



2020-2023

MASTER PLAN FOR ENGLISH LEARNERS



CENTRAL UNIFIED SCHOOL DISTRICT

DEPARTMENT OF EDUCATIONAL SERVICES
English Learners

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The Central Unified School District Master Plan for English Learners will operate under the guiding principles of the [California English Learner Roadmap](#). The four key principles of the Roadmap guide our work, with the aim to prepare students through educational standards that promote the rich linguistic diversity in a global economy and culture of learning, innovation and advanced technology.

The process of the 2020-2023 Master Plan for English Learners (ELs) update was developed to incorporate stakeholder voices and to allow time for revising the draft based on input over a series of drafts and in alignment with revised state and federal guidelines. The Planning Phase of the 2020-2023 Master Plan for ELs began in September 2018. Information gathering and meetings continued through December 2019 with opportunities for feedback, discussions, and modifications. Planned phases for the process are noted below:

Phase 1-Planning by the Project Management Group

- Manage the Master Plan process
- Plan and schedule meetings
- Gather stakeholder voices throughout the district

Phase 2- Information Gathering from the Stakeholder Groups

- Collection of CA Roadmap policies & principles
- Identify important topics for inclusion
- Provide feedback

Phase 3-Revising with Project Management Groups

- Analyze data
- Edit Master Plan Chapters
- Include stakeholder voices

Phase 4-Distribution by the Project Management Group

- Publish and distribute the 2020-2021 Master Plan
- Develop and provide training
- Evaluate results

Special thanks for the following stakeholders who have dedicated time and contributed to the development of this 2020-2023 English Learner Master Plan.

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Principle 1: Assets Oriented and Needs Responsive Schools

Introduction & Guiding Principles

The Guiding Principles for The Central Unified School District (Central USD) embrace our vision, mission, core values and goals. Fundamental to our goals and vision is the belief that every student can learn and every student will be prepared for college, career, and community. This vision will be fulfilled by the focused mission of delivering rigorous, relevant, standards-based instruction. Our goals focus all of our systems, academic excellence through student learning, hiring and retaining, training of all adults in the organization to optimize their effectiveness, and alignment of systems to ensure efficacy to support the instructional mission. Toward that end, this Master Plan for English Learners and the program it describes is both compliant with all applicable laws and crafted to meet the English and academic needs of our students. We must ensure that our EL students meet grade-level standards in challenging subject areas, and we must be sure that they achieve high levels of English language proficiency. Cultural and linguistic diversity has always been viewed as a resource by district administrators, teachers, and the Board of Trustees of Central Unified School District. Educating students that are in the process of learning English has, however, been one of our district's greatest challenges.

There is no one size fits all approach that works for English Learners (ELs). Programs, curriculum, and instruction must be responsive to different EL characteristics and experiences. No single program or instructional approach works for all EL students. The languages and cultures of ELs are to be seen as assets to their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsible curriculum and instruction. School climates are affirming, inclusive, and safe. Diversity is celebrated. Programs and practices affirm value and uplift all groups represented at the schools and treat all students and families in a responsive, fair way. Schools value and build strong family and school partnerships by engaging families with opportunities to be meaningfully involved in their children's learning experience. As noted in the Family Engagement Framework, two-way engagement and participation of families reflect the demographics of the school that includes six types of parental involvement: parenting support, communication, volunteering, learning at home, decision making and advocacy, and relationship building/collaborating with the community.

This Master Plan for English Learners brings coherence and consistency to the District programs for English Learners and seeks to produce a consistent, high-quality program across all schools to fulfill our guiding principles. With the California English Learner Roadmap of Education Policy used as a guiding tool, this Master Plan provides a theory of action for implementation of programs and services that will directly strengthen district capacity to help English Learner students and prepare them for college, career, and community. To ensure that a high-quality program is maintained, the Assistant Superintendent, Director of State and Federal Programs, Supervisor of English Learner Services, district EL Instructional Support Coach, site English Learner Coordinators, educational services staff and site Principals oversee the ongoing implementation of this plan. This group also assists with training of staff working with EL students.

English Learners are among the fastest-growing populations of students in our nation's public schools. Central USD is home to nearly 16,000 students in grades Transitional Kindergarten through 12th. Central USD students come from a rich mix of ethnic and cultural backgrounds. The majority population in the district is Hispanic or Latino. The poverty rate for the district is based on the free and reduced lunch count of unduplicated eligible students. The poverty or Socioeconomically Disadvantaged rate based on the most recent California School Dashboard data is 70.2%. Students that are ELs represent 11.5% of our population with the majority of those being Spanish speakers (60%). The next largest language groups are Punjabi (19.9%), Hmong (8.6%) and Arabic (5%). There are approximately 35 different languages spoken in Central USD. The reclassification rate for ELs in 2018-19 was 14.5% which is above the state average of 13.8%.

According to CDE’s latest data collection for Central USD, enrollment by English Language Acquisition Status (ELAS) and grade is depicted below.

Figure 1: Enrollment by Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	1,048	45	379	0	7	1,479
01	855	30	324	0	0	1,209
02	852	20	319	35	1	1,227
03	841	37	198	113	0	1,189
04	807	34	168	170	2	1,181
05	824	23	163	177	2	1,189
06	847	30	129	214	0	1,220
07	895	43	120	284	4	1,346
08	870	25	101	260	3	1,259
09	765	24	105	292	0	1,186
10	786	23	81	274	1	1,165
11	742	28	76	288	1	1,135
12	711	34	75	276	0	1,096

dataquest.cde.gov

In Central USD, we value diversity and strive to build a community for our students and their families where their culture is valued, respected and integrated into our curriculum and school values. Figure 2 provides an indepth look at the district’s Guiding Principles.

Figure 2: Guiding Principles



Central Unified School District

Every student, every classroom, every day!



Guiding Principles	
 Belief	Every student can learn.
 Vision	Every student is prepared for success in college, career and community.
 Mission	Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.
 Core Values	Character, leadership, innovation, continuous improvement.

District Goals

1

Learning for Academic Excellence

Every year, students will attain mastery of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

2

Staff Recruitment and Development for Academic Excellence

Every year, staff members will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

3

Support System for Academic Excellence

Every year, every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.



Enrollment & Identification Process

Upon a student's first enrollment in a California public school, local agencies or districts are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey, HLS (Form 1.1) for each of their school-aged children. The HLS is part of the Central USD's registration packet for all transitional kindergarten/kindergarten students and any student new to the state or country.

If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the identification process stops. If the HLS indicates a language other than English as the primary/native language, the student will be assessed using the Initial English Language Proficiency Assessments for California (ELPAC). It is important to explain the purpose of the HLS to parents at the time of registration, to ensure parents are able to accurately complete the form, and prevent misidentification of students. Site registrars receive instruction and guidance from the site's EL Coordinator on the use of the HLS. Only one HLS is completed for each student when they first enroll in a California school. Sites that receive transfer students from other schools or districts request a copy of the original HLS along with the student's other cumulative records or check online for information on the California Longitudinal Pupil Data Achievement System (CALPADS).

The Initial English Language Proficiency Assessments of California, ELPAC, measures English Language proficiency (ELP) in the four domains of listening, speaking, reading, and writing. The assessment is used to identify students as being either Initial Fluent in English proficiency (IFEP) or an English Learner (EL). The test is administered in six grade spans: K, 1, 2, 3-5, 6-8, and 9-12. The Initial ELPAC assessment is administered by trained staff within 30 calendar days of enrollment. The parent or guardian is notified in advance if their child will be assessed. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Test times vary depending upon the grade level, domain, and individual student. Estimated testing times are available on the [ELPAC website](#) or the [CDE Initial Assessment Fact sheet](#). The Initial ELPAC administration window is open from July 1 through June 30.

If a student scores Initial Fluent in English proficiency, they 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. Students not determined IFEP by the Initial ELPAC assessment are identified as ELs and are assessed annually for language proficiency until the student is reclassified. ELs are defined through the Initial ELPAC assessment as:

1. Novice English Learner = Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words or phrases to communicate meaning at a basic level. They need substantial to moderate linguistic support to communicate on less familiar tasks and topics.
2. Intermediate English Learner = Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English Learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.
3. Utilizing the initial ELPAC results above, students are placed in instructional programs as noted in figure 3.

Figure 3: Instructional Placement

Distinct Group	Description	Placement
Newly arrived English Learners with limited or adequate formal schooling	Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language and have low skill levels in other subject areas as well. Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.	Students are provided access to high quality comprehensive instruction that includes both designated and integrated ELD. Teachers use the CA ELD Standards as the focal standards to support designated ELD providing targeted instruction and support for basic reading and writing. Reading Foundational ELA CCSS and CA ELD part III Foundational Skills are used in tandem to build literacy.
Long-term English Learners	These students struggle academically and are stuck in progressing towards English proficiency despite six or more years in a public school system. Long Term English Learners (LTELs) often have high oral fluency in English, and in some cases have attained reasonable fluency, but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regards to the student's educational history, in order to determine if the student's performance is related to the student's level of ELD or to other issues that affect academic performance: • The student's number of years in a U.S.school • The quality and consistency of ELD instruction • The consistency of the student's instructional program • Intervention support (before, during or after the school day)	English Learners at the Emerging or Expanding level on the ELPAC also receive high-quality, comprehensive ELD that includes both designated and integrated ELD. Moderate language support is required with enhanced use of academic vocabulary in reading, writing, listening, and speaking in all content areas.
English Learners who are making expected progress toward language and academic goals	These students can use a variety of high-level English language skills and fully participate in grade-level academic activities and content areas with light language support provided.	Upon reclassification, students at the Bridging level continue to receive integrated instruction participating in meaningful and intellectually challenging tasks. Their academic progress is monitored for a minimum of four years.

The CA ELD Standards align with the expectations for achieving college and career readiness described in the CA CCSS for ELA/Literacy. At all grade and proficiency levels, ELs must have full access to high-quality English language arts, mathematics, science, and social science content (as well as other subjects), at the same time that they are increasing their English Language proficiency. Teachers choose appropriate learning supports and form instructional decisions based on the English Learner's proficiency level within the appropriate instructional placement.

Provisions for English Learners with Disabilities

Special education students who are also ELs have special considerations as part of the Individualized Education Plan (IEP) planning and implementation process. If an IEP team determines that a student is unable to take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, the student is given an alternative assessment (determined by the IEP team according to the individual need), in accordance with the California Department of Education (CDE) regulations. The alternative assessment is written and documented in the IEP. Central USD currently uses the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) designed for students with moderate to severe disabilities who already have taken or will take the California Alternative Assessment (CAA) and is intended for students five years and older.

EL students are not referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. ELs with IEPs or 504 Plans must also receive designated and integrated ELD instruction and documentation of how those services will be provided must be noted in the current IEP or 504 Plan. EL students with IEPs are intensely supported in both special education and ELD classes. Additional guidance is found in the [Education Department's English Learner Toolkit, Chapter 6](#) or [CDE's California Practitioners' Guide for Educating English Learners with Disabilities](#).

English Learners have access to Special Education services just as all other students in the district. A careful review of all referrals takes place first by the Student Success Team (SST). This review includes an SST referral (Form 1.12, 1.13), modifications and interventions, a review of student records, verification of current hearing and vision testing, and a parent interview, as well as an interview with the student if age-appropriate. This review is required to determine if a Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on school, time in this country and if growth is made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon the parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP includes goals that address ELD as well as goals that support access to the content areas. To the extent that the student's ELD program relates to the student's needs for Special Education services, the IEP must document the provision of these services. English Learners in grades K-12 with an IEP, as reflected on ELPAC sub-scores in listening, reading, speaking, and/or writing, continue to receive designated and integrated ELD instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, receives the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Instructional Assistants with bilingual skills may be assigned to the program to provide direct support to English Learners with an IEP. The Special Education department and the site work together with the parents to ensure parental requests and educational goals are met. In addition, the Special Education department and site ensure that interpretation is provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law.

Principle 2: Intellectual Quality Instruction and Meaningful Access

Instructional Programs for English Learners

ELs are provided with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study. ELs shall be provided comprehensive ELD instruction, which is targeted to their English proficiency level and in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Such instruction is based on sound instructional theory, aligned with state content standards, emphasizes inquiry-based learning and critical thinking skills, and is integrated across all subject areas.

Passed in November 2016, Proposition 58 no longer requires English-only education for English Learners. It allows schools to utilize multiple programs, including bilingual education. All students enrolled in Central USD are served in English mainstream classrooms with supports including support in their primary language as needed.

ELs at the high school level have equal access to all A-G requirements and the full college and career preparatory curriculum. An additional 5th year may be approved for an EL student to complete the A-G college entrance requirements. ELs at Central USD participate in Gifted and Talented Education (GATE) and have access to rigorous, relevant and standards-based instruction in order to help them maintain academic parity with their English Only (EO) peers.

Curriculum Resources available for both integrated and designated ELD are noted below in Figure 4.

Figure 4: Curriculum Resources

Subject Area	TK-6	7-8	9-12
Designated ELD	McGraw Hill Wonders	Amplify ELA & Amplify ELD component	Pearson My Perspectives ELD component
ELA	McGraw Hill Wonders	Amplify ELA	Pearson My Perspectives
Math	Pearsons Math Envisions Investigations online supplemental	7 th Carnegie Learning 8 th Carnegie Integrated Math 1	Discovery Ed Integrated Math
History/Social Studies	Houghton Mifflin History SS	7 th National Geographic World History –Medieval and Early Modern Times 8 th National Geographic U S History –American Stories Beginning to World War 1	9 th -TCI Geography Alive 10 th –McGraw Hill Impact World History 11 th –McGraw Hill US History & Geography 12 th –McGraw Hill Impact, Principles of American Democracy
Science	Discovery Ed	McGraw Hill Inspire Science	HMH Living Earth HMH Living Chemistry

The CDE and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) are an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level. ELs at all proficiency levels require both integrated and designated instruction. (Figure 5) Teaching and learning in both designated and integrated ELD emphasize key instructional practices. These practices include student engagement, interaction, discourse, inquiry, and critical thinking, with the same high expectations for ELs as for all students in each of the content areas. Engagement, language development, and content learning are supported by rigorous instructional materials for scaffolding and meaningful participation. ELD must be a part of the daily program for every EL student throughout the entire

school year. The teaching of English within the program is based on the students' level of English proficiency and is to be delivered in like-proficiency groupings (Emerging, Expanding, Bridging). The purpose of the designated ELD component is to teach ELs to communicate with high levels of understanding in English. Designated ELD also provides a foundation for literacy development (reading and writing). In accordance with California Code and Regulations (CCR) Title 5, section 11302, and Ed. Code 313, ELs at all proficiency level, are to receive daily ELD until they become proficient in English as determined by reclassification criteria.

In addition to designated ELD, Central USD provides integrated ELD instruction to all ELs at all levels of English language proficiency ensuring access to the core curriculum. Students are to be able to engage in intellectually challenging, content and language-rich instruction so that they can develop the advanced levels of English necessary for college and career readiness and meaningful engagement with civic life.

The purpose of both integrated and designated ELD instruction is to actively engage students in learning English vocabulary and language structures. Teachers provide support for ELs by “scaffolding.” Scaffolding is a method that provides support just above the level the student could achieve on their own. As the student becomes more competent and proficient, the scaffolding support is gradually removed until the EL is able to perform the task without assistance (<https://www.colorincolorado.org/faq/what-scaffolding-and-how-does-it-help-ells>).

In rare circumstances, parents may request to change their child's instructional setting to a design that does not include designated ELD in a separate grouping or class period. Parents who choose to have their child receive designated ELD embedded during integrated ELD, meet with site administrators and/or district EL Supervisor to discuss and address concerns, review the student's assessment data, and confirm understanding of the Central USD program design for English Learners. If, after meeting with staff, the parent is still requesting a change of instructional setting, staff completes the Parent Request for English Language Mainstream Classroom Placement (Form 1.8), and then the parent signs the form. Once the form is signed, the Supervisor of EL Services or the EL Instructional Coach meet with counselors, content area teachers, and the EL Coordinator. Designated ELD is then provided for the child during their integrated ELD time, with consistent reference to the ELD standards during lessons and frequent progress monitoring.

The term “Newcomers” refers to any foreign-born students and their families who have recently arrived in the United States. Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society. The challenge of integrating into their new home is compounded for newcomers who attend school, since they must learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differ from their prior experience. The English Learner Program Design and Placement Guidelines for the Secondary Level (Figure 6), is designed to support Newcomer students in this transition of academic, social, cultural, and language integration.

Newcomer students and their families need myriad forms of support from multiple sources in order to achieve integration into American culture and society and into American schools in particular. Newcomers and their families have four basic needs:

1. A welcoming environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students
3. Social-emotional support and skills development to be successful in school and beyond
4. Encouragement and support to engage in the education process

Figure 5: Instructional Programs for ELs

Central Unified School District ~ Instructional Programs for English Learners	
Services	Description
Designated ELD Instruction	Designated ELD is based on the student's level of proficiency and occurs at a minimum of 30 minutes daily in grades TK-6 and one block period 7-12. The purpose of the designated ELD component is to teach ELs to communicate with high levels of understanding in English using the CA ELD Standards as the focus standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.
Integrated ELD Instruction	Students access well-articulated, standards based core curriculum instruction designed and implemented to ensure that English Learner students meet the district's content and performance standards for their respective grade level. Throughout the school day and across all content areas, EL students learn to use English while simultaneously learning content through English.
Newcomer Support	This program is designed to address the needs of students who are newly identified as ELs and have been in a U.S. school for less than two years. The program offers students ELD, primary language support (as available), and social-emotional services to support adjustment to the California schooling systems. ELD instruction appropriate to the English proficiency level of each Newcomer is scheduled during the regular school day provided by an authorized teacher. ELD classes consist of students at the same level, or "one level plus" according to ELPAC test results, and instruction is primarily in English. Additional resources by WestED NC are available at Creating New Futures for Newcomers and the US Department of Education Newcomer Toolkit .

Figure 6: EL Secondary Placement

The English Learner Program Design and Placement Guidelines for Secondary			
The Number of Years in U.S. Schools	>0 years up to 4 semesters	<2-3 years	>3 years & students 0-3 years with ELPAC upper levels 2-4
Academic Indicators	Generally not available for initial placement.	Available per school enrollment in US schools and previous non-U.S. school enrollment	Below cut points for reclassification and achievement levels of age like peers on various assessments
English Language Proficiency (ELPAC level)	Novice (Initial) Summative Overall 1 –Low 2	ELPAC Summative (2-4)	
Designated ELD	Daily ELD 1 (two blocks)	One block ELD 2 or 3	One block ELD 3 or 4
Integrated ELD	Students with same course needs by transcript and grade level are grouped together and placed in heterogeneous settings.		

The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English Learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K-12) in California schools so that each EL is able to gain access to academic subjects, engage with them, and meet the state's subject matter standards for college and career readiness.

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCCSS for ELA/Literacy, nor do they represent ELA content at lower levels of language development for ELs to gain proficiency in a range of rigorous academic English language skills.

The CA ELD Standards are designed to meet the needs of a variety of intended users for different purposes. The CA ELD Standards are designed to:

- reflect expectations of what ELs should know and be able to do with the English language in various contexts;
- set clear developmental standards that reflect ELs' English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;
- provide teachers with a foundation for delivering rich instruction for ELs so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards;
- provide parents, guardians, families, and other caretakers with a tool for discussing learning progress so that they can continue to support their children's language and cognitive development at home;
- provide curriculum developers with guidance on creating rigorous, linguistically and academically rich curriculum and instructional materials for ELs;
- provide a framework to guide the development of ELD assessment systems that help California educators ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college and career ready

The extensive body of theories and research drawn upon to inform and guide the development of California ELD Standards demonstrates that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize meaningful interaction; the development of metalinguistic awareness in contexts that are intellectually rich and challenging focused on content, strategically scaffolded, and respectful of the cultural and linguistic knowledge students bring to school; and the use of such knowledge as a resource (CA ELD Standards, Ch. 1 & 4 excerpts).

Parent Notifications

When a Home Language Survey (HLS), determines the need for a student to be administered the Initial ELPAC assessment, parents will receive the Initial Parent Notification Letter (Form 1.4). The letter is in English and the parent's primary language and explains to the parents the reason their child is being assessed. After the Initial ELPAC administration and scoring, the parent will receive the Parent Notification of Initial ELPAC Scores (Form 1.5). This letter informs the parent/guardian of their child's tests results and their initial placement in one of the following programs based on those test results:

1. For students classified as ELs: 30 minutes minimum daily Designated ELD, and Integrated ELD across all areas throughout the day.
2. For students classified as IFEPs: The general education mainstream.

In addition, the parent notification of initial ELPAC scores letter gives a description of the instruction programs and how they will help their child become fully proficient in English, information about the parents' rights to participate in school and district advisory committees as well as the procedures for exiting the EL program.

Following the completion of the Summative ELPAC assessment each spring, parents will receive an Annual Parent Notification Letter (Form 1.7) that updates the information shared in the Initial Parent Notification Letter. The annual letter alerts parents of their child's instructional program placement for the coming year and gives the parents an opportunity to request an alternate instructional program.

At any time, including during the school year, a parent or guardian may request to have their child's ELD instructional setting changed by meeting with site administration and completing a Parent/Guardian Request for English Language Mainstream Classroom Placement (Form 1.8). Requests for a change in instructional setting requires a conference with the parent, principal, EL Coordinator, teacher, or other designated staff to determine which placement is in the best interest of the student. These setting changes do not represent a change of instructional program and are not a waiver of ELD services. When instructional setting changes are granted, Central USD continues to provide ELD instruction and any needed support to both EL students and teachers, to ensure the student develops English proficiency and makes academic progress in the core curriculum.

Cultural Identity

An educational strand critical to all students, including ELs, is multicultural education. Multicultural education will be interwoven throughout the life of the curricular structure. The main thrust of multicultural education is to build self-esteem, enhance self-respect, increase understanding and respect for others, and develop tolerance and mutual understanding for members of a diverse society. Understanding the United States' customs, holidays, values, and history, teachers make connections wherever and whenever possible, to the student's experiences and background, especially when introducing new and unfamiliar content. This practice helps students see the relevance of the content and make more sense of it. In addition to the United States' majority culture and history, classrooms and schools will reflect, recognize, validate, and celebrate the diverse cultural and historical holidays and contributions of new Americans representing diverse ethnic and cultural backgrounds in the United States.

The State Seal of Biliteracy (SSB) is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The SSB encourages pupils to study languages, provides employers with a method to identify people with language and biliteracy skills, strengthens intergroup relationships and affirms the value of diversity, and honors the multiple cultures and languages of a community. The state of California reaffirmed the Global California 2030 Initiative, which sets goals to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 11 years. By 2030, one of the goals of this initiative is for the number of students who receive the SSB to reach 150,000. By 2040, the goal is for three out of four graduating seniors to earn the SSB. The passage of the California Education for a Global Economy (CA Ed.G.E.) Initiative, also known as Proposition 58, will support California in achieving the goals of the Global California 2030 Initiative. The CA Ed.G.E. Initiative encourages schools and school districts to provide opportunities for all students to participate in multilingual programs. These expanded program opportunities will allow more California students to achieve biliteracy and earn the SSB. Participation in the SSB program continues to be voluntary for districts; however, while fluency in more than one language has always been an admirable skill, biliteracy is increasingly important to employment in a global context to prepare students for the jobs of tomorrow. In Central USD, students are awarded the SSB in Spanish and French. Every spring, counselors are given a list of candidates. Counselors review the state criteria and confirm that students qualify for the Seal. In 2018-19, 66 students were awarded the SSB.

Alternative English Learners Programs K-12

California Proposition 58

According to the CDE EL Program Instrument, in the state of California language acquisition programs may include, but are not limited to, all of the following:

1. School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306[c][3])
2. Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (EC § 306[c][1])
3. Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher-order skills, including critical thinking, in order to meet state-adopted academic content standards. (EC § 306[c][2])

Central USD is interested in offering dual language programs and is currently consulting to expand in that area. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.

Principle 3: System Conditions that Support Effectiveness

Assessments

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The ELPAC is comprised of two separate ELP assessments: Initial ELPAC, the initial identification of students as English Learners, Summative ELPAC, an annual summative assessment to measure an English learner's progress in learning English and to identify the student's English Language Proficiency (ELP) level.

Initial ELPAC Assessment

The process for administering the Initial ELPAC is noted below:

1. The parent completes an HLS. (Form 1.1) If the HLS indicates English as the primary/native language, the student is classified as English Only (EO), and the process stops. If the HLS indicates a language other than English as the primary/native language, the students must take the Initial ELPAC.
2. After determining the student may be an EL, notify the parent/guardian as soon as possible, in writing, that the initial ELPAC will be administered. (Form 1.4)
3. The Initial ELPAC is administered by a trained ELPAC test examiner.
4. The examiner uses the Local Scoring Tool (LST) to produce the official score.
5. The examiner or EL Coordinator submits a classification of English Learner (EL) or initial fluent English proficient (IFEP) into Aeries, which automatically feeds into CALPADS.

6. The EL Coordinator notifies the parent/guardian in writing of Initial ELPAC results within 30 days of enrollment. (Form 1.5)
7. The EL Coordinator notifies teacher of student's EL status.

For additional information regarding the Initial ELPAC score report, please refer to the [California Department of Education ELPAC Resources for Parents](#).

The Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (RFEP). The Summative ELPAC is only given to students in grades TK-12, who have previously been identified as an EL based upon Initial ELPAC results. The purpose of the Summative ELPAC is to measure progress toward English proficiency in the four domains, to help inform proper educational placements, and to determine if a student is ready to be reclassified. The overall scaled score falls within levels one through four. Figure 7 below illustrates how ELPAC performance levels correlate to the 2012 California framework in relation to one of three performance levels, Emerging, Expanding, Bridging.

Figure 7: Performance Levels and ELD Standard Alignment

ELPAC Performance Level	Level 1: Minimally Developed English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	Level 2: Somewhat Developed 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.	Level 3: Moderately Developed English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways in a range of topics and content areas.	Level 4: Well Developed 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.
ELD Standards Proficiency Levels	Emerging Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Expanding Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.		Bridging Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

For additional information regarding the Summative ELPAC score report, please refer to [ELPAC Score Reporting](#).

Monitoring of Student Progress

English Learners in Central USD, as in the entire state of California, are expected to advance one English language level each year as currently measured by the ELPAC. During the time they are acquiring language, schools and teachers utilize assessment and data tools to measure and monitor EL student progress toward meeting this goal. At the end of the fifth year from initial identification, English Learners are expected to attain redesignation to be reclassified to Fluent English Proficiency status. After reclassification, students are monitored to ensure that they maintain the growth they've made and that they experience continued academic success. Figure 8 below shows the expected progress for ELs in terms of the overall ELPAC level, ELD standards designation, and the expected Smarter Balance English Language Arts (SBAC-ELA) Assessment score for each level.

Figure 8: Projected Progress

Years in Program	1	2	3	4	5	6
ELPAC Overall Level	1	2	2	3	3	4
ELD Standards-Based Assessments	Emerging	Exit Emerging	Enter Expanding	Exit Expanding	Enter Bridging	Exit Bridging
Smarter Balanced Assessment in ELA	Standard Not Met	Standard Not Met	Standard Not Met	Standard Nearly Met	Standard Met	Standard Met/Exceeded

Language proficiency and academic progress of English Learners are evaluated and monitored at a minimum of three times a year. Each site addresses EL learning outcomes utilizing Professional Learning Communities (PLCs). The principal or EL Coordinator facilitates the analysis of data and the cycle of inquiry during key assessment periods throughout the year and leads the conversations and follow up actions for teachers of EL students not making adequate progress. EL students that are not making expected academic gains are supported through the site's Multi-Tiered System of Support (MTSS) for intervention accessed through the SST process. The assessments in use to determine and monitor English Language Proficiency and academic progress include:

- English Language Proficiency Assessments of California (ELPAC)
- Classroom performance-based assessments
- Smarter Balanced Assessment Consortium (SBAC) summative assessment
- Fountas & Pinnell Literacy Assessment, STAR Reading Assessment, Acadience (DIBELS), iReady
- Teacher observations of student

Blue folders are used to store data for every English Learner until the student is redesignated as Reclassified Fluent English Proficient (RFEP). Blue folders remain in the care of the EL Coordinator at each school site.

Contents include:

- Original Home Language Survey (Form 1.1)
- Informal Primary Language Assessment (if administered) (Form 1.6)
- Identification and Assessment Check off sheet (Form 1.14)
- Parent Notification Letters (Form 1.4, 1.5, 1.7)

- Progress Monitoring Forms, PLC notes and evidence of intervention (if applicable)
- ELPAC scores (or alternative assessment scores for students with an IEP). In addition, copies of scores are placed in the student's cumulative record files.

Reclassification

Central USD ensures that the reclassification process is systematically implemented to monitor students' progress in attaining criteria towards fluent English proficiency. (Figure 9) There are three windows for reclassification each school year. Each EL who has been RFEP'd have demonstrated English language proficiency comparable to that of average native English speakers who can participate equally with average native speakers in the school's regular instructional program. When a student is reclassified as RFEP, the form is attached to the home language survey and placed in the student's cumulative folder. The remaining contents of the blue folder are moved to an RFEP monitoring file that is used to track student progress for four years to ensure that they are successful in their current placement. Once ELs are reclassified, they retain RFEP status for the rest of their TK-12 educational careers. The academic progress of RFEP students must be monitored for a minimum of four years as required by state and federal guidelines. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency.

There are four criteria for the reclassification of current English Learner students to RFEP status. All four criteria must be met within calendared reclassification windows using the most recent scores.

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the ELPAC with a required Overall Score of 4; and
2. Teacher evaluation, including, but not limited to a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic ELA/literacy skills against an empirically established range of performance in basic skills of English proficient students of the same age (i.e. Fountas & Pinnell, Star Reading, Acadiance (DIBELS), & iReady. (See forms 1.9,1.10, & 1.11 for details).

To initiate the reclassification of an EL student, Central USD's Research, Evaluation, and Assessment Department (REA) collects and updates the most recent English Learner data and shares the reclassification report with the EL Coordinators. Using the reclassification report, site principals and EL Coordinators share potential RFEP data with their grade level PLC (TK-6) or ELA/ELD department PLCs. The grade level PLC (TK-6) or ELA/ELD department PLCs review student data to determine which students meet all reclassification criteria and have demonstrated English Language proficiency comparable to that of an average native English speaker and can participate fully with them in the school's regular instructional program.

Based on PLC recommendation, the EL Coordinator completes the Central USD English Learner Reclassification document (Form 1.9, 1.10 , & 1.11) and schedule a consultation meeting with parents. At that time, the parent/guardian receives a copy of the assessment results. The parent/guardian is advised that their child meets all of the qualifications to move from being classified as EL to RFEP. The parent conference is conducted in a language understandable to the parent or guardian. The EL Coordinator works with the site data entry clerk to ensure student reclassification status is updated and in the student information database. A copy of the SBAC score and reclassification form is stapled to the original Home Language Survey and placed in the student's cumulative record file. The site EL Coordinator files copies of all reclassification forms in an RFEP monitoring folder. RFEP student data is monitored three times throughout the school year. RFEP students not making adequate progress must be referred to site intervention programs in accordance with the sites Multi-tiered System of Supports (MTSS).

ELs with special needs, including severe cognitive disabilities, are provided the same opportunities to be reclassified as students without special needs. Local IEP teams, therefore, may determine appropriate measures

of English Language Proficiency (ELP) and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP. It is the responsibility of the local IEP team and site EL Coordinator to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team and site EL Coordinator may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress at the student's capacity. In accordance with federal and state law, the local IEP team and site EL Coordinator may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). As noted in *California Practitioners' Guide for Educating English Learners with Disabilities* (pg. 376-377, 2019), "these four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student with an IEP.

- Criterion 1: Assessment of ELP using an objective assessment instrument, including but not limited to ELPAC, is one of four criteria in state law to be used by LEA's in determining whether or not an English Learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes. An alternative assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the ELPAC. The IEP team may use the results from the alternative assessment or ELPAC with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification.
- Criterion 2: Teacher evaluation -use the student's classroom performance information based on his or her IEP goals for academic and ELD.
- Criterion 3: Parental opinion and consultation. The parent or guardian is a participant on the IEP team.
- Criterion 4: Student's score on an assessment of basic skills. The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., The California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English Learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration."

Currently, Central USD utilizes the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) as the alternate English language proficiency assessment for students on the alternate curriculum.

Figure 9 shows the basic process for completing the redesignation of an EL student to an RFEP student

Figure 9: Reclassification Chart

CUSD Reclassification Flow Chart

1. REA and English Learner Services identify students that potentially meet reclassification criteria for the current reclassification window.

2. English Learner Services communicates to EL Coordinators which students are eligible for reclassification within the current reclassification window. EL Coordinator completes assessment information on reclassification forms for students identified by REA and English Learner Services.

3. EL Coordinators provide student names to students' teachers and teachers provide feedback and possible recommendation to reclassify students. Teacher completes, signs, and dates teacher portion of the reclassification form with the EL Coordinators. EL Coordinator notifies EL District Supervisor that they are at the parent notification stage. EL Supervisor advises EL site coordinator to move forward with parent/ guardian meeting.

4. EL Coordinator meets with parent(s)/guardian(s) to receive feedback and possible recommendation to reclassify. Parent(s)/Guardian(s) completes, signs and date parent/guardian portion of reclassification form with EL Coordinator.

5. EL Coordinator updates English Language acquisition status in Aeries from English Learner to Reclassified Fluent English Proficient (RFEP) and enters date for RFEP. EL Coordinator signs, dates, and puts reclassification forms into the students cum folder attached to the HLS. EL Coordinator submits electronic copy of reclassification forms into the cumulative record folder with a copy transferred to site RFEP monitoring file. EL Coordinator submits electronic copy of reclassification forms to English Learner Services. Student enters four year RFEP monitoring period.

Professional Learning and Leadership Development, Staffing

A carefully planned professional development process will introduce the Master Plan for English Learners to district and site staff. Professional development will build site capacity for executing systems, alignment to existing programs, and overall implementation of the Master Plan. The EL Services team will support professional development sessions at each site for faculty and staff and provide annual training on the Master Plan for all site staff members who have responsibility for implementing the plan. (Figure 10)

Additionally, Central USD currently works with external experts in the field of English Learners to provide “at the elbow” coaching and professional learning for sites as requested in site professional learning plans. These differentiated offerings ensure that there is a widespread understanding of the services of English Learners, the Master Plan, and a commitment to faithful and high-quality implementation of best teaching practices. The site Principals, site EL coordinators, the EL Service department, and Assistant Superintendent Educational Services work together to provide professional development related to EL support to ensure that all staff members working with ELs have the resources and supports needed to build on the strengths and meet the needs of ELs.

Administrators, counselors, teachers, and others will be provided on-going training opportunities that include but are not limited to the following:

Figure 10: Professional Development

Instructional Skills	Collaboration Leadership Skills	Cultural Proficiency
• Student Engagement • Designated/Integrated ELD • 2014 ELA/ELD framework • 2012 ELD Standards • MTSS • Scaffolding Instruction	• Data Analysis and Evaluation • Operating PLC’s • Instructional Coaching and Support	• Relationship Building • School Climate and Culture • Inclusive Environment • Culturally Relevant Curriculum • Culturally Responsive Instruction • Parent Engagement and Outreach

Central USD ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to ELs. All site administrators shall hold the CLAD, BCLAD, or equivalent teaching certification. All teachers within the district who provide designated ELD integrated ELD, or second language instruction must be properly authorized. Current employed Central USD’s Human Resource staff actively recruit and hire teachers who are fully certified to fill such positions. Annually, the district assesses the need, supply, and shortage of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Principle 4: Alignment and Articulation Within and Across Systems

Program Monitoring and Evaluation

The enactment of the Every Student Succeeds Acts (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), provides a valuable opportunity for States to reshape their accountability systems to support improved outcomes for ELs. In particular, the ESSA requires States to more fully include ELs in state and school-level accountability systems.

English Learner Accountability under ESSA is developed and defined by each state. In California, the current California Accountability Model and School Dashboard provide Central USD with specific English Learner metrics based on English Learner indicators including graduation rate, suspension rate, college and career, academic performance (ELA & Math SBAC) and English language proficiency, also known as the English Language Performance Indicator (ELPI). The ELPI measure looks at the progress that English Learners are making toward English proficiency.

When evaluating the effectiveness of Central USDs program for English Learners, staff follows the approved [Board Policy, BP 6174](#), which requires:

1. Annual progress of ELs proficiency in English as monitored by EL department
2. Monitoring the number and percentage of ELs reclassified as fluent English proficient
3. Monitoring the number and percentage of ELs at-risk of being reclassified as long term English Learners (LTELs)
4. Evaluating the achievement of English learner on standards-based tests in core curricular areas
5. Evaluating progress towards any goals for EL students as defined by the Central USD adopted Local Control Accountability Plan

Family and Community Engagement

Central USD believes family and community engagement is a fundamental component of student success and achievement. When families are engaged at home and school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

The District English Learner Advisory Committee (DELAC) and each site's English Learner Advisory Committee (ELAC) provide a source of information to the parents of ELs as required by law. The information disseminated at the committee meetings is provided in other language(s) when the need arises.

ELAC

The Site English Language Advisory Committee (ELAC), follows specific legal requirements as determined by the CDE. Each school with 21 or more English Learners must establish a functioning ELAC to advise the site principal and staff on the following legal requirements:

- Development of the school's Single Plan for Student Achievement
- Consult with the principal and staff on the school's programs for English Learners
- Development of the school's needs assessment
- Administration of the annual language census

At each Central USD site, ELAC must follow the membership guidelines as detailed below.

- The proportion of ELAC members who are parents of English Learners must at least equal the percentage of English Learners enrolled in the school.
- Membership will include parents and school staff. Staff member representatives will be fewer than the number of parents.
- All parents/ guardians of English Learners have an opportunity to vote and elect ELAC officers.
- ELAC officers will serve for a minimum of one year. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position.
- Elections for ELAC officers will be conducted at each school site by September 30.
- At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate must be selected by September 30 of each year.
- The ELAC will appoint one member to attend School Site Council meetings and report back to the ELAC on the development and implementation of the school site plan. School sites will provide a translation of documents and interpretation during meetings, as needed.
- Each year, members will receive training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

The site principal is responsible for establishing the school's ELAC and ensuring that ELAC members have fulfilled their responsibilities.

The site principal (or designee) is responsible for the following:

- Facilitate the formation of an ELAC by September 30th each year.
- Facilitate the selection of a representative and an alternative to the DELAC.
- Assist the ELAC membership to develop meeting agendas and select meeting dates.
- Publicize meeting agendas 72 hours in advance.
- Schedule and hold planning meetings.
- Consult with ELAC members to develop and provide training to assist members in carrying out their legal responsibilities.
- Review meeting minutes to ensure training, discussion, and advice are appropriately reflected.
- Share the SPSA with ELAC at the start of each school year and get input from ELAC members on the needs of English learners.

The school site's ELAC may delegate its authority annually to an established School Site Council (SSC). In order for the ELAC to delegate its authority to the SSC, the following must be true:

- The ELAC was informed and trained on their legal responsibilities before a vote to delegate took place.
- The SSC members received training on the legal responsibilities of the ELAC.
- The SSC has unanimously voted to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC minutes.
- Committee members represent the same percentage of ELs of the total enrollment of the school site.

The district-level English Learner Advisory Committee (DELAC) is comprised of parents, staff, and community members designated to advise district officials in matters pertaining to educational programs for English Learners with particular attention to the establishment of instructional programs for English Learners, its policies, goals, and objectives. Specifically:

- Advise on the development, revision, and implementation of the Master Plan for English Learners.
- Review a district-wide English Learner needs assessment conducted at sites or in the district.
- Establish district program, goals, and objectives for programs and services for English Learners.
- Develop a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Central USD provides appropriate materials and training in order to assist members in carrying out their legal advisory responsibilities including:

- Publication of the agenda and calendar, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- Collaborating with DELAC members or elected officials to develop a calendar of the school year and to plan agendas to ensure that the DELAC meets at least six times per year and operates according to the guidelines contained in the document.

In Central USD, DELAC membership is derived from site elected ELAC representatives. Members are selected by their school site by September 30th of each school year and serve a minimum of one year, beginning with the next meeting of DELAC. Members of the DELAC assist the district and sites in recruiting new members to the DELAC, if necessary. Membership includes school staff and community members, but community members and school staff together should constitute fewer in number than parents of English Learners.

Under the LCAP, adequate resources are available for English Learners to succeed both academically and socially. LCFF supplemental and Title III funds are used to meet the academic needs of English Learners and enhance the English learner programs, not supplant the district's general funds as well as any other categorical funds the district receives. Adequate basic general fund resources are available to provide each EL with learning opportunities in an appropriate program, including ELD and the core curriculum. The provision of such general fund resources is not contingent on the receipt of state or federal categorical aid funds.

Data Systems

Accountability work is everyone's responsibility. This includes students, parents, and all personnel at the school and district levels –teachers, counselors, instructional assistants, and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. Figure 11 describes the responsibility for each role in this accountability process.

Figure 11: Accountability Agreement

Role	Responsibility
Student	• Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers and support staff
Parent	• Monitors and promotes English Learner's progress in academics, homework, attendance, and behavior • Supports ELs in activities to promote student achievement • Communicates regularly regarding student progress with student, teacher, and school • Attends parent-teacher conferences and school functions (e.g., Open House, conferences, etc.) • Participates in school committees: ELAC, SSC, etc.
Classroom Teacher	• Provides integrated ELD Instruction by using grade level CA CCSS for ELA/Literacy, and other content standards as the focal standards for content instruction • Provides daily designated ELD instruction using the CA ELD Standards as the focal standards • Monitors EL student progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Implements differentiated strategies for ELs and RFEP students • Advocates for support services for students not meeting standards who may be at risk of retention or who require interventions in order to reach goals • Uses data to understand and respond to student needs
Principal	• Monitors all aspects of staffing for and instruction in the EL program • Analyzes and uses data to facilitate student progress monitoring and provides professional development as needed • Is responsible for all procedures and legal requirements pertaining to ELs at the school • Monitors placement of ELs and oversees reclassification process • Reports periodically to district administrators on the implementation of EL programs and services • Provides leadership in all aspects of the educational program
Site EL Coordinator	• Supports site administrator by implementing and monitoring progress and procedures for monitoring and documenting EL progress, including annual testing, primary language assessments (as needed) and reclassification • Monitors the accuracy of EL data in the district student information system • Informs staff of progress of identified students toward reclassification • Serves as a resource for the SST and site grade level/content area PLCs • Provides input on staff development opportunities and needs for teachers of ELs
Counselor (Secondary Schools)	• Works in collaboration with site EL Coordinator with initial placements • Monitors progress of ELs toward meeting language and academic standards • Collaborates with teachers, the site EL Coordinator and assign interventions for EL and RFEP students • Meets with students and parents to review academic program and progress
English Language Advisory Committee (ELAC)	• Advises the principal and school staff on topics related to English Learners (including advising in the development of the school plan) • Reviews site data on program effectiveness and student achievement
District EL Instructional Support Coach	• Supports EL Coordinators in the implementation of the Master Plan for English Learners • Helps organize and deliver staff development • Reviews site data on program effectiveness and student achievement

	• Provides at the elbow coaching and teacher support upon site leadership request
District English Language Advisory Committee (DELAC)	• Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Advises on issues relevant to ELs in the district
Supervisor, English Learner Services	• Monitors and supports the implementation of the Title III plan as detailed in the Local Control Accountability ESSA Addendum • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Facilitates EL Network meetings with EL Coordinators • Meets with principals to review site plans for services to English Learners as needed • Monitors compliance and English Learner procedures at the site and district levels • Works with Parent Engagement to provide information on services for English Learners
Director of State and Federal Programs	• Supervises English Learner Department • Analyzes district and school site data • Provides overall support for English Learner Programs • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites as needed • Collaborates with district staff and parent groups on annual program evaluation • Shares results of program evaluation with stakeholders (Superintendent, Executive Cabinet, and School Board) • In collaboration with the EL Department, monitors fiscal compliance to ensure alignment with the LEA and LCAP/ESSA Federal Addendum and the Master Plan for English Learners • Monitors school plans and budgets for services to ELs
Human Resources Department	• Recruits and monitors placement of EL staff in collaboration with principals and the Ed Services Department • Monitors credentials of all personnel working with ELs
Assistant Superintendent of Educational Services	• Acts as Superintendent designee to guide and direct district goals relative to the Local Accountability Plan including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability

The Department of EL Services convenes and leads the English Learner Network with support from the Director of State and Federal Programs. The network convenes at a minimum of four times per year. This network is designed to ensure that district stakeholders have a mechanism to plan and coordinate the implementation of The Master Plan for English Learners. The Network is comprised of Supervisors of the EL Department, the EL Instructional Support Coach (EL ISC), and the site EL Coordinators. Other district employees participate as needed.

The English Learner Network meets to discuss topics pertaining to the implementation of programs for English Learners in the district. The Network also:

- Serves as a clearinghouse for strategies, ideas, and suggestions for English Learner programs, staff development, as well as a focus group for collaborative problem-solving
- Provides a forum to evaluate and determine what practices, resources, and personnel are being used effectively to implement the district's programs for English Learners
- Makes recommendations for reporting on the performance of English Learners
- Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuous improvement to the District's programs for Central USD's English Learners

- Ensures that Central Unified’s Guiding Principles are in place in regards to EL student learning outcomes

The Department of Educational Services will conduct an annual evaluation of programs and services for ELs. Programs and services for ELs are centered on six goals. The evaluation activities focus on the evaluation questions listed in Figure 12 below.

Figure 12: Program Evaluation of Goals and Services

Goals	Evaluation Questions
1. EL programs are fully implemented as described in the Master Plan for English Learners.	• Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? • To what extent is the Master Plan for English Learners useful to teachers, administration, and parents as a tool to meet the needs of English Learners and staff?
2. ELs will have full access to the core curriculum.	• Are ELs given full access to core instruction? • Are English Learners receiving daily designated and integrated ELD instruction?
3. All ELs will master the English language as efficiently and effectively as possible.	• Are ELs making adequate progress on local and state assessments? • Are ELs making gains in the percentage of students being RFEP’d annually?
4. ELs will achieve academic success comparable to English Only students.	• Are ELs making adequate progress on state and local assessments in content areas (ELD, ELA, and Math)? • Are ELs (and RFEPs) in high school making expected progress toward graduation? • Are ELs proportionally represented in Special Education and GATE referrals? • Are ELs (and RFEPs) proportionally represented in the following categories: • Meeting UC/CSU requirements at high school graduation • Taking and passing college entrance examinations • Being admitted to two and four-year college universities • Is there an annual increase in the percentage of ELs (and RFEPs) of each of the success factors listed in the previous item?
5. Parents of ELs and RFEPs participate meaningfully in their children’s education.	• Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? • Is the rate of parent engagement increasing?
6. Rates for ELs and RFEPs in categories indicating risk for school failure are not greater than those for EOs.	• Are ELs (and RFEPs) overrepresented in the following categories: • Chronic Absenteeism • Suspension Rate • Percentage Graduation Rate • Percentage Not Meeting Standards on the SBAC summative • Assessment • College/Career indicator

In addition to the annual evaluation of programs for ELs, Central USD and site staff periodically monitors the implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to:

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

School site monitoring includes:

- ELD instructional schedules and master schedules submitted to the EL Supervisor within the first three weeks of the beginning of each school year or anytime there is a significant schedule modification.
- ELD Instructional Walkthroughs (district and site facilitated self-reviews) are conducted yearly. The reviews will include monitoring of ELD schedules, instructional minutes, ELD grouping by language proficiency levels, teacher interviews, and visits to selected classrooms on a drop-in basis.
- The EL ISC helps to organize site staff development and assist with classroom coaching.

Annual analysis of student outcomes determines the level of effectiveness of English Learner programs. EL data, in conjunction with site reviews, enables district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. The EL department provides data reports with a list of students needing additional academic support and also works with site staff to ensure that interventions are in place. Annual data is shared with DELAC members and provides a foundation for program improvement planning, including professional development priorities and plans, in future years.

Glossary	
Academic Language	The language of the content discipline, used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and achieve fluency in.
Alternative Assessment	An assessment that is given to English Learners in Special Education instead of some or all of the ELPAC. Any alternatives are determined by the IEP team and documented in the IEP.
BCLAD Bilingual, Cross-cultural Language and Academic Development	Credential or certificate which authorizes the holder to provide ELD, Central USD Key ELD strategies, and primary language instruction.
Biliteracy	Biliteracy is a high-level proficiency in speaking, reading, and writing in two languages.
CA ELD Standards	Set of standards adopted by the state of California in 2012 that align with California's Common Core State Standards for English Language Arts and address English language and literacy skills ELs need in key content areas.
CALP Cognitive Academic Language Proficiency	A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.
CALPADS California Longitudinal Pupil Achievement Data System	A CDE maintained database for student information. Central USD's student information system Aeries, provides the local data to populate CALPADS.
CAA California Alternate Assessment	For students with severe cognitive disabilities. The goal of the alternate assessment is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.
California Common Core State Standards	Educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.
CDE California Department of Education	Oversees the public school system in California and enforces education law, regulations, and school improvement programs.
CLAD Cross-Cultural Language and Academic Development	A state credential or certificate which authorizes the holder to teach designated and integrated ELD.
Cooperative Learning	Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.
Core Curriculum	Curriculum designed to facilitate teaching and learning of California content standards in core subject areas, including English language arts, mathematics, science, and social studies.

Cultural Proficiency	The knowledge, skills, attitudes, and beliefs that enable people to work well with, respond effectively to and be supportive of people in cross-cultural settings.
Designated ELD	A protected time during the school day when teachers use the CA ELD Standards as the focus standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.
DELAC District English Language Advisory Committee	A district-level advisory committee with parent representatives from each school that advises the district in their annual review of the Local Control Accountability Plan.
Differentiated Instruction	The process of designing lesson plans that meet the needs of the entire range of learners in the classroom.
Dual language program	A program in which students are taught literacy and content in two languages. When a program is called “dual-language immersion,” it is usually the same as two-way immersion or two-way bilingual. When a program is called “dual language,” it may refer to students from one language group developing full literacy skills in two languages.
EL English Learner	A student whose native language is not English
EO English Only	A student whose native language is English.
FEP Fluent English Proficient	FEP students are those with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by ELPAC and other criteria.
Home Language	The language the child first learned and/or the language used in the home to communicate.
HLS Home Language Survey	A uniform census process and tool identified by the CDE. This survey asks parents four questions about a child’s language(s). The HLS is given to parents for every child enrolled in a California public school.
IEP Individualized Education Plan	An IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a program of Special Education.
IFEP Initially Fluent English Proficient	A child classified as IFEP has met the criteria for fluent English proficiency as measured by the Initial ELPAC assessment.
Integrated ELD	All teachers of ELs use the ELD standards in tandem with the focal California Common Core Standards to provide effective instructional experiences for English Learners throughout the day and across disciplines that: are interactive and engaging, meaningful and relevant, and intellectually challenging; are appropriately scaffolded to provide strategic support that moves English Learners toward independence; build both content knowledge and academic English; value and build on primary language and culture and additional forms of prior knowledge.
L1	The language that has been identified as the student’s primary or home

	language.
L2	The second language the student acquires (usually refers to English).
LEA Local Education Agency	Usually refers to a school district, but may also refer to a County Office of Education or an independent charter school.
LTTEL Long Term English Learner	Students who have over five years of uninterrupted schooling in the United States and have not yet met reclassification criteria are classified as long-term English Language Learners in California.
MTSS	Multi-Tiered Systems of Support are utilized by CUSD to support students academically, behaviorally, and overall mental health.
Newcomer	An English Learner at proficiency level 1 or 2 who has been enrolled in a U.S. school for less than two years.
Professional Standards for Teaching English Learners	Competencies that teachers are expected to demonstrate related to teaching English Learners.
REA Research, Evaluation, and Assessment	District personnel that provides research-based information and student data to support the overall LEA (Local Education Agency).
Reclassification	The process that determines whether an English Learner is ready to be reclassified as Fluent English Proficient (RFEP). The decision to reclassify is based on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and has achieved a level of academic performance comparable to students whose native language is English.
RFEP student	A student who has met district criteria for reclassification as fluent English proficient.
SPSA School Plan for Student Achievement	A plan approved by the School Site Council (SSC), which outlines the goals, actions, timelines, and resources for continuous school improvement.
SSC School Site Council	A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.
SST Student Success Team	A team consisting of the classroom teacher, parents/guardians, principal, and school psychologist (as needed) to discuss academic and/or social/emotional concerns, and assign interventions as well as progress monitor interventions for individual students.
Title I	Title I is a federal program authorized in the Every Student Succeeds Act (ESSA) that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.

Title III	The federal English Language Acquisition, Language Enhancement, and Academic Achievement Act provides supplemental funding via Title III to school districts to implement programs and meet the same academic standards as all other students.
Transferability of Skills	Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English.
Transitional Program	CUSD's mainstream EL program in which students with reasonable fluency learn core curriculum and continue to learn English.

Forms

Form 1.1	Home Language Survey
Form 1.2	Home Language Survey Amendment Form
Form 1.3	Enrollment Chart for Admission of New Students
Form 1.4	Parent Notification of Initial ELPAC Assessment
Form 1.5	Parent Notification of Initial ELPAC Scores
Form 1.6	Informal Language Assessment
Form 1.7	Annual Parent Notification Letter
Form 1.8	Parent/Guardian Request for English Language Mainstream Classroom Placement
Form 1.9	Reclassification Window #1
Form 1.10	Reclassification Window #2
Form 1.11	Reclassification Window #3
Form 1.12	SST Referral
Form 1.13	SST Record
Form 1.14	EL Identification and Assessment Sequence
Form 1.15	Meeting Legal and Compliance Requirements
Form 1.16	ELD Standards Checklist

Form 1.1 Home Language Survey



HOME LANGUAGE SURVEY

Name of Student: _____
(Surname / Family Name) (First Given Name) (Second Given Name)

Age of Student: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

Form 1.2 Home Language Survey Amendment Form

Home Language Survey (HLS) Amendment Form

Central Unified School District
5652 W Gettysburg
Fresno, California 93722
559-274-4700

Note: The HLS Amendment Form should be used in rare cases, and only if the Initial ELPAC test has not been administered. The request must originate from the parent/guardian. The Student record (cum) shall retain only one original HLS throughout a student's K-12 schooling in California. This HLS Amendment Form becomes the official primary language in CALPADS and must be kept with the original HLS..

Process Overview:

1. Parent independently requests an amendment to the Original HLS.
2. District EL staff or site designee locates the original HLS and confirms that an ELPAC Initial (or CELDT) has NOT been administered previously. If so, this process may not be used and the original HLS may not be amended.
3. District EL staff or site designee sets up a face to face meeting with parent/guardian.
4. At the face to face meeting, district staff or site designee informs parent that this amendment is allowed once in a student's K-12 California schooling career. In addition, district staff or site designee discusses impact of possible missed learning for student if appropriate academic language instruction is not considered and assessed. **Note: this process does not prevent assessment at a later time because of recognized language difficulties, either by request of parent/guardian or district staff.*
5. On the HLS Amendment Form, district EL staff or site designee provides a brief overview of the reason the parent is requesting a change to the Home Language Survey (HLS) Amendment Form.
6. Obtain the parent's signature and record the date the meeting was held (NOTE: A District EL Designee must be present to sign and date the form.)
7. After the form is completed, the Site EL Coordinator makes the necessary change in Aeries under the student reporting language field. This information is reported to CALPADS and is allowed only once over the course of the pupil's enrollment in a California public school (Title 5, Division 1, Ch. 11, Subchapter 7.6 Article 1, 11518.20. Correction of Classification Errors, item 6.)
8. Make a copy of HLS Amendment Form, the Original HLS, and the Revised HLS and submit to district EL Services.

Place the HLS Amendment form, Original HLS, and Revised HLS stapled together into the student cumulative folder as proof of change request and amendment processed.

Important Information: All language minority students must be correctly identified and limited English proficient students must be served in accordance with federal law (*Lau v. Nichols 1974, Castaneda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 111(b)(1) of ESEA 2001*).

Form 1.2 cont.

Central Unified School District
5652 W Gettysburg
Fresno, California 93722
559-274-4700

Home Language Survey (HLS) Amendment Form For:

Student Name:	SSID:	Central USD ID:
DOB:	Current Grade Level:	Current School:

The HLS Amendment Form should be used in rare cases, and only if the Initial ELPAC test has not been administered. The request originates from the parent/guardian. Students retain one Original or Revised HLS throughout their K-12 schooling in California. The official HLS may only be revised only once in the student's K-12 schooling.

Important Information: All language minority students must be correctly identified and limited English proficient students must be served in accordance with federal law (*Lau v. Nichols 1974, Castaneda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 111(b)(1) of ESEA 2001*).

***Prior to using this form, District EL staff or site designee must verify that the Initial ELPAC test has NOT yet been administered.**

Date of Original HLS: _____

Original Language(s) reported on HLS:	Revised Language(s) reported on HLS:
Question 1: _____	Question 1: _____
Question 2: _____	Question 2: _____
Question 3: _____	Question 3: _____

Please include a brief overview indicating the reason the HLS should be amended:

District EL Designee's Name (print): _____
District EL Designee Signature: _____ Date: _____

Parent/guardian Name (print): _____
Parent/guardian Signature: _____ Date: _____

The District EL Designee and Parent Signature verifies that a face to face meeting was held between both parties and both the form and the effects of a language code change have been explained. *In order for an amendment to be made the HLS Amendment Form must*

- ☐ *be accompanied by the original home language survey and*
- ☐ *a revised HLS Amendment Form*
- ☐ *The HLS Amendment Form must be signed and dated by the parent*
- ☐ *The HLS Amendment Form must be signed and dated by District (or Site).*
- ☐ *A copy shall remain on file at the district office.*

Form 1.3 Enrollment Chart for Admission of New Students 2019-2020

Department of English Learner Services

The Enrollment Chart for the Admission of new Students is used to guide the grade placement of a student who enters the US school system with little or interrupted formal education or when records of prior school history are not available.

School must admit children into Transitional Kindergarten or Kindergarten who have attained legal age. Admission occurs when they move into the school district. Legal age is defined as noted below in accordance with (CA. Ed. Code §48200)

***Must be (3) on or before 9/1/19** **Preschool 7/2019 - 6/2020**

12/3/15	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/1/16	
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***Must be (4) on or before 12/2/19** **Pre-Kindergarten 7/2019 - 6/2020**

12/3/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	9/1/15	10/1/15	11/1/15	12/2/15
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***Must be (5) on or before 12/2/19** **Transitional Kindergarten**

9/02/14 through 12/02/14

***Must be (5) on or before 9/1/19** **Elementary 7/2019 - 6/2020**

Kindergarten

9/2/13	10/13	11/13	12/13	1/14	2/14	3/14	4/14	5/14	6/14	7/14	8/14	9/1/14
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Grade 1

12/3/12	1/13	2/13	3/13	4/13	5/13	6/13	7/13	8/13	9/1/13	
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Grade 2

12/3/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	10/12	11/12	12/2/12
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Grade 3

12/3/10	1/11	2/11	3/11	4/11	5/11	6/11	7/11	8/11	9/11	10/11	11/11	12/2/11
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Grade 4

12/3/09	1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10	11/10	12/2/10
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Grade 5

12/3/08	1/09	2/09	3/09	4/09	5/09	6/09	7/09	8/09	9/09	10/09	11/09	12/2/09
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Grade 6

12/3/07	1/08	2/08	3/08	4/08	5/08	6/08	7/08	8/08	9/08	10/08	11/08	12/2/08
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Middle School 7/2019 - 6/2020

Grade 7

12/3/06	1/07	2/07	3/07	4/07	5/07	6/07	7/07	8/07	9/07	10/07	11/07	12/2/07
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Grade 8

12/3/05	1/06	2/06	3/06	4/06	5/06	6/06	7/06	8/06	9/06	10/06	11/06	12/2/06
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High School 7/2019 - 6/2020

Grade 9

12/3/04	1/05	2/05	3/05	4/05	5/05	6/05	7/05	8/05	9/05	10/05	11/05	12/2/05
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Grade 10

12/3/03	1/04	2/04	3/04	4/04	5/04	6/04	7/04	8/04	9/04	10/04	11/04	12/2/04
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Grade 11

12/3/02	1/03	2/03	3/03	4/03	5/03	6/03	7/03	8/03	9/03	10/03	11/03	12/2/03
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Grade 12

12/3/01	1/02	2/02	3/02	4/02	5/02	6/02	7/02	8/02	9/02	10/02	11/02	12/2/02
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Revised 2/5/2019 mb LAC

Form 1.4 Parent Notification of Initial Assessment



CENTRAL UNIFIED SCHOOL DISTRICT

4605 North Polk Avenue · Fresno, CA 93722

Phone: (559) 274-4700 · Fax: (559) 271-8200

BOARD OF TRUSTEES

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SUPERINTENDENT

Andrew G. Alvarado

English Language Proficiency Assessments for California Initial ELPAC, 2019 -2020 Parent and Guardian Notification Letter

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects. Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>. You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact your site principal.

Sincerely,

Ketti Davis
Assistant Superintendent
Educational Services

Form 1.5 Parent Notification of Initial ELPAC Scores



ELPAC
English Language Proficiency
Assessments for California

STUDENT SCORE REPORT | 2019-20

INITIAL ELPAC | Kindergarten

Central Unified

Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #:

FOR THE FAMILY OF:

☐

DATE OF BIRTH:

TEST DATE: August 30, 2019

SCHOOL:

LEA: Central Unified

CDS: 10739650000000

What is the Initial ELPAC?

The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

Why do we administer the ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.

Overall Performance Level:
Novice English Learner
Overall Score: 218

Oral Language
(Listening and Speaking Skills)
Minimally developed

Written Language
(Reading and Writing Skills)
Minimally developed

Note: The overall score is based on a combination of oral language (90%) and written language (10%).

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) 450–600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370–449	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. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150–369	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Your child is here. →

If you have questions about your child's ELPAC results, please contact your child's school for more information. For more tips and resources visit <https://elpac.startingsmarter.org/>

Form 1.6 Informal Language Assessment



CENTRAL UNIFIED SCHOOL DISTRICT
4605 North Polk Avenue • Fresno, CA 93722
Phone: (559) 274-4700 • Fax: (559) 271-8200

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SUPERINTENDENT
Andrew G. Alvarado

Informal Assessment of Primary Language Proficiency

Please use this form to acquire more information about English learners' primary language skills. This form may be completed by teacher/counselor in conference with parent or by the student.

The purpose of the Informal Assessment of Primary Language Proficiency is to provide additional information, along with the results of the English Language Performance Assessments of California (ELPAC), to design appropriate instruction and support services.

Person completing form: _____ Parent/Guardian _____ Teacher _____ Counselor
_____ Student

I. General Information

Student's Name: _____ School: _____
Primary Language: _____ Grade: _____ Date: ____/____/____

II. School Experience

List the country or countries where the student attended school and the grade levels that were completed.

Country	Grade	Completed	
_____	_____	___ Yes	___ No
_____	_____	___ Yes	___ No

III. Oral Language

Check the box that best describes the student's ability to speak and understand the primary language.

A. The student uses the primary language at home:

- ☐ Never
☐ Sometimes
☐ Almost always

B. The student uses the primary language with siblings and/or friends:

- ☐ Never
☐ Sometimes
☐ Almost always

IV. Literacy

Place a check in the box that best describes the student's ability to read and write in the primary language.

District Administration
Keti Davis, Assistant Superintendent, Educational Services • Jack Kelejian, Assistant Superintendent, Human Resources

A. How often does the student *read* in the primary language?

- ☐ Never (does not know how to read in primary language)
- ☐ Reads sometimes
- ☐ Almost always (prefers to read in primary language)

B. How often does the student *write* in the primary language?

- ☐ Never (does not know how to write in primary language)
- ☐ Writes sometimes
- ☐ Almost always (prefers to write in primary language)

V. Comments

Provide any comments that will give more information to the school about the student's primary language proficiency, academic background, and ability to function in school.

Form 1.7 Annual Parent Notification Letter

California Department of Education
August 2019

Central Unified School District **Annual Parent Notification Letter** **Federal Title I or Title III and State Requirements**

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

School:

Date of Birth:

Date:

Grade:

State Student ID #:

Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

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

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>



Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert Yes or No]

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

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

Form 1.8 Parent/Guardian Request for English Language Mainstream Classroom Placement



Central Unified School District English Learner Services

School Site

Date

Parent/Guardian Request for English Language Mainstream Classroom Placement

(EC 305, CCR, Title 5 sections 1130[b], 11301, and 11302)

After reviewing assessment data (including ELPAC, Central USD benchmarks, and standardized testing results) and reviewing the Central USD program design for English Learners, I

_____ would like to request that Designated English Language
Parent/Guardian Name
Development (ELD) instruction for my child _____ be delivered in the
Student Name
Integrated ELD sections of their day rather than in a Designated English Language Development
(ELD) classroom setting for the _____ school year. I have been advised by Central
USD administration that my child is "lacking reasonable fluency" or a "good working knowledge
of English" and that my child will continue to receive full ELD instruction in the mainstream
instructional setting in accordance with the designated number of minutes as detailed in
Central USD Master Plan for English Learners.

Parent/Guardian Signature

Principal

Form 1.9 Reclassification Window #1

Reclassification Criteria, Summer

Reclassification Window 1: _____ (Date TBD)

**All four criteria must be met for the reclassification of current English Learner (EL) Students to Reclassified Fluent English Proficient (RFEP) status. All reclassifications move from site level, to district office before finalizing. EL Coordinators are also required to:*

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services

Specific Grade Level Criteria Required

1 ELPAC-SA

Current Grade 1-12	Criterion
	Score of Overall Level 4

2 Comparison of Student Performance in Basic Skills

REQUIRED IF APPLICABLE		TWO OF THESE FOR GRADES 1-2 AND GRADES 10-11 ONE OF THESE FOR GRADES 3-12					
Students currently in. . .	SBA ELA (CAASPP) Spring Prior YR	F&P Fall OR Spring Prior YR	Prior EOY STAR Reading	iReady Assessment	Current Admin 1 ELA Benchmark (if taken)	Prior Year Admin. 2 ELA Benchmark	Prior Year Admin. 3 ELA Benchmark
Grade 1		D	(K) 75+		Meets	Meets Standards on All Tasks	Meets Standards on All Tasks
Grade 2		J	(1st) 105+	489+	Meets	Meets	Meets
Grade 3		M	(2nd) 279+				
Grade 4	3	P	(3rd) 392+				
Grade 5	3	S	(4th) 479+				
Grade 6	3	V	(5th) 584+				
Grade 7	3	Y	(6th) 698+	609+			
Grade 8	3	Z	(7th) 806+	620+			
Grade 9	3		(8th) 908+		Meets		Meets
Grade 10	3 (Gr8)		(9th) 975+		Meets		Meets
Grade 11			(10th) 1026+			Meets	
Grade 12	3		(11th) 1097+				

3 Teacher Evaluation

Includes the **teacher's input** regarding curriculum mastery and whether the reclassification is consistent with student performance.

4 Parent Opinion and Consultation

Documentation of **Parent Consultation** (meeting) where it is explained why the student is being reclassified. Parents sign off that they have received consultation and have had the opportunity to provide input.

Student Name: _____ Grade Level: _____ School: _____

EL Coordinators: ALL 4 Criteria MUST be met before reclassification is complete. Other requirements incl:

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services.

Criteria Needed for Reclassification	Specific Grade Level Criteria Required				
1 ELPAC -SA _____(date)	Grade Level	Exam Date	Exam Title	Overall Performance Level	Sub Domain Performance Levels
2 Comparison of student performance in basic skills	Grade Level		Exam Date	Exam Used	Performance Level
3 Teacher Evaluation	Teacher Name		Date of Meeting	Agree/Disagree with Reclassification?	Teacher Signature
	Teacher Evidence Presented:				
	Teacher Signature:				
4 Parent Opinion & Consultation	Parent Name		Date of Meeting	Agree/Disagree with Reclassification?	Parent Signature
	Additional Notes: Parent Input/Opinion				
	Parent Signature:				
<i>"I am in agreement with this reclassification and have notified the classroom teacher(s) that this child will now enter into a four year monitoring window related to this new RFEP status."</i> Site EL Coordinator: _____ Date Student Label Changed in Aeries from EL to RFEP: _____ Date Student Label Changed in CALPADs from EL to RFEP: _____					

Form 1.10 Reclassification Window #2

Reclassification Criteria, Fall Reclassification Window 2: _____(Date TBD)

**All four criteria must be met for the reclassification of current English Learner (EL) Students to Reclassified Fluent English Proficient (RFEP) status. All reclassifications move from site level, to district office before finalizing. EL Coordinators are also required to:*

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services

Specific Grade Level Criteria Required

1 ELPAC-SA

Current Grades 1-12	Criterion
	Score of <i>Overall Level 4</i>

2 Comparison of Student Performance in Basic Skills

REQUIRED IF APPLICABLE		TWO OF THESE FOR GRADES 1-3 AND GRADES 10-11 ONE OF THESE FOR GRADES 4-9 GRADE 12: N/A					
		Current F&P Fall	STAR Reading Fall	iReady Assessment	Current Fall Admin 1 ELA Benchmark	Admin. 2 ELA Benchmark	Admin. 3 ELA Benchmark
Students currently in. . .	SBA ELA (CAASPP) Previous Spring						
Grade 1		F	71+		Meets	Meets Standards on All Tasks	Meets Standards on All Tasks
Grade 2		K	182+	489+	Meets	Meets	Meets
Grade 3		N	323+				
Grade 4	3	Q	424+				
Grade 5	3	T	525+				
Grade 6	3	W	626+				
Grade 7	3	Y	713+	632+			
Grade 8	3	Z	847+	642+			
Grade 9	3		925+				
Grade 10			981+				
Grade 11			1026+				
Grade 12	3		1141+				

3 Teacher Evaluation

Includes the **teacher's input** regarding curriculum mastery and whether the reclassification is consistent with student performance.

4 Parent Opinion and Consultation

Documentation of **Parent Consultation** (meeting) where it is explained why the student is being reclassified. Parents sign off that they have received consultation and have had the opportunity to provide input.

Student Name: _____ **Grade Level:** _____ **School:** _____

EL Coordinators: ALL 4 Criteria MUST be met before reclassification is complete. Other requirements include:

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services.

Criteria Needed for Reclassification	Specific Grade Level Criteria Required				
1 ELPAC -SA	Grade Level	Exam Date	Exam Title	Overall Performance Level	Sub Domain Performance Levels
2 Comparison of student performance in basic skills	Grade Level		Exam Date	Exam Used	Performance Level
3 Teacher Evaluation	Teacher Name		Date of Meeting	Agree/Disagree with Reclassification?	Teacher Signature
	Teacher Evidence Presented:				
	Teacher Signature:				
4 Parent Opinion & Consultation	Parent Name		Date of Meeting	Agree/Disagree with Reclassification?	Parent Signature
	Additional Notes: Parent Input/Opinion				
	Parent Signature:				
<i>"I am in agreement with this reclassification and have notified the classroom teacher(s) that this child will now enter into a four year monitoring window related to this new RFEP status."</i> Site EL Coordinator: _____ Date Student Label Changed in Aeries from EL to RFEP: _____ Date Student Label Changed in CALPADs from EL to RFEP: _____					

Form 1.11 Reclassification Window #3

Reclassification Criteria, Spring Reclassification Window 3: _____(Date TBD)

*All four criteria must be met for the reclassification of current English Learner (EL) Students to Reclassified Fluent English Proficient (RFEP) status. All reclassifications move from site level, to district office before finalizing. EL Coordinators are also required to:

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services

Specific Grade Level Criteria Required

1 ELPAC-SA

Current Grades 1-12	Criterion
	Score of <i>Overall Level 4</i>

2 Comparison of Student Performance in Basic Skills

REQUIRED IF APPLICABLE		TWO OF THESE FOR GRADES 1-2 AND GRADES 10-11 ONE OF THESE FOR GRADES 3-12					
Students currently in. . .	SBA ELA (CAASPP) Spring 2019	F&P March 2020	STAR Reading Winter	iReady Assessment	Current Fall Admin 1 ELA Benchmark	Admin. 2 ELA Benchmark	Admin. 3 ELA Benchmark
Grade 1		H	82+		Meets	Meets Standards on All Tasks	Meets Standards on All Tasks
Grade 2		L	230+	513+	Meets	Meets	Meets
Grade 3		O	360+				
Grade 4	3	R	455+				
Grade 5	3	U	555+				
Grade 6	3	X	660+				
Grade 7	3	Z	762+	632+			
Grade 8	3	Z	882+	642+			
Grade 9	3		952+				
Grade 10	3 (Gr8)		1004+				
Grade 11			1059+				
Grade 12	3		1149+				

3 Teacher Evaluation

Includes the **teacher's input** regarding curriculum mastery and whether the reclassification is consistent with student performance.

4 Parent Opinion and Consultation

Documentation of **Parent Consultation** (meeting) where it is explained why the student is being reclassified. Parents sign off that they have received consultation and have had the opportunity to provide input.

Student Name: _____ **Grade Level:** _____ **School:** _____

EL Coordinators: ALL 4 Criteria MUST be met before reclassification is complete. Other requirements include:

- Retain a Copy of this Form in Student RFEP Monitoring Folder.
- Provide a Copy to the Parent and Classroom Teacher (Teachers).
- Email a Completed Copy to Supervisor EL and Migrant Services.

Criteria Needed for Reclassification	Specific Grade Level Criteria Required				
1 ELPAC -SA	Grade Level	Exam Date	Exam Title	Overall Performance Level	Sub Domain Performance Levels
2 Comparison of student performance in basic skills	Grade Level		Exam Date	Exam Used	Performance Level
3 Teacher Evaluation	Teacher Name		Date of Meeting	Agree/Disagree with Reclassification?	Teacher Signature
	Teacher Evidence Presented:				
	Teacher Signature:				
4 Parent Opinion & Consultation	Parent Name		Date of Meeting	Agree/Disagree with Reclassification?	Parent Signature
	Additional Notes: Parent Input/Opinion				
	Parent Signature:				
<i>"I am in agreement with this reclassification and have notified the classroom teacher(s) that this child will now enter into a four year monitoring window related to this new RFEP status."</i> Site EL Coordinator: _____ Date Student Label Changed in Aeries from EL to RFEP: _____ Date Student Label Changed in CALPADs from EL to RFEP: _____					

**CENTRAL UNIFIED SCHOOL DISTRICT
STUDENT SUCCESS TEAM- SST REFERRAL
SITE _____**

Person requesting meeting: _____ Date Received _____

Date of Referral _____ SST Scheduled Date/Time _____

Page One of this form is an AERIES Report – please ask office for SST Report & Attach
Page Two is to be completed by referring teacher

Student Name _____ Parent Name(s) _____
Address _____
Telephone _____ Date of birth/ Age: _____
Gender: M ☐ F ☐ Teacher _____ Grade _____
GATE: Yes ☐ No ☐
Primary language _____ Circle one: EO ELL FEP Stage: _____
High School Credit Completion Progress _____

ATTENDANCE

Attendance Report for current school year and last school year, to include absences, tardies
and in school/out of school suspension history.

Previous schools attended: _____
SARB Process: None ☐ Site SARB (date) _____ District SARB(date) _____

HEALTH INFORMATION

Vision R _____ L _____ Hearing R _____ L _____ (See student's CUM folder)

SUMMATIVE TESTING INFORMATION

Most recent State Testing Information: Date of Test _____ SBAC ☐ CAA ☐
Reading _____ Math _____ Science _____
If EL - Overall CELDT Score _____

RETENTION

Has the student been retained ? ☐ Yes ☐ No If yes, in which grade? _____

Form 1.13 SST Record

**CENTRAL UNIFIED
STUDENT SUCCESS TEAM (SST) RECORD**

Meeting Date	
---------------------	--

Name:	Grade:
School:	Parent:
Phone Number:	Teacher(s):

PURPOSE OF MEETING

STUDENT STRENGTHS

CONCERNS

DISCUSS CURRENT DATA (Including any health info & progress since referral)

CENTRAL UNIFIED
STUDENT SUCCESS TEAM (SST) RECORD

TEAM CONSIDERATIONS (Ideas)

[illegible]

ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATA COLLECTION FREQUENCY
1.		
2.		
3.		
4.		
5.		
6.		
7.		

FOLLOW UP MEETING DATE[illegible]

Site: _____

**CENTRAL UNIFIED SCHOOL DISTRICT
EL IDENTIFICATION AND ASSESSMENT SEQUENCE**



Name _____ Grade _____ Date of Entry _____

Check off the appropriate lines as completed.

Identification

The Home Language Survey is administered to every student upon enrollment in a California school and only once during a child's K-12 career.

_____ Check the Home Language Survey for a language other than English on questions 1-3. Question 4 is discretionary based on conversation with the parent. If another language is listed, sent the Parent Notification of Initial Assessment to parents.

_____ Administer the Initial ELPAC within 30 days of enrollment. The Initial ELPAC Assessment is used to identify students as either an English learner (EL) who needs support to learn English, or as (IFEP) Initial Fluent English Proficient.

Recommend Program Placement

_____ **Structured English Immersion** is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD (designated and integrated), and access to grade level academic subject matter content. (EC § 306[c][3])

_____ **Dual Language Immersion** program provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (EC § 306[c][1])

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a])

Primary Language Assessment

_____ Interview student using an Initial Primary Language Assessment, IPLA and share results with the classroom teacher(s) to be placed in EL Folder.

Delivery of Services

_____ Start an EL Folder

_____ Notify classroom teacher(s) of all test results so EL services can begin and student progress can be documented using CUSD EL Monitoring Form.

_____ Update all EL student information fields in Aeries on the STU and Home Language Screen.

Rev. 11/19

Form 1.15

Meeting Legal and Compliance Requirements

-Additional Support and Resources

California Standards for the Teaching Profession

1. Standard One: Engaging & Supporting ALL students in Learning
2. Standard Two: Creating & Maintaining Effective Environments for Student Learning
3. Standard Three: Understanding and Organizing Subject Matter for Student Learning
4. Standard Four: Planning & Designing Learning Experiences for All Students
5. Standard Five: Assessing Students for Learning
6. Standard Six: Developing as a Professional Educator

ELA/ELD Framework for California Public Schools K-12 Education 2014

Adopted by the State Board of

The following principles and beliefs guide the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

Schooling should help all students achieve their highest potential. The guidelines offered in this framework are predicated on the belief that California's educational system should assist all children and youth in achieving their highest potential. California adopted the rigorous CA CCSS for ELA/Literacy with all, not just some, students in mind. However, because learners differ, they may require different types and levels of support in order to achieve their full potential. Excellent initial instruction, appropriate for the range of learners, in all grade levels and content areas should be provided to all students, and close, ongoing monitoring of individual's progress is essential so that subsequent instruction can be tailored to meet students' needs and challenge students appropriately.

Landmark Cases and Mandates

- Bilingual Education Act of 1968, Title VII of the Elementary and Secondary Education Act. Former 20 U.S.C. Section 880b: The Bilingual Education Act created a permissive grant in aid program to support research and experimental demonstration projects supporting bilingual education. Under the Act, school districts were not required to provide special programs for English Learners or to submit grant applications.
- Office for Civil Rights, United States Department of Education, Identification of Discrimination and Denial of Services on the Basis of National Origin, 35 Fed.Reg.11595 (May 25, 1970). The Office for Civil Rights (OCR) issued a policy memorandum stating that the failure of federally assisted educational programs to take "affirmative steps" to provide for "effective participation" by children from national origin minority groups in their programs constituted a violation of Title VI of the Civil Rights Act of 1964.
- Lau v. Nichols, 414 U.S. 563 (1974): In Lau v. Nichols, the United States Supreme Court held that the failure of the San Francisco Unified School District to provide English language instruction to students of Chinese ancestry who did not speak English, or to provide them with other adequate instructional programs, denied them a meaningful opportunity to participate in the public educational program and thus violated Title VI. The court in Lau concluded: "[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." (414 U.S. at 566). The Lau court deferred to the school district to design programs to meet the needs of legislation.

- Equal Educational Opportunities Act, 20 U.S.C. Section 1703(f) (1974): The Act codified the Lau decision, and paralleled language from other civil rights laws: “No state shall deny equal opportunity to an individual on account of . . . race, color, sex or national origin, by . . . the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in the instructional programs.” Similar to the Lau decision, Congress did not specify particular educational or remedial approaches, but required that school districts take appropriate action to guarantee equal educational opportunities for language minority students.

- *Castañeda v. Pickard*, 648 F.2d. 989 (5th Cir. 1981): In *Castañeda*, the school district operated a bilingual educational program for all students in kindergarten through third grade. The program included an assessment component and instruction in fundamental reading and writing skills in both Spanish and English. The district did not offer a formal program of bilingual education after the third grade. The Court held that the EEOA did not require local educational authorities to adopt a particular type of program; the EEOA required appropriate action rather than bilingual education. A three-pronged test for appropriate action was established by the *Castañeda* court. For appropriate action, programs developed for ELs must:

- o Develop an educational plan based on scientific research or sound educational theory
- o Have adequate resources to fully implement the program
- o Produce results that show the program is effective

- *Teresa P. v. Berkeley Unified School District*, 724 F.Supp. 698 (N.D.Cal. 1989): The United States District Court applied the *Castañeda* test and found that a school district complied with the EEOA and the *Castañeda* test even though it did not employ teachers or tutors who spoke the primary language of the students or utilized materials in the student’s primary language. The court held that Berkeley Unified School District, which used the English as a second language approach, was supported by sound educational theory and noted that the EEOA did not require the District to adopt a specific educational theory or implement an ideal academic program. Rather, the court held that the EEOA permits educational officials substantial latitude in formulating programs to meet the needs of language minority students. “That Congress utilizes the term ‘appropriate action’ rather than ‘bilingual education’ indicates that Congress intended to leave educational authorities substantial latitude in formulating programs to meet their EEOA obligations.” (*Teresa P.* at 713)

- Proposition 227, English Language in Public Schools Initiative (June 2, 1998): Proposition 227 stated as its purpose that all children in California public schools shall be taught English as rapidly and effectively as possible. Proposition 227 enacted a number of provisions that severely restricted the implementation of bilingual programs. In *Valeria v. Davis*, 307 F.3d 1036 (9th Cir. 2002; rehearing denied, 320 F.3d 1014 (2003)), plaintiffs argued that Proposition 227 unconstitutionally restricted the political process by enabling the state to make bilingual education decisions. The Court of Appeals held that the provisions of Proposition 227, which replaced bilingual education programs with curricular programs designed to teach students in English, did not violate the Equal Protection Clause of the United States Constitution because the record did not establish racial discrimination or racial animus, and the racial makeup of California’s students did not shape Proposition 227’s reallocation of political authority over bilingual education. The United States Court of Appeals upheld the constitutionality of Proposition 227.

- Reauthorization of ESEA in 2001: This reauthorization eliminated references to bilingual instruction and focused English Learner programs on English proficiency.

- *Horne v. Flores*, 557 U.S. 433 (2009): A group of English Learners in Nogales Unified School District in Arizona filed a class action lawsuit against the state for violations of the EEOA. The U.S. Supreme Court held that the EEOA mandates neither equal inputs nor equal outcomes, noting that the EEOA does not require any particular level of funding for implementation. The Court further opined that achievement gaps alone would not be sufficient to show a violation of the EEOA.

- CDE settlement agreement with U.S.D.O.J. (September 2016): This settlement agreement addresses alleged violations of the Equal Educational Opportunities Act (EEOA). The U.S.D.O.J. alleged that California failed to take appropriate action for over a decade in response to LEA reports of unserved EL students, and when action was taken, CDE’s actions

did not meet EEOA standards. As part of the settlement terms, CDE must respond faster to CALPADs reports of EL services, provide professional development to CDE monitoring staff, and include appropriate student placement, program of ELD instruction, and access to core subject matter services as part of monitoring.

- Proposition 58, California Education for a Global Economy Initiative (California EdGE Initiative), enacted November 2016, effective July 1, 2017: The California EdGE Initiative amends and repeals provisions from Proposition 227. Specifically, the new law L.A. Unified English Learner and Standard English Learner Master Plan Toolkit: Chapter 8 deletes the sheltered English immersion requirement and waiver provisions and provisions for lawsuits and personal liability for failure to implement Prop 227; requires part of the LCAP to include soliciting input on and providing to pupils effective and appropriate instructional materials including language acquisition programs; and articulates a different form of notice to parents/legal guardians/educational rights holders. In addition, the new law places a new or renewed emphasis on importance of learning multiple languages, as exemplified by the statement: “A large body of research has demonstrated the cognitive, economic, and long-term academic benefits of multilingualism and multiliteracy (EC section 300(m)). Education Code section 306(c)(1) clarifies that language acquisition programs include dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners A Common Vision for Educating English Learners: The Vision: English Learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. The Mission: California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. The Principles: o Assets-Oriented and Needs-Responsive Schools o Intellectual Quality of Instruction and Meaningful Access o System Conditions that Support Effectiveness o Alignment and Articulation Within and Across Systems The principles are further broken down into elements that make up each principle. These elements are the concrete actions that need to be taken in order to enact each principle. The elements are described in the CA EL Roadmap published document.
- Connection to the Local Control and Accountability Plan: The CA EL Roadmap helps LEAs update their Local Control and Accountability Plan (LCAP) and Title III plans to ensure that their goals are aligned with the State Board policy. The resource “From Principles to Practice: Crosswalk to LCAP State Priorities,” available on the CDE EL Roadmap website, demonstrates the connections between principles in the EL Roadmap Policy and the LCAP.

California English Language Development (ELD) Standards Checklist

Part 1: Interacting in Meaningful Ways

A. Collaborative (Speak, Listen, & Write)

	1. Exchanging information & ideas with others through oral collaborative discussions...	
	2. Interacting via written English in various communicative forms	
	3. Offering and justifying opinions, negotiating with and persuading others...	
	4. Adapting language choices to various contexts (based on task, purpose, audience, & text type	

B. Interpretive (Listen & Read)

	5. Listening actively to spoken English in a range of social and academic contexts	
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	
	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, type, purpose, audience, topic and content area	
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, <u>etc.</u>) depending on modality, purpose, audience, <u>etc.</u> ...	

C. Productive (Speak & Write)

	9. Expressing information & ideas in formal oral presentations on academic topics	
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	
	11. Justifying own arguments and evaluating others' arguments in writing	
	12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	

Part 2: Learning About How English Works

A. Structuring Cohesive Texts

	1. Understanding text structure...	
	2. Understanding cohesion...	

B. Expanding & Enriching Ideas

	3. Using verbs and verb phrases...	
	4. Using nouns and noun phrases...	
	5. Modifying to add details...	

C. Connecting & Condensing Ideas

	6. Connecting ideas...	
	7. Condensing ideas...	

Part 3: Using Foundational Literacy Skills

Using Foundational Literacy Skills (see Appendix A)

	- Native language and literacy - Similarities and differences between native language & English - Print concepts, phonological awareness, phonics & word recognition, and fluency	
--	---	--

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