

BELLFLOWER UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER Master PLAN



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Introduction and Purpose

Bellflower Unified School District's (BUSD) English Learner Master Plan sets forth policies and procedures and describes programs to serve English learners and their families. The English Learner Master Plan guides educators in the district to implement high-quality English language development and content instructional programs specifically designed to meet the needs of English learners. The plan represents the district's commitment to provide programs for English learners that support students' development of English proficiency to high levels and mastery of grade level State Standards.

The purpose of BUSD's English Learner Master Plan is to describe the services and instructional programs provided to English learners and their families. These services and programs are designed to ensure that:

- All English learners have equitable access to the same challenging core curriculum and receive the necessary support to achieve the standards expected of all students as well as have access to extracurricular activities;
- All English learners acquire academic English rapidly and effectively;
- All students are provided with integrated and coordinated programs based on student needs and educationally sound practices;
- Student performance is systematically assessed by using valid measures and performance and is reviewed to ensure that instruction is aligned to standards and meets the needs of students;
- Instructional decisions are based on meaningful data related to student performance;
- All students have opportunities to develop a positive self-image, a strong sense of the worth of their language and culture, and a respect for other cultures;
- All students are provided with effective, up to-date materials, technology, and equipment;
- All students have access to qualified teachers, administrators, and other staff members who are professionally prepared, qualified, and authorized to teach English learners;
- Parents and members of the community have the opportunity to assist in and support decision making, training, volunteer activities, and the creation of partnerships to support student achievement;
- Fiscal plans and practices meet legal requirements; and
- Programs are coordinated to achieve the district's priorities and goals for student success.

Acknowledgments

The district acknowledges and expresses appreciation to the many members of the school community who have provided valuable input to the development of this plan. These participants include teachers, parents, community members, and site and district administrators.

District Mission Statement

The Why: MISSION

We build futures for our students by providing a pathway for all students to become responsible, informed, productive citizens who can compete in a diverse world.

The What: VISION

The Bellflower Unified School District produces graduates who are globally competitive learners. Through equitable access to high quality academic, social, and applied learning, students are ready to excel in college, careers, and life.

The How: THEORY OF ACTION

Bellflower Unified School District equips every student to be academically and socially prepared to be globally competitive by closing the PreK-12 achievement and opportunity gaps and creating relevant career pathways for all students.

District Core Values

Equity

All students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Achievement

Teachers and staff have the knowledge, skills, expertise and resources to ensure continuous improvement for all students. Staff is focused on continuous evaluation and improvement of our programs and use data to make changes when needed.

Community

Stakeholders work as a team to provide a respectful environment that fosters learning through positive relationships and engagement among students, adults, and our diverse community.

District Policy on Education for English Learners

The district complies with state and federal rules and regulations relative to the education for English learners. It is the intent of the Board that equality of opportunity be preserved for all students enrolled in the district's instructional programs. This master plan has been updated to meet state and federal laws. It is also consistent with the EL Roadmap Alignment principles that support multilingual students and families (image adapted from EL Roadmap trainings):

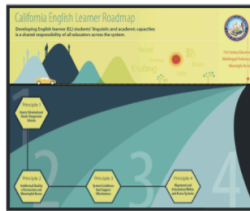
California EL Roadmap Alignment

Principle #1: Assets-Oriented & Needs-Responsive Schools

Principle #2: Intellectual Quality of Instruction & Meaningful Access

Principle #3: System Conditions that Support Effectiveness

Principle #4: Alignment & Articulation Within and Across Systems



The district's efforts to identify and serve English learners shall be based on sound educational practice and research which meet the requirements of law, accomplish the Board's goals, and meet the diverse needs of students and their families. The Board recognizes that the recruitment, development, and retention of qualified instructors is essential to the success of these efforts and shall take action, within budgetary constraints, to provide the necessary personnel.

The district shall maintain procedures which provide for the careful identification, assessment and placement of English-learning students in consultation with the parent/guardian of such students. Special care shall be taken to keep parents/guardians informed of their rights concerning the enrollment of their children in the district's instructional programs for English learners.

All English learners in grades three through eight and eleven will participate [in SBAC ELA and Math assessments](#) unless the English learner is new to the US and has been enrolled in a US school less than 12 months; wherein that student is exempt from taking the SBAC ELA assessment.

In accordance with reclassification criteria, English learners will be reclassified as fluent English proficient when they have acquired the English language skills of listening, speaking, reading and writing necessary to receive instruction in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

In addition to an objective assessment of English language skills, the reclassification process shall include, at a minimum, teacher evaluations, an assessment of basic skills, and consultation with the parent/guardian. Provisions will be made to provide subsequent monitoring and support of reclassified students.

Instruction and Student Support Services

BUSD's Instruction and Student Support Services Division provides support to the schools to ensure that the district and the schools are compliant with all applicable laws and regulations related to providing services to English learners and their families. The division provides support and assistance to the school sites in the areas of:

- Program design and implementation;
- Student identification, assessment, and reclassification;
- Professional development;
- Annual state testing of English learners for English language proficiency using state English Language Proficiency Assessment for California (ELPAC) and other future state assessments;
- Purchases of instructional support materials;
- Compliance with state and federal regulations;
- Translation and interpretation services;
- Completion of state reports and funding applications

Description of BUSD English Learner Master Plan

The BUSD English Learner Master Plan aligns to the California Department of Education (CDE) Federal Program Monitoring (FPM) Instrument Items. Alignment is noted below:

Chapter 1 Involvement:

- EL 01 English Learner Advisory Committee (ELAC)
- EL 02 District English Learner Advisory Committee (DELAC)
- CE 01 Local Education Agency Parent and Family Engagement
- CE 02 School Parent and Family Engagement
- CE 08 Notices to Parents in Primary Languages
- CE 10 Parent Notification of English Learner Status

Chapter 2 Governance and Administration:

- EL 03 EL Identification and Assessment
- EL 04 Implement, Monitor, and Revise Title III Plan
- EL 05 EL Program Inclusion in the SPSA
- EL 06 Title III Equipment Inventory Records
- CE 06 School Site Activities
- CE 20 School Site Evaluation of Program Effectiveness

Chapter 3 Funding:

- EL 07 Supplement, Not Supplant with Title III
- EL 08 Time and Effort Requirements (Title I and III)

Chapter 4 Standards, Assessment, and Accountability

- EL 09 Evaluation of Title III Funded Service and Programs
- EL 10 Reclassification

Chapter 5 Staffing and Professional Development

- EL 11 Teacher EL Authorizations
- EL 12 Professional Development Specific to ELs

Chapter 6 Opportunity and Equal Access

- EL 13 Program Options and Parent Choice
- CE 17 LEA Public Control of Funds; Private Schools Equitable Services

Chapter 7 Teaching and Learning

- EL 14 ELD
- EL 15 Access to the Standard Instructional Program

Chapter 1

Parent Outreach and Involvement

The goal of the district procedures for parent outreach and involvement is to empower parents from culturally diverse communities to understand the educational process and positively interact with school personnel. The purpose of the goal is to help parents become advocates for their children and be actively involved with the school in the education of their children.

Parents are provided with a wide variety of opportunities to be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging academic content and achievement standards expected of all students.

Local Education Agency and School Parent and Family Engagement

A [welcome packet](#) of materials is provided to parents upon enrollment in the district. This packet provides them with a variety of information on district services as well as an overview of the accountability system of the instructional program for English learners.

As part of the Title 1 program, the LEA distributes the Parent and Family Engagement policy through data confirmation so that all parents/guardians have access to the policy

as needed. Within this policy, parents are informed of their right to participate in a variety of opportunities for them to provide input to the District plans for improvement including participation in District-level parent groups including the Parent Advisory Committee (PAC) and the District English Language Advisory Committee (DELAC) as well as Site-level parent groups including School Site Council (SSC) and English Language Advisory Committee (ELAC). Parents participating in District-level parent groups are notified of the regularly scheduled PAC and DELAC meetings and parents of English learners at the site are informed of the regularly scheduled ELAC and SSC meetings.

At DELAC, ELAC, School Site Council, and other advisory committee meetings, parents are informed of the school's academic achievement results and annual progress as demonstrated by the state academic performance indicators, including the California Accountability Model and School Dashboard. Through these committees, parents are also provided opportunities to be involved in the planning, implementation, and evaluation of the District's English Learner Services Master Plan.

Parents are provided an interpreter for oral communications and translated written documents in their native language whenever possible.

Notices to Parents in Primary Languages

Bellflower Unified School District and all schools in the district provide information on school and parent activities in a format and to the extent practicable, in a language the parents can understand.

In schools where 15 percent or more of the students enrolled speak a single primary language other than English, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language of those students.

Parent Notification of English Learner Status

Initial Parent Letter: Upon enrollment in the District, English learner students are required to attend the Language Assessment Center (LAC) to take the initial ELPAC assessment to determine their level of English proficiency. At the LAC parents are provided with a welcome packet and [a letter informing them of the purpose of the ELPAC](#). [Link to example](#)

Annual Notification Letter: No later than 30 days after the beginning of the school year, parents are informed of their child's English learner identification and participation in the English learner program. This letter is generated by Ellevation and sent out by the District office to parents of all English learner students annually. [Link to example letter](#).

ELPAC Assessment Notices: Annually during data confirmation, parents are informed that their child will be required to take the English Language Proficiency Assessment of California (ELPAC) in the Spring. [Link to letter.](#)

ELPAC Score Parent Notification: Parents receive an email notifying them of their child's score on the Summative ELPAC as soon as scores are available by the State and uploaded to Aeries.

English Learner Advisory Committee (ELAC)

If a school site has 21 or more English learners there is a functioning English Learner Advisory Committee, which, advises;

- The school site council on the development of the Single Plan for Student Achievement, and
- The principal and staff on the school's program for English learners.

The ELAC has also assisted in the development of the school's:

- Needs assessment;
- Language Census (R-30 LC); and
- Efforts to make parents aware of the importance of regular school attendance.

In addition, the committee:

- Has had an election of members in which parents of English learners have had an opportunity to vote and in which the parents or guardians of English learners elect the parent members of the committee. Parents of English learners constitute at least the same percentage of the committee membership as their children represent the student body.
- Has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
- Receives training materials and training planned in full consultation with committee members to assist members in carrying out legal responsibilities.

Site administrators are provided with an [ELAC Handbook](#) that provides resources and templates for running ELAC meetings at the site. They also receive [annual training](#) and a [slide-deck for the initial ELAC meeting](#) at their site.

School sites maintain records of the membership, minutes of meetings, and the activities of the ELAC for the past 12 months. These activities include records on:

- The election and selection of committee members;
- The development of the school plan for English learners;
- The conduct of the school's needs assessment; and
- Training opportunities

Schools may allocate funding resources to facilitate parent participation in the ELAC for childcare, translation services and training.

District English Learner Advisory Committee (DELAC)

The district has an established District English Learner Advisory Committee (DELAC) comprised of representatives from all school sites:

- Members are representatives that have been elected and are active members of the ELAC. At least 51% of the members are parents of ELs and are not district employees. To continue as members, they need to continue to be active participants in ELAC, and regularly attend DELAC meetings.
- BUSD provides interpreters and translation of materials and district documents for the members of the committee.
- Elected DELAC officials meet monthly with the District Representative overseeing the DELAC to prepare meeting agendas and materials.
- The elected DELAC secretary prepares the minutes for each meeting, with assistance from BUSD staff, and copies are distributed to each committee member.
- Subcommittees may be formed to address special topics or items.
- DELAC will comply with all legal requirements established.

The DELAC gives parents and the community a strong advisory voice in how the district programs and services for English learners are designed and implemented. BUSD Instruction and Student Support Services Division provides information and training to the committee, in consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

Members are responsible for sharing DELAC information with their respective ELAC and School Site Councils for use in determining and implementing school plans. This includes budget, program evaluation, consolidated programs, and English learner items. The DELAC meets eight times a year in order to keep members informed and to solicit advice on the district's English learner services and programs.

The annual agenda for the DELAC meetings is established to ensure that all of the responsibilities of the committee are addressed and covered. Members have the opportunity at meetings to provide input on agenda items and to request that items be included in the agenda.

The annual agenda includes training for members in the purpose of the committee, the responsibilities and duties of members, and on the legal requirements of providing programs and services for English learners. Members have opportunities to provide input as to training opportunities that they would like included on the meeting agendas.

The District English Learner Advisory Committee shall carry out all duties and responsibilities assigned to it by state law in coordination with the policies and guidelines of the Bellflower Unified School District. The DELAC works as an advisory body to the Board of Education. The DELAC must advise on all legally required areas, including:

- The BUSD English Learner Master Plan, which includes the district goals and objectives for services and programs for English learners;
- District-wide needs assessments, on a school-by-school basis;
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
- Discussion regarding district English learner enrollment, by grade, language, ethnicity and school;
- Review and comment on the written notifications required to be sent to parents and guardians; and
- Review and comment on reclassification procedures and rates.

The following guidelines will facilitate the functioning of the DELAC.

- BUSD staff will inform school site administrators and representatives of two consecutive absences of site representative(s).
- To have equitable representation from every school site, DELAC representatives must be elected by the ELAC.
- DELAC representatives should be prepared to report to the DELAC information on site activities, needs, and concerns and to take information back to the site ELAC.
- DELAC members should be prepared to provide advice on district policies related to English learners and all issues required legally.

Communication between the DELAC and the Board of Education takes place through written reports provided to the board as scheduled, after approval by the DELAC membership.

BUSD staff maintain records of the membership, minutes of meetings, attendance of members, and activities of the DELAC for the past twelve months.

Chapter 2

Governance and Administration

English learner Identification and Assessment

Each student's primary or native language must be properly identified and documented. Schools are directed to determine the language(s) spoken in the home of each student per California *Education Code*, Section 52164.1 (a). Home languages should be valued and utilized as a way for language learners to make meaning and access content. A student's primary language provides an important foundation when developing proficiency in another language whether or not it is spoken in the home on a regular basis.

In the Bellflower Unified School District, the language identification process is comprised of the following steps:

- Home Language Survey;
- English language proficiency assessment (ELPAC)
- Parent notification of initial assessment results; and
- Program placement recommendations.

The Home Language Survey (HLS) is the state approved instrument used for determining if a student speaks a language other than English at home. The HLS is available in 36 languages and is provided to each parent registering a student in the district. The HLS survey is used to determine the primary language of newly enrolling pupils. The survey is completed by a parent or legal guardian at the time of enrollment and is housed in Aeries.

1. Which language did your child learn when he/she first began to talk?	_____
2. Which language does your child most frequently speak at home?	_____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?	_____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	_____

Each student with a response on questions one through three on the HLS indicating a language other than English must be assessed within thirty days of initial enrollment in English listening comprehension, speaking, reading and writing, using the state-designated instrument, the English Language Proficiency Assessment for California (ELPAC), or other future state developed English language assessment at the Language Assessment Center located at 9301 Flower Street, Bellflower, CA 90706, adjacent to the BUSD district offices.

Students with a language other than English indicated only on question four of the HLS are not tested and are given a language designation of English only. If a student is new, but has transferred from another California school or district, sites must locate the original HLS. Sites search for data in CALPADS (California Longitudinal Pupil Achievement Data System) to determine the current designation of newly enrolling students from other California schools or districts. [Link to step by step instructions](#) for site office staff to follow when enrolling a new student.

Initial Identification and Assessment

Each student brings a unique set of strengths to our district. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived in the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly-motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single EL profile, leadership and staff must be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled
- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

To learn more about the characteristics of these typologies, review [Figure 1.0 \(EL Toolkit of Strategies\)](#).

Communication with new families is key to building strong partnerships. New students should be greeted by name and offered a tour of their new school. Families can be personally invited to school events and other educational partner meetings or connected with staff members who speak their home language.

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed in order to determine appropriate placement and services.

Based on the HLS results, school staff members provide student data to the district Language Assessment Center (LAC). The LAC staff then contacts the parents to set up an appointment to administer the initial language assessment. The LAC staff emails a follow-up letter in English and Spanish which explains the legal requirement for the assessment, and provides the location and phone number of the LAC. The letter also provides resources and videos that parents can access prior to their appointment. [Link to an example of the letter](#).

As part of the enrollment process, students are assessed for English language proficiency, as required, within thirty school days of enrollment. English and primary language proficiency assessments are conducted by district-trained staff members. All personnel who administer the ELPAC or other state English language proficiency assessments to students, have completed the required district training.



The ELPAC is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state ELP test to eligible students in transitional kindergarten (TK) or kindergarten through grade twelve.

The ELPAC consists of two separate assessments:

1. Initial → for the initial identification of students as English learners (EL).
2. Summative → for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP.

The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible “TBD” students within the first 30 days of enrollment (unless a State waiver has been granted).

The Initial ELPAC is given to students in grades TK–12 whose primary language is not English. It is administered only once during a student’s enrollment in the California public school system.

ELPAC is aligned with the 2012 California English Language Development (ELD) standards.

The Initial ELPAC is administered in six grade spans: K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

Students with an individualized education plan (IEP) may be eligible to take the Summative Alternate ELPAC and the Initial Alternate ELPAC, if they are unable to take one or more domains of the ELPAC with the universal tools, designated supports, or accommodations listed in their IEP.

The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found [here](#).

The Initial ELPAC is used to identify which students are initially fluent in English (IFEP) or English learners (EL). EL students qualify for language support & services.

Initial ELPAC test results will determine the student’s official score based on three levels:

<p>Initial Fluent English Proficient (IFEP)</p>	<p>Students at this level have <u>well developed</u> oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.</p>
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<p>Intermediate English Learner (EL)</p>	<p>Students at this level have <u>somewhat to moderately developed</u> oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.</p>
<p>Novice English Learner (EL)</p>	<p>Students at this level are <u>beginning to develop</u> oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.</p>

The Initial ELPAC scores provide guidelines for the appropriate instructional placement of newly enrolling students. LAC staff provide parents with the three possible outcomes from the ELPAC results and they are provided with directions for accessing the scores in the Aeries parent portal.

The student information database (Aeries) allows BUSD staff to sort and analyze data related to entering English learner students in a variety of ways, including number and percentage of students by school, grade level, language proficiency level, and home language. The database contains language proficiency assessment results and other information to guide the schools in enrolling the student in an appropriate program of instruction.

The instructional programs for English learners have been designed to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. Instructional programs incorporate strategies that ensure that all English learners have access to the core curriculum and receive the necessary support to achieve the high standards expected of all California students.

If parents or legal guardians of 30 or more students per school or 20 or more students in any grade request a language acquisition program designed to provide language instruction, then schools will offer a program to the extent possible.

Annual Identification and Assessment

All English learners in the district are assessed annually with the ELPAC or other state developed English language proficiency assessment, for English language proficiency during the annual assessment window and on the state grade level summative assessments, as well as local measures, to determine academic progress. When state language assessment results are returned from state scoring, the individual student reports are uploaded directly to the student information system (Aeries) and are posted to the Parent Portal for parents to view. The student score reports are provided in English and Spanish as needed based on the designation of Spanish translation in Aeries. Parents are emailed when the score report is available in Aeries.

Within thirty days of the start of each school year, the *Annual Notification of Language Proficiency and Program Placement to Parents of English Learners* (in English and Spanish) is sent to parents of English learners by BUSD District office staff. [Link to sample letter](#). This letter advises parents of:

- Their child's English proficiency level;
- How the level was assessed;
- Their child's language designation;
- The status of their child's academic achievement;
- Descriptions of program options and educational materials to be used in the different options;
- Program placement; and
- Exit criteria.



The ELPAC consists of two separate assessments:

1. Initial → for the initial identification of students as ELs.
2. Summative → for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The Summative ELPAC administration window is open from February 1 through May 31. It must be administered to all English learners during this window.

The Summative Assessment is given only to students in grades TK–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP).

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports that they need to do well in school. The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains: Listening, Speaking, Reading, and Writing.

The Summative ELPAC task types are aligned with the 2012 California English Language Development (ELD) standards.

The Summative ELPAC is a Computer Based Assessment administered in seven grade spans: K, 1, 2, 3–5, 6–8, and 9–10, 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found [here](#).

The speaking domain of the Summative ELPAC is one-on-one and scored in real time.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level 1	English learners at this level have minimally developed oral (listening & speaking) and written (reading & writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need <i>substantial-to-moderate</i> linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.
Level 2	English learners at this level have somewhat developed oral (listening & speaking) and written (reading & writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need <i>moderate-to-light</i> linguistic support to engage in familiar social and academic contexts. They need <i>substantial-to-moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have moderately developed oral (listening & speaking) and written (reading & writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need <i>light to minimal</i> linguistic support to engage in familiar social and academic contexts; they need <i>moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 4	English learners at this level have well developed oral (listening & speaking) and written (reading & writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need <i>occasional linguistic</i> support to engage in familiar social and academic contexts; they may need <i>light</i> support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the 2012 ELD Standards.

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores in oral language (listening and speaking) and written language (reading and writing) listing the proficiency levels for each component. [Link to sample ELPAC score report.](#)

For more information about the Summative ELPAC, please visit <https://www.elpac.org/>.

When administering any ELPAC assessment to a pupil with a disability, the district shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student.

When an IEP team determines that the pupil has a significant cognitive disability and may be unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed as specified in the IEP. These students may also be eligible to take the Alternate ELPAC.

The purpose of the Alternate ELPAC is twofold:

- The Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP).
- The Summative Alternate ELPAC will provide information on student annual progress toward proficiency and support decisions for students to be redesignated fluent English proficient (RFEP).

The Alternate ELPAC is aligned to the [ELD Connectors](#) found in the [blueprints](#). The ELD Connectors provide an aligned expectation of student English language proficiency that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

Alternate ELPAC General Performance Level Descriptors:

Fluent English Proficient	Students at this level have sufficient English language proficiency. They may need <i>occasional</i> linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	Students at this level have moderate English language proficiency. They may need <i>frequent</i> linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have minimal English language proficiency. They need <i>substantial</i> linguistic support to enable them to access adapted grade-level content in English.

When state language assessment results are returned from state scoring, the individual student reports are uploaded directly to the student information system (Aeries) and are posted to the Parent Portal for parents to view. The student score reports are provided in English and Spanish as needed based on the designation of Spanish translation in Aeries.

Implementation, Monitoring, and Revising the Title III Plan

BUSD maintains the Board approved Local Control Accountability (LCAP) Plan, in accordance with state and federal requirements, that is updated annually. The plan is implemented and monitored on an ongoing basis to support a continuous cycle of improvement. To help English learners meet challenging academic standards, the district's plan includes annual outcomes of the student academic assessments used by the district and the schools. These assessments include state standardized tests and district assessments. Teachers, parents, and students are provided with a variety of data that informs them how students are progressing in meeting the academic achievement standards. These include the state standardized student reports, as well as progress reports and report cards.

The district uses the SchoolCity and Ellevation data and management systems to integrate state and local assessment data to enable analysis of data at the district, school, classroom, and individual student levels. Data can also be presented and analyzed by grade levels and groups of students, such as English learners. Custom reports on achievement and mastery of standards can be created to demonstrate patterns and needs. Multiple types of data are synthesized, allowing teachers and administrators to monitor student progress in real time, enabling data-driven decision making in regard to instruction, and to design and implement effective and targeted intervention services.

The extensive analysis enabled by SchoolCity, Ellevation, and State data platforms is utilized by the district to determine the effectiveness of the LCAP Plan and decide if revisions are needed to ensure that all students meet the common core academic achievement standards.

The components of LCAP includes, but is not limited to, the following:

- A description of how funds will be used to meet the annual measurable achievement outcomes;
- Specific achievement outcomes to monitor students participating in a safe environment, meeting academic achievement standards, and being prepared for college and career at graduation;
- Actions in the LCAP support:
 - Technology platforms
 - Professional Learning Communities
 - Access to a Broad Course of Study
 - Supplemental intervention
 - Extended after school learning opportunities
 - Professional development
 - Increased access to supplemental college and career resources
 - Parent workshops and educational opportunities
 - Two-way communication platform

Program Inclusion in the School Plan for Student Achievement

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (School Plan) have been designed to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools systematically work in tandem throughout the continuous improvement process:

- Annually evaluating the programs implemented;
- Identifying resources and achievement inequities, as applicable;
- Reviewing past performance of student outcome metrics to determine student needs;
- Reviewing implementation of parental and community participation and involvement;
- Revising goals, actions, and services based on the current need and to support academic and language proficiency achievement; and
- Describing expenditures of funds allocated through the Consolidated Application

The School Site Council at each site annually develops, reviews, updates, and approves the School Plan (SPSA), including proposed expenditures.

The Bellflower Unified School District Board of Education reviews and approves the School Plan for each school annually and when there are changes to the plans. The school plans are consistent with the district's LCAP.

Title III Equipment Inventory Records

For all categorical programs, Bellflower Unified School District maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with categorical funds. The records for the equipment inventory include:

- Type
- Model
- Serial number
- Funding source
- Acquisition date
- Cost
- Location
- Current condition
- Transfer, replacement, or disposition of obsolete or unusable equipment. Site personnel complete a spreadsheet listing all items.

English Learner School Site Activities

Annually, professional development is provided on how to develop strong content and language development objectives. At the site level, administrators monitor and support implementation of targeted content and language development objectives that provide teacher clarity to students regarding what is expected to be learned. To support mastery

AIM Strategies

Aligned to Principle 2 Elements

ACCESIBLE: They provide access to the full curriculum along with appropriate supports.

INTEGRATED: They are integrated across the curriculum.

MEANINGFUL: They provide meaningful access to a full standards-based curriculum.



of standards, each school site also committed to implementing AIM strategies in all classrooms that are aligned to Principle 2 of the English Learner Roadmap (Intellectual Quality of Instruction and Meaningful Access). These strategies are Accessible, Integrated, and Meaningful. Periodically, sites should review the level of implementation and effectiveness of these strategies and modify the strategies as

needed.

When a student is enrolled that is new to the country and designated as a newcomer, sites have access to provide the student with resources ([English Survival Phrases](#), [Common School Phrases](#)), to help navigate their school day and provide students with a tour of the school or where their classes are on their schedule.

School Site Evaluation of Program Effectiveness

BUSD has designed an evaluation process for English learner programs that demonstrates that the practices, resources, and personnel at each site are effectively implementing programs. The process and criteria are designed to ensure that English learners produce English language proficiency comparable to that of average native speakers of English in the district and that they achieve and sustain parity of academic achievement with students who entered the district's school system already proficient in English. The district has in place an ongoing mechanism for using program evaluation results to modify the program as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

The instructional program design and evaluation is incorporated into the BUSD LCAP, as well as each school's School Plan for Student Achievement or School-wide Plan, thereby aligning resources and staffing to program implementation.

The steps in this process are:

- Analysis of student achievement data to determine areas of strength and weakness. Data is disaggregated by student group and grade levels. The specific instructional needs of English learners are determined by analyzing

individual student achievement data using state standardized scale scores in English/language arts and math, state English language proficiency assessment results, students' state summative assessment results, district assessment percentile scores, and other local measures.

- English Learner Progress Monitoring is conducted using the Ellevation data chats where individual EL student plans are generated. Each EL student plan contains individual student specific data including EL status, native language, date of entry, Long Term English Learner (LTEL) status, English language proficiency assessment results and academic progress indicators including grades and local assessment results, and students are annually empowered to monitor their own progress and set personal goals related to language development and academic progress.
- Specific learning outcomes that students need in order to develop mastery in identified skill areas is determined.
- Instruction is then planned to assure that each student has adequate opportunities to learn. Feedback and intervention strategies are designed based on student needs. Data from frequent assessment of progress are utilized to provide ongoing feedback of program effectiveness.
- Re-teaching of needed skills is planned and implemented. Students needing additional instruction to attain skill mastery are referred to appropriate support services as needed.

The Ellevation and SchoolCity student databases provide access to assessment data on individual students. Data can be queried and exported to Excel for further analysis.

Apart from the data analysis conducted as part of the LCAP and SPSA processes, ongoing program evaluation is conducted as well as individual student progress monitoring. Multiple measures are used to monitor individual student achievement. Reports can be generated by the school sites utilizing web based programs: Ellevation and SchoolCity. Reports are disaggregated for subgroups including English learners, fluent English proficient students, and reclassified students.

Schools also use group and student group data reports and the CDE website to access achievement data for the district and the individual schools. These enable an analysis of standardized test scores, and year to year growth, to determine gaps in achievement by specific subgroups.

Teacher assessments of individual student achievement in mastery of state standards and progress toward English fluency are also utilized. This includes marks on the standards-based report card, local formative assessments, and other classroom measures.

Data analysis reports are also reviewed for positive or negative trends. Negative trends

are analyzed for causes and are addressed at the district and site level for program modification and changes in instructional strategies. Program modification is based on a continuous implementation of the program design and evaluation steps outlined in the schools' School Plan for Student Achievement or School-wide Plan.

BUSD also conducts ongoing instructional rounds using a district developed web-based system. Instructional rounds data directly reflects classroom instruction and ongoing classroom strategies and practices. Site administrators also use this tool outside of instructional rounds days while visiting classrooms to note implementation of strategies that support English learners with accessing content.

Chapter 3

Funding

Supplement Not Supplant with Title III

The district's basic general fund resources provide English learners with learning opportunities in the district's educational program, including ELD and other core curriculum.

All district adopted curriculum materials are purchased through the general fund. The district's textbook selection process is consistent with the adoption calendar as set forth by the California Department of Education.

District general fund resources provide for appropriate and varied instructional programs to deliver the core curriculum to all English learners. The core curriculum, as it is defined in California, includes the study of:

- Language Arts
- Mathematics
- Social Science
- Science
- Visual and Performing Arts
- Health
- Physical Education
- English Language Development for English learners

District general fund resources include:

- Staff
- Curriculum materials
- Instructional supplies
- Other district services available to all students
- Staff development

The district uses categorical funds only to supplement the level of Federal, State,

and local public funds. The district does not supplant any Federal, State, and local public funds with categorical funds.

The district will use Title III funds to increase the English language proficiency and grade level academic achievement of EL students by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English proficiency and student academic achievement.

Title III funds shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

The district will use no more than 2 percent of the Title III funds for administrative, direct, and indirect costs. Program administrative costs include such items as salaries of project personnel, clerical support, and other costs directly incurred in the administration of the program.

BUSD may use Title III funds for the purpose of Title III authorized activities including upgrading effective ELL instructional strategies, improving EL programs, supplemental curricula, parent engagement, and professional development. Purchases are reviewed to ensure funds are used appropriately and in accordance with school and district goals. Schools receive regulations, guidelines, and suggestions for expenditures appropriate to the various funds at the beginning of each school year.

Time Accounting Requirements Title I, Title III

The district properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to the allowable quantity and duties of the employees. Each employee who is paid in part from a single cost objective and in part for other revenue, or an employee paid from multiple-cost objectives, completes a Personnel Activity Report (PAR) each pay period. Employees funded under a single cost objective, and employees funded with state funds under the School Based Coordinated Program, complete a semiannual certification of their employment.

Chapter 4

Standards, Assessment, and Accountability

Evaluation of Title III funded Service and Programs

Reclassification

The district has developed processes and criteria for the reclassification of English learners to fluent English proficiency, which meet state guidelines and are approved by the District English Learner Advisory Committee (DELAC).

A student is reclassified to R-FEP when he or she has demonstrated English-language proficiency comparable to that of the average native English speaker and can participate equally with average native speakers in the schools' regular instructional program. Students from all grade levels K-12 may be recommended for reclassification.

According to state guidelines, school districts are expected to design and operate a process for reclassification of English learners that reflects state law. Districts are responsible for documenting procedures, testing, and deliberations at every juncture in the process. Bellflower Unified School District has developed procedures and forms that will assist the schools in meeting these requirements and in providing a comprehensive picture of each student's academic work and progress.

Four criteria are given by the State as essential factors to be considered in the reclassification of every English learner. These are:

- Assessment of English language proficiency using the State English language proficiency assessment
- Teacher evaluation
- Comparison of performance in basic skills
- Parent consultation

Specifically, Bellflower Unified School District has established the following criteria that English learners must meet to be reclassified to fluent English proficient:

- Overall ELPAC score of 4
- Teacher Evaluation
- Students must be meeting grade level standards in language arts and math, science, or history/social science as demonstrated by satisfactory marks on the report card.
- Comparison of Performance in Basic Skills
 - Students in grades K - 12th must score proficient or advanced or meeting expectations on the most recent District Writing Assessment; or
 - Students in grades Kindergarten through 1st must score at or above the 61%tile on the NWEA MAP Fluency in Phonological Awareness and Phonics/Word Recognition portions of the assessment;
 - Students in grades 2nd - 3rd must score at or above the 61%tile on the NWEA MAP Growth Reading assessment;
 - Students in grades 4th through 12th must score proficient on the English Language Arts portion of the Smarter Balanced summative assessment or score at or above the 61%tile on the most recent MAP Growth Reading assessment.
- Parent consultation

Parents or guardians are encouraged to participate in the reclassification process. They are notified of their right to participate and are given an opportunity for a face-to-face meeting with school personnel regarding the reclassification.

Schools receive guidance and support from district staff in implementing the process to reclassify eligible students. To initiate the process, resources are provided to sites at the beginning of the school year including: guidelines, a link to the Language Reclassification Recommendation form and Reclassification Letter to Parents (English and Spanish). Achievement data is uploaded to Ellevation which automatically provides a list to sites with potential candidates for reclassification. Schools are advised to begin the process at any time throughout the year, but to pay special attention to specific reclassification windows that are aligned with the district assessment calendar. As new data and assessment results become available, including grades, teachers, administrators and other staff may identify new candidates for reclassification.

The Language Fluency Reclassification Recommendation form is used to document the process, following these steps:

1. The top part of the Language Fluency Reclassification Recommendation form is completed by a classroom teacher, an administrator, or a counselor.
2. Additional information is collected to complete the second part of the form to determine if the student meets all the criteria.
3. Students meeting the criteria are reclassified to fluent English proficient.
4. Students not meeting the criteria remain designated as English learners. Their instructional program is reviewed by school staff for appropriate placement and any needed intervention or support services.
5. A letter is sent to parents/guardians advising them that their student has met district reclassification criteria. Parents/guardians sign the form acknowledging they have been notified. If the letter is not returned, then parents are called and informed that their child has met the reclassification criteria. Parents may request a conference to discuss the reclassification of their child. However, if a student meets the reclassification criteria, a parent may not impede that student's reclassification.
6. Once reclassified, a student will automatically be tagged in Ellevation for monitoring for the next four years.
7. The bottom part of the Reclassification Recommendation form is signed and dated by the person completing the form and by the school administrator.
8. In the Aeries student database, the language fluency designation is changed to R (reclassified) and the reclassification date is entered.

Students with disabilities (SWD), including those on alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of ELP and performance in basic skills, and minimum levels of proficiency on these measures that would be

equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When students who have had the benefit of ELD services and access to accessibilities and/or domain exemption, do not meet the four criteria for reclassification, it is possible for the IEP team to consider reclassification using the following criteria:

1. Reclassifying a student that has taken the ELPAC with a Domain Exemption

LEAs shall use Overall Performance Level 4 as the determination a student has met the ELP assessment criterion. In order to access one or more of the domains of the ELPAC, students may need special testing resources. These resources may be universal tools, designated supports, and/or accommodation(s). The resources are listed on the [Accessibility Matrix](#).

For the ELPAC to provide a valid measure of a student's English language proficiency, the individualized education program (IEP) team should discuss and document the use of the following:

- Universal tools
- Designated supports
- Accommodations
- Unlisted resources for accommodations listed in a Section 504 plan or IEP
- Possible exemption from the ELPAC domain(s)

Disability exemptions for ELPAC domains should be noted in a student's IEP or Section 504 plan. If a student with an IEP cannot access a domain with the use of accessibility resources (Universal Tools, Designated Supports, and/or Accommodations), the student may be exempted from the domain and take the domains of the ELPAC which are accessible to the student. However, for an overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted. Examples of disabilities that may require an exemption are a student who has been deaf since birth and is not able to participate in the Listening or Speaking domain of ELPAC because of the disability, and a student who is blind and does not read braille who is not able to participate in the Reading or Writing domain of the ELPAC because of the disability. When making domain exemption determinations, teams may use the ELPAC Administration Student Accessibility Checklist and the California Assessment Accessibility Resources Matrix.

Reclassifying a student that has taken the ALT ELPAC

LEAs shall use Overall Performance Level 3 as the determination a student has met the ELP assessment criterion. If a student has a significant cognitive disability and an IEP, the student is eligible to be administered an alternate assessment. Federal law allows this option only for students with the most significant cognitive disabilities who have an IEP. The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP across

the state for students with the most significant cognitive disabilities. The Summative Alternate ELPAC assesses English learner students in an integrated manner: Expressive (Speaking and Writing) and Receptive (Listening and Reading) skills. In addition, to ensure students can fully access and participate in the Initial Alternate ELPAC and Summative Alternate ELPAC, they can use their individually preferred receptive and expressive communication modes. Domain exemptions are not available for the Alternate ELPAC.

Because alternate assessments fundamentally alter what the ELPAC measures, students will receive the lowest attainable scale score (LOSS) on each domain for which an alternate assessment is used. Using an unapproved unlisted resource on an ELPAC administration also is considered an alternate means of assessing the English proficiency level of students with disabilities, and a LOSS will be calculated for each domain. A LOSS score in one or more domains may lower the student's performance level on the ELPAC as well as their overall score, which could have ramifications for reclassification.

2. Demonstration of Grade Level Basic Skills

For dually identified students, their disability, as determined by the IEP team and not English language proficiency, precludes them from meeting the LEA's reclassification criteria. In this instance, the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification.

Demonstration of grade level basic skills can be determined using local assessments such as NWEA MAP Growth Reading and SANDI. These local assessments meet the criteria for reclassification as they have clearly defined objective score ranges and all students in the grade level take the assessments to demonstrate grade level basic skills.

The IEP team may consider using other assessments that are valid, reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility, such as the Woodcock-Johnson Scales of Independent Behavior (SIB), Vineland Adaptive Behavior Scale, the Developmental Profile II, etc.

3. Teacher Evaluation of Student Academic Performance/IEP Team Consideration and Recommendation

In this section, explain:

- How the student's disability impacts their ability to meet standard reclassification criteria, and
- How the student demonstrates English proficiency commensurate with their abilities when compared to English proficient students with similar disabilities and

a determination that the student will no longer benefit from English learner services. List the student's grades, select one or more of the ways in which the student demonstrates an appropriate level of English Language Proficiency commensurate with their abilities when compared to English proficient students with similar disabilities and attach the appropriate documentation.

4. Parent Opinion and Consultation

Inform parents of their right to participate in the reclassification process and to be given an opportunity to share their opinions and document how this opportunity was provided to parent/guardian.

5. Signatures

Secure all signatures. Signatures on the form must be that of individuals that participated in the discussion at the IEP wherein recommendation of reclassification was determined.

Monitoring Reclassified Students

To ensure that former EL students as a group are performing academically at a level equivalent to their native English-speaking peers, summative data are analyzed by student groups and English learners with gaps in achievement for intervention and supplementary services.

Monitoring of reclassified students is conducted for four years following reclassification. Results of the follow-up review are recorded within Ellevation. The monitoring process consists of reviewing state and local summative scores, and report card marks as well as obtaining input and recommendations from students' current teachers.

Reclassification monitoring forms are generated through the Ellevation platform. The forms are reviewed by district staff to identify that the monitoring form is marked by teachers to indicate whether each student is performing at the proficient level in reading and writing for their grade level and also receiving report card marks indicating that the student is performing at grade level standards.

If, at any time, student achievement data indicate that a former English learner is not achieving satisfactorily in the school's instructional program, the student is referred for supplementary or intervention services.

These actions may include the following:

- Referral to participate with in-school intervention or RTI language and or supplemental academic support.
- Referral to the school's before or after school programs to provide intensive and targeted supplementary instruction.
- Referral to the Expanded Learning Program.
- Referral to the case manager to assist the family with referrals and case management services designed to help them overcome barriers that may be preventing student success in school.
- Referral to summer school programs when available.

- Referral to other site specific intervention programs.
- Referral to the Student Study Team, a school site team that includes the student and the parent which meets to provide a problem solving approach to assist students who are not progressing satisfactorily.

Chapter 5

Staffing and Professional Development

Teacher EL Authorization

BUSD has recruitment and professional development programs in place to ensure that all students have access to highly qualified teachers, administrators, and other staff members.

Teachers in BUSD assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.

The district's recruitment and staff development programs have been designed to build capacity, so that all teaching personnel assigned to provide instructional services to English learners hold the required authorization and are qualified to provide such instruction. Teachers without authorization instructing English learners are notified by a letter that their teaching assignments may be changed. The district's plan specifies that all teachers instructing English learners, who do not hold an appropriate authorization, should be actively enrolled in training that will result in obtaining an authorization. Each year in September, teachers who do not yet have an authorization are asked to complete and sign a Memorandum of Understanding towards Certification for Working with English Learners indicating:

1. They are currently enrolled in a training program.
2. The specific authorization that they will obtain.
3. The institution from which they will obtain the authorization.
4. The anticipated completion date for obtaining the authorization.

The Commission on Teacher Credentialing (CTC) sets the standards and requirements for teacher authorizations in California. Bellflower Unified School District takes affirmative steps to actively recruit, hire, and train qualified teachers and instructional assistants, as well as adequately staff all sites that require instructional services for English learners.

The following are the CTC Supplemental Authorizations qualifying teachers to teach English learners:

- Language Development Specialist certification (LDS)
- Bilingual Certificate of Competency (BCC)
- Cross-Cultural, Language, and Academic Development certification (CLAD)/

English Learner (ELA1) Authorization

- Bilingual, Cross-Cultural, Language, and Academic Development certification (BCLAD)
- SB 1969 / 395 certification
- Bilingual Authorization (Language of Authorization) Program

English learners are placed with teachers holding the appropriate authorizations.

Professional Development

Bellflower Unified School District, as a means of providing access to the curriculum for all students, supports ongoing professional development to meet the needs of all district personnel responsible for the education of English learners. District personnel receive training to increase their awareness and sensitivity to the cultural diversities of our student population, as well as services necessary to ensure equal access of all students to the total curriculum. Administrators, teachers, and support personnel participate in district staff development for professional growth opportunities to prepare them to work with linguistically and culturally diverse students.

The BUSD Instruction and Student Support Division provides staff development opportunities for administrators, teachers, instructional assistants and other staff that is based on research that has demonstrated effectiveness in increasing the English proficiency of students and improving the teacher's subject matter knowledge, teaching knowledge, and teaching skills.

Professional development that is provided is of sufficient intensity and duration to result in a positive and lasting impact on the teacher's performance in the classroom. Bellflower Unified School District employs qualified bilingual instructional assistants. Candidates for employment must pass a proficiency test in English in the subjects of reading and math, an oral and written exam in their primary language, and successfully complete an interview process.

Bilingual instructional assistants are paired with teachers to provide bilingual instructional support in the classrooms. Bilingual instructional assistants are assigned to support English learners by:

- Reinforcing concepts through primary language, taught by the teacher through the preview/review method,
- Providing access to the core curriculum using the primary language
- Assisting with instruction in English Language Development (ELD), English learners are clustered in designated classrooms for maximum utilization of limited teacher and instructional assistant resources.

The bilingual instructional assistant works in the classroom under the direction of the teacher and site administrator.

Chapter 6

Opportunity and Equal Access

Program Options and Parent Choice

Students in Bellflower Unified School District are enrolled in English-language classrooms unless a parent has opted to be considered for an alternative program. The English-language classroom settings for English learners is Structured English Immersion (SEI), and the alternative program is Dual-Language Immersion (DLI). Placement in (DLI) is contingent on meeting specified criteria.

Structured English Immersion (SEI) is a program for all students who are classified as English learners. The program is composed of ELD and core content courses utilizing SDAIE strategies. Students are served in a regular, grade appropriate classroom with English speaking students. The teacher of this classroom has an appropriate EL authorization to provide instruction to English learners. The class is conducted “nearly all” in English with the teacher utilizing a variety of instructional methods and strategies to make the curriculum understandable to the English-learning students. Bilingual instructional aides may also provide primary language support.

The district’s description of the Structured English Immersion (SEI) includes the following components:

- Comprehensive English language development (ELD) instruction to ensure that all English learners learn English efficiently and effectively. ELD lessons reflect curriculum, materials, and approaches that promote English language acquisition by English learners.
- An ELD curriculum that follows a defined sequence of proficiencies for language acquisition, academic, and social purposes.
- An ELD curriculum that is relevant to the grade levels and proficiency levels of English learners.
- A core program that includes English language arts, mathematics, history/social science, and health with specially designed academic instruction in English (SDAIE) strategies and primary language support as needed, as well as art, music, and physical education.
- Daily instructional lessons in sheltered English/SDAIE that are comparable to those in any core subject given to native English-speaking students.
- Instructional strategies utilized in the classroom that include:
 - Sufficiently supporting English learners in developing their ability to communicate in English
 - Providing frequent and extended practice of the language proficiency skills to be developed.
- District-adopted materials, including core materials, that are utilized to

serve English learners.

- Available supplementary materials that help English learners benefit from a rich curriculum with meaningful content and include dictionaries, textbooks, and leveled readers.
- Instructional materials and learning resources that are technologically advanced and are available for use in ELD and SDAIE programs.
- District adopted criteria for determining when English learners have acquired “reasonable fluency” in English,” and no longer need to receive ELD instruction. Such criteria consists of:
 - An ELPAC overall score of 4
 - Satisfactory marks in core content areas on the report card.
- Primary language is used to support instruction for the purpose of assisting students to comprehend vocabulary, to clarify a concept, to assist in comprehending cognitively challenging material, or to-preview/review content.

Dual-Language Immersion (DLI), also referred to as Two-Way Immersion (TWI) is a language acquisition program for native speakers of English and native speakers of other languages. It provides language learning and academic instruction with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to build students skills towards biliteracy each year. Students who enter in grades 1-6 will be assessed to determine if they meet specified criteria.

Parental Exceptions

After parents and guardians of English learners enroll in their homeschool, they are referred to the Language Assessment Center. At the Language Assessment Center, parents are provided with directions for accessing initial ELPAC results in their parent portal. Information informing parents of their right to request a parental exception waiver is provided in the initial parent notification form from the LAC. Parents who respond to this letter indicating that they want to apply for this waiver are provided with the necessary documents. All waiver requests are recorded by Language Assessment Center staff.

Students who have applied for the parental exception waiver will remain in an SEI classroom. If 20 or more pupils of a given grade level receive a waiver, the school will provide a class or allow the students to transfer to a public school in which such a class is offered.

The district has established procedures to act on all parental exception waivers within a timeline that is consistent with the State regulatory provisions. The alternative program does not consist of courses taught only in English. District responses to a request for a parental exception waiver are determined individually with great deference to the parental preference for student placement and are provided in writing to parents. An established process for appealing any denials is communicated to parents.

English learners are placed in a structured English immersion program for a period of not less than 30 calendar days before a waiver may be granted. The superintendent or designee acts upon all requests for parental exceptions waivers within 20 instructional days of submission. Parental exception waiver requests for students with special needs are not acted upon during the 30- day placement in an English language program. These waivers are acted upon no later than ten calendar days after the expiration of the 30-day English language program placement or within 20 instructional days of submission of the waiver, whichever is longer.

The following steps have been established for parents to appeal a decision on a parental exception waiver request:

1. Parents must submit in writing a request for a review of the denial with the administrator overseeing English learner services.
2. Parents may request a conference with the superintendent or designee, if the appeal is unresolved with the administrator overseeing English learner services. A decision will be reached within ten working days. Parents/guardians will be notified in writing of the final decision.

Equitable Services to Private Schools

The district communicates with private schools within the district's boundaries regarding the participation of the students and teachers of the private schools in district programs available to them under the appropriate funding sources.

Private schools may avail themselves of Title III funds for eligible students to enable them to provide services and benefits to address the needs of eligible students, teachers, and their families. Schools must first identify their English learners using a Home Language Survey followed by testing those identified using an approved CDE test that is not the ELPAC. Upon completion of these two requirements, the District consults with the school to develop a Memorandum of Understanding that includes:

- Identification of the needs of EL students
- Determination of the services to be provided
- Establishment of the method to provide or deliver services
- Procedures to assess and improve services
- The size and scope of services
- Funds to be allocated
- Advisement of the right of the private school to complain to the CDE regarding consultation and consideration of private school view's
- Involve parents in parent involvement services and activities

Chapter 7

Teaching and Learning

English Language Development (ELD)

BUSD is committed to a strong academic curriculum for all students, including English language development and equal access to the core curriculum for English learners. Instructional services are designed to ensure that English learners are acquiring English-language proficiency and recouping any academic deficits in core curricular areas.

Instructional programs are implemented at the sites by principals and staff with assistance from the BUSD Department of Instructional Support & Improvement in conjunction with other departments at the district office. The sites, with district support, also provide a number of supplemental educational programs and services to help English learners overcome language barriers and achieve academic standards in content area classes.

The instructional program is based on the goals and strategies outlined in the BUSD LCAP as well as in each school's School Plan for Student Achievement or School-wide Plan. The plan's components related to services for English learners were developed following extensive analysis of data related to the achievement data on English learners.

English Language Development (ELD) instruction is part of the daily program for all English learners enrolled in structured English immersion, or an alternative course of study. ELD is taught by certificated teachers who have been trained and certified in the methodology for instructing English learners. Student learning is supported through district adopted texts and supplemental materials and services.

Students will experience a variety of instructional strategies based upon sound educational research to support their success in developing English fluency. All students in grades kindergarten through six receive a minimum of thirty minutes daily of ELD until they are reclassified. Long term English learners have access to Tier II interventions during, before and/or after school.

ELD instruction is based on California ELD standards and is provided to all English learners until they are reclassified to Fluent-English proficient. Instruction is differentiated according to the level of each student's English proficiency. Ongoing assessment of students' progress in English proficiency in listening, speaking, reading, and writing takes place using a variety of assessment instruments. TK-grade 6 ELD lessons are based on the state ELD standards and are provided to all teachers through state adopted ELA/ELD curriculum, Wonders and StudySync.

These lessons provide systematic English language development designed to enable students to move toward English proficiency. The lessons are available in both print and an electronic format through ConnectEd.

Each middle school/high school English learner receives a minimum of one period daily of ELD instruction at their proficiency level. These courses are designed for students whose primary language is not English and include instruction in listening, speaking, reading, and writing skills. Movement in and out of ELD courses to a different level is flexible throughout the year based on teacher recommendation, language assessment results, test scores, and report card grades. ELD lesson plans are based on state ELD standards and are provided to all middle and high school ELD teachers through the state adopted ELA/ELD curriculum, StudySync. Long-Term English Learners receive intensive ELD through the state-adopted curriculum, English 3D. Training and support is provided to all English 3D teachers through the publisher and the district English Language Development Teacher on Special Assignment.

Counselors monitor high school student progress at each grading period and make modifications in program assignments as needed. In addition to student report card grades based on mastery of district standards, EL student progress is monitored using state English language proficiency assessment results, course assessments, and teacher input.

Access to the Standard Instructional Program (Core)

Academic instruction for English learners enrolled in BUSD schools is designed and implemented to ensure that they meet the State standards for their respective grade levels in a reasonable amount of time.

Bellflower Unified School District is committed to equal educational opportunities for all students. In order to provide equal access and prevent any substantive academic deficits, English learners shall receive specially designed academic instruction in English.

Specially designed academic instruction in English (SDAIE) is an approach which uses English to provide content area instruction while developing cognitive academic language proficiency (CALP) skills. Principles commonly applied in a SDAIE classroom include the following:

- Direct Instruction (DI)
- Complex sentence structures
- Academic vocabulary
- Language Development Objectives
- Sentence Frames
- Use of demonstrations, experiments, hands- on materials, visuals, gestures, and role- playing
- Thinking Maps

SDAIE programs or courses cover the same content and have the same outcomes as the core curriculum courses. Teachers trained in SDAIE techniques and para-professionals, who can provide primary language support to introduce new concepts and review prior knowledge, will assist students who are still acquiring fluency in English in attaining those outcomes. Primary language support is utilized on an “as needed” basis to clarify key concepts or supplement instruction provided predominantly in English.

Evidence and data collected and analyzed to demonstrate that students are achieving to grade level standards in content area courses include:

1. State standardized test scores and sub cluster scores
2. Standards-based report card grades
3. Graduation rates of EL students and former EL students compared with Native-English speakers
4. Drop-out rates of EL students and former EL students compared with the rates of native- English speakers
5. Reclassification rates
6. California Dashboard and other accountability indicators (CCR)
8. Other local measure(s)

Standards and benchmarks are established to ensure that English learners are achieving satisfactorily in content area courses and are included within the BUSD LCAP. These performance indicators and language proficiency performance goals are re-evaluated and updated annually.

At the elementary level, English learners are placed in age-appropriate classrooms taught by teachers holding appropriate authorizations or in training to obtain authorizations to provide services to English learners.

All English learners receive instruction in the core curriculum using SDAIE strategies appropriate to the grade level and language proficiency level of the students to help make the course content comprehensible.

Additional support through intervention programs is available to students to help them overcome deficits in language acquisition or in achieving grade level standards.

Student achievement data is analyzed and reviewed to identify students in need of intervention services. Additional tutoring help is available to students through a number of district programs:

1. The Expanded Learning Program
2. Before-and-after school hourly tutoring programs
3. Paper Tutoring
4. Credit Recovery
5. Elementary intervention and RTI programs and services

In middle and high schools, English learners are placed in core content courses with teachers authorized to work with English learners. Course work meets the high school graduation requirements and college entrance a-g requirements.

SDAIE instructional strategies are implemented by the teachers appropriate to the grade level. Primary language support may be provided as long as such support is necessary to maintain academic success. If success is not demonstrated, appropriate intervention and supplementary services are provided.

Academic progress of students is monitored closely by the teaching staff instructing English learners, the school counselors, and the site administrator or program facilitator responsible for English learner services at the site. District staff support the sites with data reporting and analysis to provide input and feedback on student achievement and to identify students in need of supplementary services.

Counselors monitor student progress at each grading period and make modifications in program assignments as needed. In addition to student report card grades based on mastery of district standards, EL student progress is monitored using the state English language proficiency assessment results, ELD and content course assessments, and teacher input. Ellevation and SchoolCity data platforms provide a variety of tools, resources, reports and data to support effective individual EL student progress monitoring.

The first component of the district's plan to close the achievement gap of English learners is a review of the student's progress based on state and local assessments. SchoolCity and Ellevation enable the creation of reports showing state English language proficiency assessment results and state and local standards assessment scores over time, enabling the identification of those students not meeting academic standards according to the projected timeline. The reports assist the school sites in identifying students in need of intervention and supplementary services. The California Dashboard and other state indicators are reviewed at the district level as a measurement of meeting the Title III goals.