



**BUENA PARK
SCHOOL DISTRICT**

MULTI- LINGUAL LEARNER

**2025 - 2028
MASTER PLAN**

DELAC Review & Approval: April 9, 2025
Buena Park School District Board Approved: May 12, 2025

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- 10/22/24, 11/21/24, 1/21/25, 1/28/25, 3/11/25 and 4/8/25
- DELAC final review and approval on April 9, 2025

ACKNOWLEDGMENTS

We acknowledge the dedicated efforts of district, school site staff and parents for the guidance, support and time they gave to provide input for the 2024 revision of the Multilingual Learner Master Plan. This document is based on regulations outlined in the California Education Code and Federal Guidelines, Office for Civil Rights, the requirements of Federal Program Monitoring, and the mandates of ESSA Every Student Succeeds Act. The Superintendent, Board of Trustees, Administrative staff, and District English Learner Advisory Committee (DELAC) have reviewed and approved this plan. We are indebted to the following Multilingual Master Plan Committee members, parents and district employees for their contribution to the refinement of this document:

- Multilingual Master Plan Educational Partner Committee
- District English Learner Advisory Committee or DELAC
- Multilingual Master Plan Writing Committee
- Orange County Department of Education

Profound gratitude is also expressed to the many educational partners who provided review, input, and feedback through formal/informal gathering, web-based and paper surveys. Partners include:



It is due to the diligence of all these individuals that the completion of the updated *Multilingual Master Plan* came to fruition in the spring of 2025.

CORE ETHICAL VALUES



In alignment with the Buena Park School District's core ethical values, a series of descriptive statements with multilingual learners in mind were developed. The following statements offer a contextual lens tailored to this student population and are intended to illustrate how each value can be lived out in practice:

RESPECT - We honor the rich diversity of languages and cultures in our community, fostering an inclusive environment where every voice is valued.

RESPONSIBLE - We commit to ensuring equitable opportunities for all students, empowering multilingual learners to thrive academically and personally.

COOPERATION - We collaborate across languages and cultures, working together to create a supportive and dynamic learning environment.

COMPASSION - We show empathy and understanding for the unique experiences of multilingual learners, supporting their linguistic and personal growth with care.

INTEGRITY - We uphold honesty and fairness in our actions, ensuring transparency and equity in all decisions that affect our diverse student community.

PERSEVERANCE - We embrace the challenges of multilingual education with dedication and resilience, committed to the long-term success of every student.

CITY DUTY - We foster active participation in our multilingual community, preparing students to be responsible and engaged citizens.

HONEST - We promote open communication and trust in our diverse school community, ensuring that every educational partner is heard and respected.

MISSION AND VISION STATEMENT



BUENA PARK SCHOOL DISTRICT

MISSION AND VISION STATEMENT

Buena Park School District inspires and ignites all students to pursue high achievement; empowering them to follow their passions.

We ignite the passion for learning by:

- Ensuring we have highly-trained, talented and dedicated educators/staff
- Providing ambitious and innovative curriculum and instruction
- Establishing cutting-edge technology and facilities
- Cultivating nurturing and safe environments
- Valuing the strength of our cultural diversity
- Partnering with our families and community
- Guiding students to lead and impact the world

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MESSAGE FROM SUPERINTENDENT



In the Buena Park School District, we hold high expectations for all students, and ensure they have equal opportunities for academic success. Our goal is to prepare every student to be college and career ready, supported by inclusive practices both in and out of the classroom.

We are proud to celebrate the rich linguistic and cultural backgrounds that shape the Buena Park School District community. This shared vision calls on all of us—teachers, administrators, students, and families—to recognize the strengths of our students and to champion a positive, asset-based view of them and their families. Buena Park School District actively promotes bilingualism and multilingualism, recognizing the advantages these skills bring in today’s global workforce. By providing a high-quality education, we aim to equip English Learner with the academic and language skills needed for college and a career of their choice.

The district serves approximately 4,000 Pre K-8 students, including 1,170 Emergent Bilinguals and their families. These students are working to attain English language proficiency while also learning core subjects across all content areas. To support this, the Multilingual Learner Master Plan was developed as a guide for paraprofessionals, teachers, administrators, students, and families. This plan outlines the implementation of both Integrated and Designated English Language Development (ELD), continuous monitoring of academic progress, and meaningful family engagement.

We would like to extend our heartfelt thanks to all teachers, administrators, caregivers and parents for their support, input, and collaboration in completing the Multilingual Learner Master Plan. This plan is a testament to our commitment to working together to create a college- and career-focused culture for all students.

Sincerely,

Dr. Julianne Lee

Dr. Julianne Lee

2024-2027 MASTER PLAN REVISION PROCESS

The educational landscape has transformed significantly over the past few years, making a thorough master plan update essential. This need arises from new state policies, crucial guiding documents from the California Department of Education, updated assessment frameworks, and revised district objectives, all pointing towards the critical importance of fostering the success of English Learners. To ensure this goal is central to our efforts and that the plan is responsive, Buena Park School District initiated the 2024-2027 Master Plan revision with a strong commitment to involving stakeholders.

The District facilitated a year-long collaborative process, forming a dedicated Master Plan Committee in the summer of 2024. This committee, representing a diverse cross-section of our school community, included English Learner teachers from elementary and middle schools, principals, parents, and district office staff. Through 5 committee meetings, 7 pre-planning sessions, and 5 presentations to the District English Learner Advisory Committee (DELAC), the committee meticulously reviewed the plan. They employed detailed rubrics and feedback forms to provide constructive critiques and suggestions, ensuring the plan's thoroughness and alignment with current best practices.

REVISION TIMELINE



The resulting 2024-2027 Master Plan for English Learner is designed to be a living document – a practical guide, an informative resource, and a powerful tool that empowers students, staff, families, and the community to effectively support the academic and linguistic development of our multilingual learners.

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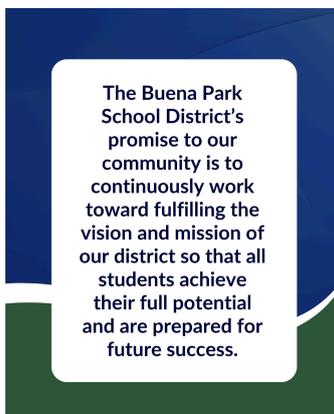
NAVIGATION TIP: Click on the blue hyperlinks above to navigate to each chapter.



[Link](#) to Buena Park School District's *Multilingual Learner Master Plan* Summary Slides

Buena Park School District prohibits unlawful discrimination, harassment, intimidation, and bullying of students, district employees and job applicants on the basis of actual or perceived race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics at a district site, program and/or activity. For questions or complaints, contact your school site principal and/or Buena Park School District Human Resources.

INTRODUCTION: PURPOSE OF MULTILINGUAL LEARNER MASTER PLAN



The Buena Park School District's Multilingual Learner Master Plan is a comprehensive guide designed to align educational practices and services for multilingual students and their families. It embodies the district's vision, reflecting the aspirations of parents, students, educators, and community partners, while articulating evidence-based principles for effective English Learner instruction. It provides a clear understanding of policies, programs, and services for English Learner students. According to the California Department of Education (CDE), the goal of the English Learner program is to:

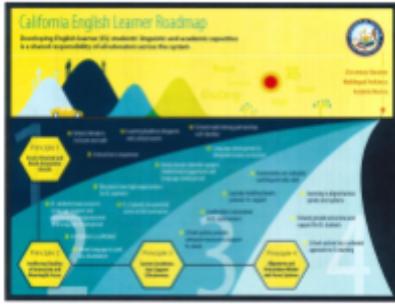
- Ensure that English Learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English.
- Ensure that English Learner, within a reasonable period of time, achieve the same rigorous grade- level academic standards that are expected of all students

This updated plan, presented in a user-friendly format, provides a roadmap for improving academic achievement, incorporating newly adopted district goals and the California English Learner Roadmap Principles. It emphasizes strengthening instructional leadership, reinforcing effective program implementation, empowering parental involvement, and aligning supports with district goals. This plan serves as a practical guide for all staff, ensuring consistent and coherent services for multilingual learners. By promoting culturally and linguistically responsive teaching, the District builds upon the rich heritage of its diverse community, equipping students with the tools to ignite their passion for learning. Aligned with State and Federal guidelines, including ESSA and the EL Roadmap, the plan emphasizes District priorities and the four principles of the California English Learner Roadmap:

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

The District commits to this plan, holding administrators accountable for its implementation and dedicating efforts to the multilingual students, families, and community members of Buena Park.

CALIFORNIA English Learner ROADMAP PRINCIPLES



The principles of the *English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learner* (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English Learner.

[Principle One: Assets-Oriented and Needs-Responsive Schools](#) Pre-schools and schools are responsive to different English Learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English Learner.

Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

[Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

English Learner engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learner have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

[Principle Three: System Conditions that Support Effectiveness](#)

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learner and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English Learner.

[Principle Four: Alignment and Articulation Within and Across Systems](#)

English Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

[California English Learner Roadmap](#) 

FEDERAL & STATE LAW TIMELINE

Federal Law

1886

U.S. Constitution: Fourteenth Amendment – Due Process and Equal Protection Clauses

No state shall “deprive any person of life, liberty, or property without due process of law; not deny to any person within its jurisdiction the equal protection of the laws.

1970

Office of Civil Rights May 25th Memorandum 1970

Districts are required to provide affirmative support to rectify language deficiencies when they impede students' effective participation in educational programs.

1974

Lau v. Nichols

established that the failure to provide English language instruction to students with limited English proficiency violates Title VI of the Civil Rights Act, ensuring their meaningful participation in education.

Equal Education Opportunities Act: 20 U.S.C. 1803 (f)

This statute mandates that states ensure equal educational opportunity for minority students by requiring educational agencies to address language barriers that hinder their participation in instructional programs.

1981

Castaneda v. Pickard-1981

Major Federal Cases Interpreting Section 1703 (f): Districts have the dual obligation to teach English and provide access to academic content instruction

State Law

1980

California Legislation Code, General Provisions, Article 3, Section 30, Language of Instruction:

California Education Code Section 30 mandates English as the basic language of instruction while allowing for bilingual instruction when educationally advantageous, and permits instruction in other languages for proficient students.

1994

California Code of Regulations Title 5, subchapter 4 Section 11302, Duration of Services

California Code of Regulations Title 5, Section 11302 dictates that English learner services continue until a student achieves English proficiency as defined by state-mandated criteria.

2016

STATE OF CALIFORNIA GLOBAL ECONOMY INITIATIVE (CA ED.G.E. PROPOSITION 58).

amended state law to allow for greater flexibility in bilingual education programs, removing the previous requirement for parental waivers for such instruction.

2023

STATE PROGRAM FOR ENGLISH LEARNERS: ENGLISH LEARNER 2023–24 PROGRAM INSTRUMENT CALIFORNIA DEPARTMENT OF EDUCATION

The California Department of Education's 2023-24 English Learner Program Instrument outlines the state's guidelines and requirements for supporting English learners in public schools, focusing on assessment, instruction, and accountability. Including:

- I. Parent Community Involvement (ELAC & DELAC)
- II. Governance and Administration – EL Monitoring and Instruction
- III. Funding - Title III
- IV. Standards, Assessment and Accountability - Reclassification
- V. Staffing and Professional Development – EL 11: Teacher EL Authorization and Professional Development Specific to English learners
 - VI. Opportunity and Equal Educational Access – Language Acquisition Program Options and Parent Choice
 - VII. Teaching and Learning –ELD & Access to Standard Instructional Program

DISTRICT DEMOGRAPHICS

Buena Park School District serves a wide range of multilingual students and families. The Curriculum & Instruction Department is committed to improving services for the District's English Learner. The Curriculum & Instruction Department promotes academic excellence, equity, and access for its English Learner.

Number of Schools:

- Elementary: 5
- Middle: 2

Additional Services:

- State Preschools
- ELOP Programs

Student Population:

- Total: 3,784

Enrollment:

- TK: 190
- Elementary: 2,322
- Middle School: 1,272

English Learner:

- Count: 1,170
- Percentage: 30.9%

Dually Identified English Learner:

- State Preschools

Ethnicity:

- Hispanic: 65.8%
- Asian: 17.4%
- White: 4.9%
- Filipino: 4.5%
- African American: 3.5%
- Two or More Races: 2.4%

Socioeconomically

Disadvantaged:

- Count: 2,953
- Percentage: 78%

Students with Disabilities:

- Count: 571
- Percentage: 15.1%

Homeless:

- Count: 275
- Percentage: 7.3%

Foster:

- Count: 34
- Percentage: 0.9%

LCAP Academic Achievement Goals

The Buena Park School District uses its Local Control and Accountability Plan (LCAP) to plan how it will use state money to help all students succeed, especially English Learners. The LCAP, a three-year plan, sets goals and actions to improve student learning, directly tied to the state's funding system, the Local Control Funding Formula (LCFF). A core principle of both the LCFF and LCAP is the **equitable allocation of resources**, ensuring that funding is distributed to address the specific needs of all student groups, particularly those who require additional support.

The 2024-2027 LCAP was developed with the input of the District's LCAP Committee, which includes a diverse range of stakeholders: District Office personnel, school principals, classroom teachers, classified staff, and parents. Importantly, the District English Learner Advisory Committee (DELAC) is also represented, ensuring that the perspectives of English Learner families are integral to the planning process. The LCAP helps ensure that the main plans and the actions that are taken, help English Learners be well-aligned, while also demonstrating how resources are equitably provided.

The LCAP includes these three key goals which guide resource allocation:

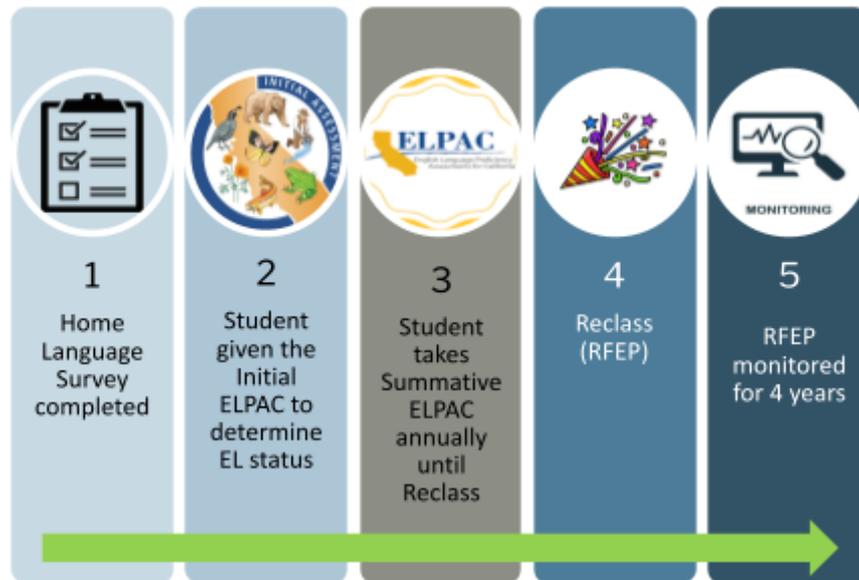
1. 1.3 Target - The percent of ELs making progress towards English Language Proficiency will increase by 3% annually as measured by ELPAC ensuring that 100% of ELs are making progress towards English proficiency.

2. 1.7 Target - Based on current district 2023-2024 data, the current RFEP rate is approximately 14% (174 students) as of May 29, 2024. This is based on 1225 English Learners enrolled this year. The RFEP rate will increase by 3% annually.
3. 2.4 Target - Provide ongoing effective Professional Development for staff to ensure the effectiveness of ELD instruction, resulting in increased student outcomes.

These LCAP goals, developed through the collaborative efforts of the LCAP committee, help the District decide how to spend money on English Learners in a way that is fair and meets their specific needs. By using these goals in the English Learner Master Plan, the District ensures the funding supports the actions taken to help English Learner students, and that resource allocation is equitable as required by the LCFF and LCAP.

CHAPTER 1: INITIAL ASSESSMENT AND IDENTIFICATION

The journey to becoming multilingual is an invaluable and significant experience. This master plan outlines a comprehensive five-step process designed to guide English language learners (ELLs) towards achieving their language goals. Each step in this process builds upon the previous one, creating a solid foundation for language acquisition and fostering a deeper understanding of the English language. The steps are outlined in the graphic below.



The Office of Curriculum and Instruction oversees a student's progression through an English Learner's journey toward English proficiency.

STEP 1: IDENTIFICATION

Enrollment/Home Language Survey

The Buena Park School District must properly identify and assess all newly enrolled students who have a home language other than English.

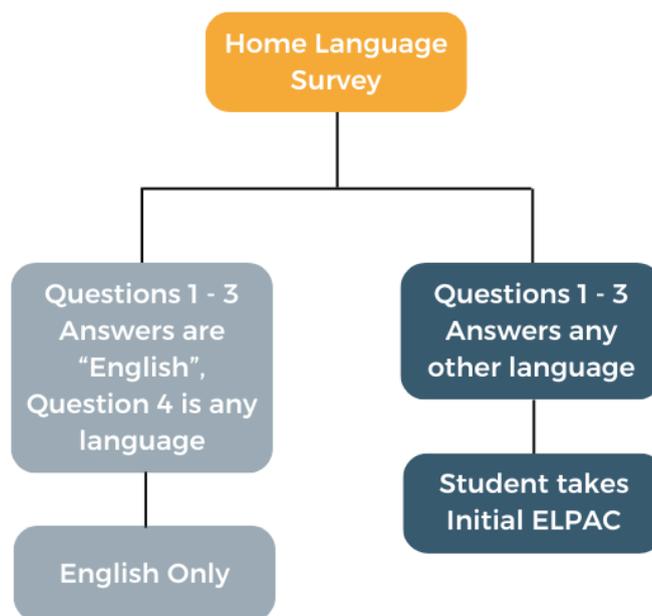
- In the State of California, a Home Language Survey must be completed at the time of initial enrollment to identify language use in the home. The responses from the Home Language Survey are used to determine which students are eligible to be assessed for English language proficiency to determine adequate instructional program placement.
- Within 30 calendar days of initial enrollment, each student who is identified to have a home language other than English, as determined by the Home Language Survey, must be assessed for English proficiency. The Initial English Language Proficiency Assessment of California (Initial ELPAC) is the state approved instrument that is currently administered to all potential English Learner students. Administration of the assessment must follow all publisher's instructions.
- All students with an active Individual Education Plan (IEP) or Section 504 Behavior Plan must be initially assessed for English language proficiency. A student's current Individual Education Plan is reviewed prior to initial ELPAC assessment to identify the appropriate accommodations, modifications, or alternate assessment options (Alternate Initial ELPAC) as specified in the student's Individual Education Plan (IEP).

Per California State guidelines, students enrolling in public school grades TK - 12 are required to complete a [Home Language Survey](#) (HLS) to determine the language(s) spoken in the home by each student. This is completed by a parent or legal guardian during the registration process. Survey answers determine if a student is eligible for the Initial ELPAC Assessment.

- Home Language Survey Questions:
1. Which language did your son or daughter learn when he or she first began to speak?
 2. Which language does your son or daughter most frequently use at home?
 3. What language do you use most frequently to speak to your son or daughter?
 4. Name the language most often spoken by adults at home.

For a sample of the Home Language Survey, see Appendix.

School secretaries review the Home Language Survey during the registration process. Below outlines survey response outcomes:



- If the response to questions 1-3 is English, the school secretary will set the child’s ELAS (English Language Acquisition Status) status in Aeries as English-only (EO). If the response to question 4 is the only response indicating a language other than English, the child is still classified as English Only (EO) and ELAS status in Aeries is set to EO.
- If the response to questions 1, 2, and/or 3 is a language other than English, the school secretary will set the child’s ELAS status in Aeries to To Be Determined (TBD).

A student’s ELAS status, whether EO or TBD, is entered by the school site with the District Aeries/SIS Manager pushing ELAS status to CALPAD. Those identified as TBD will be assigned to take the Initial ELPAC or Alternate Initial ELPAC.

Transitional Kindergarten (TK) students enrolling in TK must complete a Home Language Survey at the time of enrollment to determine ELAS status. As of the fall of 2024, per the State of California, if a TK student is identified as a TBD, they do not take the Initial ELPAC assessment until they reach Kindergarten. The 30-day requirement to test is not applicable.

HOME LANGUAGE SURVEY CORRECTION PROCESS

The home language survey (HLS) is completed once by the parent or guardian at the time a student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the school district administering the Initial English Language Proficiency Assessments for California (ELPAC).

Once a student is identified as an English Learner (EL) based on the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error by the school site/district.

NEWLY ENROLLED STUDENTS WITH AN IEP/504 PLAN:

All students with an active Individual Education Plan (IEP) or Section 504 Behavior Plan must be initially assessed for English language proficiency. If a student has an Individual Education Plan (IEP) in place, it is reviewed prior to initial ELPAC assessment to identify the appropriate accommodations, modifications, or alternate assessment options (Alternate Initial ELPAC) as specified in the student's Individual Education Plan (IEP). Students identified as having a moderate-to-severe disability, may be assigned the Alternate Initial ELPAC assessment if it is specified in an IEP. If the student doesn't have an IEP at the time of enrollment, the Initial ELPAC is given.

TRANSFER STUDENTS

Students transferring into the Buena Park School District from another public school district within California are still required to complete the Home Language Survey as part of the registration process. If the current Home Language Survey differs from the original Home Language Survey, the original survey supersedes all other surveys.

The school secretary will verify the ELAS status in the California Longitudinal Pupil Achievement Data System (CALPADS) for the ELAS status. The most recent status listed in CALPADS, will be the one used for current enrollment.

STEP 2: STUDENT GIVEN THE INITIAL ELPAC - DETERMINE ELAS STATUS

Initial ELPAC/Alternate Initial ELPAC Assessment

When a student has an ELAS status of TBD, then the student will take the Initial English Language Proficiency Assessment of California (Initial ELPAC) or Alternate Initial English Language Proficiency Assessment of California (Alternate Initial ELPAC), a State-approved instrument that is administered to all potential English Learner students. The purpose of this assessment is to determine a student's English language proficiency level.

Test Overview

The Initial ELPAC/Alternate Initial ELPAC assessment has 4 parts that include listening, speaking, reading, and writing. The test takes one to two hours to complete depending on the age of the student being tested. Under the direction of the Curriculum & Instruction Direction, the District Coordinator of Assessment and Accountability oversees this assessment process.

Timeline for Initial Assessment

State and Federal regulations require that if the student's Home Language Survey indicates a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of student enrollment. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

Test Examiners

The District maintains staff year-round to assess all newly-enrolled students who indicate a language other than English is used at home. Test Examiners must be certified and complete Initial ELPAC/Alternate Initial ELPAC training, scoring calibration and certification as directed by the State of California. Certification is completed annually.

Testing Process

Each student is assessed in a one-to-one setting by a test examiner during the school day at the student's school site. Students use an iPad and any other materials that are provided by the Test Examiner. Students may take the assessment in one sitting or over a couple of days. The Test Examiner strives to provide the best test setting for the student.

Assessment Results

A student's initial language classification or status is determined by their overall performance on the Initial ELPAC. Based on the initial assessment results, a student may be identified as an English Learner (EL) or Initial Fluent English Proficient (IFEP) depending on the overall performance level score. The table below provides a fuller description.

Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English. Students scoring at this level will not be identified as an English Learner.
Intermediate English Learner (EL)	Students at this level have somewhat to moderately developed oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are beginning to develop oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Parent Notification

Upon completion of the ELPAC assessment, parents receive notification of their child's initial results via Secure Documents in ParentSquare. This notification includes the student's score and ELAS status. Parents can also access the official score report through the Aeries Parent Portal. If a hard copy is needed, parents may request one at their child's school office.

For more information about the Initial ELPAC/Alternate Initial ELPAC, please review *A Parent Guide to Understanding*. This is a two-page flyer written in easy-to-understand language that answers key questions (what, why, who, how, and when) about the Initial ELPAC.

- Read more here: [English](#) [Spanish](#) [Korean](#) [More Languages](#)

AFTER THE INITIAL ELPAC ASSESSMENT

Upon completion of the assessment process, the District Aeries Supervisor will update the ELAS status in Aeries and push to CALPADs. If a student is identified as an English Learner, a blue manila folder is created and placed in the cumulative record folder at the child's school site. The following documents must be added:

- Home Language Survey AND registration packet signature page
- Initial ELPAC Score Notification Letter
- Initial ELPAC Student Score Report

Copies of following all documents are uploaded to Aeries under Student Documents (Category type: 01-School Records, Sub-Category - blank, Related to category - LAC)

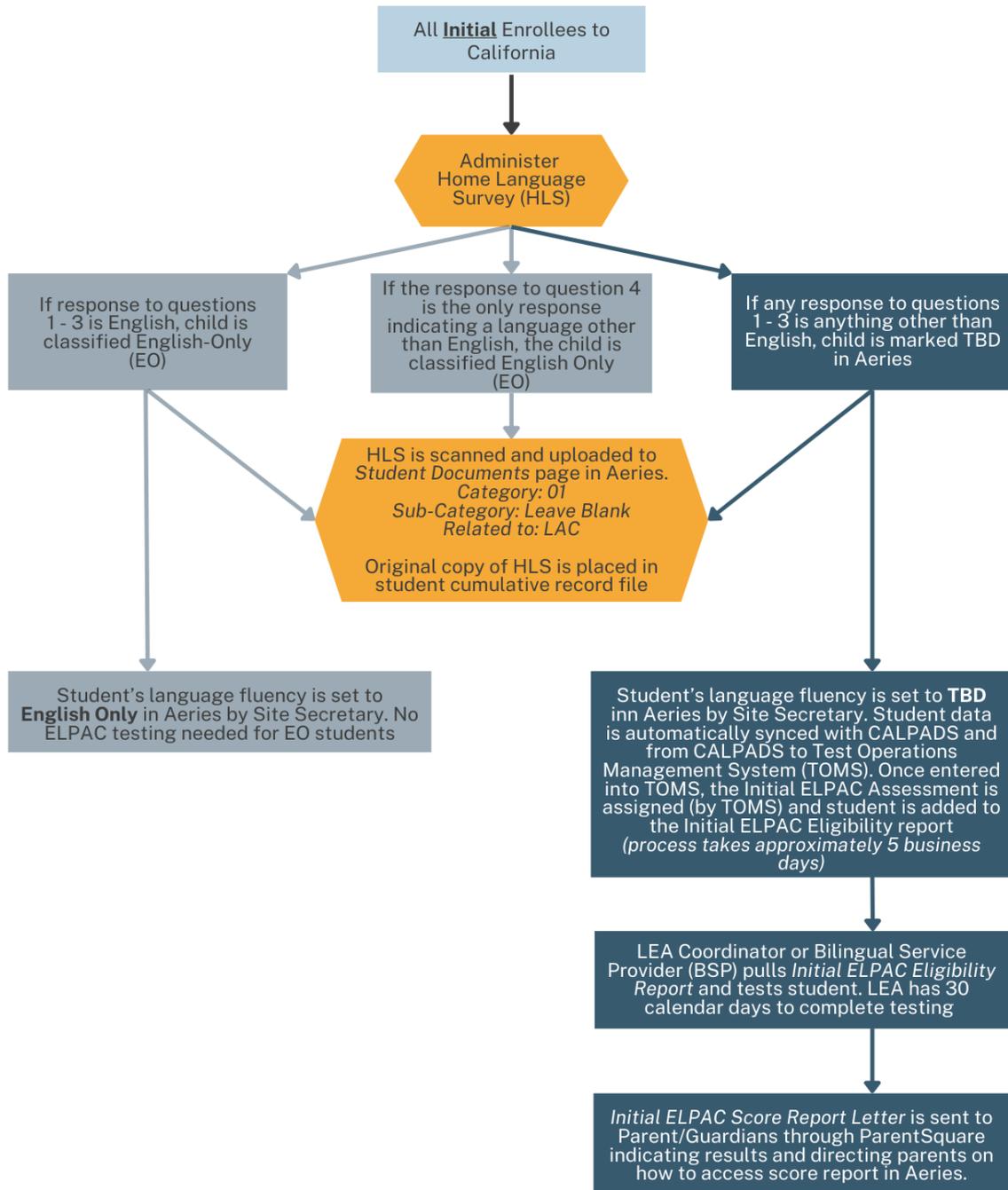
- Home Language Survey AND registration packet signature page
- Initial ELPAC Score Notification Letter

If student is identified as an Initial Fluent English Proficient (IFEP) student, hard-copies of the following documents are filed in the student's cumulative file

- Home Language Survey AND registration packet signature page
- Initial ELPAC Score Notification Letter
- Initial ELPAC Student Score Report

The flowchart on the following page visually outlines the overall process.

ENGLISH LEARNER IDENTIFICATION & PLACEMENT FLOWCHART



Note: In the State of California, the Home Language Survey is completed once with the original EL status recorded in CALPADS. Any later versions of HLS will not supercede original document and EL status in most cases.

Ongoing Monitoring of Students Needing Assessment

The Office of Curriculum and Instruction continues to monitor the Initial ELPAC Student Eligibility Report throughout the school year. This report is regularly run to identify recently enrolled students who need an Initial ELPAC assessment. This Eligibility Report is used from July 1st to June 30th of every school year.

Using English Language Acquisition Status (ELAS), the student will be placed in the appropriate instructional program. Teachers can access test results and ELAS status updates in the Aeries Teacher Portal and attendance roster.

English Language Program Option

The Buena Park School District offers a Structured English Immersion (SEI) program (see Ch. 2) option (EC Section 305[a][2]). The Structured English Immersion Program is a language acquisition program for English Learner (EL) students where nearly all classroom instruction is in English, designed for students who are learning English. The Buena Park School District adheres to this definition, offering SEI as a core program option for EL students at all grade levels, from Kindergarten through Grade Eight. At a minimum, students are offered designated ELD and provided access to grade-level academic subject matter content with integrated ELD.

Parents' Rights

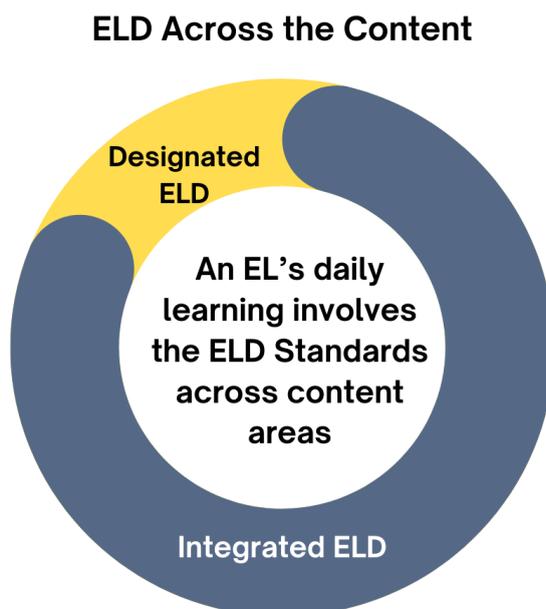
Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],³ [v]; EC Section 306[c]). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii] [III];⁴ EC Section 310[a]).

Parents or guardians may also provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii])

CHAPTER 2: PROGRAM OPTIONS AND ACCESS

LANGUAGE ACQUISITION PROGRAM

The Buena Park School District offers a comprehensive Structured English Immersion (SEI) program aimed at supporting English Learners in achieving fluency in both English and academic language. Students are offered both Integrated and Designated ELD, providing them access to grade-level content standards until they reclassify.



Here's a detailed description of our language acquisition programs, incorporating relevant content from the California Department of Education (CDE):

Baseline Program

- Structured English Immersion (SEI): According to the CDE, SEI is a language acquisition program for English Learner (EL) students in nearly all classroom instruction in English, designed for students who are learning English. The Buena Park School District adheres to this definition, offering SEI as a core program option for EL students at all grade levels, from Kindergarten through Grade Eight.

Curriculum and Instructional Methods

- Focus on Standards: Instruction is guided by the Common Core State Standards for ELA & Literacy, state content standards, and ELD standards which are nested within academic content to support both language and literacy development.
- Academic Language Development: Academic language is woven throughout the curriculum and all subjects, emphasizing the language demands of each academic discipline.

Instructional Strategies

- Scaffolding and Differentiation: Instruction is carefully planned to accommodate diverse learning needs, allowing for both group and individual learning settings that cater to students' linguistic and cognitive development.

- **Explicit Language Instruction:** Specific forms of English are taught based on the requirements of each discipline, which helps in enhancing students' understanding of how English is used contextually.
- **Engagement and Interaction:** Classes are interactive and designed to be intellectually challenging, fostering necessary language skills through meaningful discussion and collaboration.
- **Feedback and Assessment:** Effective and transparent feedback mechanisms are in place to provide students with insights into their progress and areas for improvement.

Cultural and Linguistic Integration

- **Valuing Primary Language and Culture:** The program acknowledges and builds upon the primary language and cultural backgrounds of students, which aids in maintaining a positive self-concept and enhances the overall learning experience.
- **Primary Language Support and Instruction:** In line with CDE guidance, the District's SEI program provides support in students' primary languages when necessary. This may include providing textbooks and other learning materials in the students' native languages to facilitate content learning and comprehension.

Program Participants

- **Inclusion of non-EL students:** While the primary focus of the SEI program is English Learner, non-EL students are also typically enrolled in the same classrooms, fostering an inclusive educational environment.

This comprehensive framework not only aligns with the California Department of Education's guidelines but also reflects the District's commitment to providing a supportive and effective educational environment for all English Learners.

(Source: CA ELD Standards | CA ELA/ELD Framework | CDE Structured English Immersion (SEI) Program.

Staffing

The Buena Park School District [Board Staffing Policy \(4111\)](#) is based upon [CDE Code 44259](#) and is overseen by the Personnel Department. The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficient running of district operations. Because an important factor in student achievement is the quality of the teaching staff, the Board desires to employ the most highly qualified and appropriate person available for each open position.

To teach ELD, all teachers are required to have a multiple-subject or single-subject teaching credential and an English Learner Authorization (EL Authorization) or CLAD Certificate (CL-628C). All elementary teachers teach Designated ELD if they have EL students enrolled in their class. At the middle school level, Designated ELD teachers are assigned to an ELD course.

In addition to classroom teachers, there are additional staff that help support English Learner students and families. They include:

- Instructional Aides (IA)
- Bilingual Service Providers (BSP)

- School Engagement Outreach Clerks (SEOC)

For more information about Staffing, please see Chapter 7.

MEETING THE NEEDS OF ALL English Learner TYPOLOGIES

Buena Park School District acknowledges the diverse backgrounds and unique educational needs of the English Learner (EL) population by outlining tailored program options for various EL typologies. Below defines the structure of the EL program and outlines how the program responds to each typology.

Program Structure

- **Elementary Schools:** Newcomers at the elementary level are placed in a classroom with their peers. It's imperative for teachers to address their academic, linguistic, and social-emotional needs and to support students during integrated and designated ELD. Newcomers receive 30 minutes of designated ELD instruction daily in the classroom.
- **Middle Schools:** Newcomers at the middle school level receive differentiated and comprehensive services that support their language, literacy, and academic needs. Both middle schools offer the ELD Emerging course for newcomers. This program focuses on intensive English language development and cultural acclimation to help students transition smoothly into their new educational environment.

Below is an overview of the typologies and corresponding educational strategies designed to support each group:

Newcomer English Learner (ELs)

Characteristics: Recent arrivals to the U.S. with little or no English proficiency and varied literacy levels in their home language. They face linguistic, academic, and cultural challenges requiring targeted support.

Strategies:

- *Cultural Orientation:* Provide structured programs to familiarize students and families with school routines, resources, and expectations.
- *Designated ELD:* Focus on foundational language skills, especially listening, speaking, reading, and writing.
- *Visual Supports:* Use pictures, gestures, and graphic organizers to aid comprehension and engagement.
- *Family Engagement:* Provide multilingual communication, workshops, and resources to involve families as partners.
- *Progress Monitoring:* Use formative assessments to track language and academic growth, adjusting instruction as needed.
- *After-School Programs:* Offer extended learning opportunities like tutoring or language enrichment.
- *Technology Integration:* Leverage apps and online tools for language practice and engagement.

Long-Term English Learner (LTELs)

Characteristics: Students who have been classified as ELs for six or more years and demonstrate limited progress in English proficiency or academic performance.

Strategies:

- *Engagement in Academic Conversations:* Incorporate structured opportunities for meaningful dialogue using academic language.
- *Targeted Language Development:* Provide explicit instruction in academic vocabulary and grammar structures that are frequently used in content areas.
- *Culturally Relevant Instruction:* Use materials and texts that reflect students' cultural backgrounds to enhance engagement and relevance.
- *Integrated ELD Support:* Scaffold grade-level content lessons with language supports that focus on comprehension and production.
- *Data-Driven Instruction:* Use formative assessments to identify gaps in language skills and tailor interventions accordingly.

Students with Interrupted Formal Education (SIFE)

Characteristics: Students who have experienced disruptions in their education, often due to migration or socio-political factors, resulting in limited literacy and academic skills in their home language and English.

Strategies:

- *Accelerated Literacy Programs:* Implement programs focused on foundational literacy skills and oral language development.
- *Trauma-Informed Practices:* Recognize and address the social-emotional needs of students who may have experienced significant life disruptions.
- *Explicit Instruction in Basic Skills:* Provide targeted instruction in numeracy and literacy while integrating language support.
- *Scaffolded Learning Opportunities:* Use visuals, realia, and hands-on activities to build understanding and connections to prior knowledge.
- *Extended Learning Opportunities:* Offer after-school or summer programs to fill learning gaps and accelerate progress.
- *Small-Group Instruction:* Use differentiated instruction in small groups to address individual skill gaps effectively.

Early Advanced and Advanced ELs

Characteristics: Students who are near reclassification and demonstrate advanced English proficiency but may still require support in academic language and specific content areas.

Strategies:

- *Academic Language Immersion:* Focus on refining academic writing, research skills, and complex text analysis.
- *Cross-Curricular Collaboration:* Integrate language objectives with content-area instruction, particularly in math, science, and social studies.

- *Frequent Writing Opportunities*: Encourage extended written responses with feedback on structure, tone, and precision in grammar and vocabulary.
- *Higher-Order Thinking Skills*: Use questioning techniques and activities that promote critical thinking and problem-solving.
- *Peer Collaboration*: Facilitate collaborative group projects that require negotiation, discussion, and presentation of ideas.
- *Preparation for Reclassification*: Offer support in test-taking strategies and academic preparation for assessments related to reclassification criteria.

Reclassified Fluent English Proficient (RFEP)

Characteristics: Students who have met reclassification criteria but still require monitoring and support to ensure academic success.

Strategies:

- *Ongoing Monitoring*: Regularly analyze academic progress data to identify any emerging gaps or areas needing reinforcement.
- *Enrichment Opportunities*: Provide access to honors courses, dual-language programs, and advanced academic opportunities to sustain growth.
- *Language Maintenance*: Encourage development and practice of advanced academic English through electives and extracurricular activities.
- *Parent Communication*: Maintain communication with families to ensure they understand their role in supporting the student's continued growth.
- *Intervention if Needed*: Offer targeted support if students begin to fall behind, focusing on academic rigor and skills reinforcement.

English Learner with Special Needs

Characteristics: ELs who also have an identified disability that impacts their ability to access and process language or academic content.

Strategies:

- *Individualized Education Plans (IEPs)*: Ensure IEP goals align with language acquisition needs and are culturally responsive.
- *Dual-Focused Instruction*: Provide integrated support for both language development and special education needs.
- *Collaborative Team Approach*: Foster collaboration between EL specialists, special education staff, and general education teachers.
- *Use of Assistive Technology (If deemed appropriate by IEP Team)*: Leverage tools like speech-to-text, visual aids, and language development apps to support learning.
- *Modified Assessments (If deemed appropriate by IEP Team)*: Use accommodations to assess language and content knowledge accurately, without penalizing students for their EL status.

BILITERACY PATHWAY AWARD

The *Seal of Biliteracy* is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The

Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English.

Buena Park School District (BPSD) actively supports the linguistic development of our students through the implementation of *Biliteracy Pathway Recognitions*. This initiative promotes multilingual proficiency across our student body. Buena Park School District (BPSD) has implemented two of the three *Biliteracy Pathway Recognitions* as outlined by the California Department of Education (CDE) to foster and acknowledge the multilingual achievements of our students.

This strategic implementation of the *Biliteracy Pathway Recognitions* not only underscores our commitment to promoting multilingualism and multiculturalism but also ensures that all students, including those from underserved populations and students with disabilities, have equitable access to these enriching opportunities. Through these initiatives, BPSD continues to advance educational equity and excellence, preparing students to thrive in a global community.

Here is an overview of the recognitions currently in place and future considerations for our district:

- ***Home Language Development Recognition***: This recognition has been effectively integrated into our curriculum, targeting emergent bilingual students from preschool through middle school who are actively maintaining and developing their home language. Through age-appropriate activities and consistent engagement in their native language, students demonstrate ongoing language growth, earning recognition that celebrates their efforts and progress toward biliteracy.
- ***Biliteracy Program Participation Recognition***: In alignment with the District's International Baccalaureate (IB) Primary Years Programme (PYP), this recognition is awarded to all students enrolled in the IB PYP second language program in Spanish. This program encourages the development of Spanish language skills from an early stage, providing foundational biliteracy skills that are crucial for lifelong language learning and cultural competence. This award is provided to ALL students enrolled in the IB PYP program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

Primary Language Support as a Pathway to Academic Success

Primary language use and support serve as essential pillars in ensuring equitable access to the core curriculum, particularly through the District's upcoming Dual Language Immersion (DLI) program. This program will provide students with the opportunity to develop bilingual proficiency while mastering grade-level content in both English and their primary language. By integrating research-based dual-language instructional models, students will engage in rigorous academic learning while maintaining and strengthening their home language. The DLI program will not only foster bilingualism and biliteracy but also cultivate a deeper understanding of diverse cultures, ensuring that students can navigate academic content and real-world experiences with linguistic confidence.

EXPANDING OPPORTUNITIES FOR English Learner IN GIFTED AND ADVANCED PROGRAMS

English Learners (ELs) have access to Gifted and Talented Education (GATE) testing as part of a comprehensive screening process that considers multilingualism and diverse cognitive strengths. Recognizing that giftedness can manifest in various ways, including advanced problem-solving skills, creativity, and linguistic adaptability, the District ensures that ELs are assessed on an individual basis to account for their unique language learning trajectories. Students who demonstrate exceptional academic achievement or other indicators of scholarly advancement are designated for GATE placement, allowing them to participate in accelerated learning experiences.

Beyond identification, ELs in the GATE program have opportunities to engage in GATE Super Saturday experiences, which provide hands-on, inquiry-based enrichment activities designed to challenge and expand their academic skills.

Additionally, ELs in middle school have access to a variety of elective courses that support both their academic and personal growth, including STEM, visual and performing arts, and career and technical education (CTE) courses. These electives allow ELs to explore their interests, build on their strengths, and develop skills that will support their long-term success in college and career pathways. By ensuring access to rigorous coursework and enrichment opportunities, the District affirms its commitment to fostering equity and high expectations for all students, regardless of language background.

FUTURE PROGRAMS

Dual Language Immersion Program

As the Buena Park School District prepares to enhance our language program offerings, we are in the process of developing a Dual Language Immersion (DLI) program. The District's task force has thoroughly explored various models for Spanish-English dual-language education. This program is set to launch at Gilbert Elementary School as a strand within a school implementation model for preschool and kindergarten students in the 2025-2026 school year.

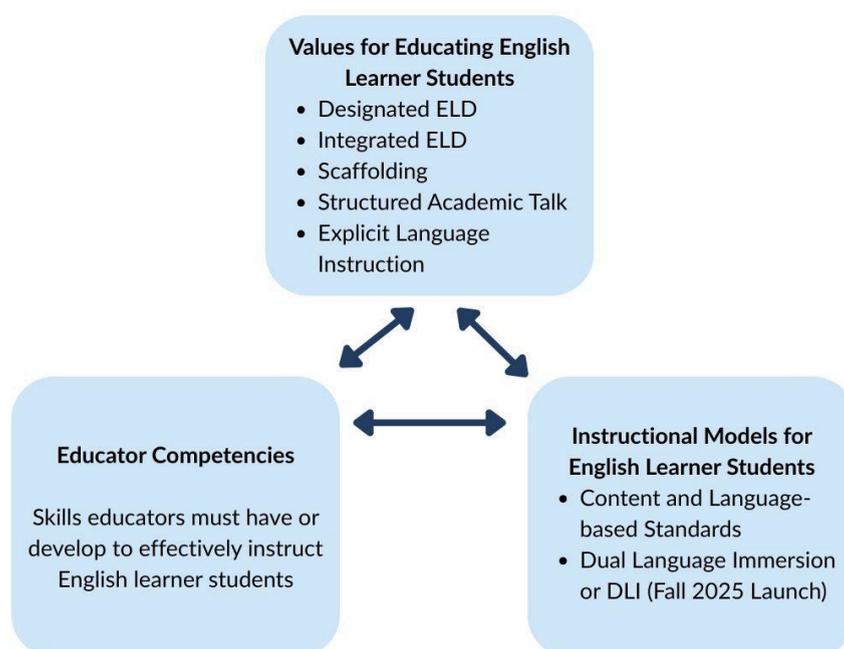
A 90:10 model has been adopted. Initially, this model provides 90% of classroom instruction in Spanish (the target language) and 10% in English, supporting early immersive exposure to the Spanish language. The 90:10 model is designed to gradually adjust the language instruction balance to enhance English proficiency as students advance in grade level as literacy in the target language is developed before moving on to formally developing literacy in English. Each subsequent year after kindergarten, the percentage of English instruction increases by 10%, while the Spanish instruction proportionately decreases. This progression continues until a balanced bilingual instruction model is achieved. This approach not only promotes bilingualism and biliteracy but also fosters biculturalism from an early age, equipping students with the skills needed to excel in a globally interconnected world.

The classroom composition for each model will be deliberately structured to include both native English and Spanish speakers, ensuring equitable language development and cultural exchange among all students. This initiative reflects our commitment to preparing students for a diverse and multilingual future, aligning with our educational goals and community needs.

CHAPTER 3: QUALITY INSTRUCTION AND CURRICULUM

ENGLISH LANGUAGE DEVELOPMENT (ELD)

One of the Buena Park School District's core goals is to provide effective instruction to all students, including English Learners, by shifting its educational approach. Recognizing the dual challenge of content and language acquisition, the District prioritizes creating multiple, well-scaffolded opportunities across all disciplines for students to simultaneously develop core conceptual understandings, engage in key analytical practices, and cultivate the necessary language skills. To support this, the District emphasizes the implementation of the California ELA/ELD Framework and the utilization of Professional Learning Communities (PLCs) to drive data-informed decisions, guaranteeing accessible content and equitable educational experiences. This focus on effective instruction directly supports the outcome of timely reclassification of English Learners. The District's essential elements for EL instruction are represented below.



Values for Educating English Learner Students

The District's instructional approach for EL students is grounded in the California English Language Development Standards and the California ELA/ELD Literacy Framework. These important documents guide the work and embody eight key values. Of particular significance are building content knowledge and language in tandem. *Integrated ELD* and *Designated ELD* provide a foundation for the principles of effective language, literacy and content instruction needed to realize our vision, with clear implications for all Buena Park teachers and leaders. Underpinning our approach to English language development is the notion of providing appropriate scaffolding, a special kind of support that assists learners to develop autonomy with rigorous new understandings or skills. This approach in turn leads to our targeted educator competencies, the foundation of the knowledge, skills, and abilities that all BPSD teachers and leaders need to effectively instruct English Learner students. The next page outlines the values.

- *Value Language and Culture as Assets:* English Learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.
- *Ensuring Equity in Intellectual Richness:* English Learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.
- *Building Content Knowledge and Language in Tandem:* English Learners engage in instruction that promotes content and language learning in tandem in all disciplines, including ELA, mathematics, social studies, science, fine arts, and other subjects. Further, ELs have full access to multidisciplinary curriculum, including those subjects listed here.
- *Access to Specific Language and Learning Needs:* English Learner content and language learning is fostered when targeted language instruction builds into and from content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.
- *Integrating Domains of Communication:* English Learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- *Providing Appropriate Scaffolding:* English Learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Source: ELA/ELD Framework

CALIFORNIA ELA/ELD FRAMEWORK

The California ELA/ELD Framework is the foundation for the District’s comprehensive English Language Development (ELD) program, which includes both *integrated* and *designated* instruction. This framework provides a research-driven base, ensuring educational strategies are effectively tailored to address the diverse linguistic needs of all English Learners.

The ELA/ELD Framework offers guidance for supporting all students in meeting the challenges posed by the demands of the Common Core State Standards. The framework serves as a "roadmap" for curriculum and instruction, assessment, and professional growth.

Distinctive Features of the ELA/ELD Framework
<p>The ELA/ELD Framework:</p> <ul style="list-style-type: none"> ● Provides guidance for implementation of two sets of standards: CA CCSS for ELA/Literacy and CA ELD Standards ● Discusses literacy and language instruction in five themes: Meaning, Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills ● Advocates for a range of reading in school and through organized independent reading ● Positions cultural diversity, multilingualism, and biliteracy as valuable resources ● Applies to all content areas ● Provides guidance for teaching the range of California’s learners, highlighting issues of access and equity <p style="text-align: right;">Source: ELA/ELD Framework</p>

By aligning the District’s ELD program with the California ELA/ELD Framework, BPSD ensures that the instructional practices are grounded in proven research and aligned with State Standards and best practices for educating English Learners. This alignment helps to provide all students with equitable access to education and the opportunity to succeed in a multilingual and multicultural world. The graphic below outlines the framework and the goals that the District has set to align with it.

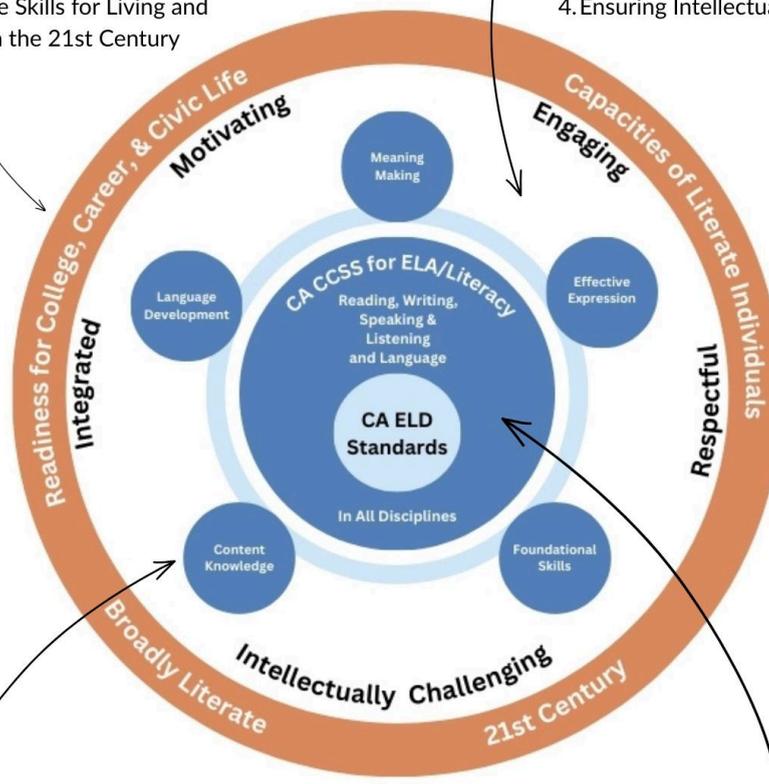
Goals for English Language Arts (ELA)/literacy and English Language Development (ELD) instruction (Outer Ring):

1. Develop the Readiness for College, Careers, and Civic Life
2. Attain the Capacities of Literate Individuals
3. Become Broadly Literate
4. Acquire the Skills for Living and Learning in the 21st Century

Context for Learning (White Field):

This framework asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

1. Integrating the Curricula
2. Motivating and Engaging Learners
3. Respecting Learners
4. Ensuring Intellectual Challenge



Key Themes of ELA/Literacy and ELD Instruction (Circling the Standards):

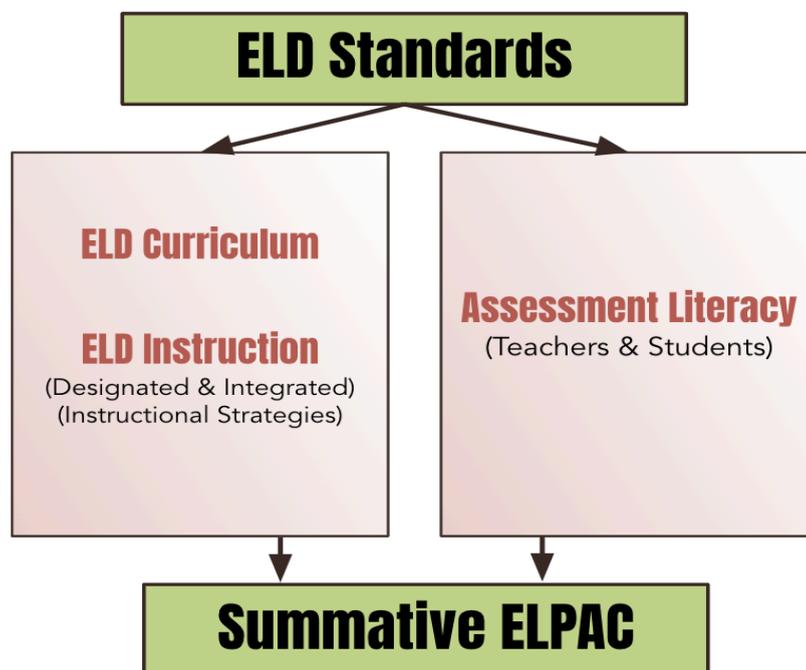
1. Meaning Making
2. Language Development
3. Effective Expression
4. Foundational Skills

CA CCSS for ELA/Literacy & CA ELD Standard (Center):

These define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards.

INTEGRATED AND DESIGNATED ELD - ENSURING ACCESS TO CORE CURRICULUM

At Buena Park School District, the *Designated and Integrated ELD* program is a foundational component of our commitment to the academic and linguistic growth of our English Learner. By providing daily, focused instruction on English language development, we prepare our students to be successful in all subject areas, fostering a strong foundation for future educational achievements. Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content areas create multiple, well-scaffolded opportunities for English Learner students to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The Buena Park School District language development approach recognizes the need to fundamentally shift the practice to how English Learner students are educated. English Learner students have the challenge of learning content while also learning English. The essential elements for EL instruction are represented below.



Integrated ELD

The California ELA/ELD framework uses the term integrated ELD to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to the CA CCSS for ELA/Literacy and other content standards to support an EL's linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning. They also develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. ELs demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (2014 ELA/ELD Framework)

Designated ELD

Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focus standards in ways that build into and from content instruction in order to develop English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines, but rather an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. (2014 ELA/ELD Framework, Chapter 2-Curriculum Frameworks (CA Dept of Education).

Research-based Pedagogies for Designated ELD

To maximize language development in designated ELD instruction, educators should implement evidence-based pedagogical approaches, including:

1. *Scaffolding and Differentiation*: Using techniques such as sentence frames, visual supports, and guided practice ensures ELs can access and produce academic language (Echevarría et al., 2017).
2. *Structured Academic Talk/Academic Discourse*: Providing opportunities for structured dialogue, such as collaborative discussions and academic conversations, strengthens oral language development (Zwiers & Crawford, 2011).
3. *Explicit Language Instruction*: Teaching language forms and functions in context, including grammar, vocabulary, and discourse structures, supports linguistic proficiency and content mastery (Celce-Murcia et al., 2010).

The Role of Collaboration in Designated ELD Implementation

Collaboration among teachers is essential in creating a coherent and effective ELD program. Effective collaboration fosters shared responsibility for EL success, integrates ELD standards with content instruction, and ensures consistency in instructional approaches (Gibbons, 2015). Key collaborative practices include:

1. *Common Planning Time*: Scheduling dedicated time for ELD and content teachers to align instruction, analyze student data, and design scaffolds supports a cohesive learning experience (Saunders et al., 2018).
2. *Vertical and Horizontal Alignment*: Ensuring continuity in language instruction across grade levels and subjects enhances language acquisition and academic success (August & Shanahan, 2006). This practice is used within grade bands at school sites. Looking to the future, the goal is to develop a formalized process District-wide including the transition between elementary and middle school.

Leveraging PLCs for ELD Instructional Improvement

Professional Learning Communities or PLCs, provide a structured framework for educators to engage in continuous improvement, data-driven decision-making, and shared learning to enhance EL instruction (DuFour et al., 2016). The following strategies optimize PLCs for designated ELD implementation:

1. *Data-Driven Inquiry*: PLCs should regularly analyze EL performance data to identify student needs, track progress, and inform instructional adjustments (Heritage et al., 2015).

2. *Lesson Study and Action Research*: Engaging in cycles of lesson planning, observation, and reflection fosters professional growth and refines ELD pedagogy (Lewis et al., 2009).
3. *Professional Development Integration*: Embedding evidence-based strategies, such as the use of academic discourse, explicit language instruction, and scaffolding techniques, ensures that ELD instruction is effective and aligned with best practices (Zwiers & Crawford, 2011).

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HOW DESIGNATED ELD LOOKS IN THE CLASSROOM

Elementary Options

Buena Park School District's elementary students (grades K - 5) participate in a Designated English Language Development (D-ELD) program for 30 daily. This program takes place in a self-contained classroom setting, where the focus is meeting the specific English language development needs of English Learners. Elementary students identified as English Learners are placed in classrooms designed to support diverse language acquisition needs. These classrooms provide structured English language development through the use of core designated ELD curriculum and dedicated instructional time, ensuring targeted language support aligned with students' proficiency levels. The designated ELD time is dedicated to supporting the students in enhancing their English language skills essential for academic success across all subject areas.

Primary Classroom	Grouping
Teachers schedule a block of time daily to provide Designated ELD to English Learners in their homeroom class.	Schools schedule a block of time daily to provide designated ELD by grouping students by English proficiency level within grade level spans.
Other: Teachers have the option to explore other structures that have proven effective for Designated ELD Instruction	

Middle School Options

The Middle School Designated ELD program looks different from the elementary program in a couple of ways: course level and placement criteria in those courses.

First, EL students are enrolled in a designated ELD period daily. This period is structured to concentrate on the English language proficiency of our middle school students, tailoring instruction to their specific developmental needs. Second, students are grouped based on their English language proficiency levels—*Emerging*, *Expanding*, and *Bridging*. The program ensures targeted instruction that builds on and supports the content learned in other academic subjects. Third, an EL student's progress is monitored through regular assessments to ensure they are placed in the appropriate level of ELD instruction. Adjustments are made based on their evolving language proficiency and academic needs.

The primary goal of the D-ELD program is to equip English Learners with the linguistic and academic skills necessary to succeed in all school subjects and social interactions. By the end of middle school, students are expected to have developed a strong foundation in English that will support their transition to high school and beyond.

Designated ELD Course Pathway:



Description of Courses:

- *6th to 8th Grade - Emerging (Including Newcomers)*: This D-ELD course is specifically designed for students at the emerging level of English language proficiency no matter what grade level they are in. This includes newcomers to the U.S. education system. The curriculum focuses on foundational English skills necessary for basic communication and academic success, emphasizing vocabulary development, basic grammatical structures, and simple reading and writing tasks.

- *6th Grade - Expanding and Bridging:* Sixth-grade English Learner who are progressing beyond foundational skills are enrolled in tailored D-ELD classes focusing on expanding and bridging their English language proficiency. These classes are designed to refine students' command of English in both academic and social settings, enhancing their ability to comprehend and produce complex language. Students in 6th-grade have a modified class period schedule, which is why they have their own expanding and bridging class.
- *7th and 8th Grade - Expanding and Bridging:* For 7th and 8th-grade students at BPSD, the D-ELD curriculum continues to support students at the expanding and bridging levels. This program builds on the skills developed in earlier grades and introduces more sophisticated linguistic and cognitive challenges to prepare students for high school academic demands.

Course Placement:

Determining class placement for a student involves 3 criteria:

1. Student ELPAC Scores - both initial and summative
2. Newcomer entry date
3. Teacher recommendation

Criteria 1: ELPAC Scores

- *Initial ELPAC:* When a student is identified as a potential English Learner, they take the Initial ELPAC assessment to determine EL status. The results of the assessment are used to place a student in the appropriate course
- *Summative ELPAC:* For Students who have been enrolled in the English Learner program more than 1 school year, the student takes the Summative ELPAC. The results of the assessment are used to place the student in the appropriate course.

The graphic below shows how ELPAC scores help determine placement.

ELD Levels	Emerging	Expanding		Bridging
SUMM ELPAC	Level 1	Level 2	Level 3	Level 4
	Beginning	Somewhat to Moderately		Well Developed

Criteria 2: Newcomer Entry Date

If a student is enrolled less than 1 year and scores a Level 1 on the Initial ELPAC, the student is placed in the Emerging class. If a student scores a Level 1 on the Initial ELPAC and is enrolled for less than 2 years, the student is referred to the ELD teacher for review.

Criteria 3: Teacher recommendation

Regardless of the ELPAC level, if there is uncertainty based on ELPAC scores, entry date, or any other academic data, a student may be referred to the ELD teacher for interview/review for best placement.

ELEMENTARY CURRICULUM

The Buena Park School District's curriculum list is outlined below and serves to support English Learners through academic content.

ELEMENTARY SCHOOL CURRICULUM

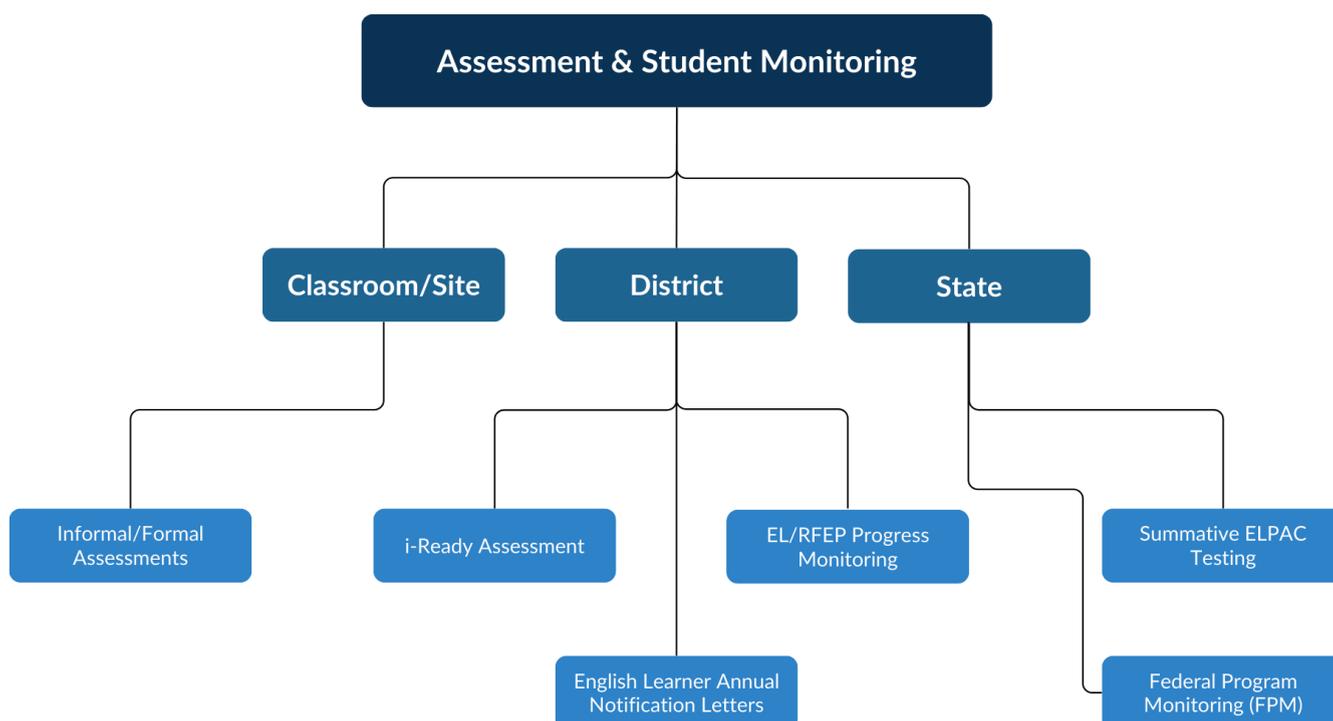
SUBJECT	ADOPTED CURRICULUM	SUPPLEMENTAL
DESIGNATED ELD	<ul style="list-style-type: none"> Teacher Created Materials, Language Power (2021) 	<ul style="list-style-type: none"> Teacher Created Materials, ELPAC Essentials
ENGLISH LANGUAGE ARTS (ELA)	<ul style="list-style-type: none"> Houghton Mifflin, Houghton Mifflin English (2006) Houghton Mifflin, California Reading (2003) 	<ul style="list-style-type: none"> Heinemann Reader's Workshop Heinemann Writer's Workshop i-Ready Reading (Digital Platform) Heggerty Amplify (K-2)
MATHEMATICS	<ul style="list-style-type: none"> Harcourt Math (2002) 	<ul style="list-style-type: none"> CGI i-Ready Math (Digital Platform)
SCIENCE	<ul style="list-style-type: none"> Twig (2021) 	
SOCIAL STUDIES	<ul style="list-style-type: none"> Studies Weekly (2019) 	

MIDDLE SCHOOL CURRICULUM

SUBJECT	ADOPTED CURRICULUM	SUPPLEMENTAL
DESIGNATED ELD	<ul style="list-style-type: none"> HMH - English 3D Language Launch (Emerging) HMH - English 3D Course B Volume 1 (6th Grade Expanding/Bridging) HMH - English 3D Course B Volume 2 (7/8th Grade Expanding/Bridging) 	<ul style="list-style-type: none"> Teacher Created Materials, ELPAC Essentials
ENGLISH LANGUAGE ARTS (ELA)	<ul style="list-style-type: none"> Houghton-Mifflin Reading Series 6th Grade (2006) Glencoe/McGraw-Hill, California Treasures Expressions (2010) California Reading (2003) 	<ul style="list-style-type: none"> Heinemann Reader's Workshop Heinemann Writer's Workshop
MATHEMATICS	<ul style="list-style-type: none"> Glencoe/McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving (2009) Glencoe/McGraw-Hill, California Algebra Readiness: Concepts, Skills, and Problem Solving (2009) Glencoe/McGraw-Hill, Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving (2009) McDougal Littell, Geometry (2009) 	<ul style="list-style-type: none"> Curriculum & Associates Ready Math HMH Into Math
SCIENCE	<ul style="list-style-type: none"> McGraw Hill Inspire Science(2018) 	
SOCIAL STUDIES	<ul style="list-style-type: none"> Pearson - My World (2019) 	

CHAPTER 4: ASSESSMENT & STUDENT MONITORING

English Learner (EL) students require careful monitoring of their academic progress. When a student's progress of English language proficiency is not adequate, or academic content standards are not met, steps are in place to help students overcome these barriers. While teachers of English Learner provide primary support, the support team includes site administrators, site support personnel, and District personnel. Using multiple data sources, including English language proficiency and basic skills data, student progress is monitored until reclassification criteria are met (see chapter 5). The graphic below illustrates the tiered system of assessment and monitoring.



CLASSROOM/SCHOOL SITE LEVEL ASSESSMENT & MONITORING

District teachers monitor and regularly assess the progress of all English Learners through a variety of ways in both English language proficiency and content knowledge. There are several ways that a student's progress is monitored. Individually, classroom teachers monitor student progress through informal and formal assessments. Next, teachers gather together as a grade-level or department team to collaboratively review the progress of an EL, then as a team, create classroom lessons and intervention plans. For elementary students who need more comprehensive support, they will work with a Learning Coach. Principals, as educational leaders, provide guidance and support to teachers during this process.

When it is determined, through regular monitoring and assessment, that a student is not making adequate progress, teachers provide additional support options to students to enable them to meet grade-level content knowledge and English language proficiency in a timely manner. Parents

at any time who are concerned with their child's progress can reach out to their child's teacher, counselor, or school administrator to request a parent conference.

Here's a look at some of the assessments your child may experience:

Informal Assessments (Examples of):

- Observations during in-class activities; of students non-verbal feedback during lecture
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress

Formal Assessments (Examples of):

- Examinations (curriculum assessments)
- Papers
- Projects
- Portfolios
- Elective-based final projects or performances

DISTRICT LEVEL ASSESSMENT AND MONITORING

To support English Learners from the District level, there are three ways of monitoring students. They include: i-Ready Diagnostic Assessment, English Learner Annual Notification letters and RFEP Progress Monitoring.

i-Ready Diagnostic Testing

Under the direction of Curriculum & Instruction, the District issues the i-Ready diagnostic. i-Ready is an adaptive reading assessment given to all students, including English Learners, three times a year (beginning, middle and end). Students are tested in Reading which include 6 domains:

- Phonics
- Phonemic Awareness
- High Frequency Words
- Vocabulary
- Comprehension - Literature
- Comprehension - Informational Text

Students earn a scale score for each of the domains and an overall score. The scale scores are categorized on a 3-level or 5-level relative placement to easily identify/interpret a student's progress. Growth scores are also provided.

Student Score Report Sample

Diagnostic Results



School YOUR CITY ELEM SCHOOL
Subject Reading
Student student Name
Student ID STU_00000000
Student Grade 3
Diagnostic Diagnostic 3 (05/30/24)

Key
● Mid or Above Grade Level
● Early On Grade Level
● One Grade Level Below
● Two Grade Levels Below
● Three or More Grade Levels Below
■ Not assessed due to grade or domain exempted

Diagnostic 3

Graph Key

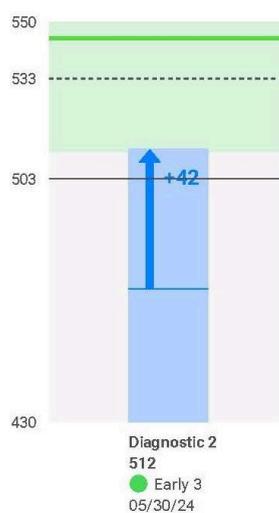
- Mid On Grade Level (545)
- On Grade Level (511-602)
- - - - Stretch Growth (533)
- Typical Growth (503)

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.



Overall Reading	
	● Early 3 (512) Standard Error +/- 11
Domain	Placement
Phonological Awareness*	■ Not Assessed
Phonics*	● Surpassed Level
High-Frequency Words*	● Surpassed Level
Vocabulary	● Grade 2
Comprehension: Literature	● Early 3
Comprehension: Informational Text	● Grade 2

* Foundational Domains

District administrators and school-site PLC and leadership teams review both assessments to monitor English Learner progress that is used to guide instructional steps in the classroom, measure LCAP goals, guide curriculum needs and more. Teachers also use results in the form of data chats with students for goal-setting.

Annual Notification Letter

The Annual Notification Letter is provided to the parents/guardians of English Learners enrolled in the District. The letter provides the child's proficiency level in English in addition to the language acquisition program options available. It is required to be delivered within the first 30 days of school. Letters are delivered through ParentSquare. In cases where letters are not delivered through ParentSquare, parents will receive the Annual Notification Letter through the mail. If parents have any questions regarding the ANL, please contact Curriculum & Instruction at the District Office. A sample letter can be found [HERE](#).

Reclassified Fluent English Proficient (RFEP) Monitoring Process

All Reclassified Fluent English Proficient (RFEP) students must receive monitoring for four (4) years following reclassification to ensure correct classification, placement, and academic support. Monitoring begins the first full school year after a student reclassifies. RFEP progress monitoring

is completed in winter so school sites can review progress monitoring forms and work with their staff for intervention. Monitoring in an internal process and completed forms are not sent home.

The process is conducted through ELlevation, an English Learner software program. The Coordinator creates a monitoring form for each student and sends the form to the appropriate teacher(s). The reviewing teacher(s) are to review the student's academic progress in the core content area they teach. If there is evidence the student is progressing well, the teacher notes it on the RFEP Monitoring Form as *Adequate progress - student shows adequate progress in classroom*. If there is evidence the student is NOT progressing well, the teacher must make recommendations for interventions as indicated on the bottom portion of the RFEP Monitoring Form as *Needs Intervention - Student is recommended for intervention*, followed by recommendations and any comments. Each school site will determine the most appropriate intervention plan for each reclassified student.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/Teacher/Parent Conference
- After-School Tutoring
- Specialized Reading, Writing, or Math Instruction.
- Content-Based Language Development Support Classes
- Primary Language Support
- Placement in Reading, Writing, or Math Support Class
- After-School Academic Support
- Intervention/Intersession Classes
- Extended Day and Year Opportunities

After monitoring forms are completed, forms are filed in the student's English Learner folder located in their cumulative record.

STATE LEVEL

Summative ELPAC

The State of California requires that all students identified as English Learner, take the *English language proficiency (ELP)* or *Summative ELPAC/Alternate Summative ELPAC*. The *English Language Proficiency Assessments for California (ELPAC)* is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

The Summative ELPAC is administered annually between February 1st and May 31st, for English Learner students in Kindergarten through 12th grade. This test measures progress in developing English language proficiency across four domains—listening, speaking, reading, and writing—and serves multiple purposes. It informs educational placements, determines readiness for reclassification as fluent English proficient, and ensures students receive the necessary support to succeed academically. For students with disabilities who cannot access standard ELPAC domains with appropriate supports, the Alternate ELPAC may be assigned based on their Individualized Education Program (IEP)..

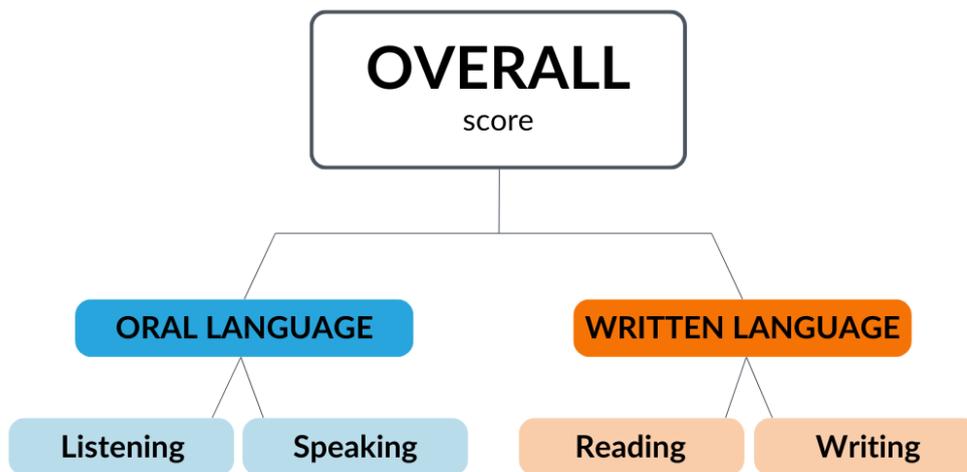
How is the Summative ELPAC given?

The Summative ELPAC is primarily a computer-based test for the Reading, Listening and Speaking domain. The exception is in the K - 2 writing portion which is a paper-pencil test. In K-2 grades, a test examiner gives the test individually for all domains, with the exception of Grade 2 who takes the writing test in groups of up to 10.

In grades 3–12, the Reading, Writing and Listening tests are administered by a classroom teacher in whole groups (classrooms). The speaking domain is assessed one-to-one by a Bilingual Service Provider. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <https://www.elpac.org>.

Scoring

The Summative ELPAC Assessment provides 7 scores:



Each area has a score range of level 1 (minimally developed) to level 4 (well developed). The table below describes in detail each level.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level	Description
4	<p>English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

Based on the above scores, students can be designated into three proficiency levels (Emerging, Expanding, and Bridging).

Score Results/Notification:

Families are notified of test results through the score reports. Score reports are generated by the State Testing System and begin releasing in late May/June. The agency releases scores over a period of time, so it may be summer before a student's results are released. ELPAC Score reports are found in the Aeries Parent Portal. If a parent is unable to access Aeries, they may request a printed copy from their child's school office when school resumes in the fall. If a student has transitioned to high school, refer to the high school office to print a copy.

Page 1:



California Department of Education
CALIFORNIA ELEMENTARY SCHOOL
CALIFORNIA UNIFIED

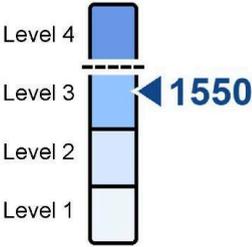
SSID: 9999999906
Test Date: 04/11/2024
Grade: 6

FOR THE FAMILY OF:
FORT M. TEXAS
1234 MAIN STREET UNIT 1234
YOUR CITY, CA 12345-1234

Fort's Overall Summative ELPAC Score



Level
3



Level 4
Level 3 ← **1550**
Level 2
Level 1

Fort has **moderately developed** English skills and can sometimes use English to learn new things in school and to interact in social situations. Fort may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

The score range for grade six is 1150–1900. A score of 1567 or higher is considered proficient in English for grade six.

What is the Summative ELPAC, and why is it administered?

The Summative English Language Proficiency Assessments for California (ELPAC) is used to measure progress toward English proficiency. The Summative ELPAC measures how well students can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

What do the scores mean?

Students receive an overall score and performance level. There are four different performance levels. The overall score is a combination of the two performance areas (on the next page). Students who are English learners will continue to take the ELPAC until reclassified. These results provide a measure of where students are excelling and where they can improve. Assessment results are only one measure and should be combined with other information to better understand student performance.

If you have any questions about the assessment or your child's results, you may contact your child's teacher for more information.



For more information about these tests, including resources you can use to support your child's learning at home, visit <https://ELPAC.StartingSmarter.org/>.

Fort M. Texas **Page 1 of 2**

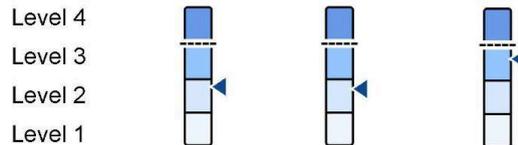


Fort's Score History

Students are expected to show improvement within the level or move to the next level each school year.

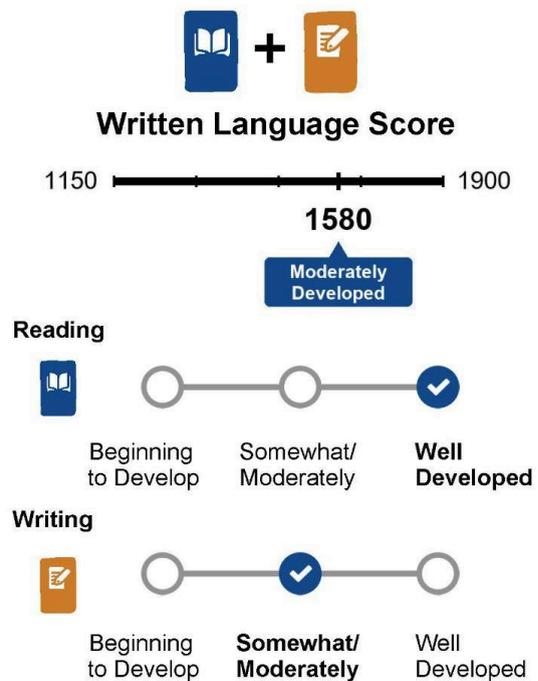
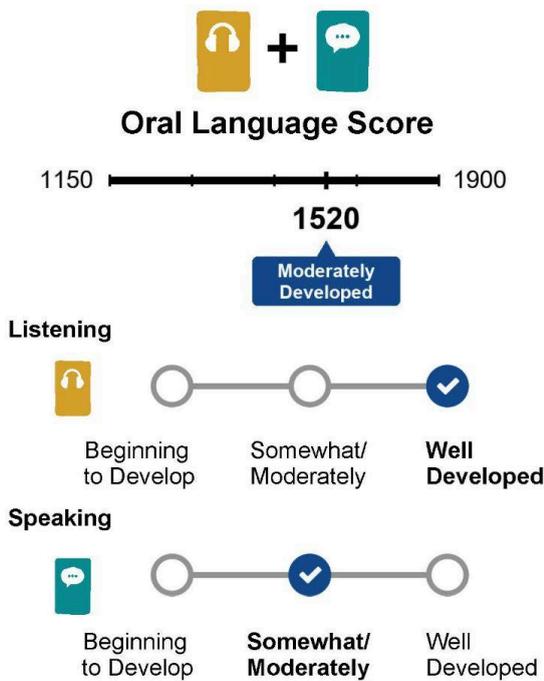
Grade	Grade 4	Grade 5	Grade 6
Score	1490	1500	1550
Level	Level 2	Level 2	Level 3

Fort's score increased from last year, enough to reach a higher level.

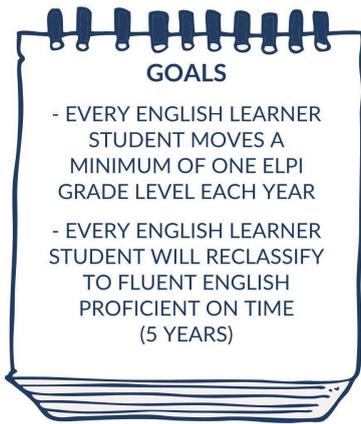


Fort's Performance Areas

Fort's overall score is 50 percent oral language (Listening and Speaking) and 50 percent written language (Reading and Writing) skills.



English Learner Progress Indicator (ELPI)



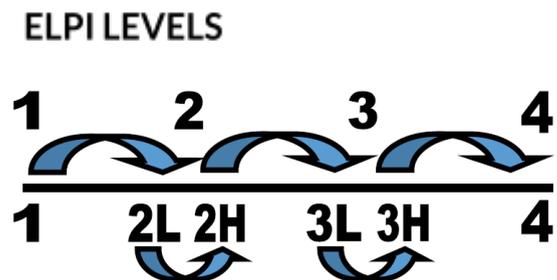
When a child is enrolled in preschool, transitional kindergarten, or kindergarten, that student receives academic support and monitoring. This supports the District goal of reducing the number of students that enter middle school as English Learners.

In addition, our goal as a District is that every English Learner grows at least one English Learner Progress Indicator (ELPI) level every year they are enrolled as an English Learner. If we commit to supporting our students academically and monitoring their progress, every English Learner will reclassify to fluent English proficient on time.

Using ELPAC Results to Measure Progress

When English Learners take the ELPAC to measure progress towards English language proficiency, the student receives a scale score result. To make it easy to understand, the scale score is divided into one of four ELPAC performance levels. ([Scale Score Ranges](#)). The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI.

ELPAC PERFORMANCE LEVELS
Well Developed (Level 4)
Moderately Developed (Level 3)
Somewhat Developed (Level 2)
Beginning To Develop (Level 1)



What is the ELPI? The English Learner Progress Indicator or ELPI shows the percentage of current English Learners making progress towards English language proficiency or maintaining the highest performance level on the end-of- year English Language Proficiency Assessments for California (ELPAC). The ELPI can be located on the [California Dashboard](#).

Determining Individual Student Progress

To show progress toward English language proficiency, an English Learner must increase at least one ELPI level from the previous year or maintain a level 4 from one year to the next if they did not meet all other reclassification criteria.

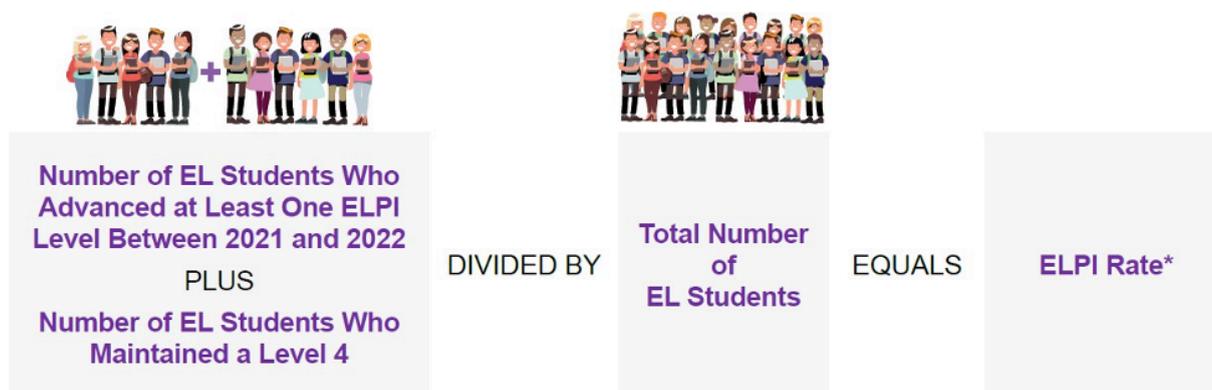
Example: A student in 2023 scored a Level 2 High (2H). In 2024, the same student scored a Level 3 Low (3L). This student advanced one ELPI level.

Determining District Overall Progress Towards English Proficiency

To determine the district's overall progress towards English proficiency, the District refers to the English Learner Progress Indicator (ELPI) on the *California Dashboard*. (The Dashboard is an online tool that provides information about school and district performance, including indicators like the ELPI.) This indicator specifically measures how effectively a district supports English Learner (EL) students in acquiring English language skills, using data from the ELPAC (English Language Proficiency Assessments for California). By tracking the percentage of EL students demonstrating growth in listening, speaking, reading, and writing, the ELPI provides a clear view of a district's success in moving EL students towards proficiency. The results, presented on the *Dashboard*, offer valuable insights into a district's performance, enabling informed decisions and targeted interventions to ensure continued progress for our English Learner.

How is the ELPI calculated?

Example: A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2023 and 2024, and 72 EL students maintained a level 4. This translates to 58.1% of EL students are making progress towards English language proficiency.



Examples:

A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2021 and 2022, and 72 EL students maintained at Level 4.

$$\frac{180 + 72}{434} = \frac{252}{434} = 58.1\%$$

In this example, 58.1 percent of EL students are making progress towards English language proficiency.

For more information, please visit the CDE Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm>

Federal Program Monitoring (FPM)

School districts that receive funding for certain programs may be chosen for a review by the State of California. The purpose of the review is to ensure that funds are being spent correctly and all districts are meeting legal requirements. At the end of each review, the State of California will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

Within the California Department of Education, the Federal Program Monitoring (FPM) office has been designated to supervise the Federal Program Monitoring reviews, which take place either in person or online.

Below are the English Learner Program Instruments that are reviewed during an FPM review:

- *Involvement*
 - EL 1: English Learner Advisory Committee (ELAC)
 - EL 2: District English Learner Advisory Committee (DELAC)
- *Governance and Administration*
 - EL 3: English Learner Identification and Assessment
 - EL 4: Implement, Monitor, & Revise Title III Plan
 - EL 5: English Learner Program Inclusion in the SPSA (Schoolwide)
 - EL 6: Title III Inventory
- *Funding*
 - EL 7: Supplement, Not Supplant with Title III
 - EL 8: Time and Effort Requirements (Title 1 and Title III)
- *Standards, Assessment, and Accountability*
 - EL 9: Evaluation of Title III-Funded Services and Programs
 - EL 10: Reclassification
- *Staffing and Professional Development*
 - EL 11: Teacher English Learner Authorization
 - EL 12: Professional Development Specific to English Learner
- *Opportunity and Equal Educational Access*
 - EL 13: Language Acquisition Program Options and Parent Choice
- *Teaching and Learning*
 - EL 14: English Language Development (ELD)
 - EL 15: Access to Standard Instructional Program

This process is an important review at the district level, as it provides clear and objective program feedback to the District and encourages continuous improvement.

LOOKING FORWARD - DEVELOPING English Learner REVIEW TEAMS

Over the next three years, the District plans to build a multi-stakeholder English Learner language team that is composed of school-based stakeholders including: principal, EL coordinator, EL teacher, core subject teachers, counselor, and for dually-identified students, the special education specialist. The intention of this team is to work together from all aspects to support and monitor EL progress from identification as an English Learner until they reach fluency.

CHAPTER 5: RECLASSIFICATION

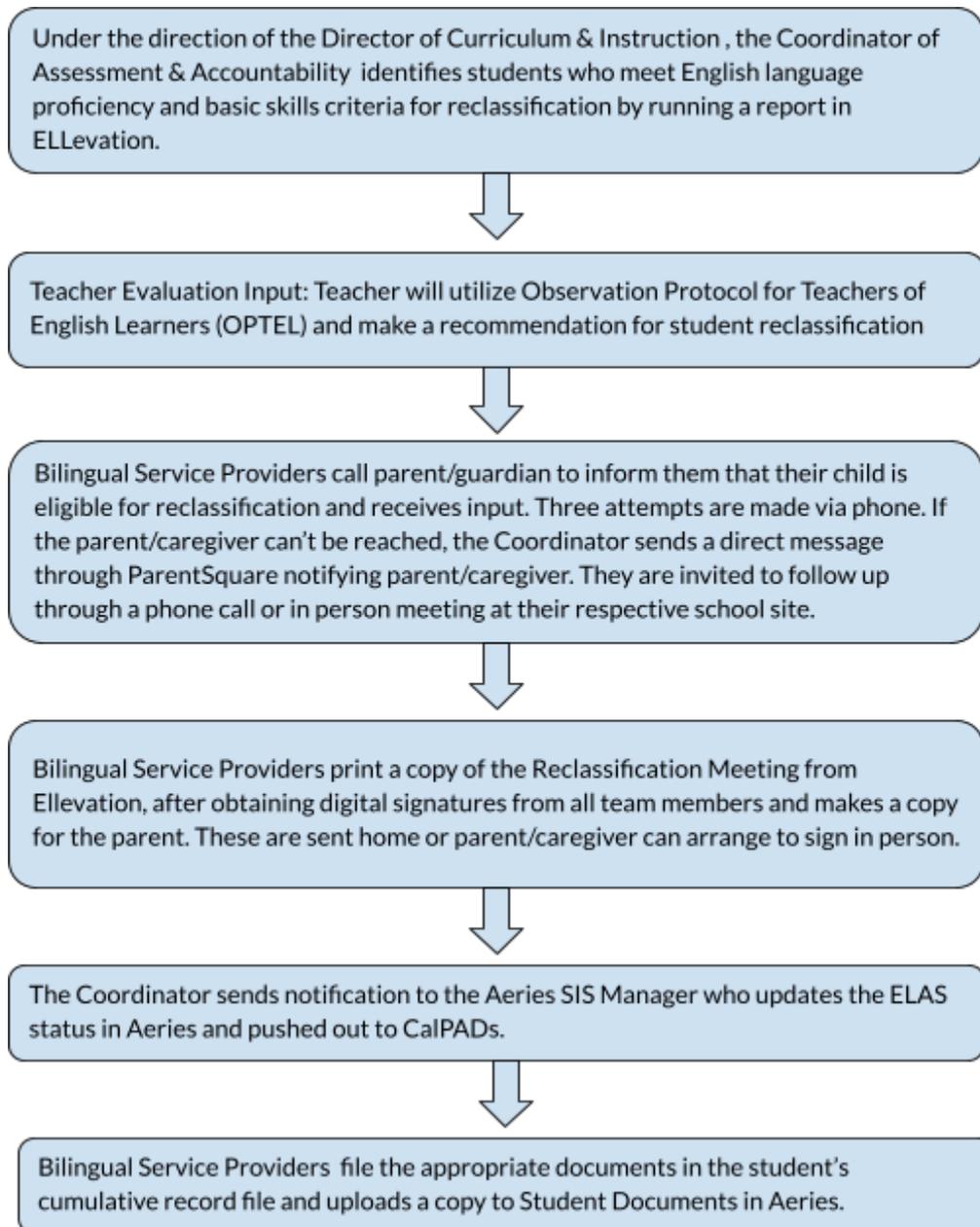
Reclassification

Reclassification, governed by the State of California ([EC Section 313f](#)), is a major milestone in the English Learner pathway. Reclassification indicates that English Learner students have acquired basic academic skills in English that are similar to their English Only (EO) peers. The criteria for reclassification are outlined below:

 2025-2026 BUENA PARK SCHOOL DISTRICT RECLASSIFICATION CRITERIA <small>STATE CRITERIA EC SECTION 313(F)</small>	
Criterion 1: Assessment of English Language Proficiency	<p>Summative ELPAC & Alternate Summative ELPAC Assessment</p> <p>LEAs shall use ELPAC Overall Performance Level (PL) to determine whether a student assessed with the ELPAC has met minimum criteria to begin the reclassification process.</p> <p>The Summative ELPAC Overall Performance Level (PL) 4 and Alternate Summative ELPAC Overall Performance Level (PL) 3 was approved by the State Board of Education (SBE) as the statewide standardized ELP criterion.</p>
Criterion 2: Teacher Evaluations	<p>Observation Protocol for Teacher of English Learners OPTEL</p> <p>The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, the OPTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students per the requirements of EC Section 313.3</p> <p>The teacher uses this tool to recommend or not recommend reclassification based on classroom observation</p>
Criterion 3: Parent Consultation	<p>Parent Consultation</p> <p>When students meet the criteria for ELP, Teacher Recommendation, and basic skills, parents are called to review recommendations for reclassification. Parental consultation and opinion, not consent, is required per EC Section 313 (f)(3).</p>
Criterion 4: Basic Skills Relative to English Proficient Students	<p>Basic Skills Relative to English Proficient Students</p> <p>Students meet this requirement through the CAASPP/CAA Assessment or i-Ready Diagnostic, whichever is higher.</p> <p>CAASPP Assessment: CAASPP: Students score Standard Met/Exceeded (PL 3 or 4) Alternate CAA: Students score Understanding (PL 3) or i-Ready: Student score Early On/Mid/Above Grade Level (PL 1 or 2)</p>

Once a student enrolls in a California school and is identified as an English Learner student based on their initial ELPAC assessment results, their journey toward becoming English-proficient begins and the goal is to reclassify within 5 year, but on average, may take a student 5 to 7 years to reclassify. The reclassification process typically occurs 2-3 times per school year.

2025-2026 Reclassification Step-by-Step Process:



Dually-identified English Learner

Dually-identified English Learners are English Learners who are also identified as having one or more disabilities. Per the State of California, dually-identified students are held to the same criteria as non-dually-identified English Learners. The difference is students with a disability may be assigned the Alternate Summative ELPAC. This is determined by the student's IEP team and level of disability. These students must score a performance level of 3 to begin the reclass process.

A **dually identified student** in the state of California refers to a student who meets *both* of the following criteria:

1. **Identified as an English Learner (EL):** This means the student has been determined to have a primary language other than English and has not yet attained proficiency in English to participate fully in the regular curriculum. This identification is typically made through an initial English language proficiency assessment, such as the Initial ELPAC (English Language Proficiency Assessments for California).
2. **Eligible for Special Education Services:** The student has been identified as having a disability under the Individuals with Disabilities Education Act (IDEA) and requires an Individualized Education Program (IEP) to address their unique learning needs. These disabilities can fall under various categories, such as specific learning disability, speech or language impairment, autism, intellectual disability, etc.

In simpler terms, a dually identified student is learning English as a second language while also having a disability that requires specialized instruction and support.

Recognizing Students Who Reclassify

Celebrating reclassification is an important step in the EL journey. It recognizes the hard work and achievement that an English Learner has undertaken. Reclassified students are honored at their school sites through school-site award programs. These are determined by each school site throughout the school year. If students reclassify during the last month of school and no awards programs are held, returning students will be recognized in the fall of the following year.

Goal To Reclassify On Time

English Learner in the Buena Park School District, as in the entire State of California, are expected to advance one English Learner Progress Indicator (ELPI) level each year (see chapter 4 for more information on the ELPI) as currently measured by the English Language Proficiency Assessments for California (ELPAC). As English Learners are acquiring language, schools and teachers utilize assessment and data tools to measure and monitor English Learner student progress. The ongoing monitoring of student progress works towards meeting the goal of students reclassifying to fluent English proficient on time. At the end of the fifth year from initial identification, English Learners are expected to attain reclassification to fluent English proficiency status. After reclassification, students are monitored for a minimum of four years, as required by state and federal guidelines to ensure they maintain academic growth and experience continued academic success.

GOAL

Every English Learner will advance one English Learner Progress Indicator each year as measured by the English Language Proficiency Assessments for California

Impacts Of Not Reclassifying ELs On Time

Reclassification as a Fluent English Proficient (RFEP) student is a significant goal for students and families, particularly before entering middle or high school. Remaining an English Learner at those levels requires a student to enroll in Designated ELD classes, which can limit students' elective choices, access to career and technical education (CTE) pathways, opportunities to fulfill A-G requirements, and ultimately, their college access.

RFEP Progress Monitoring

Once students reclassify, they are monitored for the 4 years starting the school year after reclassification. A progress monitoring report is done internally and used by school sites to determine any additional academic support or intervention a reclassified student may need. Support will continue until the student is working at the level of English-only peers.

CHAPTER 6: FAMILY AND COMMUNITY ENGAGEMENT

The Buena Park School District is committed to establishing and maintaining strong, collaborative relationships with families. BPSD believes that families are the child's first teachers and essential partners in the overall educational achievement of their children. The active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially English Learners (ELs).

ADVISORY COMMITTEES

Parents are an integral part of the school community and there are ways for participation. The District provides several opportunities for parent involvement:

- ELAC
- DELAC
- Parent Trainings
- LCAP Committee
- School Site Council (SSC)

Below outlines a few of the ways in which parents can participate.

English Learner Advisory Committee (ELAC) - School Site

A school-level English Learner Advisory Committee (ELAC) shall be established when there are 21 or more English Learners at the school. Parents/guardians of English Learner, elected by parents/guardians of English Learner at the school, shall constitute committee membership in at least the same percentage as English Learner represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership (Education Code Section 52176; Title 5, California Code of Regulations Section 11308).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a school site plan for English Learner and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development and completion of the schoolwide needs assessment survey.
- Ways to make parents aware of the importance of regular school attendance.

Each ELAC shall have the opportunity to elect at least one or preferably two member(s) to the District English Learner Advisory Committee (DELAC).

Composition Requirements

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body.

Elections

The parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

Training

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training including costs associated with the attendance of members at the training sessions. Legal References California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a). California Code of Regulations, Title 5, Section 11308.

Bylaws

ELAC bylaws will be adopted by each school site ELAC. The bylaws provide guidelines established on the different articles. ELAC sample bylaws are available upon request.

Meetings / Compliance Topics

A minimum of four ELAC meetings should take place throughout the school year, one each quarter. The ELAC meetings must be calendared in the school calendar. Meetings are publicly posted 72 hours prior to meeting.

The items that need to be covered in each of the meetings are as follows:

- Meeting # 1 - Training, Elections, Parent Needs Assessment
- Meeting # 2 - Attendance, Parent input on how to support student attendance
- Meeting # 3 - School Plan for Student Achievement, also known as School Site Action Plan (SPSA), Actions for ELs based on district goals and Parent Input
- Meeting # 4 - Review Annual EL Services and Census Report, Parent Input

Records

ELAC meeting records are kept and uploaded by authorized staff to the internal SPSA Tool of the Office of State and Federal Programs (OSFP), including but not limited to the Agenda, Sign-in sheets, Minutes, Presentations, Surveys, and Elected Officers Roster (when an election takes place), and all documents shared at the meetings. These records are kept internally for audit and compliance purposes.

District English Learner Advisory Committee (Delac) - District

When the District has more than fifty (50) English Learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English Learners who are not employed by the District. DELAC committees are composed of parents, staff, and community members designated to advise district officials on English Learner programs and services. Alternatively, the District may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English Learner have membership in at least the same percentage as English Learner representing the total number of students in the District (Education Code Section 52176).

Responsibilities

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

- Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
- Conducting a district wide needs assessment on a school-by-school basis.
- Establishment of a district program, goals, and objectives for programs and services for English Learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English Learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

* Under the LCFF, districts with at least 50 English Learner and whose total enrollment includes at least 15% English Learner must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one or preferably two of its member(s) to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Training

School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

DELAC officers participate in the development of the agendas for the DELAC meetings and review the consolidated application for the schools in the district. Special training should be scheduled yearly for DELAC officers. Legal References: California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a). California Code of Regulations, Title 5, Sections 11308 and 15495(b).

Bylaws

The DELAC bylaws are adopted by the members of the District English Learner Advisory Committee, aligned with any applicable California Department of Education guidelines. The

bylaws provide guidelines established on the different articles. The bylaws are available upon request by contacting our office at 714-522-8412 or on our website: <https://www.bpsd.us/resources/parents/delac>

Meetings

DELAC meetings shall take place as follows:

- A minimum of four DELAC meetings should take place during the school year.
- A Planning meeting should take place with the DELAC Officers and English Learner Services Staff at least one month before each DELAC meeting.
- All dates and locations must be scheduled in the DELAC Master Calendar at the beginning of the school year.
- Meetings are publicly posted 72 hours prior to meeting.

Records

The DELAC meeting records that shall be kept internally for audit and compliance purposes by the Department of English Learner Services, include but are not limited to, the Agenda, Sign-in sheets, Minutes, Presentations, Surveys, and all documents shared at the meetings. The DELAC meeting records posted on the Buena Park School District website at <https://www.bpsd.us/resources/parents/delac> are the DELAC Master Calendar, Agenda, Minutes and Presentations.

COMMUNICATION

The Buena Park School District is committed to building communication with English Learner families. The District takes many steps to ensure families feel welcome and are comfortable participating in all aspects of their child's education.

The first priority is at the point of first contact at each of our sites, which is the front office. Each site has a School Engagement Outreach Clerk (SEOC) that speaks English and the second language most spoken at the school site. They are responsible for building relationships and partnerships between the department and schools, families and working with community organizations to support student success. They engage with families to provide support and solutions to ensuring that students are wanting to come to school.

In addition to School Engagement Outreach Clerks, the District has a team of Bilingual Services Providers (BSP) who work at school sites to support English Learner families. Both teams are responsible for the interpretation, translation, preparation, and support as needed for and during ELAC meetings, DELAC meetings, Special Education IEP meetings, parent/teacher conferences and other site or district events.

To ensure all families receive notifications and information in their home language is the use of Parentsquare. It is the primary communication tool used Districtwide and has 99% of families enrolled. The program auto-translates into 100 languages. To ensure parents have access to their child's academic scores, the District utilizes the Aeries Parent Portal which translates into 7 languages, including the District's top 3 spoken languages.

PARENT ENGAGEMENT

The CARIÑO program offers avenues for family involvement, with a strong focus on education, advocacy, and empowerment.

Buena Park School District
Parent Engagement

CARIÑO

Parent Education

Grow as an Individual
Topics

- Digital Literacy
- Conversational English
- Financial Literacy

Click Here for More
Fresno State Parent University Program

Parent Advocacy

Grow as an Educational Partner
Topics

- English Learner Rights
- Academic Programs
- Home/School Connection

Click Here for More
ELAC, DELAC, SSC

Parent Empowerment

Grow as a Caregiver
Topics

- Child Wellness
- Self-Esteem
- Peer Relationships

Click Here for More
Workshops and Trainings

CARIÑO'S Purpose

Cariño embodies the spirit of care and dedication.
It fosters a supportive relationship between parents and the BPSD community, creating a nurturing environment for every child.
The program is built on three pillars of engagement.

CARIÑO provides multilingual workshops and resources in English, Spanish, and Korean, ensuring that parents can actively participate in their child's education. Through these sessions, families receive guidance on how to support learning at home, understand their rights within the education system, and advocate for student success. Past session topics included:

- Foundation of School Success: Reading & Daily Attendance
- Learning Styles & Temperament
- Knowing how the School and District Work
- The Impact of Parental Involvement
- The EL Process

By offering interpretation services and culturally responsive engagement, CARINO strengthens the partnership between schools and families, reinforcing the importance of primary language support in a student's academic journey.

To further support students, Bilingual Support Providers and School Engagement and Outreach Clerks play an integral role in bridging language gaps within school communities. Bilingual Support Providers are assigned to school sites to assist students in accessing the core curriculum through targeted primary language support. Meanwhile, School Engagement and Outreach Clerks serve as vital liaisons, offering families information on community resources, CARINO opportunities, and strategies to improve attendance—all in their home language. These comprehensive supports affirm the District’s commitment to language equity and inclusivity, ensuring that every student and family has meaningful access to learning and engagement.

CHAPTER 7: STAFFING, PROFESSIONAL LEARNING AND CAPACITY BUILDING

STAFFING

The Buena Park School District [Board Staffing Policy \(4111\)](#) is based upon [CDE Code 44259](#) and is overseen by the Personnel Department. The Governing Board is committed to employing suitable, qualified individuals to carry out the District's mission to provide high-quality education to its students and to ensure the efficient running of District operations. Because an important factor in student achievement is the quality of the teaching staff, the Board desires to employ the most highly qualified and appropriate person available for each open position.

Teaching Staff

To teach ELD, all teachers are required to have a multiple-subject or single-subject teaching credential and an English Learner Authorization (EL Authorization) or CLAD Certificate (CL-628C). All elementary teachers teach Designated ELD if they have EL students enrolled in their class. At the middle school level, Designated ELD teachers are assigned to a course.

Recruiting

The Buena Park School District Administrative Regulation 400.28 for English Language Learners states:

The Board of Education recognized that the recruitment, development and retention of qualified instructors and assistants are essential to the success of programs for students of limited English proficiency. All teachers within the District who are providing direct classroom instruction, or are authorized to provide classroom instruction, shall have a California English Learner authorization from the California Commission on Teacher Credentialing. Teachers failing to obtain appropriate authorization may be subject to discipline including, but not limited to, involuntary unpaid leave and/or dismissal.

Only a teacher who possesses an appropriate authorization issued by the Commission on Teacher Credentialing (CTC) shall provide ELD, SDAIE, and/or primary language instruction in a class with one or more English Learners.

[Buena Park School District Board Policy 4111:](#)

Because an important factor in student achievement is the quality of the teaching staff, the Board desires to employ the most highly qualified and appropriate person available for each open position.

- The Superintendent shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that employees are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.
- The Superintendent shall recruit candidates for open positions based on an assessment of the District's needs for specific skills, knowledge and abilities. He/she shall develop job

descriptions that accurately describe all essential functions and duties of each position, and shall disseminate job announcements to ensure a wide range of candidates.

- With Board approval, the Superintendent may provide incentives to recruit teachers, administrators, or other employees to work in low-performing schools or in hard-to-fill positions.
- The Superintendent shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. The Superintendent may establish an interview committee as appropriate to rank candidates and recommend finalists. In general, interview panels will consist of at minimum, one supervisor/site administrator and one representative from each bargaining unit. All discussions and recommendations shall be confidential in accordance with law.
- During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.
- For each position, the Superintendent shall present to the Board one candidate who meets all qualifications established by law and the Board for the position.
- No person shall be employed by the Board without the recommendation or endorsement of the Superintendent.

All employment listings are posted on Edjoin. The Personnel Department notifies all employees via email of certificated and classified job openings on the day it is posted publicly. Other ways of recruiting are through our partnerships with local colleges, universities, and induction programs (BTSA) + BCLAD.

Competencies For Teachers

Educator competencies constitute the essential skills for rigorous grade level standards-based instruction that all educators need in order to be effective teachers of English Learner students as well as students who come to school speaking non-standard varieties of English. As outlined in the ELA/ELD Framework and in alignment with California Common Core State standards and the California Standards for the Teaching Profession, all educators are expected to meet the following competencies for rigorous grade-level academic language and content standards:

1. Teachers integrate the ELD standards and provide strategies, language, and content instruction that provide access to challenging grade-level content to English Learner students.
2. Teachers design units of study using high-quality text, which explicitly and deliberately integrate language and content objectives.
3. Teachers collaboratively plan lessons with English Learner students in mind, based on the essential components of an effective, professional learning community (PLC).
4. Teachers create systematic processes of intervention informed by assessments to ensure students receive additional time and support to master grade-level content.
5. Teachers design units and lessons that include appropriate and purposeful scaffolds required to master grade-level standards leading to independence on grade-level content.
6. Teachers use grade-level, research-based curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values

student background, experiences, and cultural diversity. See the section titled Adopted Curriculum in Chapter 3 for a list of adopted curriculum.

7. Teachers facilitate periodic data chats with teachers and/or students focused on annual growth and meeting measurable targets for English Learners.
8. Teachers employ formative assessment practices to gather evidence and guide productive next steps to support simultaneous learning of conceptual understanding and academic language development across all content areas.
9. Teachers provide explicit instruction on the characteristics of texts, including the purpose, structure, and language features, and academic discourse across content areas.
10. Teachers use student data (i.e., native language, ELPAC proficiency levels, ELPI levels, years of receiving services, prior schooling, prior performance, social emotional experiences) to inform curriculum design and instructional practices.

These competencies are needed to successfully provide targeted instruction that meets the needs of all English/Multilingual Learners.

Support Staff

In addition to the classroom teacher, there are additional roles that support English Learner students and families. First is an instructional aide or paraeducator. Also known as a paraprofessional, teacher's aide, or instructional aide, is a school employee who helps students and families. They work under the supervision of a licensed teacher to provide support and services to students. Paraeducators are an integral part of the English Learner support system and assist teachers and staff in a variety of ways including:

- Assists instructional personnel in the implementation of individual educational plans for students experiencing bilingual/bicultural instructional needs
- Tutors individuals and small groups of students to reinforce and follow-up learning activities; assists students in the development of appropriate social behaviors
- Performs a variety of behavior management and behavior shaping functions
- Develops and assists in the development of specialized instructional materials
- Assists in the development and maintenance of student records and files
- Administers and scores criterion referenced tests, general aptitude tests, and tests to determine student language proficiency levels
- Serve as a translator to facilitate communication with monolingual, non-English speaking members of the school community

Instructional aides work part-time. Currently, there is no formal process to support aides in pursuing education to become a bilingual teacher. Recruiting Instructional Aides can be challenging due to the position being part-time.

In addition to instructional aides, the District employs Bilingual Service Providers to assist District English Learner staff and school sites in a variety of ways such as:

- Administers and scores criterion referenced test and tests to determine student language proficiency
- Maintain all necessary files in accordance with State requirements

- Perform a variety of bilingual/bicultural clerical and instructional activities
- Provides translation and interpretative services pertaining to both oral and written communication, which include participation in confidential and sensitive conferences with school community members
- Participates in home visitation activities to ensure appropriate communication, and to assist parents and other educational community members in their awareness of youth and community service agencies and groups

Bilingual Service Providers work part-time. Currently there are five BSPs that are assigned to a school site from August through January. During State testing (February through May), the BSPs travel to all sites to provide testing. Every year, BSPs participate in Interpretation training at the Orange County Office of Education and participate in all Classified professional development. Currently, there is no formal process to support BSPs in pursuing education to become a bilingual teacher. Recruiting can be challenging due to the position being part-time.

PROFESSIONAL LEARNING AND CAPACITY BUILDING

Professional Learning for Educators of English Learner

Buena Park School District recognizes that effective professional learning is essential to building and sustaining educators' capabilities in supporting English Learner (ELs). To ensure that all EL students receive high-quality, research-based instruction, the District is committed to providing ongoing, structured professional development for teachers, administrators, and school personnel.

To strengthen EL instruction, continued professional development will be designed to enhance educators' ability to implement rigorous curricula, effective assessment strategies, and culturally responsive teaching methods. Training will be comprehensive, sustained, and of sufficient intensity and duration, as required by Title 20, United States Code Section 6825, to create a lasting impact on classroom instruction. These opportunities will not only support teachers in language instruction educational programs but also extend to all educators, ensuring that EL students receive equitable access to academic content across disciplines. By investing in systematic and impactful professional learning, Buena Park School District reaffirms its commitment to fostering an inclusive, high-achieving environment where ELs can thrive linguistically and academically.

Professional Learning Structure

The Buena Park School District Professional Learning structure supports the implementation of the Master Plan, aligning with the California Standards for the Teaching Profession and reinforcing teachers' application of the California State Standards and English Language Development Standards. Through sustained, onsite professional learning, teachers gain the necessary tools to plan for and implement research-based practices that empower English Learner (EL) students to fully engage in rigorous learning experiences across all content areas in Buena Park schools. Professional learning ensures that both teachers and classified staff develop the competencies needed to effectively serve EL students and students who speak non-standard varieties of English, fostering equitable access to high-quality instruction.

Professional learning sessions are intentionally designed to highlight and leverage the interrelationships among content knowledge, analytical practices, and the academic language necessary for student engagement. The structure of professional learning recognizes the diverse

experiences of educators and is grounded in teacher inquiry as a powerful framework for growth. Through this approach, teachers develop a deep understanding of subject matter content and pedagogy, ensuring that language practices are seamlessly integrated into instruction. This framework also supports educators in developing an understanding of second language acquisition and effective strategies for teaching EL students, allowing for meaningful language development within their respective subject areas.

In addition to expanding linguistic knowledge that informs instructional practices, professional learning emphasizes language acquisition approaches that bridge students' native language knowledge with their evolving proficiency in English. Educators will gain insight into strategies that promote academic language development while leveraging students' linguistic and cultural assets. This comprehensive approach ensures that Buena Park School District educators are well-equipped to support EL students in achieving academic success while fostering a learning environment that values multilingualism and cultural diversity.

Alignment to District Overall Strategic, Instructional and Professional Development Plans

Buena Park School District is committed to ensuring the academic achievement of all students by providing access to high-quality, culturally responsive instruction within a multi-tiered system of support (MTSS). This framework ensures that all students, including English Learner (ELs), receive the necessary resources, targeted instruction, and interventions needed to reach grade-level mastery of all content standards. To achieve this, the District's professional learning structure is intentionally designed to align with strategic, instructional, and professional development plans, reinforcing the Local Control and Accountability Plan (LCAP) Academic Achievement Goal and ensuring educators are equipped to support ELs effectively.

To support EL students in making measurable progress toward English proficiency, the District has set clear three-year LCAP targets from 2024 to 2027.

- Target 1.3 aims to increase the percentage of ELs making progress on the ELPAC by 3% annually, ensuring that 100% of ELs demonstrate growth toward English proficiency.
- Target 1.7 seeks to increase the Reclassified Fluent English Proficient (RFEP) rate by 3% annually, building upon the current 14% RFEP rate (174 students) based on 2023-2024 enrollment data of 1,225 English Learners.
- Target 2.4, Buena Park School District will provide ongoing, effective professional development to ensure the effectiveness of ELD instruction, resulting in improved student outcomes.

To meet these goals, educators must have ongoing access to high-quality professional development that enhances instructional effectiveness, assessment practices, and strategies for accelerating language development. Professional learning opportunities will focus on evidence-based strategies, linguistically responsive teaching, and best practices in English Language Development (ELD). Training will also emphasize culturally affirming instructional practices, differentiation strategies, and data-driven decision-making to support ELs at all proficiency levels. By investing in comprehensive professional development, the District is ensuring that teachers, administrators, and support staff are well-equipped to create rigorous, inclusive learning environments that empower ELs to succeed academically and linguistically.

CLOSING COMMITMENTS

The Buena Park School District is dedicated to fostering the academic success and language development of English Learner (ELs) through a comprehensive, equity-driven approach. Recognizing the diverse strengths and needs of EL students, the District prioritizes access to rigorous curriculum, high-quality instructional programs, and inclusive academic opportunities. Through targeted professional development, ongoing assessment, and meaningful family engagement, Buena Park School District ensures that ELs are supported in becoming proficient in English while achieving high levels of academic performance and embracing their cultural and linguistic identities.

<p>Academic Performance at Rigorous levels</p> 	<p>Sustained Professional Development</p> 	<p>Family Engagement and Partnership</p> 
<p>The Buena Park School District is committed to Improve Academic Performance at Rigorous levels providing opportunities for deeper, student-centered learning that connects to real-world experiences, and fostering a stronger sense of engagement in both school and the broader community.</p>	<p>The Buena Park School District is committed. Our staff is dedicated to enhancing and sustaining professional learning focused on rigorous, culturally responsive pedagogy that meet the unique needs of multilingual learners.</p>	<p>The Buena Park. School District is committed to fostering strong family-school partnerships that empower families to actively participate in their child's education. We believe that by working collaboratively, we can create a supportive learning environment that promotes student success and well-being.</p>

Ensuring Equitable Access to Rigorous Curriculum and Academic Opportunities

The Buena Park School District is committed to ensuring that ELs have access to a rigorous curriculum and instructional opportunities that maximize English proficiency, enhance multilingual capabilities, and promote high academic achievement. The District prohibits the exclusion of EL students from core academic courses in reading, language arts, mathematics, science, and social studies based solely on their language classification. Additionally, ELs will have equitable access to honors and advanced courses to ensure that students are not limited in their academic opportunities. However, accommodations may be provided for newcomer students enrolled in U.S. schools for less than 12 months to ensure that their transition supports both language acquisition and academic progress.

The District also recognizes the importance of ongoing and research-based language acquisition programs to accelerate English proficiency and support academic success. At a minimum, Buena Park School District will continue to offer Structured English Immersion (SEI) programs, ensuring that instruction is accessible, scaffolded, and aligned with State Content Standards. Additionally, the District will implement a Dual Language Immersion (DLI) program, providing integrated

language learning experiences that promote biliteracy, high academic achievement, and cross-cultural understanding. Families will be provided with comprehensive information about available language programs, ensuring that they can make informed decisions about their child's education.

Supporting Educators Through Professional Development, Assessment, and Community Engagement

The District is committed to supporting educators through robust professional development, ensuring that all teachers, administrators, and paraprofessionals are well-equipped to meet the needs of EL students. Training will focus on effective instructional strategies, assessment practices, and sociocultural competencies, ensuring that teachers have the tools to support language development and academic success across all grade levels. Professional learning opportunities will also emphasize collaborative learning communities, allowing educators to engage in ongoing reflection, peer collaboration, and research-based instructional planning. Additionally, the District will maintain rigorous identification and assessment procedures to monitor the progress of EL students. The English Language Proficiency Assessments for California (ELPAC) will be administered annually to evaluate students' English proficiency, while local formative assessments will be utilized to analyze student performance and guide instructional decisions. EL students who meet reclassification criteria will be supported through continued monitoring to ensure their academic success.

Family Engagement and Partnership

Community and family engagement will remain a key component of the District's EL support framework. The Superintendent or designee will actively collaborate with parents, guardians, and community members to gather feedback on EL programs and services. Additionally, the District will offer English literacy training programs for parents to empower families with the knowledge and resources needed to support their child's English language development at home. Parent advisory committees, including district and school-wide EL advisory committees, will play an integral role in shaping EL programs and policies, ensuring that the needs of EL students remain at the center of district decision-making.

Through a combination of strategic professional development, equitable access to rigorous coursework, and family engagement initiatives, Buena Park School District remains committed to ensuring that all English Learner thrive academically, linguistically, and socially as they progress toward full English proficiency and long-term academic success.

ADDITIONAL RESOURCES

Master Plan Alignment with EL Roadmap and Federal Program Monitoring:

Review Tool	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7
<p><i>EL Roadmap</i></p> <ol style="list-style-type: none"> 1. Assets-Oriented and Needs Responsive Schools 2. Intellectual Quality of Instruction and Meaningful Access 3. System Conditions that Support Effectiveness 4. Alignment and Articulation within and across systems 	1, 2 & 4	1, 2, 3, 4	1, 2, 4	3, 4	3, 4	1, 3, & 4	3, 4
<p><i>Federal Program Monitoring</i></p> <p>EL 01: ELAC EL 02: DELAC EL 03: EL Identification and Assessment EL 04: Implement, Monitor & Revise Title III Plan EL 05: EL Program Inclusion in the SPSA EL 06: Title III Inventory EL 07: Supplement, Not Supplant with Title III EL 08: Time & Effort Requirements (Title I & Title III) EL 09: Evaluation of Title III-Funded Services & Programs EL 10: Reclassification EL 11: Teacher EL Authorization EL 12: Professional Development Specific to English Learner EL 13: Program Options & Parent Choice EL 14: ELD EL 15: Access to Standard Instructional Program</p>	03	13, 15	04, 06, 14	03, 10	09, 10	01, 02, 04,	04, 11, 12

ACRONYMS

- BSP: Bilingual Service Provider
- CAASPP: California Assessment of Student Performance and Progress
- CA EL Roadmap: The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learner
- CDE: California Department of Education
- DELAC: District English Learner Advisory Committee
- D-ELD: Designated English Language Development
- DLI: Dual Language Immersion
- ED: Education Code
- EL: English Learner
- ELA: English Language Arts
- ELAC: English Learner Advisory Committee
- ELAS: English Language Acquisition Status
- ELD: English Language Development
- ELPI: English Learner Progress Indicator
- EL Roadmap Policy: California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learner
- ELPAC: English Language Proficiency Assessments for California
- FPM: Federal Program Monitoring
- HLS: Home Language Survey
- IEP: Individualized Education Program
- IFEP: Initial Fluent English Proficient
- LCAP: Local Control and Accountability Plan
- LEP: Limited English Proficient
- LTEL: Long-Term English Learner
- PLC: Professional Learning Community
- RFEP: Reclassified Fluent English Proficient
- SBAC: Smarter Balanced Assessment Consortium
- SEOC: School Engagement Outreach Clerk
- TLC: Teaching and Learning Cycle

GLOSSARY

Academic Language: The language required to succeed in school that includes a deep understanding of content and communication of that language in the classroom environment.

Asset-Based Approach: Asset-Based Pedagogies focus on the strengths that diverse students bring to the classroom. It is a direct response to deficit-based education models of the past.

“At-Risk” (English Learner): An English Learner who is enrolled in school in the United States for four years and has an English language proficiency score of 1 or 2 on the ELPAC is identified as an English Learner “at risk” of becoming an LTEL.

California Academic Content Standards (CCSS): Statements that provide a clear and consistent understanding of what the students are expected to learn in the content areas as they progress through grades kindergarten through twelve.

California Seal of Biliteracy Program: A program that recognizes students who successfully met the established requirements, including attained a high level of proficiency in one or more languages in addition to English, and graduate from a public high school, charter school, or university.

Content Standards: Statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Culture: The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits, or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating, and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

District English Learner Advisory Committee (DELAC): A district-level English Learner Advisory Committee composed of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Dual Language Immersion (DLI): Two-Way Dual Language Immersion language acquisition program for English Learner that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling non-English speakers to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to high school.

Discourse: The form in which written or oral language is communicated; the text type or genre associated with extended communication.

District Service Agreement (DSA): the services provided to the migrant parents and students for that school year.

ELlevation: A digital software platform specifically designed to support English language learners and the educators who serve them. It's used to streamline program management, improve teacher practice, increase student achievement, and foster a district-wide culture of supporting ELLs.

English Learner Advisory Committee (ELAC): A school-level committee composed of parents, staff, and community members designated to advise school officials on English Learner programs and services.

English Language Development (ELD): A systematic instructional model designed to develop the English language proficiency of English Learner (ELs), which emphasizes the development of all four language domains: reading, writing, listening, and speaking.

English Learner (ELs): Linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade-level content in English features of academic language.

English Language Proficiency Assessment of California (ELPAC): A criterion-referenced and performance-based English test that assesses both the receptive and productive language skills.

English Learner Progress Indicator (ELPI): The ELPI shows the percentage of current English Learner students (EL students) making progress at a school or district towards English language proficiency or maintaining the highest performance level on the Summative English Language Proficiency Assessments for California (ELPAC).

Ever English Learner (EL): A student who is currently an English Learner or a student who has reclassified to fluent English proficient status.

Home Language: Language(s): Spoken in the home by significant others (e.g., parents or caregivers) with whom the child resides; sometimes used as a synonym for primary language, or native language.

Home Language Survey (HLS): The survey the parents complete when they register their child for school, which identifies potential ELs and initially assesses them to determine in a timely manner who should be classified as EL.

Individual Education Plan (IEP): A plan that identifies the education goals for a student with special needs. Each year a meeting is held to discuss the identified academic/behavior goals in the plan and to determine if the student has mastered his/her goals.

Initial ELPAC: The Initial English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students whose primary language is a language other than English.

Initial Fluent English Proficient (IFEP): If a student's overall performance level is well- developed on the Initial ELPAC, that student is classified as initially fluent English proficient.

Language Development: A social process that is an essential aspect of our social, physical, and symbolic worlds.

Language Proficiency: A person's competence in processing (through listening and reading) and using (through speaking and writing) a language.

Limited English Proficiency (LEP): An individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding of the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Long-Term English Learner (LTELs): The term used to describe ELs who have spent six or more years as an EL student and have not met the reclassification language proficiency requirements.

Multilingualism: Ability to speak more than two languages; proficiency in many languages.

Native Language: Primary or first language spoken by an individual.

Newcomer: The California Department of Education uses the term "newcomers" to identify foreign-born students who have recently arrived in the United States. In Fresno Unified, students are considered newcomers for up to three years to ensure they have access to the supportive services they need to successfully integrate within our schools.

Parent Advisory Council (PAC): The Parent Advisory Council (PAC) engages families to help shape education policy and represent diverse parent voices. The PAC is committed to helping close gaps in achievement and create authentic engagement opportunities for parents.

Parent University: A department in the Fresno Unified School District, which develops, coordinates, and implements programs that focus on increasing family engagement to promote student academic achievement, and with the goal of increasing engagement through identifying, creating, and fostering opportunities for two-way meaningful communication with families, schools, and the community.

Primary Language: First or native language spoken by an individual.

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for their

students, operating under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Reclassification: Reclassification is the process where a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status.

Reclassified Fluent English Proficient (RFEP): If a student's overall performance meets all criteria for reclassification, then the student will have the status of Reclassified Fluent English Proficient.

Social-Cultural Competence: Ability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation.

Scaffolding: Providing students learning opportunities with rigorous, grade-level content while simultaneously using support(s) to accomplish high-level learning tasks, and assistance with finding ways to communicate the meaning of what they are learning in all content areas.

Smarter Balanced Assessment Consortium (SBAC): A standardized test consortium that creates Common Core State Standards-aligned tests to be used in several states.

Structured English Immersion (SEI): SEI programs provide nearly all classroom instruction in English, with a curriculum and a presentation designed for students who are learning English.

Teaching and Learning Cycle (TLC): The Teaching and Learning Cycle (TLC) is a pedagogical framework for scaffolding academic writing through deep content learning, critical thinking tasks, academic discussions, interactive reading, and language development.

English Learner Typologies: Once a student is identified as an English Learner, a variety of terms are used in research, legislation, and other writing to describe students who speak a language other than English at home. It is essential to understand the distinctions between these terms to accurately identify the specific student population being discussed.

- *Initially Fluent English Proficient (IFEP):* A student who, upon enrollment in U.S. schools, has demonstrated proficiency on an English Language Proficiency Assessment.
- *English Language Learner (EL):* Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.
- *Dually-Identified:* An English Learner who is enrolled in a Special Education program.
- *Newcomer:* Newcomers are students who were not born in the U.S. and they have been in U.S. schools for 3 full school years or less. Newcomers should receive the most intensive support in years 1 and 2, and should receive targeted instruction from their classroom teachers.
- *EL at Risk of Becoming LTEL (AR-LTEL):* An EL who has been enrolled in U.S. school at least 3 years, but not more than 6 years, and who is not demonstrating adequate progress.
- *Long-Term EL (LTEL):* A student who has been classified as an EL for more than 6 years and is not making adequate progress.
- *Reclassified Fluent English Proficient (RFEP):* A former EL student who has met established criteria to be "reclassified" as fluent English proficient.

- *RFEP - Exited*: An RFEP student who has been monitored for 4 years and no longer is monitored.
- *English Only (EO)*: A student whose primary home language is English.
- *504 Plan*: A 504 is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment at the same level as their non-disabled peers.