

# Multilingual *English Learner* Master Plan



  
**Natomas**  
Unified School District  

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*Connecting students to their future*

*Updated:  
March 2025*

# VISION

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.



## DISTRICT GOALS

1. Maximize Academic Growth, Responsibility, and Achievement for Each Student
2. Cultivate the Social-Emotional Well-Being of Each Student
3. Create a Safe, Engaging Environment Where Students Connect to School
4. Engage Parents and Families to Support Student Success
5. Hire, Train, and Retain High-Quality Staff



## **CORE VALUE**

**We value learning and achievement for each of our students.**



## **CORE VALUE**

**We value diversity, equity, and inclusion.**



## **CORE VALUE**

**We value our families as partners in the education of their students.**



## **CORE VALUE**

**We value our committed, collaborative, caring, and exemplary employees.**



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## California English Learner Roadmap

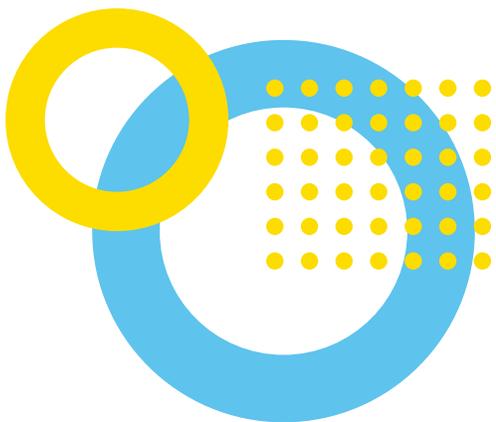
### Alignment to the EL Roadmap

# Chapter 1

*Natomas Unified’s English Learner Pathway is a district wide system that aligns the processes for identification, placement, reclassification and support. Combining a coherent system with a focus on students’ strengths and needs TK-12 provides our students learning English with the support they need to provide them with the “skills, language(s), literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, twenty-first century world.” (CA English Learner Roadmap)*

## **Responding to Diverse Learners: English Learner Pathway**

- The English Learner Pathway
- Enrollment
- Identification as an English Language Learner
  - English Language Proficiency Assessments for California (ELPAC)
  - Newcomer English Learners
- Reclassification as Fluent English Proficient
- Dually Identified: English Learners with Disabilities
- State Seal of Biliteracy



# The English Learner Pathway

From enrollment and identification through reclassification, NUSD follows a pathway for students learning English that focuses on students' strengths and supports them throughout their educational career, with the goal that students earn the State Seal of Biliteracy and graduate prepared to make decisions about their college and career success.



## Enrollment

If this is the first time enrolling in a California public school, the parent/guardian must complete the Home Language Survey.

## Pending Classification as an English Learner

If a language other than English is spoken in the home, the student is a pending English learner

## English Only



If no language other than English is spoken in the home, the student is English Only (EO). EOs are placed in mainstream classes.

## Initial ELPAC

The school district will administer the Initial ELPAC in order to determine the student's English language proficiency.

## English Learner

The results of the Initial ELPAC (Novice or Intermediate) indicate the student has limited English proficiency. The student is an English learner and will receive EL services through designated and integrated ELD

## IFEP



The results of the Initial ELPAC indicate the student is Initial Fluent English Proficient (IFEP). They will not be designated as an English learner.

## Elementary

ELs will receive designated ELD during a protective time of day, and will receive integrated ELD in core subject areas.

## Secondary

ELs will be placed into appropriate ELD and ELA courses for designated ELD and receive integrated ELD in other core content classes.

## Summative ELPAC

Each spring, the district will administer the Summative ELPAC to all ELs in order to determine their English language proficiency.

## EL

Students who do not meet state requirements for reclassification will continue to receive EL services through integrated and designated ELD.

## RFEP

Students who meet state requirements for reclassification will be considered for redesignation as Fluent English Proficient (RFEP).

## State Seal of Biliteracy

The goal for all reclassified English learners is to earn the State Seal of Biliteracy in their graduation year.

## Enrollment

At the time of initial enrollment, California public schools must determine the language(s) spoken in the home by the student. All parents complete a [Home Language Survey](#) (HLS) (EC52164.1(a)). This document is utilized to determine a student's primary language. If a language other than English is spoken in the home, the student is a pending English learner. The student will be given the Initial state mandated language assessment, the English Language Proficiency Assessments for California (ELPAC) in order to determine their English language proficiency.



## Identification as an English Language Learner

All K - 12 students who speak a language other than English, as indicated on the Home Language Survey, are given the Initial ELPAC within 30 calendar days of the first day of school or within 30 days of enrollment (5 CCR § 11308(a)). Students who are enrolled into a transitional kindergarten program will take the Initial ELPAC in kindergarten. Based on the results of this initial assessment, multilingual students are designated as either Initial Fluent English Proficient (IFEP) or as English Learners (EL), and parents or guardians are notified. Students who do not indicate a language other than English on the HLS are identified as English Only (EO). Natomas Unified follows the [state regulations](#) for assessment and notification.



Once a student has been identified as an English learner, the student will receive EL services to support them in gaining proficiency in English and maintaining their native language. Each spring, the district follows the [state regulations](#) for administering the annual assessment to all ELs in order to monitor progress on their English language proficiency.



As of 2018, at any point before the first administration of the Summative ELPAC, but after the administration of the Initial ELPAC, a parent/guardian has the right to request an amendment to their student's English learner classification. The District will honor the request and review the student's classification based on multiple criteria, including the results of an objective language proficiency assessment tool, evaluation of the student's academic progress, and parent and teacher consultation. Following the review, the District will notify the parent/guardian, in writing, of their findings and decision to either maintain or change the student's original English learner classification. Once the student has taken the state summative language assessment, however, the parent/guardian can no longer amend the HLS, and the student will maintain their English learner classification until they meet the criteria for reclassification.

## Newcomer English Learners

Newcomers to U.S. schools are students who are new to the educational system in the United States. They come from diverse backgrounds and often face unique challenges and experiences as they adapt to a new cultural and academic environment. Because there is no single English learner profile, it is imperative that we are responsive to different student experiences, backgrounds, and educational experiences.

Newcomer Students with Formal Education	Newcomer Student with Interrupted Formal Education (SIFE)
<p><b>Characteristics may include:</b></p> <ul style="list-style-type: none"> <li>• Struggles in the beginning to access content but can make quick progress toward English proficiency</li> <li>• Benefits from written translations when appropriate</li> <li>• Understands how written language works, will transfer L1 to L2</li> <li>• Trauma: even though trauma is not always a concern, leaving family and friends behind can be traumatic for a child</li> </ul>	<p><b>Characteristics may include:</b></p> <ul style="list-style-type: none"> <li>• Interruptions in formal education due to war, conflicts in their country of origin, migration, poverty</li> <li>• Slower acquisition of English</li> <li>• Large academic gaps including foundational skills, literacy, content knowledge and critical thinking skills</li> <li>• Struggles in grade level academic content courses</li> <li>• Trauma</li> </ul>
<p><b>Possible Needs:</b></p> <ul style="list-style-type: none"> <li>• Support for a cultural transition to the US</li> <li>• Supports related to the refugee or immigration experience</li> <li>• Survival English may be needed</li> <li>• Often has a conceptual understanding in L1; do not over simplify the lessons, instead use appropriate scaffolding techniques to make the lessons accessible to the students</li> <li>• Knowledgeable transcript analysis and accelerated credit acquisition for high school graduation requirements</li> </ul>	<p><b>Possible Needs:</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Support and resources</li> <li>• Extensive time for intensive English Language Development</li> <li>• Foundational literacy</li> <li>• Foundational math</li> <li>• Extended time in school <ul style="list-style-type: none"> <li>◦ summer school</li> <li>◦ after school</li> <li>◦ additional year</li> </ul> </li> </ul>

Newcomers to U.S. schools represent a broad spectrum of backgrounds, experiences, and challenges, and educators work to provide support to help these students succeed academically, socially, and emotionally. Schools play an important role in supporting our newcomer students; using the recommendations from the [NUSD Newcomer Guide for Elementary](#) and the [NUSD Newcomer Guide for Secondary](#) provide our newcomers with a great start.



Elementary Newcomer Guide



Secondary Newcomer Guide

## Reclassification as Fluent English Proficient

English Learners take the summative state language assessment in the spring until they reclassify as English Proficient. English learners who demonstrate grade-level language proficiency equivalent to that of their English-only peers are eligible to be Redesignated as English Fluent Proficient (RFEP). Each fall, assessment data is analyzed to identify English learners eligible for reclassification according to the [criteria](#). Sites receive forms for eligible students requiring signatures from the teacher and site administrator, and parents or guardians must be consulted. Once the student is officially reclassified, they no longer receive designated ELD instruction.



The reclassification process is an ongoing process. After each elementary and secondary grading period, assessment data and grades are reviewed again, to see if students who were previously not meeting the criteria are eligible. RFEP students in NUSD no longer receive designated or integrated EL instruction. In compliance with the Every Student Succeeds Act (ESSA), NUSD monitors all RFEP students for four years after they have been reclassified.

## Provisions for Dually Identified English Learners

Dually identified English learners are ELs with special education needs. Approximately 17% percent of NUSD's English learners are students with an Individualized Education Plan (IEP). Our dually identified English learners are tested with the summative ELPAC annually. For some students, the IEP team may determine participation in the alternate ELPAC based on student cognitive abilities. The IEP team works together to determine if the student qualifies for an alternate option [EC] 306[c]/[EC]56026]. Students with disabilities may be eligible for alternative reclassification, through their IEPs. For questions about assessment provisions or reclassification for students who receive special education services, please contact Student Services and refer to the NUSD [Special Education Procedure Manual](#) for alternative procedures.



## State Seal of Biliteracy

In order to affirm the value of biliteracy and to encourage our students' development of proficiency in multiple world languages, the State of California awards the State Seal of Biliteracy (SSB) to graduating students who have demonstrated biliteracy in English and at least one other language. Graduating seniors within the Natomas Unified School District who meet the [California state requirements](#) for biliteracy will earn the award. Earning the SSB provides students with a competitive edge as they move on to careers and higher education. Promoting biliteracy in multiple languages honors the cultures and languages of our community and leads to an appreciation of the diversity in our schools. This [chart](#) shows the steps our English learners take to earn the State Seal of Biliteracy.



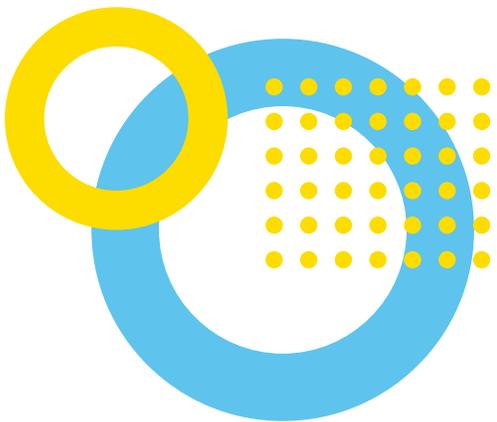
# Chapter 2

*In alignment with the four principles of the English Learner Roadmap, Natomas Unified School District's programs "value and build upon the cultural and linguistic assets students bring." (EL Roadmap 13) NUSD's goal is to maximize academic growth, responsibility, and achievement for each student. NUSD English Learners are exposed to core content knowledge, Common Core grade-level standards, and English Learner standards during integrated ELD and Designated ELD.*

*Our students learning English receive the same rigorous standards-based curriculum as their peers with a high level of support when required. Our programs are designed to be responsive to each student's strengths and needs and to ensure that each student engages in learning experiences that challenge their thinking and provides high levels of relevance and engagement.*

## **Programs and Accountability**

- English Language Development (ELD) Programs
  - Dual Immersion
  - Structured English Immersion
- Designated and Integrated ELD
- Program Structure and Placement
  - Elementary and Secondary
  - Supporting ELs with IEPs or 504 Plans
  - Equitable Access
- Extended Learning Opportunities
- Program Monitoring
- Program Opt-Out



# Language Development Program Structures in NUSD

## Dual Immersion

Natomas Unified is proud to offer a dual immersion program. Heredia-Arriaga School is the district's first Dual Immersion school, which was named in honor of Dr. Susan Heredia, a more than 25 year NUSD Board Trustee, and her family, for their timeless commitment to advocating for students and bilingual education. At Heredia-Arriaga School, students will learn in English and Spanish simultaneously to eventually speak, read, and write in both languages. The school will increase a grade each year to become a TK - 8th Grade school site, to ensure a pathway from elementary through middle school for students to become biliterate in Spanish and English.

## Structured English Immersion

Students who are designated as ELs receive language support through the [Structured English Immersion \(SEI\)](#) second language acquisition program. The SEI program is the second language acquisition program offered in NUSD. All English learners at all levels of proficiency will receive English language development (ELD) through the SEI model. The SEI program is primarily taught in English and includes both designated and integrated English Language Development instruction by a teacher with appropriate EL authorization. (5 CCR §11309).



## Designated ELD

Per state guidelines, all English learners must receive daily, designated ELD instruction. In designated ELD, the classroom teacher uses the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language English learners need for content learning in English" (CA ELD Standards 9). Designated ELD is daily, protected instructional time in which the classroom teacher intentionally aligns their instruction to the CA ELD standards in order to build students' development and understanding of the English language. In designated ELD, students are taught by a highly-qualified classroom teacher who has a credential with an English learner authorization.

## Integrated ELD

English learners in the SEI program also receive integrated ELD in grade-level core content area classes such as math, science, history/social science, and English Language Arts. According to the CA ELD Framework, integrated ELD is defined as instruction in which all teachers with English learners in their classrooms use the CA ELD standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards(CA ELD Standards, 9). Integrated ELD is woven into all core content areas so that English learners can meet the language demands in order to access core content. Core content area teachers who teach English learners must also be fully credentialed with an English learner authorization.

# Elementary and Secondary Program Structure and Placement

## Elementary Program Structure and Placement

At the elementary level, English learners receive designated ELD instruction during a protected time of day. Each elementary site is responsible for creating a designated ELD schedule prior to the development of P.E., Library, Computer, or other non-core instructional schedules. Designated ELD groupings depend on the number of English learner students in a grade level or grade span, and their current levels of English language proficiency. For example, if a grade level has a large number of English learners, sites may create homogeneous groupings of students based on their ELPAC levels. One group may have students who are at levels 1 and 2, and another group may have students who are at levels 3 and 4. If a grade level has a small number of English learners, a grouping may have more than one grade level or a wider range of proficiency levels within the group. If that is the case, instruction must be differentiated according to student proficiency levels, as needs may vary. In addition to receiving designated ELD, English learners also receive integrated ELD instruction throughout the duration of the school day. Elementary ELs receive feedback on their progress toward the ELD standards within their regular report cards.

Teachers have access to English learner assessment data through various district platforms. Using these resources, teachers and administrators are expected to familiarize themselves with their English learners' language proficiency levels and other multiple measures to make decisions about designated ELD placement and schedules.



[The Elementary ELD WIN Placement Guide](#) provides guidance for placement and scheduling.

## Secondary Program Structure and Placement

At secondary sites, all English learners at all language proficiency levels, spanning from newcomers to Long-Term English Learners, will receive language instruction through designated and integrated ELD. Site administration and counselors will use the [Secondary English Learner Placement Guide](#) to appropriately place students according to their English language proficiency. The Secondary EL Placement Guide is a guideline for placement at the secondary level. It considers the number of years a student has been in the United States and time in the District's ELD program, as well as multiple measures, including assessment scores, to determine appropriate placement.



The site master schedule must prioritize ELD classes. The placement of English learners in the appropriate classes must take precedence.

At the secondary level, designated ELD courses should not comprise more than one period a day of designated ELD and one period a day of ELD/ELA in an English learner's schedule. Students with limited English proficiency, such as newcomers and students who are Level 1 and 2 English learners will receive designated ELD instruction through the leveled ELD courses and a corresponding ELA class.

In order to prepare all students for college readiness, NUSD emphasizes a-g eligibility--that is, the sequence of courses high school students must complete with a C or higher in order to be minimally eligible for admission to a University of California(UC) or a California State University (CSU). In order for students to start and maintain a-g eligibility, ELD courses at the secondary level are not to be repeated. English learners move progressively through the secondary ELD program. For example, a newcomer student at a Level 1 or 2, will begin with ELD Fundamentals (ELD F), which is the first course in the sequence for newcomers, and will progress to ELD A in the subsequent school year.

If a student's language develops more rapidly, however, an English learner does not need to complete all ELD courses. For example, if an English learner is in ELD A but scores Level 3 or 4 on ELPAC, they may no longer need designated language instruction in ELD B and may receive continued integrated and designated ELD instruction in mainstream courses. If a student is not enrolled in an ELD course, the site must provide daily designated ELD instruction during the student's English Language Arts class through the [cluster model](#) in small group instruction.

Tailoring language instruction according to student proficiency levels and placing students in appropriate courses according to the Secondary EL Placement Guide will enable students to acquire language more quickly and access core curriculum more efficiently. This will help English learners move toward reclassification and ongoing academic success.



The secondary ELD program is strategically designed to provide effective and targeted ELD instruction to long-term English learners while continuously providing access to grade-level and more advanced core content classes. In order to meet graduation and a-g requirements, English learners are not to repeat any courses in the ELD program and must continue to move progressively through the ELD course continuum. However, if a secondary student completes ELD B and has not yet met the criteria for reclassification, the student is still required to receive English learner services and has the option to continue receiving designated ELD instruction in an ELD support class. ELD C is recommended as an intervention elective for students who are at risk of becoming a long-term English learner or are long-term English learners and who require academic intervention based on their GPA and other measures.

### **Supporting English Learners with IEPs or 504 Plans**

English learner services for students with IEPs or 504 plans will be determined by the student's IEP or 504 team, with input from the site's English learner program lead, as appropriate. The IEP should explain how ELD instruction will be provided.

### **Equitable Access**

Natomas Unified believes all students, including English learners, should have equitable access to advanced courses and programs such as Advanced Placement (AP), Gifted and Talented Education (GATE), and International Baccalaureate (IB), as well as Career Technical Education (CTE) Pathways. Natomas Unified will ensure that English learners are not overlooked for these programs and courses because of a lack of English language proficiency.

## Extended Learning Opportunities

Summer school and extended day learning opportunities play a crucial role in the educational development and overall well-being of our English learners. They provide numerous benefits that contribute to academic growth, social-emotional learning, and personal enrichment. Specifically, extended learning opportunities can offer the following important benefits for K-12 students:

- Academic Enrichment & Expanded Learning Opportunities
- Remediation and Intervention, Including Credit Recovery
- Individualized Attention & Progress Monitoring
- Social and Emotional Growth

NUSD's English learners are a priority enrollment group for all extended learning opportunities.

## Program Monitoring

NUSD school and district staff have systems in place to monitor the progress of English Learners and reclassified English Learners to help determine the type and level of instruction, supplemental curriculum, and other supports. NUSD school and district staff annually review data and evaluate supports in place for LTELS and Newcomer students. In addition, another way we monitor the effectiveness of our English learner program is by evaluating the progress of English learners according to various goals and metrics as indicated in our [District Progress Report \(DPR\)](#).

The DPR provides a snapshot of multiple measures aligned to our vision to prepare all of our students to graduate prepared to make decisions about the college and career success. It keeps us focused on supporting all of our students with particular attention to our English learners, students of poverty, students of color, and foster students. In addition to analyzing multiple measures biannually, school sites analyze English learner progress more frequently by analyzing various diagnostic and interim assessments. NUSD will continue to explore systems for monitoring to ensure sites have necessary assessments and data analysis tools to effectively monitor English learner progress.



## Program Opt-Out

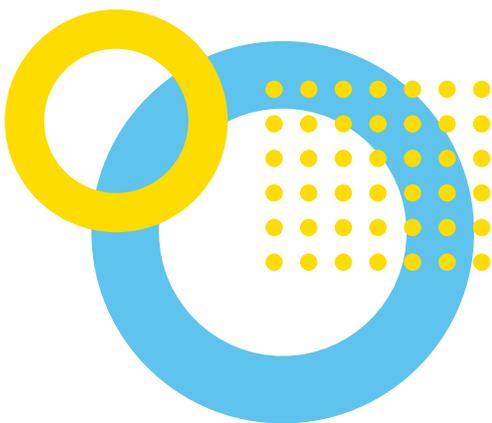
Per federal guidelines, parents of English learners have the right to opt their child out of participating in the ELD program. Parents are notified of this right in our Annual Notification Letter. Should the parent wish to exercise this right, NUSD will respect the wishes of the parent. Although the students will not participate in the district's ELD program, they will still maintain their status as an English learner. Per State law, the district has an obligation to continue monitoring the student's academic progress. Students who have been opted-out of the program must still take the Summative ELPAC at the end of each academic year in order to monitor their English language proficiency (5 CCR § 11306).

# Chapter 3

*Natomas Unified School District values learning and achievement for each of our students. Our goal is to maximize achievement for ALL students by holding high expectations for our students and staff. Our staff is focused on meeting this goal through the work that they do with the instructional programs across the district—including the work they do with our multilingual students. The goals of our English Learner Instructional Framework are in alignment with the roadmap, “English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”*

## **Instruction and Professional Development**

- Instructional Framework for Meaningful Access
  - Designated and Integrated ELD
- Considerations for ELD Lesson Design
- Instructional Supports for Special Populations
  - Long Term English Learners
  - ELs Receiving Special Education Services
  - Social Emotional Learning
- Professional Development



## English Learner Instructional Framework

The goal of this instructional framework is to articulate and implement a sound approach to instruction for English Learners that is embraced by the entire school system. In order for true change to happen there must be a common understanding of how the language of school is learned, what contributes to its development, and the practical, instructional methods that can speed it along.

Any instructional framework must be:

- Assets-based, acknowledging the wealth of experiences and prior knowledge that English Learners bring
- Future-oriented (i.e., focused on students' potential)
- Aimed at developing English Learners' conceptual understandings, discipline-specific practices, and language proficiency, and
- Grounded in research

The English Learner Instructional Framework should be used in conjunction with [NUSD's Instructional Framework](#).



The English Learner Instructional Framework for the Natomas Unified School District was developed in consultation with English Learner and Migrant Education Services at WestEd. The underlying theory that informs it is sociocultural and is rooted in the work of Lev Vygotsky (1978), Jerome Bruner (1978), and others (Walqui & van Lier, 2010) who argue that interaction and dialogue is at the heart of the learning process. In this view, all learning (including language learning) is social and takes place as one participates in a community of practice with opportunities to progress from novice to expert. Consistent with this theory, the guiding principles that define the framework are adapted from the principles put forth by Walqui & van Lier (2010) and adopted by the Quality Teaching for English Learners initiative at WestEd. These principles, which may be applied to any instructional setting regardless of grade, subject area, or language proficiency level, include the following:

1. Sustain academic rigor in teaching English learners
2. Hold high expectations in teaching English learners
3. Engage English learners in quality teacher and student interactions
4. Sustain a language focus in teaching English learners
5. Develop a quality curriculum for English learners

Each of these principles is described briefly below. However, simply being able to name or refer to these principles is not enough to meaningfully incorporate them into a program of instruction for English learners. They must be at the heart of any professional learning that prepares teachers, instructional coaches, and administrators to implement high-quality instruction for English learners, and the school system as a whole must support this type of instruction.

## **Sustain Academic Rigor**

Rigorous academic instruction that addresses grade-level standards should not be made simpler for English learners. Although English learners may experience difficulties related to the new language they are acquiring, they must still be exposed to challenging, thought-provoking, standards-based instruction for their grade, albeit with appropriate supports. Instruction that is characterized by rigor should:

- Build students' conceptual understanding, discipline-specific practices, and language proficiency
- Engage students in the use of generative cognitive skills (higher-order thinking skills)
- Address a central concept or idea

## **Hold High Expectations**

Holding high expectations for students may be associated with a growth-mindset--the belief that all students are capable of learning and growing intellectually and that one's ability is not fixed at birth (Dweck, 2016). The principle of holding high expectations, however, does not stop there for educators. If we truly believe that English learners are capable of meeting grade-level standards, we must provide them with rigorous content that is paired with high levels of appropriate support.

Therefore, instruction should:

- Engage students in tasks that provide high challenge and high support
- Engage students in metacognitive activities so that they gain knowledge of how to learn, how to monitor their progress, and how to self-correct
- Make criteria for quality work clear

Another word for the support that is mentioned in the first bullet above is known as scaffolding. Gibbons (2015) defines scaffolding as "a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy." (p.16).

Scaffolding exists as planned structures that allow students to productively engage in a task or activity and as specific instances of mediation or intervention by the teacher in order to clarify or redirect students' thinking (Walqui & van Lier, 2010). For more information on scaffolding, see the [California ELA/ELD Framework](#) published by the California Department of Education (pp. 99-102).



## **Engage English Learners in Quality Teacher and Student Interactions**

Consistent with the idea that all learning is social (Gibbons, 2015; Walqui & van Lier, 2010), it is not enough to provide students with opportunities to read or listen independently. It is imperative that teachers provide students with opportunities to talk to one another. Yet such opportunities must be carefully structured around tasks which, over time, become familiar to students and allow them to express their emerging understandings about new content in a way in which they feel safe and supported. In so doing, teachers must provide English Learners with meaningful opportunities to:

- Engage in sustained interactions with teachers and peers around core academic concepts, ideas, or processes
- Respond to the teacher and or other students in ways that refer to, build on, or challenge their ideas
- Focus interactions on the construction of new knowledge

### **Sustain a Language Focus in Teaching English Learners**

A purposeful focus on language relies on making the language of school transparent to English Learners. This can be done by introducing students to a wide variety of text types or genres (narrative texts, informational texts, persuasive texts, etc.) and their associated purpose, structure, and linguistic features. Sustaining a language focus in teaching English learners requires teachers to:

- Focus on language issues in meaningful contexts and activities
- Amplify students' access to the academic language English Learners must learn
- Focus judiciously on explicit language issues like grammar, spelling, and punctuation in context and only in situations in which it will enhance understanding of a text.

### **Develop a Quality Curriculum for English Learners**

Quality curricula for English learners rarely comes in ready-made form. Most of the curricula available in education markets today are written for students whose primary language is English, not for students whose English proficiency is developing. Because of this, it is important that the curricula (defined here as textbook materials, workbooks, teacher's guides, and all ancillary materials) be used as a resource or jumping off point by the teacher. To lessen the impact on individual teachers, efforts should be made at the district level to augment purchased materials with additional scaffolds, texts, or lessons that meet English learners' needs. Five basic design factors are particularly appropriate when developing and/or adapting instructional materials for English learners:

- Build on students' lives and experiences by drawing from the funds of knowledge that students and their communities possess
- Incorporate scaffolds that allow students multiple points of entry and ways of meaningfully participating
- Structure lessons in a spiraling progression in which concepts and ideas which were introduced previously are re-introduced with added depth and complexity
- Use a problem-based approach which invites students to formulate their own responses or solutions to a problem
- Incorporate formative assessment practices that allow teachers to collect evidence of students' emerging progress

The instructional framework that is presented here is abbreviated for the sake of readability, but it should be noted that much research supports it and that there is much more to learn than can be communicated in this short document. Educators throughout the district are encouraged to explore the resources referenced above and should seek professional development to better understand it.

The purpose of this instructional framework is to guide all efforts to develop a coherent and successful program of instruction and services for English Learners throughout NUSD. In fact, whenever NUSD considers a new program model, a new textbook adoption, or a program of professional development for educators, it should be evaluated for how well it addresses each principle. Ultimately, the framework should serve to help realize the vision for English Learners that is articulated elsewhere in the English Learner Master Plan and in the vision set forth in state and federal guidance documents (e.g., the California ELA/ELD Framework, the California English Learner Roadmap, the California ELD Standards, and the California Common Core State Standards).

Educators and appropriate stakeholders receive ongoing professional development on the Instructional Framework outlined in this master plan. As opposed to a one-time training, it is an ongoing process which involves a variety of processes, experiences, and reflection.

Our goal is that our educators sustain equity by providing rigorous classroom instruction that connects students to engage in challenging tasks while providing them with high levels of support. Educators are encouraged to engage students in generative disciplinary concepts and skills by allowing them to develop their expertise by becoming active participants in the learning. We aim to support educators to provide students with a quality curriculum by building connections between subject matter and students' lives and experiences, and they are encouraged to use supplemental curricula, including online resources, that are utilized to support language acquisition.

[The California English Language Development Standards](#) are a critical component in development of ELD Lesson design.



NUSD considers the elements in the document [Considerations for Effective ELD Lesson Design](#) crucial in effective lesson design for English learners. In addition, teachers should use regular assessments to identify ongoing student areas of need, including assessments in the System of Assessments. When assessing newcomers for content (i.e. iReady Math Diagnostic), students are able to take the assessment in their primary language, when available, so that their content knowledge can be assessed.



### **Designated and Integrated ELD**

When planning for English language development instruction, it is important to understand the difference between integrated and designated ELD, as the focus on the CA ELD Standards and other content standards will shift, depending upon if the lesson is integrated or designated. The CA Department of Education requires an ELD program that incorporates both designated and integrated ELD instruction to support English learners at all levels of English language proficiency. Because the needs of elementary and secondary English learners vary greatly, NUSD has designed an elementary ELD program and a secondary ELD program. According to the ELD standards, "English learners entering California schools in kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-English learner peers, along with additional differentiated support based on student need. English

learner students who enter secondary grades, depending upon the level of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging tasks" (CA ELD Standards, 9). Therefore, designated ELD program structure and instruction differ between the elementary and secondary levels.

### **Elementary Designated ELD Instruction**

At NUSD, Whatever I Need, or WIN time, is an equitable structure in place that is used to provide daily, protected instructional time for English learners while meeting the needs of all students. Every elementary school in NUSD will have an instructional schedule that includes protected time for daily, designated ELD instruction. Each grade level, or grade span, through WIN time, will designate at least one teacher to teach designated ELD. ELD teachers will receive professional development and ongoing job-embedded coaching in order to support students' second language development. During ELD instruction, the California ELD standards should be at the forefront of instruction.

Designated ELD instruction should be placed within the context of grade-level content. The recommended curriculum for designated ELD instruction is the current board-adopted Language Arts/ELD curriculum and associated materials. Teachers may also use science or social science curriculum to teach language as long as ELD instruction is aligned and targeted to an ELD standard.

### **Secondary Designated ELD Instruction**

At the secondary level, designated ELD and ELA courses should not comprise more than two periods a day of an English learner's schedule. Students with limited English proficiency will receive designated ELD instruction through the ELD courses and a corresponding ELA class.

The California ELD standards should be at the forefront of instruction in these ELD courses. The primary objective is to increase a student's English language proficiency in

collaborative, interpretive, and productive modes as well as their knowledge of the language. The recommended curriculum for designated ELD instruction at the secondary level is the current board-adopted Language Arts/ELD curriculum and supplementary ELD instructional materials. Teachers may also use science or social science curriculum to teach language as long as ELD instruction is aligned and targeted to an ELD standard.

**Designated ELD:** Daily, protected instructional time where an ELD teacher places the CA ELD standards at the forefront of instruction.

**Integrated ELD:** All content area teachers with ELs in their classroom use the CA ELD standards in tandem with their content area standards.

### **Integrated ELD Instruction**

In addition to designated ELD instruction, all English learners will also receive integrated ELD instruction. Integrated ELD should be provided throughout the school day and across all subjects, where the ELD standards are used in tandem with other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English (CA ELA/ELD Framework, 31).

Dr. Laurie Olsen, Director of the Sobrato Early Academic Language initiative and co-chair of the CA English Learner Roadmap, poses questions to consider when planning for designated and integrated ELD (from Dr. Laurie Olsen's Bilingual Coordinator's Network Presentation, Integrated and Designated ELD: What does it really look like? How do we make it happen? March 2016, slide 12). The table below shows these questions to consider, as well as how the focus of the ELD standards and other content standards differs when planning designated and integrated ELD.

<p align="center"><b>Designated ELD</b></p> <p align="center">“What are the opportunities presented by this content for teaching language?”</p>	<p align="center"><b>Integrated ELD</b></p> <p align="center">“What are the language demands for accessing and participating in this content?”</p>
<p>CA ELD Standards are at the forefront when planning for designated ELD.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid black; border-radius: 20px; background-color: #4a90e2; color: white; padding: 10px; text-align: center; width: 150px;"> <p>CA ELD Standards</p> </div> <div style="border: 2px solid black; border-radius: 20px; background-color: #f1c40f; padding: 10px; text-align: center; width: 100px;"> <p>Other content standards</p> </div> </div>	<p>Both the CA ELD Standards and other content standards are at the forefront when planning for integrated ELD.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid black; border-radius: 20px; background-color: #4a90e2; color: white; padding: 10px; text-align: center; width: 150px;"> <p>CA ELD Standards</p> </div> <div style="border: 2px solid black; border-radius: 20px; background-color: #f1c40f; padding: 10px; text-align: center; width: 150px;"> <p>Other content standards</p> </div> </div>

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## Instructional Supports for Long-Term English Learners

Long-term English learners and students at-risk of becoming long-term English learners (LTELs) require ongoing designated and integrated ELD in order to promote their English language proficiency. Although many long-term English learners have been in the United States since elementary school, they must continue to receive targeted language instruction in order to push them toward English language proficiency and reclassification so that they have access to every opportunity possible upon graduating high school.

Providing academically rigorous learning opportunities with various levels of support will not only facilitate more rapid language development, but will also support the academic achievement of LTELs, making them as academically successful and competitive as their English proficient peers. To meet the needs of our LTELs, secondary core content area teachers will receive professional development in integrated ELD strategies and how to implement them in their classrooms. These strategies support ongoing literacy development for all students, especially LTELs. LTELs also have the option to enroll in an ELD elective class in order to receive more targeted language support.

In addition, the district office and sites will monitor the progress of LTELs. Twice a year, student data will be analyzed, including academic grades and assessment results. It is then recommended that teachers or site English learner program leads meet with students and parents or guardians to jointly set goals for reclassification, discuss progress, and determine potential interventions.

## Instructional Accommodations for English Learners Receiving Special Education Services

English learners with disabilities will receive designated and integrated ELD instruction as directed in their Individual Education Plan (IEP). English language development instruction is to be provided until the student has met standard reclassification criteria, or alternate reclassification criteria, as appropriate. [The California Practitioner's Guide for Educating English Learners with Disabilities](#) provides detailed information on writing linguistically appropriate goals and objectives for IEPs. Such goals and objectives can help inform ELD instruction for English learners with disabilities.



## Social Emotional Learning (SEL)

Supporting English Learners through [Social-Emotional Learning](#) involves recognizing both the linguistic and emotional needs of students. By creating an inclusive, safe, and responsive environment, offering language support, and integrating SEL into everyday practices, educators can help ELs develop the emotional intelligence and interpersonal skills needed to succeed academically and socially.

Fostering SEL in this context is not just about helping students learn a language but also about supporting them as they adapt to new cultural and social environments, ultimately helping them build the confidence and resilience to thrive.



## Professional Development

Natomas Unified School District provides staff with significant amounts of professional development around ELD instruction. Typically, ELD training and coaching is provided by staff from our Multilingual Student Services (MSS) department, including ELD Teachers on Special Assignment (TOSAs) and an EL Coordinator, or outside consultants. ELD teachers receive training on research-based resources and effective strategies for teaching designated ELD. After training, MSS staff provides job-embedded professional development by following up with teachers to continue the learning and collaboration. They work closely with classroom teachers and their students toward an agreed-upon student-centered goal. Using formative assessment practices allows the MSS staff and the teacher to make instructional decisions to help students achieve the learning goal. At times, staff may also model specific instructional strategies that will support the students and the teacher in their learning. MSS staff work specifically with ELD teachers throughout NUSD to train teachers in instructional strategies for English learners. In addition, professional development on integrated ELD for content area teachers is provided.

Site administrators, or site English learner program leads, are provided yearly training on topics such as the purpose, responsibilities and roles of ELAC, District protocols regarding reclassification, as well as professional learning on quality instruction to improve the achievement of English learners. Principal participation in professional development is critical so that principals can connect and integrate the learning around quality instruction for English learners to other site goals.

Site administrators will walk classrooms with a district EL administrator using the [English Learner Look-Fors During Walkthroughs](#) and the document with [aligned CSTPS and impact statements](#) documents in order to identify best practices and provide effective feedback to teachers.

Aligned to the District's commitment to the Cycle of Continuous Learning and Improvement (CCLI), NUSD continues to reevaluate instruction and the growth of English learners, and strives to provide high quality material, training, and support to classroom teachers, principals, administrators, and other school or community-based personnel.

NUSD uses the [Kickup](#) platform to manage all professional development opportunities.

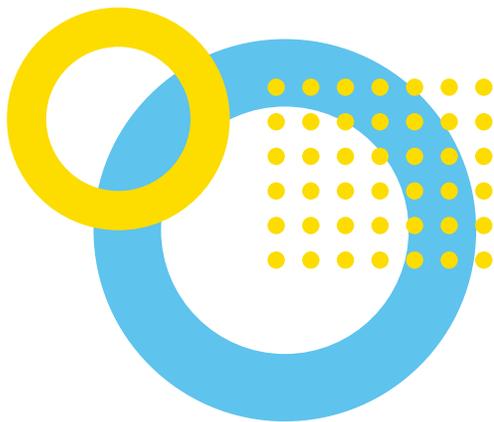


# Chapter 4

*At NUSD, “We value our families as partners in the education of their students.” The diversity in our Natomas community is a strength, and we strive to provide our families with a voice as they partner with us to ensure the highest quality education for their students.*

*NUSD believes in a student-centered approach; we believe parents or guardians, classroom teachers, site EL leads, academic counselors, principals, TOSAs, and the Multilingual Student Services Department work together to ensure the success of our English Learners. Our education partners regularly provide input into how our students learning English are served in NUSD.*

## Family Engagement



- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)
- Parent University
- Translations
- Importance of Parent Involvement for ELs
- Importance of Attendance

## Family and Community Engagement

Natomas Unified School District values our families as partners in the education of their students. We encourage families to participate in site and district level committees.

### District English Learner Advisory Committee

The Board of Education is the local governing entity for NUSD. In addition, the district has a District English Learner Advisory Committee (DELAC). By law, districts serving 50 or more English learners must establish District English Learner Advisory Committee (5 CCR § 11308(a), EC 52069(b)(1)). This committee shares District-wide data, events, and parent learning workshops with parents and community members as well as mandated training topics required by the state of California. During the meeting, parents, community members, and staff have an opportunity to provide input on English learner services in the District. Our DELAC meets all of the [requirements](#) provided by the state.



### English Learner Advisory Committee

State law requires any school site with 21 or more English learners to establish an English Language Advisory Committee (ELAC) and hold ELAC meetings (5 CCR § 11308(a)). The site principal is responsible for establishing the Committee. The ELAC provides parents of English learners an opportunity to give input on site-based English learner services and focuses on site-based programs, data, and supports for English learners. The ELAC is an advisory council, not a decision-making body. The Committee advises the principal on services and programs for English learners, assists in the development of the school's needs assessment, and informs parents of the importance of regular school attendance. The ELAC receives training and any necessary materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. The ELAC serves as the voice of the English learner community. NUSD's ELACs are expected to meet all of the [requirements](#) provided by the state.



DELAC and ELAC provide parents with an opportunity to provide feedback on the services provided to their students, to learn about the processes for English learners, and to help identify the needs for their students in their home school and in the district. We value our partnership with parents and continue to reach out to parents and encourage them to be involved in one or both of these committees.

## **Parent University**

The purpose of [Parent University](#) is to empower parents by offering learning opportunities, resources, and partnerships to engage families and support student success. Parent University helps connect parents to committees such as School Site Council, ELAC, Parent Teacher Association (PTA), and Parent Teacher Student Association (PTSA). In addition, it provides information on Career and College Readiness and other resources to support parent involvement and partnerships with the District.



## **Translations**

Each site provides parents with pertinent and timely information in a format and, when possible, a language they can understand. Schools where 15% or more students speak a single primary language other than English shall provide notices to parents in that primary language (EC 48985 (a)). NUSD employs a full-time Spanish-speaking interpreter/translator and a cadre of on-call interpreters to meet the needs of parents/guardians and community members. To contact translation services, teachers and other District staff can submit a work order through the District website.

NUSD also offers translation services using Language Link. Language Link is an over-the-phone translation service, offering translation for over 200 languages. To use this service, teachers and staff can contact their site administrator for more information and access.

## **Importance of Parent Involvement for English Learners**

There is ample research indicating a strong correlation between parent involvement and student achievement. Studies show that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (National Coalition for Parent Involvement). In line with this research, the Every Student Succeeds Act requires school districts and school sites to conduct effective outreach to parents of English learners. There are undoubtedly unique challenges to establishing effective English learner parent relationships. Language barriers and cultural differences cannot be ignored, but as reflected in our Core Values, NUSD values diversity, equity, and inclusion. In Natomas, we believe in an asset-based mindset; that is, we celebrate what families of English learners are doing to support their student(s), and it is our responsibility to foster dynamic and meaningful relationships with our families.

## **The Importance of Regular Attendance**

Attendance is important for English learners because consistent participation in school has a significant impact on their language development, academic achievement, and social integration. For students learning English, regular attendance can help ensure they stay on track with both their language acquisition and their overall academic progress. Language acquisition is a gradual process that requires regular and sustained exposure to English in both formal and informal settings. English learners benefit from interactions with fluent English speakers, including teachers and classmates. Consistent attendance allows them to engage in conversations, practice new vocabulary, engage with content, understand complex concepts, build relationships with staff and peers, and improve their fluency through daily exposure and practice. English learners who attend school regularly show better language proficiency outcomes over time compared to those who miss significant amounts of school.

Research shows that students who are chronically absent, those who miss more than 10% of school, are more likely to perform below grade level in reading and writing, especially in the early grades when literacy skills are developing. A study by the U.S. Department of Education found that students who attend school regularly are more likely to develop better study habits and perform at higher levels, while chronic absenteeism is associated with lower test scores, grades, and graduation rates. Students who miss more than 10% of school days in 9th grade are significantly less likely to graduate from high school compared to their peers with higher attendance.

When English learners attend school regularly, it helps foster a partnership between the school and the family. Teachers can more effectively communicate with parents about their child's progress and areas that need attention. This partnership is key to improving both language development and academic outcomes.

Parents/Guardians can positively impact their students' attendance, which benefits their learning and long term success.

### **Parent Guide**

NUSD's [Multilingual English Learner Master Plan Guide for Families](#) answers the following questions:

- The English Learner(EL) Pathway
  - How is my student identified as an EL?
  - How does my student receive language support?
  - How is my student reclassified as fluent English proficient?
  - How does my student earn the State Seal of Biliteracy?
- How can families get involved?
- How can families support their students?



### **Guía para padres**

[Guía para familias multilingües de estudiantes de inglés](#) de NUSD responde las siguientes preguntas:

- El camino para estudiantes de inglés (EL)
  - ¿Cómo se identifica a mi estudiante como EL?
  - ¿Cómo recibe mi estudiante apoyo lingüístico?
  - ¿Cómo se reclasifica a mi estudiante como competente en inglés?
  - ¿Cómo obtiene mi estudiante el Sello Estatal de Alfabetización Bilingüe?
- ¿Cómo pueden participar las familias?
- ¿Cómo pueden las familias apoyar a sus estudiantes?



# California English Learner Roadmap

The Natomas Unified School District (NUSD) Multilingual English Learner Master Plan was updated with feedback from staff, students, and parents. The plan is centered on supporting English learners throughout their education, guiding actions and decisions to help students achieve biliteracy, lifelong learning, and ongoing success.

NUSD aligns with the vision and mission of the [California English Learner Roadmap: Strengthening Educational Policies Programs, and Practices for English Learners](#) (CA English Learner Roadmap) and integrates the four Roadmap principles intentionally throughout the document.

The four principles of the CA English Learner Roadmap are:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems



The CA English Learner Roadmap emphasizes that supporting English learners is a shared responsibility across the education system, ensuring that California's 1.3 million English learners, including the 15% of NUSD's 12,000 students, receive the support needed to succeed. NUSD serves families from over 88 countries and values diversity, equity, and inclusion.

Multilingualism is viewed as an asset, and NUSD honors the diverse linguistic backgrounds students bring to the classroom. The District is dedicated to helping English learners build English proficiency while valuing their primary languages, recognizing the importance of a diverse learning community.

Our plan guides students toward biliteracy, lifelong learning, and success, reflecting the belief that multilingualism enriches both the individual and the community.

# Alignment to the California English Learner Roadmap

This chart shows the alignment between the 4 principles of California English Learner Roadmap and NUSD's English Learner Master Plan. These principles are adapted and expanded to meet the needs of NUSD students, creating effective and coordinated teaching practices, programs, and support for English learners.

EL Roadmap Principles and Elements	English Learner Master Plan Chapters			
	Chapter 1: English Learner Pathway	Chapter 2: Programs and Accountability	Chapter 3: Instruction and PD	Chapter 4: Family Engagement
<b>Principle 1: Assets-Oriented and Needs-Responsive Schools</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1A. Language and Culture as Assets	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1B. English Learner Profiles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1C. School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1D. Family and School Partnerships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1E. ELs with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Principle 2: Intellectual Quality of Instruction and Meaningful Access</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2A. Integrated and Designated ELD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B. Intellectually Rich, Standards-Based Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2C. High Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2D. Access to the Full Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E. Use of Students' Home Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2F. Rigorous Instructional Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2G. Programmatic Choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Principle 3: System Conditions that Support Effectiveness</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3A. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3B. Adequate Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3C. Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D. Capacity Building	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Principle 4: Alignment and Articulation Within and Across Systems</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4A. Alignment and Articulation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B. System of Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C. Coherency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>