

English Learner Master Plan South San Francisco Unified School District 2017-2020



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Assistant Superintendent Human Resources	Dr. Jay Spaulding

I. English Learner Master Plan Mission and Vision

English Learner Master Plan Mission

The English Learner Master Plan's mission is to provide a rigorous academic and a solid social - emotional foundation built on supporting students in developing academic English, valuing diversity, honoring language and culture, and encouraging multilingualism and multiculturalism.

English Learner Master Plan Vision

1. Students will be Resilient and Confident

At SSFUSD, biliterate/multiliterate students will develop a sense of purpose and self-efficacy and emerge as global citizens with the confidence and resources needed to achieve their dreams and career goals. As critical thinkers, who possess technological competence and collaborative skills, students will embrace and contribute to our culturally and linguistically diverse society.

2. Educators and Schools will Engage in Professional Learning

At SSFUSD, educators will foster an engaging environment that provides differentiated approaches, authentic learning experiences, culturally responsive and inclusive content, and equitable opportunities for students. Through Professional Learning Communities and data driven analysis through the Cycle of Inquiry, educators will collaborate to design programs which will allow equitable access to advanced learning opportunities within a dynamic learning environment.

3. The Community and Families will be active participants

At SSFUSD, families and the local community are an integral part of the success of our students and schools. Learning extends beyond the individual classroom and school, to the home, the local community, and the world at large. We value and respect families and caregivers as advocates for their children, provide them with access to information necessary for successful navigation of school systems, and present opportunities to proactively participate in meaningful parent organizations in partnership with educators, administrators, and district representatives.

II. Purpose of the English Learner Master Plan

The South San Francisco Unified School District's English Learner Master Plan is a result of collaboration and commitment to meeting and exceeding the needs of our community's EL students and families. This plan works to not just ensure compliance, but to provide all of our students with a world class education. The SSFUSD's EL Master Plan uses the board goals, SSFUSD Strategic Plan, and Local Control Accountability Plan (LCAP) as underpinnings for our work with ELs. The following objectives will guide us to optimal results for our EL students:

- 1) History of EL students
- 2) EL Identification, Assessment, & Placement
- 3) Instructional Programs
- 4) EL Student Monitoring & Reclassification
- 5) Staffing and Professional Development
- 6) Parent and Community Involvement
- 7) Evaluation and Accountability
- 8) Funding and Resources

III. Superintendent and Board of Trustees Introduction

Board Quote

“As a bilingual native of South San Francisco, alumni of South San Francisco Unified School District (SSFUSD), and parent of 4 children currently attending SSFUSD, I have had a lifelong passion for fostering the academic and social success of English language learners (ELLs) and their families. One of our board goals is to “Ensure equity throughout the student population” and, unless all students are given the appropriate support systems to successfully acquire English, we will be unable to ensure our students are college and career ready by the time they graduate. We believe that all students can master the language of school, the language of college and career readiness, and ultimately the language of power. We also encourage students to acquire proficiency in multiple languages as part of their preparation for college and careers. The District has provided an opportunity for students to receive the California Seal of Biliteracy which recognizes students who have studied and attained proficiency in two or more language by high school graduation. This is a critically important 21st Century skills that will give our students an advantage in today’s globalized, multilingual and multicultural world. The SSFUSD Board of Education fully endorses and supports this English Learner Master Plan; it is a step in the right direction. We believe it provides the guidance necessary to implement consistent, effective systems and instructional practices that will support learning for all our ELL students.”

~President of SSFUSD Board of Trustees – Mrs. Rosa Govea Acosta

Superintendent Quote

“South San Francisco Unified School District (SSFUSD) sees the achievement gap as the greatest social justice issue facing our country today. As a district rich in cultural diversity, whose students speak more than 30 languages, SSFUSD has the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language. We know that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. In SSFUSD we value and promote 21st century College and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that bestow real advantages in today’s complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for our students. The Master Plan demonstrates a collaborative effort among all departments and community groups to effectively serve English Language Learners. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can ensure all of our English Learners receive high quality programs that will make our students proficient in English.”

~ Superintendent - Dr. Shawnterra Moore

IV. EL Council Recognitions

- a. The South San Francisco Unified School District Master Plan for English Language Learners was developed with the dedicated effort and collaboration of district teachers, administrators, support staff and parents. We greatly appreciate their guidance and support, and thank them for their time in reviewing and giving input for this plan. We express our gratitude to San Mateo County Office of Education for their contributions and support with writing the plan. We also appreciate the support and help of the members of the EL Council. We thank the previous cohort of educators, staff and community members who originally wrote the English Learner Master Plan, which gave us a canvas for the newly revised English Learner Master Plan 2018-2021. We appreciate the expert advice provided by the EL Intervention Teachers on Special Assignment and the District EL Curriculum and Instruction Specialist who helped design our program models and reviewed research for the plan. We are thankful for the time of our site administrators, EL teachers and classified staff for their contribution to the revision of the plan. We thank all who gave their time and expertise in contributing to the plan. Finally, we acknowledge our Board of Trustees, Superintendent and cabinet for their unconditional support for providing services to our English Learners and their families.
- b. The revision of the *English Learner Master Plan* was led by Dr. Leticia Bhatia, Director of English Learner Programs, Categorical Programs and Special Projects and Gracie Hough District EL Curriculum and Instruction Specialist, and involved teachers, administrators, and literacy coaches. Feedback from parents through DELAC/ELAC was incorporated as well. The EL Council used data, research, and Master Plans from other districts to inform decisions that will lead to continuous improvement of instruction for English learners in SSFUSD.

We acknowledge the dedicated effort and collaboration of the following teachers, Teachers on Special Assignment, site and district administrators from all levels, parents, community members and external experts. Without the guidance, support, and time they gave to provide input, this document would not have come to fruition.

SSFUSD Site Representatives

NAME	AFFILIATION
Israel Castillo, Principal	Spruce Elementary School
Kennelyn Celeste, Principal	Los Cerritos Elementary School
Jonathan Covacha, Principal	Martin Elementary School
Sacha Dano, ELD Teacher	South San Francisco High School
Regina Ferris, ELD Teacher	Parkway Heights Middle School
Clare Jackson, Assistant Principal	El Camino High School
Lisa Kuo, EL Intervention TOSA	Martin Elementary School
Marco Lopez, Principal	Parkway Heights Middle School
Marti MacInnes, ELA Teacher	Alta Loma Middle School
Marisela Rivas, Bilingual Paraprofessional	Alta Loma Middle School
Melissa Skaines, EL Teacher	Alta Loma Middle School
Teresa Sampayan, EL Intervention TOSA	Spruce Elementary School
Megan Woodrich, EL Intervention TOSA	Parkway Heights Middle School

SSFUSD District Representatives

NAME	AFFILIATION
Leticia Bhatia, Ed.D. Director of English Learner Programs, Categorical Programs and Special Projects	South San Francisco Unified School District
Gracie Hough EL Curriculum and Instruction Specialist	South San Francisco Unified School District

San Mateo County Office of Education

NAME	AFFILIATION
Nabila Massoumi, Ed.D. Coordinator English Learner Services	San Mateo County Office of Education
Gwenn Lei, Ed.D. Coordinator Reading/Language Arts, History - Social Studies	San Mateo County Office of Education

V. EL Master Plan Chapters

A. History of English Learner Students at South San Francisco, CA

English learners (ELs) are among the fastest-growing populations of students in our nation’s public schools. This diverse subgroup of approximately 4.5 million students brings important cultural and linguistic assets to the public education system, but also faces a greater likelihood of lower graduation rates, academic achievement, and college enrollment than their non-EL peers.

In the early 1900’s immigrants from Italy, France, Portugal, and Greece migrated to the area of South San Francisco to support the steel, meat, and marble packing industry. There was also a large scale migration of Filipino immigrants which occurred due to work on sugar plantations in Hawaii.

The Tanforan Assembly Center was one of seventeen temporary detention camps established by the U.S. Army to hold Japanese Americans forcibly removed from the West Coast until more permanent concentration camps could be constructed. Tanforan was built on the site of the Tanforan horse racing track, and some of the inmates lived in the former horse stalls. Accommodating 7,816 Japanese Americans, it was the second most populous of the “assembly centers”. The Tanforan Assembly Center was located at the Tanforan Racetrack in San Bruno, California, in 1942 and was the second largest assembly center out of the seventeen established by the U.S. Army. Tanforan is located south of San Francisco, near the San Francisco International Airport. A shopping center sits on the site today; a small historical marker commemorates its World War II history.

The baby boom in the 1940s and 1950s caused an influx of students and many new schools were built. In the mid 1940’s the influx of shipyard workers created a housing shortage. United, Southwest, and Philippine airlines located their maintenance bases and offices in the area. This brought in immigrants from the Phillipines.

In the mid 1960's there were also Filipino and Mexican contributions to the farm labor movement. The Bracero Program (from the Spanish term *bracero*, meaning "manual laborer" or "one who works using his arms") was a series of laws and diplomatic agreements, initiated on August 4, 1942, when the United States signed the Mexican Farm Labor Agreement with Mexico. The Braceros led into the farmworker movement during the great strike. This led to an increased population of Mexican immigrants, particularly in California.

After the 1940's, there were additional waves of migration of Filipino immigrants after the 2nd World War and around the 1970's due to the influx of Filipino immigrant nurses.

At South San Francisco Unified School District, we value the diversity of our community and strive to build a community for our students and their families where their culture is valued, respected, and integrated in our curriculum and school values.

B. EL Identification, Assessment and Placement

Identification of English Learners-The Home Language Survey

Step 1: Registration including completion of Home Language Survey

A Home Language Survey (HLS) must be used at the time of initial enrollment to determine the primary language and is on file for each student in the district. All parents/guardians with a child/children enrolled in a California public school must complete the Home Language Survey at initial enrollment.

If language other than English is recorded on the HLS, student is assessed for English proficiency using the English Language Proficiency Assessment of California (ELPAC). Special Education students with a primary language other than English are to be tested with the ELPAC according to assessment accommodations as determined by the IEP team. Four questions are asked to determine if the student qualifies for programs designed to support English Language Development.

The four questions on the HLS are as follows:

1. Which language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you use most frequently to speak to your child?
4. Name the language most often spoken by the adults at home.

*NOTE: The first Home Language Survey completed by a parent supersedes any HLS filled out at a later date.

Step 2: English Language Proficiency Assessment

A. If a language other than English is given on any of the four questions, the school must use a language assessment to determine the student's level of English. If a student is entering the District from another California school, the receiving school will contact the sending school to obtain the student's previous ELPAC scores. If the sending school does not supply the scores within 20 calendar days, the receiving school will test the students as an Initial ELPAC.

Per *California Code of Regulations*, Title 5 (5 CCR) sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) and EC Section 313, the initial and annual administration of the CELDT are the responsibilities of the LEA. Many students with disabilities

are able to participate effectively on the CELDT. For those students whose disabilities preclude them from participating *in one or more domains of the CELDT*, their IEP teams may recommend accommodations, or an alternate assessment.

B. English learners are assessed for primary language proficiency within 90 days of enrollment. If the student's primary language is Spanish, we administer the IPT (IDEA Proficiency Test). If the student's primary language is other than Spanish, an Informal Language Survey is sent home for completion. Based on the results of the IPT or the Informal Language Survey, further educational programs will be recommended.

Step 3: Parent Notification of Results and Placement*

All parents/guardians of EL and Fluent English Proficient students will be notified in writing of their child's English-language and, if available, primary-language proficiency assessment results. In addition, parents/guardians are notified of the appropriate program placement stated below.

*NOTE: Parent Notification of Initial/Annual Letter will be modified to reflect the new ELPAC. The California Department of Education (CDE) is currently in the process of determining the specific English Learner indicators which determine proficiency.

English Language Development (ELD) Proficiency Levels

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary 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" alludes to 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.

English Learners (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.

Initial Fluent English Proficient (IFEP)

Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the Local Education Agency (LEA) criterion for English language proficiency are identified as IFEP.

English Learner (EL)

Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who did not meet the LEA criterion for English language proficiency are identified as English Learner (EL).

Elementary (TK-5th)

English learners at the Emerging or Expanding level on the ELPAC in the elementary school levels, since there is no Newcomer Program, will be placed in English Language Mainstream with designated and integrated ELD support. If they have not achieved a reasonable level of English proficiency (Expanding or Bridging) by maximum 3 years, we should provide additional language intervention support.

Secondary (6th-12th)

English learners at the Emerging or Expanding level on the ELPAC in the middle school and high school levels, should be placed in Structured English Immersion I (Newcomer) or Structured English Immersion II (ELD Core and Intervention) for a period not to exceed a combined 3 years. If they have not achieved a reasonable level of English proficiency (Expanding or Bridging) by maximum 3 years, they will be mainstreamed to English Only with ELD Intervention support in lieu of elective period.

English learners at the Bridging level on the ELPAC should be placed in English-language mainstream classrooms. The established ELPAC criteria is one of the measures used to determine when English learners have acquired the Bridging Level (a good working knowledge) in English. With the exception of the elementary level, at any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English-language mainstream classroom. Note: Students who have not met the criteria for reclassification shall continue to receive additional and appropriate services that will allow them to meet both their English-language and academic needs (refer to Reclassification Criteria Chart below).

Parental Exception Waivers

Passed on November, 2016 proposition 58 no longer requires English-only education for English learners. It allows schools to utilize multiple programs, including bilingual education.

Furthermore, parental exception waivers are no longer required for students who would like to take non-English-only classes. If requested by enough parents, the measure requires schools to offer specific English learner programs. Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site. In addition, school districts and county offices of education must ask for annual feedback on English learner programs from parents and community members.^{[11](#)}

At SSFUSD, we will be exploring the implementation of a Dual Immersion program.

B. Initial English Learner Placement Criteria

A decision to identify a student as an English Learner should rest not only on a single test score, but also on other relevant available information. The law requires districts to use the ELPAC as a primary indicator of English proficiency for the initial identification of English Learners. The following criteria are recommended to guide the initial identification of a student as either Fluent English Proficient (FEP) or as an English Learner:

1. A student with an overall proficiency level of Bridging and skill area proficiency levels at Bridging in all four skill areas (Listening, Speaking, Reading, and Writing) should be considered for initial placement as FEP. In addition, all assessment criteria listed below are to be considered in the student's placement:
 - a. Locally designed assessments, comparable to other English speakers at that grade level.
 - b. "At grade level achievement" in core subject areas as indicated on the California Common Core Standards and California Assessment of Student Performance and Progress (CAASPP) results.
 - c. Teacher and parent recommendation to promote to IFEP.
2. A student at the Emerging or Expanding level meets the criteria for English Learner support.

The table below identifies specific procedures and defines the specific personnel, resources, timeline and accountability measures to ensure students are accurately identified, assessed and properly placed in a program that will support their success.

Documentation should be retained for accountability purposes.

Procedures	Personnel	Resources	Timeline	Accountability	Forms/ Reference
Students who receive a composite score of Emerging or Expanding on the ELPAC are deemed as having "less than reasonable fluency in English" and are designated as English Learners. Students who score at Bridging are deemed as having "reasonable fluency in English" and are designated as Initially Fluent English Proficient or IFEP.	Site EL Coordinator	ELPAC results, Locally designated assessments, ELD standards checklist	Upon initial enrollment, Annually in the fall	Monthly check by Site Principal, and District EL Coordinator to ensure students are making adequate progress towards English Proficiency ELPAC and IPT data should be recorded in the Student Information System (SIS) and in the EL Folder	Initial English Learner Placement Criteria (Refer to Page 13)
EL students at "less than reasonable fluency" Emerging and Expanding are grouped by proficiency level for Designated ELD as a Structured English Immersion (SEI) program. In addition, these students are also grouped together in	Site EL Coordinator	Designated CLAD classrooms	Upon enrollment, each fall/ spring	Monthly check by Site Principal, and District EL Coordinator to ensure students are making adequate progress towards English Proficiency	

SDAIE/Integrated ELD classrooms for the four core areas. Primary Language support in Spanish is provided when necessary.					
EL Students at "reasonable fluency" in English (Bridging) are grouped for Designated ELD instruction in sections with English Language Mainstream (ELM) programs. In addition, students are also programmed into SDAIE/Integrated ELD sections in core areas. If appropriate, Bridging students will be placed in one or more EO core sections with appropriately authorized teachers.	Site EL Coordinator	Designated CLAD Classrooms	Upon enrollment, each fall/spring	Monthly check by Site Principal, and District EL Coordinator to ensure students are making adequate progress towards English Proficiency	
Parents are notified of placement recommendation.	Site EL Coordinator Classroom teachers	Program description with parental exception waiver process	Within 2 weeks of placement	Monthly check by Site Principal, Monthly check by District EL Coordinator	Parent Notification of Initial/Annual Language Assessment and Program Placement Form

		explained			
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****Proposition 58-**Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site. At SSFUSD, we will be exploring the implementation of a Dual Immersion program.

Compliance documents needed for this section:

- _____ dated copy of Annual Parent Notification Letter (Initial and Annual) regarding EL student placement and parent choice of options [\(Parent Notification of Initial/Annual Language Assessment and Program Placement Form\)](#)
- _____ copy of written program descriptions [\(English Learner Programs Handout\)](#)
- _____ copy of signed parental exception waiver forms for students enrolled in alternative bilingual programs (Pending outcome of new legislation - Measure 58)

C. Instructional Programs

c. Overview of Instructional Programs for English Learners

South San Francisco Unified School District offers a range of services including Newcomer education, Integrated and Designated instruction, and Cultural Awareness education.. These services are offered to students with parent consultation and notification. The services are offered through a variety of formats at elementary and secondary schools with the goal of ensuring access to the core curriculum, so that students can successfully meet graduation requirements. This Master Plan will provide details of our English Learners for South San Francisco Unified School District educators, families, and the community at large to ensure that services are provided accordingly.

d. English Language Development (ELD) – Designated and Integrated

SSFUSD is providing services to English learners to ensure that they are acquiring English-language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English learners in transitional kindergarten through grade twelve in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Both integrated and designated ELD are provided to all English learners.

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

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

Daily minimum time to devote to Designated ELD

- A minimum of 150 minutes per week (30 minutes per day or 50 min 3 times per week in TK-5th)
- Daily block or period in middle and high school.
- Additional time should be allocated for ELD for students at CELDT levels 1 and 2 in

middle and high school.

An English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible. English learners are meeting the district's content and performance standards for their respective grade levels in core curricular areas. The district may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. The district may choose to concentrate first on teaching English so long as the district subsequently brings students to grade level in all other areas of the curriculum within a reasonable time. The district must have a plan that describes how any academic deficits will be monitored and overcome and by when. Actions to overcome academic deficits must be taken before deficits become irreparable.

Designated English Language Development (ELD) Instruction

English Language Development must be a part of the daily program for every English Learner student throughout the entire school year. The teaching of English within the program is based on the students' levels of English Proficiency. The purpose of the Designated ELD component is to teach English learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development (reading and writing). It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. The following minimum daily times are mandatory: Grades TK-5th (30 minutes daily or 50 minutes 3 times per week). For secondary, there must be at least one period a day of ELD instruction for the entire year, until the student is reclassified.

In accordance with California Code and Regulations (CCR, Title 5, section 11302) and Ed. Code 313, SSFUSD English learners at all proficiency levels, including advanced, are to receive daily English Language Development (ELD) instruction until they become proficient in English as determined by reclassification criteria.

Designated ELD instruction TK-12 is to conform to seven basic instructional delivery standards:

1. Each EL student is to receive daily or a total of 150 minutes per week of ELD instruction that develops proficiency leveled social and academic language as part of daily instruction in the classroom to be delivered by the classroom teacher or a credential staff member.
2. Students are to be grouped for instruction by English proficiency level; Emerging, Expanding, Bridging.
3. ELD instruction at each grade level is to address CCSS ELD Standards: Collaborative, Interpretive, and Productive Interactions; Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas.

4. The adopted ELA curriculum for Grades K-12 contains designated ELD which should be used to support students. Wonders, StudySync and other supplementary materials that address ELD standards.
5. Teachers are to utilize research-proven language development best teaching practices.
6. Teachers are to monitor the ELD progress of each English Learner using summative and formative assessments and the ELD progress report (insert link to eld progress report).
7. An Academic Catch-up Plan should be initiated for students who are not making adequate progress, performing below grade level standards or below a 2.0 GPA

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

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

In addition to designated ELD instruction, teachers are to provide English Learners with integrated ELD to provide academic language development infused into grade level content instruction. Students must receive explicit instruction and daily practice of the specific academic language of the content, including academic vocabulary and language structures using:

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

Integrated English Language Development (ELD) Instruction

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

academic progress of English learners.

This obliges us to move away from teaching only during Designated ELD time and approach ELD instruction for English Learners throughout core content areas. Designated ELD emphasizes critical elements that are fundamental for student learning the language of English, particularly the use of techniques and strategies to learn “How English Works”. This model does not prove to be successful because it only proved to give our students a partial command of our English Language. Language research strongly suggests that without explicit support in how to use English to comprehend text and express their thinking, English learners continue to be unsuccessful academically.

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

e. Programs offered at Elementary, Middle and High Schools

ELEMENTARY SCHOOL (K-5)

- Bridging [English Language Mainstream with Designated ELD - Emerging and Expanding]

MIDDLE SCHOOL (6-8)

- Emerging [Structured English Immersion I - Newcomer Program]
- Expanding [Structured English Immersion II - Secondary ELD]
- Bridging [English Language Mainstream]

HIGH SCHOOL (9-12)

- Emerging [Structured English Immersion I - Newcomer Program]
- Expanding [Structured English Immersion II - Secondary ELD]
- Bridging [English Language Mainstream]

ELD Proficiency Levels

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary 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.

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

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

Structured English Immersion I - (Newcomer Pathway - Secondary)

The Newcomer Pathway is designed to help recently arrived middle and high school immigrant English Learner students adjust to their new language and culture. The Newcomer Pathway is dependent on the total number of newcomer students at a particular grade span (middle and high). If a grade span reaches 15+ newcomer students, and if funding allows, a Newcomer Pathway will be offered to the district families.

At middle and high school, students may stay in the Newcomer Pathway for up to 1-2 years.

Student Population

The Newcomer Pathway serves recently arrived immigrant English Learner students who need a period of adjustment and orientation before entering the Expanding English Immersion Pathway or English Language Mainstream Pathway.

Instruction

The curriculum includes transition support and primary language support (when available) in

academic areas at grade level. The pathway also addresses academic gaps due to differences in national schooling systems or gaps in prior schooling. Students receive intensive English Language Development consisting of at least two self-contained periods of English taught at the appropriate linguistic proficiency level. All non-ELD academic classes are also self-contained and supported through the primary language (when available) or in English with strategies designed to help English Learners access and engage in academic core instruction. The district currently offers primary language support for Newcomer students in Spanish. As students exit the Newcomer Pathway, they transition to either the Expanding English Immersion Pathway or English Language Mainstream Pathway.

Eligibility

Prior to student enrollment in the district, the student's parents/guardians complete the SSFUSD's Home Language Survey (HLS) on the enrollment application.

An applicant must meet the following eligibility requirements:

- Student listed a language other than English on his/her home language survey; **AND**
- Student entered the United States less than 24 months from the date of enrollment; **AND**
- Student scored at level 1 or 2 on the California English Language Development Test (CELDT) or has no test results available.

NOTE: Once ELPAC replaces CELDT, comparable performance levels will be used instead of CELDT.

If the student does not meet the above eligibility requirements, his/her request will be considered for an alternate language Pathway.

Exit

At middle and high school, students may stay in the Newcomer Pathway for up to 1-2 years. Students in this program receive graduation credits for the ELA/ELD courses, however, receive elective credit for the ELD lab courses. Sometimes, students are ready to exit the newcomer pathway and enter SEI II Pathway after 6 months. The ELD teacher will recommend exit from the newcomer pathway to the SEI II Pathway. We do not keep students in the Newcomer Pathway for more than two years in order to avoid tracking students in an EL Pathway.

Structured English Immersion II Pathway (Secondary ELD)

The Structured English Immersion II Program addresses the academic and social needs of English Learner students in a challenging and supportive environment, to assist students in developing English Language proficiency while maintaining and fostering pride in their identity.

The Structured English Immersion II pathway serves English Learners with a level of 2, 3, or 4 on

the CELDT Assessment (ELPAC and/or locally designed language placement assessment) and enrollment at middle school or high school. If funding is available, each secondary school receives an allotted number of EL sections based on their EL enrollment.

The goal of the Structured English Immersion II Pathway is to provide English Learners (ELs) with a comprehensive curriculum in all content areas as we develop student's English language skills. The program instructs students to speak, read, and write in English. Instruction is provided by teachers who are specially trained in English language acquisition or applied linguistics, and their content area. Our teachers use curricula and methodologies specifically designed to promote English language skills while teaching content area curricula. This program prepares English Learners (ELs) to enter grade level general education classrooms.

Student Population

The Structured English Immersion II Pathway serves students exiting the Structured English Immersion II - (Newcomer Program) and those recently arrived students with moderate English Language skills. At middle and high school, students may stay in the Structured English Immersion II Pathway for up to 2 years before transitioning to an English Language Mainstream pathway.

The curriculum includes transition support and primary language instruction or support (when available) in some or all academic areas at grade level. The pathway also addresses academic gaps due to differences in national schooling systems or gaps in prior schooling. Students receive intensive English Language Development consisting of at least one self-contained period of English taught at the appropriate linguistic proficiency level. These students will also take one or two non-SEI II academic classes (when available) taught either through the primary language or in English with strategies designed to help English Learners access and engage in academic core instruction. Students in the Expanding English Immersion Pathway are mainstreamed for 20%-60% of their instructional time with instructional strategies which support English Learners. The district currently offers primary language instruction for English Learner students in Spanish (when available). As students exit the Structured English Immersion II, they transition to English Language Mainstream.

Eligibility

Prior to student enrollment in the district, the student's parents/guardians complete the SSFUSD's Home Language Survey (HLS) on the enrollment application.

An applicant must meet the following eligibility requirements:

- Student listed a language other than English on his/her home language survey; **AND**
- Student scored at level of 2, 3 or 4 on the California English Language Development Test (CELDT) or, if not available, a locally designed language placement assessment.

If the student does not meet the above eligibility requirements, his/her request for this pathway will be considered for an alternate pathway.

The ELD teacher will recommend exit from the SEI II Pathway to English Mainstream. We do not keep students in the SEI II Pathway for more than two years in order to avoid tracking students in an EL Pathway.

NOTE: Once ELPAC replaces CELDT, comparable performance levels will be used instead of CELDT.

Exit

At middle and high school, students may stay in the Structured English Immersion II Pathway for up to 2 years before transitioning to an English Language Mainstream pathway. Every semester, counselors and administrators will ensure proper placement so students are not missing A-G and/or graduation credits.

English Language Mainstream

English Language Mainstream classes are taught in English. Mainstream classes are offered at all grade levels. Once students are deemed close to proficiency in English, they are transitioned into mainstream classes to further their English language fluency. Students are continuously supported to ensure they are meeting grade level content standards.

Student Population

Students who have acquired reasonable fluency in English are placed in English Language Mainstream. These students have successfully completed the Structured English Immersion II Pathway or have tested as being reasonably fluent (CELDT Level 4 or 5 or ELPAC equivalent and Grade C or above) in English. These classrooms are taught in English. All ELs in the English Language Mainstream will receive Designated ELD Instruction (K-12).

Instruction

The students receive appropriate English Language Development (ELD) and grade level academic content through Specially Designed Academic Instruction in English (SDAIE). Some primary language support may be available from the teacher and/or bilingual instructional assistant. These classrooms are available at all schools and are a part of the regular education classroom. The students stay in English Language Mainstream until they are reclassified fluent.

Eligibility

Prior to student enrollment in the district, the student's parents/guardians complete the SSFUSD's Home Language Survey (HLS) on the enrollment application.

An applicant must meet the following eligibility requirements:

- Student listed a language other than English on his/her home language survey; **AND**

- Preferably, a student score of 4 or 5 on the California English Language Development Test (CELDT) or, if not available, a locally designed language placement assessment.

NOTE A: If a school site does not have a Structured English Immersion I or II Pathway and a family chooses to keep their child in their home school, a student with a score of 1, 2 or 3 can be enrolled in an English Language Mainstream program.

NOTE B: Once ELPAC replaces CELDT, comparable performance levels will be used instead of CELDT.

If the student does not meet the above eligibility requirements, his/her request for this pathway will be considered for an alternate pathway.

English Language Development

In accordance with California Code and Regulations (CCR, Title 5, section 11302) and Ed. Code 313, SSFUSD English learners at all proficiency levels, including advanced, are to receive *daily* English Language Development (ELD) instruction until they become proficient in English as determined by reclassification criteria.

Mandatory daily minimum time to devote to English Language Development

- 30 minutes per day or 50 minutes three times a week in TK - 5th grades
- Daily block or period in middle and high school for the entire school year
- Additional time should be allocated for ELD for students at CELDT levels 1 and 2, or comparable ELPAC score in middle and high school.

ELD instruction K-12 is to conform to seven basic instructional delivery standards:

1. Each EL student is to receive daily ELD instruction that develops proficiency leveled social and academic language as part of *Tier One* instruction of the RTI² framework.
2. Students are to be grouped for instruction by English proficiency level.
3. ELD instruction at each grade level is to address CCSS ELD Standards: Collaborative, Interpretive, and Productive Interactions; Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas.
4. Teachers are to utilize district-adopted ELA/ELD materials, and other supplementary materials that address 2012 ELD standards.
5. Teachers are to utilize research-proven language development best teaching practices.
6. Teachers are to monitor the ELD progress of each English Learner using summative and formative assessments for a minimum of twice a year using the Cycle of Inquiry Process
7. Students who are not making adequate progress are to receive Tier Two intervention services in addition to Tier One ELD instruction.

8. ELD instruction is to be delivered in like-proficiency groupings. Grouping more than two consecutive language levels is highly discouraged as current research indicates that mixed proficiency grouping is an ineffective model of ELD instruction (Dutro, Kinsella, Olsen).
9. ELD student data is to be reviewed regularly in collaboration with site leadership, ELD teachers, and district ELD staff to ensure students are moved to more advanced groupings as soon as appropriate.

Integrated ELD with Specially Designed Academic Instruction in English (SDAIE)

When EL's reach an intermediate level of English proficiency, they will continue to receive Integrated ELD and have access to the core curriculum through Integrated ELD. Integrated ELD involves a series of instructional strategies used in combination with the core curriculum and special materials in order to provide meaningful content area instruction for EL's. Key instructional strategies include a focus on hands-on learning tasks as well as a focus on learning as a process; i.e., close reading, collaborative conversations and other varieties of integrated, authentic language experiences; and an identification and further development of students' related prior knowledge.

Cultural Identity

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

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

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

Instructional Program Components

District and school personnel will follow these specific steps to ensure that English Learners are placed in the appropriate EL Program that best supports their language needs. In addition, we will monitor their performance to ensure they are progressing through the programs until they are fully exited as English Proficient students.

The tables below identify specific procedures and define the specific personnel, resources, and accountability measures to ensure our Instructional Programs meet the needs of our English Learner students.

Instructional Program for EL Students

Elementary Grades TK-5: English Language *Mainstream Program with Designated and Integrated ELD (Emerging and Expanding)*

Assessment scores	Program	Program components	Materials
CELDT 1-3 (or comparable ELPAC proficiency levels) Checklist of ELD Standards: Emerging and Expanding	English Language Mainstream Program (TK-5th)	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> Teacher with EL Certification Groupings by language proficiency levels No more than 3 levels and 2 grade levels (or comparable ELPAC proficiency levels) served together during ELD period EL students will receive an average of 150 minutes of weekly designated ELD instruction in transitional kindergarten through 5th grade and in secondary the equivalent of 1 section. Content correlated with readings in language arts 	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> McGraw-Hill Education "Wonders" © 2017

		<p><u>Language Arts - Integrated ELD</u></p> <ul style="list-style-type: none"> • Teacher with EL Certification • Based on ELD standards • Development of reading and writing skills based on oral/aural skills developed during ELD period • Guided reading based on English proficiency levels and reading levels (Fountas and PinnEL levels) • Balanced program integrating skills and literature <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Appropriate manipulatives available • Cooperative groups <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Cooperative groups • Guided reading based on English proficiency levels • Balanced program integrating skills and literature <p><u>Science</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Appropriate hands on activities • Cooperative groups 	<p><u>Language Arts - Integrated ELD</u></p> <ul style="list-style-type: none"> • McGraw-Hill Education "Wonders" © 2017 <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt – CA Math Expressions Common Core © 2016 <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Scott Foresman CA History-Social Science © 2006 <p><u>Science</u></p> <ul style="list-style-type: none"> • Delta Education – CA FOSS © 2007
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Instructional Program for EL Students

Grades K-5: *English Language Mainstream program with Designated and Integrated ELD (Expanding and Bridging)*

Assessment scores	Program	Program components	Materials
CELDT 4 - 5 Checklist of ELD Standards: <ul style="list-style-type: none"> • Expanding • Bridging 	English Language Mainstream Program (TK-5th)	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> • Teacher with EL Certification • Groupings by language proficiency levels • No more than 3 levels and 2 grade levels (or comparable ELPAC proficiency levels) served together during ELD period • EL students will receive an average of 150 minutes of weekly designated ELD instruction in transitional kindergarten through 5th grade and in secondary the equivalent of 1 section. • Content correlated with readings in language arts 	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> • McGraw-Hill Education "Wonders" © 2017
		<u><i>Language Arts - Integrated ELD</i></u> <ul style="list-style-type: none"> • Teacher with EL Certification • Based on ELD standards • Development of reading and writing skills based on oral/aural skills developed during ELD period • Guided reading based on English proficiency levels and reading levels (Fountas and PinnEL levels) • Balanced program integrating skills and literature 	<u><i>Language Arts - Integrated ELD</i></u> <ul style="list-style-type: none"> • McGraw-Hill Education "Wonders" © 2017

		<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Appropriate manipulatives available • Cooperative groups <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Cooperative groups • Guided reading based on English proficiency levels • Balanced program integrating skills and literature <p><u>Science</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Appropriate hands on activities • Cooperative groups 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt – CA Math Expressions Common Core © 2016 <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Scott Foresman CA History-Social Science © 2006 <p><u>Science</u></p> <ul style="list-style-type: none"> • Delta Education – CA FOSS © 2007
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Instructional Program for EL Students

Grades 6-12: *Newcomer Program with Designated and Integrated ELD (Emerging and Expanding)*

Assessment scores	Program	Program components	Materials
<ul style="list-style-type: none"> • CELDT 1-2 (or comparable ELPAC proficiency levels) • Checklist of ELD Standards: <ul style="list-style-type: none"> • Emerging and Expanding 	Structured English Immersion I (Newcomer Program) NOTE: This program is only for students in the country from 0-24 months	<u>Language Arts - Designated ELD</u> <ul style="list-style-type: none"> • Teacher with EL Certification • Groupings by language proficiency levels • No more than 2 levels served together during ELD period • 1-2 periods, daily • Based on ELD standards 	<u>Language Arts - Designated ELD</u> <ul style="list-style-type: none"> • Middle School - Read 180; ILit; Access • High School - ILit, Access
		<u>Language Arts - Integrated ELD</u> <ul style="list-style-type: none"> • Teacher with EL Certification <u>Mathematics</u> <ul style="list-style-type: none"> • Based on grade level standards • Appropriate manipulatives available • Cooperative groups 	<u>Language Arts - Designated ELD</u> <ul style="list-style-type: none"> • Middle School - McGraw-Hill Study Sync © 2017, designated ELD components; English 3D • High School - Pearson – Study Sync © 2017, designated ELD components; English 3D Mathematics <ul style="list-style-type: none"> • Middle School - Pearson – CA Digits © 2015; Access • High School - Pearson – CA Algebra, Geometry, Alg 2 Common Core ©2015

		<u><i>Social Studies</i></u> <ul style="list-style-type: none"> Based on grade level standards Balanced program integrating skills & literature Cooperative groups <u><i>Science</i></u> <ul style="list-style-type: none"> Based on NGSS standards Balanced program integrating skills & literature Cooperative groups 	<u><i>Social Studies</i></u> <ul style="list-style-type: none"> Middle School - Teachers' Curriculum Institute – History Alive! 6-8 ©2006; Access High School - McDougal LittEL Modern World History © 2006 High School - McDougal LittEL The Americas © 2006 High School - Magruder's American Government © 2006 <u><i>Science</i></u> <ul style="list-style-type: none"> Middle School - Pearson – CA Focus on Science 6-8 © 2008; Access High School - Prentice Hall – Glencoe
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Instructional Program for EL Students

Grades 6-12: English Language Mainstream program with Designated and Integrated ELD (Emerging and Expanding)

Assessment scores	Program	Program components	Materials
<ul style="list-style-type: none"> CELDT 3 (or comparable ELPAC proficiency levels) Checklist of ELD Standards: 	Designated ELD 3, ELD 3 Lab	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> Teacher with EL Certification Groupings by language proficiency levels No more than 2 levels served together during ELD period 	<u><i>Language Arts - Designated ELD</i></u> <ul style="list-style-type: none"> Middle School - McGraw-Hill Study Sync © 2017 High School - Pearson – Study Sync © 2017

<ul style="list-style-type: none"> Emerging and Expanding 		<ul style="list-style-type: none"> 1-2 periods, daily Based on ELD standards 	
		<p><u>Language Arts – Integrated ELD</u></p> <ul style="list-style-type: none"> Teacher with EL Certification Groupings by language proficiency levels No more than 2 levels and 2 grade levels served together during ELD period One period, daily Based on ELD standards <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Based on grade level standards Appropriate manipulatives available Cooperative groups <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Based on grade level standards Balanced program integrating skills & literature Cooperative groups <p><u>Science</u></p> <ul style="list-style-type: none"> Based on NGSS standards Balanced program integrating skills & literature Cooperative groups 	<p><u>Language Arts - Integrated ELD</u></p> <ul style="list-style-type: none"> Middle School - McGraw-Hill Study Sync © 2017 High School - Pearson – Study Sync © 2017 <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Middle School - Pearson – CA Digits © 2015 High School - Pearson – CA Algebra, Geometry, Alg 2 Common Core ©2015 <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Middle School - Teachers’ Curriculum Institute – History Alive! 6-8 ©2006 High School - McDougal LittEL Modern World History © 2006 High School - McDougal LittEL The Americas © 2006 High School - Magruder's American Government © 2006 <p><u>Science</u></p> <ul style="list-style-type: none"> Middle School - Pearson – CA Focus on Science 6-8 © 2008 High School - Prentice Hall – Glencoe

Instructional Program for EL Students

Grades 6-12: English Language Mainstream program with Designated and Integrated ELD (Emerging and Expanding)

Assessment scores	Program	Program components	Materials
<p>CELDT 4 – 5 or comparable score on ELPAC</p> <p>Checklist of ELD Standards: Expanding and Bridging</p>	<p>English Language Mainstream, ELD 4 Lab, if necessary</p>	<p><u>Language Arts – Designated and Integrated ELD</u></p> <ul style="list-style-type: none"> Teacher with EL Certification Groupings by language proficiency levels No more than 2 levels and 2 grade levels served together during ELD period One period, daily One period <i>Designated</i> if necessary Based on ELD standards <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Based on grade level standards Appropriate manipulatives available Cooperative groups <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Based on grade level standards Balanced program integrating skills & literature 	<p><u>Language Arts - Integrated ELD</u></p> <ul style="list-style-type: none"> Middle School - McGraw-Hill Study Sync © 2017 High School - Pearson – Study Sync © 2017 <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Middle School - Pearson – CA Digits © 2015 High School - Pearson – CA Algebra, Geometry, Alg 2 Common Core ©2015 <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Middle School - Teachers’ Curriculum Institute – History Alive! 6-8 ©2006 High School - McDougal LittEL Modern World History © 2006 High School - McDougal LittEL The Americas © 2006 High School - Magruder's American Government © 2006 <p><u>Science</u></p> <ul style="list-style-type: none"> Middle School - Pearson – CA Focus on Science 6-8 © 2008 High School - Prentice Hall – Glencoe

		<ul style="list-style-type: none"> • Cooperative groups <p><u>Science</u></p> <ul style="list-style-type: none"> • Based on grade level standards • Balanced program integrating skills & literature • Cooperative groups 	
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Migrant Education Programs

The goal of the Migrant Education Program is to ensure that all migrant students reach rigorous academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Migratory youth are children who change schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry.

The state is divided into 23 regions statewide and South San Francisco is part of Region 1, which includes Santa Clara, San Benito, **San Mateo**, Alameda, San Francisco and Santa Cruz.

According to ESSA the purpose of Migrant Education is to:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, state academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate and supportive educational services that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to access the same rigorous state academic

- content and to meet the same achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to postsecondary education or employment; and
 - Ensure that migratory children benefit from state and local systemic reforms.

"Nuestro Propósito: ¡Servir a los estudiantes migrantes!" Simply translated, our purpose is to serve the migrant students in our region. Our job is to ensure that federal goals are implemented locally in a way that provides the greatest benefit to the migrant students and their families in San Mateo County. The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the Migrant Education Program helps local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically.

Seal of Biliteracy Award

The SSFUSD Seal of Biliteracy is for high school graduates who have attained proficiency in English and another language. The District Seal appears on the transcript and diploma as a statement of accomplishment for future employers and for college admissions. These awards are designed to encourage elementary, middle, and high school English learner students to develop full literacy proficiency in English and in their primary language and/or develop full proficiency in English while maintaining their primary language orally. Currently, the Seal of Biliteracy is being offered to all high school students meeting the Seal of Biliteracy requirements.

Purpose of the Seal of Biliteracy Program

The District Seal of Biliteracy and Pathway Awards...

- ☐ Recognize and value bilingualism and biliteracy
- ☐ Encourage English learners to pursue full proficiency in English and in their primary language
- ☐ Officially certify attainment of biliteracy and/or bilingualism on school transcripts
- ☐ Affirm the value of diversity and honor the cultures of our community
- ☐ Provide students with 21st Century skills

In the future, the district is working toward building a bilingual pathway beginning in the elementary and middle school levels.

D. English Learner Student Monitoring & Reclassification

Legal requirements:

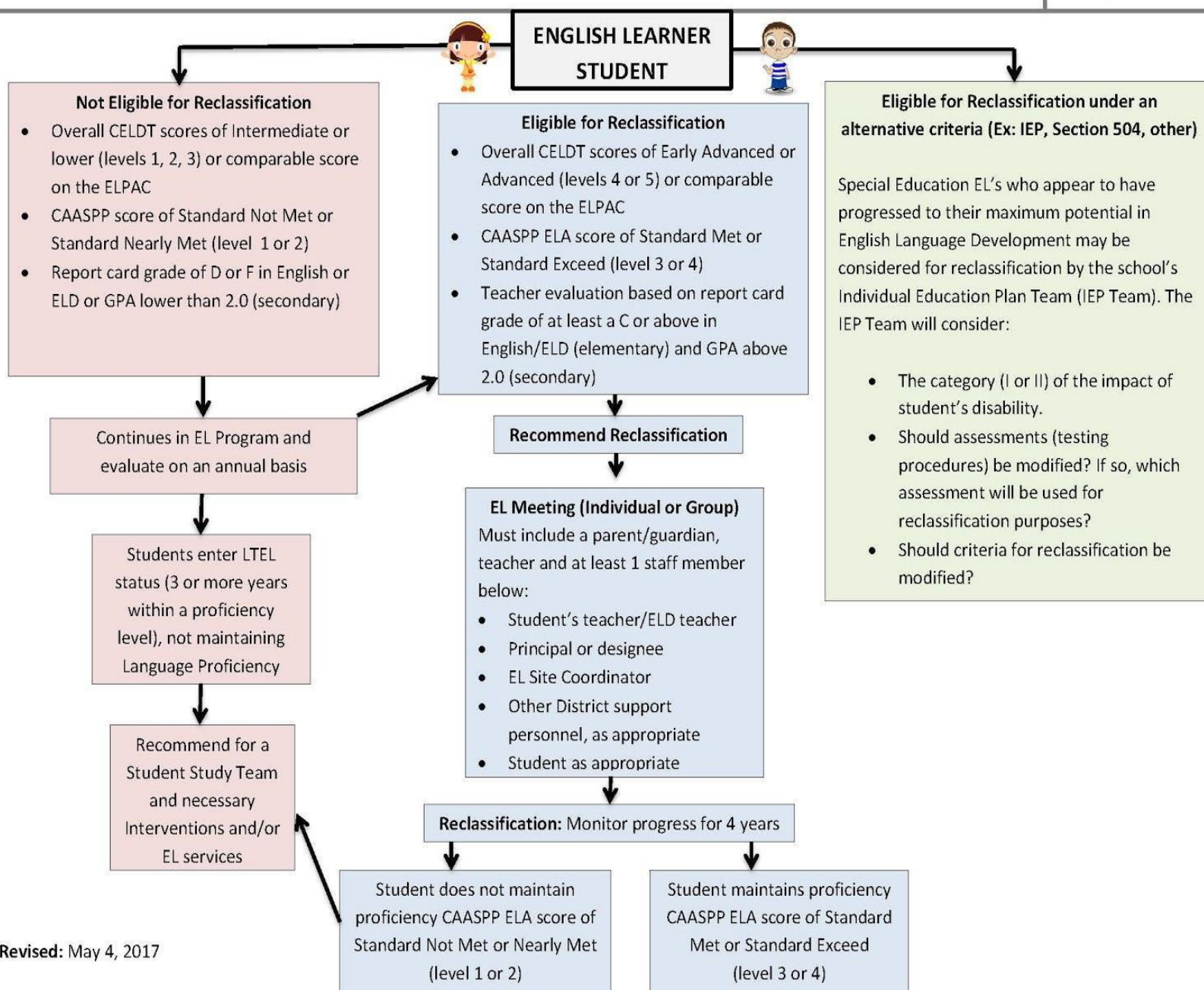
Each English learner who meets the established multiple reclassification criteria is reclassified as Fluent English proficient (FEP). Each former English learner who has been redesignated as FEP has demonstrated English-language proficiency comparable to that of the average native English speaker and can participate equally within the school's regular instructional program.

Note: Once students are identified as English learners, in order to be designated Fluent English Proficient, they must demonstrate proficiency in English language as well as proficiency in established reading, writing, listening, and speaking standards comparable to the proficiency of average students in the district of the same age or grade whose primary language is English. In rare instances K-2 students may be deemed eligible for reclassification if they meet the RFEP criteria K-5, including performance at the Bridging level of ELPAC and grades. (Please reference RFEP criteria chart. For reclassification of K-2 students, in addition to student's CELDT scores, listening and speaking level, grade level summative assessments must be used to determine if the student is ready for reclassification.

The reclassification criteria includes multiple measures, including demonstrating achievement and mastery of grade-appropriate standards-based assessments, to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program.

South San Francisco Unified School District – Reclassification Criteria Chart

2017-2018



Revised: May 4, 2017

The full participation of teachers, support staff, school administrators, and parents is encouraged in the reclassification process. According to the California Department of Education's guidelines, "incurred deficits in motivation and academic success unrelated to English language proficiency should not preclude a student from reclassification." Teachers must recommend reclassification as students meet the academic criteria, outlined in the reclassification chart, in order to ensure students are not precluded from taking the necessary courses in middle and high school that prepare them for graduation and college entry.

Once students are reclassified, the school will monitor their progress for four years, to ensure they are successful in their current program placement. Reclassified students having difficulty in the Common Core State Standards will have access to the support services offered at the site to all students who are not meeting standards. Support services are outlined in the Local Control Accountability Plan and the Single Plan of Student Achievement developed by each site and will be reviewed with parents at the time of the parent interview.

The Reclassification process must be completed prior to the State deadline (October 1st) in order for the data inclusion of the R-30 Language Census Count for the current school year. The R-30 is the annual audit of languages spoken by students in SSFUSD.

Reclassifying English learners with Disabilities

The same reclassification criteria applies to EL Students who are receiving Special Education services and are being considered for reclassification; however, a California Modified Assessment-ELA score of Basic or higher may substitute for CST-ELA if the student takes that assessment. The IEP team at the school site should be consulted when reclassifying an EL with disabilities. IEP teams should verify that, in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered the identified goals before students are reclassified.

(SSFUSD reclassification criteria may change based on passage of current legislation. If reclassification criteria changes, the EL Master Plan will be updated accordingly.)

Steps to Reclassification

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

The table below identifies specific procedures and defines the specific personnel, resources, timeline and accountability measures to ensure we adequately address EL English Learner Reclassification.

Procedures	Personnel	Resources	Timeline	Accountability	Forms
Upon receipt of CELDT/ELPAC scores, students scoring at the Early Advanced or Advanced level on the CELDT or comparable score of ELPAC will be flagged for possible reclassification.	Site EL Coordinator	CELDT ELPAC CAASPP	Within 30 days of receipt of formal student scores	Site Principal, Director of English Learner Programs	Check student grades on Student Information System. EL Form needed: Individual LEP-RFEP (K-12), IFEP (K-2)
District established RFEP criteria, (see RFEP criteria chart), that determines an EL is working at a comparable level to the average native speakers, along with the CELDT/ELPAC scores will be studied by site personnel to determine if the student is eligible for reclassification. The District strongly supports using multiple criteria in redesignating K-2 students as their CELDT/ELPAC scores only reflect a student's listening and	Site EL Coordinator, Teachers of ELL students	CELDT ELPAC CAASPP SST	Feb/March each year	Site Principal, Director of English Learner Programs	Reclassification Criteria Forms Needed: Request for redesignation EL1 – 2 EL1 – 2 Spanish Redesignation Meeting (EL1 – 4)

speaking level.					
Parents of EL students who are being considered for reclassification will be invited to a reclassification meeting. At which time the parents, classroom teacher, ELD specialist and site principal or designee will make the final determination as to whether the EL student will be reclassified to RFEP.	Site EL Coordinator, Teachers of EL students	CELDT ELPAC CAASPP SST	Feb/March each year	Site Principal, Director of English Learner Programs	Redesignation Meeting (EL1 – 4)
RFEP students (grades K-12) will be monitored for a minimum of four years to ensure that they continue to work at a comparable level to the average native English speaking children. Students entering K and 1 st grade as IFEPS will be monitored for four years. K-1 IFEPs and RFEPs who do not continue to work at a comparable level to average native English speaking children may qualify for EL services. Parents will be notified if this occurs.	Site EL Coordinator, Director of English Learner Programs	Student Information System, State and local databases, Cum files	K-5, 1st & 2nd trimester , 6-12, 1st and 3rd quarter	Site Principal, Director of English Learner Programs	Individual LEP-RFEP (EL1 – 3) EL Catch Up Plan

EL students who do not maintain grade level comparable work will qualify for and receive specific interventions.	EL Site Coordinator, Teachers of EL students	Site intervention materials and resources	Throughout year	Site Principal, Director of English Learner Programs	Individual LEP-RFEP (EL1 – 3) EL Catch Up Plan
If the EL students consistently fail to reach grade level comparable work, they may qualify again for EL services. Parents will be notified if this occurs.	EL Site Coordinator, CLAD teachers	Student Information System state and local databases, Cum files SST	K-5, trimester 6-12, semester	Site Principal, Director of English Learner Programs	Individual LEP-RFEP (EL1 – 3) EL Catch Up Plan
EL students receiving Special Education services will be reclassified based on the district's linguistically appropriate goals as delineated in the student's IEP. Special Education EL students must show English proficiency comparable to that of English Only students with a similar disability. Reclassification goals will be noted in the EL student's IEP.	EL Site Coordinator, SPRD/RSP teachers	IEP, Student Information System, State and local databases, Cumulative files	K-5, Trimester 6-12, semester	Site Principal, Director of Special Ed., Director of English Learner Programs	Reclassification Criteria Individual LEP-RFEP (EL1 – 3) EL Catch Up Plan Request for Redesignation EL1 – 2

Compliance documents needed for this section:

- _____ copy of reclassification form for each EL student: Request for Redesignation (EL1-2)
- _____ copy of letter sent to parent inviting him/her to attend reclassification review: (EL1-4)
- _____ copy of reclassification review notes and decision (EL1-2)
- _____ copy of grade transcripts indicating academic performance of reclassified former EL students
- _____ copy of EL Catch Up Plan
- _____ copy of Performance Review (EL 1-3)

- _____ copy of monitoring form for EL students RFEP 1- 4 years [EL3-1R (K-12)] (INCLUDE RFEP MONITORING FORM)

E. Staffing and Professional Development

In accordance with state and federal regulations, South San Francisco Unified School District will ensure that all teaching personnel will hold appropriate certification to provide necessary instructional services to English Learners. Qualified teachers are assigned to implement the required English-language development instruction for each English learner. All staff is required to have an EL certification in order to obtain employment with South San Francisco Unified School District.

The table below identifies specific procedures and defines the specific personnel, resources, timeline and accountability measures to ensure we adequately address EL staffing and professional development.

Procedures	Personnel	Resources	Timeline	Accountability	Forms
1.All teaching staff, TK-12, is required to have an EL certification in order to obtain employment with South San Francisco Unified School District.	Assistant Superintendent of Human Resources	Teacher recruitment	<ul style="list-style-type: none">On Going	<ul style="list-style-type: none">HR policies	
2. Secondary staff: EL students at middle and high school levels receive core content instruction from qualified teachers. Students at levels 1 – 3 will not be mixed with students at levels 4 – 5 whenever possible.	Certificated Staff Site EL Coordinator Qualified teachers	EL classrooms	<ul style="list-style-type: none">Each school year	<ul style="list-style-type: none">Site PrincipalDirector of EL ProgramsAssistant Superintendent of Human Resources	

3. EL SEI I (Secondary Newcomer Program): EL students at beginning levels (1 – 2) of proficiency receive primary language support from qualified teachers with support from bilingual instructional assistants, wherever possible. Students at level 3 will receive bilingual support whenever possible.	Site EL TOSAs Qualified teachers Qualified teachers with bilingual assistants	<ul style="list-style-type: none"> • SEI I (Newcomer) classrooms (Middle School and High School) • ELD • CLAD classrooms with bilingual assistants 	<ul style="list-style-type: none"> • Each school year 	<ul style="list-style-type: none"> • Site Principal • Director of ELD Programs • Assistant Superintendent of Human Resources 	
4. English Learner consultant contracts are developed in accordance with training needs and are monitored 2 times a year to ensure compliance with agreement.	Personnel Department County Office EL Consultants	<ul style="list-style-type: none"> • General funds • Categorical funds • LCAP Supplemental • Title III 	<ul style="list-style-type: none"> • Twice yearly 	<ul style="list-style-type: none"> • Superintendent • Assistant Ed Services 	
5. English Learner Specialists/Intervention teachers K-12 provide ELD trainings and support at sites with high EL	ELD TOSA	<ul style="list-style-type: none"> • General funds • Categorical funds • LCAP Supplemental • Title III 	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • Superintendent • Assistant Ed Services • Director of EL Programs • ELD 	

population				Curriculum and Instruction Specialist	
6. Director of English Learner Programs and District ELD Curriculum and Instructional Specialist delivers training for administrators and staff on Designated and Integrated ELD, ELD Standards, ELD Framework and ELD strategies	Director of EL Programs ELD Curriculum and Instruction Specialist	<ul style="list-style-type: none"> • General funds • Categorical funds • LCAP • Supplemental • Title III • Training on Designated/Integrated ELD • Dr. Kinsella and Jennifer Finney – Academic Discourse 		<ul style="list-style-type: none"> • Superintendent • Assistant Ed Services • Director of EL Programs • ELD Curriculum and Instruction Specialist 	

Compliance documents needed for this section;

_____ copy of Local Control Accountability Plan (LCAP) to reference ELD staffing and professional development

_____ copy of each teacher's English Learner Authorization form

_____ records of EL staff development for all educational personnel (teachers, paraprofessionals, counselors, administrators) for the current year

_____ documentation of participation (sign-in sheets, certificates for course completion) for training

F. Parent and Community Involvement

South San Francisco Unified School District recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. It is the goal of the District that parents of English Learners at all schools in SSFUSD will participate meaningfully in the education of their children. Meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development.

The following types of activities may be carried out at the district or site levels to further this goal:

- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.
- Whenever possible, the school will provide translations and interpretations of school information for all language groups.
- Interpretation and translation services should be made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Response to Intervention Team (RTI) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will attempt to find translators for meetings to facilitate communication between parents and staff.
- To provide additional parental support at the site, sites may employ or assign a staff member to oversee parent outreach.
- Parent training sessions should be provided on parental rights. Such trainings must include informational sessions on school operations and who to go to for assistance related to problems or concerns. Parents should be supported, in a variety of ways, to access and understand these rights.
- The school must encourage parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- The district and sites should provide ongoing staff development on how to work with parents and students from diverse cultural backgrounds.
- School sites should review their Site English Learner Support Program with parents at a welcome meeting at the beginning of each school year. The following topics may be included: Program Placement, Reclassification, and Monitoring of student language and academic progress.

Parent Advisory Committees

As part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and each site's English Learner Advisory Committee (ELAC) provide a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises.

English Learners Advisory Committee (ELAC)

Purpose of the ELAC

According to the California Education Code, each school with twenty-one (21) or more ELs must establish an English Learner Advisory Committee (ELAC). The ELAC's purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs. ELAC membership is open to all parents; however, the minimum percentage of EL parents on the ELAC is fifty-one (51) percent. ELAC meetings may be attended by parents of English Learners, site administrators, teachers of English Learners, Resource Teachers, Instructional Aides and any other parents.

Responsibilities of the ELAC

- Advise the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (SPSA) *
- Advise the principal and staff on the school's program for English learners
- Assist in the development of the school's needs assessment
- Review the annual Language Census
- Assist with efforts to make parents aware of the importance of regular school attendance.

*Monitoring site level funds dedicated to English Learners is part of the responsibility of both the School Governance Council and the ELAC. Both of these committees should review annual expenditures as part of the approval of the SPSA.

ELAC members may be trained as a group at their school site. They may also request to receive additional training and information that will adequately prepare the committee members in carrying out their legal responsibilities (see DELAC Meetings section).

Principal's Responsibilities for Implementing ELAC

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

The principal or a designee is responsible to do the following:

- Facilitate formation of an ELAC by September 30 each year
- Facilitate selection of a representative and an alternate 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
- Provide child care for general membership
- Consult with ELAC members to develop and provide training to assist members in carrying out their legal responsibilities
- Arrange for additional training from the Educational Services Department or outside vendors as needed
- 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 ELs to include in the following year's SPSA

District Responsibilities for Monitoring ELAC

Educational Services staff monitors each school's successes and challenges of ELAC/DELAC operations.

ELAC Membership Guidelines

- Members are requested to serve for a minimum of two years.
- Membership may include school staff and community members, but community members and school staff together should constitute fewer in number than parents of English learners.
- If the school ELAC elects officers (i.e. President, Vice President, Secretary), those officers may conduct the meetings.
- Members should elect at least 1 parent of an EL student(s) to represent them at the District English Learner Advisory Committee (DELAC). DELAC representatives are encouraged to serve for at least two years.

Delegation of ELAC Authority

Pursuant to District policy, the school's ELAC may delegate its authority annually to an established School Site Council (SSC), provided that the ELAC has been trained on the mandated requirements, informed of the right to delegate these requirements, and have unanimously voted to delegate its authority to the SSC.

In order for ELAC to delegate its authority to SSC, the following must be true:

- The ELAC was informed of 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 voted to accept all ELAC responsibilities (see section on Responsibilities of the ELAC) at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes.
- Parents of ELs were encouraged to participate in SSC.

ELAC Meetings

The District and school sites are permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC parents incur while carrying out their duties (e.g., transportation, child care, translation services, meals, and training) (EC 52168 (b) (4)). The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. Every effort will be made to provide interpretation in order to support and encourage parent participation.

District English Learners Advisory Committee (DELAC)

Since there are 51 or more English Learners in this district, there is a functioning District English Learner Advisory Committee (DELAC).

DELAC Purpose, Functions and Responsibilities

The purpose of this committee is to advise the Board of Education in matters pertaining to the District and its educational programs for language minority students, with particular attention to the establishment of the District English Learner Program and its policies, goals and objectives. Specifically:

- Advise on the development, revision, and implementation of the District Master Plan for the English Learner Program including creation of a timeline for its implementation.
- Review the EL Master Plan.
- Review a district-wide English Learner needs assessment conducted at sites or in the district.
- Be informed of the annual language census and advise on requests to use alternative instruments and/or procedures.

- Advise the development, revision and implementation of the LCAP.

1. Review and comment on the following:

- Written notification to parents of English Learners, fluent English-proficient, and English only pupils of initial enrollment required in Education Code section 4308(b).
- District language proficiency reclassification procedures
- The administration of the language assessment program
- Other standards and procedures within the programs for English Learners
- Assist the District in publicizing parent education programs.
- District's Local Control Accountability Plan (LCAP)

2. Review ongoing evaluation and progress reports from the District.

3. Review categorical budgets and LCFF funding, including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students.

In addition, to the above, the committee can perform duties that may be assigned to it by the Board of Education and make recommendations that the committee feels to be appropriate and of benefit to the language minority students of the District.

District Responsibilities for Implementing DELAC

The District provides appropriate materials and training in order to assist members in carrying out their legal advisory responsibilities.

Support provided to the DELAC includes:

- 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 officers to develop a calendar for the school year and to plan agendas to ensure that the DELAC meets at least 6 times per year and operates according to guidelines contained in this document

DELAC Membership

- All schools should have at least 1 DELAC representative.

- Members are selected by their school site by October of each school year and serve a minimum of one year beginning with the next meeting of DELAC.
- Members of the DELAC will assist the District and sites in recruiting new members to the DELAC, if necessary.
- Membership may include school staff and community members, but community members and school staff together should constitute fewer in number than parents of English learners.

Tips for EL Parents

Students who are learning English have two important legal rights to public education in the U.S.:

1. **Designated English language development (ELD)** for **30 minutes** or more every day
2. **Access to grade level content (Integrated ELD)** as they learn English (this means that the teacher provides extra support such as visuals, small group instruction, explicit teaching of academic English, primary language support, and other strategies to ensure that EL students understand)

Below are some things parents can do to support your child's success in school:

- Ask questions to find out what your child is learning and how your child is being taught core content and English.
- Visit your child's classroom during the school day to see what they are learning.
- Ask the principal to explain the school's ELD program to you. She/he should tell you exactly when and how your child is being taught during Designated ELD instruction at the appropriate language proficiency level.
- Talk with other parents. Ask them about how you can best be involved.
- Ask your child's teacher to explain his/her CELDT, ELPAC, CAASPP, and/or district benchmark test scores to you.
- Ask your child to show you his/her homework every night. Even if you don't understand it, you can see whether or not it is done. Ask your child to explain it to you in your home language. This can help deepen your child's understanding of the work in addition to showing your child that you care about academics.
- If you think your child might be behind in school, ask the teacher or principal for extra academic support right away.

- You may wish to bring an advocate with you to school meetings. Let your child's school know ahead of time if you need a translator.
- Join and attend ELAC and DELAC meetings.

In the case where EL programs or services are not in compliance, a parent may initiate a complaint against any district or school policy, practice, or procedure by filling out a Williams Complaint Form with the Human Resources Department and following the process outlined. The Williams Complaint Form may be obtained on the SSFUSD website and at all school site offices. Parents should submit the Williams Complaint Form to the human resources department.

G. Evaluation and Accountability

Accountability of English Learners under Every Student Succeeds Act (ESSA)

“English learners (ELs) are among the fastest-growing populations of students in our nation’s public schools. This diverse subgroup of approximately 4.5 million students brings important cultural and linguistic assets to the public education system, but also faces a greater likelihood of lower graduation rates, academic achievement, and college enrollment than their non-EL peers. 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.”

<https://www2.ed.gov/programs/sfsgp/eseatitleiiiresourceaccountelsguide.pdf>

As of May 2017, English Learner Accountability under ESSA is being developed and defined by each state. In California, the current California Accountability Model and [School Dashboard](#), which has provided us with specific English Learner metrics based on English Learner indicators including graduation rate, suspension rate, college and career, Academic Performance (ELA & Math CAASPP). There are additional EL indicators that are not yet approved by the California Department of Education, this will include data similar to Annual Measurable Achievement Objective (AMAOs) from the previous No Child Left Behind Act and will measure EL performance on the new language assessment for California, English Learner Performance Assessment for California (ELPAC). As soon as the EL metrics become available, we will update the EL Master Plan accordingly.

District

At the district level, the ESSA English Learner indicators, as described above, will determine the level of effectiveness of South San Francisco Unified School District EL placement, programs and services. This information is used to determine professional development for teachers, administrators, parents and staff. An annual evaluation report on English Learner performance will be shared at a regular meeting of the Board of Education annually each fall. This data will be shared with the CAASPP performance report presented by members of Educational Services. Data from CAASPP and ELPAC will also be shared with DELAC, ELAC and School Governance Councils during their annual review of student progress.

The following chart provides goals that are to be used to support school sites and the District in examining their program and services for English Learners.

GOAL	PRACTICES	QUESTIONS FOR PROGRAM EXAMINATION
Goal 1: Acquisition of English language proficiency. All English Learners will meet the recommended English Learner growth targets as defined by the new California Accountability School Dashboard.	The ELPAC is administered annually according to the state calendar. When resources are available, preliminary results are derived from local hand scoring, and used to ensure appropriate placement in classes and programs. Official results are received and analyzed between April and May. An analysis of ELPAC growth by district, school, language group and program is completed, and a report of findings is presented to the School Board. Reclassification data are collected in the fall and winter semesters. An annual analysis of reclassification data will be conducted disaggregated by number of years in district, program placement, initial ELPAC level, and other relevant variables. School sites will use CAASPP data in the fall and, alongside ELPAC data, will conduct a data study to determine students eligible for reclassification.	Do ELs meet the state's language objectives with regard to EL gains on the ELPAC? What percent of ELs reach reasonable fluency on the ELPAC by the end of four years in school? What percent of ELs are reclassified as Fluent English Proficient by the end of five years of school? Meeting UC/CSU requirements at high school graduation? Taking and passing AP assessments in English Language Arts?

<p>Goal 2: Academic Success. All English Learners will meet ELPAC and CAASPP targets.</p>	<p>CST and CAHSEE performance data in English Language Arts and Mathematics are analyzed each fall by the school sites. The analyses include cross-sectional profiles of performance by CELDT level as EL as disaggregation of data by school, grade level and language group. Data on other indicators related to high school success are collected by high school staff.</p>	<p>Does the EL/RFEP subgroup meet the state criterion in English Language Arts?</p> <p>Does the EL/RFEP subgroup meet the state criterion in mathematics?</p> <p>Are ELs and RFEPs proportionally represented in the following categories?</p> <p>Meeting UC/CSU requirements at high school graduation?</p> <p>Taking and passing AP assessments in English Language Arts?</p> <p>Meeting UC/CSU requirements at high school graduation</p> <p>Taking and passing AP assessments in English Language Arts</p>
<p>Goal 3: Parent Involvement Activities promoting EL Parent involvement are carried out</p>	<p>School sites annually conduct a needs assessment of EL parents regarding student engagement, success, etc. School sites promote EL Parent involvement through increased efforts in outreach, increase parent meetings and/or programs to support EL parents.</p>	<p>Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? What is the rate of parent engagement of parents of color?</p>

<p>Goal 4: Decrease EL students categorized as At-Risk Other indicators of school success or at risk of failure are analyzed</p>	<p>School site personnel compile data on attendance, suspensions, expulsions, other disciplinary actions and retentions, and report results to the District by the end of the school year, using a standardized format.</p> <p>Dropout data are disaggregated by language classification, placement, grade level, and other relevant factors, as part of their annual report to the School Board on EL progress.</p>	<p>Are ELs (and RFEPs) not overrepresented in the following categories? Excessive absences and tardies Suspensions, expulsions, other discipline Retentions in grades K-5 Dropouts Percent Standard Not Met and Standard Nearly Met on CAASPP Intensive interventions Is there an annual decrease in the number of ELs and RFEPs for each of the risk factors defined above?</p>
<p>Goal 5: Instructional Programs for</p>	<p>District and site staff will periodically monitor implementation of all programs.</p> <p>The primary goal of the monitoring is to ensure that every school in the district has effective and compliant programs for ELs.</p>	<p>Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? To what extent has the school site aligned its program to the descriptions in the Master Plan for English Learners?</p>

Changes in Accountability in 2016-2017 and 2017-2018

Smarter-Balanced Assessment to Replace the California Standards Test

In 2014-2015, California implemented battery of assessments created by the Smarter Balanced Assessment Consortium. (SBAC), a national consortium of 25 states developed a student assessment system aligned to the common core content standards. Assessments for ELA & Math includes: Computer Adaptive Assessments and open-ended Performance Assessments. The assessment system uses technology to deliver assessments that fit the needs of individual students. Assessment items and performance tasks are associated with a variety of accessibility tools and accommodations that can be delivered to students automatically based on their profile.

ELPAC to Replace the CELDT

The CDE will replace the California English Language Development Test (CELDT) with the English Language Proficiency Assessments for California (ELPAC) in the 2017-2018 academic school year. The annual summative test will be moved to the spring. It will be used to measure the level of English proficiency and progress in learning English. The ELPAC has been developed to be aligned to the newly revised 2012 English Language Development (ELD) Standards. The new 2012 ELD Standards are aligned to the California Common Core State Standards for English Language Arts.

H. Funding and Resources

Under the new Local Control Accountability Plan (LCAP), adequate resources are available for English learners to succeed both academically and socially. LCFF supplemental and Title III funds are used to 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 English learner 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.

Title III and LCFF supplemental are used to meet the academic needs of English learners. These funds supplement, but do not supplant, existing resources at the site/district.

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, PART A, ENGLISH LEARNER AND IMMIGRANT STUDENT SUBGRANT PROGRAM

Under the Elementary and Secondary Education Act (ESEA), Title III, Part A, the California Department of

Education (CDE) provides formula subgrant awards to school districts for English learner (EL) and immigrant students. Title III funds are to be used to provide supplementary programs and services to EL and immigrant students. This message is to inform LEAs of expectations with regard to Title III, EL and Immigrant Student Program participation and funding requirements. Every academic school year, SSFUSD qualifies and applies for Title III - EL and Immigrant Funding based on federal criteria.

LCFF and General Fund

SSFUSD uses District general funds, including both LCFF base and supplemental funding to provide for additional services for for English Learners including teachers, paraprofessionals, textbooks, and other supplemental materials.

Monitoring of EL Funding

Monitoring of site level funds dedicated to English Learners is part of the responsibility of both the School Site Council and the English Learner Advisory Committee. Both of these committees should review annual expenditures as part of the approval of the Single Plan for Student Achievement (SPSA). Site level funds are to be used to provide additional resources (supplement), not to fund mandatory program requirements (supplant). The SPSA is updated annually, approved by both the SSC and by the board in the winter.

While dedicated EL funds may not always be provided to school sites, these committees should ensure that adequate funds are provided to EL students to support their needs.

EL dedicated funds are spent for costs that address the needs of EL students. Funds may be spent on:

- Resource personnel which can include tutors and bilingual instructional aides
- EL assessment
- Extended learning time
- ELA/ELD adopted materials to support the Common Core curriculum
- Parent involvement activities
- ELD Supplemental Materials
- Intervention Materials
- Translations or Translation services
- Professional development to address the needs of EL students (for classified and certificated personnel)

VII. Next Steps

Below you will find the recommended next steps that will enhance our current English Learner programs by providing additional support systems in language and biliteracy.

- Alignment and Revision of English Learner forms
 - We are still in
- District Translator/Interpreter

- At this time, we utilize an outside agency to provide translation of all our formal documents in Special Education, Student Services and Educational Services. A district translator will cost approximately the same as submitting translation documents to an outside agency.
- Dual Immersion Program
 - As per Proposition 58, it is now a requirement of local education agencies to involve their parent stakeholders in recommendations for programs that will support English Learners. At the April District English Learner Advisory Committee (DELAC), we proposed multiple bilingual program options and Dual Immersion was the top program recommended by 100% of the parents in attendance.
- Supplemental English Learner Resources
 - Resources include supplemental materials and technology to support English Learners throughout the district
- Newcomer Program at the elementary level
 - At this time, only 6th – 12th grade newcomer students have a newcomer program available to support their language transition. We would recommend, if space and funding allows, a newcomer program to support 3rd-5th grade students.
- Additional newcomer resources and staff at High School
 - The high school newcomer class is in need of an additional FTE to bring down their newcomer CORE class sizes from 37 to 20. We recommend 1 additional FTE for high school.

Glossary

Academic Language – Language used in the teaching and learning of academic subject matter in formal schooling.

BCLAD authorization – Bilingual Cross-Cultural Language and Academic Development. The BCLAD is a State certification that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.)

CST – California Standards Tests-Multiple choice tests for all students in grades 2–11

and writing test for students who take the grade 4 and 7 multiple-choice test. All items on these tests are developed by California educators and test developers and are written specifically to assess students' achievement of California Content Standards.

CAPA – California Alternate Performance Assessment. The CAPA can be administered to Special Education students instead of CST's whose Individual Education

Plan (IEP) so specifies.

CAASPP - California Assessment of Student Performance and Progress

Catch-up Plan – A set of strategies that are recommended for students in grades 2-12 who are not making adequate progress in developing English or in making academic progress.

CDE – California Department of Education. The CDE is the state agency that regulates and monitors public schools in California.

CELDT – California English Language Development Test. This state-mandated test determines the student's level of proficiency in English. The test is administered at the time of enrollment and annually, until the student is fully proficient in English.

CLAD – Cross-Cultural, Language and Academic Development is a State certification granted to teachers who have mastered competencies related to providing English language development instruction and/or specially-designed academic instruction in English.

CCSS – Common Core State Standards- Part of an education reform movement aimed at raising academic standards, graduation requirements, improving assessments, and strengthening accountability in all 50 states. The standards are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success.

Content standards – Statements of what students should know and be able to do in each area of the curriculum.

Core curriculum: The basic course of study deemed critical and usually made mandatory for all students of a school or school district.

CPM – Categorical Program Monitoring. A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

CST – California Standards Tests. State tests administered annually to all students, 2nd-11th grades. The results are used in API, AYP, and Title III calculations.

CTEL – California Teacher of English Learners. The CTEL is a series of examinations leading to a CLAD or BCLAD certificate. The examinations would be in lieu of acquiring the certificates through university coursework.

DELAC- District English Learner Advisory Committee– Districts with 51 or more English Learners are required by law to form a DELAC to advise the local Board of Education on English Learner programs and services and to promote high levels of parent involvement.

Designated ELD- a protected time during the regular school day in which teachers use the California ELD standards as the focal standards by language proficiency levels in ways that build into and from content instruction in order to develop critical language ELs need.

Differentiated instruction – The process of designing lesson plans that meet the needs of the entire range of learners in the classroom.

ELM – English Language Mainstream. ELM is an English language classroom where the program and instruction is overwhelmingly in English. English learners, with reasonable fluency in English, study alongside English Only, IFEP and RFEP students.

Economic Impact Aid (EIA)/LEP funds – Economic Impact aid/Limited English Proficient. A state funding source (part of Categorical Funds) for districts to support compensatory services for students who are identified as limited-English proficient.

EL – English Learner. English learner means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child. This student has been assessed with CELDT and has not developed fluent proficiency in English. EL is also known English Language Learner (ELL).

ELA –English Language Arts.

ELAC –English Learner Advisory Committee – Whenever 21 or more English Learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The ELAC plays an active role in the development of the Single Plan for Student Achievement and otherwise ensures that the parents of English Learners are actively involved in the school.

ELD – English Language Development is a board term encompasses all aspects of learning the English language for ELs. It includes speaking, listening, reading and writing at developmentally appropriate languages levels.

EL – English Learner

EO – English Only student-A student whose native language is English.

FEP – Fluent-English Proficient. FEP students are those students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by CELDT and/or 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 (4) 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 met the criteria for fluent English proficient upon initial language assessment using CELDT.

I-FEP student – An I-FEP student is a language-minority student who, at the time of initial enrollment, was determined by the CELDT to be fluent in English.

Integrated ELD- all teachers of ELs use the ELD standards in tandem with the focal California Standards to scaffold instruction in order to provide EL students access to the content such as math, science, social studies/history, ELA, P.E. etc.

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.

LTEL – 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 (EC 313.1, 313.2)

Newcomer – An English Learner at CELDT proficiency level 1 or 2 who has been enrolled in a U.S. school for less than two years.

Parent Notification Letter – Parents are notified by the Student Assignment Office of the results of initial assessment of English proficiency and recommended program placement on the Parent Notification Letter (PNL).

Professional Standards for Teaching English Learners – Competencies that teachers are expected to demonstrate related to teaching English Learners. Oakland’s Professional EL Teaching Standards are aligned with the California Standards for the Teaching Profession.

Reclassification – Formerly called Redesignation- The process that determines whether an English Learner is ready to be reclassified as Fluent English Proficient (R-FEP). 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.

R-FEP student – A student who has met district criteria for reclassification as fluent-English proficient.

RTI- Response to Instruction and Intervention is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. RTI² begins with high-quality culturally responsive instruction and positive behavior systems for all students in the general education classroom.

SDAIE – Specially Designed Academic Instruction in English. A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

SPSA Single Plan for Student Achievement – The federal No Child Left Behind Act requires each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

SSC – School Site Council. The SSC is a group of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

Standards-based Tests in Spanish (STS) – Like the California Standards Tests in English, the Standards-based Tests in Spanish evaluate mastery of grade-level content standards among students who receive academic instruction in Spanish.

Title I – Title I is a federal program authorized in No Child Left Behind 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 designed to help limited-English proficient and immigrant students attain English proficiency 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

Frequently Asked Questions

1. What does it mean to be classified as an English learner?

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initially assessed English language proficiency yields a score indicating that he or she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program?

ELs are legally entitled to receive specialized language and academic support services, via one of the District's several EL instructional program options, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their children speak English well, but if they are not proficient in the academic English needed to perform in school tasks (using listening, speaking, reading, and writing) on par with English-proficient peers, they may still need specialized services and support.

3. If my child is classified as EL, when will the school notify me of that designation?

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins or enrolls in school. If a parent has questions about the notification letter or any other aspect of the student's program, he or she should make an appointment with the school teacher, principal, or counselor.

4. How long will my child likely receive EL instructional services?

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until she/he meets the criteria for reclassification. Two key indicators include meeting the English-proficient performance level on the ELPAC, and scoring at the Basic level or higher on the CAASPP. For most children, that takes

between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his or her progress closely to make sure that appropriate progress is made. If your child struggles, he or she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification?

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in mainstream classes. For SSFUSD reclassification criteria, see [D. English Learner Student Monitoring & Reclassification](#). When students meet those criteria and parents are in agreement, their language status changes from EL to Reclassified RFEP. Reclassification is a milestone, but not the end goal for ELs as reclassification. The school will continue to monitor the progress of RFEPs for at least four years after they are reclassified. If a student's academic progress drops, he or she will be given support or interventions to ensure that they meet grade level expectations.

6. Why are some EL students who have already met the reclassification requirements still in the EL instructional program?

Once students meet the reclassification criteria, they are no longer considered EL and they should be participating in the mainstream education program with specialized language and academic support services via Integrated ELD in content instruction. Occasionally an RFEP student may experience educational difficulty and will be allowed to take a course usually designed for ELs, if school staffs believe this is educationally appropriate.

7. What can I do if my child has already met the requirements to exit the EL instructional program but the school doesn't follow the process?

If you believe your child has met the criteria for reclassification, but the process has not yet taken place, you should contact the teacher or school principal.

8. What can I do so my child exits the EL instructional program?

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school or staff at Educational Services with any questions or concerns.

9. Since my child doesn't speak English, can he/she learn anyway?

All students use language and all students can learn. Parents can choose whether to have their child's instructional program be delivered only in English or utilizing both English and the child's native language. Whichever program a parent chooses, the goal is that children will become fluent in English and academically proficient within 6 years.

10. How can I help my child exit the EL instructional program if I don't speak English?

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another, so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

11. Are there funds in the school only for English learners?

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

12. How much money does the school receive for every English learner?

That amount changes from year to year due to budgetary changes. The office of Curriculum and Instruction can provide the most current information about the amount of money schools receive for each EL.

13. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

14. If my child is an EL and in the Special Education program, how can I help him/her exit the EL instructional program?

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed.

The responsibility is with the school and the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

15. Who represents me as the parent of an EL at the school?

Every school with 21 or more ELs has an ELAC. The roles and responsibilities of that committee are described earlier in chapter 4. In addition, every school has a SGC and parents of ELs may participate on both bodies.

16. Does the law protect my EL student?

ELs are protected under specific laws and Educational Code, as well as by laws that protect all students. In addition, state and federal guidelines specifically outline that all ELs must become proficient in English and master all the academic content required of every student in California.

17. Can parents have their children exempted from taking the ELPAC?

No. Parents cannot “opt out” of the ELPAC because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Education Code 313).

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