

South San Francisco Unified School District

Multilingual Learner Master Plan
2025 - 2026



South San Francisco Unified School District

Multilingual Learner Master Plan

2025-2026

Board Approved

Date:

Governing Board

Mrs. Patricia A. Murray, *President*

Dr. Chialin Hsieh, *Vice President*

Ms. Amy Lam, *Clerk*

Mrs. Mina Richardson, *Member*

Ms. Amanda Anthony, *Member*

Dr. Shawnterra Moore, *Superintendent*

Dr. Nia Campbell

Assistant Superintendent of Teaching and Learning

Dr. Marcos Garcia

Assistant Superintendent of Student and Family Services

South San Francisco School Unified District

398 B Street

South San Francisco, California 94080

Acknowledgments

The South San Francisco Unified School District Multilingual Learner Master Plan was developed with support from district administrators, English learner teachers, and parents/guardians from our District English Learner Advisory Committee. We greatly appreciate their support and guidance in the development of this plan. We thank the previous cohort of educators, staff and community members who originally wrote the Multilingual Learner (ML) Master Plan. Their work served as a strong foundation upon which to build the revised ML Master Plan. Beyond this, the 2025-2026 adopted plan reflects guidance provided by the California Department of Education as well as the California English Learner Roadmap unanimously approved by the State Board of Education on July 12, 2017.

The comprehensive revision of the Multilingual Learner Master Plan was a collaborative effort led by Dr. Marcos Garcia, Director of Multilingual Learner Programs and the dedicated members of the Multilingual Learner Team. In particular we are indebted to Multilingual Learner Teacher on Special Assignment, Kimberly Moss, who spent countless hours designing and revising the final ML Master Plan:

SeaAnna Patrick - Multilingual Learner Curriculum and Instruction Specialist

Laura Caprio - Multilingual Learner Teacher on Special Assignment

Lindsay Hartman - Multilingual Learner Teacher on Special Assignment

Kimberly Moss - Multilingual Learner Teacher on Special Assignment

Nahal Pacheco - Multilingual Learner Teacher on Special Assignment

Shali Tapia - Multilingual Learner Teacher on Special Assignment

We are indebted to all the educators and staff in the South San Francisco Unified School District who strive daily to support and make a difference in the lives of our multilingual learner students.

Table of Contents

Chapter 1: Guiding Principles & Goals for Educating Multilingual Learners	7
Message from the Superintendent	8
District Content	9
District Mission/Vision	11
Guiding Principles and Goals for Educating Multilingual Learners	12
Purpose of the Master Plan	14
Master Plan Development Collaborative Process.....	15
District Infrastructure for Local Accountability and Responsibility	16
State and Federal Guideline	17
 Chapter 2: Identification, Assessment and Placement	 19
Identification, Assessment and Placement	20
SSFUSD Process	20
Program Options	26
Kindergarten	29
Preschool/Transitional Kindergarten.....	29
Multilingual Learner Typologies	30
Transfer Students	36
 Chapter 3: Instructional Program Options & Pathways to Graduation	 38
SSFUSD's Commitment to Access.....	41
Essential Practices.....	42
Structured English Immersion Program	43
Structured English Immersion Newcomer Programs: Grades 3-12	47
Newcomer Classification Entry/Exit Criteria	47
English Language Development (TK-12)	53
Designated ELD for Long-term English Learners.....	54
Special Education Services	55
Graduation Pathways	57
5th Year Option.....	58
Alternative Graduation Options for Credit Deficient Multilingual Learners	58
Dual Language Program	61
California Seal of Biliteracy Pathway	61
 Chapter 4: Monitoring of Students' Progress & Reclassification	 65
Assessments Used to Monitor Student Progress	66
State-Mandated English Language Proficiency Assessments.....	67
District-Adopted Language Proficiency & Academic Benchmark Assessments	70
State-Mandated and District-Adopted Academic Achievement Assessments	71
Use of Assessment Data for Instructional Planning	73
Reclassification Criteria and Process	74

SSFUSD's Steps for Reclassification	78
Reclassification of Dual Identified Students.....	80
Follow-up Progress Monitoring of Reclassified Students	85
Multilingual Learner Monitoring.....	86

Chapter 5: English Language Development: Designated & Integrated **88**

Overview & Guidelines for English Language Development Instruction	91
California ELA/ELD Framework for Comprehensive ELD.....	92
Designated ELD	92
Multilingual Learners Making Normative Progress.....	105
Long-Term English Learners, Grades 6-12.....	106
English Language Development for Multilingual Learners with Disabilities.....	108
Monitoring Student Progress in English Language Development.....	109
Integrated English Language Development Instruction.....	111
Use of Primary Language.....	118
Primary Language Support.....	118
Flexibility of Programming to Meet Student Needs (K-12).....	119
Professional Development.....	121

Chapter 6: Staffing & Professional Learning **123**

Authorization Requirements	124
Recruitment Procedures - Teachers	126
Recruitment Procedures - Bilingual Paraprofessionals.....	127
Hiring Priorities and Procedures	128
Requirements for Teachers on Interim Assignment Providing Instructional Services to Appropriate Use of Bilingual Paraprofessionals	
Multilingual Learners	128
Newcomer Lead Cohort, K-5.....	130
Multilingual Learner Teacher on Special Assignment.....	132
District Family and Community Engagement Team.....	133
District and Site Professional Learning for All Staff Who Work with Multilingual Learners, Including Administrators, Counselors, Teachers, Paraprofessionals and Others.....	133
Quality Professional Learning Standards and Multilingual Learner Support.....	134
Monitoring Professional Development and Support.....	137

Chapter 7: Family & Community Engagement **138**

Parent Advisory Committees	116
English Learner Advisory Committee (ELAC)	141
District English Learner Advisory Committee (DELAC)	146
Annual Notification.....	149
Program Placement/Options	149
Home-School Collaboration	151
Interpretation/Translation	151

Decision Making	152
Activities to Help Parents/Guardians Effectively Assist their Children	153
Chapter 8: Program Evaluation	154
Multilingual Language Learner Support Team.....	155
Evaluation Design & Goals	156
Monitoring Program Implementation	157
Student Benchmark Expectations	158
Using Program Effectiveness Information to Improve Implementation and Modify the Program.....	159
District Infrastructure for Local Accountability and Responsibility.....	161
Chapter 9: Resource Allocation	162
Local Control Funding Formula	163
SSFUSD Budget Decision Making Process	164
Multilingual Learner Master Plan Alignment to Expenditures	166
General Fund Resources	166
Supplemental Funds	167
Title I Fund Resources	168
Title III Fund Resources	170
Resource Allocation Monitoring	171
Glossary	173
Appendix	181

Guiding Principles & Goals for Educating Multilingual Learners

Chapter 1

Overview

This chapter includes a message from the Superintendent and identifies the district's mission, vision, goals and guiding principles that are reflected in the South San Francisco Unified School District's Multilingual Learner Master Plan. The main objective of the Multilingual Learner Master Plan is to serve as a resource to our community and educators on essential information related to the linguistic and educational needs of multilingual learner (ML) students, as well as the legal requirements related to services for our ML students. Beyond this, this plan is meant to be used as a guide for best instructional practices to meet the multifaceted needs of our ML students and to reference the latest guidance from the State Board of Education as evidenced by our inclusion of the California English Learner Roadmap throughout this document.

Message from the Superintendent

South San Francisco Unified School District is proud to be a district where approximately 40% of our students are multilingual learners. Their linguistic and cultural assets enrich our schools, our community, and our vision for the future.

We are deeply committed to ensuring that every multilingual learner has the opportunity to **learn, thrive, navigate, and impact**—the four aims of our Portrait of a Graduate. This means they receive the language development support necessary to access and excel in rigorous core instruction, while also being celebrated for the unique perspectives and strengths they bring to our classrooms.

Aligned with our Strategic Plan, we hold a dual responsibility:

- **Language Development** – ensuring our multilingual learners gain strong academic English skills while also building on and sustaining their home languages and cultures.
- **Access to Core Instruction** – ensuring that every student, regardless of language proficiency, has full access to grade-level content, high expectations, and the supports they need to succeed.

Through this commitment, we are preparing our multilingual learners to:

- Have opportunities to fully engage in exceptional instruction where the content is relevant and engaging, ripe with opportunities that reflect their identities and cultures as a way to ensure they are able to thrive!
- Explore their talents and interests through collaboration, creativity, and innovation so they are able to navigate their lives with purpose and confidence.

- Welcome diversity of people and perspectives, strengthening respect for self and others in a global society such that they can identify ways to collaborate with others in order to have an impact in their communities.
- Present themselves as confident, resilient, and compassionate graduates who are ready for college, career, and life and can demonstrate all they've learned in a myriad of ways.

As a district, we recognize that the success of our multilingual learners is essential to the success of SSFUSD as a whole. Together, we will continue to build systems, supports, and relationships that allow every student to reach their fullest potential.

Shawnterra Moore

SSFUSD Superintendent

District Context

Multilingual learners are among the fastest-growing populations in our nation's public schools. This diverse group—representing approximately five million students—brings invaluable cultural and linguistic assets to the education system. Yet, national data shows that multilingual learners are more likely than their non-ML peers to experience lower graduation rates, academic achievement, and college enrollment.

South San Francisco Unified School District (SSFUSD) has a long and proud history of serving students from diverse linguistic and cultural backgrounds. In the early 1900s, immigrants from Italy, France, Portugal, and Greece settled in South San Francisco to work in the steel, meatpacking, and marble industries. Filipinos, who

had been part of California's social fabric since the 19th century, also migrated to San Mateo County to work in agriculture, domestic service, and to pursue educational opportunities in the United States.

During World War II, the Tanforan Assembly Center—located on the site of the former Tanforan Racetrack in San Bruno—was one of seventeen temporary detention camps established by the U.S. Army to forcibly remove and detain Japanese Americans from the West Coast. Housing 7,816 people, Tanforan was the second-largest assembly center. Today, a shopping center stands on the site, with a small historical marker honoring this painful yet important part of local history.

Following the war, the baby boom of the 1940s and 1950s led to rapid population growth and the construction of new schools. The area's development accelerated as airlines such as United, Southwest, and Philippine Airlines established maintenance bases and offices nearby, attracting many Filipino immigrants employed in aviation and related industries. Government housing projects emerged to accommodate this expanding workforce, transforming South San Francisco into a thriving suburban community.

Subsequent decades saw additional waves of Filipino immigration, particularly after World War II and again in the 1970s, when many Filipino nurses arrived to fill critical roles in the healthcare sector.

By the mid-1960s, the Filipino and Mexican communities played pivotal roles in the farm labor movement. The Bracero Program—initiated in 1942 through a labor agreement between the United States and Mexico—laid the groundwork for later movements advocating for farmworkers' rights. This era brought significant growth in California's Mexican immigrant population.

Between 1980 and 1990, Central American migration to the Bay Area and South San Francisco also increased. Civil conflicts, political instability, and economic hardship in the region—often tied to U.S. involvement—drove many families to seek safety and opportunity in the United States. While the wars eventually ended, economic challenges persisted, and this community continues to grow and enrich the area's cultural landscape.

This deep and diverse history forms the foundation of South San Francisco Unified School District. Together, we honor and celebrate the linguistic and cultural diversity of our students and families. SSFUSD remains committed to creating an inclusive learning environment where every student's culture and language are valued, respected, and reflected in our curriculum, practices, and shared community values.

District Mission/Vision

Vision Statement

“Laying the Foundation for a Lifetime of Learning”

Mission Statement

In partnership with our community, South San Francisco Unified School District (SSFUSD) will provide exceptional instruction, engaging experiences, and equitable and accessible opportunities and resources to further support our diverse student body, so that students are equipped to learn, thrive, and navigate their future with purpose and impact their community.

Guiding Principles and Goals for Educating Multilingual Learners

The South San Francisco Unified School District Master Plan for services to multilingual learners serves as an operational guide for all district personnel as we work to implement outstanding programs for all of our students. Several guiding principles for multilingual learner instruction form the basis of our efforts to meet the needs of ML students. These key principles are founded on our dual obligation of helping identified multilingual learners to gain proficiency in English while also providing them with access to our adopted academic state standards.

The values listed below are from the California English Learner Roadmap, and reflect the mindset of district leadership, educators, employees, and our program partners. These beliefs are highly correlated throughout our Multilingual Learner Master Plan. The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy provides guidance to school districts like ours on how to provide welcoming, understanding, and educational access to our diverse multilingual learner population.

Table 1.1 provides a summary of the principles in the California English Learner Roadmap.

Table 1.1 California English Learner Roadmap						
Principle 1: Asset Oriented Needs Responsive Schools						
School climate is inclusive and safe	Educators collaborate to support ELs with disabilities	Learning builds on linguistic and cultural assets	Instruction is responsive	Schools build strong partnerships with families		
Principle 2: Intellectual Quality of Instruction and Meaningful Access						
EL students are provided Language development program choices, including multilingual options	Instruction is scaffolded	Home Language is used as a foundation	Educators have high expectations for EL students	EL students are provided access to full curriculum	Instructional materials support intellectual engagement and language development	Language development is integrated across curriculum
Principle 3: System Conditions that Support Effectiveness						
School system provides adequate resources to support EL needs	Leadership is committed to EL achievement	Capacity-building fosters systemic EL support	Assessments are culturally and linguistically valid			
Principle 4: Alignment and Articulation Within and Across Systems						
Learning is aligned across grades and systems	Schools provide extra time and support for EL students			School system has a coherent approach to EL learning		

The South San Francisco Unified School District Multilingual Learner Master Plan describes how we identify, serve and support thousands of students who initially enroll in SSFUSD schools with limited proficiency in the English language. The plan sets forth five goals for this work:

1. Multilingual learner programs will be fully implemented.

2. Parents/Guardians of both active multilingual learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. Multilingual learners will master the English language as efficiently and effectively as possible.
4. Multilingual learners will achieve academic success comparable to English Only (EO) students.
5. Multilingual learners and RFEP students will be at no greater risk for school failure than EO students.

Staff should frequently consult this plan to ensure consistency in the delivery of the highest quality of services to multilingual learners and their families. The plan is published simultaneously in hard copy and on the district website and will be translated into all appropriate languages. Unique features include links that provide instant access to all district multilingual learner forms and form letters.

Purpose of the Master Plan

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders to ensure that the very best pedagogy, practice and procedures for multilingual learners will be used in SSFUSD schools. As such, it should be relatively accessible and efficient for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard multilingual learner student access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the South San Francisco Unified School

District will ensure that programs and services for multilingual learners will be of the highest quality.

Master Plan Development Collaborative Process

The South San Francisco Unified School District Multilingual Learner Master Plan was developed in collaboration with educational staff and community stakeholders including our District English Learner Advisory Committee (DELAC). We thank all who dedicated their time and insight to the development of our Master Plan. We believe in the power of the family/school partnership as a means of establishing collective ownership in achieving success for our multilingual learner population.

EL Roadmap ~ Principle 1.D: Family and School Partnerships

Schools value and build strong family and school partnerships.

South San Francisco Unified School District strives to equip all students with the academic, social, and emotional skills necessary for success and believes that every student can succeed at a high level. SSFUSD expects them to excel in the classroom, in a career, and in life. Similarly, the District believes in the power of stakeholder engagement through parent groups especially the District English Learner Advisory Committee (DELAC). It is only by continuously seeking input from our community stakeholders that we obtain the best strategies and practices to ensure success.

Collective Ownership

South San Francisco Unified School District believes all stakeholders are fundamental to creating and maintaining safe and effective learning

environments. In order to provide every student with a high-quality education, SSFUSD values the continuous participation and feedback from stakeholders.

EL Roadmap ~ Principle 1C School Climate

School climates and campuses are affirming, inclusive, and safe.

South San Francisco Unified School District values the rich and diverse backgrounds of our students. Currently, close to one-half of our students in the SSFUSD community are multilingual learners or Lifelong Language Learners (Reclassified students as defined in the [ELD Standards](#)). We embrace collective ownership of our MLs and take full responsibility for their success. Every stakeholder group has an opportunity and responsibility to ensure that our MLs are successful and achieve expected goals. Our District looks to best practices and cutting-edge innovations to help prepare MLs for the 21st century. Annually, a review of the plan will be conducted to ensure that adherence to current federal and state requirements are met. Further, professional development for district/site leadership, teachers, staff, and parent leadership organizations will be an integral part of the annual review. It cannot be stated strongly enough that SSFUSD's district leadership is committed to providing guidelines, procedures, tools, and support for the implementation and monitoring of a system of support to meet the needs of our multilingual learners.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure allows for ensuring that multilingual learners in South San Francisco Unified School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. Our educators continue to incorporate the recommendations from California's *ELA/ELD Framework* as a cornerstone of our accountability and responsibility for

monitoring and supporting the ELD progress of multilingual learners. All district personnel are responsible for the education of multilingual learners and for the success of ML programs. As such, designated roles are under the auspices of the Superintendent and Assistant Superintendent of Teaching and Learning. The Multilingual Learner Services Team provides district-wide leadership and consults with the Assistant Superintendent of Teaching and Learning to coordinate services. District-wide decision-making and support systems address the education of multilingual learners as a priority and as such all Directors are responsible for supporting MLs in SSFUSD.

State and Federal Guidelines

This Master Plan ensures the proper identification, program placement and instructional program, assessment, monitoring and reporting of students whose primary language is other than English. Additionally, the plan ensures that parents/guardians of multilingual learners are informed of the placement of their children in an English language program. Parents/guardians of MLs are provided timely information in their primary language about student assessment and progress while being afforded opportunities for collaboration and engagement in decision making and support roles. This Master Plan provides equal access to education for MLs in accordance with all federal and state laws, court decisions, and California State Board of Education regulations that define the requirements for educational services for MLs and immigrant children and youth.

Our district has the responsibility for and is committed to ensuring we meet these requirements at every school site in order to provide quality, equitable

instruction for multilingual learners, simultaneously complying with legislation and rulings pertaining to educational services for MLs.

Identification, Assessment, & Placement

Chapter 2

Overview

This chapter details South San Francisco Unified School District's policies and procedures for initial identification, assessment and student placement in order to ensure the implementation of consistent and compliant processes. Specific information regarding multilingual learners typologies and transfer students is provided along with a description of parental/guardian rights/informed choice.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II. Governance and Administration

EL 03: EL Identification and Assessment

3.0 Each LEA must properly identify and assess all students who have a home language other than English. (*EC* sections 313, 60810)

3.1 At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (5 *CCR* Section 11518.5[a])

3.2 If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (5 *CCR* Section 11518.5[c])

3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (*EC* Section 313; 5 *CCR* Section 11518.5[d])

3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. A LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (*EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a])

3.5 When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education plan (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 *CCR* Section 11518.25)

3.6 When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 *CCR* Section 11518.30)

Identification, Assessment and Placement

The South San Francisco Unified School District process for initial identification and placement of students into an appropriate instructional program is shown in Figure 2.1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents/guardians concerning program options, and placement of students in appropriate programs based on assessment results and parental/guardian choice.

SSFUSD Process

Step 1: Registration, Including Completion of the Home Language Survey

Parents/guardians complete the online registration process for students enrolling in grades K-12 (TK registration is still a paper-pencil enrollment). The online registration process will include the Home Language Survey which must be filled out the first time a student is enrolling in California public schools, grades K-12 for the first time (enrollment in pre-school or TK are not considered as previous enrollment in California public schools). This survey is to be completed **only once**; the results are maintained thereafter in the district and state student information systems (SIS) and the student's cumulative file. If a second HLS is filled out, the first HLS will supersede all additional Home Language Surveys.

If the HLS is completed in error, the parent/guardian may make a request to change it prior to the student taking the Summative English Language Proficiency Assessments for California (ELPAC). If a student has been administered the Initial ELPAC, before the change is made, a STAIRS report would need to be completed to adjust the student classification. However,

once a student is identified as an EL through completion of the Initial ELPAC, **and** the student has been administered the Summative ELPAC, changes to the HLS cannot be made.

The four questions on the HLS are as follows:

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

The State Board of Education (SBE) approved the following guidelines for interpreting the Home Language Survey.

- If a language other than English is indicated on any of the first three questions, the student should be assessed with the Initial ELPAC.
- If a language other than English is indicated only on the fourth question, the student may be assessed at the LEA's discretion. * (CDE)

In South San Francisco Unified School District, the following practice is observed:

- If the answers to Items 1, 2, 3 *and* 4 on the HLS are "English", the child is classified as English Only (EO) and enrollment is completed by the school site.
- If Items 1, 2 or 3 on the HLS indicate a language other than English, the parent/guardian and student will be contacted to continue the identification, assessment, and placement process at the school site

where the student will be assessed for English proficiency using the Initial ELPAC.

- If **only** Item 4 on the HLS is answered with a language other than English, the site ML ToSA will be notified and continue the identification, assessment, and placement process.
 - The site ML ToSA will determine whether to continue with the assessment of English proficiency or to identify the student as English Only based on an informal interview with the family.
 - If the interview indicates that the child might be a multilingual learner, the child will be assessed with the Initial ELPAC.

Until the assessment process is completed, the student will be listed as “Pending” in the district student information system. Regardless of the HLS status, the parents/guardians will complete the additional Online Registration enrollment process. **School sites must not identify a student in the district student information system as an “EL” until their status has been confirmed by the Initial ELPAC results.**

Students with an Individualized Education Plan (IEP) and a primary language other than English are to be tested using the assessment accommodations indicated in the IEP or as determined by the IEP team.

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within **30 calendar days** of initial

enrollment. Parents/guardians will be notified prior to the student's assessment of their English fluency (See *Appendix - Notice of Initial Testing*). In the South San Francisco Unified School District, this assessment will be accomplished as soon as possible, preferably within a day or two of an SSID being issued and the student becoming eligible in California's Testing Operations Management System (TOMS). Certified personnel will assess the student's English language proficiency using the Initial English Language Proficiency Assessment for California (Initial ELPAC)*. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents/guardians and students.

The Initial ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The student receives a score for each part of the test as well as an overall proficiency score. The score types include: raw score, scale score and proficiency level. Upon calculation of the student's final score, they may be classified as either:

- I. Initial Fluent English Proficient (IFEP) - Student does not need EL services
- II. English Learner (EL) - Student is entitled to EL services

**Should a student qualify to take an alternative assessment due to significant cognitive disabilities, the student will be assessed using the Alternative Initial ELPAC. Refer to <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp> for further information on qualification guidelines.*

California Longitudinal Pupil Achievement Data System

If a student has previously enrolled in a California public school, SSFUSD will verify the student information in California Longitudinal Pupil Achievement Data

System (CALPADS) before moving forward with testing. If the student is identified as “EL” in CALPADS, SSFUSD can contact the previous school to obtain the student's previous ELPAC scores; however, once the student is released by their previous school, the scores will automatically be made available to SSFUSD. If the previous school does not supply the scores within 20 calendar days, a second request can be issued. If the previous school has the student listed in CALPADS as “TBD”, SSFUSD will move forward with assessment using the Initial ELPAC.

Step 3: Background Interview Questionnaire

Given the array of student experience both in education and out, a member of the Family Liaison team will conduct an interview with both the student and parents/guardians. This interview will provide our staff and teachers with crucial information about our student's background and relationship/experience with education, as well as their future goals (*See Appendix - Newcomer Intake Form*).

In some cases, it may be necessary to assess a student's proficiency in their primary language (L1). A student may be assessed for their L1 literacy for the following reasons:

- A student enrolls for the first time beginning in grades 3-12, scores Novice on the Initial ELPAC, and has interrupted formal schooling (SIFE)
- A student is suspected of having a learning disability and arriving from another country

An initial assessment or survey of the multilingual learner's primary language is conducted as soon as possible after the completion of the English language assessment. Whenever possible, a primary language assessment and/or survey is

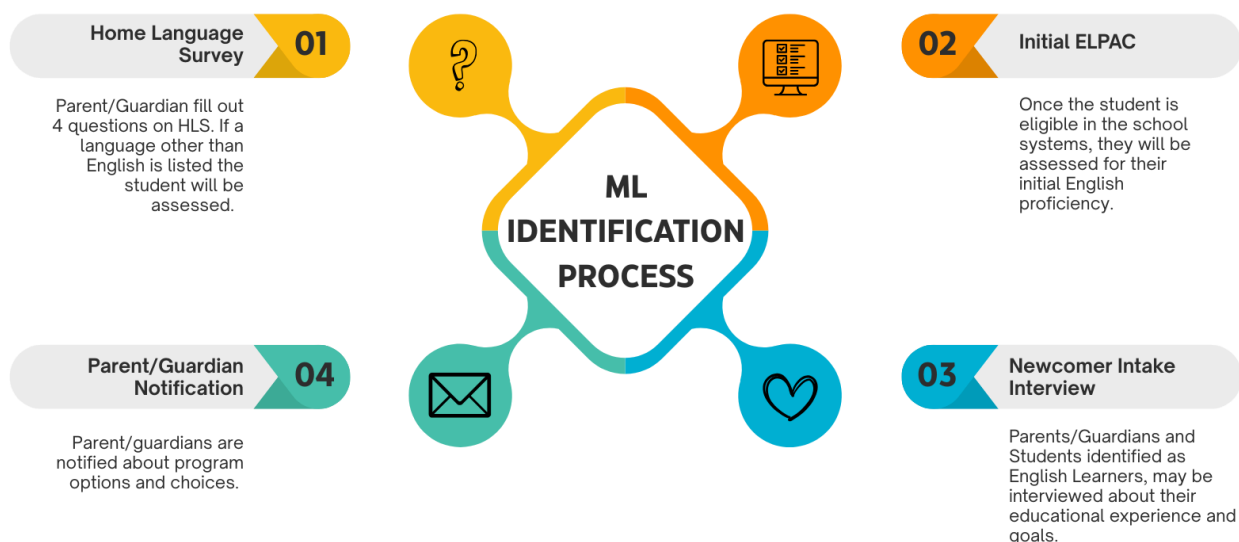
conducted by a trained person fluent in the student's primary language. Results of the primary language assessment/survey are uploaded into the student information systems for teachers and parents/guardians to access. The results are used to determine the student's level of literacy development in the primary language, and to help determine what additional services the student may require to ensure appropriate academic growth as well as English language development. The primary language assessments and any other information related to prior schooling, including transcripts, if available, are used to determine placement at the secondary level and intervention support at the elementary school level.

Step 4: Parent/Guardian Notification of Assessment Results

These assessment results will be uploaded for the parents/guardians to access through the student information system's parent portal using the Initial Parent Notification Letter (See *Appendix-Notice of Initial Student Score Report*). This written notification is developed at the state level, and is provided in both English and the Student's primary language. This letter includes information about the Structured English Immersion Program available in SSFUSD including our available Newcomer supports. Furthermore, the notification letter also informs parents/guardians of their rights to request other language acquisition program options (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]) as well as their right to decline or opt their student out of a school's ML program (See *Appendix - ML Services Waiver of Liability*)*. The assessment results are entered in the district student data systems.

***See declining services section for further information.**

Figure 2.1 ML Identification Process



Program Options

Structured English Immersion Program

A language acquisition program for multilingual learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English (CDE). The grade-level curriculum and teaching methods are designed specifically for students learning English, with a focus on English Language Development (ELD) alongside and within core subjects. The primary goal is to enable students to succeed in mainstream English-only classrooms by developing proficiency in reading, writing, speaking, and listening.

Newcomer Program

South San Francisco Unified School District also offers a variety of Newcomer support in grades K-12. This program will be offered to parents/guardians of students new to the country (less than 2 years in U.S. schools) who are looking for

an English acceleration program for their children. If a student is considered a newcomer and their homeschool does not offer the desired level of Newcomer support, the parents/guardians can complete an Inter-District Transfer Form (See Appendix - Inter-District Transfer Form) to change their student's school site if they want their student to participate in another school's program. However, each school site is responsible for providing the necessary language support in order for students to access grade-level content and continue to develop their English proficiency.

Declining Services

Although schools have an obligation to serve all ML students, parents/guardians of multilingual learners have a right to decline or opt their student out of a school's ML program or out of particular ML services within an ML program. If parents/guardians opt their student out of a school's ML program or specific ML services, the student retains their status as an English Learner and must participate in the annual assessment of English language proficiency (Summative/Alternate 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 ML students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]). In SSFUSD, a request to opt a student out of a school's ML program must be done in writing by the parents/guardians and the ML support team/counselor will review the student's academic performance in their course work and on standardized state assessments. If the parents/guardians would like to move forward, then they will be required to sign the ML Services Waiver of Liability Form (See Appendix). A copy of the request will be uploaded

into the student information systems and cumulative folder. The ML Services Waiver of Liability **must be completed annually**.

See Chapter 3 for detailed descriptions.

Step 5: Initial Program Placement and School Site Notification

After the student is assessed and classified as an English learner, the District staff will update the district student information system and notify the school site. The school site will then be responsible for adjusting the student's schedule if necessary, reviewing their transcripts, and coordinating any intervention services the student may require.

Site Recommendations for best placement

Once a student enrolls in their home school, it is pertinent that they are assigned classes that best fit their needs without delay. Should it be suggested that another school's program may be a better fit, an investigation by site and district staff will be conducted while the student is enrolled and attending classes in their home school. The investigation should include assessments, student and parents/guardians input, educational history, etc. If the district's recommendation is to transfer the student, after the appropriate steps have been completed, a meeting will be held with the student and parents/guardians to discuss possible transfer. However, if the parents/guardians and student decline transfer, then the student will receive English language services at their home school.

Dually Identified Potential Transfer Students

In the case of a dually identified student [a student that is classified as an English Learner and has an Individualized Education Plan (IEP)], the student will be

enrolled in their home school in the best possible classes available to support both their special education and language development needs. The IEP team along with the school site ML ToSA will meet to discuss the best placement. If the IEP and ML ToSA team determine that another school site would offer better language and special education support for the student's needs, they will need to meet with that school site to ensure that this is accurate. Additionally, they will need to plan for communication with the family and also schedule a transition IEP meeting. If the parents/guardians and student decline the placement offer, then the student will receive English language and Special Education services at their home school.

Kindergarten

A special process is used for Kindergarten child's language proficiency at the beginning of each school year. Kindergarten registration begins in January through March of the school year preceding the child's entrance into Kindergarten.

The HLS evaluation process will be the same for incoming Kindergarteners (See Step 1 of the SSFUSD registration process). If the HLS indicates that a language other than English is spoken, the parents/guardians of a kindergartener may request a testing appointment for the Initial ELPAC in July prior to the start of the school year. Otherwise, students will be assessed within 30 days of the first day of instruction.

Preschool/Transitional Kindergarten

Preschool:

Preschool registration does not follow the same requirements as Kindergarten-12 grade because it is not considered to be a formal part of California Public Schooling. Students who attend preschool, will not be assessed for their English proficiency until Kindergarten, assuming the HLS indicates a need to do so.

Transitional Kindergarten:

Though Transitional Kindergarten is not considered formal public school, the registration packet does include the HLS. If a student is identified as pending based on the HLS results, the student will remain pending until the start of Kindergarten when they will finally be assessed using the initial ELPAC or the Alternate Initial ELPAC.

Preschool/Transitional Kindergarten Supports:

The Multilingual Learner ToSAs support preschool and transitional Kindergarten with strategies to encourage oral language development. These strategies are in alignment with K-12 strategies for academic discourse. However, a student is not formally assessed for their English language status until Kindergarten.

Multilingual Learner Typologies

In South San Francisco Unified District, similar to most public school districts throughout California, our multilingual learner students come with a wide range of languages and education. The initial identification process is critical in the identification of the diverse needs of our multilingual learners. There are seven distinct groups of multilingual learners in South San Francisco Unified School District (*EL Roadmap Principle 1B (no single EL profile)*):

- i. Newly arrived English learners with conventional educational experience

- ii. Newly arrived English learners with interrupted or unconventional educational experience
- iii. Long-term English Learners (6 years or more as MLs) (LTEL)
- iv. English learners making Normative Progress
- v. Initial Fluent English Proficient (IFEP)
- vi. Reclassified Fluent English Proficient (RFEP)*
- vii. Dually Identified English Language Learners

***(See chapter 4 for RFEP process/requirements)**

Newly Arrived English Learners with Formal Education

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the background knowledge that supports them in their content instruction in English.

At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts.

At the intermediate and secondary school level, students functioning at ELPAC levels 1 who have been in the country for two years or less*, may be candidates for Newcomer support. Students functioning at ELPAC level 2* and above in intermediate and secondary schools will need:

- I. Designated English Language Development: Year-long leveled ELD and/or ELA with accommodations for language proficiency level.
- II. Integrated English Language Development: Academic content classes

***exceptions can be made depending on the needs of the student.**

Newly Arrived English Learner with Interrupted or No Formal Education

If a student is determined to have interrupted or no formal education and scores novice on the initial ELPAC, they may need to be assessed in their primary home language (L1). Immigrant students with little or no prior formal education typically score at the beginning level of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade-level academic program. These students need an academic program that will address their English language development needs and address the gaps in their academic knowledge.

For families with children in grades K-5, at the elementary school level, appropriate grade level placement with leveled Designated ELD is critical. In intermediate and secondary schools, students in this category will need an academic program that includes a Designated English Language Development year-long leveled course and Integrated ELD courses in the core content areas. These students may also be identified as SIFE - Students with Interrupted Formal Education.

Long-term English Learner (LTEL)

A Long-term English Learner (LTEL) is defined as "an English Learner in any of grades 6 to 12 who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored *Not Met*

or *Nearly Met* on the English-Language Arts (ELA) standards-based achievement test California Assessment of Student Performance and Progress (CAASPP)". (EC 313.1).

Some multilingual learners may be ***at-risk of becoming a Long-term English Learner***, defined as "an English Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades 3 to 12, scores at the intermediate level or below on the ELPAC, and scores in the fourth year at the *Not Met* or *Nearly Met* level on the ELA standards-based achievement test (CAASPP)".

This group of students must be provided with instructional programs that include English Language Development instruction and accommodations for the student's level and need for linguistic and academic development. Some may be assigned to formal interventions that address both language and academic needs.

English Learners Making Normative Progress

These students are typically showing expected growth on the state standardized language assessment, Summative ELPAC. In the elementary grades, these students should move along a pathway leading to the Reclassification as English Fluent Proficient (RFEP). Some will achieve this classification before entering intermediate school.

In grades 6-12, students are offered a comprehensive English Language Development (ELD) program course sequence responsive to their language proficiency before making the transition into more advanced course work.

Student placement in a given ELD course level is based on initial assessment scores on the Initial ELPAC for new students or annual Summative ELPAC scores for continuing students. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students may need to repeat a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester or course in order to move levels. Change in ELD levels will be based on the following:

- I. ELPAC progress
- II. Classroom performance
- III. ELD curriculum-embedded assessments (Elementary reading levels are assessed tri-annually and is a major factor in ELD placement as well.)
- IV. Teacher recommendation

Students who meet or exceed benchmarks, as evidenced by semester reviews and/or teacher recommendation, should be encouraged to accelerate to higher levels of ELD.

Initial Fluent English Proficient (IFEP)

These students are initially identified as *possible* multilingual learners due to the HLS results and are assessed using the Initial ELPAC; however, their results indicate that they are initially fluent in English.

Students at this level most frequently 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 Twelve* (2012 ELD Standards). (<https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>) These students will **not be** assessed annually on the Summative ELPAC nor will they require enrollment in a school site's designated ELD program.

Reclassified Fluent English Proficient

These students were initially identified as an English Learner but developed in their English language fluency over the course of their education. Based on various criteria, they are considered English proficient, and no longer require ML services in order to access the required grade-level curriculum. These students will no longer be assessed annually on the Summative ELPAC; however, they will be monitored for the first 4 years after their reclassification date.

Dually Identified English Language Learners

These students are identified as English Learners who also have an active Individualized Education Plan (IEP) that supports their learning differences. A dual identified student needs both English Language Development services listed under Title III and services to support their learning differences guaranteed

under IDEA (Individuals with Disabilities Education Act). One does not negate the other. The designated ELD services will be provided in either general education or within special education services depending on what is indicated in the student's IEP.

Within the IEP, case managers will ensure that each goal, whether academic or behavioral, is linguistically appropriate. It should be noted that “the normal process of English language development, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition.” (5 CCR 3023[b]).

(See Chapter 3 for more information about Reclassification)

Transfer Students

Transfers within District

Parents/guardians initiated Inter District Transfer (See Appendix - Inter District Transfer Form) requests are made through the Student and Family Services Department. Before a request is made, the student should be assessed with the initial ELPAC (or the Alternate Initial ELPAC if they qualify) at their home school. Data regarding the student's English learner assessment history—current scores, current placement, records of academic progress, and interventions—are used to determine program placement when approving the Inter District Transfer Form.

Transfers from Other California Schools

Students transferring into the district from another public school district within the state should have records of a HLS (See *Forms* - Home Language Survey Form),

scores on the mandated assessments including the ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the SSFUSD initial identification process. Additional assessments will be made when appropriate for each transferring student. If the parents/guardians provide the student's records, staff will use this information to make an appropriate placement. If not, staff will contact the former district in order to obtain information by fax or e-mail, or acquire the information from California Longitudinal Pupil Achievement Data System (CALPADS), the state student data system. Once records are obtained, the appropriate information is entered into the district student information system.

Transfers from Out of State or Other Countries

The five-step language assessment, classification and placement process described above will be followed for students entering the district who are new to the state public school system or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California public school and (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the appropriate grade level based on age.

Instructional Programs Options & Pathways to Graduation

Chapter 3

Overview

Chapter 3 provides information about South San Francisco Unified School District's instructional program options in grades K-12, including key elements of each program.

In addition, this chapter outlines the various pathways to graduation and the California State Seal of Biliteracy requirements. Information in this chapter is intended to guide the consistent implementation of programs that are reflective of research and evidence-based practices that provide opportunities for students in SSFUSD to develop 21st Century academic, linguistic, and intercultural skills.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II. Governance and Administration

EL 04: Implementation, Monitoring & Revision of Title III Plan

4.1 The LEA receiving Title III funds must use these funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth. Each LEA must use Title III funds to:

(a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing: ELP; and Student academic achievement (20 United States Code [U.S.C.] Section 6825[c][1][A–B]);

4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

(a) Upgrading effective EL instructional strategies;

(20 U.S.C. Section 6825[d][1])

(b) Improving EL instructional programs through supplemental curricula, instructional materials,

educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])

(c) Providing to ELs:

- i. Tutorials and academic or career and technical education; and
- ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators; (20 U.S.C. Section 6825[d][3])

(d) Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])

(e) Improving the English language proficiency and academic achievement of ELs; (20 U.S.C. Section 6825[d][5])

(f) Providing community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to

- i. Improve the English language skills of ELs; and
- ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children; (20 U.S.C. Section 6825[d][6][A–B])

(g) Improving the instruction of ELs, which may include ELs with a disability, by providing

- i. The acquisition or development of educational technology or instructional materials,
- ii. Access to, and participation in, electronic networks for materials, training, and communication, and
- iii. Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A–C])

(h) Offering early college high school or dual or concurrent enrollment programs to help ELs achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8])

4.4 Each LEA receiving Title III Immigrant funds must provide instructional opportunities for immigrant children and youth, which may include:

(a) Provision of tutorials, mentoring, and academic or career counseling;

(b) Identification, development, and acquisition of curricular materials, educational software, and technologies;

(c) Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;

(f) Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational

VI. Opportunity and Equal Educational Access

EL 13: Language Acquisition Program Options and Parent Choice

13.0 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

VII. Teaching and Learning

EL 14: ELD

14.0 As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which includes designated and integrated ELD as defined in 5 CCR Section 11300 (a) and (c), in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the standard instructional ELD program. (20 U.S.C. section 1703 [f], 6825 [c][1][A]; EC sections 300, 305, 306, 310; 5 CCR sections 11300[a] and [c], 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013)

14.1 ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated as effective in overcoming language barriers. (20 U.S.C. Section 1703 [f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 CCR Section 11309)

EL 15: Access to Standard Instructional Program

15.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time.

15.1 Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

(a) Enrollment in the standard instructional program, which, at a minimum, consists of:

- i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
- ii. Courses required to meet state and local high school graduation requirements, and
- iii. Courses required for middle school grade promotion;

(b) Enrollment in a full course load of courses that are part of the standard instructional program, and

(c) Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in K–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

(20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

EL ROAD MAP Connection:

Principle Two Elements

Each principle is broken down into its corresponding element. Below are Principle Two's elements.

Element 2.A: Integrated and Designated English Language Development (ELD)

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).

Element 2.B: Intellectually Rich, Standards-based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element 2.C: High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Element 2.D: Access to the Full Curriculum

English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services.

Element 2.E: Use of Students' Home Languages

Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element 2.F: Rigorous Instructional Material

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

Element 2.G: Programmatic Choice

English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

SSFUSD's Commitment to Access

SSFUSD is committed to ensuring multilingual learners receive rigorous, grade-level instruction and effective English language development that empowers them to reach their college and career goals and thrive in their communities. In accordance with Title III requirements, SSFUSD is committed to “assist[ing] EL students to meet the same state academic standards that all children are expected to meet, and implement measures of ELP” (Title III, sections 3102(2), 3115(a)). In addition, SSFUSD's services to multilingual learners also ensure that they are acquiring English language proficiency while recouping any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. As such, the district provides additional and appropriate educational services to multilingual learners in kindergarten through grade twelve in all classroom situations. These services are for the purposes of enabling multilingual learners to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to the average native English speaker. Furthermore, the district is working on strategies to support language development beginning in Preschool and Transitional Kindergarten, aligning the practices with K-12.

In addition to developing their English language skills, SSFUSD's ML Program will ensure multilingual learners have full access to the district's content and performance standards for their respective grade levels in core curricular areas. The South San Francisco Unified School District offers a Structured English Immersion Program for the multilingual learners identified in our district. There are variations that have been designed to support specific multilingual learner typologies as identified in Chapter 2. This includes support for Newcomer

multilingual learners and long-term English learners. Each of these options is designed to ensure that students acquire English language proficiency. All options contain the following required components:

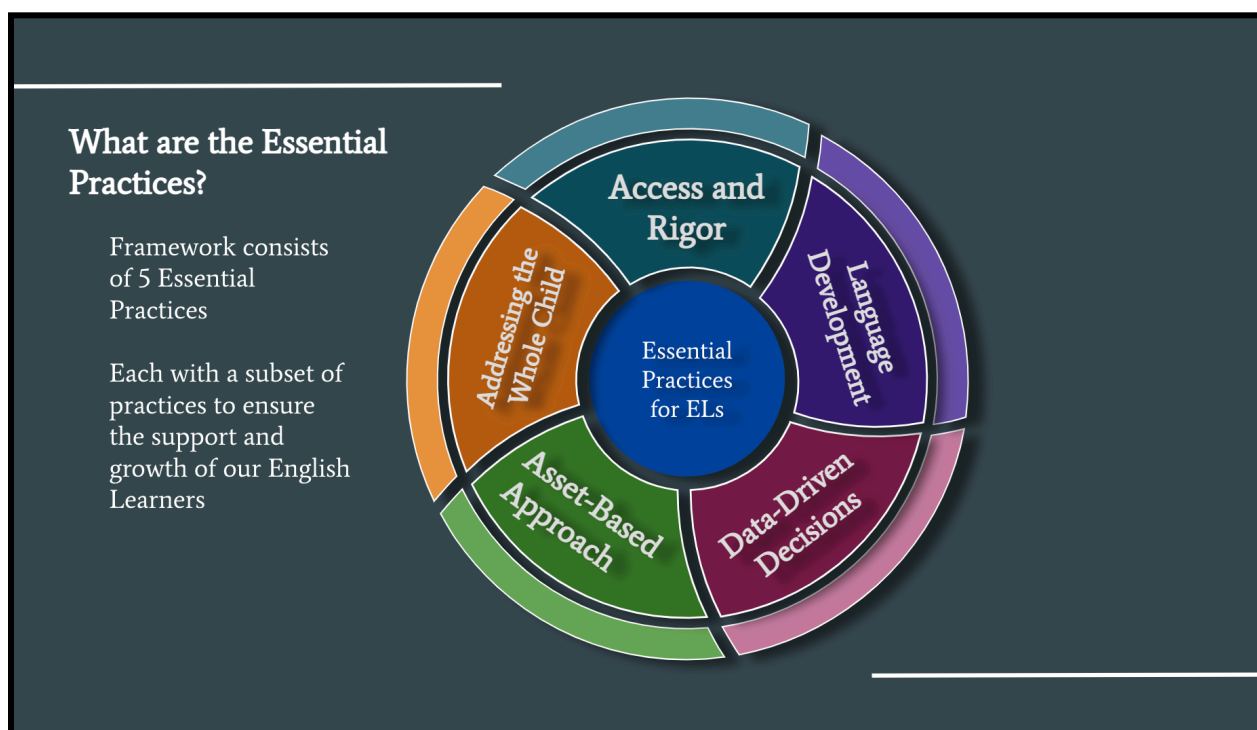
- I. Well-articulated, standards-based, differentiated Designated English Language Development (ELD) instruction.
- II. Well-articulated, standards-based, differentiated instruction in the core curriculum with Integrated English Language Development instruction.
- III. Culturally and Linguistically Responsive Teaching that validates and values students' cultural and linguistic heritage.

(see CA ELA/ELD Framework, Chapter 9)

Essential Practices for ML Instruction

In addition to being aligned with the State's EL Roadmap, SSFUSD is committed to developing an instructional framework that will guide reflective practice across all school sites. These reflective practices center on what we call The Essential Practices (EP) for ML Instruction. Figure 3.1 illustrates the five practices that will guide SSFUSD educators' reflection. The five practices include: Access and Rigor, Language Development, Data-Driven Decisions, Assets-Based Approach, and Addressing the Whole Child. The EP Framework will consist of criteria within each practice as well as rubrics to be used by teachers and administrators to reflect on their practices with each of the five EPs. Eventually school sites and district staff will use the EP Framework for joint non-evaluative learning walks that will inform professional learning plans for each school site.

Figure 3.1: Essential Practices of multilingual learner programs



The EP Framework was informed by Stanford University Graduate School of Education: Understanding Language's [Six Key Principles for ELL Instruction](#) and the New York State [Blueprint for ELL Success](#). The EP Framework was developed in Oakland Unified School District and has been adapted to meet the multilingual learner needs of South San Francisco Unified School District.

Structured English Immersion Program

Structured English Immersion (SEI) is the program option available to the multilingual learner students who attend school in South San Francisco Unified School District.

The Structured English Immersion (SEI) Program is a language acquisition program for multilingual learners in which nearly all classroom instruction is provided in English, but with grade- level curriculum and a presentation

designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content (CDE).

The goal of the program is the acquisition of English language skills so that the multilingual learner can succeed in an English-only mainstream classroom.

Table 3.1 provides specific information about students served, program components and staffing for grades K–5, Table 3.2 provides detailed information for Intermediate level students (grades 6-8), and Table 3.3 provides detailed information for Secondary level students (grades 9-12).

Table 3.1 Structured English Immersion Program, K-5		
Student Served	Program Components for ELs	Staffing
EL with less than "reasonable fluency"	1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT a. Kindergarten-5th Grade: 30 minutes daily of Designated English Language Development instruction at the student's English language proficiency level. 2. ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT Gr K-5: Grade level content instruction in reading, writing, math, science, and social science delivered through Integrated ELD using specially designed academic instruction, utilizing state-approved, district-adopted, standards-aligned materials. b. PRIMARY LANGUAGE SUPPORT (To the extent possible) Primary language support to motivate, review, clarify, direct, and explain, provided according to student need and as staffing allows.	- Multiple or Single subject Teaching Credential (Appropriate subject matter authorization). - English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB 395, SB 1969, or equivalent. Or - Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.

Table 3.2 Structured English Immersion Program, 6-8

Student Served	Program Components for ELs	Staffing
EL ELPAC Levels 1-2 Expanding	DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Gr 6-8: One class period, leveled according to students' English proficiency level (emerging, expanding, or bridging) ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT Use of English language development strategies to deliver standards-based instruction and differentiated instruction → Grade level ELA class → Grade level math, social studies, and science b. PRIMARY LANGUAGE SUPPORT Primary language support as needed and available.	• Multiple or Single subject Teaching Credential (Appropriate subject matter authorization). • English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB 395, SB 1969, or equivalent.
EL ELPAC Levels 3-4	DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Gr 6-8: ELD, leveled according to students' English proficiency level (emerging, expanding, or bridging) ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT - Use English language development strategies to deliver standards-based instruction and differentiated instruction → Grade level ELA class → Grade level math, social studies, and science b. PRIMARY LANGUAGE SUPPORT Primary language support as needed and as available.	Or • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.

Table 3.3 Structured English Immersion Program, 9-12

Student Served	Program Components for ELs	Staffing
EL ELPAC	DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Gr 9-12: One Period, leveled according to students' English proficiency level	• Multiple or Single subject Teaching Credential

Levels 1-2	ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT Use of English language development strategies to deliver standards-based instruction and differentiate instruction → Grade Level SEI ELA course: 1 period* → Grade Level SEI Math, SEI Social Studies and SEI Science courses: 1 period each* b. PRIMARY LANGUAGE SUPPORT Primary language support as needed *Students may be clustered into one grade-level class period for integrated ELD support versus in a sheltered course where all students are emergent multilingual learners	(Appropriate subject matter authorization). • English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB 395, SB 1969, or equivalent.
EL ELPAC Levels 3-4	DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Gr 9-12: One Period, leveled and specialized according to students' English proficiency level ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT Use of SDAIE methodology to deliver standards-based instruction and differentiate instruction → Grade Level ELA course: 1 period → Grade Level Math, Social Studies and Science courses: 1 period each b. PRIMARY LANGUAGE SUPPORT Primary language support as needed	OR • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.
LTEL	DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Gr 9-12: One Period, Specialized ELD for LTELs according to whether they are less than 3 years below grade level or need further development of academic language ACCESS TO CORE a. INTEGRATE ENGLISH LANGUAGE DEVELOPMENT Use of English language development strategies to deliver standards-based instruction and differentiate instruction → Grade Level ELA course: 1 period → Grade Level Math, Social Studies and Science courses: 1 period each PRIMARY LANGUAGE SUPPORT Primary language support as needed	

Structured English Immersion Newcomer Programs: Grades 3-12

In some instances, a multilingual learner may be further identified as a newcomer and will be eligible to be registered into a newcomer program. A newcomer student is defined as *“a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has the primary objective to develop English language proficiency. “EC Section 51225.2(a)(6)”*.

The newcomer program provides newly arrived multilingual learners, who have been in U.S. schools for three years or less, with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. The key objectives for our newcomer program also include developing beginning English language skills, access to grade-level content instruction, assistance in acclimation to the U.S. school system and building or strengthening students' native language skills.

Newcomer Classification Entry / Exit Criteria

Table 3.4 outlines the entry and exit criteria for newcomer students. The purpose of entry and exit criteria is to clarify when students need to receive newcomer supports, and when they must exit those programs. These criteria will help ensure equitable learning outcomes for newcomer students.

Table 3.4 outlines the Entrance and Exit Criteria for a Newcomer student in a Newcomer program

ENTRY CRITERIA A student who meets <u>BOTH</u> criteria below is eligible to receive newcomer supports.			EXIT CRITERIA A student who meets <u>ANY SINGLE</u> criterion below for their grade span should be exited from newcomer supports.		
Grade	Time in U.S. Schools	ELPAC	Time in U.S. Schools	ELPAC	Reading level
6-8 Unconventional	0-2 years	Initial ELPAC: Novice Summative ELPAC: 1-2	3+ years	ELPAC: 3+	3rd Grade Reading Level: Lexile: 400+
6-8 Conventional	0-1 year	Initial ELPAC: Novice Summative ELPAC: 1-2	2+ years	ELPAC: 3+	3rd Grade Reading Level: Lexile: 400+
9-12 Unconventional	0-2 years	Initial ELPAC: Novice Summative ELPAC: 1-2	3+ years	ELPAC: 3+	3rd Grade Reading Level: Lexile: 500+
9-12 Conventional	0-1 year	Initial ELPAC: Novice Summative ELPAC: 1-2	2+ years	ELPAC: 3+	3rd Grade Reading Level: Lexile: 500+

*Unconventional is defined as less than 6 hours per day, 5 days per week.

The criteria for entry and exit from a newcomer program is from the Center for Applied Linguistics' [report](#) on newcomer secondary schools and through our own district research reports. Through this research, high school newcomer students are ready to exit newcomer programs once they can read at a 3rd grade level. Another finding was that under-schooled students need at least an extra year to catch up with well educated peers. For this reason, we adjusted the reading level benchmark scores and time in the U.S. accordingly for high school students, and then worked backwards from those data points to create reasonable entry and exit criteria for middle and elementary school newcomer students.

About the Third-Grade Reading Level:

For middle and high school newcomer students, most students are ready to exit newcomer programs once they have reached a third grade reading level. Research shows that once students are past a third grade reading level, they are ready to encounter a wider variety of texts and have learned to extract and analyze information and expand their vocabularies by reading ([Center for Public Education, 2015](#)). Additionally, once students have reached a third grade reading level, they are ready for more abstract, technical, and literary words, i.e. more complex language than found in everyday oral interaction ([Chall and Jacobs, 2003](#)). These research findings support our district decision to set a third grade reading level as part of the newcomer program exit criteria.

Time Sensitivity for Newcomer Programs:

Student participation in Newcomer Programs is time-sensitive and students **may not** remain in newcomer programs for an indefinite period of time. For this reason, the *time in U.S.* criterion is the most significant. This means that regardless of whether students have met the 3rd grade reading level benchmark or ELPAC score needed to exit newcomer status, they must exit when they have reached the time period outlined above. It is only during their first year in US schools that newcomers may be largely isolated from their peers with other language proficiencies. Further isolating newcomers is a violation of their civil rights. This means that while students may still be classified as newcomers after their first year and receive newcomer services for 3-4 years, they must not be isolated from their peers with other language proficiencies for more than one year.

Continued ELL services:

It is important to note that when students exit from newcomer programs, they are still entitled to support, including Integrated and Designated ELD to support their continued language and literacy development. It is expected that many students who exit newcomer programs will need substantial support, and over time, this support will be reduced as they near English language proficiency.

When forming classes for newcomers at the intermediate and secondary school level, it is important to group students by English fluency level for ELD and for core content classes whenever possible, taking into consideration students with minimal or significantly interrupted formal education (SIFE). The multilingual learner team within the Teaching and Learning department is responsible for support, coordination and guidance on the implementation of newcomer programs.

Table 3.5 outlines the intermediate (grades 6-8) newcomer program, and Table 3.6 outlines the secondary newcomer program (grades 9-12).

Table 3.5 Intermediate Newcomer Program, Grades 6-8		
Students Served	Program Components for ELs	Staffing
ELs with less than two years in the U.S.	DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Minimum 1 period daily of Designated ELD instruction at the student's English Proficiency level ACCESS TO CORE a. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT Newcomers participate in content area courses that provide access to the core curriculum using SDAIE instruction at their English proficiency level through integrated English Language Development. Additionally, they may participate in specific coursework that provides foundational knowledge of U.S. and California history, culture and schooling.	• Multiple or Single subject Teaching Credential (Appropriate subject matter authorization). • English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB

	GROUPING Students grouped by English language proficiency, with access to grade-level core when appropriate. U.S. TRANSITION CURRICULUM Focus on facilitating student familiarization with culture in U.S. schools and adapting to school environments. ASSESSMENT Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student. Exit readiness based upon growth using assessment data rather than a specific number of months; average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation and MLS department approval.	395, SB 1969, or equivalent. OR • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.
--	---	---

Table 3.6 Secondary Newcomer Program, Grades 9-12

Students Served	Program Components for ELs	Staffing
ELs with less than two years in the U.S.	DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT Minimum 1 period of Designated ELD instruction at the student's English Proficiency level ACCESS TO CORE a. PRIMARY LANGUAGE DEVELOPMENT: Newcomer students who have approaching grade level literacy in Spanish have the option of enrolling in Spanish for Native Speakers or AP Spanish, when available and feasible. b. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT Newcomers participate in content area courses that provide access to the core curriculum using English language development strategies at their English proficiency level through integrated English Language Development. Additionally, they may participate in specific coursework that provides foundational knowledge of U.S. and California history, culture and schooling. GROUPING Students grouped by English language proficiency, with access to grade-level core when appropriate. U.S. TRANSITION CURRICULUM Focus on facilitating student familiarization with culture in U.S. schools and adapting to school environments. ASSESSMENT Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student. PRIMARY LANGUAGE SUPPORT Primary language support to motivate, review, clarify, direct, and explain, provided according to student need and as staffing allows. Exit readiness based upon growth using assessment data rather than a specific number of months; average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation and MLS department approval.	- Multiple or Single subject Teaching Credential (Appropriate subject matter authorization). - English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB 395, SB 1969, or equivalent. OR - Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.

English Language Development (K-12)

English Language Development (ELD) is a core component of **ALL** program options for multilingual learners (see Chapter 5 for a more extensive description of the SSFUSD ELD program). It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. ELD includes two intentional approaches to language development instruction, described in the California ELA/ELD Framework.

Framework as follows:

1. **Integrated ELD** is taught throughout the day and across disciplines. **All** teachers with MLs in their classrooms use the CA ELD Standards *in tandem with* the focal CA CCSS for ELA/Literacy and other content standards.
2. **Designated ELD** is a protected time during the regular school day, in which credentialed teachers use the *California ELD Standards* as the focal standards to build *into and from content instruction* in order to develop critical language skills MLs need based on their language proficiency levels. (California ELA/ELD Framework, Chapter 2, pp. 106-108; 115-116)

The teaching of English within the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the California Common Core State Standards, English Language Arts (ELA) Standards. Both the ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

ELD instruction occurs daily or as the school site schedule allows for all multilingual learners until reclassified to fluent English proficient (RFEP). It is a systematic, explicit, core component of the multilingual learner's total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the **minimum Designated ELD times**:

- A minimum of 150 minutes per week (30 minutes per day recommended)
- A class period in middle and high school
- Additional time should be allocated for ML students not making progress

Designated ELD for Long-term English Learners

In some instances, multilingual learners may not make standard progress towards reclassification. As a result, they may become designated as a Long-term English Learner (LTEL) (see Chapter 2 for designation criteria). As part of SSFUSD's comprehensive ML Program, LTEL students will receive Designated ELD services specifically designed to effectively build the LTEL's academic literacy skills to augment efforts to help the student reclassify.

These courses will focus on explicit language development around:

1. Comprehension
2. Vocabulary development
3. Advanced grammatical structures to comprehend and produce academic language

In addition, a core focus will be on goal setting, active engagement, and developing strong teacher-student relationships. These courses will maintain the three R's:

- Rigor

- Relevance
- Relationships

EL Roadmap Principle ~ 1E (English Learners with Disabilities)

Special Education Services

A student's progress may not be limited due to a lack of English language understanding but may be due to specific learning gaps or possibly to a specific learning difference. Multilingual learners have access to Special Education services just as all other students in the district. If the Student Study Team (SST) interventions do not resolve the issues for the multilingual learner student, a referral to Special Education may be recommended.

Student Study Team

The Student Study Team (SST) is a group formed within the school to further examine a student's academic, behavioral and social-emotional progress. The SST can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. This review includes primary language surveys, SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent/guardian interview and an interview with the student, if age appropriate. This process helps to determine if student performance is reflective of expected patterns of the student's language acquisition, based on schooling and time in this country and that growth is being made.

Special Education Identification

Low English proficiency is not, in itself, a disability. If a student is suspected of having a learning difference, it must be determined that the student is demonstrating the observed behavior or challenge in their L1. From there it may be determined that the student has a learning difference affecting their performance, not a language proficiency issue.

Once it is determined that a multilingual learner needs to be assessed for special education services, testing will be initiated upon parent's/guardian's written approval. When appropriate, assessments will be conducted in the primary language (to the maximum extent possible) of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility. While considering the identification of a multilingual learner it is imperative that "the normal process of English language development, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition." (5 CCR 3023[b]). Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically appropriate goals and objectives (LAGOS) are written based on the student's learning difference needs. These goals should not be a specific "ELD goal", as learning a language is not a disability. However, it may be appropriate to tie an ELD standard to a student's IEP goal.

Within the IEP, the following documents must to be reviewed and updated when a student is dual identified:

1. Information/Eligibility
2. Special Factors
3. Statewide Assessments
4. Present Levels of Performance (PLOP)
5. Linguistically Appropriate Goals and Objectives (LAGOS)
6. Services
7. Notes

Graduation Pathways

Multilingual learners that transfer into SSFUSD at the secondary level are still able to earn a diploma; however, which diploma they earn will depend on when they transfer and/or how many credits they bring with them from their previous school.

Every effort will be made to evaluate an incoming student's transcript and apply as many credits as possible towards a California High School Diploma. ML students have five possible routes to earn a California High School Diploma or equivalency credential:

1. Comprehensive High School Diploma
2. Comprehensive High School Diploma that meets A-G requirements
3. State Minimum High School Diploma (AB 2121)
4. High School Diploma from our Continuation High School
5. Successful completion of the HiSet Exam

Table 3.8 outlines the diploma requirements in more detail.

All five options make students eligible to attend community college; however, students must earn an A-G compliant diploma in order to be eligible to attend a CSU or UC college directly after high school.

5th Year Option

In some cases, a student may need an additional year to complete their graduation requirements. In order to qualify for a 5th year, students must demonstrate a willingness to succeed through engagement with their course work and consistent attendance. Parents/guardians may petition the high school for this option; however, it is up to the school principal to review and approve this option.

Alternative Graduation Options for Credit Deficient Multilingual Learners

If a student does not have enough credits to meet graduation requirements at a comprehensive high school, there are other options for a student to earn a diploma or a high school equivalency (HSE) credential.

However, given the available multilingual learner support at our Continuation High School, multilingual learners (under the age of 18) will need to meet each requirement to transfer to Baden High School. Though placement will be considered on a case by case situation.

Table 3.7 outlines these transfer requirements.

Table 3.7 Alternative High School Entrance Requirements for English Learners	
Age	16 - 18
ELPAC Score* or Years as an ML*	3 or 4 4+ years
Credits	Deficient

Table 3.7 Alternative High School Entrance Requirements for English Learners

Or the ability to access content	Moderate Language Support
---	---------------------------

If any student turns 18, they will be eligible to transfer to South San Francisco Adult School, including multilingual learners. At the Adult Education School there are classes dedicated to English Language Development. Students are able to earn a diploma from the Adult Education School if they are enrolled in the Diploma program. (Please contact Adult Education for more information).

If a student is 18, and in need of **50 or more credits** to earn a diploma, they will be counseled on their timeline for completion if they choose the diploma pathway or the option to join the high school equivalency credential path regardless of placement at either Baden High School or South San Francisco Adult Education. These students will take the HiSET exam. The HiSET exam is made up of 5 tests, available in Spanish and English, and does incur a fee. Students on the HiSET path will take a practice exam prior to taking the official HiSET exam.

Table 3.8 Specifies the requirements for each Diploma.

Table 3.8 Graduation Pathways		
Pathway	Requirements	Credits
Comprehensive High School Diploma	Required Courses: - History/Social Studies - (3 years) - English - (4 years) - Mathematics - (2 years - Alg 1 & Geometry) - Science - (2 years - Biology, Chemistry or Physics) - Visual and Performing Arts or World Language - (1 year) - Health - (1 semester)	220

	• Ethnic Studies - (1 semester) (State Req. beginning for 29-30 graduating class) • Financial Literacy - (1 semester) (State Req. beginning for 30-31 graduating class) • Physical Education - (2 years) • College-preparatory Elective - (1 year) Students must earn a D or better in all classes to earn credit for the course. This diploma DOES NOT meet A-G requirements.	
A-G	All students are eligible to graduate with a diploma that is A-G compliant. A-G Requirements: A. History/Social Studies - (2 years)* B. English - (4 years) C. Mathematics - (3 years - Alg 1 & Geometry) D. Science - (2 years - Biology, Chemistry or Physics) E. World Language (2 years) F. Visual and Performing Arts - (1 year) G. College-preparatory Elective - (1 year) Students must earn a C or better in all classes for the courses to qualify as A-G. Students must graduate from a Comprehensive High School. *SSFUSD requires 3 years of History/Social Science NOTE: SSFUSD requires 1 Semester of Health	220
State Minimum High School Diploma (AB 2121)	Newcomer or migrant students that enroll in SSFUSD as a Junior (11th grade) or Senior (12th grade) are eligible to earn a high school diploma under AB2121. The School site must notify the student and parent/guardian of the student's eligibility within 30 days of the student's enrollment into the school. Required Courses: • English - (3 years) • Mathematics - (2 years, including Alg. 1*) • History/Social Science - (3 years - World, US, Gov/Econ) • Science - (2 years - Biology and Physical Science) • Physical Education - (2 years) • World Language/Visual and Performing Arts/CTE - (1 year) • Ethnic Studies - (1 semester) (State Req. beginning for 29-30 graduating class)	130

	Financial Literacy - (1 semester) (State Req. beginning for 30-31 graduating class) This diploma DOES NOT meet A-G requirements. These students are still eligible to complete a 5th year if needed. *If the student completes Alg. 1 in middle school, they must still complete 2 years of Math - including Algebra	
Continuation High School Diploma	Required Courses: - History/Social Studies - (3 years - World, US, Gov/Econ) - English - (4 years) - Mathematics - (3 years - including Alg 1) - Science - (2 years - Life Science and Physical Science) - Fine Arts - (1 year) - Health & Safety - (1 semester) - Ethnic Studies - (1 semester) (State Req. beginning for 29-30 graduating class) - Physical Education - (2 years) - Elective* (25 credits) - Financial Literacy - (1 semester) (State Req. beginning for 30-31 graduating class) B. Successfully complete one year of Algebra or its equivalent C. Fifteen (10) hours of community service (senior year) D. Complete the California Assessment of Student Performance and Progress (CAASPP) E. Work Experience or additional community service may be substituted for elective credit Credits earned depend on the amount of work completed.	180

Dual Language Program

SSFUSD does not currently offer a Dual Immersion program; however, with the passing of Proposition 58 which states “beginning in July of 2017, if there are parents/guardians of 20 students in one grade level or 30 students school-wide who request a multilingual/biliteracy program, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site”, SSFUSD will be exploring the implementation of a Dual Immersion program.

California State Seal of Biliteracy

In order to encourage and recognize linguistic proficiency and cultural literacy, SSFUSD and the California Department of Education award the California State Seal of Biliteracy as an endorsement on a student's diploma to graduating seniors who can demonstrate proficiency in one or more languages in addition to English. The requirements to earn the California State Seal of Biliteracy are set forth by the California Department of Education.

To be eligible to receive the SSFUSD/State Seal of Biliteracy award upon graduation, applicants must:

Section I: Eligibility Criteria for a Student Whose Primary Language is English

Students must demonstrate proficiency in English and a world language other than English. To meet these requirements students must:

A) completed all English-language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 3.0 or above in those classes.

OR

passed the California Assessment of Student Performance and Progress (CAASPP) in ELA (administered in grade eleven), or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.

OR

Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

OR

achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

- B) Successfully complete the highest level offered of a World Language high school course of study and attain an overall grade point average of 3.0 or above in that course of study and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR

Pass an International Baccalaureate (IB) examination with a score of four or higher.

OR

Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.

OR

Pass a designated World Language Assessment at the Intermediate level*

*The school district must certify to the SSPI that the test meets the rigor of a four-year high school course of study in that foreign language and, at a minimum, assesses speaking, reading, and writing. If a student seeks to qualify for the SSB through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, the student must pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

Section II: Eligibility Criteria for a Student Whose Primary Language is not English

If the student is classified as an English Learner, in addition to the above requirements, they must meet the following academic requirements:

- A) Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC) (Overall Language Proficiency 4), or any successor English language proficiency assessment, kindergarten through grade twelve, inclusive.

OR

Earn a composite score of 4 for the Oral Language Proficiency (Listening and Speaking domains) of the English Language Proficiency Assessments for California (ELPAC).

For more information, please refer to the [CDE State Seal of Biliteracy Resources](#) website.

Monitoring of Student Progress & Reclassification

Chapter 4

Overview

Chapter 4 provides information about state and district assessments used in the South San Francisco Unified School District to monitor multilingual learner's academic and linguistic progress toward meeting benchmark expectations. Standardized and curriculum-embedded assessments are identified and described for grade level spans and instructional program types. This chapter also provides information about the district's reclassification processes and procedures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

IV. Standards, Assessment, and Accountability

EL 10: Reclassification

10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to the following:

- (a) Assessment of English language proficiency. (EC Section 313[f][1]; 5 CCR Section 11303[a])
- (b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificates with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
- (c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR section 11303[c])
- (d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d])

10.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation:

- (a) Language and academic performance assessments;
- (b) Participants in the reclassification process; and
- (c) Any decisions regarding reclassification. (5 CCR Section 11305)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C Section 6841 [a][4][5]; 5 CCR Section 11304)

EL ROAD MAP Connection:

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

Element 4.C: Coherency

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Assessments Used to Monitor Student Progress

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment: (1) Formative (assessment **for** learning) defined as the provision of “information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students’ specific needs and secure progress” (CA ELA/ELD Framework, 2014 – Chapter 8, p. 822); and (2) Summative (assessment **of** learning) intended to “provide information on students’ current levels of achievement after a period of learning has occurred” (CA ELA/ELD Framework, 2014 – Chapter 8, p. 823).

South San Francisco Unified School District monitors student progress at least annually, based on a set of state-mandated and district-adopted assessments. These assessments are used to determine English language proficiency as well

as to evaluate students' academic performance. They include, but are not limited to:

- State-mandated English language proficiency assessments: English Language Proficiency Assessment of California (ELPAC)
- Alternate ELPAC for students with the most significant cognitive disabilities.
- State-mandated summative assessments for English Language Arts and Mathematics: California Academic Assessment CAASPP
- State-mandated summative assessments for California Next Generation Science Standards (NGSS): CAST
- District-adopted summative and formative assessments aligned to Common Core State Standards: SSFUSD CFAs
- District-adopted summative and formative benchmark assessments

EL Roadmap Principle 3C (Reliable Assessments)

State-Mandated English Language Proficiency Assessments

Districts are required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English language proficiency for all students who have been previously identified as English learners. The current English language proficiency (ELP) assessment in California is the English Language Proficiency Assessments of California (ELPAC) and is aligned, as per federal and state laws, to the state-adopted CA 2012 ELD standards. It assesses students in four domains: Listening, Speaking, Reading, and Writing.

Parents/guardians will be notified of the student eligibility through the Notice of Summative Testing (See *Appendix*) prior to student assessment. Once scores become available, parents/guardians will receive the Notice of Summative

Student Score Report. Parents/guardians will then be able to access the student score report via the Parent Portal of the SIS.

Per the CDE, parents/guardians are unable to opt their student out of the Summative ELPAC or Summative Alternate ELPAC, unlike the CAASPP, regardless of whether the student is receiving English Language Development services or is dual identified.

Table 4.1 details how and when the annual state - mandated ELP assessments are administered in the South San Francisco Unified School District.

Table 4.1 English Language Development Proficiency Assessments (ELPAC)				
Assessment Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline and Personnel
Initial English Language Proficiency Assessments for California (ELPAC)	State Mandated Initial language assessment (aligned to the 2012 ELD standards)	K-12 Newcomer Structured English Immersion (SEI)	State and federal required assessment to determine the initial English language proficiency of students new to California public schools and may need help developing English proficiency. It measures the following domains: • Listening • Speaking • Reading • Writing	Initial: July 1-June 30 The Initial ELPAC must be administered within 30 calendar days after enrolling in a California public school to: 1. Students new to California Public Schools. 2. Students whose primary language is not English as determined by the Home Language Survey.
Summative English Language Proficiency	State Mandated Summative	K-12 Newcomer	State and federal required annual assessment designed to	Summative: (Site Staff, Site ML ToSA) Annually: February 1-May 31

Assessments for California (ELPAC)		Structured English Immersion (SEI)	measure how well English learner students are progressing with English language development in each of the four domains: • Listening • Speaking • Reading • Writing	The Summative ELPAC is administered annually during the assessment window to English learner students to: • Measure progress toward English proficiency • Help to determine if a student is ready to be reclassified.
Alternate Initial ELPAC *	State adopted Initial language assessment	K-12 Students with significant cognitive disabilities	Alternative language assessment designed to determine the initial English language proficiency of students with the most significant cognitive disabilities, new to California public schools and may need help learning in English. It measures the following domains: • Listening • Speaking • Reading • Writing Eligible students are those with an active IEP that designates the use of an alternate assessment	Initial Alternate ELPAC: July 1-June 30 The Initial Alternate ELPAC must be administered within 30 calendar days after enrolling in a California public school to: 1. Students new to California Public Schools. 2. Students whose primary language is not English as determined by the home language survey. 3. Students with an active IEP that designates the use of an alternate assessment
Alternate Summative ELPAC *	State adopted alternative assessment	K-12 Students with significant	Alternative language assessment designed to Assess	Summative: (Academic Specialist) Annually: February 1-May 31

		cognitive disabilities	language proficiency of students with the most significant cognitive disabilities who are also identified as English learners and whose active IEP designates the use of an alternate assessment	The Alternative Summative ELPAC is administered to dual identified students who have been identified through the IEP process to need this alternative assessment
--	--	------------------------	--	--

*California is a “one-for-all” state. If a student qualifies for one Alternated Assessment, they qualify for all.

District-Adopted Language Proficiency & Academic Benchmark Assessments

South San Francisco Unified School District utilizes district-adopted formative and summative assessments to monitor all students' language proficiency progress during each academic year. These assessments monitor English language acquisition for students in all multilingual learner instructional programs as compared to their English Only peers* to ensure every student is on target for meeting district and state proficiency-growth expectations. In addition to state-mandated assessments, district-adopted summative and formative assessments are given during the year to monitor students' academic progress in language arts and math. Curriculum embedded assessments in language arts are taken in English by multilingual learners in the Structured English Immersion (SEI) courses.

*If a student is dual-identified, meaning they have an active IEP, they are compared to other English Only peers with similar learning differences.

Table 4.2 specifies these assessments.

Table 4.2 District-Adopted Language Proficiency & Academic Benchmark Assessments				
Assessment Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline and Personnel
IXL LevelUp Diagnostic: Reading	Purpose Formative and to benchmark reading progress	6-12	The IXL LevelUp Diagnostic is a 60-90 minute, adaptive, computer-based, reading assessment, Aligned to the CCSS.	The benchmark will have 3 windows. September, January, and May.
English Standardized Assessments SSFUSD Common Formative Assessments (CFAs)	District-adopted Purpose Formative and to benchmark reading progress	K-12 ML students in U.S. Schools less than 1 year are exempt	K-12 assessment allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on CAASPP, and monitor student achievement on CCSS	Classroom Teacher

State-Mandated and District-Adopted Academic Achievement Assessments

The California Assessment of Student Performance and Progress (CAASPP) assessment system was established as a result of the passage of California Assembly Bill 484 (2013). Student performance in grades 3-8, & 11 is assessed in ELA and Math using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, multilingual learners who have been in the United States for less than 12 months at the time of the test

administration are exempt from taking the ELA portion of the CAASPP assessment.

In addition to ELA and Math, all students are required to take the state-mandated summative assessment for California Next Generation Science Standards (CAST). The online assessment is given to 5th & 8th grade students and once in high school. High school students may opt to take the CAST in 10th or 11th grade; however, it must be completed by 12th grade.

All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP Team (CA ELA/ELD Framework, 2014 – Chapter 8, p. 861). The California Alternate Assessments (CAAs) for English Language Arts (ELA) and Mathematics are given in grades 3-8, & 11. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp> (see Table 4.3).

Table 4.3 Academic Achievement Assessments

Assessment Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline and Personnel
CAASPP Smarter Balanced Summative Assessments (SBAC) for English Language Arts	State Mandated Summative	3-8, 11 <i>ML students in U.S. Schools less than 1 year are exempt from SBAC ELA only</i>	Online assessment system aligned to the common core state standards (CCSS) English Language Arts Mathematics	Classroom Teacher or Designee Annually: Spring
California Science Test (CAST)	State Mandated Summative	5, 8, & 12 (may be taken in 10 or 11)	Online Assessment based on the California Next Generation Science Standards.	Classroom Teacher or Designee Annually: Spring

Use of Assessment Data for Instructional Planning

Student assessment results are maintained in electronic form in the district student information system and the ML Program Management system, ELlevation. This allows for rapid access to results in a variety of formats. This system also allows for the retrieval of information related specifically to the progress of multilingual learners, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and intermediate grade-level course assignments. This information is used for a variety of purposes, including (but not limited to) information that relates to reclassification and identification of students in need of a language and learning review to ascertain approaches for differentiated instruction.

Teachers use the core language arts and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. State-mandated English Language Proficiency data (ELPAC), supplemented by other standardized or curriculum-embedded language proficiency assessments, are used for instructional grouping in Designated ELD at the elementary level, and student placement in Designated ELD courses at the intermediate and secondary level. Teachers use formative assessments in Designated ELD to identify areas of progress, grouping needs and modification of instruction to meet individual needs. CAASPP results for ELA and mathematics are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions. Grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of multilingual learners to appropriate interventions and additional language development support. Site administrators are responsible to monitor progress for all students.

Reclassification Criteria and Process

Reclassification is the process whereby a student is reclassified from English learner to fluent English proficient (RFEP). Local education agencies determine when the student has met the four criteria listed in Education Code (EC) Section 313 (f) in accordance with the California Department of Education (CDE).

Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.

Summative ELPAC Overall Performance Level (PL) 4 and Alternate Summative ELPAC Overall Performance level (PL) 3 have been established as the statewide standardized ELP criterion (1), and LEAs shall use Overall PL 4, or overall PL 3 for the Alternated Summative ELPAC, to determine whether a student has met that criterion. All other reclassification criteria (2–4) remain locally determined.

Criterion 2: Observation Protocol for Teachers of English Learners (OPTeL), as protocol created and recommended by the CDE for use by classroom teachers. SSFUSD teachers will conduct an observation of the student to determine their observed level of English proficiency. This criterion collects the teacher's input, but the teacher is not making the final decision as to whether the student should or should not be reclassified. The OPTeL in addition to a review of the pupil's curriculum mastery is housed in the district's current ML Program Management system, ELlevation. Districts continue to use locally determined criteria.

Criterion 3: Parental opinion and consultation. LEAs should continue using parental opinion and consultation per local policy to establish reclassification policies and procedures for Criterion 3. This is a consultation, but not a determining factor as to whether the student will be reclassified.

Criterion 4: Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is

English. If the student has an active IEP, then the student's performance will be compared to that of an English Only peer with similar disabilities. The LEA establishes the empirical range of performance in basic skills when setting the criteria for reclassification by taking into consideration the overall achievement goals set for all students.

For all dually-identified students, progress on IEP goals and objectives related to ELA may also be utilized to assist the team with measurement of progress towards English language proficiency, where district benchmark assessments may not be a true reflection of the student with a disability's skill set.

Adapted from the Reclassification Criteria listed at <https://www.cde.ca.gov/sp/el/rd/>

Criteria	Assessment Instruments	Min Req.	Grade Level	Administration Timeline and Personnel	Applicable Scores
1	ELPAC	Overall 4	K-12	Summative: (Site Staff & ELD ToSA) 1. Annually: February - May	FALL RFEP: Spring of previous year SPRING RFEP: Spring of current year
2	Teacher Evaluation (Curriculum Mastery) Basic Skills Or Observation Protocol for Teachers of English Learners (OPTEL)	Elementary: Secondary: AUG RFEP: Previous Year Final ELA Grade SEPT-DEC: 1st Quarter or Term ELA grade (C or higher) SPRING RFEP: 3rd Quarter ELA grade (C or Higher)	K-12	Completed Annually and used for Reclassification once criterion 1 & 2 are met as part of the reclassification process	RFEP: Teacher Observation using OPTEL and ELA Grade Level Proficiency

3	Parent/guardian Opinion	Parent/guardian is consulted and their opinion solicited if the parent/guardian cannot be reached after the LEA has demonstrated a good faith effort to contact the parent/guardian, the LEA may move forward with the reclassification.	K-12	Site staff member will contact the Parent/guardian	RFEP: The Parent/guardian must be contacted either by phone, online platform (e.g. ZOOM), or in person to discuss student progress and rec. for reclassification. Parents/guardians give input and consultation about the reclassification.
4	CAASPP SBAC- English language arts	An overall score of 2.5 at minimum	3-8, 11	Annually: (Classroom Teacher) Spring	FALL RFEP: Spring of previous year SPRING RFEP: Spring of previous year (if current year not assessed)
<u>Or</u> 4	CAA- English language arts	Level 2 (Foundational Understanding)	3-8, 11	Annually: (Classroom Teacher) Spring	FALL RFEP: Spring of previous year SPRING RFEP: Spring of previous year (if current year not assessed)
<u>Or</u> 4	IXL LevelUP Diagnostic: Reading Assessment	6th: 400F, 450S 7th: 500F, 550S 8th: 600F, 650S 9th: 700F, 750S 10th: 800F, 850S 11th: 900F, 950S 12th: 1000F, 1050S	6-12	3 Times a year: September, January, and May (Classroom Teacher)	FALL: Spring of previous year or September Score SPRING: May scores
<u>Or</u> 4	DIEBELS - 2025 only	3rd: 323-433 4th: 320-431; 2399 or higher on ELA SBAC 5th: 319-427; 2444 or higher on ELA SBAC *scores vary depending on time of year *K-2 students cannot be RFEP'd using DIBELS starting in 2026-26	K-5	3 Times a year: September, January, and May (Classroom Teacher)	FALL WINTER SPRING

SSFUSD's Steps for Reclassification

1. Site administrators or designee, with support and guidance from the Multilingual Learner Team, will monitor progress toward attaining RFEP criteria. Once a student earns a 4 on the Summative ELPAC or a 3 on the Summative Alternate ELPAC, and meets the threshold for the secondary basic skills assessment, the reclassification process will begin.

2. Site administrators or designee will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b])

- The Teacher recommendation is based on documented academic performance in English Language Arts (ELA).
- Other factors not related to academic success or English Language proficiency should not preclude students from reclassification.

3. Parent/guardian opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c])

- Site administrators or designee will provide notice to parents/guardians of their right to review RFEP data, seek parents/guardians opinion and consultation, and encourage participation during the reclassification process.
- Parents/guardians contact may be made *face to face or telephone, other video conference platform or through a letter signed by the parents/guardians.*
- Additional steps for encouraging parental/guardian involvement in the process may include:

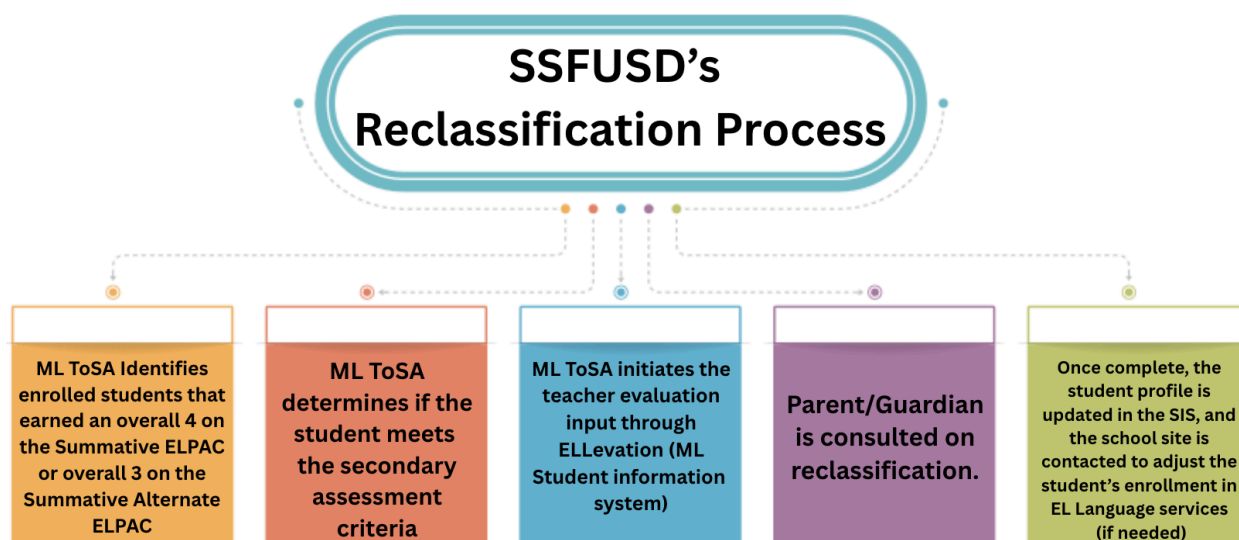
- o Inviting parents/guardians to a group meeting to explain that their child has met the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least four additional years. Students are also included in this meeting/celebration.

4. A site level team (including, but not limited to, the ML ToSA, site admin, and teacher) or designee will review the evidence of student performance data. The team or designee will:

- Review all the student performance data.
- Review the teacher observations and student work.
- Take into consideration any concerns raised by the parents/guardians.
- Take into consideration a recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.

If the recommendation is to reclassify, then the student is coded as "Exited EL", program enrollment is updated, and the correct flags are assigned in the district student information system. This allows district personnel to monitor reclassified students for four years to ensure proper placement and provide any necessary support for their continued success.

Figure 4.2 Overview of Reclassification Process



Reclassification of Dual Identified Students

First and foremost, the IEP team should consider a student's individual characteristics before determining whether a student with a disability can participate in general state assessments, with or without accessibility resources, or participate in the alternate assessments. Further, parents/guardians must be clearly informed if their child is being considered for alternate assessments, and if this could affect the student from completing the requirements for a regular high school diploma" (Code of Federal Regulations, Title 34, [34 CFR] Section 300.160 [d][1]).

Dual Identified students can be reclassified using 3 pathways:

1. Student demonstrates English proficiency (earning an overall 4) with or without accommodations on the Summative ELPAC
2. Dual Identified students with severe cognitive disabilities demonstrate English proficiency (overall 3) on the Alternate ELPAC

3. Student demonstrates English proficiency (earning an overall 4 on the Summative ELPAC) with domain exemptions*

Provision for Reclassification of Dual Identified Student with the Summative ELPAC

Dual identified students taking the Summative ELPAC will be reclassified using the same criteria and process as those identified as “EL” without an IEP. Dual identified students must earn an overall 4 on the Summative ELPAC to begin the reclassification process. In accordance with the student’s IEP, these students may require specific accommodations while completing the Summative ELPAC in order to earn an overall 4 required for reclassification. In other instances, some dual identified students’ learning differences may require one or two domain exemptions* to earn an overall 4. Any accommodations or domain exemptions afforded to the student must be included in their IEP and entered into the Special Education Information System (SEIS) by their case manager. A domain exemption should only be assigned if the student’s learning differences impact their participation in that domain, has a linguistically appropriate goal related to the domain, testing accommodations have not previously supported the student in fully demonstrating their English proficiency within that domain, and there is evidence of participation in a comprehensive ELD program (Integrated and Designated ELD).

If a student being considered for reclassification fails to meet the additional reclassification criteria within the expected time frame, the IEP team must determine if this is due to the nature of the identified student’s learning difference or their language development. If it is determined that the student does not meet the standard secondary assessment criteria, alternate proof of the student’s basic skills can be used, including the student’s progress on their

goals (relating to ELA) within the IEP. This decision must include consultation with a certified educator with English language development expertise (e.g. ML ToSA; ML Curriculum Specialist). The process for multilingual learners with disabilities will follow the recommendations available in the [California Practitioners' Guide for Educating English Learners with Disabilities\(PDF; 6MB; Posted 01-Jul-2019\)](#)

As mentioned, some dual identified students may require an extended amount of time to develop full English language proficiency as compared to English learners without disabilities. However, English learners with disabilities need to demonstrate fluent English proficiency on a standardized assessment in order to be considered for reclassification.

***Students can be exempt from a maximum of 2 domains, one from Oral Language (Listening or Speaking) and/or one from Written Language (Reading or Writing).**

[Alternate English Language Proficiency Assessment \(Alt. ELPAC\) Eligibility and Reclassification Requirements](#)

Dual identified students may only take the Alternate Summative ELPAC if they qualify for alternative assessments under the California Board of Education Guidelines (*see below for alternative assessment requirements*). They are fully expected to meet all criteria for reclassification whether through the standard or alternate pathway. Once completed, the Alternate Summative ELPAC will provide a performance level for the student. In order to initiate the reclassification process, the student must score within the Fluent English Proficient (3) range.

The IEP team, including a multilingual learner specialist, may use multiple criteria in conjunction with the four reclassification criteria to reach the most appropriate decision for each student.

Table 4.5 defines the Alternative ELPAC general performance level descriptors.

Table 4.5 Alternative Summative ELPAC General Performance Level Descriptors	
Performance Level	Descriptor
Fluent English Proficient (PL 3)	Students at this level have sufficient English language proficiency. They may need occasional linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner (PL 2)	Students at this level have moderate English language proficiency. They may need frequent linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner (PL 1)	Students at this level have minimal English language proficiency. They need substantial linguistic support to enable them to access adapted grade-level content in English.

For students with Individualized Education Plan (IEP) the following process should be followed:

- Determine whether the student qualifies or will qualify (K-2) for the California Alternate Assessments (CAAs)
- Students who qualify for the CAA qualify for Alternate English Language Proficiency Assessments for California (Alternate ELPAC)

**California is a "one-for-all" state, meaning if a student qualifies for one alternate assessment they qualify for all. I.e. If a student qualifies for the CAA, then by default they qualify for the Summative Alternate ELPAC.*

Here are three criteria that must be met:

1. The student has a significant cognitive disability.

2. The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring proficiency as identified in the 2012 ELD Standards.
3. The student needs extensive, direct individualized instruction and substantial support to achieve measurable gains in the grade-level and age-appropriate curriculum.

The following criteria *cannot* be used to determine eligibility for the Alternate ELPAC:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services the student receives
- Educational environment or instructional setting
- Percent of time the student receives special education
- Student identification as an EL; as with the percent of time a student receives special education, this is a consideration of how the student's English fluency may affect the student's performance—as opposed to their disability
- Low reading level/achievement level
- Disruptive behavior
- Impact of test scores on the accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment

Further information please refer to: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev> under the participation section

Follow-up Progress Monitoring of Reclassified Students

State and federal laws require four years of monitoring of students who have exited from English Learner (EL) status because they have been reclassified to Fluent English proficient (RFEP) status. (20 U.S.C. Section 6841 (a)(4)(5); California Code of Regulations, Title 5, Section 11304.)

South San Francisco Unified School District monitors the academic progress of students who have exited an ML program during the four year period to ensure that the students have not been prematurely exited, any academic deficits that are incurred are remedied, and they are meaningfully participating in the district's educational programs comparable to their never-EL peers.

Site-level administrators provide oversight of the progress monitoring of reclassified multilingual learners for their school site and maintain awareness of monitored students who are in need of academic support. After RFEP Progress Monitoring Forms (See Appendix - RFEP Monitoring Form) are completed by the teacher, the site administrator can collect the data and use it to inform program design, academic supports, and professional learning goals.

As part of the monitoring process, student performance on critical achievement and performance measures is documented. The progress monitoring form is completed by the students' teachers twice a year. If a student is not maintaining grade level academic proficiency, the teacher(s) will develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized diagnostic academic assessments

- Tutoring
- Specialized reading instruction
- Targeted English Language Development instruction
- Participation in targeted intervention provided by the school

The student's reclassification monitoring form is reviewed at each monitoring period, documenting continued progress toward proficiency in the content areas. After four years of monitoring, reclassification of the student is reviewed to determine that the student demonstrates sufficient progress. The monitoring forms documenting this progress are kept within the students ML data system profile and the monitoring is terminated. If a student does not make sufficient progress, intervention support will continue.

Furthermore, when an LEA's monitoring of an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation services have proven inadequate, LEAs should take affirmative steps to assess the student with a valid and reliable grade-appropriate test to determine if there is a persistent language barrier and must offer additional language assistance services (i.e., Integrated and Designated English language development, reading intervention, etc.) as needed.

Multilingual Learner Monitoring

Students classified as English learners will be monitored twice a year as required by federal law. Site-level administrators provide oversight of the progress monitoring of multilingual learners for their school site and maintain awareness of ML students who are in need of additional academic support. After ML Progress

Monitoring Forms (See Appendix - SSFUSD - OPTEL) are completed by the teacher, the site administrator can collect the data and use it to inform program design, academic supports, and professional learning goals.

The ML student's monitoring form is reviewed at each monitoring period, documenting continued progress toward proficiency. The monitoring forms documenting this progress are kept within the student's ML data system profile. If a student does not make sufficient progress, additional intervention support will be provided.

English Language Development: Designated & Integrated

Chapter 5

Overview

South San Francisco Unified School District's focus is to provide equitable access to grade-level curriculum through the implementation of a comprehensive English Language Development program of study and access to the additional core content areas for multilingual learners.

South San Francisco Unified School District's aim is to provide a comprehensive English Language Development program of study for Multilingual Learners in grades K-12. As part of the District's commitment to provide all students with 21st Century academic, linguistic, and intercultural skills, Chapter 5 provides research-based guidelines for district personnel to implement high quality programs and instruction for English Language Development across the disciplines, including alignments to the California curricular frameworks for the variety of typologies of English Learners.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

VII. Teaching and Learning

EL 14: ELD

14.0 As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

(a) Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR Section 11300 [a])

(b) Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed

academic instruction in English. (5 CCR Section 11300 [c])

14.1 ELD instruction must be designed for ELs to develop proficiency in English as rapidly and effectively as possible and to meet state priorities. (20 U.S.C. Section 6825 [c][1][A], EC sections 305, 306, 310; 5 CCR sections 11300 [a] and [c], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

14.2 Each LEA must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. (20 U.S.C. sections 1703 [f], 6825 [c][1][A]; F sections 300, 305, 306, 310; 5 CCR sections 11302[a], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

14.3 ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated for its effectiveness in overcoming language barriers. (20 U.S.C. Section 1703 [f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011; 5 CCR Section 11309)

VI. Opportunity and Equal Educational Access

EL 13: Language Acquisition Program Options and Parent Choice

13.0 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

13.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR Section 11309[c])

13.2 An LEA shall notify parents of the language acquisition programs and language programs available in the LEA. The notice must be included with other parent and guardian rights and responsibilities required by EC sections 48980 and 48981. Parents of pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice described above upon enrollment. The notice shall include all of the following:

- (a) A description of any language acquisition programs provided, including Structured English Immersion;
- (b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
- (c) The information set forth in section 5 CCR Section 11309[c];
- (d) The process to request establishment of a language acquisition program
- (e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

(EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

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

13.4 When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or

substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

(5 CCR Section 11311[h][3][B])

EL ROADMAP Connection:

Principal 2:

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

Element 2.A: Integrated and Designated English Language Development (ELD)

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).

Element 2.B: Intellectually Rich, Standards-based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element 2.C: High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Element 2.D: Access to the Full Curriculum

English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services.

Element 2.F: Rigorous Instructional Material

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

Overview and Guidelines for English Language Development Instruction

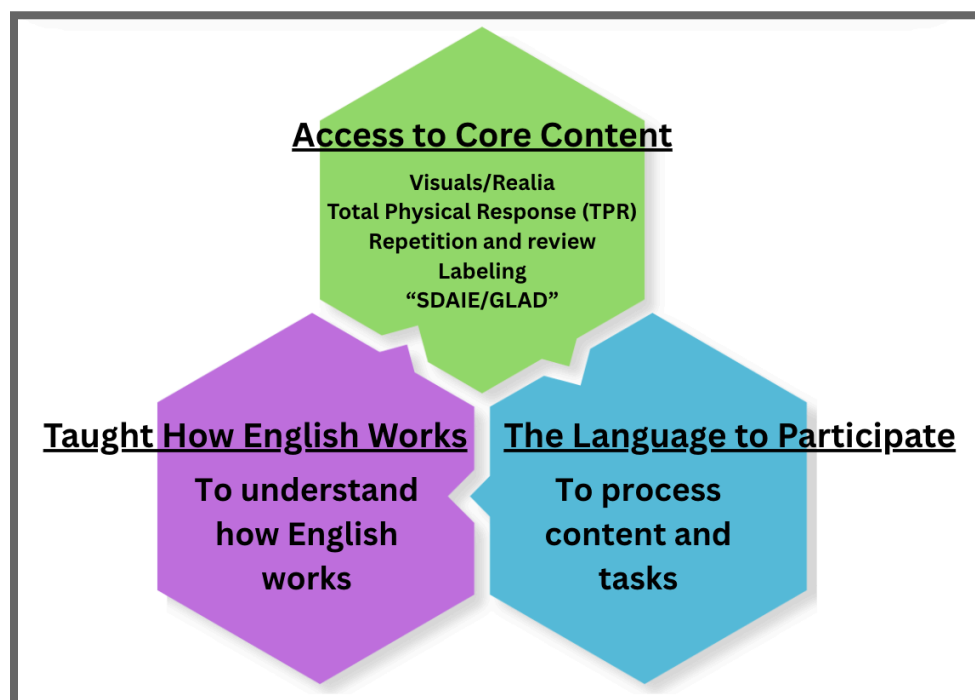
South San Francisco Unified School District remains committed to its dual obligation to provide a program for MLs designed to overcome language barriers and provide access to the additional core content areas. (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]) In SSFUSD, a Comprehensive ELD Program is provided and is comprised of both Integrated and Designated ELD (see ELA/ELD Framework Figure 2.19 below). As required by the Commission on Teacher Credentialing, all of our Multilingual Learners are taught by teachers fully authorized to provide specialized instruction to meet their needs. Designated and Integrated ELD are implemented in accordance with the *California English Language Arts/English Language Development Framework (2014)* as follows (Chapter 2, pp. 106-108; 115-116):

1. "Designated ELD is a protected time during the regular school day when credentialed teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, and knowledge abilities needed for content learning in English."
2. Integrated ELD refers to "ELD taught throughout the day and across disciplines. All teachers with MLs in their classrooms should use the CA ELD Standards in tandem with the content standards."

California ELA/ELD Framework Comprehensive ELD

The ELD Program is aligned with the 2012 [California English Language Development Standards](#). The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and complements and amplifies the English Language Arts CCSS. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Figure 5.1 Illustrates the three components of a robust and effective ELD program.



Designated English Language Development

Designated English Language Development is a core, systematic, explicit component of the Multilingual Learner’s total educational program and critical to their success. Further, Designated ELD instruction is standards-driven,

systematically planned, and follows a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. The purpose of designated ELD instruction is to actively engage students in learning English vocabulary and language structures. It is ideally designed to teach Multilingual Learners grouped by proficiency levels to maximize language acquisition outcomes. To help ensure instructional success, Designated ELD instruction K-12 should follow these five basic instructional principles:

- Each ML student is to receive daily ELD instruction:
 - 30 minute time block (elementary)
 - Full class period (secondary)
 - Instruction is focused on social and academic language development
 - Delivered by the credentialed classroom teacher or a credential staff member.
- Students are grouped for instruction by English proficiency level:
 - Early Emerging (1)
 - Late Emerging/Early Expanding (2)
 - Late Expanding (3)
 - Bridging (4)
- ELD instruction at each grade level must follow the 2012 CCSS ELD Standards:
 - **Part I: Interacting in Meaningful Ways**
 - Collaborative, Interpretive, and Productive Interactions
 - **Part II: Learning About How English Works**
 - Structuring Cohesive Texts
 - Expanding and Enriching Ideas

- Connecting and Condensing Ideas.
- **Part III: Using Foundation Literacy Skills**
 - As Appropriate
- Curricular materials for Grades K-12 utilizing the designated ELD lessons included in the district adopted English Language Arts program is highly recommended
- Follow best instructional practices:
 - Utilize research-proven language development teaching practices
 - Monitor ELD progress of each English Learner through formative assessment practices
 - Use English language development data to set appropriate instructional goals for students

Suggested Times for Designated ELD Instruction

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers (see Chapter 3) for all Multilingual Learners until such time as they reclassify as Fluent English Proficient (RFEP).

Table 5.1 shows the *minimum* designated ELD suggested instructional times.

Table 5.1 Recommended Time for Designated English Language Development Instruction	
Grade	Recommended Daily Minutes of Designated ELD Instruction
K-5	30 Minutes per day (150 minutes per week)
6-8	One period daily in addition to grade-level core English language arts for students who are at ELPAC Emerging and Expanding Levels For ELPAC Bridging - Daily ELD, leveled and specialized according to student's proficiency level; ELD may be designated part of another core content course
9-12	One period daily in addition to grade-level core English language arts for students who are at ELPAC Emerging and Expanding Levels For ELPAC Bridging - Daily ELD, leveled and specialized according to student's proficiency level; ELD may be a designated part of another core content course

The *2012 California ELD Standards* provides the expectations and descriptions of achievement at three levels of proficiency: Emerging, Expanding and Bridging. These standards address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient in the CCSS. In addition, the standards call for the acquisition of linguistic resources to be able to understand how English is used to structure text orally or in print and to communicate clearly. Thus, designated ELD focuses on developing skills to use English to “interact in meaningful ways” and on language itself to develop knowledge of how English works.

Although ELD lessons can be related to academic content, it is critical that the core purpose of this instruction, English language acquisition, be maintained. Designated ELD involves interaction to provide students the opportunity to

acquire English to communicate and collaborate with each other, rather than solely focusing on the language itself (grammar, syntax, coherence).

Grade level considerations for instruction in oral language, reading and writing for Designated ELD grouping include:

- Careful attention to the diversity of strengths and needs of MLs as they enter the District at different points in their school trajectory. Although many MLs enter in K or first grade, others enroll at later grades.
- Assessment of newly arrived MLs using the Initial ELPAC to determine their level of English language proficiency.
- Survey of their primary language literacy and degree of formal schooling (to the extent practicable) of students new to SSFUSD
- Consider the specific language development needs of Long-term ELs (LTELs) and students at-risk of becoming LTELs who have not made adequate progress toward language or academic goals even though they have been in U.S. schools for at least 5 years.

Depending on these factors, the main instructional emphasis of designated ELD will vary. For example, for MLs with low literacy skills in their primary language and no or little formal schooling, designated ELD instruction should emphasize oral language development and foundational skills. On the other hand, the specific needs of LTELs must be addressed during designated ELD by targeting their instructional and linguistic gaps.

Designated ELD instruction emphasizes the simultaneous development of oral language skills and abilities and the use of the academic language of different text types and curricular disciplines. At the Expanding and Bridging levels of

proficiency, English Learners generate increasingly more sophisticated and complex oral and written texts (productive mode) as they move towards full proficiency in English.

Table 5.2 outlines the instructional emphasis of ELD at each grade level.

Table 5.2 Main Instructional Emphasis of Designated ELD			
Grades K-1	Grades 2-5	Grades 6-8	Grades 9-12
California ELA/ELD Framework - K-1*	California ELA/ELD Framework - 2-3* California ELA/ELD Framework - 3-5*	California ELA/ELD Framework - 6-8*	California ELA/ELD Framework - 9-12*
Oral Language Development	Oral Language Development - Registers of English	Reading and Writing of Different Text Genres	Reading and Writing of Different Text Genres
Collaborative Conversations	Collaborative discussions based on content areas and/or different text types	Collaborative discussions based on content areas and/or different text types	Collaborative discussions based on content areas and/or different text types
Social and Academic Vocabulary Development	Academic Vocabulary Development	Academic Vocabulary and Language Development	Academic Vocabulary and Language Development
Reading and Actively Listening from Simple and Complex Texts	Reading: Analyzing how English works in different text genres and content areas	Interpretive Mode (Listening and Reading) in English: Analyze and evaluate how authors structure arguments, informative/explanatory texts and narratives	Interpretive Mode (Listening and Reading) in English: Analyze and evaluate how authors structure arguments, informative/explanatory texts and narratives
Analyzing and Writing Cohesive Stories	Speaking and Writing: Develop well-organized, and cohesive extended texts (beyond the sentence level) Communicate clearly ideas/information/events	Speaking and Writing Across Genres and Content Areas: Produce Complex, well-organized, and cohesive extended visual, oral, and written texts Use discipline-specific knowledge to communicate clearly ideas/information/events	Speaking and Writing Across Genres and Content Areas: Produce Complex, well-organized, and cohesive extended visual, oral, and written texts Use discipline-specific knowledge to communicate clearly ideas/information/events
*Click on embedded link to access to grade-specific chapters of the California ELA/ELD Framework.			

As illustrated in Table 5.2, designated ELD instructional time is spent in listening, speaking and collaborating as ways of using, understanding and creating oral and written texts in English. The California ELD Standards identify the interpretive, productive and collaborative modes, as well as considerations for language skills needed across proficiency and grade levels. This requires the application and understanding of the processes that need to occur as language is used for different audiences and to generate different text types.

Students Grouped for Instruction by Proficiency Level

The optimal goal of instructional grouping is one English Learner proficiency level per group. Grouping more than two consecutive ELPAC levels is not recommended unless there is no other option. Current research indicates that mixed proficiency grouping is an ineffective model of ELD instruction. The Summative English Proficiency Assessment for California (ELPAC) provides general Performance Level Descriptors (PLDs) that take into account the categories of Emerging, Expanding, and Bridging described on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12\(PDF\)](#). Although the ELPAC Performance Level Descriptors are highly correlated to the ELD Standards Proficiency Levels, this is not a one to one correlation as the ELPAC Performance Level descriptors describe for levels of performance, and the ELD Standards Proficiency Level descriptors describe three levels of proficiency. The correlation between these two descriptors has been succinctly summarized in Table 5.2 taken from page 13 of *The English Learner Toolkit of Strategies*. This table provides further information on the importance of grouping ML students by proficiency because of the levels of support that they need as they progress through the stages of language

acquisition. The levels of support range from substantial in the beginning stages of English language proficiency to light in the more well-developed stages of language proficiency.

Figure 5.2 ELPAC Performance Level & ELD Standards Proficiency Level Descriptors.

The English Learner Toolkit of Strategies, March 2020 (CISC-Curriculum and Instruction Steering Committee)

ELPAC Performance Level & ELD Standards Proficiency Level Descriptors				
ELPAC Performance Level	Level 1: Minimally Developed	Level 2: Somewhat Developed	Level 3: Moderately Developed	Level 4: Well Developed
	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.	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.	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.	English learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
ELD Standards Proficiency Levels	Emerging	Expanding	Bridging	
	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.	
Level of Support	Substantial	Moderate	Light	
	Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	

Instructional Grouping for Elementary Schools (Grades K-5)

The optimal goal of instructional grouping in elementary grades is one English Learner proficiency level per group. Grouping more than two consecutive ELPAC levels is not recommended unless there is no other option. Current research indicates that mixed proficiency grouping is an ineffective model of ELD instruction (Dutro, Kinsella, Olsen). The specific plan for accomplishing Multilingual Learner instructional grouping will be decided at the school level,

based on an analysis of the English proficiency levels of students enrolled at the school.

However, the span may be one level plus one if necessary to accommodate grade levels or school sites with smaller numbers of Multilingual Learners. ELD groups are formed by teachers and the administrator at the site, using student performance on the ELPAC, ELD placement/progress assessments, as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available. The Assistant Superintendent of Teaching and Learning, in coordination with the Multilingual Learner Services Team, will ensure that each school site receives support with the ELD grouping process. The ultimate goal is to advance all Multilingual Learners to at least the next proficiency level by the end of each academic year.

Instructional Grouping for Intermediate and Secondary Schools (Grades 6-12)

Different typologies of ML students must be considered when grouping for instruction in intermediate and secondary schools:

- **Newcomer-** Newly arrived (twenty-four months or less) Multilingual Learner who is literate in his/her primary language, comes with little or no schooling, or has a novice level understanding of English.
- **Normative** - Multilingual Learner who came from a U.S. elementary or intermediate school, has been attending school in the U.S. for no more than 5 years, and is making normative progress.
- **At-Risk of Becoming Long Term English Learner** - Multilingual Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades three through twelve, scores at ELPAC Emerging Level and scores in the fourth

year at the “*Not Met*” or “*Nearly Met*” levels on the state required ELA standards-based achievement test. (EC 313.1)

- **Long Term English Learner** - Middle or High school Multilingual Learner who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC and at the “*Not Met*” or “*Nearly Met*” levels on the state required ELA standards-based achievement test. (EC 313.1)

Table 5.3 below illustrates the sequence of ELD courses to group the different student profiles of Multilingual Learners in Grades K-5.

Table 5.3 Designated ELD Course Sequence, Grades K-5	
Newcomer	Summative ELPAC Overall Score 1 Emerging or Initial ELPAC Novice Groups 3-5 times per week: 30-45 minutes Newcomer ELD
EL Students making Normative Progress	ELPAC Overall 1 -4 Emerging - Bridging Grade Level DELD 150 minutes per week
Long Term English Learners (LTELs) and “At-Risk” of Becoming LTEL	Not currently addressed

Table 5.4 below illustrates the sequence of ELD courses to group the different student profiles of Multilingual Learners in Grades 6-8.

Table 5.4 Designated ELD Course Sequence, Grades 6-8		
Newcomer	ELPAC Overall Score 1 or 2 Emerging or Low Expanding One Period Daily Course: Newcomer ELD	ELPAC Overall Score 3 or 4 High Expanding or Bridging One Period Daily Grade Level ELD: ELD 6, ELD 7, ELD 8
EL Students making Normative Progress	ELPAC Mid-Expanding One Period Daily	ELPAC Overall Score 3 or 4 High Expanding or Bridging

	Grade Level ELD Course: ELD 6, ELD 7, ELD 8	One Period Daily Grade Level ELD Course: ELD 6, ELD 7, ELD 8
Long Term English Learners (LTELs) and “At-Risk” of Becoming LTEL	No course currently offered	

Table 5.5 below illustrates the sequence of ELD courses to group the different student profiles of Multilingual Learners in Grades 9-12.

Table 5.5 Designated ELD Course Sequence, Grades 9-12		
Newcomer	ELPAC Overall Score 1 or 2 Emerging or Low Expanding One Period Daily Proficiency Levelled ELD: Course: ELD Lab 1	ELPAC Overall Score 2, 3 or 4 High Expanding or Bridging One Period Daily Proficiency Levelled ELD: Course: ELD Lab 2, ELD Lab 3 ELD Lab 4
EL Students making Normative Progress	ELPAC Overall Score 1 or 2 Emerging or Low Expanding One Period Daily Proficiency Levelled ELD: Course: ELD Lab 2, ELD Lab 3	ELPAC Overall Score 3 or 4 High Expanding or Bridging One Period Daily Proficiency Levelled ELD: Course: ELD Lab 3, ELD Lab 4
Long Term English Learners (LTELs) and “At-Risk” of Becoming LTEL	ELPAC Overall Score 1 or 2 Emerging or Low Expanding One Period Daily Proficiency Levelled ELD: Course: ELD Lab 4	ELPAC Overall Score 3 or 4 High Expanding or Bridging One Period Daily Course: Controversial Issues in America (I & II)

As explained in Chapter 6 of the 2014 ELA/ELD Framework, ML adolescents are expected to understand increasingly complex language and language structures as they progress through the intermediate grades (Grades 6-8). Therefore, it is imperative for teachers to create learning environments during designated ELD which are rich in both interpretive and productive language practices that support Multilingual Learners in accessing the language and academic demands of core content standards.

EL Roadmap Principle 2F~ (Rigorous instructional materials)

Designated ELD is most frequently a class period in middle school with the exception of Newcomer Programs where designated ELD happens for a more extended period of time. However, regardless of the program design, designated ELD should be seen as a protected time rather than a place. In addition to supporting the language development needs of the ML population, this protected instructional time needs to follow a logical scope and sequence. What is taught during designated ELD needs to build into and from content instruction. The approach taken to support the differentiated language needs of ML students, should be varied to match the English language proficiency of the students.

EL Roadmap Principle 2G ~ (Research-Based language support programs)

EL Roadmap Principle 2B ~ (Intellectually rich, standards-based curriculum)

Promoting Collaborative Discussions about Content

A key feature of both the CCSS and ELD Standards is an emphasis on collaborative tasks that promote rich discussions. The ELD standards in Part I-Collaborative Mode and Chapter 2 of the CA ELA/ELD Framework, [2014 ELA/ELD Framework](#), provide guidance for supporting MLs in developing and refining their abilities to participate in academic discussion. For example, providing sentence stems or frequently used phrases, protocols/rules for participation and collaborative structures allow MLs to actively contribute to the discussions.

Supporting Comprehension and Interpretation of Complex Texts

Understanding the profiles of MLs at the different proficiency levels allows teachers to provide the necessary support for students to interact with complex

text. Part II of the ELD Standards – *Learning How English Works* - along with the Framework provides guidance in planning a structured approach to analyzing the language in a text. This is so MLs may gradually grow in their understanding of how different language resources are used to make meaning, e.g., text structure, figurative language, general and specific vocabulary.

EL Roadmap Principle 2C ~ (High expectations)

Supporting Academic Writing and Speaking

Part II of the ELD Standards also offers critical guidance in how to support MLs at the different proficiency levels in writing narrative, informational and argument/opinion texts and in formal speaking. For example, MLs need to understand how texts are built before they move into the writing process. Linguistic and cognitive scaffolds such as graphic organizers and paragraph frames can prepare students to develop a draft of an essay. Models or master texts are read and studied to understand the way they are structured and organized. Additionally, a variety of language resources can be used to build cohesion in the oral and written texts ([2012 ELD Standards](#)).

Multilingual Learners Making Normative Progress

Students who are making “normative progress” are typically showing expected growth on the ELPAC at the rate recommended by the state.

In the intermediate and secondary grades (6-12), student placement in a Designated ELD course level is based on initial or annual assessment scores on the ELPAC. The DELD course placement is flexible with respect to duration, in order to allow a student to move during the year, when assessment results indicate the student is ready.

Change in ELD course placement will be based on the following:

- ELPAC
- Course performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Long-Term English Learners, Grades 6-12

AB 2193 was signed into law in September 2012 adding EC 313.1 and 313.2 to California's Education Code. A Long-Term English Learner (LTEL) is defined in EC 313.1 as an Multilingual Learner who meets the following:

- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC;
- and Scores "*Does Not Meet*" or "*Nearly Met*" on the English Language Arts standards-based achievement test

A Multilingual Learner at risk of becoming an LTEL meets the following description:

- Is enrolled in any of grades three to twelve, inclusive;
- In schools in the United States for four to five years;
- Scores at the Somewhat to Moderately Developed level or below on the ELPAC and
- Scores in the fourth year at "*Does Not Meet*" or "*Nearly Met*" basic level on the English Language Arts standards based achievement test

Olsen's (2010) research report, *Reparable Harm* points to the need for a dedicated class and curriculum that addresses the unique needs of LTELs. These students often have the English oral skills to function in the everyday world outside the classroom but lack the academic language skills necessary to succeed in the school setting.

The typology for LTELs further categorizes these students into two groups with specific needs:

1. LTELs whose literacy skills are three or more years below grade level.
2. LTELs who have not met all the reclassification criteria and need further development of academic oral language and expository writing.

In South San Francisco Unified School District specific designated ELD courses have been designed to meet the needs of ML students identified as LTEL as well as those identified as “*at-risk*” of becoming LTEL. These courses utilize state-adopted, standards aligned instructional materials organized specifically to address the needs of LTELs and students *at-risk* of becoming LTELs. In addition, these students enroll in their grade level English Language Arts course.

The courses incorporate these essential components identified by Olsen for an effective LTEL course:

- Consistent academic routines
- Goal setting: understand why they are and where they are as Multilingual Learners as well as what it means

- Community and Relationships: explicit confidence building strategies, knowing how they are performing, allowing for student voice and input, etc.

At intermediate schools lacking sufficient numbers of LTELs to offer both courses, the site administration and counselors carefully consider the needs of students who do not meet the placement criteria and will identify a setting in which the student will receive the designated ELD instruction that best meets his or her language needs and provides the needed support.

LTELs who are enrolled in these specialty designated ELD courses should be carefully monitored with the support and collaboration of the District ML ToSA team. Students who complete these courses and do not meet the reclassification criteria need to be considered on an individual basis for specific interventions.

English Language Development for Multilingual Learners with Disabilities

Dual Identified students (multilingual learner students with an active IEP) shall receive English Language Development support in addition to their Special Education services as outlined in the student's IEP. When a multilingual learner qualifies for Special Education services, linguistically appropriate goals and objectives (LAGOS) are written as part of the student's IEP. Goals written for dual identified students should relate only to their learning differences, as learning a language is not a disability.

Additionally, the IEP team must identify the setting in which Dual Identified students will receive their designated ELD services. These services can be provided in a special education or general education setting. Bilingual Instructional Assistants may be assigned to the program to provide direct support to Multilingual Learners with an IEP under the supervision and guidance of the classroom teacher.

Fortunately, our new ELD standards acknowledge that a more comprehensive model for subject-matter instruction is required. Through professional development opportunities on ELD best practices, the new ELD standards, and integrated ELD workshops (e.g. Be GLAD® professional learning, CRLP, Integrated ELD Cohort), teachers and staff will be supported with providing MLs with support through the integrated ELD model.

Monitoring Student Progress in English Language Development

South San Francisco Unified School District employs a summative and formative assessment system to monitor and support student progress in English Language Development (Please see Chapter 4: Monitoring of Student Progress and Reclassification).

The following assessments are used to evaluate the progress of Multilingual Learners in acquiring English language proficiency:

1. **Summative Assessment (State-mandated):** English Language Proficiency Assessment of California (ELPAC)

2. **Summative Assessment (District-adopted; state mandated):** Curriculum Embedded Standardized Assessment in English language arts, and the annual Smarter Balanced ELA assessments
3. **Summative and Formative Assessment (District-adopted):**
Curriculum-embedded assessments from the Designated ELD materials.

Student placement at a given ELD level is based on initial assessment scores on the ELPAC for new students, annual ELPAC, or other district language proficiency assessments. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the ELD standards are promoted to the next level or exited from the program once they have met all reclassification criteria. Students may need to remain at a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace and must be able to move up to the appropriate Designated ELD levels whenever necessary. They should not have to wait until the end of a trimester/semester or course in order to move levels. Change in Designated ELD levels will be based on the following:

1. ELPAC progress
2. Designated ELD curriculum-embedded assessments
3. Classroom performance/Teacher recommendation
4. Students who meet or exceed benchmarks as evidenced by trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher levels of ELD.

Integrated English Language Development Instruction

EL Roadmap Principle 2D ~ (Access to full curriculum)

The 2012 [California English Language Development Standards](#) were designed to be used alongside all academic content standards, ensuring multilingual learners (MLs) have full access to a well-articulated, standards-based core curriculum (California English Learner Roadmap, Principle 2A).

Integrated ELD is the second component of the District's Comprehensive ELD Program and occurs throughout the school day and across all disciplines. Its purpose is twofold:

1. to provide MLs with access to grade-level content, and
2. to develop students' proficiency in the academic language, discourse, and text structures specific to each subject area.

Instruction must include systematic, explicit language development strategies (e.g., Be GLAD, CRLP) and may incorporate primary language support as needed to ensure access to the core curriculum.

Responsibilities Across Grade Spans

- Elementary (K–5): Classroom teachers teach all core subjects and must ensure MLs can access grade-level content through Integrated ELD strategies.
- Middle and High School: Content-area teachers must incorporate Integrated ELD within their instruction to make disciplinary content comprehensible and promote academic language growth.

Integrated ELD Requirements in a Structured English Immersion (SEI) Program

Instruction delivered in English to multilingual learners must:

- Include Integrated ELD instructional strategies.
- Maintain equal rigor and ensure comprehensibility of academic coursework provided to RFEP and never-EL students.
- Address all essential subject-matter standards.
- Provide primary language support when needed.
- Promote acquisition of academic language guided by the ELD Standards.
- Be delivered by a credentialed teacher providing specialized instruction for English learners.

Connection Between Language and Disciplinary Knowledge

A multilingual learner students' ability to learn discipline-specific content depends on their ability to use English to interpret, analyze, produce, and discuss ideas in that discipline. Therefore, ELD instruction cannot be limited to Designated ELD time. While Designated ELD teaches "How English Works," Integrated ELD ensures MLs can use English to access, understand, and communicate grade-level content. Without explicit language support in content areas, students are unable to meet academic expectations, even with Designated ELD alone.

To fully support MLs, teachers must use the ELD Standards and the CCSS for Literacy *in tandem* with core content standards, providing appropriate language scaffolds for collaborative, interpretive, and productive tasks across the four language domains: reading, writing, listening, and speaking.

Interdisciplinary Instruction and Shared Responsibility

The ELA/ELD Framework emphasizes that language development occurs through rich engagement with content in all subject areas. Reading, writing, listening, and speaking function as tools for learning content and for developing language. Therefore, the responsibility for ELD is shared across:

- Grade levels (elementary)
- Departments (middle and high school)

Collaborative planning is required to ensure that content instruction and language development are intentionally interconnected.

Practices that Promote Academic Language Development

Research-based strategies from the CA ELA/ELD Framework include:

- Planning lessons with clear content and language objectives.
- Selecting rich texts and topics worth discussing and writing about.
- Posting and modeling phrases that support turn-taking, elaborations, and extensions.
- Charting domain-specific vocabulary for use in discussion and writing.
- Designing collaborative structures that require purposeful use of disciplinary vocabulary.
- Providing open sentence frames that support extended academic discourse.
- Modeling how language resources support meaning (e.g., how evidence is cited in argumentation).
- Analyzing text structures and cohesive devices (e.g., transitions, syntax).
- Leveraging students' primary language knowledge (e.g., cognates).

In Integrated ELD, students engage with diverse text types and participate in collaborative, interpretive, and productive tasks while receiving the language scaffolding necessary to access content and express complex ideas (ELD Standards Part I & II).

EL Roadmap Principle 2A~ (Integrated ELD)

Other Considerations for Providing Access to Content

Saunders (2010), stipulates that the primary goal of integrated ELD, or sheltered instruction, is to teach the skills and knowledge identified in the content area standards (CCSS, Mathematics, Science/NGSS, etc.) and frameworks. Critical language acquisition strategies that make instruction comprehensible and meaningful to MLs, must take into account a multilingual learner's proficiency level and the linguistic demands of the lesson. Examples of such strategies are derived from research:

1. Contextualizing instruction—liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning
2. Using language modifications such as pause time, questioning, pacing and highlighting
3. Using task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts)
4. Using culturally and linguistically responsive content teaching approaches
5. Avoiding the use of idioms and cultural references without explanations

6. Using accommodations in the learning environment (such as slowing the pace, repetition, chunking information) in order to maximize the number of students able to access the content
7. Providing opportunities to summarize key learning and ideas, e.g., co-constructing concept charts
8. Emphasizing the major ideas or organizing principles that underlie the content
9. Checking for understanding frequently
10. Tapping into prior knowledge from previous learning or personal experience
11. Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals and analysis of student work;
12. Providing access to large collections of appropriate age-level literature and informational texts within the student's assessed Zone of Proximal Development

EL Roadmap Principle 2D~ (Access to the full curriculum)

Instructional Materials for Integrated English Language Development

In addition to district-adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts and media that facilitate comprehension and increase access to the content may be utilized.

Table 5.6 Outline the Integrated EL courses offered at the Intermediate Levels.

Table 5.6 Integrated ELD Course Sequence, Grades 6-8		
Newcomer*	ELPAC Overall Score 1 or 2 Emerging or Low Expanding	ELPAC Overall Score 3 or 4 High Expanding or Bridging

	One Period Daily Grade Level Course: EL Math EL English Language Arts One Period Alternating Days Course: EL Science EL History	General Ed Grade Level courses, in which other EO students are enrolled One Period Daily Courses: Math English Language Arts One Period Alternating Days Courses: Social Science Science
EL Students making Normative Progress	ELPAC Overall Score 1, 2, 3, or 4 General Ed courses, in which other EO students are enrolled One Period Daily Courses: Math ELA One Period Alternating Days Courses: Social Science Science	
Long Term English Learners (LTELs) and “At-Risk” of Becoming LTEL	No course currently offered	

Table 5.7 Outline the Integrated EL courses offered at the Secondary Levels.

Table 5.7 Integrated ELD Course Sequence, Grades 9-12		
Newcomer*	ELPAC Overall Score 1 or 2 Emerging or Low Expanding One Period Daily Course: EL Algebra I EL Geometry EL ELA – Emerging EL Modern World History EL US History EL Biology EL Earth Science	ELPAC Overall Score 3 or 4 High Expanding or Bridging One Period Daily Courses: General Ed courses, in which other EO students are enrolled <i>Students will be clustered into similar periods when possible</i>
EL Students making Normative Progress	ELPAC Overall Score 1 or 2 One Period Daily Course: EL Algebra I EL Geometry EL CP ELA - Grade Level EL Modern World History EL US History EL Biology EL Earth Science	ELPAC Overall Score 3 or 4 High Expanding or Bridging One Period Daily Courses: General Ed courses, in which other EO students are enrolled <i>Students will be clustered into similar periods when possible</i>
Long Term English Learners (LTELs) and “At-Risk” of Becoming LTEL	One period Daily Courses: General Ed courses, in which other EO students are enrolled <i>Students will be clustered into similar periods when possible</i>	
Note: Students may take the EL courses as long as they are designated ML and are in need of the intensive support offered.		

*The sheltered EL courses offered at Middle and High School are limited to our schools that house the designated Newcomer Programs. Newcomers enrolled at the other sites are provided language support in general Ed courses and receive designated ELD in a course or within a designated class period.

Use of Primary Language in Instruction

Research shows that the use of primary language can have a positive effect on the performance of Multilingual Learners in English and the home language (Dolson & Burnham, 2011; Collier & Thomas, 2000; Francis, Lesaux, & August, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Primary Language Support

Primary language support for MLs is defined as the use of students' home language to facilitate understanding of core content that is taught in English for MLs in Structured English Immersion programs. As per the EL Roadmap, adopted by the California Department of Education in 2017, California has entered a new era of Multilingual learner education that embraces linguistic diversity as an asset while providing the support necessary to allow Multilingual learners access to an *intellectually rich and engaging curriculum*. The use of the first language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low proficiency, can benefit from such strategies delivered in their primary language.

The following provisions are provided for primary language support when instruction is in English:

1. When the teacher is not bilingual a trained bilingual paraeducator may assist in the provision of targeted primary language support (Currently, only possible for students whose primary language is Spanish).
2. For students with grade level literacy skills in their primary language, a core textbook could be provided (if available). Bilingual dictionaries, trade books and other support materials could also be provided.

3. Attention to and deliberate instruction of transferable skills such as cognates and prefixes and suffixes by the certificated teacher.

EL Roadmap Principle 2E ~ (Home language)

Flexibility of Programing to Meet Student Needs (K-12)

This section specifies considerations for flexible programming for distinct groups of multilingual learners in the South San Francisco Unified School District to ensure all multilingual learners have equitable access to core content and designated supports for success. For additional detailed information of appropriate placement of ML students, see Chapters 3 (Instructional Program Options).

Newly Arrived Well Educated Multilingual Learners

These students may or may not have had some exposure to formal schooling. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the possible exception of English Language Arts. At the intermediate and secondary school level, students at ELPAC levels Emerging (Beginning) - Low Expanding (moderately developed) typically benefit from a Structured English Immersion placement or may be candidates for placement in a Newcomer English Language Development program (6-12). When considering placement, keep in mind the following:

ELPAC Emerging

1. Year-long leveled ELD - Minimum 1 period daily
2. Sheltered courses at the skill level of the student based on primary language assessment
3. Electives that are non-language dependent.

ELPAC Expanding and above students in intermediate and secondary schools will need:

1. Year-long leveled ELD - Minimum 1 period daily
2. Academic content classes taught through Integrated ELD
3. Electives (choice not limited by language proficiency level).
4. These students require a specialized course of study (see Chapter 3, Table 3.3), and progress should be monitored in order to assign formal interventions that address both language and academic needs

Newly Arrived Under-Schooled Multilingual Learners

Immigrant students with little or no prior schooling typically score at the initial levels of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. Moreover, the lack of proficiency in English (Emerging and Low Expanding) makes it difficult to access the core content and accelerate the acquisition and learning of English. The Newcomer Program would be appropriate for many of these students.

At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical. In this model, newcomer Multilingual learners may be clustered together in a classroom or for language arts instruction.

In intermediate and secondary schools, students in this category will have access to an academic program with the following features:

1. Year-long leveled ELD – Minimum 1 period daily

2. Integrated ELD during content instruction
3. Electives that are less language dependent in the beginning years

Long-Term English Learners

2013 California Education Code 313.1. a & b defines a Long-term English Learner as "an English Learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. Long Term English Learners often have high oral fluency in English, and in some cases have attained a "reasonably fluent" level of proficiency, but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regard to the student's educational history, in order to determine if the student's performance is related to his/her level of English language development, or to other issues that affect academic performance:

1. The student's number of years in U.S. schools
2. The quality and consistency of ELD instruction the student has had
3. The consistency of the student's instructional program
4. These students require a specialized course of study (see Chapter 3, Table 3.3), and progress should be monitored in order to assign formal interventions that address both language and academic needs

Professional Development

In order to ensure that core content instruction is presented in a manner that is comprehensible to Multilingual learners, a variety of strategies are incorporated

into classroom instruction. Professional development for teachers focuses on the areas that are detailed in Chapter 7: Staffing and Professional Learning. Table 5.7 illustrates how the ML Department has organized its professional learning themes.

Table 5.8 Professional Development Focus Areas for Access to Core Content	
Focus Areas	Lesson Purpose, Content, and Organization
CCSS/ELD	Purpose: To integrate appropriate grade level ELD CCSS in lessons Content: Acquisition of critical language development skills Organization: Integration of ELA/ELD standards during instruction
Designated ELD	Leveled ELD Purpose: Provide a protected time during the school day in which teachers use the ELD standards to promote second language acquisition of listening, speaking, reading, and writing Content: Follows scope and sequence of language skills in functional contexts Organization: Level of English Proficiency
Integrated ELD	Purpose: A time in which teachers with MLs in their classroom use the California ELD standards in tandem with CA CCSS for ELA literacy to provide access to grade level content instruction. Content: Grade level content objectives and standards Organization: Scaffolding strategies are integrated into lessons to ensure that language demands do not interfere with student's ability to access grade level content material.

Staffing & Professional Learning

Chapter 6

Overview

Chapter 6 details certification requirements and staffing procedures for providing instruction to multilingual learners in the South San Francisco Unified School District. Additionally, essential components of the district's professional learning program are presented.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

V. Staffing and Professional Development

EL 11: Teacher EL Authorization

11.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations.

(20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

EL 12: Professional Development Specific to English learners

12.0 Each LEA must provide professional development (PD) specific to the implementation of programs for ELs.

12.1 Each LEA must provide sufficient PD to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011–1013)

12.2 PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- (a) Designed to improve the instruction and assessment of ELs;
- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])

EL ROADMAP Connection:

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 learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Elements 3.D: Capacity Building

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

Authorization Requirements

In the South San Francisco Unified School District, any teacher assigned to provide Designated English Language Development and/or Integrated English Language Development to ML students, must be appropriately authorized. As stated in guidance from the California Commission for Teacher Credentialing this includes any instruction designed to provide Multilingual learners with support to:

- Understand instruction taught in English
- Develop their ability to listen, speak, read, or write in English

There are several different ways by which certificated educators can meet these requirements. Guidelines from the Commission on Teacher Credentialing stipulate that individuals with the following English Learner Authorizations may teach MLs: such as Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner

authorizations designated by the California Commission on Teacher Credentialing ([CTC](#)). Table 6.1 provides an overview of Multilingual Learner programs and their respective requirements for teacher authorization. More information about program types can be found in Chapter 3. Further, SSFUSD ensures that all administrators or additional teaching personnel whose assignment includes Multilingual Learners also hold appropriate certification to provide necessary instructional services to Multilingual Learners.

- California state law requires appropriate authorization of teachers to provide instruction to Multilingual Learners, including individuals providing specified ML services (*EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1*).
- **The World Language: English Language Development Teaching Credential**

This Single Subject Teaching Credential in World Language: English Language Development authorizes an individual to teach World Language: English Language Development in departmentalized classrooms. The holder of this credential is able to teach any grade level K-12. Most often, teachers with this credential are hired to provide English Language Development in grades 7-12 (p.11, *World Language: ELD Standards of Quality and Effectiveness for Subject Matter Programs*, 2012)

EL Roadmap Principle 3A ~ (Leadership)

Teacher hiring and placement decisions are based on student and program needs, including Multilingual Learner enrollment data, and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions. Because most open teaching positions require

English Learner Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

Table 6.1 Required Teacher Authorization		
Instructional Programs	Grade Level(s)	Proper Authorization
Structured English Immersion	TK-12	Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed.
Newcomer	3-12	Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed.

Recruitment Procedures – Teachers

The Assistant Superintendent of Teaching & Learning or designee works closely with the Assistant Superintendent of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for multilingual learners. Each spring, the Director of English Learner Services and principals work collaboratively to determine the numbers of qualified teachers needed to fully implement the English Learner programs at each school site, as detailed in Chapter 3. A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school's Multilingual Learners in the coming year.

The principal, with support from the Assistant Superintendent of Human Resources and the Director of English Learner Services, will develop a proposed staffing plan for the school, based on projected numbers of Multilingual Learners and program enrollment. This plan is reviewed each spring by the Director of English Learner Services and Human Resources staff. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Recruitment Procedures - Bilingual Paraprofessionals

The need for bilingual paraprofessional positions is determined in the same way as described above for teachers. Hiring decisions are based on student and program needs, including Multilingual Learner enrollment data, and other relevant factors. The district remains committed to recruiting the most qualified candidates for this position. In addition to the application, the candidates for the bilingual paraprofessional position must pass an assessment of their proficiency in Spanish.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled.

Hiring Priorities and Procedures

Highest priority is placed on the hiring of classroom teachers and their subsequent placement in Structured English Immersion classrooms, especially to work with Beginning/Emerging and Early Intermediate/Expanding students, as well as those most in need of primary language support in core curricular areas. The priority is English Learner Authorized, such as CLAD or equivalent certified teachers. Substitute teachers assigned to long term assignments should similarly have English Learner Authorization. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate and direct students. Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. Interviews for teachers are held at the site level. The district's collective bargaining agreements are adhered to in making all staffing decisions.

Requirements for Teachers on Interim Assignment Providing Instructional Services to Multilingual Learners

Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Appropriate Use of Bilingual Paraprofessionals

Bilingual paraprofessionals contribute specialized skills in a Multilingual Learner program, and work and plan closely with the full instructional team. The bilingual paraprofessional works in concert with a teacher with English Learner Authorization, such as CLAD, to provide *primary language support* to motivate,

clarify, direct, support and explain facts and concepts to the Multilingual Learner. The most important priority for the bilingual paraprofessional is to assist in providing instructional support in core content areas including language arts, math, social studies and science. ***Paraprofessionals are not responsible for English Language Development (ELD) instruction.***

Essential Duties and Responsibilities:

- Assist certificated teacher in reinforcing instruction to individual or small groups of students or individual students as directed by the teacher using primary language as a resource to promote cross-language transfer of language and literacy skills
- Assist in the preparation of instructional materials and implementation lesson plans in consultation with the certificated teacher
- Assist students in understanding the requirements for classroom assignments, homework and projects
- Assist student understanding of classroom rules and procedures
- Assist students to preview/review lessons assisting with letter and word pronunciation and recognition using cognates, academic English, and primary language support to assist in comprehension
- Review vocabulary, syntax, grammar, language functions and conventions to assist students to gain access to grade level content instruction

Paraprofessionals may assist when not supporting instruction to some duties outside the classroom, including but not limited to:

- Provide interpretation and translation for families during phone calls, meetings, parent conferences (excluding IEPs which should only be provided by a certified interpreter; [CDE Ed Interpreter Guidelines](#))

- ELAC and DELAC meetings;
- ELPAC testing (Training and Calibration required)
- Primary language testing;

Newcomer Lead Cohort - K-5

Newcomer Teacher Leads play a critical role in supporting newcomer students. These teachers help organize newcomer groups at their sites, engage in student work analysis, and teach newcomer groups within their grade level or span (K-2, 3-5). Monthly expectations include one hour of planning and preparation, one hour for administering and grading common assessments, and one hour of support for teachers implementing LOOK/content curriculum or bilingual paras working with newcomers. They also communicate with staff regarding newcomer proficiency and progress, review intake forms in Ellevation, oversee Imagine Learning usage and settings, and complete progress-monitoring assessments three times per year. Teachers are committed to the implementation of best practices, routines, and strategies, including academic discourse for newcomers and newcomer well-being and belonging.

Multilingual Learner Teachers on Special Assignment (ML ToSAs)

Under the direction of the Teaching & Learning Department the multilingual learner Teacher on Special Assignment (ML ToSA) supports the implementation and assessment of the district's multilingual learner program and system of support. Key to this position would include providing professional development and coaching to support/strengthen the pedagogy and practices of teachers to support the implementation of integrated and designated English language development services to multilingual learner students. Included in this position

would support the implementation of the English Learner Roadmap and all other guidelines and requirements specified by the California Education Code and federal laws regarding multilingual learners.

Essential Duties and Responsibilities:

- Assists with the implementation of the philosophy, goals, and objectives of the SSFUSD as they pertain to curriculum and instruction for multilingual learners.
- Provide professional learning to instructional staff to ensure the capacity of certified staff in implementing evidence based practices and strategies to promote English language acquisition and academic achievement for multilingual learners (*See Professional Development for further information*)
- Oversee the coordination and administration of the Initial, Summative, and Alternate English Language Proficiency Assessment for California (ELPAC) for all sites:
 - Creating testing schedules
 - Supervision of test examiners
 - Administering the assessment
- Create and implement intake process to include the following:
 - Administration of the Initial ELPAC
 - Administration of primary language assessment (as needed)
 - Support the administration of the state required reading screener in Spanish for students who do not yet have conversational English
 - Assist with transcript Analysis (as needed)
- Support monitoring and documentation of progress (ML and RFEP)
- Create, revise and use Progress Monitoring Tool(s)

- Assists with the analysis of multilingual learner student performance data to determine the effectiveness of instructional strategies and interventions
- Attend and provide ML expertise for SST and IEP meetings
- Support Case Managers with testing accommodations, exemptions, and Linguistically Appropriate Goals and Objectives
- Provide support to school sites regarding requirements for ELAC
- Revise and disseminate Multilingual Learner Master plan
- Design designated and integrated ELD models and instructional systems
- Coordinate professional development and other services with content ToSAs:
 - Focus on how to incorporate ML strategies in content curriculum to ensure equal access to content
- Stay abreast of federal and state guidelines regarding services and support for multilingual learners
- Complete reclassification testing, documentation, and meetings
- Plan and coordinate the district wide reclassification ceremony
- Support, verify, assess, and coordinate California State Seal of Biliteracy and Home Language Recognition
- Support bilingual paraprofessionals in training, support with schedule creation and other day to day responsibilities as needed

District Family and Community Engagement Team

District/School Liaisons support students and families whose primary language is not English by helping them access equitable opportunities for academic success. The liaison team serves as a cultural and linguistic bridge between families, school staff, and community partners, ensuring that language does not become a barrier to learning or engagement.

Responsibilities include assisting with school and district communication, connecting families to essential resources and programs, and advocating for services that address students' linguistic and academic needs. By fostering strong relationships and promoting an inclusive school environment, the liaison helps empower multilingual learners and their families to thrive in the school community.

The Liaison team also supports families with school enrollment, communicates important information, and helps families navigate the education system with confidence. Through trust, relationship-building, and ongoing support, the liaison contributes to a welcoming environment where multilingual and migrant students can succeed both in school and beyond.

District and Site Professional Learning for All Staff Who Work with Multilingual Learners, Including Administrators, Counselors, Teachers, Paraprofessionals and Others

The Professional Learning offered by the ML Department will retain at their core the Quality Professional Learning Standards (QPLS) established by the California Department of Education Professional Learning Support Division (November 2014; Revised 2015). By utilizing these standards to underpin our Professional Learning to support Multilingual learners, we aim to provide professional development opportunities that model the best features of high quality professional learning:

- Rooted in student and educator needs demonstrated through data
- Focused on content and pedagogy
- Designed to ensure equitable outcomes

- Designed and structured to be ongoing, intensive, and embedded in practice
- Collaborative with an emphasis on shared accountability
- Supported by adequate resources
- Coherent and aligned with other standards, policies, and programs

EL Roadmap Principle 3D (Capacity building)

Quality Professional Learning Standards and Multilingual Learner Support

This section provides information on how South San Francisco Unified School District responds to federal and state legal requirements for a professional learning and support system for teachers of Multilingual Learners that represents professional development to that is:

1. targeted
2. individualized
3. based on principles of adult learning theory
4. sustained, supported with coaching & follow-up
5. monitored and assessed to evaluate impact on student learning

(CDE - Greatness by Design, California Professional Learning Standards)

Research indicates that the expert teacher of multilingual learners is a knowledgeable professional who is accomplished in curriculum, metalinguistic, cross-cultural understanding, an assessor and a student advocate. It is imperative that a Professional Learning System support the development of teachers' expertise with multilingual learners with a focus on using students' linguistic and cultural resources. Additionally, professional learning for teachers

of MLs should focus on research and evidence-based instruction for MLs that is designed to maximize the development of English while also maximizing their development of core curricular knowledge and skills, through differentiated practices that can sometimes include the development of Bi-literacy skills (Goldenberg & Saunders, 2010; Cadeiro-Kaplan, Lavadenz & Armas, 2012).

The South San Francisco Unified School plans for and schedules professional learning in response to recommendations in ***Greatness by Design***:

STANDARD: Content and Pedagogy. Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.

STANDARD: Equity. Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

STANDARD: Design and Structure. Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.

STANDARD: Collaboration and Shared Accountability. Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

STANDARD: Resources. Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

South San Francisco Unified School District provides educators several avenues for professional learning. This includes the opportunity for teachers of MLs to

reflect and collaborate on their instructional practices and utilize assessments to inform instruction. Teachers are part of effective learning communities meeting the needs of diverse learners. The South San Francisco Unified School District has outlined professional learning that includes three critical elements: (1) Focused & Intentional; (2) Reflection & Coaching; and (3) Impact Measures.

Professional learning opportunities will include but are not limited to the following areas:

- ELD standards – simultaneous with CCSS, ELA – Math – NGSS for Integrated ELD (Research and evidence-based practices, Curriculum planning,
- Critical Elements of English Learner Programs
- Designated English Language Development
- Integrated English Language Development (e.g., Be GLAD®, CRLP, etc.)
- Build cultural proficiency
- Build knowledge of the stages of language acquisition
- Strategies to support specific typographies (newcomer, at-promise/at-risk and LTEL)
- Provide Individual/team coaching including:
 - Modeling
 - Co-teaching
 - Planning
 - Feedback/observation,
 - Peer-to-peer observation
 - Learning walks
- Custom professional development based on unique needs of a school, grade level, or content team

Monitoring of Professional Development and Support

The site principal, and the Assistant Superintendent of Teaching & Learning or designee will monitor teacher professional development related to multilingual learner support to ensure that all staff members working with multilingual learners receive relevant professional development and support. The Assistant Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English learner authorizations and related requirements.

Parent/Guardian & Community Engagement

Chapter 7

Overview and Commitment

The South San Francisco Unified School District is committed to establishing programs that foster connections with culturally and linguistically diverse families and that strengthen interpersonal ties that cross institutional, ethnic, family and cultures in order to enhance the educational outcomes for multilingual learners (Mapp, 2003; Horvat, Weininger & Lareau, 2003).

EL Roadmap Principle 1D ~ (Family & School partnerships)

This chapter addresses three major topics in regard to the engagement of parents/guardians of multilingual learners in their children's education. The first part of the chapter describes parent/guardian participation in governance at the school and district level through the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). This is followed by a description of how the schools will ensure that parents/guardians are adequately informed about the options and how student placement is accomplished. This part of the chapter builds on the information on program options in Chapter 2. The final section of the chapter presents a description of activities designed to help parents/guardians support their child's school success and advocate for their children in the schools and community.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

EL 01: English Learner Advisory Committee (ELAC)

1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:

- (a) Parent members are elected by parents or guardians of ELs.
 - (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent the student body.
 - (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
 - (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
 - (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- (California Education Code [EC] sections 52176(b), 62002.5; Title 5, California Code of Regulations [5 CCR] Section 11308)

1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above.

(EC Section 52176[b]; 5 CCR Section 11308[d])

1.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])

EL 02: District English Learner Advisory Committee (DELAC)

2.0 Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (EC sections 52176[a], 62002.5; 5 CCR Section 11308)

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

- (a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
- (b) Conducting an LEA-wide needs assessment on a school-by-school basis.
- (c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.
- (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- (e) Review and comment on the LEA’s reclassification procedures.
- (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
- (g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA’s existing language acquisition programs and

language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)

2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])

2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (EC Section 64000[d])

EL ROAD MAP Connection:

Principle One: Assets-Oriented and Needs-Responsive

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

Element 1.A: Language and Culture as Assets

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

Element 1.D: Family and School Partnerships

Schools value and build strong family and school partnerships.

Parent Advisory Committees

South San Francisco Unified School District has several approaches for systematically involving parents/guardians of multilingual learners (MLs) in the education of their children. These are established at the district and site level and include opportunities for parents/guardians of multilingual learners to collaborate with District staff and provide recommendations for district wide plans focused on serving multilingual learners, including Local Control and Accountability Plan (LCAP), Title III, School Site Council, Single Plans for Student Achievement (SPSAs).

English Learner Advisory Committee (ELAC)

As stipulated in California Education Code 1, each school with **21 or more English Learners** must establish a functioning English Learner Advisory Committee (ELAC). ELACs are not decision-making councils nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to multilingual learners.

Legal References (California Department of Education website:

<http://www.cde.ca.gov/ta/cr/elac.asp>)

California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a) *California Code of Regulations*, Title 5, Section 11308

ELAC Requirements

1. Parents/guardians of multilingual learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body.

2. The parents/guardians of multilingual learners shall elect the parent/guardian members of ELAC. Parents/guardians of multilingual learners shall be provided the opportunity to vote in the election.
3. 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 to include costs associated with the attendance of members at training sessions.
4. Members will be chosen by election. All parents/guardians of multilingual learners have an opportunity to vote to elect the officers.
5. Members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of site goals for multilingual learners and submitting the goals to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents/guardians aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
 - At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC).

- The ELAC maintains recorded minutes and agendas.
- The site principal and the Assistant Superintendent of Teaching & Learning or designee will annually review the implementation of ELAC in order to ensure that all requirements are met by each school as well as the following responsibilities:
 - o Ways to make parents/guardians aware of the importance of regular school attendance
 - o Ways to meet the social and academic needs of MLs
 - o Ways to improve communication with the parent/guardians and the broader community

Each school will actively encourage all multilingual learner parent/guardians to consider elections to ELAC and DELAC and/or to participate in ELAC and DELAC meetings even if not a formal representative.

ELAC Election Process

Elections for ELAC will be conducted annually at the school site before September 30 each year. Members will serve for two years, with half the membership elected each year. Membership composition must reflect the percentage of multilingual learners in the school. Membership will include parent/guardians and school staff (fewer than the number of parent/guardians). **ELAC shall elect one representative and one alternate representative to the DELAC.** If an ELAC member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

Table 7.1 ELAC Roles and Responsibilities

Principals	1. Establishes ELAC Schedules at least four - six regular ELAC meetings and announces meetings in advance (within 72 hrs.) 2. Coordinates meetings, communication and documentation to and from District's Department of Multilingual Learner Services 3. Serves as a voting member 4. Arranges agenda planning meetings with ELAC Chairperson 5. Arranges childcare 6. Reviews required written communication 7. Submits ELAC minutes and agendas to the Department of Multilingual Learner Services 8. Reports on multilingual learner placement in different program types, number of requests for DLI programs
ELAC President	1. Meets with site principal to plan agenda 2. Presides over all meetings 3. Follows Robert's Rules of Order 4. May request that site principal conduct meetings
ELAC Vice President	1. Meets with site principal and ELAC President to plan agenda 2. Assumes all ELAC President's roles and responsibilities when president is absent
ELAC Secretary	1. With the support of school personnel maintains minutes of meetings 2. Maintains a private address and phone list of all ELAC members
ELAC Parliamentarian (Optional)	1. Assumes all ELAC President's roles and responsibilities when President and Vice President is absent 2. Oversees that members follow Robert's Rules of Order and Meeting Norms
DELAC Representative	1. Assists monthly DELAC meetings as school representative 2. Reports back to ELAC any important information from the DELAC meeting

ELAC Training Requirements

Each year, the school/district will provide all ELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties. **The site principal will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information**

about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups. ELAC members will provide input into the selection of the following required training topics:

- Review of Robert's Rules of Order
- SPSA development and implementation, including analysis of student data to make recommendations about allocation of funding based on identified needs
- The design and development, content, purpose and results of school-by-school, district-wide needs assessment
- Data including progress of – ML, IFEP, and RFEP populations, instructional program participation, staffing – and the implications for student achievement
- Attendance patterns and trends, in addition to school and district attendance policies
- Initial identification, reclassification and placement of multilingual learners.
- Monitoring procedures for the academic progress of reclassified (RFEP) students.
- Categorical budgets including appropriate use of funds and supplemental services to address the identified needs of multilingual learners and RFEP students (4 year monitoring).
- Overview of effective methodology that fosters language acquisition and academic content knowledge of MLs

District English Learner Advisory Committee (DELAC) DELAC Requirement

California Education Code requires each California public school district to form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee, **based on enrollment of fifty-one (51) or more English Learners (CDE, 2015)**. Parent/guardian participation in DELAC is proportionately determined by the total number of multilingual learners enrolled within the district. Parents/guardians of multilingual learners not employed by the district must constitute a majority membership (51 percent or more).

After the site ELAC memberships have been established, the committee must elect a Representative and Alternate to participate in the District English Learner Advisory Committee (DELAC).

It is the goal of the South San Francisco Unified School District to ensure that parents/guardians of multilingual learner students have a meaningful opportunity to participate in the policy making processes that guide District programs and services to address the language needs of these students. Studies have consistently shown that parental/guardian involvement can have a direct positive impact on increasing the academic achievement level of their children. The Board recognizes that parents/guardians of ML students, working together with school staff and the community, can serve as a vital resource in improving our schools and neighborhoods in general.

DELAC Responsibilities

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

1. Development of a district master plan for education programs and services for multilingual learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for multilingual learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents/guardians.
7. If the DELAC acts as the English Learner Advisory Committee (ELAC) 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).*

DELAC Composition Requirements

Parents/guardians of multilingual learners shall constitute the majority membership (51 percent or more) of the committee.

DELAC Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member.

DELAC Trainings

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.

Legal References

- *California Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

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

Annual Notification

The parent/guardian will receive an Annual Notification (20 U.S.C. Section 6312[e][3][A][ii]) and information about program options and their child's options for program placement in the coming year (California *Education Code* (EC) Section 310).

In addition, general information about the district's placement options will be made available yearly from school sites and district offices. This information will include an overview of the programs, placement procedures, and names and phone numbers of district contacts.

Program Placement/Options

Currently South San Francisco Unified School District provides multilingual learner services through **Structured English Immersion (SEI)**. In this language acquisition program, multilingual learners receive nearly all classroom instruction in English, but with curriculum and a presentation designed for pupils who are learning English. All multilingual learner students in SEI are offered ELD and access to grade level academic subject matter content regardless of their proficiency level in English.

Parents/guardians may request other language acquisition program options such as Dual-Language Immersion (DLI), a Heritage Language Program, or other bilingual programs. South San Francisco Unified School District will follow these guidelines in addressing parental/guardian language acquisition program requests:

- Schools in which the parents/guardians of 30 pupils or more per school or the parents/guardians of 20 pupils 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. (EC Section 310[a])3

- Parents/guardians can provide input annually regarding language acquisition programs and services during the development of the Local Control Accountability Plan.
- Parents/guardians of multilingual learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]).
 - The parent/guardian must complete the appropriate request form annually to opt out of the language acquisition program.
 - However, parents/guardians are unable to opt their student out of the Summative ELPAC nor change the student's identification once the student has taken the Initial ELPAC and the Summative ELPAC.

Note: South San Francisco Unified is still obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

- The student is assigned to the Structured English Immersion program based on assessment data.

Home-School Collaboration

Each school year, parents/guardians of ML students are informed of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, ML student progress toward meeting the District's minimum progress expectations for multilingual learners is discussed at the elementary level during an individual parent-teacher conference and at the secondary level on an annual basis through parent/guardian meetings with designated site staff.

Interpretation/Translation

In state law, *California Education Code (EC)* Section 48985 states that when 15 percent or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental/guardian notifications in both English and the non-English language.

The federal Elementary and Secondary Education Act (ESEA) specifies that certain parental/guardian notifications be sent in an understandable and uniform format and, to the extent practicable, provided in a language that the parents/guardians can understand. Other federal laws, such as the Individuals with Disabilities Education Act (IDEA), contain similar requirements that spur translation efforts by schools. This includes all written communications sent to a parent/guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent/guardian notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents/guardians, including those who speak low incidence languages, receive meaningful access to

important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent/guardian. In cases where families are not literate in their native language, oral communication will be provided.

The District provides written notification to parents/guardians of all ML students concerning the following:

- Initial identification
- Program options
- Program placement
- Annual ELPAC level and CAASPP scores
- Reclassification criteria

Decision Making

Parents/guardians are crucial in participating in the decision making process of the educational needs of the South San Francisco Unified School District students. The Local Control and Accountability Plan (LCAP) requires that every district set annual performance goals in response to the eight state priorities. Specific actions and plans are delineated to achieve these goals, including parent/guardian involvement. The new law describes parent/guardian involvement as “the efforts a school district makes to seek parent/guardian input in making decisions for the school district and each individual school site and including how the school district will promote parental/guardian participation in programs for...pupils...with exceptional needs.” (LCFF, EC Section 52060-52077). Through involvement in ELAC, DELAC and other site/district committees, parents/guardians of MLs have opportunities to provide input in the decision making process.

Activities to Support Parents and Guardians in Promoting Educational Success and Advocating for Their Children in School and Community Settings

The following goal has been established: parents/guardians of multilingual learners at all schools in the South San Francisco Unified School District will participate meaningfully in the education of their children. To this end, beginning in the 2025–2026 school year, SSFUSD established a revamped Student and Family Services Department focused on supporting student well-being through expanded counseling services and family engagement, in addition to enrollment, discipline, and safety services. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

1. Communication is facilitated by the availability of translation and interpretation services (see requirements for translation under Communication section above).
2. Parent/guardian meetings should be held at convenient meeting times, with childcare, and interpretation services provided. For languages other than Spanish, a 24-72 hour request prior to the event must be submitted to the District Family and Community Engagement Team or the Certified Languages International phone system may be used.
3. Parent/guardian training on a variety of topics related to multilingual learners i.e., parent/guardian advocacy, cultural proficiency, academic support, social/emotional support.
4. The District Family and Community Engagement Team maintains a list of county and community services in an effort to assist in the coordination of

resources for parents/guardians, including newcomer intakes, and the coordination of the SSFUSD Family Resource Center.

5. The Student and Family Services Department collaborates with the Multilingual Learner Department to increase family engagement through parent cafes, DELAC cafes, and a district wide RFEP celebration.

Program Evaluation

Chapter 8

Overview

This chapter begins with an overview of program evaluation and accountability for multilingual learner programs. The specific district goals for multilingual learners and the evaluation questions are detailed, and metrics are referenced for each goal. The chapter concludes with a description of the collective responsibilities of individuals and groups, in order to make clear their roles in multilingual learner accountability. Accountability work is everyone's responsibility. This includes students, parents/guardians and all personnel at the school and district levels—teachers, counselors, paraprofessionals and administrators. Rather than considering evaluation as an annual event, we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

IV. Standards, Assessment, and Accountability

EL 09: Evaluation of Title III-Funded Services and Programs

9.0 Each LEA must evaluate all services and programs funded by Title III to determine the effectiveness of those activities. (20 U.S.C. Section 6841)

9.1 Each LEA receiving Title III funds must provide a report that includes:

- (a) A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- (b) The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- (c) The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- (d) The number and percentage of ELs reclassified each school year;

- (e)The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- (f)The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- (g)Analytical findings on the effectiveness of Title III-funded services and programs. (20 U.S.C. Section 6841[a][1-7])

EL ROAD MAP Connection:

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.

Element 4.B: Providing Extra Resources

Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after school and other entities to provide additional support for English learners, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.

Element 4.C: Coherency

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Multilingual Learner Support Team

Assistant Superintendent of Teaching & Learning or designee convenes and leads the Multilingual Learner Support Team. This team is designed to ensure that programs are optimal for the success of multilingual learners. The team is composed of the Assistant Superintendent of Teaching & Learning or designee Elementary and Secondary ML ToSAs, and outside evaluators and specialists as needed.

The Multilingual Learner Support Team meets monthly to discuss topics pertaining to the implementation of programs for multilingual learners in the district. The team also:

1. Reviews strategies, ideas and suggestions for ML programs as well as a focus group for collaborative problem-solving;
2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for MLs;
3. Reviews data on the performance of MLs;
4. Contributes to the review of LCAP Goals pertaining to multilingual learners annually;
5. Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for multilingual learners.

Evaluation Design and Goals

The district conducts an annual evaluation of programs and services for multilingual learners. The programs and services described throughout this Multilingual Learner Master Plan are structured around the Essential Practices for Multilingual Learners: (1) Access and Rigor; (2) Language Development; (3) Data-Driven Decisions; (4) Asset-Based Approach (5) Addressing the Whole Child. Several evaluation questions guide the data inquiry, and the analysis cycle for each of the goals and evaluation activities focus on these evaluation questions.

****The state criteria for annual progress on the ELPAC are: for students at level 1-3 overall, gain of one level per year; for students at Level 4 overall, gain on subtest until all are at Level 3 or higher (i.e., reasonable fluency); for students at reasonable fluency, maintenance of that status until reclassified.**

Monitoring Program Implementation

District and site-level staff will routinely monitor implementation of all multilingual learner programs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant research-based programs for multilingual learners. The monitoring process is designed to:

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

EL Roadmap Principle 4C~ (Coherence)

Data is collected and analyzed in order to determine program effectiveness. Data analysis processes and procedures are guided by data inquiry elements that include cycles of monitoring, evaluation and accountability in order to inform and improve curriculum, assessments, and instruction. District and site-level leadership are prepared to guide this process with an emphasis on the implementation of research-based strategies and programming for multilingual learners.

School principals are responsible for the daily, site-level implementation of the Multilingual Learner Master Plan. Principals establish and review a site ML support plan annually with the Assistant Superintendent of Teaching & Learning or designee and the assigned ML ToSA. This facilitates ongoing communication with the Assistant Superintendent of Teaching & Learning or designee and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Assistant Superintendent of Teaching & Learning or designee Multilingual Learner Services Department reviews all Site ML at the end of the year.

Multilingual learner progress in English language proficiency and academic achievement will be monitored and analyzed as part of the program evaluation. Additionally, data will be collected and analyzed for categories indicating risk for school failure such as suspensions, expulsions, other disciplinary actions, retentions, special education referrals, and Student Study Team referrals.

Student Benchmark Expectations

South San Francisco Unified School District has identified minimal student benchmark expectations for multilingual learners enrolled. These benchmarks allow for the collection and examination of student-level data sources that contribute to the overall analysis of program effectiveness as described above. The following data will be analyzed to monitor and support normative progress for all multilingual learners in the South San Francisco Unified School District.

- State-mandated English language proficiency scores (ELPAC)
- State-mandated, standardized CAASPP assessments (English Language Arts and Math)

- District English Language Arts and math benchmarks aligned to the Common Core State Standards

Based on the new California Department of Education guidelines for reclassification, South San Francisco Unified School District will apply the RFEP criteria of a Summative ELPAC score of Well Developed Level 4 or Alternate Summative ELPAC score of Well Developed 3 in combination with the outlined score levels on district ELA benchmarks and/or the CAASPP assessment to reclassify students (See Table 4.4). The minimum expectation for progress in English language proficiency is one year's growth on the ELPAC, and to attain academic proficiency on the CAASPP assessments and/or district benchmarks within five years of entering U.S. schools. Students who have been enrolled in SSFUSD for at least six years and haven't met the reclassification criteria will be considered Long-term English Learners (LTEs). Students who do not meet the minimum progress benchmarks may be supported within their school site's Multi Tiered Systems of Support plan or RTI process.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels.

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying progress toward proficiency goals will be provided in order to assist

school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use the Multilingual Learner Program Evaluation data information to monitor program needs. After gathering data regarding program success, the site team will develop an action plan in the Single Plan for Student Achievement for professional development that establishes site needs, long-term goals and types of training experiences that are needed to improve instruction. The site professional development for teachers of multilingual learners should be clearly outlined in the Site ML Plan, and the overall district plan for professional development, and should include prioritization and support. Classroom visitations conducted by district personnel and site administrators will provide an additional perspective on implementation of recommended instructional practices. This information will be included in the school's Single Plan for Student Achievement.

Site level student outcomes will be compared to district goals for multilingual learners. This information will be used to plan for improved implementation of the multilingual learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of multilingual learner programs. Using site self-review data will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. After gathering data regarding program implementation, the ML Support Team will develop an action plan for professional development that establishes district needs, long-term goals and

types of training experiences that are needed to improve instruction. The district plan for professional development for teachers of multilingual learners should be clearly articulated with the overall district plan for professional development and should include prioritization and support. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on multilingual learner programs will be shared with the members of cabinet. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance specified by the predetermined indicators.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure allows for ensuring that MLs in South San Francisco Unified School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. The district leadership will incorporate the recommendations from California's *ELA/ELD Framework*. All district personnel are responsible for the education of multilingual learners and for the success of ML programs. As such, designated roles are under the direction of the Assistant Superintendent of Teaching and Learning. The Assistant Superintendent of Teaching & Learning or designee to coordinate services. provides district-wide leadership and consults with the ML TOSAs and ML C&I specialists

Resource Allocation and Evaluation

Chapter 9

Overview

This chapter provides an overview of the funding considerations for effective implementation of multilingual learner programs. The following topics are addressed in this chapter:

1. Local Control Funding Formula
2. Budgetary Decision Making Processes for MLs
3. Expenditure Alignment
4. Types of Funding and Allowable Expenditures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

EL 06: Title III Inventory

6.0 For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by:

- (a) Type/description;
- (b) Model/name;
- (c) Serial number;
- (d) Funding source;
- (e) Acquisition date;
- (f) Cost;
- (g) Location;
- (h) Title holder;
- (i) Current condition; and
- (j) Transfer, replacement, or disposition of obsolete or unusable equipment.

(2 Code of Federal Regulations [CFR] Section 200.313[d][1]; EC Section 35168; 5 CCR Section 3946)

6.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.

III. Funding

EL 07: Supplement, Not Supplant with Title III

7.0 General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. (EC Section 52168[b][c])

7.1 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

(20 U.S.C. Section 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)

7.2 Each LEA must properly assess charges for direct or indirect costs of Title III Limited English Proficient (LEP) and immigrant student funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (2 CFR sections 200.413, 211.43[a])

7.3 The use of Title III funds must meet the following requirements:

(a) An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. Section 6825[b])

EL ROAD MAP Connection:

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 learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Element 3.B: Adequate Resources

The school system invests adequate resources to support the conditions required to address EL needs.

Local Control Funding Formula

California's new Local Control Funding Formula (LCFF)¹⁴ was signed into law in 2013. It proposed a new school finance system that is intended to provide more local control and a more equitable school finance system while allowing local

districts the flexibility to determine how best to meet student needs with targeted attention to increase or improved services for low income students, multilingual learners (MLs) and foster youth for supplemental and concentration funds.

The Local Control Accountability Plan and Annual Update Template requires school districts to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

EL Roadmap Principle 3B ~ (Adequate Resources)

South San Francisco Unified School District Budget Decision Making Processes

South San Francisco Unified School District is committed to allocating sufficient funds to fully implement the Multilingual Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Categorical funds including Title I and Title III funds are used to supplement the base educational program and not to supplant general fund monies.

The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The *School Board* approves the district *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students (Local Control

Funding Formula (AB 97, SB 91, and SB 97); Local Control Accountability Plan (Education Codes 52060- 52077)

The Principals at each school site coordinate the development of the Single Plan for Student Achievement (SPSA) and prioritization of needs based on data. The Principals are expected to align the SPSA to the district LCAP. The SPSA is reviewed with ELAC and approved by the School Site Council.

2. Site and District Advisory Committees take the following roles:

- The School Site Council develops, reviews, updates and approves the SPSA.
- ELAC members may advise and provide input on the SPSA.
- DELAC provides input on the LCAP.

The LCAP development process begins in January of each year and is adopted at a June Board meeting. The process starts with an in-depth review of progress towards previously set actions and services. The development of the LCAP includes parent/guardian, student and staff needs assessment. The needs assessment results are examined; actions and services are created and a meeting is set to consider final draft revisions, editing and translations. The LCAP is posted for public review and presented to the Board of Trustees at a study session. The updated LCAP is presented for adoption to the governing board.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school's SPSA and the District Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs.

Multilingual Learner Master Plan Alignment to Expenditures

The Multilingual Learner Master Plan will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

- o South San Francisco School District Board Policies
- o District Board and Superintendent Goals
- o Local Control Accountability Plan (LCAP)
- o Single Plans for Student Achievement (SPSA)
- o Federal Program Monitoring (FPM) items
- o Other relevant federal, state and local directives (Proposition 58 & EL Roadmap)

General Fund Resources

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, English Language Development, Mathematics, and the Next Generation Science Standards (NGSS) offer effective strategies to differentiate ELD by proficiency level. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to improve English language proficiency, as well as academic achievement. For grades TK-12 the ELA core curriculum includes designated ELD and instructional materials. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries, and other district services as well as multi-tiered, data-based instruction,

and monitoring and intervention programs to improve and evaluate the base program.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for multilingual learners. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and LCFF supplemental funds to benefit English learners. The funding for multilingual learners is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the Single Plan for Student Achievement (SPSA).

Examples of Expenditures for funding source

Provisions of supplemental “high quality language instruction educational programs. Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel. Upgrading program objectives and effective instructional strategies. Improving the instructional program for MLs by identifying and acquiring supplemental curricula, instructional materials, and educational software to be used for intervention and summer school.

- Extended day/year for targeted students (e.g., summer school services)
- Supplemental instructional materials that support standards and core program
- Specialized and targeted interventions and professional development
- Academic interventions and professional development

Inappropriate Expenditure Examples

- Supplanting the base program
- Delivering the core instructional program (i.e., the migrant teacher provides the core curriculum for students) or providing required academic guidance to migrant students
- Administering required summative or formative assessments (i.e., administering CAASPP assessments, ELPAC, etc.)

Title I Fund Resources

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools.

Appropriate Expenditure Examples

The following are guidelines identifying approved activities and expenditure allowed using Title I, Part A funds:

- The activity/expenditure is aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- The activity/expenditure is an evidenced-based educational strategy (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- The activity/expenditure is reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from state and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);
- Title I, Part A funds used are the current federal fiscal year or the subsequent fiscal year (ESSA Section 1127[a]).

The following activities outline the criteria of approved activities for Schoolwide Programs (SWP) regarding the use of Title I, Part A funds:

- The activity/expenditure meets a need identified in the comprehensive needs assessment (ESSA Section 1114[b][6]);
- The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) (*Education Code [EC] Section 64001[g][C][3]*);
- The SPSA has been approved by the local governing board (*EC Section 64001[i]*);
- The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals (*EC Section 64001[g][2][B]* and *[i]*); and
- The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (*EC Section 64001[d]*).

For Title I Targeted Assistance Schools (TAS) the following show the expenditures for Title I, Part A funds:

- The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging state academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school (ESSA Section 1115[c][1][B]);

- The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging state academic standards (ESSA Section 1115[b][G][iii]).
- Staff members paid with Title I funds may assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school (ESSA Section 1115[d][2]).

If an expenditure/activity does not meet all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

Information from: <https://www.cde.ca.gov/sp/sw/t1/authuseoffunds.asp>

Title III Fund Resources

Examples of Expenditures for funding source

Title III English Learner (EL) funds are used to improve the education of South San Francisco Unified multilingual learner students. The major purpose of the funds is to assist children to learn English and meet the challenging state academic standards, as described in 20 United States Code (USC) 6825(a) of federal statute. The following are approved uses of the funds and need to be reflected in the district's LCAP:

- Supplemental Support and Materials
 - Summer School English Language Development Services
 - Summer School Credit Recovery, extension, or intervention
 - Be GLAD® Unit Development

- Staff working with multilingual learners
 - Bilingual Paraprofessionals
 - Newcomer Program Services
 - Teachers
 - Bilingual Paraprofessionals
- Professional Development
 - For English language development/bilingual and/or mainstream staff who work with multilingual learners that is:
 - Designed to improve the language acquisition and instruction/assessment of multilingual learners
 - Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies
 - Based on scientific research in increasing students' English proficiency; and
- Community/Family/Parent Programs for Title III parents/families beyond core offering
 - Community and Parent Education Programs
 - Family literacy services/parent outreach
- Translation Services
 - Title III specific translation and interpretation activities (not required Title III document translation)

Resource Allocation Monitoring

At the school-site level, all expenditures must be aligned to the SPSA.

Documentation showing evidence of how the programs are funded and

aligned to the goals of the SPSA is maintained. All SPSAs are reviewed by the Teaching and Learning and Business Departments. The School Site Council supports the review of expenditures. The Assistant Superintendent of Teaching and Learning and the Business Department oversee and monitor site-level expenditures.

At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence with established federal, state, and district guidelines. Expenditures are monitored by each department according to the designated actions and services detailed in the LCAP.

The district and school sites follow a budget process to ensure transparency of expenditures for all stakeholders. The district ensures that all schools are compliant in spending ML designated funds to maximize the impact of the core and supplemental services for MLs.

Glossary

Glossary of Terms

CAASPP

California Assessment of Student Performance and Progress

The state mandated summative assessment. Student performance in grades 3-8 is assessed in English Language Arts, Mathematics and Science (5th & 8th only)

CDE

California Department of Education

California Standards for the Teaching Profession (CSTP)

A set of standards adopted in 2009 by the Commission on Teacher Credentialing organized around six interrelated domains of teaching practice that represent a developmental, holistic view of teaching.

CUME

Child's Cumulative Record is a vital pupil record and legal document that is to be maintained in perpetuity as mandated by the California Education Code. It serves as an introduction to the student's next\ teacher, counselor, or administrator. Reliable information accurately recorded will improve communication about the student from teacher to teacher and school to school. This publication provides instructions for counseling office procedures and responsibilities as they pertain to the maintenance and transfer of student records.

DELAC

District English Learner Advisory Committee An advisory committee that advises the district's governing board on programs and services for English Learners.

Designated English Language Development

The California English Language Arts/English Language Development Framework defines Designated ELD as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in

ways that build *into and from content instruction* in order to develop critical English language skills, knowledge abilities needed for content learning in English.” It is a systematic, explicit component of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program.

Dually Identified

Multilingual learner students that have an active Individualized Education Plan.

EL

English Learner are students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades Transitional Kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs. Other terms are sometimes used to describe English Learners, including LEP (Limited-English-Proficient), a term still used in federal legislation, and ELL (English Language Learner).

EL Folder

Formerly, this was a folder that contained all relevant information regarding the language and academic progress of English Learners. Stored in the student’s Cumulative Record folder at the school the student attends. This has been replaced by the digital program ELlevation and appropriate tagging in the student information system.

ELA

English Language Arts

ELAC

English Learner Advisory Committee A committee that advises the principal and school staff on programs and services for English Learners.

ELD

English Language Development English - Language development is a specialized program of English language instruction appropriate for the English Learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD consists of **Designated ELD and Integrated ELD** (see definitions in glossary of terms). Links to the ELD standards are available on the CDE ELD Standards Web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

ELPAC

English Language Proficiency Assessment of California A state test required of all English Learners. Given to students when they first enter a California school (Initial administration), and annually thereafter each fall (Annual administration). The ELPAC measures limited English proficient students' achievement of the California English Language Development (ELD) Standards in kindergarten through grade twelve (K-12). Three purposes for the ELPAC are specified in state law: (1) identifying students as limited English proficient; (2) determining the level of ELP for students who are limited English proficient; and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading and writing in English.

The California Department of Education transitioned to this new English proficiency assessment system that replaced the California English Learners Development Test (CELDT) in 2018 (see CDE website for more information).

English Learner Authorization

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction. There are different ways to meet the English learner authorization criteria. For more information please visit <https://www.ctc.ca.gov/educator-prep/ela> for further information.

EO

English Only student. A student with no home language other than English.

FPM

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

Front Loading

It involves the students accessing prior knowledge about the new content, learning essential vocabulary that will be used throughout the lesson and using their prior knowledge and new vocabulary to develop predictions

HLS

Home Language Survey Federal and state law require schools to determine the language used in the home of each student. The purpose of the HLS is to help identify students in need of ELD services. Based on the responses on the HLS, students may be tested with the ELPAC to determine their level of ELP. The HLS form is to be completed by the student's parent/guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/elforms.asp>.

IEP

Individualized Education Plan

IFEP

Initially Fluent English Proficient Students with a primary language other than English who took the ELPAC within 30 calendar days of enrollment in a U.S. public school and who met the criterion for English Language proficiency are identified as IFEP.

Integrated English Language Development

Integrated ELD is defined in the California English Language Arts/English Language Development Framework as "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 their focal CA CCSS for ELA/Literacy and other

content standards to support their ELs' linguistic and academic progress." It is one of the components of the English Learner's total educational program and critical to the success of the District's Comprehensive ELD Program.

L1

The language that has been identified as the student's primary or home language.

L2

The second language the student acquires (usually refers to English).

LCAP

Local Control and Accountability Plan This plan is mandated as part of the Local Funding Control Funding Formula, or LCFF. It is a planning tool for districts in the State of California to show how they will improve student outcomes and performance- especially for low income students, English Learners and foster youth.

LEA

Local Education Agency An LEA is a government agency that supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.

LEP

Limited-English-Proficient LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in listening, speaking, reading, or writing in English.

LTEL

Long Term English Learner refers to English Learners who are enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Development Test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English

language arts standards- based achievement test administered pursuant to Section 60650, or any successor test.

MTSS

Multi-Tiered System of Supports A whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems

ML

Multilingual learner - The term multilingual learner reflects the most up-to-date, asset-based language for describing students who are developing English proficiency. It acknowledges that these students bring valuable linguistic knowledge to the classroom, as they are already proficient in one or more languages.

Newcomer

A student who is a recent immigrant to the United States (i.e., has been in U.S. schools for less than 24 months).

OCR

Office for Civil Rights

Parental DLI program request

Parents/legal guardians must apply in writing and in person, annually. The DLI application is a request that the child be transferred to classes where they are taught in English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Primary Language (L1)

The primary language is the language that is identified for K-12 students at the local level from information gathered on the Home Language Survey to determine whether a student should be assessed with the California English Language Proficiency Assessment (ELPAC). The primary language, also known as “native language,” or “home language” should be identified only once during the course of a student's school career and should never change.

Primary Language Instruction

Primary language (L1) instruction refers to lessons taught directly and primarily in the primary language by a qualified teacher and supported by corresponding written materials in the primary language.

Primary Language Support

Primary language support is instructional support provided through the English Learner (EL) student's (formerly LEP students) primary language. This support does not take the place of academic instruction through the primary language but may be used to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English.

Reclassification

Reclassification is the local process used by LEAs to determine whether a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. California Education Code (EC) Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.

RFEP

Reclassified Fluent-English-Proficient. Students with a primary language other than English who were initially classified as English Learners, but who have subsequently met the LEA criteria for English Language Proficiency and are determined to be RFEP.

EC Section 323(f) specifies four criteria that LEAs must use in reclassifying students from English Learner to RFEP. The four criteria are: (1) Assessment of ELP, which in California is the ELPAC. (2) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance. (3) Parent/guardian opinion and consultation, which involves parents/guardians, if possible, in a discussion about their child's ELP and meeting the guidelines for reclassification. (4) Comparison of performance in basic skills against an empirically established range of performance in basic skills.

SDAIE

Specially Designed Academic Instruction in English An approach to teach academic courses to English Learner (EL) students in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through (SDAIE).

Second Language (L2)

The second language a student learns.

Structured English Immersion (SEI)

Structured English Immersion Classes where EL students who have not yet met local district criteria for having achieved a “good working knowledge” (also defined as “reasonable fluency”) of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but consists of a curriculum and presentation designed for children who are learning the language.

SSC

School Site Council Advises the principal on development of the school plan, including allocation of funds. SSC has the power to approve the school plan before it is sent to the Governing Board.

SST

Student Study Team A committee of teachers, administrators and the parent/guardian that is convened to determine whether a child is in need of and eligible for Special Education services. The SST continues to meet periodically to review the student's progress in the program.

ToSA

Teacher on Special Assignment - a certified teacher who is temporarily reassigned from a standard classroom to a different role within a school or district, such as a coach, curriculum specialist, or instructional coordinator.

Appendix

South San Francisco Unified District Forms/Letters

Form	Chapter	Purpose
Elementary RFEP Monitoring Form	4	This form meets the federal requirement to monitor our reclassified students' performance and progress for 4 years after their reclassification.
Secondary RFEP Monitoring Form	4	This form meets the federal requirement to monitor our reclassified students' performance and progress for 4 years after their reclassification.
Elementary EL Monitoring Form	4	This form meets the federal requirement to monitor our EL students' performance and progress. It is used to meet the 3rd criteria for Reclassification.
Secondary EL Monitoring Form	4	This form meets the federal requirement to monitor our EL students' performance and progress. It is used to meet the 3rd criteria for Reclassification.
EL Services Waiver of Liability	2	This an annual document in which guardians can decline EL services. It relinquishes the district of the obligation to provide EL services for the academic year.
Newcomer Intake Form	2	This intake form collects information about our newly arrived English Learners, including: educational history, goals and aspirations, opportunities for additional services.
Notice of Initial Testing	2	This is a notice sent to guardians to inform them that their student will be assessed for English fluency on

		the Initial ELPAC.
Notice of Initial Student Score Report	2	This is a notice sent to guardians indicating that the student score report (SSR) is available. The guardian must access the SSR in the Parent Portal in the SIS.
Notice of Summative Testing	4	This is a notice sent to guardians to inform them that their student will be assessed for English fluency on the Summative ELPAC during spring of the academic year.
Notice of Summative Student Score Report	4	This is a notice sent to guardians indicating that the student score report (SSR) is available. The guardian must access the SSR in the Parent Portal in the SIS.
Inter-District Transfer Form	2	This form is completed and approved in order to transfer a student from one SSFUSD school to another SSFUSD school.