



PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

Multilingual Learner Master Plan

2025-2028



Instructional Services Division



Panama-Buena Vista Union School District

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Acknowledgements

The Multilingual Learner Master Plan was developed with the committed effort and collaboration of the following groups:

District Administrators	Assessment, Curriculum, and Technology
Instructional Services Staff	Academic Coaches
Consolidated Programs	Intervention Counselors
Special Education Staff	District Teachers
School Administrators	Parents
District English Learner Advisory Committee	

This document is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights), the requirements of Federal Program Monitoring, and the mandates of the Every Student Succeeds Act (ESSA). The superintendent, administrative staff, and District English Learner Parent Advisory Committee (DELAC) has reviewed and approved the Multilingual Learner Master Plan.

The Board of Trustees approved this plan on: **2/11/25**

Introduction to the Multilingual Learner Master Plan

Given the assets-based educational policy for English learners in California (outlined in the *California English Learner Road Map*), P-BVUSD has chosen to employ an asset-based term for students who are identified as English learners (i.e. those who have entered California schools with a home language other than English and who are moving toward becoming fluent English proficient). The term “Multilingual Learner” will be used to refer to this group for students hereafter, as well as for all students learning more than one language, in this *Multilingual Learner Master Plan*. In some cases, “English learner” and “EL” are still used when referring to terms involving state and federal compliance.

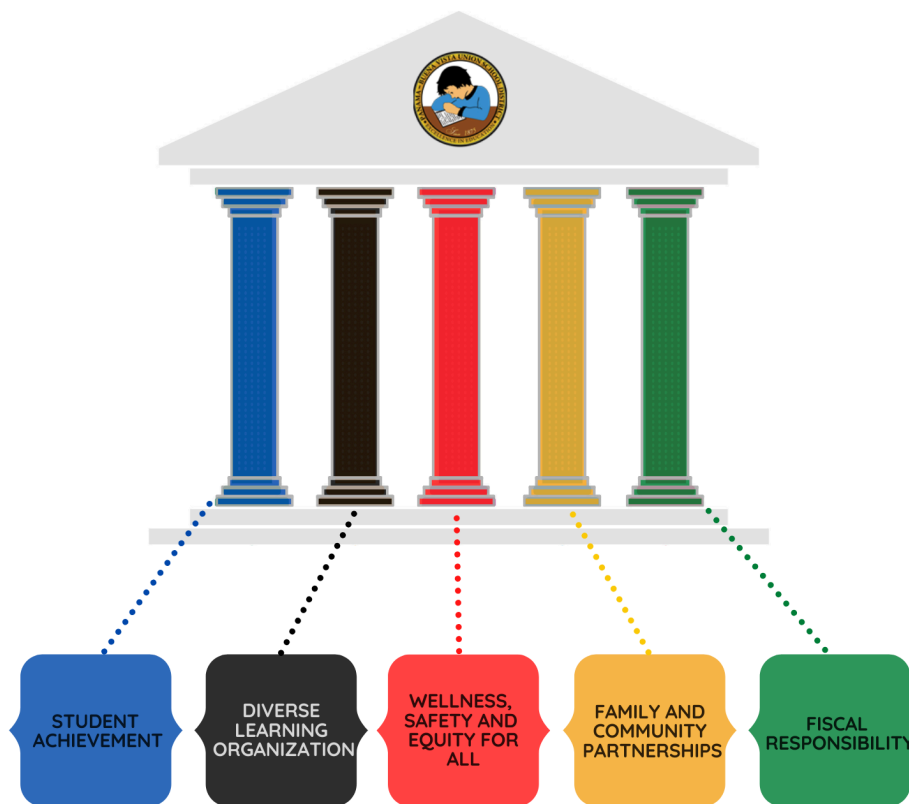
District Pillars

Excellence in Education is defined through the district's 2024-2027 Strategic Plan Priorities. The Strategic Plan focuses on five distinct areas that guide the district's actions over time and communicates those actions to all district and school staff, parents, and the community.

Culture is defined as a set of shared attitudes, values, goals, and practices. The culture guides and informs the characteristics of the district that lead to improved performance.

For more information on the P-BVUSD Strategic Plan Priorities and Culture, visit us at: <https://www.pbvUSD.k12.ca.us>

Pillars Of Excellence



Excellence in Education

Vision

The Panama-Buena Vista Union School District's vision is to be the model of Excellence in Education.

Mission

The Panama-Buena Vista Union School District is dedicated to empowering our diverse community through a safe and inclusive environment that promotes academic excellence and personal growth. We prepare all students for future challenges with a commitment to innovation and strong partnerships, enabling everyone to thrive and contribute positively to society.

Core Beliefs & Values

From the Panama-Buena Vista Union School District 2024-2027 Strategic Plan.

The Panama-Buena Vista Union School District is focused on a set of values and beliefs that all members of the school district (parents, students, teachers, and staff) will follow in order to commit to a learning environment that supports the positive academic and behavioral growth of all students.

- All children deserve a quality education in a safe environment.
- We teach all children, believing all children can learn.
- Education is a partnership between the school, family, and our community.
- Everyone works together as a team to attain maximum achievement.
- We build relationships on trust and respect.
- We value our community's diversity.

District Equity Definition

Educational equity is ensuring inclusive learning environments to employ a systematic approach through access, opportunities, and supports, regardless of factors such as income, zip code, ethnicity, gender identity/expression, language, and learning ability to:

- Increase achievement
- Celebrate and value all students
- Reduce gaps in learning and opportunities
- Increase awareness of implicit bias
- Eliminate the predictability of student outcomes

Guiding Principles

Based on the California English Learner Roadmap.

Principle One: Assets-Oriented and Needs-Responsive Schools

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

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Multilingual 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. Multilingual 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 (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of Multilingual 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 Multilingual Learners.

Principal Four: Alignment and Articulation Within and Across Systems

Multilingual 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, and multilingual, twenty-first-century world through integrated English Language Development (ELD).

Accountability and Evaluation of Programs

Multilingual Learner Program Goals

- The Multilingual Learner Master Plan will be implemented fully and consistently across the district.

- Students will achieve proficiency in listening, speaking, reading, and writing English equal to that of their native English-speaking peers within four years through English Language Development instruction.
- Students are provided Designated English Language Development instruction at the appropriate developmental level of language proficiency.
- Students are properly assessed in all modes of language (listening, speaking, reading, and writing) as they advance toward full English competence.
- Instructional personnel will be trained to implement effective instructional programs and teaching strategies for Multilingual Learners.
- Students will have equal access to a challenging core curriculum through Integrated English Language Development.
- Students are provided meaningful activities and instruction that lead to positive self-esteem and appreciation of their culture and language.
- All efforts will be made to increase the level of parent and community awareness, involvement, and support in meeting the educational needs of Multilingual Learners.

Evaluation of Multilingual Learner Program and Services

The district's evaluation process concerning Multilingual Learners is designed to do the following:

- Determine the impact of the instructional program on language development.
- Assess academic achievement.
- Assess the strengths and weaknesses of the instructional program.
- Make modifications for any elements of the instructional program that are not effective.
- Elicit recommendations from ELAC and DELAC committees.
- Elicit recommendations during the district's LCAP educational partner meetings.

Involvement

Parent and Family Engagement

P-BVUSD is committed to developing strong connections with families and encouraging the active involvement of parents/guardians in the school system. The following have been established to engage parents/guardians of Multilingual Learners to fully participate in the education of their children:

- When 15% or more of a school's students speak a single primary language other than English, as indicated on the California Department of Education's (CDE) [DataQuest](#) website, the school will provide written translations to parents/guardians of all notices, reports, statements, and records.
- Parents/guardians that speak other languages may be provided with oral interpretation in the primary language if interpreters are available.
- Interpreters may be requested for parent/teacher conferences, school advisory committee meetings, family engagement activities, special education meetings, Student Success Team (SST) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.
- The district maintains a list of available interpreters.
- Schools will provide opportunities for parents/guardians to volunteer.
- The district and schools will provide training on how parents/guardians can effectively participate in their child's education.
- The district and schools will communicate with parents/guardians through ParentSquare, flyers, phone calls, conferences (in-person and virtual), or other means as needed.

The Board has adopted a Parent and Family Engagement Policy for all families that can be viewed in the district Parent Handbook and on the district website.

Parent Training

At the district level, parent trainings may include, but are not limited to:

- P-BVUSD/CSUB Parent University
- Parent Institute for Quality Education (PIQE)
- Parent and Community Power Hour
- Family Engagement Events

School site trainings may include, but are not limited to:

- Literacy and Math nights for strategies to help students at home
- Using technology to access online resources
- School-Parent engagement meetings such as Chat-a-Latte and Coffee with the Counselor
- Parenting classes, such as Loving Solutions
- Parent informational training on various topics concerning their children, such as state testing, behavior, and social/emotional support
- Family Stories

English Learner Advisory Committee (ELAC)

Schools with 21 or more English learners, not including reclassified English proficient students (RFEPs), are required to establish an ELAC. Members are chosen by election; all parents/guardians of Multilingual Learners shall have an opportunity to vote. The ELAC meets at least four times a year to complete its legally required functions. The ELAC responsibilities include:

- Provide recommendations/input to the School Site Council regarding programs and services for Multilingual Learners in the development of the School Plan for Student Achievement (SPSA) including proposed expenditures/budgets.
- Provide recommendations/input to the principal regarding programs and services for Multilingual Learners.
- Assist in the development of the school's Multilingual Learner Needs Assessment Survey.
- Advise in efforts to inform parents/guardians about the importance of regular school attendance.
- Elect a parent representative to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

Each district with 51 or more English learners must establish a DELAC. The DELAC consists of one English learner parent representative from each school site in the district. Each school ELPAC selects a DELAC representative who attends the district meetings and reports to the ELAC and the School Site Council (SSC). The DELAC meets several times throughout the school year to complete its legally required functions.

The DELAC shall advise the school district governing board on the following tasks:

- Development of a district plan for education programs and services for English learners taking into consideration the school site plans.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district programs, goals, and objectives for services to support Multilingual Learners.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents/guardians.
- Review and comment on the development, or annual update, of the Local Control and Accountability Plan (LCAP).

School Site Council (SSC)

Each Title I school must establish an SSC composed of staff and parent/community members. All parents, including parents/guardians of Multilingual Learners, have the opportunity to serve on the SSC and to vote for parent members. The following is a partial list of important SSC responsibilities:

- Develops and approves the School Plan for Student Achievement (SPSA).
- Sets and/or reviews school goals and selects specific improvements.
- Approves budgets based upon the SPSA.
- Recommends the site plan to the Board of Trustees for approval.
- Reviews, monitors, and evaluates the implementation and modifies the SPSA.
- Monitors and evaluates the implementation of the SPSA and resulting student achievement, including the achievement of Multilingual Learners.
- Assesses the effectiveness of planned strategies, activities, and remedies.
- Participates in local, state, and federal reviews of the school's program for compliance and quality.
- Collaborates with other advisory groups (English Learner Advisory Committee).
- Encourages parent, family, and community involvement.
- Develops and oversees Title I Parent and Family Engagement Policy and School-Parent Compact Review.
- Revises and approves the Comprehensive School Safety Plan (CSSP) annually.
- Review the Local Control Accountability Plan (LCAP) if applicable.
- Other responsibilities as needed/assigned.

More information on SSCs and SPSAs is available at the Title I Office in the Consolidated Programs Department.

Governance and Administration

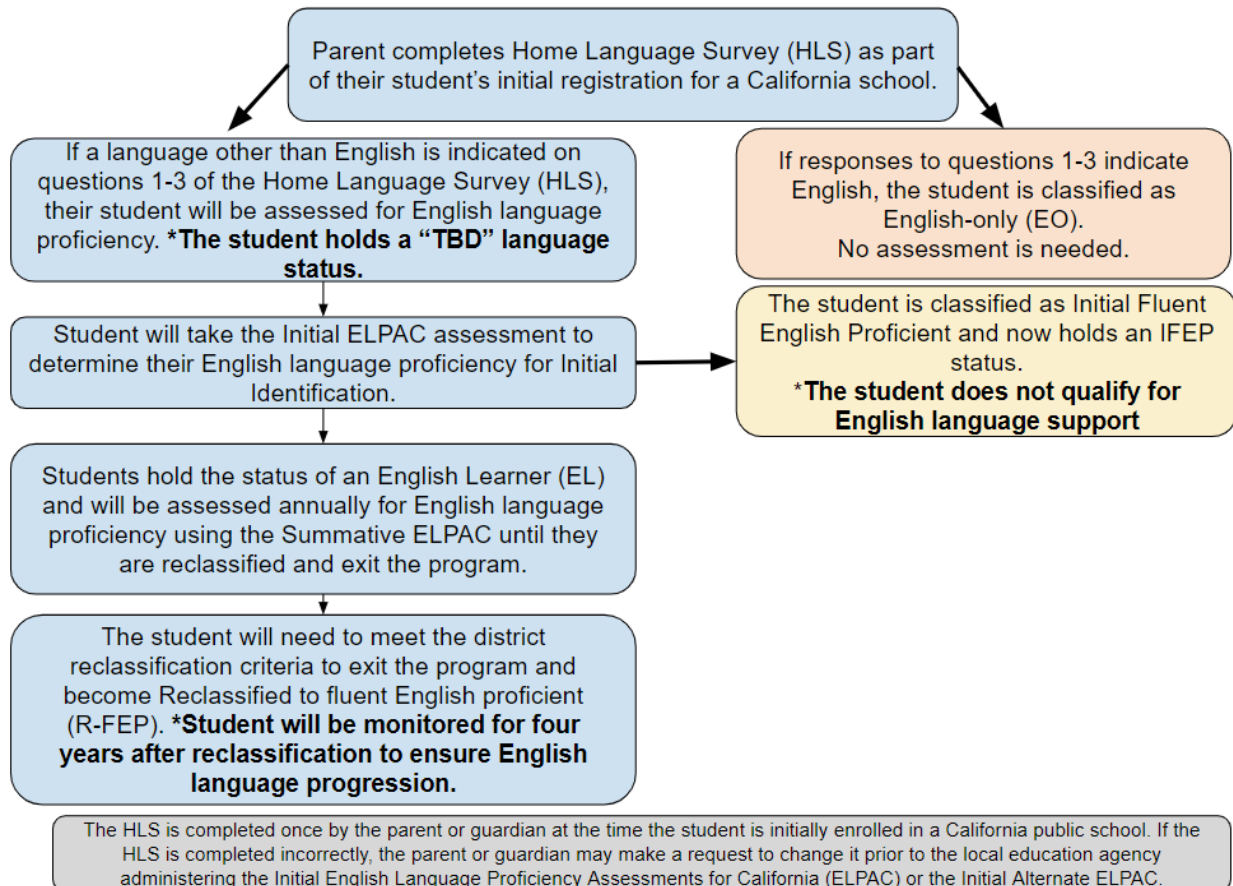
English Learner Identification

When enrolling a student in grades Transitional Kindergarten through Grade 8 **for the first time in a California public school**, the parent/guardian completes the Home Language Survey (HLS). The parent/guardian answers the following questions:

- Which language did your son/daughter first learn when he/she began to talk?
- What language does your son/daughter most frequently speak at home?
- What language do you use most frequently to speak to your son/daughter?

If the parent/guardian answers at least one of the above questions with a language other than English, the student will be assessed for English proficiency. The testing notification is included on the HLS.

P-BVUSD - Placement Process Flow Chart



Once a student is identified as an English learner on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error.

All students new to the district are cross-checked with the California Longitudinal Pupil Achievement Data System (CALPADS) for prior attendance in a California public school and English Language Acquisition Status (ELAS). The ELAS options are:

- English only (EO)
- English Learner (EL)
- Reclassified Fluent English Proficient (RFEP)
- Initial Fluent English Proficient (IFEP)
- To Be Determined (TBD)

Students with an ELAS of TBD will be administered the Initial ELPAC to determine their English proficiency level. If a discrepancy exists between the new enrollment paperwork and what is recorded at the state level in CALPADS, the language status defaults to the CALPADS designation. The district will work with staff and parents/guardians to resolve ELAS issues.

English Language Proficiency Assessment for California (ELPAC)

The English Language Proficiency Assessment for California (ELPAC) is aligned to the California English Language Development Standards (ELD Standards). It is the state-mandated test used to identify and monitor the progress of English learners. There are three types of ELPAC tests:

Initial ELPAC Assessment

The Initial ELPAC is administered upon a student's enrollment in a California public school if:

1. The student has a primary language other than English indicated on the HLS.
2. The student has not taken the ELPAC or another California state English proficiency test.
3. The student has not been classified before as an English learner.
4. The student is in Kindergarten through eighth grade.

This test is given only upon a student's initial enrollment. The results of the Initial ELPAC will determine if the student is an English learner or is fluent in English. If the student is identified as an English Learner, they will receive English Language Development services.

The scores on the Initial ELPAC result in one of the following indications:

Score	Level	Description of Level - Initial ELPAC	Student Classification
150-369	1	<i>Novice English Learner</i> Students at this level have minimally developed oral and written English skills. They may be able to use known words or phrases to communicate meaning at a basic level. They may need substantial help using English. Students are designated as EL and are entitled to receive designated and integrated ELD. This test performance level corresponds to the “Emerging” proficiency level.	Multilingual Learner or English Learner
370-449	2	<i>Intermediate English Learner</i> Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. Students are designated as EL and are entitled to receive designated and integrated ELD. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level.	Multilingual Learner or English Learner
450-600	3	<i>Initial Fluent English Proficient</i> These students have well-developed oral and written English skills. The students can use English to learn and communicate in meaningful ways. Students are not designated as EL and do not qualify for ELD. This test performance level corresponds to the upper range of the “Bridging” proficiency level.	IFEP, not a Multilingual Learner or English Learner

For students new to the district but who have attended another California public school, the district will obtain the most current English language proficiency assessment scores from the state testing system or from the previously enrolled school/district.

Summative ELPAC Assessment

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 administered annually February through May of each school year to all students who have the English language acquisition status (ELAS) of “English learner” until the students are reclassified as fluent English proficient (RFEP). The district shall notify the parents/guardians of students’ summative assessment results per state-mandated guidelines. (*Education Code ((EC)): Sections 306, 313, 60810 and 60900, and 20 U.S Code: Sections 6312, 6823*)

The scores on the Summative ELPAC result in one of the following indications:

Level	Description of Level - Summative ELPAC
4	English learners at this level have well developed oral (listening and speaking) and written (reading and 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 occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “ Bridging ” proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “ Expanding ” proficiency level through the lower range of the “ Bridging ” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and 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 moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low-to-mid range of the “ Expanding ” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate 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 CA ELD Standards.

Students with Disabilities

Most students with an Individualized Education Plan (IEP) are administered the Initial ELPAC or Summative ELPAC with accommodations. The IEP team should refer to the *California Assessment Accessibility Resources Matrix: Universal Tools, Designated Supports, and Accommodations for the CAASPP/ELPAC* (California Department of Education) to determine any designated supports and/or accommodations that each English learner might need during ELPAC administration. These supports and/or accommodations must be documented in the IEP.

Alternate ELPAC

The IEP team may determine it would be more appropriate for students with the most significant cognitive disabilities to be assessed with the state-adopted Alternate ELPAC. The district must follow state directives and has specific procedures to determine which students are eligible to be assessed on the Alternate ELPAC. IEP teams should refer to the California Department of Education's *Alternate Assessment Participation Decision-Making Tool for California* when determining if a student is eligible to participate in the Alternate ELPAC. Questions should be directed to the Special Services Division and the student's IEP team.

The scores on the Initial Alternate ELPAC result in one of the following indications:

Initial Alternate ELPAC Overall Scale Score Ranges		
Level 1 Novice	Level 2 Intermediate	Level 3 Initial Fluent English Proficient (IFEP)
101-143	144-159	160-199

The scores on the Summative Alternate ELPAC result in one of the following indications:

Score Range Per Grade Level	Level	Summative Alt. ELPAC Description of Levels
<u>Kindergarten</u> 260-299 1 360-399 2 460-499 3-5 560-599 6-8 660-699	3	Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
<u>Kindergarten</u> 244-259 1 344-359 2 444-459 3-5 544-559 6-8 644 -659	2	Students at this level can sometimes use English to communicate and learn in school. They may need frequent help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
<u>Kindergarten</u> 201-243 1 301-343 2 401-443 3-5 501-543 6-8 601-643	1	Students at this level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.

Parent Notification of Initial ELPAC Results and Program Placement

Initial ELPAC Results Notification

Parents/guardians will be notified of the results of the Initial ELPAC by letter within 30 calendar days after the student's initial date of California enrollment. This notice shall include whether or not the student's Initial ELPAC results indicate the student has scored as IFEP or whether the student is identified as an EL. *20 US Code: Section 6312*

Annual Parent Notification

School districts must inform parents/guardians of a child's continued identification as an English learner in a California school, and provide all the required information to meet the Every Student Succeeds Act (ESSA) requirements. This notification must include the student's most recent language assessment and academic achievement results, language acquisition programs available in the district, and district reclassification criteria. This written notification is given to parents/guardians within 30 days after the beginning of the school year. The notice is also given to newly enrolled students who were identified as an English learner in their previous district throughout the school year. *(20 US Code Section 6312)*

Parents/guardians of English learners have a right to decline or opt their children out of the district's English learner program or opt-out of particular English learner service(s) within the English learner program *(20 U.S.C Section 6312[e] [3] [A] [viii])*. If a parent/guardian chooses to opt their children out of a school's English learner program or specific English learner service, the district/school must take specific steps to ensure the parent/guardian made a voluntary and informed decision. If the parent chooses to opt-out of the English learner program, the district/school remains obligated to:

- Provide the student meaningful instruction until the student is reclassified.
- Inform the parent/guardian when progress is not made.
- Offer the parent/guardian programs and services to consider at that time.

Students will continue to be annually assessed with the Summative ELPAC until they meet the reclassification criteria *(5 CCR 11302)*.

Funding

The district and its schools are obligated to provide appropriate services under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974. Civil rights and EEOA required EL services cannot be paid for with federal funds. The district uses Local Control Funding Formula (LCFF) base grant funds to provide the educational program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (for example, transportation, library, special education, food, health,

and counseling) as well as support systems for monitoring program implementation, student progress, and program evaluation. Core materials in Language Arts and mathematics provide Universal Access supplements to help ensure that Multilingual Learners have access to the core curriculum. The district core program also includes the district-adopted English Language Development (ELD) program materials.

The district may apply for federal funds under Title III, Language Instruction for English learners. The purpose of Title III funds is to help ensure that English learners attain English proficiency and meet state academic standards. Federal funds may be used to supplement, not supplant, the core program.

The district must, at a minimum, use supplementary Title III funds to:

1. Increase English language proficiency by providing effective Language Instruction Educational Programs (LIEPs) that meet the needs of English learners and demonstrate success in increasing English Language proficiency and student academic achievement;
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals, other school leaders, administrators, and school personnel; and
3. Provide and implement other effective activities and strategies that enhance or supplement LIEPs for English learners, which include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

More information about funding for schools and programs is contained in the district's Local Control Accountability Plan (LCAP). Parents/guardians are encouraged to become involved in parent partnership opportunities to provide input in the development and annual update to the LCAP.

Standards, Assessment, and Accountability

Evaluation of Title III-Funded Services and Programs

The district must evaluate all services and programs funded by Title III to determine the effectiveness of those activities.

The program evaluation report must include:

- A description of the programs and activities conducted with Title III funds.
- The number and percentage of English learners making progress toward attaining English language proficiency, including English learners with a disability.
- The number and percentage of English learners attaining English language proficiency based on the State Board of Education (SBE) approved ELPAC overall score of 4 or Alt-ELPAC overall score of 3.
- The number and percentage of English learners reclassified each school year.
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including English learners with a disability.
- The number and percentage of LTEL students and their date of first enrollment in the district.
- An analytical report of findings on the effectiveness of Title III-funded services and programs.

Reclassification

Reclassification Process

Multilingual students must meet state and district reclassification criteria to be reclassified as fluent English proficient. On an annual basis, English Learner Program Specialists (ELPSs) collect achievement data to identify English learners who are eligible for reclassification. Classroom teachers provide input for all students eligible for reclassification through the district Multilingual Learner software platform, Ellevation.

For Multilingual students who meet all reclassification criteria, parents/guardians must be notified before a final decision is made.

Parents/guardians are:

- Sent a notification form via U.S. mail informing them of their child's potential for reclassification and advising them of their right to provide their opinion and consultation in the process.
- Asked to participate in a consultation meeting and provide input (via phone, virtual or in-person conference).

- Asked to indicate if they agree with the reclassification review decision, even if they do not choose to participate in a consultation meeting.

The District English Learner Program Specialists initiate reclassification forms through Ellevation. The official form is mailed to parents/guardians via U.S. mail. A copy of the official reclassification form is filed in the student's cumulative record folder. Students are recorded as Reclassified Fluent English Proficient (RFEP) in the district's Student Information System and CALPADS. Reclassified students receive a Certificate of Completion from Consolidated Programs.

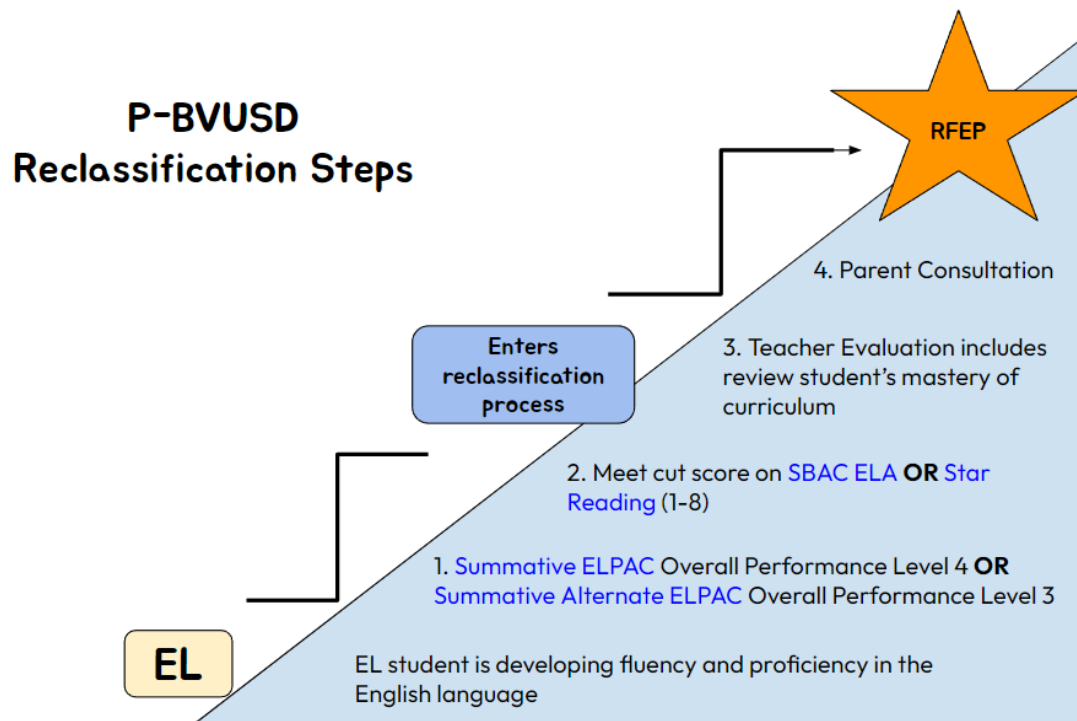


**Chart showing the four reclassification criterion steps. In order to enter the reclassification process, ELPAC proficiency and meeting one cut score on a reading assessment is required.*

*For more information on reclassification, please contact **Consolidated Programs**.*

Reclassification Timeline

A student may be eligible for reclassification at any time during the school year. Typically, the district provides timelines when the review team is collecting data, informing the parents/guardians, holding consultation meetings, and completing the reclassification process. It is important to note the CDE has recently narrowed the timeline to the following:

Reclassification Criteria

P-BVUSD aligns reclassification criteria to guidelines set by the California State Board of Education (SBE) and by Education Code statutes. To complete the reclassification process, each criterion must be considered for every eligible student:

- Criterion 1. Assessment of English language proficiency (ELP) using an objective assessment such as the ELPAC.
- Criterion 2. Teacher evaluation that includes, but is not limited to, a review of the pupil's curriculum mastery.
- Criterion 3. Parent/guardian opinion and consultation.
- Criterion 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Specific district reclassification criteria are detailed on the district website and updated whenever new regulations are adopted by the State Board of Education (SBE) and the California Department of Education (CDE). The DELAC must have the opportunity to review and comment on any proposed changes to the district reclassification criteria before submission to the Board of Trustees for approval.

Reclassification of Students with Disabilities

Students with disabilities who are classified as Multilingual Learners must meet the four state-mandated criteria for reclassification, without modification by IEP teams:

Criterion 1: An Overall Performance Level of 4 on the Summative ELPAC or 3 on the Alternate ELPAC

Criterion 2: Teacher evaluation of student academic performance

Criterion 3: Parent consultation and input

Criterion 4: Comparison of performance in basic skills

The IEP team remains a critical part of the reclassification process by:

- Ensuring that English Learners with disabilities receive appropriate support in both language acquisition and special education services
- Recommending appropriate supports to be utilized during the administration of the ELPAC, or determined if the student requires the administration of the Alternate ELPAC based on the alternate decision making criteria guidelines
- Providing input for Criteria 2 (teacher evaluation), Criteria 3 (parent consultation), and Criteria 4 (comparison of performance)

- Reviewing and discussing reclassification recommendations with EL Program Specialists, ensuring that decisions reflect the unique needs of the student while following state and district reclassification guidelines

For students who participate in the ELPAC, and whose disabilities preclude them from meeting reclassification criteria via the state-mandated criteria, the IEP team may consider and adopt domain exemptions as allowed by state guidance in the California Department of Education's *Initial and Summative ELPAC Domain Exemption Decision-Making Tool*.

RFEP Monitoring

State and federal laws require the district and schools to annually monitor students who have exited EL status for four years after they have RFEP status. After students have exited an EL program through the approved reclassification process, the district and schools must monitor the academic progress of those RFEP students for at least four years to ensure that:

- Students have not been prematurely exited.
- Academic deficits they incurred as a result of learning English have been remedied.
- Students are meaningfully participating in the standard instructional program comparable to their English-only peers.

During RFEP monitoring, schools must ensure REFP students have met the same academic achievement goals set for all students. Classroom teachers use the same measures, in addition to other observations and evaluations, to report RFEP progress and determine areas of continued academic need for reclassified students.

Intervention and support are to be provided for RFEP students who do not meet the same academic achievement goals set for all students during the four monitoring years or beyond. When a school's monitoring of an RFEP student indicates academic deficits were incurred while the student learned English, the school should take affirmative steps to remedy those deficiencies and continue to provide support until resolved. For example, RFEP students who score below the adjusted range of performance on Criterion 4 during the four-year monitoring period should receive focused support to ensure they reach and maintain parity with native-English speaking peers.

RFEP monitoring is completed through the Ellevation software platform. Teachers and support staff at the school site must document that the student is making adequate progress based on achievement data, or provide evidence of intervention support. A copy of the RFEP Monitoring form is maintained in the Ellevation database and a copy is filed in the student's cumulative record folder located at the school site.

Staffing and Professional Development

Teacher EL Authorization

Teachers assigned to provide instruction to Multilingual Learners must be properly authorized. P-BVUSD ensures that teachers assigned to classes with Multilingual Learners hold the appropriate authorization. Intervention support staff certified to teach Multilingual Learners may provide supplemental support to all students as needed, including Multilingual Learners. The appropriate authorizations to teach Multilingual Learners are included at the end of this document.

Professional Development Specific to Multilingual Learners

P-BVUSD strives to provide high-quality, ongoing professional development for staff including administrators, teachers, instructional support staff, and coaches. Effective professional development for Multilingual Learners should be designed to improve instruction and assessment, as well as enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies. All professional development specific to Multilingual Learners must demonstrate the effectiveness of the professional development in increasing the student's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of the teachers. Training specific to ELD instruction may address:

- ELD curriculum
- Instructional strategies for Integrated and Designated ELD

Panama-Buena Vista University (pbvU) is an in-house professional development department in which certificated staff can choose professional learning courses to attend outside their contract hours to develop professional capacity in different subject areas. The subject areas may include language arts, math, science, technology, special education, ELD, physical education, classroom management, and family engagement.

Other Professional Learning includes:

- Teacher coaching at each school site.
- Professional Learning Community (PLC) weekly meetings at each school site that includes staff training and grade level network meetings for data analysis, and differentiation of instruction.
- Various school site-specific training on topics such as 4-Pane lesson plans (ELD) and understanding ELPAC scores.
- Training from consultants, Kern County Superintendent of Schools (KCSOS), and district staff.

Opportunity and Equal Educational Access

Language Acquisition Program Options and Parent Choice

The language acquisition program (LAP) provided for Multilingual Learners is Structured English Immersion (SEI). All Multilingual Learners have access to the standard instructional program and are entitled to an equal opportunity to participate in all programs. *(US Department of Education, Office for Civil Rights, OCR-00086)*

California Education for a Global Economy (CA Ed.G.E.) Initiative

California voters approved Proposition 58, also known as the California Education for a Global Economy (CA Ed.G.E.) Initiative in November 2016.

The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition and language programs for both fluent English speakers and Multilingual Learners. It requires school districts and county offices of education to solicit parent and community input in developing these programs. CA Ed.G.E. promotes multilingualism as an advantage to participate in a global economy.

Parents/guardians of Multilingual Learners may choose a language acquisition program that best suits their children. If parents/guardians are interested in a different language acquisition program, the district has a process in place to address such requests.

If parents/guardians in the district are interested in a language program designed to build fluency in a language other than English, the district has a process to address parent requests. The process for addressing parent/guardians' requests for English language acquisition programs or other language programs are explained on the district website. *(EC: Sections 306[c], 310[a] 5 CCR 11300[d], 11309[c])*

Schools in which the parents/guardians of 30 or more pupils per school, or the parents/guardians of 20 or more pupils in any grade may request a language acquisition or language program that is designed to provide language instruction. The district is required to offer such a program to the extent possible upon receiving a request. (EC Section 310[a]). This involves a feasibility study to determine if the district has the resources, staff, and funds to provide the requested program.

Parents/guardians may provide input regarding English language acquisition or other language programs during the development of the Local Control Accountability Plan. *(5 CCR 11301)*

Multilingual Programs

Multilingual programs are designed to develop students' linguistic and academic proficiency in both English and additional languages, requiring careful planning and research-based practices. These programs are built on evidence showing their effectiveness in helping students achieve fluency and academic success in more than one language.

Structured English Immersion (SEI) Program

In the SEI Program, nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. Students receive Designated English Language Development (dELD) instruction daily as well as Integrated ELD (iELD) in grade-level academic content.

Structured English Immersion (SEI)	
Elementary Students Served	Research-Based Program Components
All Multilingual Learners	- Instruction is presented predominantly in English. - Primary language support may be used to provide students with greater access to the core curriculum in English - Teachers use <i>Integrated ELD</i> instructional strategies to differentiate the instruction to support Multilingual Learners academically and linguistically as they are learning in English at the same time as they are learning English. - Teachers use state and district adopted standards-based curriculum and other instructional materials - Students receive daily <i>Designated English Language Development</i> (ELD) that is designed according to students' ELPAC level - TK - 6th grade: 30 Minutes 7th - 8th grade: 1 class period <i>Integrated ELD</i> instruction in all content areas utilizing state and district adopted standards-based curriculum and other instructional materials - Primary language support may be used to provide students with greater access to the core curriculum in English
Benefits for Students	
- Development of high levels of literacy in English - High academic achievement in all core subjects - Multicultural proficiency	

Dual Language Immersion (DLI) Program

The Dual Language Immersion Program at Panama-Buena Vista Union School District (P-BVUSD) is designed to teach students literacy and academic content in both English and a partner language, which is currently English and Spanish languages only. Based on research and best practices, the district will use the instructional model outlined below to develop academic proficiency in both languages while ensuring students meet grade-level standards. The program starts in Transitional Kindergarten (TK) and continues through eighth grade, supporting students even after they achieve proficiency in the second language.

DLI Program Overview

Two-way immersion programs aim for a balanced mix of students who are monolingual or dominant in either English or the partner language at enrollment. Some students may also have proficiency in both languages. The program follows the language allocation model outlined below, where 80% of instruction in Kindergarten is in the target language and 20% in English. The English instruction gradually increases by 10% each year. This sequential literacy model focuses on developing literacy in the target language first, followed by formal English literacy instruction.

Dual Language Immersion Language Allocation

Dual Language Instruction	Grade	Spanish	English
	TK	80%	20%
	Kindergarten	80%	20%
	First	80%	20%
	Second	70%	30%
	Third	60%	40%
	Fourth - Sixth	50%	50%
	Seventh	Spanish Language Arts Social Studies	English Language Arts Math Science Specials and Electives
	Eighth	Spanish Language Arts Science	English Language Arts Math Social Studies Specials and Electives

Research shows that students achieve better outcomes in dual language programs after at least **six years**, which is the time needed to reach language proficiency and meet grade-level standards, as supported by multiple studies on bilingual education.

Teaching and Learning

English Language Development

Designated ELD

Designated ELD is a protected time during the regular school day in which teachers use the CA ELD Standards to help students develop academic English language proficiency related to the

language demands of content instruction. Designated ELD is not a time to teach new content or re-teach content. Rather, it is a time to focus on academic language derived from content. Instruction is appropriate to the identified needs and proficiency levels of Multilingual Learners.

P-BVUSD ELD Instructional Model

	Elementary School	Junior High School
Designated ELD	• Designated English Language Development (DELD) • Protected time (at least 30-minutes) focusing on explicit ELD. • Students are grouped by proficiency levels. • Each elementary school determines the daily instructional schedule. • Increased opportunity for structured oral interactions. • Modeling and practice of specific language skills. • Instruction focused on function, form, and fluency (students identify and practice language needed for a particular task, audience, discipline that connects to content instruction).	• Multilingual Learners receive Designated ELD instruction daily in an ELD course period. • Students are grouped by proficiency levels. • Each junior high determines Designated ELD course times within its master schedule. • Increased opportunity for structured oral interactions. • Modeling and practice of specific language skills. • Instruction focused on function, form, and fluency (students identify and practice language needed for a particular task, audience, discipline that connects to content instruction).
Newcomers	Some newcomer Multilingual Learners may also need explicit instruction in foundational skills during Designated ELD. However, as a rule, foundational skills are addressed during ELA and not during Designated ELD. (CA ELA ELD Framework, Chapter 2, p. 115)	
Integrated ELD	• Integrated ELD is taught throughout the instructional day. • Integrated ELD is an opportunity to raise students' awareness of how language is used in different texts, tasks, and disciplines. • Students use language to demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia.	

Certificated teachers must provide designated ELD instruction with the appropriate EL certification based on state requirements.

Integrated ELD

Integrated ELD is taught throughout the instructional day. Teachers use the CA ELD Standards in tandem with the CA Common Core State Standards (CCSS) for all content standards to help students develop the academic language proficiency they need to fully engage with the content. Teachers can routinely examine tests and tasks to identify language that can be challenging for Multilingual Learners so language objectives can be incorporated with content objectives. Integrated ELD is an opportunity to raise students' awareness of how language is used in different texts, tasks, and disciplines. Students use language to demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia.

Key elements of Integrated ELD include:

- Language objectives that highlight the language demands of the content.
- ELD standards that correlate to lesson objectives and content standards.
- Opportunities to practice targeted language in structured, meaningful oral interactions.
- Collaborative conversations about content.
- Highlighting and making students aware of language elements (i.e. understanding how different texts are organized for different purposes, recognizing and using linking words and phrases that create cohesion in a text, understanding and using figurative language, using modality to present arguments, understanding shades of meaning and how they affect the meaning of a text).
- Appropriate scaffolds to provide strategic support for Multilingual Learners based on their proficiency levels (i.e. sentence frames and stems for discussions, visual support for vocabulary and concepts, graphic organizers and outlines for understanding text organization in reading and writing, joint construction of texts, and unpacking complex sentences in texts).

Dual Language Immersion Instruction

In Dual Language Immersion classrooms English learners and native speakers of English remain together all day, promoting cross-language learning. Both Integrated and Designated ELD are provided during the English period. Integrated ELD combines English language development with academic content, while Designated ELD focuses specifically on developing critical English skills.

Multilingual Learners in Special Education

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504) require that Multilingual Learners with disabilities be provided with both language assistance and disability-related services as determined through appropriate evaluation. Evaluations to determine if a student has a disability under IDEA or Section 504 may not be delayed because of a student's Multilingual Learner status.

In addition, a student's Multilingual Learner status cannot be the basis for determining a student has a disability. IEP teams must determine that:

- The learning difficulty is not an aspect of cultural or linguistic diversity.
- The Multilingual Learner student meets the eligibility criteria for special education.
- All appropriate Special Education services are documented and provided to the student.

For Multilingual Learners with disabilities, the IEP plan is developed by the IEP team, which includes school staff and parents/guardians. The plan must determine which services are appropriate based on the Multilingual Learner's particular disability and level of English proficiency. Regardless of services prescribed, Multilingual Learner's with an IEP must have linguistically appropriate goals in their IEPs and must receive designated English Language Development (ELD) instruction daily. Students must receive Integrated ELD during content instruction as well. IEP teams should include/consult with at least one certificated staff person with an EL authorization who can assist the IEP team with linguistically appropriate goals.

ELD Program Design and Implementation

Annually, the district will evaluate whether the comprehensive ELD program has been implemented effectively and whether adjustments are needed to assist Multilingual Learners in overcoming language barriers within a reasonable amount of time (*FPM EL 14*). The district will review data for school sites with a focus on:

- The school site has a clearly defined Multilingual Program
 - Staff/teachers can understand the Multilingual Program is at the school site based on the following:
 - Student placement in the school's ELD program.
 - The types of interventions available for Multilingual Learners (beyond the base program) to assist Multilingual Learners in overcoming language barriers.
 - Monitoring of Multilingual Learners for progress and eligibility for reclassification.
 - Consistent implementation of the Multilingual Learner programs to meet or exceed requirements of state and federal law.
 - All English learners receive Designated ELD and Integrated ELD based on the CA ELD standards as well differentiated instruction based on students' English proficiency levels.
 - Appropriate staff members complete all necessary Multilingual Learner monitoring and support plans, which include plans for LTELs and At-Risk students

Performance Standards

Multilingual Learners are expected to perform according to the content standards and grade level expectancies as adopted by P-BVUSD.

To measure the performance of Multilingual Learners, the data sources that can be used are the following:

Data Source	Assessment Interval
CA Dashboard Indicators	Annually
CA Assessment of Student Performance and Progress (CAASPP)	Annually
English Language Proficiency Assessment (ELPAC- SA)	Annually
Report cards	Quarterly
District Assessments (Star Reading, Star Early Literacy, or other local assessments administered to all students, including Multilingual Learners)	Quarterly, or as set by the district
Classroom teacher observation/evaluation	Ongoing

English Learner Typologies and Differentiated Instruction

Students are identified as English learners based on their overall performance on the Initial ELPAC. In planning instruction to address the language and academic needs of English learners, teachers must consider more than one assessment score. English learners have different needs depending on their educational and language background. ELD and academic content language support must be differentiated for different profiles of English learners.

English Learner Progress Monitoring and Support Plans

P-BVUSD is committed to the goal of helping all Multilingual Learners succeed. When Multilingual Learners are not meeting expected achievement goals, schools must implement plans to remedy deficits and maximize students' opportunities for academic achievement and college/career goals. The purpose of ongoing progress monitoring is to determine when students are not making appropriate progress and provide additional support to enable Multilingual Learners to reach English proficiency and gain grade-level content knowledge.

Staff completes the English Learner Monitoring and Support Plan once in the first semester, and again during the second semester, with additional progress reviews conducted at the school site. At each school site, the staff is responsible for monitoring the progress of all English learners and developing support plans that provide additional targeted support. A copy of the English Learner Monitoring and Support Plan is maintained in the Ellevation student information platform and filed in the student's cumulative record folder. The support plan template can be accessed through Ellevation. The progress reviews are scheduled as follows:

Quarter 1: The teacher/counselor can hold an informal meeting with the LTEL student and/or parents, to discuss ELPAC results and other assessment results to set growth goals toward reclassification.

- Quarter 2: The teacher completes the fall EL Progress Monitoring form for all English learners in the Ellevation platform.
- Quarter 3: The teacher/counselor holds a second informal meeting with the LTEL students to review progress and make adjustments to interventions.
- Quarter 4: The teacher completes the spring EL Progress Monitoring form for all English learners in the Ellevation platform.

In 2013, California passed a law providing a formal definition of a Long Term English Learner (LTEL) and an English learner At Risk of Becoming a Long Term English Learner (At-Risk LTELs). (*AB 2193, EC: Section 313.1*) A link to the detailed definitions of LTEL and At-Risk LTELs is provided on the district website.

In 2017, California passed a law requiring school districts to document support for LTELs and At-Risk LTELs annually. Districts are now required to annually identify their LTELs and At-Risk LTELs and develop support plans to address these students' needs. (*AB 81, EC: Section 313.2*) Support plans for LTELs and At-Risk LTELs are addressed in the Progress Monitoring and Support Plan.

Other Information

Assessments and Progress Monitoring

Student progress is monitored annually, based on the state English language proficiency assessment (ELPAC), the California Assessment of Student Performance and Progress (CAASPP), and district adopted local assessments.

These assessments are used to determine academic performance and English language proficiency.

District Assessments

Academic assessments given to Multilingual Learners are equivalent to those given to English Only (EO) and Initially Fluent English Proficient (IFEP). These assessments include, but are not limited to the following:

Assessment	Content Covered by the Assessment	K	1	2	3	4	5	6	7	8
STATE ASSESSMENTS										
ELPAC	English Proficiency in Speaking, Listening, Reading & Writing	X	X	X	X	X	X	X	X	X
SBAC	English Language Arts and Mathematics				X	X	X	X	X	X

	Science											
CAST	California Science Assessment							X				X
CA Alternate Assessment (CAA)	ELA and Mathematics; designed for students with the most significant cognitive disabilities				X	X	X	X	X	X	X	
PFT	Physical Fitness Test							X		X		
DISTRICT ASSESSMENTS												
Star CBMs	Letter sounds, phonics skills, and fluency	X	X	X								
Star Early Literacy	Foundational literacy Skills		X									
Star Reading	Word knowledge & Skills, Comprehension Strategies, Analyzing & Evaluating Literary Text, Understanding Author's Craft, Analyzing Argument		X	X	X	X	X	X	X	X	X	X
Star Math	Numbers & Operations, Algebra, Geometry & Measurement, Data Analysis, Statistics & Probability		X	X	X	X	X	X	X	X	X	X
Interim Assessment Blocks (IABs)	Student's mastery of the essential ELA and math standards				X	X	X	X	X	X	X	X

Common Terminology

Common abbreviations and brief descriptions of terms that are used when discussing English learner programs.

Term/ Acronym	Brief Description
Academic English Academic Language	The English language ability that is required for academic achievement in context-reduced situations, such as classroom lectures and textbook reading assignments. This is sometimes referred to as Cognitive/ Academic Language Proficiency (CALP). Academic language involves “the knowledge and deployment of a repertoire of language forms and functions that co-occur with school learning tasks across disciplines” (<i>Uccelli, Barr, Dobbs, Galloway, Meneses, & Sánchez, 2018</i>)
Assets-Oriented and Needs-Responsive Schools	Schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the

	cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships. <i>(From The California English Learner Roadmap; Principle One)</i>
Bilingual Education Developmental	Developmental bilingual programs are those designed for English learners, utilizing English and the pupil's native language to provide instruction in literacy development and academic proficiency. <i>(EC Section 306[c] [2].)</i> Students typically participate in developmental bilingual programs for approximately five to six years or longer, with the goal of bilingualism and biliteracy.
CA Ed.G.E: The CA Education for a Global Economy Initiative	The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent/guardian and community input in developing language acquisition programs.
CALPADS California Longitudinal Pupil Achievement Data System	A longitudinal data system is used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.
CAASPP CA Assessment of Student Performance and Progress	The CAASPP System encompasses multiple assessments and student participation requirements and is aligned to the Common Core Standards (CSSA). See also CAA - ELA, Math and Science, SBAC, CAST, CSA
CAST CA Science Test	A state test that is administered to students in grades 5 and 8, and once in high school.
CSA California Spanish Assessment	The CSA is an optional test intended for Spanish-speaking students in grades 3-8 and high school to measure competency in Spanish Language Arts.
Differentiated Instruction	An approach to teaching that includes planning and executing various approaches to content, process, and product. Differentiated instruction is used to meet the needs of student differences in readiness, interests, and learning needs.

Dual Language (DL) Programs: DL Two-way Immersion	Two-way: Bilingual Program for students to acquire full language proficiency and academic achievement in two languages- English and a target language. In this program, approximately half the students would be native speakers of the target language, and half would be native English speakers.
ELAS English Language Acquisition Status IFEP, EL, RFEP, EO	Students' language status in CALPADS is identified as Initially Fluent English proficient (IFEP), English Learner (EL), Reclassified Fluent Proficient (RFEP), or English only (EO). A student that has not yet been tested is given a status of TBD (to be determined) until the ELPAC Initial Assessment has been administered.
EL / ELL English Learner/ English Language Learner(i.e. Multilingual Learner)	An English Language Learner is a student who is learning English and whose first language is not English or is in addition to English.
ELPAC: English Language Proficiency Assessment of California	The ELPAC test is used to identify and monitor EL students' progress toward English language proficiency. EL students continue to take the Summative ELPAC annually until they meet their LEA's reclassification criteria. ELPAC is a mandated state assessment; there is no "opt-out" provision for this test.
Initial ELPAC Summative ELPAC Alternate ELPAC	Initial ELPAC - Initial Assessment. Administered to students new to California schools to determine their English proficiency Summative ELPAC - Summative Assessment. Administered to all students identified as an EL to measure progress toward English Language Proficiency Alternate ELPAC - Alternative assessment administered only to students with the most severe cognitive disabilities as identified by the IEP team.
Designated English Language Development (dELD)	English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. The instruction is provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist ELs to develop critical English language skills necessary for academic content learning in English.
Integrated English Language Development (iELD)	Integrated English Language Development means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English. Throughout the day and across ALL disciplines, strategies are implemented to develop

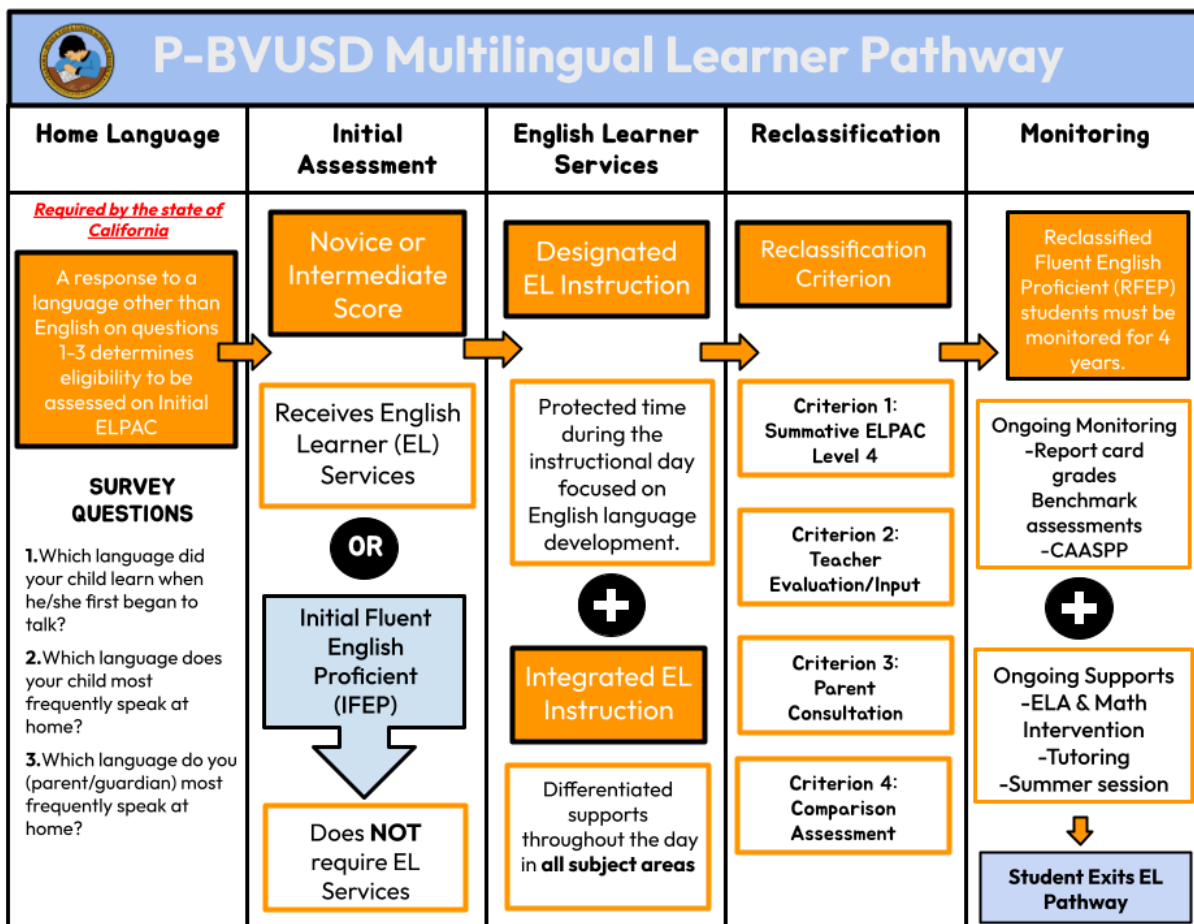
	content knowledge and academic English.
ELP English Language Proficiency	To master academic language, Multilingual Learners must develop proficiency in the four domains of language: speaking, reading, listening, and writing.
ELAC English Learner Advisory Committee	A school site committee to advise the principals and school staff on programs and services of Multilingual Learners, including the development of the SPSA. (see also DELAC)
DELAC District English Learner Advisory Committee	A district committee designed to advise on education programs and services for Multilingual Learners. The term 'advise' is intended to mean: to provide input, informing, suggesting, and recommending. The DELAC may further advise on the district LCAP. (See also ELAC.)
HLS Home Language Survey	A form completed and signed by the parent/guardian upon initial enrollment of the child in a California school. If a language other than English is indicated on the form, the student will be administered the ELPAC.
IEP Individualized Education Program (or Plan)	A plan outlining special education and related services specifically designed to meet the unique educational needs of a student with a disability. Students with an IEP and identified as an English Learner must have a language objective written into the IEP, along with any testing accommodations.
LAP Language Acquisition Program	Language Acquisition Programs (LAP) are designed specifically for ELs and must include English Language Development (ELD). Language Acquisition Programs ensure English acquisition as rapidly and effectively as possible. Programs may include but are not limited to, dual language programs, transitional and developmental programs for ELs, and Structured English Immersion. (see also Language Programs)
Language Proficiency	To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).
Literacy	Reading, writing, and the creative and analytical acts involved in producing and comprehending texts.
LCAP Local Control and	The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for

Accountability Plan	local educational agencies (LEAs) to share their stories of the what, how, and why programs and services are selected to meet their local needs.
LCFF Local Control Funding Formula	LCFF is a finance system to help schools establish the base, supplemental, and concentration grants. The LCFF establishes separate funding streams for oversight activities and instructional programs.
LEA Local Education Agency	State term that refers to a school district or County Office of Education.
LTEL Long-term English Learner	An English Language Learner in grades 6 through 12 that has been enrolled in a U.S. school for more than six years but continues to struggle academically due to limited English proficiency. Ed Code 313.1 includes additional criteria: • has remained at the same ELP level for 2 or more consecutive years or has regressed to a lower proficiency level as determined by the ELPAC • has scored in the “Standard Not Met” level on the prior year administration of the CAASPP in ELA <i>(definitions from CDE Data Reporting Office “Glossary of Terms for EL Reports” 5/20/21)</i>
At-Risk LTEL	An English Language Learner in grades 3 through 12 that has been enrolled in a U.S. school for 4 to 5 years and has not made adequate progress towards reclassification. Ed Code 313.1 includes additional criteria: • has scored at the intermediate level or below (Level 3) on the prior administration on the ELPAC • has scored in the 4th or 5th year at the Standard Not Met level on the prior year administration of the CAASPP ELA <i>(definitions from CDE Data Reporting Office “Glossary of Terms for EL Reports” 5/20/21)</i>
Multilingual Learner Master Plan	May be referred to as the Master Plan. A plan that articulates state and district policies and procedures for identification, reclassification, program placement, and services for English learners to ensure academic achievement for all ELs.
SST Student Success Team	A positive school-based process that helps students who are having difficulty in the general education classroom. This team is typically made up of school staff and a parent/guardian.

Opt Out Serving Multilingual Learners who opt out of EL programs	• Parents/guardians have the right to opt their children out of EL programs or particular EL services. This decision must be voluntary and based on a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services to the child. • If a parent/guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. • LEAs must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL programs and services. If a student does not demonstrate appropriate growth in ELP or maintain appropriate academic levels, the LEA must inform the parents/guardians in a language they understand and offer EL services. <i>The district or school may not recommend that a parent/guardian opt a child out of EL programs or services for any reason.</i>
Parent/Guardian	This term applies to birth or adoptive parent, foster parent, legal guardian, or other person having responsibility for, or legal custody of, a child. The CA Education Code Section 56028 further defines a guardian as one that is "...authorized to act as the child's parent, or authorized to make education decisions for the child...including a grandparent, stepparent or another relative with whom the child lives, or an individual who is legally responsible for the child's welfare." Throughout this document, any reference to the word "parent" would also include anyone meeting guardian status.
Proficient	Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language
Scaffolding	Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, to foster the student's capacity to perform the task on his or her own later on.
SBAC	Smarter Balanced Summative Assessment: State test for ELA and Math, grades 3-12
SEI Structured English Immersion	Structured English Immersion is a program designed for ELs, which provides nearly all classroom instruction in English, but with a curriculum and a presentation designed for pupils who are learning English. All LEAs are to provide, at a minimum, a program of Structured English Immersion for ELs. (EC sections 306[c][3]; 305[a][2].)

SPSA School Plan for Student Achievement	The SPSA is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the district's Local Control Accountability Plan (LCAP), which lays out goals for the entire district.
Title I	A federal program that provides restricted supplementary funds to help improve instruction in eligible high poverty schools to ensure that all students meet state academic standards. All uses of Title I funds must have evidence-based research and data that verify actions resulting in increased student achievement.
Title III	A federal program that provides restricted supplementary funds to help improve the education of ELs by assisting them to learn English and meet academic standards.

Appendix 1



Appendix 2

Additional Resources for ELD Instruction

CA ELD Standards

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

CA ELA ELD Framework

<https://www.cde.ca.gov/CI/rl/cf/elaeldfrmwrksbeadopted.asp>

English Learner Toolkit (U. S. Department of Education)

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Newcomer Toolkit (U.S. Department of Education)

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

P-BVUSD ELD Learning Network (teacher resource)

<https://sites.google.com/pbvusd.k12.ca.us/eld/home>

PBVUSD ELD Instructional Resources Website

<https://sites.google.com/pbvusd.k12.ca.us/act/content-resources/eld>

English Language Proficiency Assessments for California <https://www.elpac.org/>

California Department of Education - Starting Smarter (family information and resources)

<https://elpac.startingsmarter.org/>

Ellevation™ English Learner Software platform - staff access only

P-BVUSD EL Instructional Resource Team Drive - staff access only