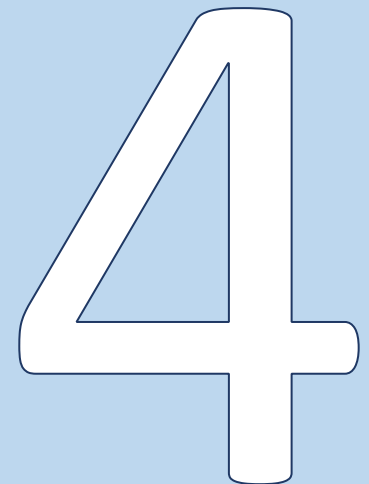
Table 3.1: Elementary Program Responsibilities

Person Responsible	Duties
Principal	Oversees and is responsible for the assessment, identification, and placement of students in appropriate programs. Validates and evaluates implementation and effectiveness of programs. Assigns appropriate personnel to programs at site and evaluates them. Ensures that the data in Aeries is accurate and up-to-date for each student in the EL program. Provides support and guidance to students and parents.
Curriculum Specialist	Assists in validating implementation of programs and placing students correctly. Assists in providing professional development for certificated and classified staff. Provides ongoing assistance to classroom teachers.
ELD Specialist	Coordinates the administration of all language proficiency assessments. Assists with appropriate placement of EL students. Provides assistance to classroom teachers. Assists in providing ELD professional development for certificated and classified staff. Provides and maintains data regarding students in the EL program. Provides support and guidance to students and parents.
Classroom Teacher	Implements the EL program. Provides appropriate instruction to students in language and literacy using State ELD/ELA Standards. Assesses and evaluates student progress on a regular basis and differentiates instruction appropriately.
Instructional/ ELD Assistants	Assists teacher with program implementation. Provides appropriate instruction as directed by the teacher.

<p>District Administrator in Charge of EL Programs</p>	<p>Oversees EL program at all elementary schools, including staffing and training. Monitors program compliance. Facilitates curriculum development and provides services to sites. Evaluates Principals and District TOSA (ELD Coordinator) for program implementation.</p>
<p>TOSA: District ELD Coordinator</p>	<p>Assists District Administrator in overseeing the EL program at elementary schools. Assists District Administrator with Title III budgets, Federal Program Monitoring compliance, teacher certification requirements, assessments for ELs, and District English Learner Advisory Committee (DELAC). Provides training and support to teachers, assistants, and parents. Monitors program compliance and assists schools, as necessary.</p>

CHAPTER FOUR

Instructional Programs at Secondary (grades 6-12)



English Learner Programs in Grades 6-12

As outlined previously, the goals for all EL students are rigorous at every level TK-12. The middle and high school program models provide flexibility, yet aim to ensure a consistent and compliant academic program that addresses the needs of EL students and promotes students' positive self-image. ELD courses at the secondary level are designed to follow the California State Standards for ELA and ELD. These grade-level appropriate courses all provide EL students with a rich linguistic environment and frequent opportunities to listen, speak, read, and write in meaningful contexts. The variety of listening and speaking activities students experience are integrated with reading and writing in ways that are comprehensible and meaningful for students of different language backgrounds. Courses are designed to build on students' prior knowledge and recognize the importance of skills learned in the primary language. Literature used in the courses represents many perspectives, diverse styles and cultures, and various points of view.

The expectations for EL student achievement at the secondary level are *the same* as those for native English-speaking students. As such, ELs have access to programs and learning All EL students will meet course requirements that lead to high school graduation and post-high school study, including admission to college or specialized vocational training. Many older newcomer students will have completed some of the Burbank Unified School District graduation requirements in their home countries before enrolling in BUSD. However, it may be necessary for an enrolling English learner to take an additional year of study in order to complete graduation requirements.

Designated ELD Instruction

In ELD 1-2 classes, instructors develop foundational communication skills. Students are taught how to use English in academic settings and to communicate in socially and culturally appropriate ways. It integrates listening, speaking, reading, and writing. Oral and written communication revolves around the use of essential grammatical forms to carry out meaningful functions and complete performance tasks. Instruction in contextualized high-frequency and academic vocabulary provides access to the core curriculum.

As students progress and gain proficiency in English, ELD 3-4 classes focus on developing reading comprehension, critical thinking skills, and oral and written expression. Grammar is taught through context, dialogue, and stories. The instructional focus is on building academic vocabulary and concepts.

In transitional English classes, students are approaching grade-level standards. Therefore, the instructional focus is on filling in gaps, improving writing and reading comprehension skills, building academic language and vocabulary, and explicitly teaching text structures. Students at this level should be close to meeting reclassification criteria.

Primary Language (L1) Support

English learners who require primary language support and are at Emerging levels of proficiency may receive support from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the direction of the teacher. Preview-review in primary language is recommended for students who are at this level. This instructional configuration provides comprehensible instruction in English utilizing SDAIE strategies.

Middle School Programs

In middle school, Emerging level students receive two periods of ELD instruction daily, which includes one period of designated ELD and one period of integrated ELD in ELA. Expanding and Bridging ELs receive their designated ELD minutes through a specific course entitled Designated ELD (DELD). This class occurs daily for a full class period in place of the student’s elective. The focus for the course is on gaining reading and writing proficiency and working towards reclassification. Support in the student’s primary language (“L1”) during content area instruction is provided to students at the Emerging levels, when available.

Table 4.1: Designated and Integrated ELD in Middle School

Structured English Immersion					
Proficiency Level	Emerging		Expanding		Bridging
English Class	ELD 1	ELD 2	ELD 3	ELD 4	English (T)
Designated ELD	ELD 1	ELD 2	ELD 3	ELD 4	Designated ELD
Science	Integrated ELD w/ L1 Support (when available)		Integrated ELD		
Social Science					
Mathematics					

Dual Immersion				
Proficiency Level	Emerging / Expanding			Expanding / Bridging
English Class	ELD 1	ELD 2	ELD 3	English (T)
Designated ELD	ELD 1	ELD 2	ELD 3	Designated ELD
Social Science or Science	One content area is taught in Spanish; the other in English with Integrated ELD			
Mathematics	Integrated ELD			

High School Programs

At the high school, Emerging level students receive two periods of ELD instruction daily, which includes one period of designated ELD and one period of integrated ELD in ELA. Students at the Expanding and Bridging levels of proficiency receive one period of both designated ELD combined with integrated ELD within ELA (these courses meet the UC’s *a-g requirements*). Support in the student’s primary language (“L1”) during content area instruction is provided to students at the Emerging levels, when available.

The District recognizes the importance of primary language instruction and, therefore, recommends that all beginning level EL Spanish speaking students be placed in Spanish for Spanish Speakers while they are learning English. In these courses, students will be able to continue to develop their listening, speaking, reading, and writing skills in Spanish through a

thematic approach that utilizes works of Hispanic authors. The skills learned in these courses will facilitate learning in English, as well as increasing the students' self-concepts.

Table 4.2: Designated and Integrated ELD in High School

Structured English Immersion					
Proficiency Level	Emerging		Expanding		Bridging
English Class	ELD 1	ELD 2	ELD 3 (counts as English 9)	ELD 4 (counts as English 10)	Transitional English
Designated ELD	Designated ELD 1	Designated ELD 2	Designated ELD (within ELD 3 class)	Designated ELD (within ELD 4 class)	Designated ELD (within Eng. T class)
Science	Integrated ELD w/ L1 Support (when available)		Integrated ELD		
Social Science					
Math					
Health					

Students may be placed in courses based on their scheduling needs and/or readiness levels, rather than placement based by their age/grade level. For example, although World History is generally a 10th grade course, EL students may take the course when it is appropriate in their four-year graduation plan, and not be restricted to 10th grade only.

Completion of ELD Courses

- Students who meet the District’s reclassification criteria at any time during the ELD program are moved to mainstream classes and the Site ELD Coordinator monitors their progress for four years. Appropriate interventions are utilized should the EL student need extra support.
- Students who do not meet reclassification requirements at the advanced level continue to receive the following support:
 - Transitional English (Advanced ELD) and designated ELD at the appropriate grade and proficiency level
 - Integrated ELD with Math, History/Social Science, Health/Careers, and Science
 - Interventions as appropriate to assist the student in meeting reclassification requirements

EL Students who enter the District in 11th or 12th grade

It is unlikely that the Emerging (ELD 1 or 2) level student entering 11th or 12th grade will be able to graduate by the end of the 12th grade year. Obviously, the more comprehensive and aligned to BUSD’s graduation requirements the student’s transfer credits are, the more realistic the possibility of graduation becomes within a reasonable time period. The District has a provision for an additional year of instruction for high school EL students. This is available to those students who can realistically attain this goal with the addition of one year of study on the high school campus. However, all Burbank Unified School District graduation requirements must be fulfilled including the completion of Health/Careers, U.S. History and two other years of history/social science. In the event entering 11th or 12th grade EL students cannot graduate by the end of the 5th year of study, they will be referred to either our Adult School or to the Community College system, both of which have comprehensive high school graduation programs for students over the age of 18.

11th and 12th grade students who enter at the Expanding or Bridging levels are enrolled in one period of ELD or Transitional English plus SDAIE core classes as appropriate. Depending upon the number and areas of transfer credits, it is possible for these students to meet graduation requirements, and therefore, be able to graduate in the June following their enrollment.

Table 4.3: Placement of English Learners in ELD Classes at the Secondary Level

The following chart represents a profile of EL students at each of the proficiency levels, based on expected progress in acquiring English. Students are moved from level to level using these criteria as well as teacher judgment.

	ELD Classes				
	ELD 1	ELD 2	ELD 3	ELD 4 or English T	English T
Time in US Schools	less than a year	1 – 2 years	2 – 3 years	4 – 5 years	5 years or more
ELPAC Overall	Level 1 or Level 2 Low	Level 2	Level 2 High or Level 3 Low	Level 3	Level 3 High or Level 4
SBAC-ELA	SBAC Score 1 or 2 in English Language Arts			SBAC Score 2-4* in English Language Arts	
Lexile Score	BR/0-200	150-650	400-900	600-1000	
Reading Grade Level Equiv. (GMRA or STAR)	3 yrs. or more** below grade level		2-3 years below grade level	1 – 2 years below grade level	.5 yr. below / close to grade level
Writing Characteristics	<ul style="list-style-type: none"> May write 1-2 simple sentences Uses simple present or past tenses 	<ul style="list-style-type: none"> May or may not fully address the prompt Has 3 sentences in a mostly logical sequence May have run-ons or fragments May be able to write compound/complex sentences Errors don't interfere with reader's understanding 	<ul style="list-style-type: none"> Addresses prompt Writes 2-3 simple paragraphs with topic sentences, details and conclusion. Writes compound & complex sentences, Minor errors don't interfere with reader's understanding 	<ul style="list-style-type: none"> Addresses prompt clearly Organizes essay appropriately (introduction, body, conclusion) Uses key ideas and some supporting details in the body of the essay Adequately develops plot, setting, and characters. Can write 3-4 paragraph essays/stories. Organizes ideas and details in a logical structure utilizing some transitions Uses words appropriately, varies sentence structure. Uses more complex vocabulary and detailed sentences 	
Notes:	Generally, if a student has been schooled in the US since TK, Kinder or 1 st grade, ELD 1-3 would not be the correct placement, even if his/her ELPAC scores would indicate otherwise. He/she is considered to be a long-term EL and needs different kind of instruction than ELD 1-3.			If a student has been in US schools since TK, K or 1, but is still 2 or more years below grade level, place him/her in English (T) and recommend an additional reading intervention class. Also, when recommending intervention, document the dates of previous SSTs.	

*SBAC Score of 3 or 4 qualifies a student for reclassification. However, the student must also have a score of 4 overall on the ELPAC to be reclassified. So, even though they may have met or exceeded standards on the SBAC ELA, they cannot be reclassified until the ELPAC overall is a 4.

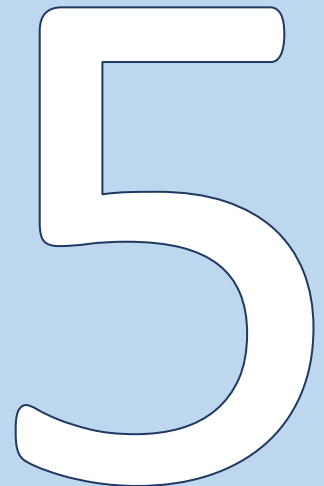
**The use of "or more" includes a very broad range. For example, a beginning level proficiency student who enters BUSD in grade 12 may be significantly more than 4 years below grade level in English reading.

Table 4.4: Secondary Program Responsibilities

Person Responsible	Duties
Principal	Oversees implementation of programs. Assigns qualified personnel to programs at site and evaluates them.
Assistant Principal	Oversees placement of students in appropriate programs Assists in evaluating personnel as assigned by principal. Oversees IEP/SST process for EL students.
Classroom Teacher	Implements the District program for ELs. Provides appropriate instruction to students and access to core curriculum. Confers with site ELD Coordinator on an ongoing basis regarding student progress and program design.
Instructional/ ELD Assistants	Assists teachers with implementation of EL program. Provides primary language assistance and appropriate instruction as directed by the teacher and based on student need.
Site ELD Coordinator	Tests identified students in accordance with State regulations. Assists with appropriate placement of ELs and monitors their progress. Interfaces with administrators and organizes ELAC meetings. Makes recommendations about the purchase of materials. Provides assistance to classroom teachers. Maintains and provides data about students in the EL program. Provides support and guidance to students and parents.
Clerical Support Staff	Administers State mandated tests. Keeps records of EL students. Sends home parent letters of assessment results and reclassification. Contacts parents to attend ELAC meetings.
Counselor	Coordinates services for special needs students. Assigns EL students to appropriate classes as outlined in the Master Plan and in conjunction with the site ELD Coordinator. Provides support and guidance to students and parents.
District Administrator in Charge of EL Programs	Oversees EL program at all elementary schools, including staffing and training. Monitors program compliance. Facilitates curriculum development and provides services to sites. Evaluates Principals and District TOSA (ELD Coordinator) for program implementation.
TOSA: District ELD Coordinator	Assists District Administrator in overseeing the EL program at elementary schools. Assists District Administrator with Title III budgets, Federal Program Monitoring compliance, teacher certification requirements, assessments for ELs, and District English Learner Advisory Committee (DELAC). Provides training and support to teachers, assistants, and parents. Monitors program compliance and assists schools, as necessary.

CHAPTER FIVE

Monitoring Student Progress

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Monitoring Student Progress

Language proficiency and academic progress of English learners will be evaluated and monitored on an ongoing basis throughout the year (minimum of twice a year). Progress will be monitored by the site principal, site EL staff, classroom teachers, and at secondary, by the intervention counselors.

Assessments Used in the District

Student progress is monitored based on a set of District-adopted and State-mandated assessments. The assessments used in BUSD are shown in Tables 4.1–4.2. Results determine English language proficiency and evaluate students' academic performance.

These assessments include:

- English Language Proficiency Assessments for California (ELPAC)
- CAASP/SBAC Assessments
- ELD Matrices in K – 5
- ELD and ELA writing prompts in 6-12
- Math assessments
- Reading comprehension assessments (e.g. Reading Inventory, STAR, iReady)
- Grades/Transcripts

Assessment results are maintained electronically in the student information system (Aeries). This allows district administrators, principals, teachers, and EL staff rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, placement in an ELD program, progress towards reclassification, and identification of students in need of intervention.

Table 5.1: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessments for California (ELPAC)	TK-12	State mandated instrument that assesses listening, speaking, reading and writing in English	<i>Initial:</i> within 30 calendar days from date of enrollment <i>Summative:</i> February–May	Trained staff at each school site
District Assessment (ELD Matrix)	K-5	Assesses student progress along the continuum of the ELD standards	Mid-Year and End of Year	Classroom Teacher
Writing Prompts	6-12	Students write based on a prompt and are scored on a proficiency-based rubric	Twice a year; once each semester	Classroom Teacher

Table 5.2: Assessments Measuring Academic Achievement

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Smarter Balanced Assessment (SBAC)	3–8 and 11	<p>Criterion referenced tests assessing student’s mastery of grade level standards in English Language Arts, Math, and Science</p> <p>State mandated instruments that assess ELA and math</p> <p>Results used for reporting on the California Dashboard</p>	Annually in Spring	Classroom Teacher
English Language Arts assessments	TK-12	Curriculum-embedded assessments	Periodically throughout the year (e.g. end of theme or unit)	Classroom Teacher
District Assessments	TK-12	Standards-based ELA, math, and science in TK-12, and social science in 6-12.	At each trimester (K-5) or each semester (6-12)	Classroom Teacher

District-Level Performance Expectations for ELs

Annual Growth Expectancies on ELPAC

EL students are expected to gain proficiency (Level 4: Well Developed) within 5-6 years of active participation in ELD instruction. The District also recognizes that students achieve English proficiency at various rates depending on several variables: age at entry, language and literacy levels in primary language, prior former schooling, presence of learning disabilities, and motivation.

Table 5.3: Proficiency Benchmarks for English Learners by Time in Program

Level of Proficiency at Time of Enrollment in ELD Program						
ELPAC Levels	Level 1	Level 2 Low	Level 2 High	Level 3 Low	Level 3 High	Level 4
	Beginning	Somewhat Developed		Moderately Developed		Well Developed
Smarter Balanced (SBAC) Levels	N/A	Standard Not Met		Standard Nearly Met		Standard Met
Time in ELD Program	Year 1 →	Year 2	Year 3	Year 4	Year 5	Year 6
		Year 1 →	Year 2	Year 3	Year 4	Year 5
			Year 1 →	Year 2	Year 3	Year 4
				Year 1 →	Year 2	Year 3

Table 5.4: Scale Score Ranges for Low 2 → High 2 and Low 3 → High 3

Grade	2L SS Range	2H SS Range	3L SS Range	3H SS Range
K	1374-1397 (24 pts)	1398-1421 (24 pts)	1422-1447 (26 pts)	1448-1473 (26 pts)
1	1411-1432 (22 pts)	1433-1454 (22 pts)	1455-1480 (26 pts)	1481-1506 (26 pts)
2	1424-1446 (23 pts)	1447-1470 (24 pts)	1471-1500 (30 pts)	1501-1531 (31 pts)
3	1448-1467 (20 pts)	1468-1487 (20 pts)	1488-1510 (23 pts)	1511-1534 (24 pts)
4	1459-1478 (20 pts)	1479-1498 (20 pts)	1499-1523 (25 pts)	1524-1548 (25 pts)
5	1467-1489 (23 pts)	1490-1513 (24 pts)	1514-1536 (23 pts)	1537-1559 (23 pts)
6	1475-1495 (21 pts)	1496-1516 (21 pts)	1517-1541 (25 pts)	1542-1566 (25 pts)
7	1481-1503 (23 pts)	1504-1526 (23 pts)	1527-1550 (24 pts)	1551-1575 (25 pts)
8	1486-1509 (24 pts)	1510-1533 (24 pts)	1534-1561 (28 pts)	1562-1589 (28 pts)
9-10	1493-1518 (26 pts)	1519-1544 (26 pts)	1545-1574 (30 pts)	1575-1605 (31 pts)
11-12	1500-1526 (27 pts)	1527-1554 (28 pts)	1555-1584 (30 pts)	1585-1614 (30 pts)

EL students who do not meet these benchmarks will need a plan for intervention. In general, this will include EL students: 1) who are more than one year below the expected time in program expectation in EL proficiency and/or 2) whose test scores fall outside the expected benchmarks for proficiency in English as assessed by the ELPAC.

At elementary, these students should have Individual Learning Plans (ILPs). As part of these plans, students will be assigned to targeted interventions that address both language and academic needs.

At secondary, students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student’s level of ELD, or an intervention class that addresses both language and literacy skills
- Instruction in the core academic subjects with Integrated ELD by an appropriately credentialed CLAD or BCLAD teacher
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day)

Support Process

Criteria for identification includes the amount of time in the ELD program and lack of progress in demonstrating English proficiency as determined by ELPAC scores, results from the Smarter Balanced Assessment in English Language Arts (SBAC-ELA), that

indicate “not meeting standard” or “nearly meeting standards,” test scores from curriculum-based assessments that are two grade levels below current grade level standing, poor attendance, discipline issues, teacher recommendation and parent input. EL students in need of support will receive intervention instruction according to the school site’s implementation of a Multi-tiered System of Support (MTSS).

In addition to the intervention program, these students will also receive access to grade level English Language Arts instruction and grade level ELD instruction. After-school programs and tutoring may also be available and use supplemental research-based materials proven effective in meeting the specific linguistic needs of English learners.

The goal of intervention is to bring students within the benchmarks for adequate achievement in English language development and in the core curriculum areas. For an intervention to be considered successful, *students would be expected to make more than a year’s growth within a year’s time*. If after one or more years of documented support a student does not show adequate progress, the teacher, counselor and/or site EL staff may suggest that the student’s progress is discussed by the site’s Student Study Team. It is considered at that point that the educational needs of the student exceed specific language development interventions.

Table 5.5: Multi-Tiered System of Support

Tier	Criteria	Description
<i>Tier 1: Universal</i>	All Students	Students identified in Tier 1 receive standards-based instruction that incorporates research-based strategies to differentiate content in order to meet the individualized needs of students. Student receives instructional support through differentiation within their assigned instructional setting (Structured English Immersion or Dual Immersion).
<i>Tier 2: Targeted</i>	Students with some risk factors	Students identified in Tier 2 receive targeted strategic instruction beyond, and in addition to, the core program. This occurs in smaller targeted instructional groups. Instructional interventions in Tier 2 are designed to accelerate specific identified skills or skill sets. Student’s progress is closely monitored for appropriate modifications and regrouping.
<i>Tier 3: Intensive</i>	(2 or more years below grade level)	Students identified in Tier 3 receive intensive instruction in very small groups designed to accelerate students in reading and language development. Students receive intensive intervention instruction designed to move students to grade-level as quickly as possible.

Reclassification Rate

It is a programmatic goal that the District reclassification rate will be at least three percentage points above the State average. This information is reported annually in the site English Learner Program Annual Review as well as the California Dashboard.

Rate of Participation of EL/RFEP Students in GATE, Honors, and Advanced Placement Courses

The representation of EL students in these programs will be proportional to the number of EL/RFEP students in the school-wide population. This data is recorded annually in the Site EL Program Evaluation document.

Provisions for Students on Individualized Education Programs (IEPs)

Students with IEPs may receive accommodations and/or designated supports on the ELPAC test as determined by the IEP team. In some circumstances, students may be given the Alternate ELPAC or alternate district benchmark tests.

Use of Assessment Data for Instructional Planning and Scheduling

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions or enrichment. ELPAC and other assessment data is used for instructional grouping for ELD at the elementary level and student placement in appropriate ELD courses at the secondary schools. SBAC test results are used in conjunction with district assessments in language arts and mathematics to identify students in need of interventions and to assign them to appropriate instructional schedules. Students who exceed grade level benchmarks for growth on these assessments will be considered accelerated and moved to more advanced groups/classes.

Ongoing Monitoring of Student Progress

English learners' academic performance is monitored in grades TK–12 in order to evaluate language proficiency, identify academic needs and develop action plans and goals for student improvement. This monitoring will ensure that students are continuing to make expected academic growth and provide information that informs instruction. Monitoring also alerts teachers to students who may be struggling or who need to be challenged. Grade level and/or department teams, including the site principal (or designee) and site EL staff will meet to examine student data on the assessments and plan instruction accordingly. These collaborative meetings may include assignment of English learners to appropriate interventions/enrichment. These meetings may also result in the development of a Support Plan for students not meeting ELD or academic achievement growth expectations.

At-Risk Long-Term English Learners and Long-Term English Learners

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An EL student to which all of the following apply: is enrolled in grades 3 to 12; and has been enrolled in a U.S. school for 4 or 5 years; and for students in grades 3 to 9, has scored at the “Standard Not Met” level on the prior year administration of the Smarter Balanced Assessment (SBAC)-English Language Arts (ELA). Students for whom one or more of the required testing criteria are not available are determined to be “at-risk.” In addition, the SBAC-ELA component of the “at-risk” determination is not applied to students in grade 3 because they do not have prior year SBAC-ELA test scores available.

Typical Characteristics of LTELs

LTELs typically...

- ✦ Function well socially in English and the home language
- ✦ Lack oral and literacy skills needed for academic success, particularly as they progress through secondary school
- ✦ Read and write below grade level
- ✦ Struggle with academic language
- ✦ Lack understanding of academic genres and display weak English syntax, grammar, and vocabulary
- ✦ Struggle in content areas that require literacy

Sources: Menken & Kleyn, 2009; Menken, Kleyn, & Chae, 2012; Olsen, 2014; Spaulding, Carolino, & Amen, 2004

Long-Term English Learner (LTEL): An EL student to which all of the following apply: is enrolled in grades 6 to 12, inclusive; and has been enrolled in a U.S. school for six or more years; and for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the SBAC-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are determined to be an LTEL; and (2) the LTEL determination for students in grades 10–11, is based solely on number of years in U.S. schools.

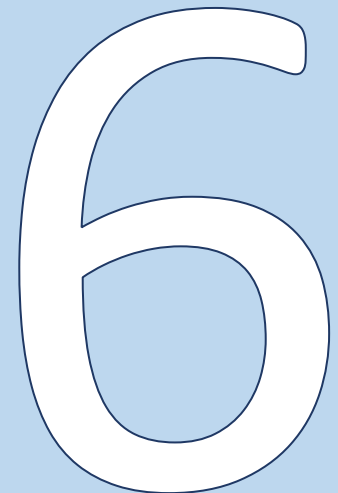
The Burbank Unified School district supports At-risk LTELs and LTELs in a variety of ways. In Elementary, At-risk LTELs are supported academically using an Individualized Learning Plan, or ILP. An ILP is a document used to summarize how the students’ educational needs are being met in the classroom and how the parents/guardians should be supporting the child at home. ILPs are offered in the areas of Reading, Writing and Math. All At-risk LTELs are on an ILP for either reading or math. Some students in grades 3 – 5 may be on a reclassification plan instead of an ILP, when applicable.

Table 5.6: English Learner Intervention Plan Staff Roles and Responsibilities

Persons Responsible	Duties
Principal	Responsible for the process at school.
Site EL Staff	Creates rosters of students meeting criteria that indicate a need for academic support. Attends meetings and completes the follow-up monitoring.
Classroom Teacher	Provides Tier 1 and 2 instruction. Monitors and reports progress to site administration, Curriculum Specialist or Title I Coordinator, and the ELD Specialist or Coordinator.
District TOSA: Coordinator of ELD Services TK-12	Supports site personnel in developing support plans and in monitoring student progress.

CHAPTER SIX

Reclassification Process and Monitoring



Reclassification

Definition

Each former English learner who has been reclassified as Fluent English Proficient (R-FEP) has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school’s regular instructional program.

Purpose

The purpose of reclassification is to determine that an English learner has met district established criteria and can participate equally with native speakers in the school’s regular instructional program. Once students are reclassified, they are designated as Reclassified Fluent English Proficient (R-FEP).

Criteria for Reclassification

The following criteria are used to determine when English learners have demonstrated English Language proficiency comparable to that of average native English Speakers, can participate equally with them in the school’s regular instructional program, and have developed the English language skills necessary to succeed in an English-only setting. These students should be reclassified as Fluent English Proficient (R-FEP).

Table 6.1: Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent ELPAC test or Alternative Assessment*	Overall level 4: “Well Developed”
Comparison of Performance in Basic Skills	Most recent State test results (SBAC) Or District reading comprehension + writing prompt scores	SBAC: Level 3 or 4 on English Language Arts <i>or, if SBAC ELA result is a 2 or student didn’t take SBAC:</i> Reading comprehension assessment and writing prompt scores meeting grade level expectancies
Teacher Evaluation	Reclassification worksheet, student writing sample (when applicable), and current report card	Grades 1–5: • Report card indicates that student is meeting grade level standards Grades 6–12: • Minimum of “C” in content areas (except math) on most current report card <i>If there are any deficits, the teacher agrees that:</i> • The student is performing successfully in academic areas per IEP goals and/or any deficits in motivation or performance are unrelated to English language proficiency
Parent Opinion and Consultation	Description of results and consultation with parent	After having reviewed the data and received an appropriate explanation, the parent signs the form.

Reclassification Process

Step: 1

The reclassification process is initiated with the receipt of official ELPAC results and the SBAC English Language Arts (ELA) test results. Site EL staff will run reports using Aeries to collect and analyze State test data. EL students who meet the benchmarks for both of the State tests are identified as potential candidates for reclassification. The site EL staff completes a Reclassification Worksheet. This form includes the following data for English learners:

- ELPAC Scores
- SBAC
- Demographic information
- District Benchmark Scores (ELA, Math, ELD, Writing)
- Progress toward IEP goals, when applicable
- Discipline, attendance, and prior interventions (only in cases where there are deficits in motivation or performance that are unrelated to English language proficiency)

Step: 2

The site EL staff meets with student's core subject classroom teacher(s) to discuss the reclassification process for the identified English learners.

Step: 3

The site's Language Assessment Team, consisting of the principal or assistant principal, the site EL staff, and student's core subject classroom teacher(s) reviews the student data to determine which students meet reclassification criteria. (Other optional team members may include school counselors, other resource teachers, and any other appropriate personnel that have direct knowledge of the student's academic progress.)

Step: 4

The site EL staff will consult with parent/guardian of the EL identified as ready for reclassification. This consultation can be in writing, over the phone, or in person. The parent/guardian will be given a copy of the assessment results. The parent/guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent/guardian signs the Reclassification Worksheet, or the tear-off portion of the Notice of Language Reclassification letter indicating that they agree their child's reclassified to R-FEP status. The parent communication will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent/guardian does not attend a consultation meeting or objects to the reclassification.

Step: 5

The site EL staff will change language fluency and enter reclassification data in the student information system (Aeries). The site EL staff will file all reclassification forms in student EL student cumulative record (CUM) folders and remove the EL Green Folder. The site EL staff must verify that all data in the student record is current regarding language fluency, language services, and program.

Note: In order to ensure proper placement in 6th and 9th grades, reclassification for 5th and 8th grade ELs must be completed before the end of the school year. The site EL staff provides a list of continuing EL and reclassified students to the ELD Coordinator and school counselors at the appropriate receiver schools in enough time to assure the best placement of EL and R-FEP students at the secondary levels.

Table 6.2: Roles and Responsibilities for Reclassification

Persons Responsible	Duties
Site Administrator	Oversees for the reclassification process at school.
Site EL Staff	Initiates, monitors, and completes the reclassification process, contacts parents, requests translators, and monitors academic progress of R-FEP students for two academic school years.
Teacher	Identifies students for reclassification and monitors R-FEP students. Assists site EL staff in classroom and district data collection.
TOSA: District ELD Coordinator	Monitors the reclassification process and provides guidance in the decision-making process.

Reclassification Monitoring

R-FEP Follow-up Monitoring

Students who have been reclassified as R-FEP must be monitored by the site English learner staff for four years. The site EL staff monitors each student using the R-FEP Monitoring form as a tool to monitor academic progress at least 2 times per year. The R-FEP Monitoring Form is filed student’s cumulative record folder. If the student’s grades fall below grade level (2) in grades K–5 or below “C” in grades 6–12 in any core content class, the site EL staff meets with the student’s teacher(s) to insure that interventions are put into place. Follow up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:

- Response to Intervention support provided at school
- Additional academic counseling
- Referral to a Student Study Team
- Additional diagnostic assessment

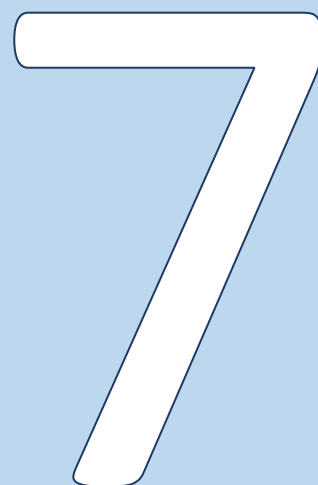
Reclassification Provision for Special Education Students

All students with IEPs must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess to determine if

factors other than language (e.g. specific learning disability) are responsible for the lack of progress. The site EL staff will complete the Reclassification Option 2 worksheet and review it with the students' case carrier, teachers, counselor (at secondary), and site administrator to determine appropriate classification and support.

CHAPTER SEVEN

Staffing and Training



Staffing and Training

The Burbank Unified School District complies with the Commission on Teacher Credentialing (CTC) standards and requirements for teacher authorization in California. All ELD, primary language, and SDAIE instruction is delivered by teachers with the appropriate authorization to teach ELs issued by the CTC. In addition, teachers with a Certificate of Completion of Staff Development for SDAIE (as authorized by SB 1969/395 and AB 2913) shall also be considered certified and competent to provide ELD instruction. (BUSD Board Policy 4112.22)

Staffing Needs

Each school determines the type of programs necessary to meet the needs of their EL students, considering the number of students at each level by language. Students are placed into appropriate programs and assigned to teachers with the necessary credential or authorization for teaching ELs. This includes special education teachers who work with EL students. They are required to have appropriate CTEL, CLAD, SB 1969/395, AB 2913, or BCLAD certification in addition to their special education certification. Teachers may be in training to meet authorization requirements.

Recruitment and Hiring

All District and school administrators take an active role in recruitment efforts. The District intent is to hire and retain highly qualified teachers who have the authorization for teaching English learners (CLAD certification or CTEL). All new hires are notified of training requirements before contracts are signed. (Administrative Regulation 4112.22)

Training

New teachers who have obtained their credentials in California will have CTEL training through their teacher training program. Thus, their preliminary credentials will have the necessary authorizations for them to work with English learners. In addition, through an induction program (like Induction), they receive additional training on the ELD program in our particular District.

Teachers who received their credentials from other states have until March of the second probationary year to complete the CLAD authorization.

The administrator(s) in charge of programs for EL students coordinates and monitors on-going professional development in the district and/or at school sites. This includes but is not limited to data analysis and planning for instruction, engagement strategies for students, and research-based strategies for teaching ELs.

On-going professional development for both new and veteran teachers includes:

- California ELD Standards
- Designated ELD
- Integrated ELD
- ELLs and the SST Process
- Project G.L.A.D. (Guided Language Acquisition and Development)
- Step Up to Writing
- Kagan Engagement Structures

Training takes place both at the site and district level. Implementation of the strategies and information learned through the PD is monitored during the monthly EL Program Classroom Observations conducted by site administrators.

Paraprofessionals

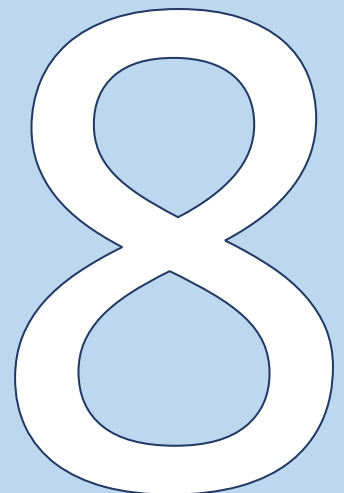
ELD paraprofessionals attend District staff development days and receive training at their school sites. Schools are encouraged to send paraprofessionals to Multidistrict Paraprofessional Institutes (MTPI) sponsored by the LACOE. In addition, the Burbank California Association for Bilingual Education (CABE) chapter offers scholarships to bilingual paraprofessionals who are pursuing teaching credentials.

Table 7.1: Responsibilities for Staffing

Person Responsible	Duties
Site Administrator	Determine staffing needs. Identifies training needs. Plans for staff development. Monitors classrooms and ELD program implementation. Evaluates staff. Makes requests for teachers and paraprofessionals.
Assistant Superintendent of Human Resources	Recruits/hires/places staff. Facilitates contract issues.
District Administrator in Charge of EL Programs	Coordinates District training. Monitors all training. determines paraprofessional need. Monitors programs for EL students. Assists with recruitment, hiring, and placement of staff. Monitors budget expenditures. Assists with recruitment, hiring, and placement of staff.
TOSA: District ELD Coordinator	Works with site and district administrators to provide district and site training for teachers and paraprofessionals.

CHAPTER EIGHT

Basic and Supplemental Resources



General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, State regulations and district policies. Title III and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office, Director of Categorical Programs and by external auditors. The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds:

1. The School Board, in collaboration with the District Superintendent's goals and objectives, sets the foundation for the EL program from a District perspective.
2. The Superintendent's Cabinet identifies and prioritizes needs based on the Board's goals and objectives and data analysis and allocates funds and other resources to support those needs.
3. The Director of Categorical Programs allocates funds based on data collected from the Consolidated Application for federal funds, meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. Site principals coordinate development of their school level plans and prioritize the needs of their students based on data. Principals meet with the School Site Councils and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
 - The School Site Council develops the school site plan and annually reviews and updates it.
 - ELAC members advise and are expected to actively participate in the development of the school level plan.
 - DELAC actively participates in the development of the district level plan.

Each fall, the district and site budgets are shared with the DELAC and site ELACs.

Information about these budgets is provided to parents during the fall trimester. In the spring, in preparation for the development of each School Plan for Student Achievement and the District's Local Control and Accountability Plan (LCAP), information on anticipated allocations is provided to the DELAC and site ELACs. The *Master Plan for English Learners* is aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels. These include but are not limited to:

1. Burbank Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans, when required
4. Local Educational Area (LEA) Plan (Federal Addendum)
5. School Plans for Student Achievement (SPSA)
7. Federal Program Monitoring (FPM) requirements
8. All additional relevant Federal, State and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide universal access supplements to help ensure that English learners have access to the core curriculum. The base program also includes district adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Supplemental Funds

Both the State and federal governments provide supplemental funds that are used to support programs and services for English learners. Expenditures include, but are not limited to:

- Instructional assistants for ELD or primary language support
- EL assessment instruments
- Supplemental instructional materials.

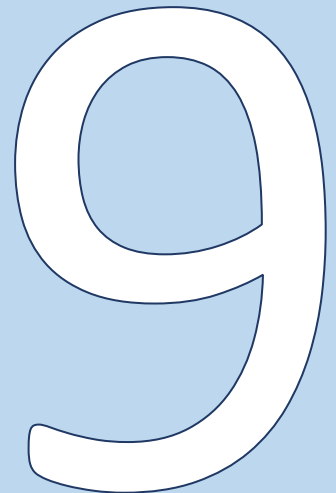
These categorical funds should not be used to supplant general funds or other State or local resources.

Table 8.1: Basic and Supplemental Resources

Person Responsible	Duties
District Administrator in charge of EL Programs	Informs principals of regulations and requirements for appropriate expenditures of Title III LEP and Immigrant funds. Approves all requisitions expending Title III LEP and Immigrant funds. Monitors and manages budgets for Title III funds. Chairs curriculum committees to revise curriculum and adopt core curriculum materials.
Principals	Order supplemental materials for programs for EL students
Fiscal Services Department	Monitors and manages budgets for Title III LEP and Immigrant funds

CHAPTER NINE

Parent and Community Engagement



Parent and Community Engagement

Burbank Unified School District believes that family and community engagement is a fundamental component to student success and achievement. The engagement of families and community members in the education of our students creates a positive bond between the home and school. The families of all of our students, especially those of our ELs, are valuable resources and celebrated in the education of students. Their languages, cultures, talents, and lived experiences are critical resources unique to each school community.

This section demonstrates the District's commitment to fostering strong home and family school connections for all students, especially for ELs. The value of family involvement in the work of our schools goes beyond these compliance requirements, as outlined in the California education code.

Advisory Committees for EL Students

English Learner Advisory Committees at both the school and the District levels provide an integrated school staff/parent/community group to ensure that the program for EL students is well-planned, effectively implemented, and provides for success achieved by EL students commensurate with the success achieved by native English speakers.

Site English Learner Advisory Committee (ELAC)

Legal Requirements

Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC) to meet the following legal requirements:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English learners must at least equal the percentage of English learners enrolled in the school.
2. Membership includes parents and school staff. (Staff member representatives will be fewer than the number of parents). Members are elected by the EL parents at the school using a Slate Ballot after the first ELAC meeting.
3. All parents/guardians of English learners have an opportunity to vote and elect ELAC officers.
4. ELAC officers serve their term of office according to each site's bylaws.
5. Elections for ELAC officers are conducted at each school site by October 31.
6. At its first or second meeting of the year, the ELAC elects one representative to the District English Learner Advisory Committee (DELAC).

7. ELAC shares their recommendations with SSC either in person, or in writing (see form on following page). Recommendations should be documented in ELAC and SSC minutes.
8. School sites provide translation of documents and interpretation during meetings, as needed.
9. Each year members receive materials in their home language, and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

1. The site principal is responsible for establishing the ELAC.
2. The site principal is responsible for ensuring that regular meetings of the ELAC take place at least four times a year.
3. The principal and/or site EL staff will coordinate meetings, communication, and documentation (i.e. calendar, legal requirements and topics covered, members) between the site and the District's Instructional Services Department.
4. The principal will arrange an agenda planning session with the ELAC chairperson at the beginning of each school year.
5. The principal and ELD Coordinator/Specialist will attend the meetings and assist the ELAC chairperson in running them in a consistent manner throughout the year.
6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting). The meeting dates will also be posted on the school website, along with any resources covered at those meetings, when applicable.
7. ELAC meetings will be conducted with agendas and minutes.
8. The principal will maintain all ELAC documentation (calendar, flyers/meeting notices, agendas, sign-in sheets and all handouts) on site, and provide copies of agendas, minutes, and sign-in sheets to the District Administrator in charge of EL Programs.

Training for ELAC Members

Each year, the school and/or district provides materials and training for ELAC members by November 30 to assist them in carrying out their legal responsibilities. This training includes a description of both the opportunities and limitations on actions members may take. ELAC members provide input into the selection of training content. The site principal and ELD Coordinator/Specialist provide an overview of roles and responsibilities, and the district provides further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

Figure 9.1: Sample ELAC/SSC Agenda

**Burbank Unified School District
Name of School Committee/Council**

**Agenda (Sample)
Date of Meeting**

1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/ Development	3a. School Safety Plan Development & Approval
1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment	3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL – Language Census Discussion (R30)	3g. Academic Standards
1h. Effective Communication w/Parents	2h. EL – School Attendance Discussion	3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	2i. Parent Input on Title I, III, LCAP	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

- A. Approval of Minutes
- B. Approval of Proposed Agenda

III. Committee Reports

IV. Legal Requirements

V. Unfinished Business

VI. New Business

VII. Public Comments

VIII. Adjournment

Figure 9.2: Template for ELAC Minutes

**Burbank Unified School District
Name of School Committee**

**Minutes (Sample)
Date of Meeting**

1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/ Development	3a. School Safety Plan Development & Approval
1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment	3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL – Language Census Discussion	3g. Academic Standards
1h. Effective Communication w/Parents	2h. EL – School Attendance Discussion	3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	2i. Parent Input on Title I, III, LCAP	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

(Open the meeting and state the time. Count the members present. Indicate if a quorum is met. A quorum is 51% of the total ELAC membership. If a quorum is not met, the meeting can proceed as an informational meeting only; items may not be voted on.)

The meeting was called to order at _____ by the Chairperson, _____.
The Chairperson welcomed all present to the _____ English Learner Advisory Committee and asked everyone to introduce him/herself.

A. Approval of Minutes

(The minutes are both approved and seconded as read or as corrected.)

The Secretary _____ read the minutes from the _____ meeting. It was moved by _____ and seconded by _____ that the minutes be approved as written (or as corrected/amended).

B. Approval of Proposed Agenda

(The agenda is both approved and seconded, or members may vote to add items.)
It was moved by _____ and seconded by _____ that the agenda be approved as written (or as corrected/amended).

III. Committee Reports

(This section includes correspondence and various committee or advisory committee reports. Each report could conclude with a motion that the Council must address.)

IV. Legal Requirements

(List the topic to be addressed from the numbered list above. If no items are to be addressed, delete this section. Note the items on the agenda and who presented)

Legal Requirements: _____

Parent Input/Advice: _____

The following is a summary of the advice/input from _____ (specific parents) offered on _____ legal requirement(s).

V. Unfinished Business

(This section includes any issue that was not concluded, postponed, or tabled during the prior meeting. The chairperson and principal would add these items to this section of the agenda.)

Follow-up on Topic(s) and presented by: _____

VI. New Business

(This section identifies any new issues before ELAC. Include any announcements in this section.)

New Topics and presented by: _____

Presentations or Guest Speakers: The following is a summary of the presentation on _____, given by the guest speaker _____.

Action by whom?

VII. Public Comments

(1-3 minutes as determined by SSC and recorded in bylaws or on agenda.)

VIII. Adjournment

(A motion to adjourn may be made at any time of the meeting. The Council should establish a timeline for its meetings. If the business cannot be completed, a special meeting of the Council should be called to address the remaining agenda items.)

Meeting adjourned at _____.

Figure 9.3: Template for ELAC written recommendations to SSC

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) RECOMMENDATION TO
SCHOOL SITE COUNCIL (SSC)**

(Name of School)

(Date of Meeting)

The ELAC participates in the school’s planning process for the programs and services for English learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC. This data includes:

1. EL student performance data such as periodic assessments, SBAC/CAASPP/ ELPAC data, or other appropriate data
2. School Language Census data, reclassification rates, needs assessment data, student attendance, Single Plan for Student Achievement, Long Term English Learner data.

Please list the data reviewed by your committee prior to making the recommendation(s):

- 1.
- 2.
- 3.
- 4.

Please indicate the action(s) the committee recommends as a result of the data review:

Name of Committee

Chairperson Signature

Date Submitted

****This form may also be used by a subcommittee of the SSC when there is a delegation of authority.***

Delegation of ELAC Authority

The ELAC may designate the SSC to function as the advisory committee for ELs when all of the following occurs:

- The percentage of EL students in the school does not exceed 50% in elementary schools or 25% in secondary schools.
- The School Site Council has a pre-existing ELAC subcommittee comprised of SSC members that meets these same requirements.
- The percentage of EL parents participating in the parent portion of the SSC reflects at least the same percentage as EL students enrolled in the school

The ELAC may delegate authority to an established SSC provided that the ELAC has first been duly constituted with identifiable members, duly informed of the option, and has decided, by a unanimous vote, to waive its rights and to delegate its authority to the SSC. Such a delegation cannot exceed two years. (Education Code 52176, 52852, and 52870)

In order to delegate authority of the ELAC to the SSC, the ELAC must first:

- Inform all members during a regular (non-election) meeting of the ELAC's responsibilities prior to a vote to delegate authority.
- Discuss and vote (see Section VII), during a subsequent meeting at which quorum has been established, to delegate the ELAC responsibilities to the SSC. A unanimous vote of the full membership present is required to approve delegation of authority to the SSC. This decision must be recorded in the ELAC minutes.

In order to complete the delegation of authority process, SSC members must:

- Accept the responsibilities of the ELAC by unanimous vote and record the decision to do so in the meeting minutes. The meeting agenda, handouts, minutes, numbered ballots, and record of attendance must be maintained in a secure location for five years.
- Submit a Delegation of Authority Form (see "Delegation of Authority" below) signed by the SSC Chairperson and principal to the Instructional Services Division for final approval and confirmation.
- Participate in training to learn about all ELAC responsibilities.
- Have a pre-existing ELAC subcommittee comprised of SSC members. When the SSC has a pre-existing ELAC subcommittee (meaning an ELAC subcommittee is in existence prior to a delegation of authority), the SSC may accept the ELAC's delegation of authority and assign the subcommittee the assumed ELAC responsibilities. It may not create a subcommittee after the delegation of authority has occurred.
- If the ELAC subcommittee assumes this responsibility, it must provide written advice/recommendations on programs and services for English learners to the SSC (see below).

Figure 9.4: Delegation of ELAC Authority to School Site Council

**DELEGATION OF AUTHORITY
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
SCHOOL NAME: _____**

The ELAC may designate the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English learners (Ed. Code 54425). The school site administrator fills out this form, indicating dates and initials, as requested below:

A. Indicate the dates when the ELAC took the following required actions to delegate its authority to the School Site Council:

- _____ 1. The school established an ELAC with **(insert number)** members.
- _____ 2. The ELAC informed all members during a regular (non-election) meeting of the ELAC’s responsibilities, prior to a meeting to vote to delegate authority.
- _____ 3. The ELAC duly informed its members of the option to delegate authority.
- _____ 4. The ELAC voted to waive its rights and to delegate its authority to the SSC for no more than two years.

B. Confirm by initialing in each box:

- The meeting in which the ELAC voted to delegate its authority to the SSC was held after the informational meeting.
- The meeting in which the ELAC voted to delegate its authority to the SSC had an established quorum.
- The full membership unanimously approved the delegation of authority to the SSC.
- The decision by the ELAC to delegate its authority to the SSC is recorded in the ELAC minutes and will be maintained in a secure location at the school site for five years.

C. Indicate the dates the SSC took the following required actions to complete the ELAC delegation of authority to the School Site Council:

- _____ 1. Voted to accept the responsibilities of the ELAC.
- _____ 2. Submitted this form to the appropriate Instructional Services Administrator signed by the ELAC Chairperson and principal for final approval and confirmation.
- _____ 3. Committed to participate in training to address all ELAC responsibilities.

D. Confirm by initialing in each box:

- The decision by the SSC to accept the responsibilities of the ELAC was recorded in the meeting minutes.
- The ELAC meeting agenda, handouts, minutes, numbered ballots, and record of attendance was secured.

School Principal	Signature	Date
English Learner Advisory Committee Chairperson	Signature	Date
School Site Council Chairperson	Signature	Date

Legal references: 20 USC 6312[g][4]; E.C. Sections: 62002.5; 35147; 52176 and 52168; and Title 5, CCR, Section 11308

District English Learner Advisory Committee (DELAC)

Legal Requirements

The Burbank Unified School District has more than fifty-one English learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, objectives, and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2). DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)

In addition, to the above, the committee shall perform duties that may be assigned to it by the Board of Education and make recommendations that the committee feels to be appropriate and of benefit English learners in the District.

DELAC Membership Guidelines

1. At its first or second meeting of the year, each site ELAC will elect one representative and one alternate representative (usually the ELAC Chairperson) to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected by the first DELAC meeting of the year.
2. The DELAC representatives serve a term of office outlined in the District DELAC Bylaws.
3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.
4. The DELAC representatives will elect a DELAC Chairperson and Vice-Chairperson and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. See District DELAC Bylaws for more information.

DELAC Implementation Guidelines

1. The DELAC will meet at least four times a year and will operate according to its Bylaws and guidelines contained in State and Federal regulations.
2. Agendas and minutes of DELAC meetings will be posted at the District and made available at each school site.

3. The District Administrator in charge of EL Programs and the TOSA: Coordinator of EL Services will serve as district liaisons to the DELAC. They will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
4. The DELAC Chairperson will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the Chairperson's absence, resignation or inability to perform the duties, the Vice-Chairperson will assume these duties.
5. The DELAC Chairperson will assist with the preparation of the agenda and will conduct the meeting. The Vice-Chairperson will conduct the meeting in the absence of the Chairperson.
6. The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the District Administrator in charge of EL Programs.
7. Once per year, the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties. Training shall be planned in full consultation with committee members. Funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting. It is the responsibility of site DELAC representatives and/or ELD Specialists/Coordinators to share information between ELAC and DELAC.

DELAC Bylaws

DELAC wrote and approved Bylaws in the fall of 2019. Please reference the Bylaws for additional information about the BUSD DELAC.

Legal References: *California Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a) and *California Code of Regulations*, Title 5, Section 11308 and 15495(b).

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states that there are six types of parental involvement:

1. Parenting

Families provide basic support for students' health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Events designed to foster this are:

- District-wide Parent Trainings
- School Site Parent Education Workshops/ Parent Nights

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, students' progress, educational programs and choices. BUSD recognizes it is critical that parents understand the content presented at meetings and in writing, allowing them to make informed decisions concerning their students. The federal Elementary and Secondary Education Act (ESEA) specifies that certain parental notifications be sent in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Other federal laws, such as the Individuals with Disabilities Education Act (IDEA), contain similar requirements that spur translation efforts by schools.

In State law, California *Education Code (EC)* Section 48985 states that when fifteen percent or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notifications in both English and the non-English language.

Should a parent who speaks another language request an explanation of a document, the District will locate someone who can provide that information in a language the parent can understand. Translators will be made available for parent/teacher conferences, school meetings, SSTs, IEPs, and retention meetings, suspension and expulsion hearings, and for all due process actions held at the district level. Some school sites maintain a Community Resource Assistant to assist parents with a variety of needs, as well as translation. Activities intended to encourage communication include:

- Utilize responses from ELD Program Parent Surveys to plan Parent Ed nights based on parent requests and needs
- Use multiple methods and structures to communicate (e.g. letters home, emails, class Dojo, school websites, phone calls and text messages)
- Informal gatherings of parents at school (e.g. Welcome Breakfasts, Coffee Club, Muffins for Moms, Donuts for Dads)
- Parent Education nights with translation provided
- Family events such as science nights and carnivals
- Sporting events
- Open House
- School Tours

3. Volunteering

Utilizing family-friendly volunteer policies, develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for students. Activities intended to encourage volunteering include:

- PTA/PTSA
- School-wide functions
- Classroom volunteering
- Field Trips

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their students' learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Parent technology trainings on how to use district and/or school learning websites
- Parent-teacher conferences
- Back-to-School nights
- Most ELAC meetings include a parent education component

5. Decision Making and Advocacy

Educators and parent leaders work together in advisory/decision making groups. Develop parent leaders and parents who advocate for students. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC
- LCAP
- PTA/PTSA
- Site Council
- Dual Immersion Parent Advisory Committee
- District Committees
- Other community based organizations

6. Relationship Building/Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and the community. These can serve to build and strengthen long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights

The district provides staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The District's LEA plan, LCAP, and school plans will outline measurable goals, objectives and activities that promote parent involvement.

Immigrant Involvement:

Understanding an immigrant family's background and motivations for coming to the U.S. can help schools and educators be better positioned to help them transition into a new school and community culture. Han and Love (2015) developed a model (below) of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader.



- Cultural survivors may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.
- Cultural learners may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. “With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support” (Han & Love, 2015).
- Cultural connectors become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them, and to help them understand and engage in school programs and activities that support students and parents.
- Cultural leaders often become the “voice” of their ethnic and language community and advocate for parents in the other stages. They may become leaders and participate in trainings.

Burbank Unified School District is committed to supporting families of newcomer and newly arrived students to this country, who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. These families also bring skills in their primary languages that contribute enormously to the state's economic and social wealth of talented multilingual and multicultural population.

Burbank schools provide a buddy system for newcomer students and many schools also partner up newcomer parents with other parents. ELD staff typically makes personal phone calls home and invites newcomer parents to attend ELAC meetings. Support staff and teachers make every effort to welcome immigrant families into the Burbank community.

CHAPTER TEN

Program Evaluation and Design

10

Accountability

Accountability Goals

The District and school sites will take the following actions to ensure that the Master Plan for English learners is effectively implemented so that students:

1. Achieve English proficiency
2. Achieve academic success
3. Develop a positive self-image and an understanding and respect for cultural diversity.

Accountability work is everyone’s responsibility. This includes students, parents, and all personnel at the school and district levels—teachers, counselors, instructional assistants and administrators. We consider it part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

Evaluation Design and Goals

The district will conduct an annual review of programs and services for English learners. Programs and services for English learners are structured around five program expectations. The review process will allow each site to assess their program using the questions listed in the following table.

Table 10.1: Evaluation Design—Program Expectations and Evaluation Questions

Program Expectations	Questions for discussion:
1. English learner programs are fully implemented as described in the <i>Master Plan for English Learners</i>	<ul style="list-style-type: none"> • Are English learner programs fully and consistently implemented in ways that meet or exceed requirements of State and Federal law? (e.g. placement of students in appropriate classes)
2. English learners will have full access to the core curriculum	<ul style="list-style-type: none"> • Are English learners given full access to core instruction? • Are English learners receiving daily ELD leveled instruction? • Are teachers using Integrated ELD in the content areas?
3. All English learners will master the English language as efficiently and effectively as possible.	<ul style="list-style-type: none"> • Are English learners making adequate progress on ELD district assessments (i.e. Matrices gr. K-5; writing prompts gr. 6-12)? • On the State’s Dashboard, do English learners have a status of High or Very High on the English Learner Proficiency Indicator (ELPI)? • Are 75% or more of English learners reaching fluency (score of 4/Well Developed) on the ELPAC in 5 years or less? • Are 75% or more of English learners reclassified within 6 years?

Table 10.1: Evaluation Design— Program Expectations and Evaluation Question, cont.:

Program Expectations	Questions for discussion:
<p>4. English learners will achieve academic success comparable to EOs.</p>	<ul style="list-style-type: none"> • Are English learners making progress on district assessments in content areas (ELD, ELA, math, science, and social science)? • How are English learners scoring on the SBAC in ELA and math? Are they above or below standard? Has there been 3% or more growth in the past three years? • Are English learners proportionally represented in Special Education? • Are English learners (and R-FEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> ◆ Graduation from high school ◆ Enrollment in AP/Honors classes ◆ Meeting UC/CSU requirements at high school graduation
<p>5. Parents of English learners and R-FEPs participate meaningfully in their students’ education.</p>	<ul style="list-style-type: none"> • Do parents of English learners attend ELAC and Title III Parent Education opportunities? • Do parents of English learners and R-FEPs participate in school activities (parent-teacher conferences, volunteer in class, etc.) as much as parents of EOs? • Is the rate of EL parent engagement increasing?

Monitoring Program Implementation

Expectation 1: Program implementation as described in the *Master Plan for English Learners*

District and site staff will monitor implementation of all English learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English learners.

The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote involvement of all stakeholders in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the *Master Plan for English Learners* every five to six years

Monitoring will consist of the following activities:

- *Data analysis based on the categories and calculations from the California School Dashboard*

Data from the State's Dashboard in the areas of English Language Arts, Mathematics, English Learner Progress, and Graduation Rate (high school only) will be compiled by site EL staff and reported to the site self-review team. It will determine the next steps for school improvement work.

- *Monthly classroom observations of the ELD program*

Site administrators are responsible for observing in classrooms that have English learners to monitor for implementation of strategies taught in teacher professional development. They complete the observation form and send it to the District Administrator in charge of EL programs.

- *Ongoing coaching and staff development support*

Site EL staff will organize site staff development and assist with classroom coaching and/or demonstration lessons. They will assist with the collection and review of data, class placements, organizing for ELD instruction, and preparing the annual ELD Program Review. The District English learner TOSA will have lead responsibility for organizing in-depth reviews and any needed follow-up.

- *Annual ELD Program Reviews*

The review will be conducted by a team consisting of the site administrator in charge of EL programs and the site's EL staff. Findings will be compiled and used to determine next steps for school improvement work. The team will review placement of EL students in core content areas, ELD groupings by language proficiency levels, and data review and analysis. The team will also discuss the program evaluation questions outlined in figure 10.1.

Expectation 2: English Learner Access to Core Curriculum

Each site principal is responsible for ensuring that English learners have access to core curriculum:

- Elementary principals will work with ELD Specialists, Curriculum Specialists, and classroom teachers to determine appropriate placement and instructional setting for English learners. The principal will ensure that every English learner is appropriately placed. The District Administrator in charge of EL Programs will work closely with site principals to review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.
- Secondary principals will work closely with counselors and site ELD Coordinators in the development of the Master Schedule to ensure that sections reflect the needs of English learners. The District Administrator in charge of EL Programs will work closely with site administrators, counselors, and ELD Coordinators to determine appropriate placements of English learners.

Expectation 3: Mastery of English

The District Administrator in charge of EL Programs, principals, elementary ELD Specialists, secondary EL Coordinators, and classroom teachers will analyze annual ELPAC results, ELD benchmarks, and other assessment results used to measure progress toward meeting criteria for reclassification.

Expectation 4: Academic Success

Each site principal will review and analyze SBAC performance data in English Language-Arts and Mathematics. The data will be disaggregated by language proficiency (EL and R-FEP). Principals will also analyze District benchmark data with site staff to determine trends and areas of need, and to develop action plans.

Expectation 5: Parent Engagement

Sites will report to the district on parent activities (including ELAC) implemented during the year. A Parent Survey will be completed every year and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered, and the analysis performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site Level Use of Information

The site review will assist sites to determine strengths and areas of need in their programs, and to adjust accordingly. Classroom visitations conducted by administrators will provide an additional perspective on classroom implementation of recommended instructional practices. Individual teachers and grade/department level teams may use the ELD Classroom Visitation form to complete self-assessments on program implementation. After gathering and discussing the information, each site will develop an action plan for professional development that establishes needs, yearly goals and types of training experiences that are needed to improve instruction. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English learner programs. Putting outcome data together with the site reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English learner programs will be shared at a regular meeting of the School Board in the fall of each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance on the indicators specified in Table 10.1.

Table 10.2: Evaluation and Accountability: Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent/ Guardian	<ul style="list-style-type: none"> • Monitors and promotes English learner's progress in academics, homework, attendance, behavior • Supports English learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Attends parent conferences and school functions • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific English learner's programs as described in the <i>Master Plan for English Learners</i> and provides instruction that aligns with State frameworks and District/State standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of SDAIE strategies • Monitors English learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at-risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs • Assists in the development of Individual Learning Plans (elementary) and Individual Intervention Plans (secondary) for students not making expected progress
ELD Specialist (Elementary Schools)	<ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring English learner progress, including annual testing and language reclassification • Monitors progress of English learners toward meeting language and academic benchmarks • Informs staff of progress of identified students toward reclassification • Provides input on staff development opportunities and needs for teachers of English learners • Provides support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English learners • Assists in the development of Individual Learning Plans (ILPs) for students not making expected progress

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Con't.

Role	Responsibilities
<p>ELD Coordinator (Secondary Schools)</p>	<ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring English learner progress, including annual testing and language reclassification • Maintains accurate data for English learners, reclassified students, and initially fluent students in the student information system (Aeries) • Monitors progress of English learners toward meeting language and academic benchmarks • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Study Team and during Parent-Teacher Conferencing. • Provides input on staff development opportunities and needs for teachers of English learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English learners • Assists in the development of intervention plans for students not making expected progress
<p>Counselor (Secondary Schools)</p>	<ul style="list-style-type: none"> • Works in collaboration with site ELD Coordinator with class/program placements • Monitors progress of English learners toward meeting language and academic benchmarks • Collaborates with teachers, the site ELD Coordinators and others in devising individual program modifications and interventions, as needed • Meets with students and parents to review academic program and progress • Assists in the development of intervention plans (secondary) for students not making expected progress
<p>Principal</p>	<ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in English learner programs, according to the Master Plan • Ensures that EL students are assigned to teachers with appropriate training/certification • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English learners at the school • Monitors placement of English learners and oversees reclassification process • Reports periodically to district administrators on implementation of English learner programs and services • Provides leadership in all aspects of the educational program • In collaboration with SSC and ELAC, develops, implements, and monitors the Site's Single Plan for Student Achievement • Regularly observes that the use of appropriate strategies are being used for instruction of EL students
<p>English Learner Advisory Committee (ELAC)</p>	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English learners (including advising in the development of the school plan) • May review site data on program effectiveness and student achievement

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Con't.

Role	Responsibilities
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English learners in the district
District Teacher on Special Assignment (TOSA): ELD Coordinator (TK-12)	<ul style="list-style-type: none"> • Trains and supports all sites in the implementation of the <i>Master Plan for English Learners</i> • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL staff with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students • Is supervised by the District Administrator in charge of EL Programs
Directors of Elementary and Secondary Education	<ul style="list-style-type: none"> • Analyze district and school site data • Provide overall support for English learner programs • Meet with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborate with district staff and parent groups on annual program evaluation
Director of Human Resources	<ul style="list-style-type: none"> • Recruits and monitors placement of English learner staff in collaboration with principals and the District Administrator in charge of EL Programs • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of <i>Master Plan for English Learners</i> in collaboration with the District Administrator in charge of EL Programs • Ensures that all teachers working with English learners have the appropriate authorizations/credentials to teach ELs

Table 10.2: Evaluation and Accountability: Roles and Responsibilities, Con't.

Role	Responsibilities
<p>District Administrator in charge of EL Programs</p>	<ul style="list-style-type: none"> • Supports sites in implementing the <i>Master Plan for English Learners</i>; reviews district and site English learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners • Works closely with site EL staff • Meets with principals to review site plans for services to English learners • Monitors compliance and English learner procedures at the site and district levels • Works with other administrators to provide ongoing training for teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with principals and Assistant Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments • Works with District TOSA for ELs to prepare the English learner program annual review • Monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the <i>Master Plan for English learners</i> • Monitor school plans and budgets for services to English learners • Monitor grants and evaluations for services to English learners • Keeps the Superintendent informed of all procedures, programs, and activities related to EL services • Shares results of program evaluation with stakeholders (Superintendent, Executive Board, and School Board)
<p>Superintendent</p>	<ul style="list-style-type: none"> • Evaluates District's goals relative to the LEA and Title III Plans, including implementation of the <i>Master Plan for English Learners</i>, student achievement, professional development, and evaluation and accountability
<p>Los Angeles County Office of Education</p>	<ul style="list-style-type: none"> • Provides staff development for CTEL/CLAD and BCLAD certification • Provides pertinent information about EL programs from the California Department of Education

APPENDIX



Glossary of Terms

Assessment: The process by which information is gathered and used to systematically describe a person, group, or organization. The assessment process generates information needed for evaluation.

Benchmark: A set of objectives that define what is expected of a student in a particular area.

BCLAD (Bilingual Crosscultural Language Academic Development): Certification that qualifies teachers to work in primary language instruction programs in the State of California.

Bilingual Education: A program designed for students of limited English proficiency to provide instruction both in English and the student's native language.

ELPAC (California English Language Development Test): A State test instituted by Assembly Bill 748 Escutia (Chapter 636/1997) that requires districts to administer it to students whose home language is not English. It has been refined and expanded by Senate Bill 638 Alpert (Chapter 678/1999) and is included in *Education Code* sections 313, 60810, and 60812.

CLAD (Crosscultural Language and Academic Development): Certification that qualifies teachers to work in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in English programs in the State of California.

CTEL (California Teacher of English Learners): Certification that qualifies teachers to work in ELD and SDAIE in English programs in the State of California. (Takes the place of CLAD as of June 2006).

Content Area: A subject matter course or curriculum, such as mathematics, science, history, etc.

Cooperative/Collaborative Learning: A teaching approach that utilizes a structured form of group work that allows students to develop social and academic language.

Criteria: The guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion Referenced Test (CRT): This kind of test is based on what students have been learning, whether from teacher lessons or textbooks. It is not based on norms, as are norm-referenced tests.

Critical Thinking: Use of higher-order mental processes, such as analyzing arguments, seeing different points of view, evaluating alternatives, and reaching sound conclusions.

Designated ELD: a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language ELs need for content learning in English.

Differentiated Instruction: A philosophy that enables teachers to plan strategically in order to reach the unique needs of the diverse learners in their classrooms.

ELD (English Language Development): Developmental second language instruction which leads to native-like proficiency in English in the areas of listening, speaking, reading, and writing.

ELD Screen: A computer screen that is specially designed to record data for English Learners. The screen includes all initial and annual test scores along with information from the Home Language Survey (HLS).

English Learner (EL): Students who have a primary language other than English, and who have limited oral and/or literacy skills in English, as demonstrated by their performance on the California English Language Development Test (ELPAC). This term is used synonymously with LEP (Limited English Proficient).

Evaluation: Interpretation of assessment data regarding the quality, value, or worth of student responses, products, or performances. Evaluations are usually based on multiple sources of information.

FEP (Fluent English Proficient): A term applied to students whose primary language is not English and who have met district criteria for proficiency and literacy in English (listening, speaking, reading, and writing).

FPM (Federal Program Monitoring): A State review of the legal compliance of a number of categorical programs including the program for English learners.

Higher-order Thinking Skills: These are relatively complex operations, such as concept formation, analysis, and problem solving that commonly employ one or more skills.

Home Language Survey (HLS): A required State survey completed upon enrollment indicating languages spoken in the home by students and/or adults; the answers trigger an assessment of English and the primary language to determine if the student is limited in English.

ILP (Individual Learning Plan): An elementary document designed as a communication tool to develop and implement a plan of remediation for students to reach grade level standards and to involve parents as partners in the literacy and match education of their students.

Integrated ELD: all teachers with ELs in their classrooms use the CA ELD *Standards in tandem with* the focal CA CCSS for ELA/Literacy and other content standards.

L1 (Primary Language): This refers to the native language, the language learned first by students, and to the type of instruction typical of bilingual programs where students receive content instruction in their primary language while they are learning English.

L2 (Second Language): This refers to the second language the student is learning, usually English.

Language Minority: In the United States, an individual who comes from an environment where a language other than English is spoken, or whose native language is not English.

Learning Strategies: Thoughts or behaviors students and teachers use that assist comprehension, learning of new material, or language production.

LEP (Limited English Proficient): This term is used interchangeably with EL, but predominately by the Federal Government when referring to students from non-English backgrounds who are in the process of becoming proficient in English, in the areas of listening, speaking, reading, and writing.

L-TEL (Long-term English Learner): An “L-TEL” is an EL who is enrolled in the United States for six or more years and scores low on the language proficiency and English language arts State tests.

Office for Civil Rights (OCR) (LAU Review): A federal review conducted to assess the legal compliance of programs for LEP students.

Preview/Review: This is an approach used by bilingual personnel to help EL students at the beginning levels of learning English to understand content. The introduction to a lesson and key concepts and vocabulary are presented to students in their primary language (preview). The students then listen to the same lesson in English and finally the lesson is reviewed using the primary language to check for comprehension of concepts.

Primary Language Instruction: The process of teaching students in their primary language using primary language materials; this type of instruction includes instruction in English (ELD). As students become more proficient in English, they receive less instruction in the primary language.

Primary Language Support: The process of offering primary language assistance to students who are learning in English but may need some support in their primary language to understand directions and key concepts.

Language Census: A State report compiled each October which identifies all LEP and FEP students in the District and the languages they speak and upon which State & Federal funding is based.

Realia: Real objects that are used in a lesson to increase EL student comprehension of key concepts, vocabulary, etc.

Redesignation/Reclassification: The process by which EL students show proficiency in listening, speaking, reading, and writing in English to such an extent that they can compete academically with native English speaking students; redesignation/reclassification measures include, but are not limited to the ELPAC, the SOLOM, NRT scores, and writing assessments.

Rubric: A measurement scale used to evaluate a student’s performance. Rubrics consist of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome.

SB 1969/395/AB 2913: These senate bills are alternative certification procedures to the CLAD for teachers who meet the requirements. They authorize teachers to teach EL students in the areas of ELD (in a self-contained classroom) and SDAIE.

Scaffolding: Temporary assistance provided by the teacher, determined by an analysis of a student's needs, for accomplishing a specific task; the scaffold must provide the minimum amount of support needed and then be removed when the student is capable of independence.

SDAIE (Specially Designed Academic Instruction in English): A type of instruction in the content areas that uses simplified English, gestures, pictures, graphic organizers, pre-taught vocabulary, and other specialized techniques to provide EL students access to the grade-level core content. (Formerly known as "Sheltered Instruction")

Standards (Content): The knowledge and skills expected of students at important developmental stages. Standards should be academically sound, broadly conceived, and assessable. Standards are not curriculum but guide the development of curriculum. California has developed ELD standards for EL students. The ELD standards are tied to the English Language Arts (ELA) standards.

Standards (Performance): The level of accomplishment that will demonstrate progress toward meeting the content standards and how good task performance has to be in order to reach them. Content standards are what students should know and be able to do; performance standards describe how they should show their learning and the level their performances must reach.

Structured English Immersion (SEI): ELD program in which nearly all classroom instruction is in English with the curriculum and teaching methods designed for EL students. SEI includes both designated and integrated ELD.

SOLOM (Student Oral Language Observation Matrix): A teacher observation tool for measuring student oral language proficiency in comprehension, fluency, vocabulary, pronunciation, and grammar.

Title III: These are Federal provisions on educating LEP and immigrant students under the No Child Left Behind Act.

TPR (Total Physical Response): A second language teaching method that emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. Concept development is enhanced by "acting" and situating language in action.

University of California's A-G Requirements: Courses designated at high schools as preparation for college (at the University of California and the California State University System): (a) History, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Foreign Language, (f) Fine Arts, (g) Elective Courses.

Legal References

State and Federal Law

The complete description of State and Federal regulations or other legal mandates governing the program are not included within this document. Following are a list of Federal and State laws that form the foundations for EL programs in Burbank Unified School District.

Source	Legislation	Purpose
Federal	U.S. Constitution – 14th Amendment	Forbids states to deny any person equal protection of the law.
	Title VI of the Civil Rights Act (1964)	Prohibits discrimination on the basis of students' language minority status.
	OCR Memorandum (1970)	Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.
	Equal Educational Opportunity Act (1974)	Requires districts to take appropriate action to educate English learners.
	<i>Lau v. Nichols</i> (1974)	Declared that classes taught in English that provide no assistance in learning English deny EL students equal educational opportunity.
	<i>Castañeda v. Pickard</i> (1981)	Requires districts to effectively teach English and provide access to academic content instruction.
	<i>Gomez v. Illinois State Board of Education</i> (1987)	Requires State educational agencies to provide oversight and guidance to districts.
State	California Constitution	Equal Protection Clause similar to that in the Federal Constitution
	California Education Code	Various sections address the requirements for school districts in providing equal opportunity for EL students.
	California Code of Regulations, Title 5	
	Comité de Padres Settlement Agreement (1985, 1996)	Required the State department of education to monitor districts' programs for English learners.

Specific citations for these rulings are:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by State legislation, requires State and county monitoring of materials, school facilities and teachers. See:

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1040>

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