



# Emergent Bilingual (EL) Master Plan



Reviewed and approved by the District  
English Learners Advisory Committee  
on: \_\_\_\_\_

Submitted to the Board on: \_\_\_\_\_

Approved by FUSD Board of Trustees on:  
\_\_\_\_\_ by: \_\_\_\_\_



Acknowledgment: The FUSD Emergent Bilingual (EL) Handbook was updated with the help of our district's leadership team and our Multilingual Guiding Coalition team who collaborated to update the policies and protocols for our district's Emergent Bilingual Handbook during the past three years from 2023 to 2026.

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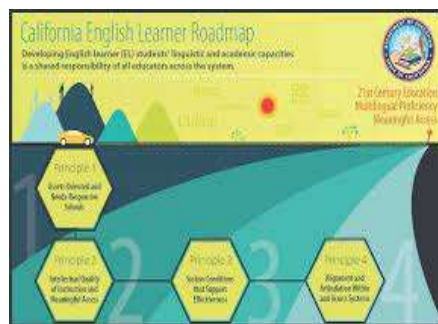
## FUSD Mission Statement

“Preparing students to be productive members of society and innovative leaders of tomorrow.”

## Introduction:

Farmersville Unified School District has aligned its Emergent Bilingual Master Plan for English Learners with the four principles of the California Department of Education's (CDE) California English Learner Roadmap.

Navigating through the chapters of FUSD Emergent Bilingual Master Plan are references to CDE's California English Learner Roadmap and the Alignment of the Master Plan to the four principles of the Roadmap.



## Purpose:

This comprehensive Masterplan is designed to provide cohesive programs and services for Emergent Bilingual Learners. The purpose of developing this plan is to:

1. Serve as a guide for students, staff, and parents regarding services for Emergent Bilingual Learners.
2. A tool to guide teachers, administration, and other staff in implementing an equally rigorous educational program for Emergent Bilingual Learners.
3. Provide program options in curriculum and instruction to guarantee quality programs to meet the educational needs of Emergent Bilingual Learners and close the achievement gap.

4. Programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses and bilingual-biliterate proficiency.
5. This plan is consistent with Every Student Succeeds Act (ESSA 2015) and is aligned with the four principles of the California Department of Education's (CDE) California English Learner Roadmap.

## **Goals:**

Programs and services for Emergent Bilingual Learners will

- Develop readiness for College, Career and Citizenship.
- Achieve proficiency in listening, speaking, reading, and writing English equal to that of their native English-speaking peers through English Language Development instruction.
- Ensure Emergent Bilinguals have equity and access to high level academic courses.
- Provide Designated and Integrated English Language Development instruction at the appropriate developmental level of language proficiency.



## **Expectations:**

- Emergent Bilinguals will achieve English language proficiency.
- Promote the academic success of Emergent Bilingual learners.
- Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement and bilingualism and enhance positive self-esteem of Emergent Bilingual learners.
- Increase parent and community awareness, involvement, and support in meeting the educational needs of Emergent Bilinguals.

## **California English Learner Roadmap:**

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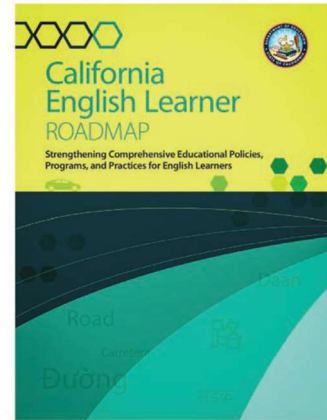
### **The Principles of the English Learner Roadmap:**

Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners. Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

## Principle One: Assets-Oriented and Needs-Responsive Schools

Preschools 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.B: English Learner Profiles

Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten versus in later grades have different needs. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

## Element 1.C: School Climate

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

## Element 1.D: Family and School Partnerships

Schools value and build strong family and school partnerships.

## Element 1.E: English Learners with Disabilities

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices.

Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that consider student language development, as called for in state and national policy recommendations.



## Principle Two: Intellectual Quality of Instruction and Meaningful Access

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 with 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.



## Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) 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.A: Leadership

Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

### Element 3.B: Adequate Resources

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



### Element 3.C: Assessments

A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

## 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.



## 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.A: Alignment and Articulation

English learner (EL) educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments

beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

#### **Element 4.B: Providing Extra Resources**

Schools plan schedules and resources to provide 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.



# Chapter 1

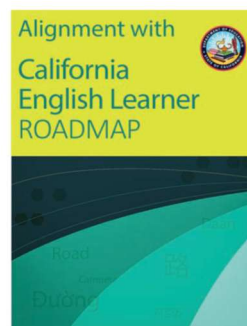
## Policies and Procedures

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### Initial Identification, Assessment, Placement, Reclassification and Monitoring Initial Identification and Assessment of Emergent Bilinguals

Farmersville Unified School District has established criteria and procedures to ensure that all students enrolling in the district who may need English Learner services are identified and assessed for language proficiency. This process has been adopted and enacted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment take place at the designated school site of enrollment.

- 1b: English Learner Profiles
- 2g: Programmatic Choice
- 3c: Assessments
- 4a: Alignment and Articulation



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

As required by the State of California for all school districts, parent(s)/legal guardian(s) of all complete, sign and date a Home Language Survey (HLS). This survey is completed upon registration in FUSD. The first time the parent(s)/legal guardian(s) enroll(s) the child in the district and only needs to be completed once. In the case of students transferring *from* any other school in

California, the *earliest* Home Language Survey is considered the legal document. The results of the initial HLS are maintained in the district's student information system, Aeries. The initial HLS is maintained in the English Learner Program Information (ELPI) folder in the student's cumulative record.

If the answers to Items 1, 2, and 3 on the HLS are 'English', the child is classified as English Only (EO.) and placed in an English Language Mainstream Program. Parents of EO students may also apply to participate in the district's Dual Language Immersion Program (DLIP). Participation in this Dual Language Immersion Program may be based on the child's grade level, proficiency in the second language taught within the program, previous participation in a similar DLIP, parental request and space availability.

If the answer to Item 1, 2 or 3 on the HLS is answered with a language other than English, the student is considered a Potential English Learner and is assessed for English language proficiency within 30 calendar days of enrollment. Potential English Learners in grades first (1<sup>st</sup>) through twelfth (12<sup>th</sup>) who are new to the district will be assessed at the school site of registration with the Initial ELPAC within 30 calendar days of enrollment.

If only Item 4 on the HLS is answered with a language other than English, the Program Specialist, Office Managers, Registrars, or other District personnel must determine whether to continue with the English Language Proficiency assessment, or to identify the student as an EO without such assessment. If the student is identified as an EO, he/she is placed in an English Language Mainstream (ELM) program. The student need not be assessed with the ELPAC, unless informal assessment or observation of English indicates that student might be an EL. The Office Manager/Registrar places the original copy of the HLS in the EO student's cumulative file as a permanent record of initial identification.

## **Step 2: English Language Proficiency Assessment**

A student whose HLS indicates that a language other than English is spoken at

home must have his/her English language proficiency assessed within 30 calendar days of initial enrollment. Every effort will be made to complete the initial assessment as soon and conveniently as possible for the parent(s)/guardian(s) and student(s), as well as for the school site to facilitate placement. Trained personnel, such as the site coordinator or the Program Specialist will assess the student's English language proficiency during the first 30 days of registration.

The assessment used by Farmersville USD to determine initial English proficiency is the English Language Proficiency Assessment for California (ELPAC). The ELPAC is a state-approved, criterion referenced, standardized language proficiency test designed to measure the English language proficiency of potential English Learner and non-native speakers in four domain areas: Listening, Speaking, Reading and Writing. The ELPAC is administered to all EL students including those in programs such as Gifted and Talented Education (GATE) and Special Education. The student receives an overall score based on ELPAC subtest: Oral Language and Written Language. The Oral Language score is a composite of Speaking and Listening domains while the Written Language score is a composite of the Reading and Writing domains. The results for a student taking the initial ELPAC are identified in three performance level descriptors:

- Novice English Learner
- Intermediate English Learner
- Initially Fluent English Proficient (IFEP)

Once all four domains have been completed, Student Score Reports (SSRs) will be made available to parents and guardians. An official initial ELPAC parent notification letter with the scores from the initial ELPAC assessment, language program placement options, reclassification criteria and graduation rates will be mailed to parents/ guardians. A copy of the initial ELPAC parent notification letter is placed in the student's English Learner Profile Information

(ELPI) folder inside the student's permanent cumulative file. These results are used to aid sites in determining program placement, monitor progress and in program evaluation.

Based on the initial ELPAC, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL).

- IFEP Student–The parent(s)/guardian(s) of an IFEP student is/are informed of the results and given the same program options as those given to an EO student: the default program is ELM, or the parent may request enrollment in the Dual Language Immersion Program. Placement is made on the same basis as for an EO student.

An EL in Special Education must take/attempt the ELPAC at least once. After the initial administration of the ELPAC, the Individual Education Plan (IEP) team may then determine if a student is unable to take all or part of the ELPAC. The student will be administered an alternate assessment, due to student's identified learning disability, in accordance with California Department of Education (CDE) regulations. A more complete elaboration of this process is found in Chapter 3.



Table 1.1: Home Language Survey



### H.L.S. ~ Home Language Survey: English

Student's Name: \_\_\_\_\_ School Site: \_\_\_\_\_  
(As it appears on legal documents)

**Directions to Parents and Guardians:**

The California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. *(If transferring from another California school district, the **original/earliest** HLS will be used when/if found in the "cum" folder.)*

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

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

\_\_\_\_\_  
(Signature of parent or guardian)

\_\_\_\_\_  
(Date)

Revised for 2023-24 school year and on.

Table 1.2: Home Language Survey--Spanish



### H.L.S. ~ Encuesta de la lengua materna: Español

Nombre del estudiante: \_\_\_\_\_ Sitio escolar \_\_\_\_\_  
(Tal como aparece en el certificado de nacimiento u otro documento oficial)

#### Instrucciones a los padres y guardián:

El Código de la Educación de California contiene los requisitos legales que dirigen las escuelas para determinar el idioma que se habla en el hogar de cada alumno. Esta información es esencial para que las escuelas puedan proporcionar servicios y programas de instrucción adecuada.

Como padres de familia o guardián, les pedimos su cooperación y colaboración para cumplir con este requisito legal. Por favor responda a cada una de las cuatro preguntas siguientes con la mayor precisión posible. Para cada pregunta, escriba el o los nombre(s) del idioma(s) correspondiente. Por favor, no deje ninguna pregunta sin contestar. *(Si vienen de otro distrito escolar en California, el HLS original será usada cuando o si se encuentra en el archivo oficial del estudiante)*

1. ¿Cuándo su hijo(a) empezó a hablar, cuál fue el idioma que aprendió hablar primero?  
\_\_\_\_\_
2. ¿Cuál idioma usa con más frecuencia su hijo(a) cuando conversa en la casa?  
\_\_\_\_\_
3. ¿Cuál idioma usan Uds. (padres o guardián) con más frecuencia cuando hablan con su hijo(a)?  
\_\_\_\_\_
4. ¿Cuál idioma usan con más frecuencia los adultos (padres, guardián abuelos, otros adultos) cuando hablan entre ellos en la casa?  
\_\_\_\_\_

Por favor firme y ponga la fecha en el espacio abajo y devuelva este formulario a la secretaria. Gracias por su cooperación y colaboración

\_\_\_\_\_  
(Firma del padre/madre o guardián)

\_\_\_\_\_  
(Fecha)

Revised for 2023-24 school year and on.

## Step 3: Parent Notification of Results: Initial Identification and Program Placement Initial Notification

### Initial Notification

Upon completion of the initial ELPAC, site/district personnel will score the assessment and record the students' results on the Parent Notification/Initial Pupil Placement form and in the district's Student Information System (SIS) Aeries.

Parent(s)/guardian(s) are notified of the initial ELPAC results and provided a description of the default program placement (Structured English Immersion), as well as a description of all other available program options. This information is also provided shortly after receipt of test scores of the initial assessment. The parent notification of the initial placement is provided in a language readily understandable to the parent(s)/guardian(s).

While the default language program placement of English learners is Structured English Immersion (SEI), parents are notified of their rights to place a student in any of the language programs available. In Farmersville, the only other language program besides Structured English Immersion (SEI) is the Dual Language Immersion Program (DLI) available at Snowden Elementary. This information is provided in a language readily understandable to the parent(s)/guardian(s) using the parent notification letter templates and translations provided by California Department of Education.

The school remains obligated to take the affirmative steps required Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]). EL services are specifically designed to help English learners obtain English language proficiency as well as acquire grade-level content. If a parent or guardian wishes to opt their child out of the EL program or EL services, the

parent or guardian should visit the district office to request a meeting with the Program Specialist.

## Challenging the Language Proficiency of a Student

Between the time of the initial language assessment, but before the summative, or annual testing occurs, the language proficiency of a student may be challenged and changed, provided there is compelling evidence for the change in language proficiency status. This challenge may be initiated by a parent or a certificated staff member, but to make the change, there must be evidence provided to support the change. The challenge and changing of language proficiency may only take place once in a student's K-12 educational experience.

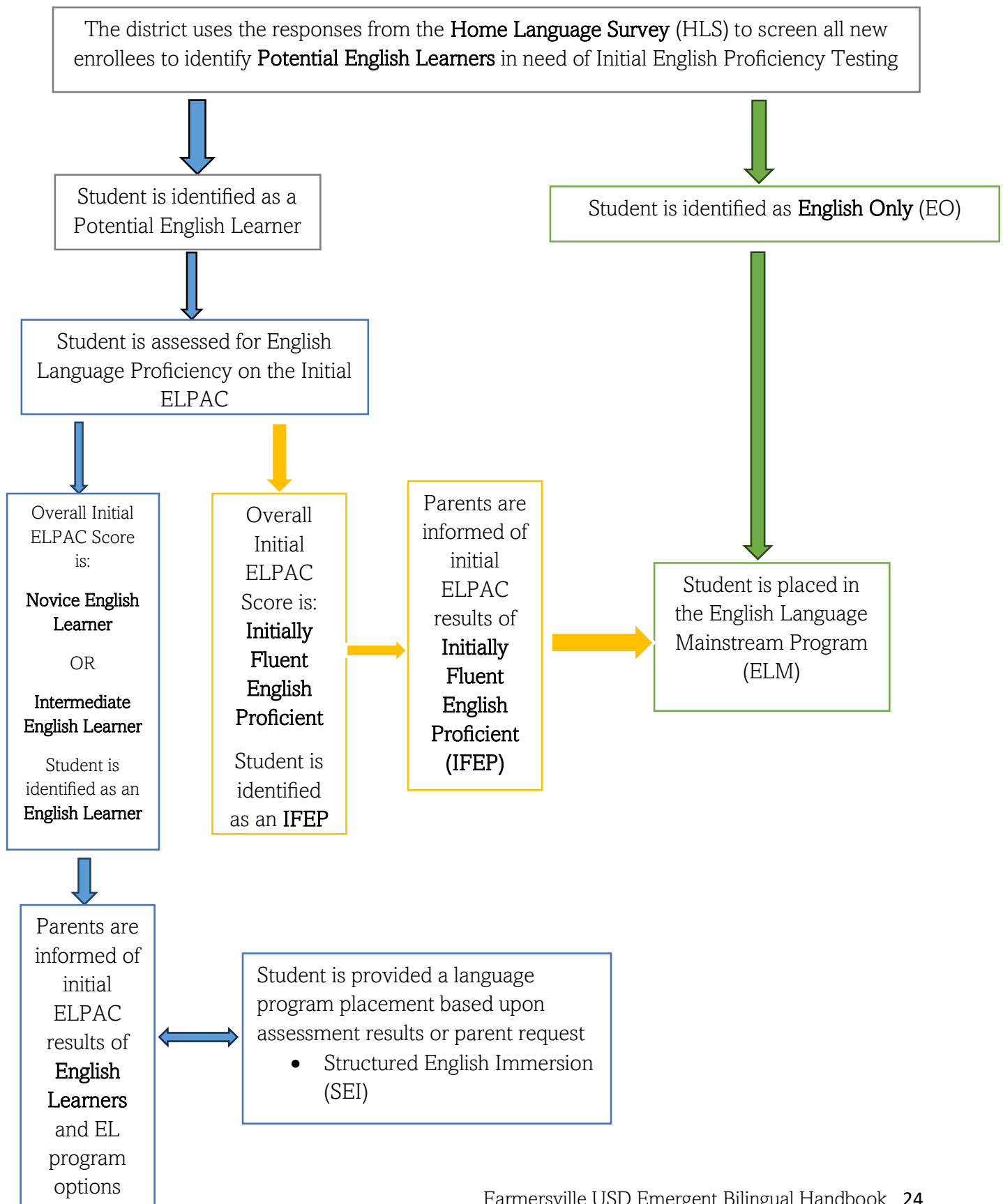
## Program Placement

Following the assessment and identification process, identified English learner students are placed into the program which was recommended during the initial pupil placement process as the most appropriate language program to meet the instructional needs of the student in keeping up with English only peers in grade level academic skills while continuing to acquire and hone English language skills. For most English learner students, this is the Structured English Immersion (SEI).

The flowchart on the following page illustrates the process for identifying students as English learners and placing in an appropriate language acquisition program of instruction based upon assessment results of parent request.



Table 1.3: Flowchart to determine language program placement



## Annual Notification

In accordance with federal guidelines, each school year, the parent(s)/guardian(s) is/are notified of his/her/their English Learner's placement within the first 30 days of enrollment based on the students' English Language Development (ELD) levels. All English Learners are assessed annually using the ELPAC to evaluate their growth and progress towards becoming English language proficient. After ELPAC results are received by the District, parents of all English Learners receive the **Parent Notification of EL Students' Annual ELPAC Results** (PN Annual/ELPAC) provided in their primary language which notifies them of the results of their student's annual assessment of English proficiency. Copies of both the Initial Parent Notification and all subsequent Annual Parent Notification letters are kept in the student's purple "English Learner Program Information" (ELPI) folder which is housed in the student's permanent cumulative file folder and follows the student at all school sites he/she attends.

## Progress Monitoring

The district will monitor student academic progress and provide additional and appropriate educational services to English learners in grades TK–12 for the purposes of overcoming language barriers in each subject matter. EL student progress is monitored regularly to ensure effective and appropriate program placement. Progress is monitored through the regular analysis of the results of state and local assessments and communicated to parents through progress reports, parent conferences and site-based parent-teacher communication systems. If interventions are needed to support EL students, parents will be notified by the school of the options, both during and beyond the school day, for additional instructional intervention programs and opportunities.

## Reclassification of English Learner Students: Criteria

For an English learner student to reclassify as fluent English proficient, the California Department of Education has set forth the following criteria\* which must be met:

|   |                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>English Language Proficiency:</b> Assessment of English language proficiency (ELP), using an objective assessment instrument: ELPAC—English Language Proficiency Assessment for California, and |
| 2 | <b>Basic Academic English Skills:</b> Comparison of student performance in basic skills against an empirically Academic Proficiency and Achievement on Grade level skills and standards, and       |
| 3 | <b>Teacher Evaluation:</b> A review of the student's curriculum mastery, including measurable outcomes, and                                                                                        |
| 4 | <b>Parental Input:</b> Parent opinion and consultation                                                                                                                                             |

\* Criteria established per the

- California Education Code (EC) Section 313; and
- Title 5 California Code of Regulations (5CCR) section 11303

**Stakeholder Input:** The reclassification criteria, Tables 1.4 and 1.5 listed on the next two pages, have been presented to, discussed, and approved by a variety of stakeholders, including:

- Teachers
- Administrators
- Multilingual Guiding Coalition
- Parents: DELAC

Table 1.4: English Learner Reclassification Criteria

| Kindergarten EL<br>Reclassification Criteria                                                     |                                                                                                                                                                                        | 1 <sup>st</sup> -2 <sup>nd</sup> Grade Reclassification<br>Criteria                              |                                                                                                                                                                                                                                                                         | 3 <sup>rd</sup> -12 <sup>th</sup> Grade Reclassification<br>Criteria                             |                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Multiple<br/>Criteria</i>                                                                     | <i>Multiple<br/>Criteria</i>                                                                                                                                                           | <i>Multiple<br/>Criteria</i>                                                                     | <i>Measure</i>                                                                                                                                                                                                                                                          | <i>Measure</i>                                                                                   | <i>Measure</i>                                                                                                                                                                         |
| English<br>Language<br>Proficiency<br>Assessment<br>for<br>California:<br>ELPAC (Per<br>Ed Code) | ELPAC:<br>Overall score<br>of:<br><br>4 = Well<br>Developed                                                                                                                            | English<br>Language<br>Proficiency<br>Assessment<br>for<br>California:<br>ELPAC (Per<br>Ed Code) | ELPAC:<br>Overall score<br>of:<br><br>4 = Well<br>Developed                                                                                                                                                                                                             | English<br>Language<br>Proficiency<br>Assessment<br>for<br>California:<br>ELPAC (Per<br>Ed Code) | ELPAC:<br>Overall score<br>of:<br><br>4 = Well<br>Developed                                                                                                                            |
| <b>ELA<br/>Proficiency</b><br>( <i>Basic<br/>academic<br/>English Skills<br/>per Ed Code</i> )   | Scholastic<br>Reader Level<br>4<br><br><i>or</i><br><br>STAR Reading<br>Test “On<br>Watch” 25%<br>and above<br><i>or</i><br>Writing<br>Sample with a<br>Rubric score<br>of 2 or better | <b>ELA<br/>Proficiency</b><br>( <i>Basic<br/>academic<br/>English Skills<br/>per Ed Code</i> )   | Scholastic<br>Reader Level<br>16—1 <sup>st</sup> Grade<br>Scholastic<br>Reader Level<br>24—2 <sup>nd</sup> Grade<br><br><i>or</i><br><br>STAR Reading<br>Test “On<br>Watch” 25%<br>and above<br><i>or</i><br>Writing<br>Sample with a<br>Rubric score<br>of 2 or better | <b>ELA<br/>Proficiency</b><br>( <i>Basic<br/>academic<br/>English Skills<br/>per Ed Code</i> )   | SBAC Overall<br>Score of 2 or<br>better<br><i>or</i><br>STAR Reading<br>Test “On<br>Watch” 25%<br>and above<br><i>or</i><br>Writing<br>Sample with a<br>Rubric score<br>of 2 or better |

|                                                                |                                                                                                                                                                                                                                                                                                                                                        |                                                                |                                                                                                                                                                                                                                                                                                                                                        |                                                                |                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Evaluation Measurable Outcomes</b><br>(Per Ed Code) | <p>Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance.</p> <p>The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])</p> | <b>Teacher Evaluation Measurable Outcomes</b><br>(Per Ed Code) | <p>Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance.</p> <p>The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])</p> | <b>Teacher Evaluation Measurable Outcomes</b><br>(Per Ed Code) | <p>Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance.</p> <p>The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])</p> |
| <b>Parent Input</b><br>(Per Ed Code)                           | <p>Opportunities for parent opinion, consultation, and involvement during the reclassification process.</p>                                                                                                                                                                                                                                            | <b>Parent Input</b><br>(Per Ed Code)                           | <p>Opportunities for parent opinion, consultation, and involvement during the reclassification process.</p>                                                                                                                                                                                                                                            | <b>Parent Input</b><br>(Per Ed Code)                           | <p>Opportunities for parent opinion, consultation, and involvement during the reclassification process.</p>                                                                                                                                                                                                                                            |

## Reclassification of English Learner Students: Procedures

Once a student has fulfilled the criteria to be considered for reclassification, the following Language Acquisition Process (LAP) procedures will occur to ensure that each candidate's reclassification status has been considered on a case-by-case basis to determine whether reclassification is appropriate for each student at this time:

Table 1.5: Reclassification Procedures

| Procedures for Reclassifying ELs to Fluent English Proficient: RFEP   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identification of candidates                                       | Program Specialist will inform sites of the open window for reclassification of students and trains and refers site coordinators to the English learner database (Ellevation). This database includes the names of all students at that site who have fulfilled all reclassification criteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2. Review of candidates' data & Language Appraisal Team Determination | <p>Each reclassification candidate's data is reviewed by the site <b>Language Acquisition Team (LAT)</b> to determine reclassification status for each candidate and consider whether reclassification is appropriate at the time. If reclassification is recommended, the team, led by the site coordinator, completes the required meeting documentation/reclassification form and gathers signatures of attendees. The LAT is comprised of:</p> <ul style="list-style-type: none"> <li>• Site TOSA/Academic Coach</li> <li>• Counselor(s)</li> <li>• Site level administrator</li> <li>• Reclassification Candidate's classroom teacher (Elementary)</li> <li>• ELA teacher and ELD Teacher (Secondary)</li> <li>• Special Education Case Manager (if student has an IEP/504)</li> <li>• Parent/Guardian (as a part of ongoing consultation)</li> </ul> |
| 3. Recommendation and Final Parent Consultation                       | After a final review, the LAT, in consultation with the parent, will make a final determination regarding reclassification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4. Reclassification                                                   | Site coordinator finalizes a list of students to be reclassified. The Program Specialist will ensure students are reclassified in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                      |                                                                                                                                                                                                                           |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Student Information System and state databases. Final notification is provided to parents.                                                                                                                                |
| <b>5. Monitoring</b> | Academic progress of all reclassified EL students (RFEPs) will be monitored for the subsequent four years following his/her reclassification. Academic interventions to support RFEP students will be provided as needed. |

## RFEP Monitoring Procedures

Once a student has been reclassified, the district must monitor the academic progress of these students for four years after they have reclassified. Most reclassified students do very well. There are a few, however, who may need additional, albeit temporary support. The following is a breakdown of the procedures FUSD has in place to monitor RFEP students:

**1. Identify Most Recently Reclassified Students:** To monitor the progress and ensure success for EL students who have been reclassified within four years, each year the district will identify RFEP students who need monitoring. RFEP students will be reviewed for the need of intervention.

**2. Determine Appropriate Interventions:** The district will monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. Actions to overcome content academic barriers must be taken before the deficits become irreparable. Sites will document interventions, monitor their effectiveness, and track the need for further support.

- **Elementary level:** The teacher of record will identify and enter into the EL database (Ellevation—forms) the interventions/supports being provided to the recently reclassified students in need of assistance
- **Secondary level:** The EL site monitor will route the database to teachers of students who are facing academic challenges and in need of intervention. Those teachers will enter the interventions/supports being provided to address potential failure of a core subject

**3. Record Interventions:** The EL site monitor will ensure that interventions identified by teachers are documented on the database.

**4. Follow up:** Each student has unique needs. Should a recently reclassified student continue to struggle even after the instructional interventions have been initiated, each site has procedures in place to support students. These include, but are not limited to:

- Student Success Team (SST)
- Referral for counseling
- Individual Academic Plan (IAP)
- Credit recovery programs
- Alternative program placements



Table 1.6: Reclassification Protocol

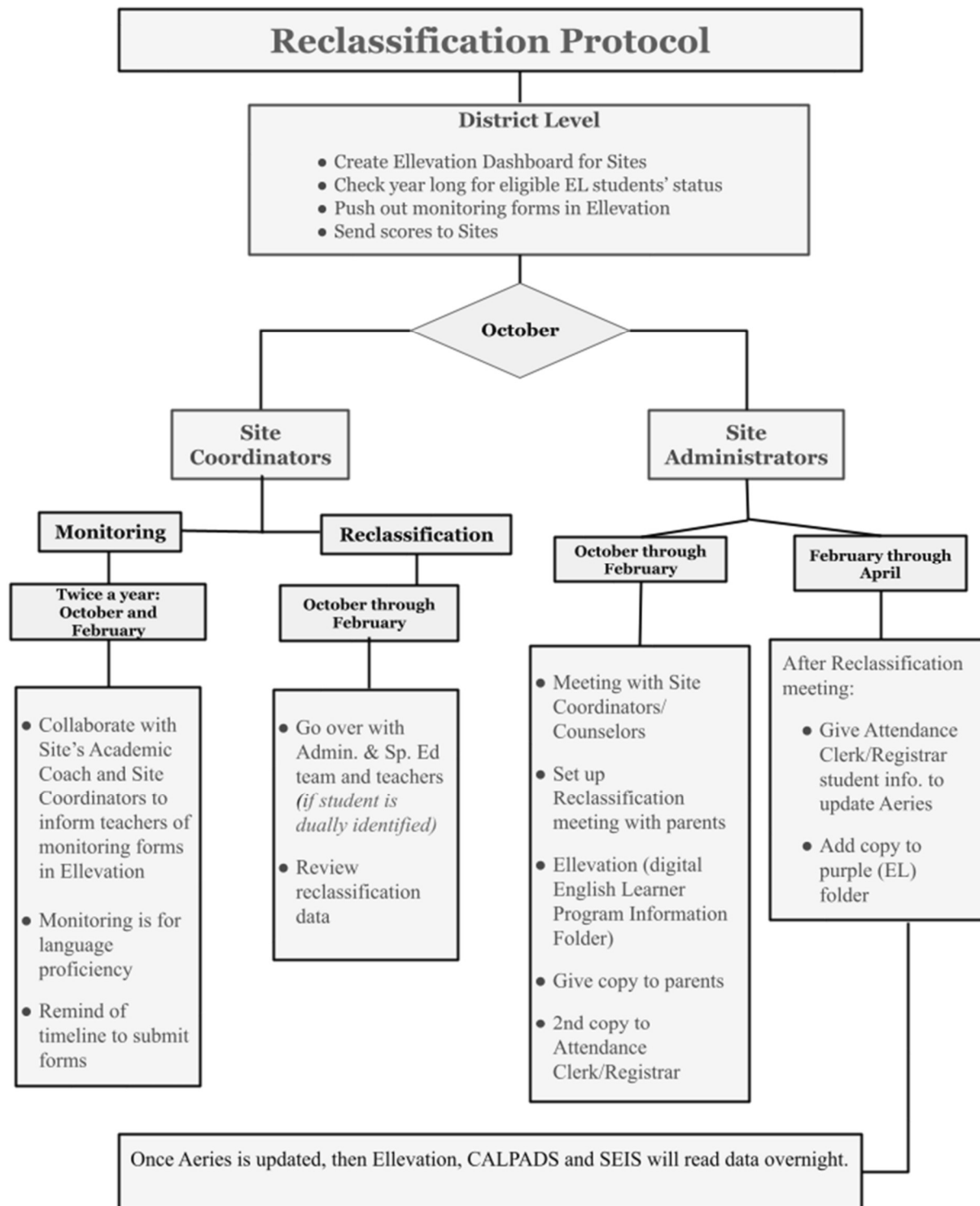


Table 1.6a: Reclassification Protocol—Spanish

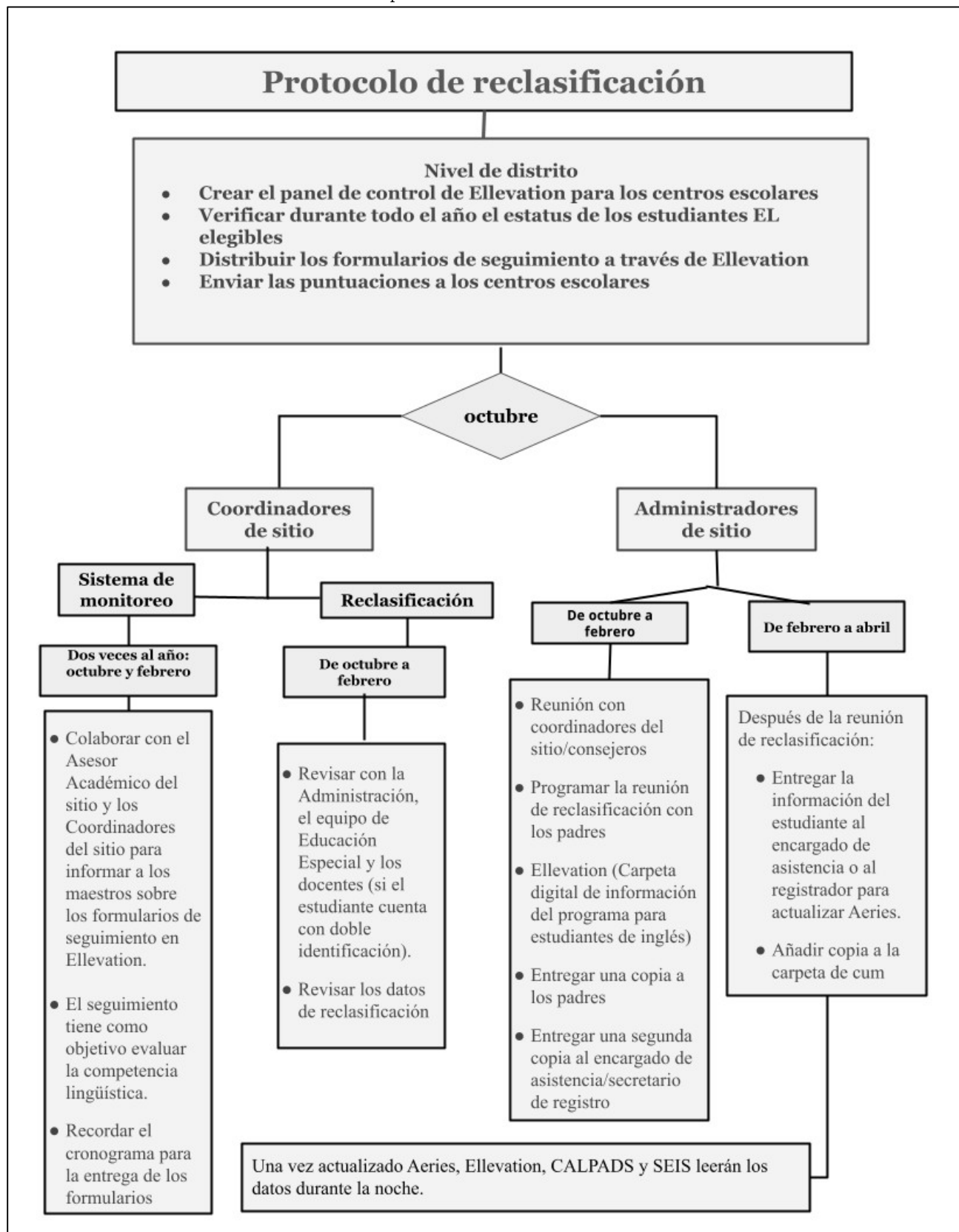


Table 1.7: Reclassification Criterion

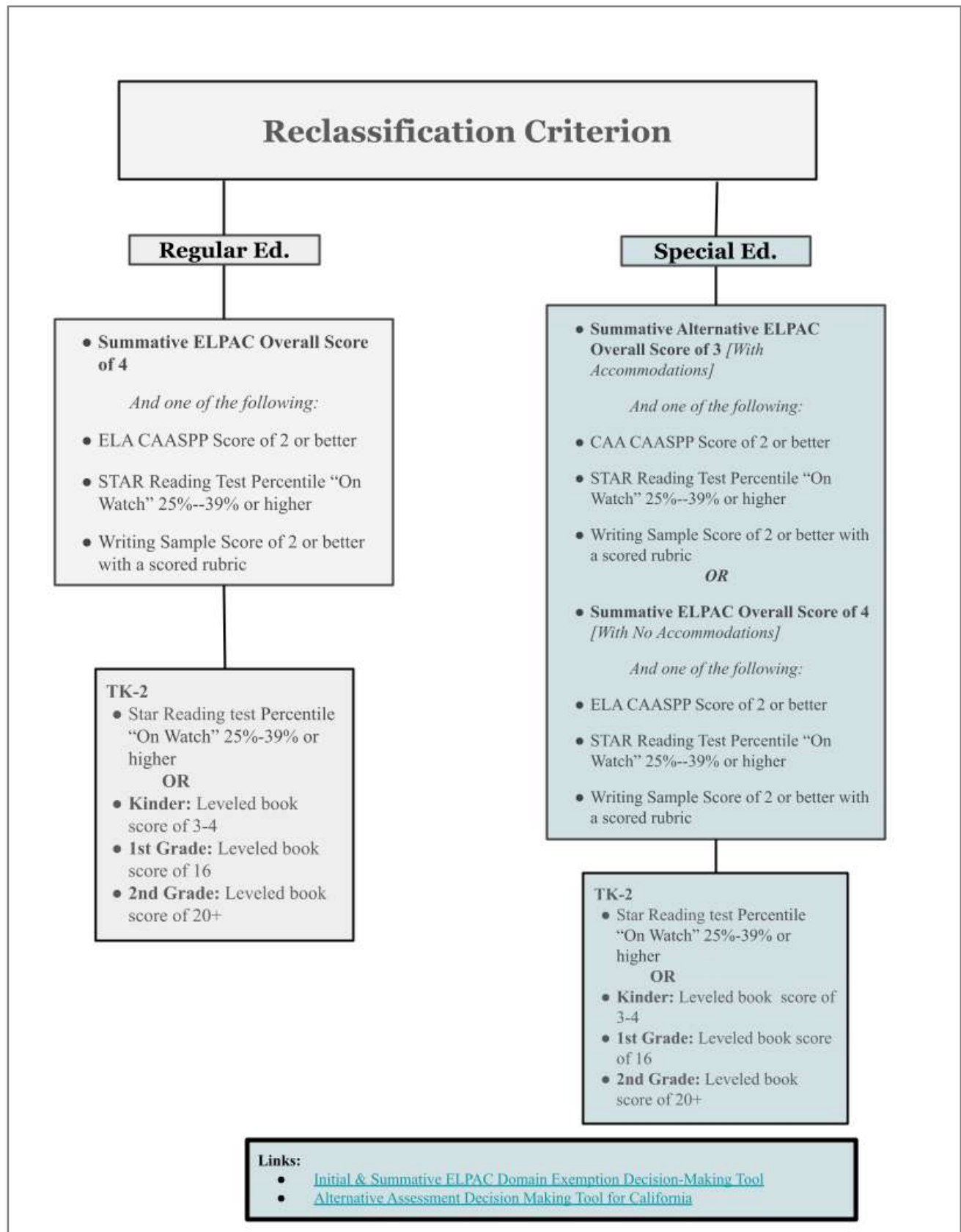
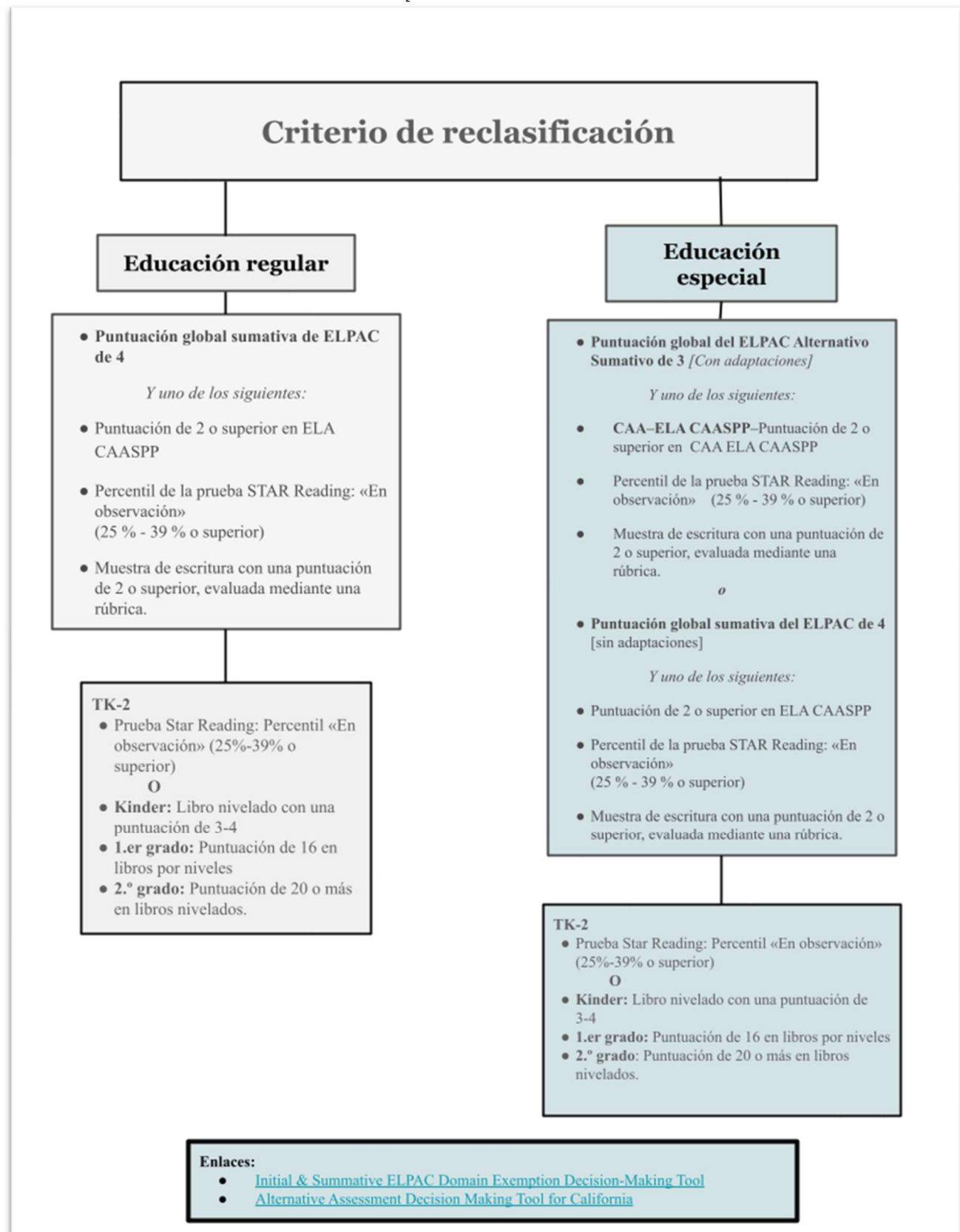


Table 1.7a: Reclassification Criterion—Spanish



**DO NOT REMOVE FROM CUM FOLDER**

Table 1.9: Reclassification Form (Spanish)

|  <b>Farmersville</b><br>Unified School District                                                        |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| <i>"Preparando estudiantes para que sean miembros productivos de la sociedad y líderes innovadores del mañana."</i><br><b>Recomendación de Reclasificación</b>                          |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Nombre Del Estudiante                                                                                                                                                                   |                                                                                                                                                                                                                                                                                        | Numero de identificación                                          | Grado                                                                   |
|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Apellido                                                                                                                                                                                | Primer                                                                                                                                                                                                                                                                                 | Segundo                                                           |                                                                         |
|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Escuela                                                                                                                                                                                 | Primer Idioma                                                                                                                                                                                                                                                                          | Estudiante tiene PEI o Plan 504                                   |                                                                         |
|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        | Si <input type="checkbox"/> No <input type="checkbox"/>           |                                                                         |
| Persona haciendo la recomendación (Título)                                                                                                                                              | Maestro/a Título                                                                                                                                                                                                                                                                       | Fecha                                                             |                                                                         |
|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <b>Evidencia establecida para la reclasificación</b>                                                                                                                                    |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Método de Medida                                                                                                                                                                        | Estándares Requeridos K-12                                                                                                                                                                                                                                                             | Puntuación/Nivel del Estudiante                                   | Cumple con los Estándares Requeridos                                    |
| Escala total del Examen Sumativo de ELPAC                                                                                                                                               | Nivel 4                                                                                                                                                                                                                                                                                |                                                                   | <input type="checkbox"/>                                                |
| Escala total del Examen Sumativo del ELPAC Alternativo Educación Especial                                                                                                               | Nivel 3                                                                                                                                                                                                                                                                                |                                                                   | <input type="checkbox"/>                                                |
| <i>Debe cumplir uno de los requisitos:</i> <ul style="list-style-type: none"> <li>• ELA CAASPP</li> <li>• CAA ELA</li> <li>• Evaluación STAR</li> <li>• Muestra de escritura</li> </ul> | <ul style="list-style-type: none"> <li>• ELA CAASPP: Nivel 2 o superior</li> <li>• CAA ELA: Nivel 2</li> <li>• STAR: Percentil: 25% o más alto</li> <li>• *Escritura: Puntuación de 2 o mejor con rúbrica puntuada adjunta</li> </ul> <p><i>*nivel secundario—3 párrafos o más</i></p> | <i>Incluir puntuación de criterios:</i>                           | <input type="checkbox"/>                                                |
| <b>Recomendación del maestro y aprobación del administrador</b>                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <input type="checkbox"/> El estudiante se está desempeñando con fluidez en el dominio del inglés. Recomendamos que él / ella sea reclasificado como Competente en Inglés Fluido.        |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <input type="checkbox"/> El estudiante todavía no se desempeña con fluidez en el dominio del inglés. No recomendamos que se reclasifique en este momento.                               |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Firma del maestro _____                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        | fecha _____                                                       |                                                                         |
| Materia (grados 7-12) _____                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| Firma de Consejero/a: _____                                                                                                                                                             |                                                                                                                                                                                                                                                                                        | fecha _____                                                       |                                                                         |
| Firma de Director/a (o designado/a): _____                                                                                                                                              |                                                                                                                                                                                                                                                                                        | fecha _____                                                       |                                                                         |
| El consentimiento de los padres y la carta de información sobre la reclasificación fueron proporcionados a la familia por:                                                              |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <input type="checkbox"/> Correo Postal                                                                                                                                                  | <input type="checkbox"/> Conferencia                                                                                                                                                                                                                                                   | <input type="checkbox"/> Teléfono                                 | <input type="checkbox"/> Estudiante <input type="checkbox"/> Otro _____ |
| Firma de los padres _____                                                                                                                                                               |                                                                                                                                                                                                                                                                                        | fecha _____                                                       |                                                                         |
| Firma de alumnos (grado 7-12 solamente) _____                                                                                                                                           |                                                                                                                                                                                                                                                                                        | fecha _____                                                       |                                                                         |
| Uso exclusivo de la oficina                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <input type="checkbox"/> Reclasificado/a                                                                                                                                                |                                                                                                                                                                                                                                                                                        |                                                                   |                                                                         |
| <input type="checkbox"/> No Reclasificado/a                                                                                                                                             |                                                                                                                                                                                                                                                                                        | Firma del coordinador de aprendizajes de inglés _____ fecha _____ |                                                                         |

**DO NOT REMOVE FROM CUM FOLDER**

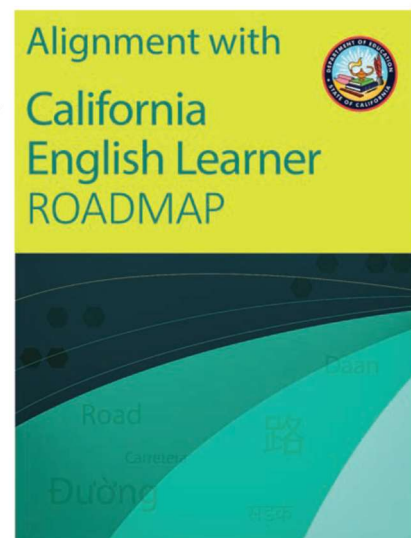


## Chapter 2

# Understanding Assets-Based Instructional Programs for English Learners

Overview: FUSD provides an educational assets-based instructional program for English learners (ELs) which fosters a positive growth mindset. It is approaching the education of EL students with a mindset which values their culture and language and works to empower these students' voices, while providing them with a program of instruction which facilitates their rapid acquisition of English while supporting their successful access to an intellectually rigorous curriculum which promotes academic achievement across all academic disciplines. An example of an assets-based mindset is found in Section 1: Goal, Critical Principles and Overview of the state's ELD Standards "...they (students) recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English."

1b: English Learner Profiles  
1c: School Climate  
2b: Intellectually Rich, Standards-based Curriculum  
2c: High Expectations  
2d: Access to the Full Curriculum  
2g: Programmatic Choice  
4c: Coherency



## Who We Serve: Supporting English learners at each stage of their English language development

Essential to the successful implementation of an assets-based instructional program is a comprehensive, competent, and compassionate understanding of the students who are served by the program and their unique instructional needs at each level of their English acquisition journey.

Understanding the language proficiency levels and the language acquisition skills for students at each stage of their English language development is imperative for effective planning for language instruction. The chart on the following page illustrates the distinctive English learner typology for the students we serve:

- Newcomer English Learner
- Continuing English Learner
- Long-Term English Learner
- Life-Long Language Learner

Included in this chart are the language acquisition stages and corresponding proficiency level descriptors for the recognized levels of linguistic development for English Learners at each level of their language development. The language acquisition stages, and corresponding proficiency level descriptors listed below are taken from Chapter 2, page 20 of the California ELD Standards. Common "typologies" are referenced with the understanding that groups of English learners are not homogeneous, and individual students should be supported based on their unique needs and assets.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Table 2.1: English Learner Typology

| English Learner Typology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language Acquisition Stage and Corresponding Proficiency Level Descriptors (From CA ELD Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Newcomer English Learner Profile:</b><br/>Newcomer to the country (0 – 24 months) whose primary language is other than English.</p> <ul style="list-style-type: none"> <li>Two or more years below grade level achievement</li> <li>Often require specialized assistance, tutoring, alternate instructional program/materials</li> </ul> <p><b>Identifying Criteria:</b></p> <ul style="list-style-type: none"> <li>ELPAC: At level 1, <b>Minimally developed</b></li> <li>SBAC: No score or Does Not Meet (1) the Standard</li> <li>District Writing Assessment (Secondary): No score or Combined score of 3 or lower</li> </ul> | <p><b>Emerging:</b> English Learners entering at the Emerging level having limited receptive and productive English skills. As they <b>progress through</b> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. <b>Upon exit</b> from the emerging level, students have basic English communication skills in social and academic contexts.</p> <p><b>Levels of support needed for students at the Emerging level of English proficiency:</b><br/><b>Substantial</b> Students at the <b>early stages</b> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>substantial</b> linguistic support; as they develop more familiarity and ease with understanding and using English, support may be <b>moderate or light</b> for familiar tasks or topics.</p> |
| <p><b>Continuing English Learner Profile:</b> Identified EL for 2 – 5 years</p> <ul style="list-style-type: none"> <li>Two or more years below grade level achievement</li> <li>Often require specialized assistance, tutoring, alternate instructional program/materials</li> </ul> <p><b>Identifying Criteria:</b></p> <ul style="list-style-type: none"> <li>ELPAC: At level 2, <b>Somewhat Developed</b> or the early stages of level 3, <b>Moderately Developed</b></li> <li>SBAC: Does Not Meet (1) the Standard Mean</li> </ul>                                                                                                  | <p><b>Expanding:</b> As English learners <b>progress through</b> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. <b>Upon exit from</b> the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p> <p><b>Levels of support needed for students at the Expanding level of English proficiency:</b><br/><b>Moderate.</b> Students at the <b>early stages</b> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>moderate</b> linguistic support; as they develop</p>                                                           |

| <ul style="list-style-type: none"> <li>District Writing Assessment (Secondary): Combined score of 3 or lower</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>more familiarity and ease with understanding and using English, support may be <b>light</b> for familiar tasks or topics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Typology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Language Acquisition Stage and Corresponding Proficiency Level Descriptors (From CA ELD Standards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Long Term English Learner (LTEL) Profile:</b><br/>Identified English learner for six or more consecutive years</p> <ul style="list-style-type: none"> <li>At or within two years of grade level achievement</li> <li>May experience temporary or minor difficulties with academic English</li> <li>May need periodic individual assistance, re-teaching, additional learning time, additional practice</li> </ul> <p><b>Identifying Criteria:</b></p> <ul style="list-style-type: none"> <li>ELPAC: (Generally) At level <b>3, Moderately Developed</b> or level <b>4 Well Developed</b></li> <li>SBAC: Nearly Met (2) the Standard or Does Not Meet (1) the Standard</li> <li>District Writing Assessment: Combined score of 3 to 5</li> </ul> | <p><b>Bridging:</b> As English learners <b>progress through</b> the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. <b>Upon exiting</b> the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p> <p><b>Levels of support needed for students at the Bridging level of English proficiency: Light.</b> Students at the <b>early stages</b> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>light</b> linguistic support; as they develop more familiarity and ease with understanding and using English, support may not be necessary for familiar tasks or topics</p> |
| <p><b>Life-long Language Learner Profile:</b><br/>Reclassified (RFEP) English learner</p> <ul style="list-style-type: none"> <li>At or within two years of grade level achievement</li> <li>May experience temporary or minor difficulties with academic English</li> <li>May need periodic individual assistance, re-teaching, additional learning time, additional practice</li> </ul> <p><b>Identifying Criteria:</b></p> <ul style="list-style-type: none"> <li>SBAC: Nearly Met (2) the Standard or higher</li> </ul>                                                                                                                                                                                                                            | <p><b>Life-long language learners:</b> Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts, drawing upon knowledge of contexts.</p> <p><b>Levels of support needed for students who are Life-long language learners: Occasional</b><br/>Students who have exited the Bridging level</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                  |                                                                                  |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>District Writing Assessment:<br/>Combined score of 6 or higher</li> </ul> | benefit from occasional linguistic support in their ongoing learning of English. |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

## Providing a Standards-based instructional program: English Language Development

The purpose of English language development (ELD) instruction is to tailor the specific and explicit teaching of English language to meet the needs of a wide variety of English learners. ELD establishes the foundation for the development of literacy skills in reading and writing which paves and illuminates the pathway for success with cognitive academic English language arts and content area skills and standards for all English learners.

The instructional programs for English learners are aligned with and support the California English Language Development Standards. The following is an overview of the state's ELD standards taken from Chapter 1, page 14 of the California ELD standards:

<https://www.cde.ca.gov/sp/el/er/document/eldstndpublication14.pdf>

**Part I: Interacting with English in Meaningful Ways**--this includes activities in which students actively

**A. Collaborate** with others in English with grade level content curriculum

1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

**B. Interpret** and engage with a variety of grade level texts and oral discourse across all academic disciplines in English. This includes:

5. Listening actively and asking or answering questions about what was heard

6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

**C. Produce** English, orally and in writing, in response to a diverse range of texts, academic disciplines and tasks. This includes:

9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

**Part II: Learning About How English Works** activities which support English learners in understanding how English works include the following instructional focus

### **A. Structuring Cohesive Texts**

1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

### **B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision

## C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

## Part III: Using Foundational Literacy Skills

English learners enter our schools with a variety of formal educational backgrounds. Students who arrive with a strong, uninterrupted educational background in their primary language are generally quick to transfer those skills in learning English. However, some students arrive with little, no or interrupted educational experiences leaving them with limited literacy skills in their primary language. Part III of the California ELD standards provides specific considerations, by grade level, for supporting English learner students in need of support with foundational literacy skills.

Site administrators, counselors and Teachers on Special Assignment (TOSAs) work in conjunction with and under the guidance of the district's Program Specialist-EL/DLI to establish appropriate placement in an ELD program for all English learner students. The optimal goal would be one class per level of English proficiency. However, due to the wide range of English learners serviced by the district at both the elementary and secondary levels, placement can span more than one level. For example, students at the expanding level of proficiency may be combined with students at the bridging level of proficiency.

Although there are a number of instructional approaches and programs, both during the school day and beyond, offered to meet the wide-ranging needs of the English learners in the district, the goal of English language development instruction is to provide students with the skills needed to escalate their overall English proficiency until they have fulfilled the criteria necessary to reclassify as English proficient.

## Supporting English language development: Designated and Integrated ELD

Along with the English language development standards, the state of California has identified two types of instructional approaches: Designated and Integrated ELD. Each approach carries distinctive characteristics, and both are to be implemented throughout the instructional day to support English learners with the instructional strategies and activities needed to:

- Annually Increase their English Proficiency
- Reclassify as Fluent English Proficient
- Meet the challenging state standards
- Successfully engage with and master rigorous content

Excerpts and summaries of the following information included here under Designated ELD and Integrated ELD are taken from: Chapter 2 of the ELA/ELD Framework. Adopted by the California State Board of Education on July 9, 2014.

### Designated ELD

Designated ELD is 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, and abilities needed for content learning in English. This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

## Essential Features of Designated ELD Instruction

- 1. Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.
- 2. Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.
- 3. Extended Language Interaction:** Extended language interaction between student with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/ signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.
- 4. Focus on Meaning:** Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
- 5. Focus on Forms:** In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.
- 6. Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
- 7. Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned and provided just in time.
- 8. Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.

**9. Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

**10. Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

## Grouping for Designated ELD

- During designated ELD—and only during designated ELD—ELs should be, ideally where possible, grouped by English language proficiency levels so that teachers can strategically target their language learning need.
- Designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction.
- Designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that will accelerate their English language and literacy development.
- Grouping during the rest of the day should be heterogeneous to ensure that ELs interact with proficient English speakers.
- Some middle and high school ELs who are newcomers to English and at the Emerging level of English language proficiency may benefit from specialized attention in ELA (and other content areas) to accelerate their linguistic and academic development.
- This specialized instruction should be focused on accelerating students' English language and literacy development, while also providing them with full access to core content, so that they are able to participate in heterogeneous classrooms as quickly as possible.

*Source: California ELA/ELD Framework:*

<http://www.cde.ca.gov/ci/rl/cf/documents/chapter02may2014.pdf> 32

## Integrated ELD:

In FUSD, grade level content is made accessible for English Learners through the employment of specific, research-based instructional strategies, which support English language development within the structure and delivery of core content instruction. This type of English Language Development, which is taught throughout the day and across all disciplines, is referred to as Integrated ELD. Chapter 2, pages 108-144, of the California ELA/ELD Framework speaks in specific terms regarding Integrated ELD.

<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

Excerpts and summaries of the following information included here under Integrated ELD and Designated ELD are taken from: Chapter 2 of the ELA/ELD Framework. Adopted by the California State Board of Education on July 9, 2014.

**Integrated ELD:** This framework uses the term integrated ELD to refer to ELD 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. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.

**Integrated ELD**

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)

The following is a summary of the focus of integrated ELD instruction and examples of instructional strategies to support these areas of focus from Chapter 2 of the California ELA/ELD Framework.

### **A Focus on Language Development and Content: Promoting Collaborative Discussions About Content:**

Teachers can use the CA ELD Standards as a guide to support their ELs at different English language proficiency levels to participate in collaborative discussions about rich content.

### **Instructional Strategies Examples:**

Teach and post:

- Frequently Used Phrases (e.g., Can you say more? Can you explain that again?)
- Sentence stems (e.g., Why do you think\_\_\_? What is your idea about\_\_\_\_\_? How do you \_\_\_?)
- Carefully crafted, open-ended sentence frames (e.g., Although mitosis and meiosis both involve cell division, they\_\_\_\_\_.)
- Content specific vocabulary critical for content understanding

Equally important to remember is that the scaffolding teachers provide, such as sentence stems or frames should be used purposefully and judiciously, and teachers should consider when their use may in fact discourage or impede productive discourse (e.g., when students feel they must use sentence frames in order to speak or write).

## **A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts:**

Teachers can use the CA ELD Standards as guidance for supporting their ELs at different English language proficiency levels to read and actively listen to complex texts.

- Ask students what they notice about the language used in the complex informational and literary texts they are reading
- Explain to students how the language writers choose in a specific place in a text elicits a particular effect on readers (e.g., using a figurative use of the word erupt to show how a character behaved, describing a historical figure's career as distinguished, or using the word extremely to add force to a statement, as in extremely dangerous).
- Model for students how to find instances in texts where writers use modality to present their opinions or attitudes (e.g., The government should definitely pass this law.) or how particular language is helpful for guiding readers through a text (e.g., the use of "for example," or "in addition").
- Call attention to particular places in a text where writers present evidence to support an argument and draw distinctions between more successful and less successful uses of language to present the evidence.
- Provide students with guided opportunities to evaluate and analyze the language they encounter in the academic texts used for content instruction:
  - Explain how the use of different familiar words with similar meanings to describe a character (e.g., choosing to use the word polite versus good) produces a different effect on the reader.
  - Ask ELs at the Expanding level to explain how the use of different general academic words with similar meanings (e.g., describing a

character as diplomatic versus respectful) or figurative language (e.g., The wind whispered through the night.) to produce shades of meaning and different effects on readers.

A teacher can use Part II of the CA ELD Standards as a guide for showing ELs how different text types are organized and structured (e.g., how a story is structured or where in an argument, evidence is presented) or how language is used purposefully to make meaning (e.g., how sentences are combined to show relationships between ideas). Examples:

- Single out a particular sentence in the science textbook that is challenging for students but critical for understanding a topic.
- Lead a discussion where the class unpacks the academic and informationally dense sentence (see figure 2.20) for its meaning using more everyday language.

#### **Figure 2.20. Sentence Unpacking**

Original sentence to unpack: “Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Meanings:

- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about:

Environmental degradation

What it means in our own words:

People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

Using the CA ELD Standards in these ways ensures that all ELs are engaged with the same intellectually rich content and read their texts more closely, in instructionally scaffolded ways adapted to their particular language learning needs.

## **A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking:**

Teachers can use their CA ELD Standards as a guide to support their ELs at different English language proficiency levels to write to the three different text types in the ELA CCSS (Opinions/arguments, Informative/explanatory texts, and Narratives) and present their ideas in more formal ways in speaking. Examples:

- Use a model text (e.g., a story with which students are familiar) to show how a story is organized into predictable stages (orientation-complication-resolution or introduction-problem-resolution).
- Draw students' attention to the linking words and phrases (also known as text connectives) in the story that help to create cohesion and make the story flow
  - These text connectives might be once upon a time or long ago. In the complication stage, typical text connectives for signaling a shift are suddenly or all of a sudden. In the resolution stage, text connectives such as finally or in the end might be used.
- Post the notes from the analysis the class conducted with the story so that they have a model to refer to
- Provide them with a graphic organizer that contains the same stages so they can begin to write their first drafts in a structured way.
- Pull a small group of students at the Emerging level of proficiency together to jointly construct a story so that teachers can facilitate students' understanding of the organization of stories and their use of particular language (e.g., text connectives, literary vocabulary)
- Explicitly teach some of the general academic words in the literary texts the students are reading, words that you would like to have students use in their own written stories (e.g., ecstatic, murmured, reluctance) or oral retellings of stories

- Show students how to expand their ideas (e.g., adding a prepositional phrase to show when or where something happened) or connect their ideas and sentences in other ways
- Draw students' attention to how a historical argument is organized, show the particular language resources used to create cohesion (e.g., At the beginning of the century, ... After reconstruction, ...)
- Teach the general academic and domain-specific vocabulary students will need to use in their writing to convey their understanding of a topic.
- Provide ELs at the Emerging level of English language proficiency a graphic organizer containing the stages of a historical argument and paragraph frames as a way to provide scaffolding for writing an initial draft of an essay.

All of these instructional decisions depend on a variety of factors, including students' familiarity with topics and tasks, in addition to their English language proficiency levels.

## Implications for Integrated ELD

These are just a few examples of the many ways in which all teachers can use both Parts I and II of the CA ELD Standards throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs to learn rich content and develop advanced levels of English. Implied in these examples is the need for all teachers to do the following:

- Routinely examine the texts and tasks used for instruction in order to identify language that could be challenging for ELs.
- Determine where there are opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas).
- Observe students to determine how they are using the language teachers are targeting.
- Adjust whole group instruction or work with small groups or individuals in order to provide adequate and appropriate support.

Above all, ELs should routinely and frequently engage in school tasks where they engage in discussions to develop content knowledge, apply comprehension strategies and analytical skills to interpreting complex texts, produce oral and written English that increasingly meets the expectations of the context, and develop an awareness about how English works to make meaning.

Source: California ELA/ELD Framework

<http://www.cde.ca.gov/ci/rl/cf/documents/chapter02may2014.pdf>



# Chapter 3

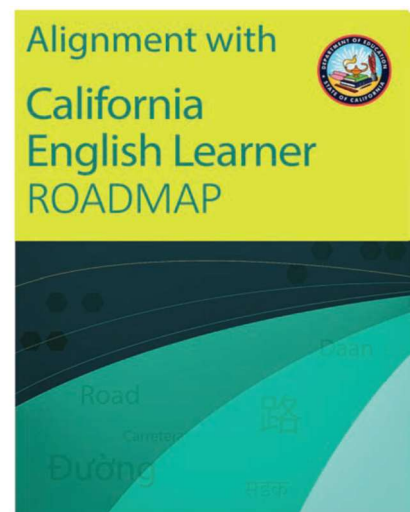
## Effective Instruction and Assessment for English Learners

### Instructional Programs for English Learners: K-12

Farmersville Unified School District is committed to providing our English learner students with a responsive instructional program which ensures:

- Equal and full access to the core curriculum and a well-rounded educational program, including
  - ❖ Gifted and Talented identification and program placement
  - ❖ All A – G approved content courses
  - ❖ Honors and Advanced Placement (AP) courses
- Mastery of core curricular standards
- Instructional practices based on effective, research-based strategies
- English language development and literacy
- Effective transitions through the English learner program from elementary through postsecondary education

1b: English Learner Profiles  
 1e: English Learners with Disabilities  
 2a: Integrated and Designated ELD  
 2b: Intellectually Rich, Standards- based Curriculum  
 2c: High Expectations  
 2d: Access to the Full Curriculum  
 2f: Rigorous Instructional Materials  
 2g: Programmatic Choice  
 3c: Assessments  
 4a: Alignment and Articulation  
 4b: Providing Extra Resources  
 4c: Coherency



In order to fulfill the commitment to provide a challenging core curriculum which supports English language development for all English learner students, FUSD will offer the following instructional programs:

- Structured English Immersion (SEI)
  - ❖ Including programs and pathways to support English learners at each stage of their linguistic development
    - Newcomers
    - Continuing English Learners
    - Long Term English Learners
- Alternative Language Options:
  - ❖ Dual Language

Each of these options has been designed to support the specialized learning needs and provide the necessary scope and sequence of instruction to facilitate the acquisition of English language proficiency for the wide range of English learners serviced in this district. In addition, these programs are also designed to prevent or recoup any core content academic losses or deficits. These goals shall be accomplished through the inclusion of the following essential components in the instructional programs for all English learner students:

- Explicit and direct instruction in English language development skills
  - ❖ Integrated ELD
  - ❖ Designated ELD
- Differentiated instruction in the core, standards-based curriculum which includes the use of
  - ❖ Primary language support
  - ❖ SDAIE strategies, such as Quality Teaching for English Learners (QTEL) instructional models
  - ❖ Thinking Maps
  - ❖ Collaborative Conversations
  - ❖ Guided Language Acquisition Development (GLAD) strategies

## Parent Notification of Instructional Programs:

Farmersville Unified School District recognizes that meaningful parent engagement is vital in decisions regarding the education of their children and essential in ensuring students' academic success. All programs include procedures for input and notification to parents of both newly enrolled and continuing students, in a language that the parents understand. Parents are fully informed of program options for English Learners and the results of all assessments and any changes in the student's program placement. Specifics on the policies and procedures regarding parent notification of instructional programs are elaborated upon in Chapter One: Policies and Procedures.

**Structured English Immersion (SEI)** is an instructional program delivered in English to students who are still learning English. Instruction is made comprehensible using core content materials in tandem with effective, research-based instructional strategies specifically designed to teach English to non-native speakers. English learners are initially identified through overall results on the initial administration of the English Learner Assessment for California, or ELPAC, identified them as a

- Novice English Learner or
- Intermediate English learner

Identified EL students are assessed annually using the ELPAC to monitor progress and determine if the student has fulfilled the criteria to reclassify as fluent English proficient. Identified EL students will continue in an SEI instructional program and continue to have the progress of their English language development assessed annually if they have not met the English language proficiency and basic level of academic English proficiency. Levels of English proficiency as expressed in the annual, or summative ELPAC are as follows:

- **Level 1, Minimally Developed:** Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need *substantial linguistic support* to communicate on less familiar tasks and topics. This summative

ELPAC performance level corresponds to the “Emerging” proficiency level as described in the California ELD Standards.

- **Level 2, Somewhat Developed:** Students at this level have *somewhat developed* oral (listening and speaking) and written (reading and writing) English skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need *substantial-to-moderate linguistic support* to communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the low to mid-range of the “Expanding” proficiency level as described in the California ELD Standards.
- **Level 3, Moderately Developed:** Students at this level have *moderately developed* oral (listening and speaking) and written (reading and writing) English skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need *light-to-minimal linguistic support* to communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the upper range of the “Expanding” or lower range of the “Bridging” proficiency level as described in the California ELD Standards.
- **Level 4, Well Developed:** Students at this level have *well developed* oral (listening and speaking) and written (reading and writing) English 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 *light linguistic support* to communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the upper range of the “Bridging” proficiency level as described in the California ELD Standards.

Source: <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

## Supporting English Language Development in the SEI Classroom: Elementary

English learners in the elementary SEI setting receive integrated ELD throughout the day across all academic disciplines and at least thirty-minutes of specific, designated English Language Development instruction each day. Designated ELD time is protected during the instructional day where students are grouped by proficiency level, as determined by the ELPAC. Students are assessed regularly throughout the year to monitor progress using the diagnostic ELD Rubrics within the district-adopted core ELA/ELD program, to ensure attention to the California ELD Standards and to differentiate instruction specific to the needs of English learners within that spectrum of language proficiency.

To address the needs of the unique population of students in Farmersville, FUSD selected to adopt materials approved by the state board of education which align with the Program 2 Basic ELA/ELD requirements. Program 2 curricular materials align with both the California ELA standards and the ELD standards and include materials for designated ELD instruction

Through a combination of integrated and designated ELD instructional activities, EL students in the SEI instructional program are provided with the linguistic assistance needed to successfully interact and meaningfully engage with core, grade-level academic content instruction.

Table 3.1, in the next page, illustrates the structure of English language development instruction, including the role of integrated and designated ELD, designed to support and meet the unique needs of English learners in an SEI setting.

Table 3.1: Structured English Immersion (SEI) Program at the Elementary Level

| Students Served                                                                                                                                                                                                                                                                                                                                                                          | Program Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Staffing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is the instructional program placement for <b>English learner</b> students who have</p> <ul style="list-style-type: none"> <li>Not met the criteria to be reclassified as fluent English proficient</li> <li>Not requested a dual language program placement</li> <li>Not requested an English language mainstream program placement –not opted out of an SEI program</li> </ul> | <p><b>Elementary:</b><br/>30-40 minutes of specific Designated ELD instruction daily teaming for ELD instruction is encouraged to meet the needs of the variety of English language students served in the SEI program.</p> <p>Integrated ELD is provided throughout the day in core curriculum instruction through the use of differentiated instructional strategies in reading, writing, math, science and social science while utilizing state adopted, standards-based instructional materials.</p> <p>Primary language support is offered, when applicable, to provide clarity, direction and lower the affective filter for students to assist them in making meaning from new input in an unfamiliar language. (As needed and as staffing will allow)</p> | <p>Appropriate state certification for teaching in elementary school:</p> <ul style="list-style-type: none"> <li>Multiple Subject credentials with</li> </ul> <p>An appropriate state certification for teaching English learners such as:</p> <ul style="list-style-type: none"> <li>Cross-cultural, Language and Academic Development (CLAD) or</li> <li>Language Development Specialist (LDS)</li> <li>Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or</li> <li>Bilingual Certificate of Competence (BCC)</li> </ul> <p>OR</p> <p>A general teaching credential with</p> <ul style="list-style-type: none"> <li>Supplementary ESL, TESOL or ELD supplementary authorization or</li> <li>A state-approved alternate to the CLAD</li> </ul> <ul style="list-style-type: none"> <li>-SB 395 certificate</li> <li>-SB 1969 certificate</li> </ul> |

| Support Options for Students in an SEI Program Placement                                                                                       |                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Within the classroom:</p> <ul style="list-style-type: none"> <li>Primary language support (as needed and as staffing will allow)</li> </ul> | <p>Outside of the classroom:</p> <ul style="list-style-type: none"> <li>Language tutoring to improve access to the core instructional program</li> </ul> |

|                                                                                                                                                        |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Scaffolded and differentiated instructional support using targeted SDAIE strategies in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>Before and/or after school intervention programs</li> <li>Other appropriate services, such as Migrant Education and/or Special Education support</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ELA/ELD Program Placement, Elementary K-6

At the elementary level, students are provided with integrated as well as designated ELD utilizing the core program 2 ELA/ELD adopted materials, which include resources, lessons, curriculum maps and pacing guides provided to support daily integrated ELD and level ELD support during the Designated ELD instruction.

## Considerations for Instructional Grouping for Designated ELD at the Elementary level

As English learners need to receive daily Designated ELD instruction informed by proficiency level and specific language needs, the question arises, “How should I group students and what data should inform the groups?” There are three points teachers may consider when determining Designated ELD instructional groups: ELPAC, formative assessment during Benchmark Designated ELD lessons, and FUSD report card items.

## ELPAC

ELPAC scores can serve as a starting point for determining student proficiency levels for instructional grouping. Teachers should consider the scores for both written and oral language as well as the domain specific performance levels. In addition, teachers should remember that students may have made progress since the assessment administration date. Finally, ELPAC should not be the only source of data for instructional grouping.

## Designated ELD Formative Assessment

Each daily Designated ELD lesson provides a formative assessment opportunity with language production expectations by ELD level (Emerging, Expanding, Bridging). Teachers use formative assessment results to consider how their

students are meeting the related ELD standards and to make adjustments to instruction and instructional groupings. If a student is consistently mastering the language objectives for a particular level, teachers should consider regrouping that student, so they are receiving instruction at the next proficiency level

## **FUSD Report Card**

On the FUSD elementary report card, teachers are asked to provide an overall proficiency level of the ELD standards. Teachers refer to the ELD Proficiency Level Descriptors (early stage and exiting stage criteria), as well as their grade level ELD standards to analyze student performance and determine their proficiency levels. This analysis should inform not only the report card, but also instructional and grouping decisions.

## **Assessing and Monitoring Progress: Elementary**

Progress is annually assessed utilizing the results of both state (SBAC and ELPAC) and periodically monitored throughout the year utilizing local assessments. These local assessments of progress include trimester grades, the STAR Reading test administered four times a year (August, October, February and May), Scholastic level books as well as the results of the progress assessments included in the core curriculum.

Progress is monitored through the continuing improvement needs assessment process conducted at each site. Included in the continuous improvement needs assessment process are local Data Dives and Data Chats with staff conducted during the Monday modified day/late start professional development time. During this time, teachers identify trends by grade level/subject matter, which can be addressed through collaborative planning and adjustments to lessons to include the incorporation of intervention resources and activities. These data chats also yield suggestions for additional interventions School Site Council (SSC) and the English Learners Advisory Committee (ELAC) will also use this data to monitor the overall EL program.

## Interventions: Elementary

Utilizing the data from these state and local measures, students are identified for intervention support. Interventions are provided in small group rotations within the classroom. EL students identified for intensive interventions are targeted for additional support before and/or after school.

## Supporting Integrated and Designated ELD

The California ELA/ELD Framework speaks to the expectations and characteristics of Designated and Integrated ELD. Each approach carries distinctive characteristics, and both are to be implemented throughout the instructional day to support English learners in developing English Language proficiency and accessing the core instructional program.

Details on how both Integrated and Designated ELD are supported in the Farmersville Unified School District are outlined in Table 3.2 and Table 3.3 below and the following two pages:

Table 3.2: Integrated and Designated ELD Elementary Level in FUSD

| <b>Integrated ELD</b><br>Throughout the Day                                                                                                                                                                                                                                                                                                                                                          | <b>Designated ELD</b><br>Specific, <b>Protected Time</b> during the instructional day to provide instruction which promotes English language acquisition and proficiency                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>TK – 12:</b><br/>Integrated ELD is supported throughout the day in content instruction through the employment of research based instructional strategies and activities to scaffold and support English Learners in successfully accessing grade level content, while building on their English language acquisition skills.</p> <p><b>Support for Integrated ELD in Math Instruction:</b></p> | <p><b>Elementary: TK – 6</b><br/>Designated ELD is supported with designated ELD lessons using core curriculum during protected instructional time each day.</p> <p>Designated ELD lessons are differentiated to support English learners at the various levels of English language proficiency:</p> <ul style="list-style-type: none"> <li>• Emerging</li> <li>• Expanding</li> <li>• Bridging</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Explicit instruction on utilizing math discourse in problem solving settings</li> <li>• Instructional routines and activities which promote the effective use of academic language of the discipline.</li> <li>• Utilizing adaptive technology to differentiate and personalize instruction and learning</li> <li>• Integrating the use of additional, supplementary resources and engaging instructional activities to assist them in making rigorous, grade-level content accessible for English learners.</li> <li>• Employing small group instructional strategies, either in heterogeneous groups for students to work cooperatively or for short periods of time in linguistically homogeneous groups in order for teachers to provide additional instructional scaffolds and linguistic supports to address the needs of English learners at all levels of English proficiency: Emerging, Expanding and Bridging.</li> </ul> | <p>Designated ELD instructional time is the one time during the day where students are instructed in linguistically homogeneous groups so that teachers may focus on specific English language skills to promote the rapid acquisition of English.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Table 3.3: Integrated and Designated ELD Secondary Level in FUSD

| <p><b>Integrated ELD</b><br/>Throughout the Day</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Designated ELD</b><br/>Specific, <b>Protected Time</b> to provide instruction which promotes English language acquisition and proficiency</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Support for Integrated ELD in Science and Social Studies Instruction:</b><br/>Strategies and activities to support integrated ELD within core science and social studies instruction include:</p> <p>Content Reading</p> <ul style="list-style-type: none"> <li>• Deep reading strategies</li> <li>• Note-taking</li> <li>• Graphic Organizers/Thinking Maps</li> <li>• Explicit instruction and activities to integrate effective use of academic language</li> <li>• Reciprocal Teaching</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Cornell notes/learning logs</li> <li>• Quickwrites and reflections</li> <li>• Process Writing</li> <li>• Peer evaluation</li> </ul> <p>Inquiry</p> <ul style="list-style-type: none"> <li>• Skilled questioning techniques</li> <li>• Socratic Seminars</li> <li>• Investigations</li> <li>• Questions that guide research</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Binders and organizational tools</li> <li>• Calendars, planners, and agendas</li> <li>• Graphic organizers</li> <li>• Focused note taking system</li> </ul> <p>Collaboration</p> <ul style="list-style-type: none"> <li>• Socratic Seminars</li> <li>• Philosophical Chairs</li> <li>• Group Activities</li> <li>• Peer Editing Groups</li> </ul> | <p><b>Secondary: 7th – 12th Grade</b></p> <p><b>Designated ELD Support</b><br/>As an ELA/ELD Program 2, the core curriculum includes designated ELD lessons, strategies, activities and pacing guides designed to ensure equal and successful access to grade level content, standards and skills while supporting English learners at the Expanding and Bridging levels of English language proficiency.</p> <p><b>Designated ELD Support using core curriculum</b></p> <p>The core ELA replacement includes specialized designated ELD lessons designed to provide an intensive, accelerated pathway to grade-level proficiency in English.</p> <p>The designated ELD lessons incorporate the use of grade-level texts and instruction addressing grade level standards and skills through the incorporation of specific activities which have been instructionally scaffolded and differentiated to support English learners at all levels of English language proficiency</p> <ul style="list-style-type: none"> <li>• Emerging</li> <li>• Expanding</li> <li>• Bridging</li> </ul> |

## Supporting English Language Development in the SEI Classroom: Secondary

At the secondary level ELD instruction in the SEI classroom is supported through appropriate placement into courses designed to meet the needs of English learners who are continuing in their journeys towards English proficiency. Integrated ELD instructional strategies and activities are incorporated into math, social studies, science and elective courses. Instruction is conducted in English using specific strategies and activities to make content comprehensible for students who are still learning English.

Every effort is made to group students with similar English language development needs together to provide designated ELD at the various stages of a student's journey towards English proficiency. While the district has identified specific instructional pathways to support these instructional needs, it is important to note that access to advanced level content courses is not restricted due to language barriers. All students, regardless of language fluency, have open access to the full spectrum of A – G approved content and elective courses, including Honors and Advanced Placement, should he or she wish to enroll in these courses. Instruction will be conducted in English, with integrated ELD strategies and instructional activities to make grade-level content instruction accessible and accommodate students who are still learning English.

To address the needs of the unique population of students in Farmersville, FUSD selected to adopt materials approved by the state board of education which align with the Program 2 Basic ELA/ELD requirements. Program 2 curricular materials align with both the California ELA standards and the ELD standards and include materials for designated ELD instruction.

The program 2 materials adopted by FUSD for students in grades 7th – 12th grade is Study Sync\* by McGraw Hill. For English learners in need of more intensive ELA/ELD support in grades 9<sup>th</sup>-12<sup>th</sup>, National Geographic/Cengage Learning's EDGE curriculum\* is available as a program 5 specialized ELD program. Through the extensive and rigorous piloting and selection process, these

materials were found to be the best fit and provide the necessary support materials to meet the needs of English learners, as well as life-long language learners in our district.

*\*English and ELD Adoption materials set for 2026-2027*

Table 3.4, illustrates the structure of English language development, including the role of integrated and designated ELD, designed to support and meet the unique needs of English learners in the secondary SEI setting.

Table 3.4 Structured English Immersion (SEI) Program at the Secondary Level

| Students Served                                                                                                                                                                                                                                                                                                                                                                          | Program Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Staffing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is the instructional program placement for <b>English learner</b> students who have</p> <ul style="list-style-type: none"> <li>Not met the criteria to be reclassified as fluent English proficient</li> <li>Not requested a dual language program placement</li> <li>Not requested an English language mainstream program placement –not opted out of an SEI program</li> </ul> | <p><b>Secondary:</b> (dependent on site's master schedule)</p> <p>FJHS 82 minutes (Block period) and FHS 52 minutes of Designated ELD instruction daily</p> <p>Teaming for ELD instruction is encouraged to meet the needs of the variety of English language students served in the SEI program.</p> <p>Integrated ELD is provided throughout the day in core curriculum instruction through the use of differentiated instructional strategies in reading, writing, math, science and social science while utilizing state adopted, standards-based instructional materials.</p> <p>An ELA/ELD continuum has been established to</p> | <p>Appropriate state certification for teaching in elementary school:</p> <ul style="list-style-type: none"> <li>Multiple Subject credential or Single Subject credential <b>with</b></li> </ul> <p>An appropriate state certification for teaching English learners such as:</p> <ul style="list-style-type: none"> <li>Cross-cultural, Language and Academic Development (CLAD) or</li> <li>Language Development Specialist (LDS)</li> <li>Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or</li> <li>Bilingual Certificate of Competence (BCC)</li> </ul> <p>OR</p> <p>A general teaching credential with</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                             |
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|  | <p>guide sites in determining the best program placement and pathways to meet the linguistic needs of all EL students.</p> <p>Designated ELD instruction is embedded into district adopted, program 2 ELA/ELD instructional materials, supplementary ELD materials are available for students in need of intensive ELD support.</p> <p>Primary language support as appropriate to provide clarity, direction and lower the affective filter for students to assist them in making meaning from new input in an unfamiliar language. (As needed and as staffing will allow)</p> | <ul style="list-style-type: none"> <li>• Supplementary ESL, TESOL or ELD supplementary authorization or</li> <li>• A state-approved alternate to the CLAD <ul style="list-style-type: none"> <li>○ SB 395 certificate</li> <li>○ SB 1969 certificate</li> </ul> </li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Support Options for Students in an SEI Program Placement                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Within the classroom:</p> <ul style="list-style-type: none"> <li>• Primary language support (as needed and as staffing will allow)</li> <li>• Placement into strategic or intensive intervention</li> </ul> | <p>Outside of the classroom:</p> <ul style="list-style-type: none"> <li>• Language tutoring to improve access to the core instructional program</li> <li>• Before and/or after school intervention programs</li> <li>• Other appropriate services, such as Migrant Education and/or Special Education support</li> </ul> |

## ELA/ELD Curriculum/Course Options for Access at the Secondary Level

ELD instruction is embedded into all core content instruction as “Integrated ELD” through the use of effective, research-based strategies and activities. Designated ELD is, at least, provided and explicitly provided and supported at a specific time within the instructional day in English language arts (ELA) instruction. At the 7th–8th grade levels, there are several options to meet student needs as they acquire language and access the instructional program. In consultation with the Language Acquisition Team and reflecting upon student needs, progress, and input, a student may be placed in:

- Honors
- Standard English Language Arts
- Core ELA with ELD Supports
- English Language Development (Program 5)

At the secondary level, there is a distinct difference between Newcomer English Learners, Continuing English Learners and Long-Term English learners (LTEs).

- Newcomer: An EL student in a language program for less than 24 months
- Continuing English Learner: An EL student in a language program for 2 – 5 years
- Long Term English Learner: An EL student in a language program more than 5 years

All students, regardless of language proficiency status, have full access to all ELA and core content program options.

Recommended placement is based upon performance on multiple measures, including ELPAC, SBAC and local measures such as district benchmarks and is mediated through thorough discussion within the Language Acquisition Team.

## Program Placement Options for ELs at the Intermediate Level

Table 3.5, on the next page, illustrates the program placement continuum options as well as Multi-tiered Systems of Support (MTSS) alignment for the ELA/ELD instructional pathway options to address levels of intervention support which may be addressed during the school day.

Table 3.5: 7<sup>th</sup>-8<sup>th</sup> grade: ELA & ELD Instructional Pathway Continuums

| Pathway Options for EO, IFEP, RFEP and LTEL students |                       |
|------------------------------------------------------|-----------------------|
| 7 <sup>th</sup> Grade                                | 8 <sup>th</sup> Grade |
| Language Arts 7                                      | Language Arts 8       |
| ELD 1                                                | ELD 1                 |
| ELD 2                                                | ELD 2                 |
| ELD 3                                                | ELD 3                 |
|                                                      |                       |

Table 3.6: Multi-tiered Systems of Support Identifiers

| Multi-tiered Systems of Support (MTSS) Identifiers |                                                                                                                |                                                               |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Tier 1<br>Core Program                             | Tier 2<br>Core Program with Targeted<br>ELD Support and designated<br>ELD lessons built into the<br>curriculum | Tier 3<br>Core Replacement Option ELA<br>Intervention and ELD |

Table 3.7: 7<sup>th</sup> – 8<sup>th</sup> grade: Core Instruction and Electives

| Core Content in Math, Science and History and Electives |                          |                               |
|---------------------------------------------------------|--------------------------|-------------------------------|
| 7 <sup>th</sup> Grade                                   | 8 <sup>th</sup> Grade    | Electives                     |
| Math 7A                                                 | Math 8                   | AVID                          |
| Integrated Ag. Science 7                                | Integrated Ag. Science 8 | Beginning Guitar              |
| History 7                                               | History 8                | Advanced Guitar               |
|                                                         |                          | STEM                          |
|                                                         |                          | Leadership                    |
|                                                         |                          | Special Ed. Practical Studies |
|                                                         |                          |                               |

## Program Placement Options for ELs at the High School Level

As with grades 7-8, all students in grades 9-12, regardless of language proficiency status, have full access to all ELA and core content program options, including all A–G approved courses, Honors and Advanced Placement courses.

Placement recommendations and guidelines are provided to assist sites in determining the program continuum options which will best meet the unique instructional needs of each EL student through their language acquisition journey. Recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as district benchmarks.

Table 3.8 below illustrates the program placement continuum options as well as Multi-tiered Systems of Support (MTSS) alignment for the ELA/ELD instructional pathway options.

Table 3.9 elaborates upon the ELA/ELD program placement options for EL students at the 6<sup>th</sup>-8<sup>th</sup>/9-12<sup>th</sup> grade levels with student profile and placement criteria guidance, program descriptors and the structure, course codes and adopted program materials to be used as the primary text in each course.

Table 3.8: Multi-Tiered Systems of Support Identifiers

| Multi-tiered Systems of Support (MTSS) Identifiers |                                                                                                       |                                                            |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Tier 1<br>Core Program                             | Tier 2<br>Core Program with Targeted ELD Support and designated ELD lessons built into the curriculum | Tier 3<br>Core Replacement Option ELA Intervention and ELD |

Table 3.9: ELA & ELD Instructional Pathway Continuums: 9<sup>th</sup>-12<sup>th</sup> Grade

| Pathway Options for EP, IFEP, RFEP and LTEL students |                        |                                    |                                      |
|------------------------------------------------------|------------------------|------------------------------------|--------------------------------------|
| 9 <sup>th</sup> Grade                                | 10 <sup>th</sup> Grade | 11 <sup>th</sup> Grade             | 12 <sup>th</sup> Grade               |
| English 9                                            | English 10             | English 11                         | ERWC                                 |
| English 9 Honors                                     | Pre AP English 10      | AP English: Language & Composition | AP English: Literature & Composition |
| ELD 1                                                | ELD 1                  | ELD 1                              | ELD 1                                |
| ELD 2                                                | ELD 2                  | ELD 2                              | ELD 2                                |
| ELD 3                                                | ELD 3                  | ELD 3                              | ELD 3                                |
| ELD 4                                                | ELD 4                  | ELD 4                              | ELD 4                                |

Table 3.10: 9<sup>th</sup>-12<sup>th</sup> Core Instruction/Pathways

| Pathway Options for EP, IFEP, RFEP and LTEL students |                        |                        |                        |
|------------------------------------------------------|------------------------|------------------------|------------------------|
| 9 <sup>th</sup> Grade                                | 10 <sup>th</sup> Grade | 11 <sup>th</sup> Grade | 12 <sup>th</sup> Grade |
| <b>Math</b>                                          |                        |                        |                        |
| Integrated Math 1                                    | Integrated Math 2      | Integrated Math 3      | [COS] STATS 21         |
|                                                      |                        |                        | [COS] CALCULUS         |
| <b>Science</b>                                       |                        |                        |                        |
| Integrated Science 1                                 | Integrated Science 2   | Integrated Science 3   | Anatomy                |
|                                                      | [COS] BIO 10           | Anatomy                | [COS] Anatomy          |
|                                                      |                        | [COS] CHEM 20          |                        |

| Science Pathways and Career Pathways |                                             |                   |                                |
|--------------------------------------|---------------------------------------------|-------------------|--------------------------------|
| Ag. Science                          | Animal Science                              | Animal Science 2  | [COS] Animal<br>Fall/Spring    |
|                                      | Horticulture                                | Horticulture 2    | Floral<br>Culture/Arrangement  |
|                                      |                                             |                   | Starting SY 26-27              |
|                                      |                                             |                   | Health—CNA Patient<br>Care     |
|                                      |                                             |                   | Education                      |
|                                      |                                             | Starting SY 27-28 | Starting SY 27-28              |
|                                      |                                             | Patient Care 1    | Patient Care 2                 |
|                                      |                                             | Education 1       | Education 2                    |
|                                      |                                             |                   |                                |
| Building<br>Trades/Construction      | Residential<br>Commercial<br>Construction 1 | RCC 2             | [COS] Fall--Construction       |
|                                      |                                             |                   | [COS] Spring--<br>Construction |
| Welding—<br>Manufacturing            | Welding 1                                   | Welding 2         | [COS] Fall--                   |
|                                      |                                             |                   | [COS] Spring--                 |
| Graphic Design                       | New Media 1                                 | New Media 2       | [COS] GD 100 (Fall)            |
|                                      |                                             |                   | [COS] GD 209 (Spring)          |
|                                      | Film 1                                      | Film 2            | [COS] GD 309 (Film)            |
|                                      |                                             | Culinary 1        | Culinary 2                     |
|                                      | Business 1                                  | Business 2        |                                |
|                                      |                                             | Business 1        | Business 2                     |
|                                      |                                             |                   |                                |
| History                              |                                             |                   |                                |
| Frosh Studies                        | World History                               | U.S. History      | Government/Economics           |
| Intro to Ag.                         | AP World History                            | AP U.S. History   | [COS] Poly 5                   |
| Building Trades                      | [COS] History 4                             | [COS] History 17  | [COS] Econ 40                  |
| AVID                                 | [COS] History 25                            | [COS] History 18  |                                |

## Supplementary, ELA/ELD support classes taught during the school day

The purpose of the ELA/ELD continuum for English learners is to provide first, best instruction in a curricular program which meets their needs for linguistic support as an English learner, but ensures that they have

- Equal and full access to the core curriculum and a well-rounded educational program, including
  - Gifted and Talented identification and program placement
  - All A – G approved content and elective courses
  - Honors and Advanced Placement (AP) courses
- Mastery of core curricular standards
- Instructional practices based on effective, research-based strategies
- English language development and literacy

Acquiring and building upon English skills can be achieved in a variety of venues. Therefore, to facilitate access to a well-rounded educational program, sites are advised and encouraged to allow ELs to select an elective class, rather than require an additional period of ELA/ELD for EL students. As such, there are no longer courses/course codes for “supplementary/support” ELD courses. The only recommended exceptions to this would be true Newcomer EL students or students who are performing at the very lowest, 1st to 2nd grade reading levels as demonstrated by a variety of data sources, as illustrated on Table 3.11.

Table 3.11: Supplementary ELA/ELD Courses

| Student Profile and Placement Guidance                                                                                                                                                                                                                       | Program Placement Descriptors                                                                                                                                                                                                                                                                          | Structure, Codes and Adopted Program Materials                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Designed to support EO, IFEP, LTEL or RFEP students who are <ul style="list-style-type: none"> <li>• Two or more years below grade level achievement (1<sup>st</sup> or 2nd grade reading level)</li> <li>• Often require specialized assistance,</li> </ul> | <b>English Language Arts Support*</b><br><i>A supplementary</i> intervention program option taken in tandem with the core ELA program, designed to “catch up” literacy and language development skills though highly structured support in accessing grade-level content. As this class would be taken | 1 period of optional, but not required, additional period of ELA support<br><i>Must be taken in conjunction with a core ELA course*</i> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p>tutoring, alternate instructional program/materials</p> <p><i>Recommended Placement Guidance</i></p> <ul style="list-style-type: none"> <li>• SBAC: Does Not Meet (1) the Standard</li> </ul>                                                                                                                                                                                                                                                      | <p>in addition to a core ELA/ELD course in lieu of an elective course, this option should only be implemented with students who are at the very lowest levels of literacy.</p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
| <p>Designed to support continuing EL students who are:</p> <ul style="list-style-type: none"> <li>• Two or more years below grade level achievement (1<sup>st</sup> or 2nd grade reading level)</li> <li>• Often require specialized assistance, tutoring, alternate instructional program/materials</li> </ul> <p><i>Recommended Placement Guidance</i></p> <ul style="list-style-type: none"> <li>• SBAC: Does Not Meet (1) the Standard</li> </ul> | <p><b>English Language Arts Support*</b><br/>A <i>supplementary</i> intervention program <i>option</i> taken <i>in tandem with</i> a core ELD course and is designed to “catch up” literacy and language development skills through highly structured instructional activities which support and facilitate successful access to grade-level content. As this class would be taken in addition to a core ELA/ELD course in lieu of an elective course, this option should only be implemented with students who are at the very lowest levels of literacy.</p> | <p>1 period of <i>optional</i>, but not required, additional period of ELA support</p> |

\*The continuum for English learners at the high school level includes core ELA/ELD placement course recommendations which provide support for EL students as determined by the recommended placement criteria guidance. These courses are designed to provide the linguistic support needed for students at each level of proficiency. Therefore, with the exception of ELD A for Newcomers and Special Education students whose IEP indicates the need for a second ELA period, it is recommended that EL students no longer be compelled to lose their

elective and take a second, ELA or ELD support class. They will, instead, be provided with reinstated access to all elective courses.

All UCOP approved elective courses, by design, must include activities which integrate all four language domains, and support the teaching of the College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening and Language. Providing access to these electives, rather than compelling these students to take a second ELA/ELD class, will continue to support English learners in their acquisition of English proficiency in a personally motivating medium for students.

### **Supporting ELD Standards Instruction Through Integrated ELD in Content Instruction:**

The ELD standards were meant to be *taught in tandem* with content instruction. In fact, the standards include references to core content standards with which they align.

Inclusion of instructional activities in core content classes which align and support the ELD standards is key to supporting English learners at all levels of English proficiency. The purpose of English language development (ELD) instruction is to tailor the specific and explicit teaching of English language to meet the needs of the wide variety of English learners in the district. ELD establishes the foundation for the development of literacy skills in reading and writing which paves and illuminates the pathway for success with cognitive academic English language arts and content area skills and standards for all English learners. Instructional activities to support ELD within core content instruction is essential in providing a well-rounded educational program that meets the unique needs of language learners across the district.

As mentioned earlier, English learner students are provided with free and full access to all content area courses. It is essential to note that the placement guidelines and criteria included in the tables for Newcomer, Continuing ELs and

LTELs are *recommendations* based upon providing students at their current language proficiency level with a course of study that provides access to all grade-level content area subject matter and courses, in an environment that also supports them as they are continuing to acquire and learn English.

## Providing ELD support in Content Area Courses at Each Stage of Language Development Recommended Guidelines and Criteria for supporting English Learners in Content Instruction: Newcomers

To meet the goals for English learners to increase their English proficiency and meet the challenging state standards, the following guidelines have been identified to support schools as they work to provide all English learners at all stages of their language development with successful access to grade-level content instruction. Table 3.12, below, provides a student profile and identifying criteria as well as program placement recommendations to support Newcomer ELs in content instruction:

Table 3.12: Supporting ELs in Content Instruction--Newcomers

| EL Stage | Student Profile and Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Recommended Core Content Placement Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Newcomer | <p><b>Profile:</b> Newcomer to the country (0-24 months) whose primary language is other than English.</p> <ul style="list-style-type: none"> <li>Two or more years below grade level achievement</li> <li>Often require specialized assistance, tutoring, alternate instructional program/materials</li> </ul> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>ELPAC: At level <i>1</i>, <i>Minimally developed</i></li> <li>SBAC: No score or <ul style="list-style-type: none"> <li>Does Not Meet (1) the Standard</li> </ul> </li> </ul> | <p><b>Newcomer Content</b></p> <ul style="list-style-type: none"> <li>Students at this level are generally clustered together and, when available, assigned a core content teacher who can provide support with primary language</li> <li>Content instruction is in English and aligns with the standards of the subject taught</li> <li>Supplementary materials and resources in primary language may be employed to build background in content matter while student is continuing to learn English</li> <li>Emphasis on instructional tasks which align with the “Emerging” level of ELD Proficiency descriptors</li> </ul> |

Students at the newcomer level are at the “Emerging” level of English proficiency as defined by the California ELD Standards. The following description of English learners at the Emerging level of proficiency is taken from the California ELD Standards:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

- **Emerging:** English Learners *entering* at the Emerging level having limited receptive and productive English skills. As they *progress through* the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. *Upon exit* from the emerging level, students have basic English communication skills in social and academic contexts.
  - **Levels of support needed for students at the Emerging level of English proficiency:** *Substantial* Students at the *early stages* 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 to topics.

Table 3.13, on the next two pages, provides guidance on specific, differentiated, ELD-standards-aligned instructional activities which support English learners at the Newcomer/Emerging level of English language proficiency in accessing standards-aligned academic content.

Table 3.13: Differentiating instruction for English Learner Students at the Newcomer stage of language development

| <b>Newcomer: Emerging</b><br>From CDE ELD Standards:<br><a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Collaborative Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Interpretive Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Productive Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>1. Exchanging information/ideas</b><br/>Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answer yes/no questions and <b>wh</b>-questions and responding using phrases and short sentences.</p> <p><b>2. Interacting via written English</b><br/>Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects using technology as appropriate.</p> <p><b>3. Supporting opinions and persuading others</b><br/>Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think...) as well as open responses to express and defend opinions.</p> <p><b>4. Adapting language choices</b><br/>Adjust language choices according to the context/social setting (e.g., classroom, community) and audience (e.g., peers, teachers) with substantial support.</p> | <p><b>5. Listening Actively</b><br/>Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p> <p><b>6. Reading/viewing closely</b><br/>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate texts presented in various print and multimedia with substantial support.</p> <p>b. Use knowledge of frequently-used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p> <p><b>7. Evaluating language choices</b><br/>Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with</p> | <p><b>9. Presenting</b><br/>Plan and deliver brief oral presentations on a variety of topics and content areas (e.g. providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.</p> <p><b>10. Writing</b><br/>a. Write short literary and informational texts (e.g., description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p><b>11. Supporting opinions</b><br/>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> |

|  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |
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|  | <p>prompting and substantial support.</p> <p><b>8. Analyzing Language Choices</b><br/>Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).</p> | <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).</p> <p><b>12. Selecting language resources</b><br/>a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Recommended Guidelines and Criteria for supporting English Learners in Content Instruction:

Continuing English Learners English learner students at the “Continuing English Learner” level are, as the name suggests, continuing on their journey in acquiring English. Students at this level are gaining in their Basic Interpersonal Communication Skills (BICS) but require an instructional environment that provides regular and routine access to activities to practice academic language in speaking and listening. As their exposure to academic language through speaking and listening activities increases, application of the academic language through discipline-specific writing tasks are appropriate. Table 3.14, on the following page, provides a student profile and identifying criteria as well as program placement recommendations to support Continuing ELs in content instruction:

Table 3.14: Supporting ELs in Content instruction—Continuing English learners

| EL Stage                   | Student Profile and Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Recommended* Core Content Placement Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuing English Learner | <p><b>Profile:</b> Continuing English Learners (identified EL for 2-5 years)</p> <ul style="list-style-type: none"> <li>Two or more years below grade level achievement</li> <li>Often require specialized assistance, tutoring, alternate instructional program/materials</li> </ul> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>ELPAC: At level <b>2, Somewhat Developed</b> or the early stages of level <b>3, Moderately Developed</b></li> <li>SBAC: Does Not Meet (1) the Standard</li> </ul> | <p><b>SDAIE/EL Content:</b></p> <ul style="list-style-type: none"> <li>Students at this level are generally clustered together, in smaller groups rather than whole class and often integrated with EO, IFEP or RFEP students who also may need additional assistance and instructional support.</li> <li>While students at this level are more confident with social and interpersonal communicative English, they need particular assistance and support with academic language. An instructional emphasis on activities which support explicit teaching of academic language and specific, along with introductory instruction on understanding academic writing task types should be integrated within all content instruction for students at this level of language proficiency.</li> <li>Emphasis on instructional tasks which align with the “Expanding” level of ELD Proficiency descriptors.</li> </ul> |

Students at the “Continuing English Learner” level are at the “Expanding” level of English proficiency as defined by the California ELD Standards. The following description of English learners at the Expanding level of proficiency is taken from the California ELD Standards:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

- **Expanding:** As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being

able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.

- Levels of support needed for students at the Expanding level of English proficiency: Moderate. Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop more familiarity and ease with understanding and using English, support may be light for familiar tasks to topics.

Differentiating instruction for English Learner Students at the Continuing English Learner stage of language development.

Table 3.15: Differentiating Instruction for English Learner Students at the Continuing English Learner stage of Language Development

| <b>Continuing English Learner: Expanding</b><br>From CDE ELD Standards:<br><a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a>              |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaborative Activities                                                                                                                                                                                                                    | Interpretive Activities                                                                                                                                                                                                                        | Productive Activities                                                                                                                                                                                                                                                          |
| <b>1. Exchanging information/ ideas</b><br>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. | <b>5. Listening Actively</b><br>Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.                                                  | <b>9. Presenting</b><br>Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support. |
| <b>2. Interacting via written English</b><br>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.                        | <b>6. Reading/viewing closely</b><br>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate | <b>10. Writing</b><br>a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>3. Supporting opinions and persuading others</b><br/>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but...) as well as open responses, in order to gain and/or hold the floor, provide counterarguments and so on.</p> <p><b>4. Adapting language choices</b><br/>Adjust language choices according to the purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.</p> | <p>texts presented in various print and multimedia with moderate support.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p> <p><b>7. Evaluating language choices</b><br/>Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p> <p><b>8. Analyzing Language Choices</b><br/>Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.</p> | <p>peers) and with increasing independence by using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p><b>11. Supporting opinions</b><br/>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/ probably, can/must).</p> <p><b>12. Selecting language resources</b><br/>a. Use a growing number of general academic and domain-specific words, synonyms and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked, He likes, I'm unhappy)</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Recommended Guidelines and Criteria for supporting English Learners in Content Instruction: Long Term English Learners

English learner students who have been enrolled in an English Language Development program for six or more years and have not yet reclassified as fluent are often struggling with a myriad of challenges. Many have mastered the skill of camouflaging their English learner identification, as most only communicate in English. A common area of need with these students is their struggle with academic language. While they are adept at interpersonal communication skills, their struggle with appropriate application of academic language to grade-level writing demands has impeded their ability to reclassify as fluent.

Table 3.16, below, provides a student profile and identifying criteria as well as program placement recommendations to support Long-Term ELs (LTELs) in content instruction:

Table 3.16: Supporting ELs in Content instruction--Long-Term English learners

| EL Stage                                | Student Profile and criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Recommended* Core Content Placement Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long Term English Learner (LTEL)</b> | <p><b>Profile:</b> Long Term English Learner (LTEL) Identified English learner for six or more years</p> <ul style="list-style-type: none"> <li>At or within two years of grade level achievement</li> <li>May experience temporary or minor difficulties with academic English</li> <li>May need periodic individual assistance, re-teaching, additional learning time, additional practice</li> </ul> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>ELPAC: (Generally) At level <b>3, Moderately Developed</b> or level <b>4 Well Developed</b></li> <li>SBAC: Nearly Met (2) the Standard or Does Not Meet (1) the Standard</li> </ul> | <p><b>Core content with support</b></p> <ul style="list-style-type: none"> <li>Students at this level are generally integrated into the mainstream, but can also be grouped in with EO, IFEP or RFEP students who also may need additional assistance and instructional support.</li> <li>LTELs need particular assistance and support with the application academic language—specifically to grade-level content instruction. An instructional emphasis on breaking down and scaffolding instruction of discipline specific writing tasks and applying learned academic language should be integrated within all content instruction for students</li> </ul> |

|  |  |                                                                                                                                                                                                                                     |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>at this level to support them in their quest for reclassification.</p> <ul style="list-style-type: none"> <li>• Emphasis on instructional tasks which align with the “Bridging” level of ELD Proficiency descriptors.</li> </ul> |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

From a standpoint of linguistic support, Long Term English learners tend to straddle the Expanding and Bridging proficiency levels. Teachers working with LTEL students need to pay careful attention to the level of language produced orally and in writing (particularly with writing), when considering levels of support needed to the language demands of the assigned tasks.



The following description of English learners at the Bridging level of proficiency is taken from the California ELD Standards:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

- Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Upon exiting the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

- Levels of support needed for students at the Bridging level of English proficiency: Light

Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop more familiarity and ease with understanding and using English, support may not be necessary for familiar tasks to topics.

Table 3.17, on the next page, provides guidance on specific, differentiated, ELD standards-aligned instructional activities which support English learners at the Long-Term English Learner/Bridging level of English language proficiency in accessing standards-aligned academic content. These are taken from the California ELD Standards.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

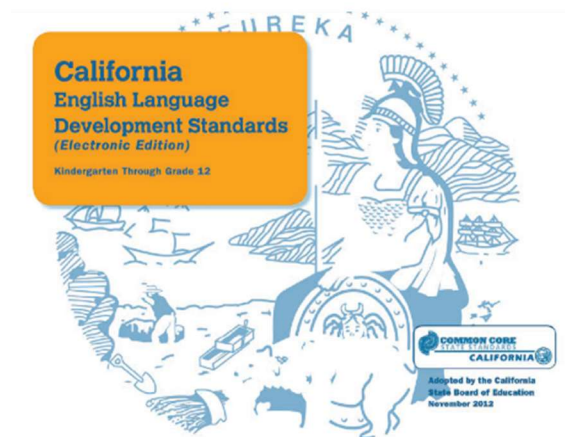


Table 3.17: Differentiating instruction for English Learner Students at the Long-Term English Learner stage of language development

| <b>Long Term English Learner: Bridging</b><br>From CDE ELD Standards:<br><a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Collaborative Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Interpretive Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Productive Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>1. Exchanging information/ ideas</b><br/>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses and providing useful feedback.</p> <p><b>2. Interacting via written English</b><br/>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p><b>3. Supporting opinions and persuading others</b><br/>Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However,...</i>) as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea and so on.</p> <p><b>4. Adapting language choices</b><br/>Adjust language choices according to the purpose,</p> | <p><b>5. Listening Actively</b><br/>Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p><b>6. Reading/viewing closely</b><br/>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate texts presented in various print and multimedia with light support.<br/>b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p> <p><b>7. Evaluating language choices</b><br/>Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe</p> | <p><b>9. Presenting</b><br/>Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.</p> <p><b>10. Writing</b><br/>a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.<br/>b. Write clear and concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p><b>11. Supporting opinions</b><br/>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual</p> |

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>task (e.g., facilitating a science experiment), and audience, with light support.</p> | <p>characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p> <p><b>8. Analyzing Language Choices</b><br/>Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience</p> | <p>evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and paraphrasing (e.g., <i>In my opinion...</i>).</p> <p><b>12. Selecting language resources</b><br/>a. Use a wide variety of general academic and domain-specific words, synonyms and antonyms and figurative language to create precision and shades of meaning while speaking and writing.<br/>b. Select a variety of appropriate affixes for accuracy and precision (e.g., <i>She's walking, I'm uncomfortable. They left reluctantly</i>).</p> |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Support for Reclassified English Learners

Once an English learner student has fulfilled the criteria for reclassification and has been formally reclassified as a Reclassified Fluent English Proficient (RFEP) student, the need for linguistic support for this student has not ended. In the California ELD Standards, the state has identified RFEP students as “Life-long language learners” and have provided the following student profile and levels of support needed for these students:

- Life-long language learners: Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts, drawing upon knowledge of contexts.
  - Levels of support needed for students who are Life-long language learners: Occasional
  - Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

### **Monitoring of Reclassified English Learner students (RFEPs)**

Another means of ensuring that RFEP students have the instructional support needed to continue to be successful is the district’s established RFEP monitoring procedures. Once a student has been reclassified, the district must monitor the academic progress of these students for four years after they have reclassified.

To be clear: Most reclassified students do very well. In fact, on the whole, RFEP students have historically been the district’s highest performing subgroup.

There are some students, however, who may need additional, albeit temporary support. The specific procedures, tools and criteria implemented to monitor the progress for reclassified English learners are elaborated upon in detail in Chapter One: Policies and Procedures.

### **Differentiating Instruction: Instructional Methods and Strategies to Support ELs in Content Area Instruction**

There are a variety of research-based instructional methods and strategies designed to differentiate delivery and provide successful access to grade-level content. Below is a summary of the types of methods and strategies employed to support English learners in content area instruction:

## Gradual Release of Responsibility

Central to the support of is the instructional model of Gradual Release of Responsibility. The Gradual Release of Responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

The Gradual Release of Responsibility model is an instructional framework for moving from teacher knowledge to student understanding and application. Simply stated it is an “I do—we do---you do collaboratively--- you do independently model of instruction and curriculum delivery.” The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success. It is based on four components.

**Focus Lessons: (I do)** This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose of intended learning outcomes and clue students into the standards they are learning.

In addition to the purpose and the teacher model, the focus lesson provides teachers an opportunity to build and/or activate background knowledge.

**Guided Instruction: (We do)** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

**Collaborative Learning: (You do collaboratively)** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in

the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did.

### **Independent work: (*You do independently*)**

As the goal of all instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding.

*Adapted from The Effective Use of the Gradual Release Model of Instruction:*

[https://www.mheonline.com/\\_treasures/pdf/douglas\\_fisher.pdf](https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf)

While the Gradual Release of Responsibility model of instruction is a means to deliver curriculum, it does support much of the Common Core College and Career Anchor Standards.

Language:

- Knowledge of Language
- Vocabulary Acquisition and Use

Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Reading

- Integration of Knowledge and Ideas

Writing

- Research to Build and Present Ideas

### **Academic language support**

It is universally acknowledged and supported by research that knowledge of both general academic and domain-specific vocabulary is a crucial, underlying factor in a student's ability to achieve language and literacy proficiency. In order to support the goals of students successfully interacting with a wide variety of complex texts and engaging in college-prep expository and narrative writing tasks, as well as expanding, honing and practicing their academic English literacy skills, supporting

academic language is a priority. Careful integration of instructional methods, strategies and activities to support and strengthen academic language are, therefore, recurrent throughout all core content instruction for English Learners. Expanding students' knowledge of academic language goes far beyond a mere memorization of vocabulary lists. Examples of supporting academic language acquisition include, but are not limited to:

- Examining how language is used in text and its influence on the differences in text structure and purpose of the text
- Classifying targeted vocabulary into word families to understand their relationships, connotations, shades of meaning and tone
- Examining grammatical patterns of a variety of genres and texts
- Identifying and interpreting the meanings and purpose of figurative language employed in a variety of genres and texts.

This does not happen on its own. This must be explicitly taught. Activities to support academic language acquisition are woven into the writing activities of integrated core content instruction. The instructional strategies to support academic language acquisition also align with the following sections of the Common Core College and Career Readiness Anchor Standards:

- Reading: Craft and Structure
- Writing: Production and Distribution of Writing
- Speaking and Listening: Presentation of Knowledge and Ideas
- Language:
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

### **Collaborative Academic Conversations**

As the name suggests, Collaborative Academic Conversations is an instructional method to structure academic conversations and foster academic language development. The origins of this method are a little ambiguous, but elements of collaborative academic conversations have been cited in the works of Marzano (2001); Fisher & Frey (2009); and Zwiers (2007). The five skills of collaborative academic conversations are taught to aid students in developing foundational

thinking and communicating skills and are employed throughout the scope of oral activities in each unit, and when addressing the unit's essential questions. They are employed to support the course goal of providing meaningful opportunities for students to expand, practice and hone their academic English literacy skills. These collaborative conversation activities will assist students in learning how to question and evaluate their own beliefs while empowering them with the skills to participate in and contribute to meaningful intellectual discussions as well as aid them in learning how to clarify and articulate their own instructional needs.



### Five Core Collaborative Academic Conversation Skills (Adapted from Zwiers, 2007)

- **Elaborating, clarifying, and questioning:** To elaborate is to provide more information on a given topic. As part of collaborative conversations, students are expected to predict the level of detail needed to clearly convey and communicate their ideas or positions. When the information provided is too vague or confusing, students are prompted to provide more specific information as they participate in discussions about what has been read and discussed in class. This elaboration and clarification can happen immediately in the discussion or can be revisited after a student has had the opportunity to complete research through a variety of media, including digital, to gather further information upon which to craft their answers.

- **Supporting ideas with examples and evidence:** Supporting ideas with examples and evidence is not only a powerful skill used in effective oral presentations; it translates to good writing as well. Students are expected to strengthen their ideas and arguments with examples and evidence. In academic conversations, the emphasis is on steering students towards supporting their ideas and arguments with evidence from the text and the real world, as opposed to just their own experiences. It is permissible to augment with personal anecdotes, but first the evidence or example should be connected to the text. arguments with examples and evidence. In academic conversations, the emphasis is on steering students towards supporting their ideas and arguments with evidence from the text and the real world, as opposed to just their own experiences. It is permissible to augment with personal anecdotes, but first the evidence or example should be connected to the text.
- **Building on ideas:** This is where the “co” in collaborative academic conversations comes to the fore. Students are to interpret and build upon the ideas presented by their peers. This fosters active listening skills and the ability to develop and craft thoughtful questions. Ideas presented should be built on and connected to each other, and simply randomly tossed out to replace another student’s response. Students are to address, respect, and thoughtfully build upon all responses provided during the academic conversation process.
- **Paraphrasing:** The ability to keep track of what we are hearing and describe what was said in our own words is paraphrasing. In order to do this, it does require the ability to discern, select and often times infer the speaker’s tone and emphasis based upon what was presented and the order in which it was presented. The ability to discern these elements aids in selecting key points to be included in the paraphrased version of what was presented by the speaker. The ability to paraphrase is another academic conversation skill which translates to writing. Recurrent practicing of paraphrasing supports active listening as well as promotes good organizational thinking.

- **Synthesizing key ideas of the conversation:** Often in conversations, extraneous ideas and information can muddle the discussion. Through practicing collaborative academic conversation procedures, students are taught to hone in and discern key points and fit them together to construct a coherent statement. It basically means taking a number of paraphrased chunks of information gathered from previous sections and conversations, winnowing out the irrelevant and unrelated pieces and putting them together in a concise statement.

The instructional method of incorporating the Collaborative Academic Conversations skills within the oral activities of the Advanced ELD course naturally aligns with the Common Core College and Career Readiness Anchor Standards for Speaking and Listening, but it also supports Language and Writing as well, as the paraphrasing, supporting ideas with examples and evidence and synthesizing of key ideas are skills which transfer to those domains:

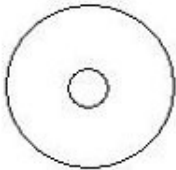
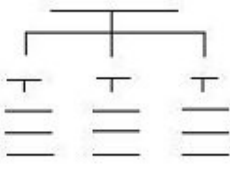
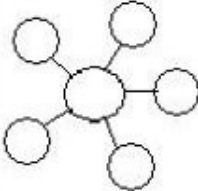
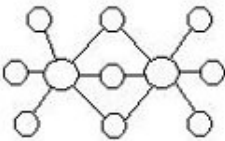
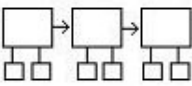
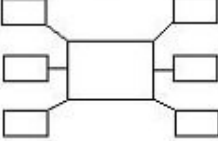
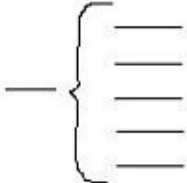
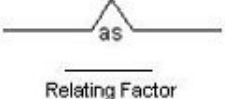
- Speaking and Listening:
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- Language:
  - Knowledge of Language
  - Vocabulary
- Writing: Production and distribution of writing

## Thinking Maps®

An especially effective instructional strategy to assist students with gathering, analyzing, evaluating and organizing information in preparation for writing is the use of Thinking Maps®.

Thinking Maps® are mid-range tools to assist students in “seeing” their thinking in order to organize their thoughts prior to writing. There are eight maps which are used to support eight cognitive skills.

Table 3.18 Thinking Maps

|                                                                                                                               |                                                                                                                                           |                                                                                                                                 |                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Circle Map</b><br><br><b>FOR DEFINING</b> | <b>Tree Map</b><br><br><b>FOR CLASSIFYING</b>            | <b>Bubble Map</b><br><br><b>FOR DESCRIBING</b> | <b>Double Bubble Map</b><br><br><b>FOR COMPARING</b> |
| <b>Flow Map</b><br><br><b>FOR SEQUENCING</b> | <b>Multi-Flow Map</b><br><br><b>FOR CAUSE AND EFFECT</b> | <b>Brace Map</b><br><br><b>WHOLE TO PARTS</b>  | <b>Bridge Map</b><br><br><b>FOR ANALOGIES</b>        |

Each map is linked to a specific thought process. This connection of a dynamic visual design to a specific thought process enables students to create mental visual patterns for thinking beyond the eight cognitive skills. They may be used in combination to support depth and complexity and are especially effective with assisting students in the planning and revising stages of the writing process. This strategy supports the course goal of engaging students in substantial, recurrent college prep writing tasks. In addition, they also support the course goal of interacting with complex texts, as they can also be employed to organize information from text read that will be incorporated into their writing. Further, they also support the course goal of expanding, practicing, and honing their academic English literacy skills through meaningful activities which support their continuing acquisition of English, as they can be used to help organize information prior to presenting them orally.

The eight Thinking Maps® and the eight cognitive skills linked to each map are:

| Map               | Cognitive Skill             |
|-------------------|-----------------------------|
| Circle Map        | Defining in Context         |
| Bubble Map        | Describing Qualities        |
| Double Bubble Map | Compare and Contrast        |
| Tree Map          | Classifying                 |
| Brace Map         | Part-to-Whole Relationships |
| Flow Map          | Sequencing                  |
| Multi-Flow Map    | Cause and Effect            |
| Bridge Map        | Seeing Analogies            |

Use of Thinking Maps® to support students with writing supports the following Common Core College and Career Readiness Anchor Standards:

Writing:

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Reading

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Speaking and Listening

- Comprehension and Collaboration

### **Text dependent questioning**

The instructional strategy of text-dependent questioning involves presenting specific questions which can only be answered by reflecting back to the text being read. Text dependent questions require no particular background information to answer. Nor do they refer to information which is extraneous to the text. They do not depend on students having other experiences or knowledge. Text dependent questions focus solely on the text itself and what students can extract from what

was read. They are utilized to facilitate and guide close analytical reading of complex texts.

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text. They help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a guide used to generate a core series of questions for close reading of any given text.

### **Step One: Identify the Core Understandings and Key Ideas of the Text**

As in any good reverse engineering or “backwards design” process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

### **Step Two: Start Small to Build Confidence**

The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

### **Step Three: Target Vocabulary and Text Structure**

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students’ attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words (“Tier Two”) that are abstract and likely to be encountered in future reading and studies.

### **Step Four: Tackle Tough Sections Head-on**

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

### **Step Five: Create Coherent Sequences of Text-dependent Questions**

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

### **Step Six: Identify the Standards That Are Being Addressed**

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

### **Step Seven: Create the Culminating Assessment**

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

Adapted from: *The Guide to Creating Text Dependent Questions* from [www.achievethecore.org](http://www.achievethecore.org)

The integration of text dependent questions as an instructional strategy supports interacting with complex texts as this technique compels students to reflect on and reread sections of the text to make meaning from what was read and incorporate what was learned effectively into their written work and collaborative academic conversations. They also support the following Common Core College and Career Readiness Anchor Standards:

- Reading:
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity Language
  - Knowledge of Language
  - Vocabulary Acquisition and Use

### **Advancement Via Individual Determination, AVID**

Another initiative to support English learners in content instruction is AVID. Advancement Via Individual Determination, or AVID, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS):

- Accelerates student learning

- Uses research-based methods of effective instruction
- Provides meaningful and motivational professional learning
- Acts as a catalyst for systemic reform and change.

Although AVID serves all students, it focuses on the least served students in the academic middle. The systematic and instructionally scaffolded routines and WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies of the program are especially effective for supporting Long Term English learners with effective practice and application of academic English: Essential skills for reclassifying as fluent for English learners at the secondary level.

FUSD is dedicated to getting all sites “AVID-ized” with all teachers trained on implementing the instructional strategies and routines of the program across all academic disciplines. Farmersville Jr. High School and Farmersville High School have AVID programs and the goal for FUSD is to implement AVID school-wide model at the elementary sites.

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## Assessing and Monitoring Progress of English learners at the secondary level

As with English learners at the elementary level progress for ELs at the secondary level is annually assessed utilizing the results of both state (SBAC and ELPAC) and periodically monitored throughout the year utilizing local assessments. These local assessments of progress include progress reports, semester grades, as well as the results of the progress assessments included in the *Study Sync* and ELA/ELD curricular programs.

Progress is also monitored through the continuing improvement needs assessment process conducted at each site. Included in the continuous improvement needs assessment process are local Data Dives and Data Chats with site staff conducted during modified day/early release professional development time and collaboration time.

Contained within that time are opportunities for teachers and sites to identify trends by grade level/subject matter and across the site which can be addressed through collaborative planning and adjustments to lessons to include the incorporation of intervention resources and activities which can be utilized within the school day to address areas of need. These data chats also yield suggestions for other, additional interventions which can be forwarded to the SSC and ELAC for consideration in programs and activities identified in the SPSA to support improvement in student achievement for English learners.

**Interventions:** Utilizing summative data from state and local measures, and formative data gathered from day-to-day student/teacher interactions, teachers can identify students, or groups of students, in need of intervention support. These interventions are first provided as needed in one-on-one and small group teaching opportunities within the classroom using the resources included in the curricular

program materials. Other interventions include metered placement in a core replacement curricular program to facilitate “catching up” of literacy and language development skills through highly structured instructional activities which support and facilitate successful access to grade-level content.

EL students in need of more intensified interventions are targeted for additional supports which have been determined through the sites’ needs assessment process and provided with intervention support through programs and activities identified in each site’s goals to improve English learner achievement of their SPSA and approved by their local SSC and ELAC.

## Fulfilling Graduation Requirements and Access to A-G level Courses

*All students are entitled to access to all classes. Period. An EL student is not denied access to any class simply because he/she is an English Learner.*

*Recommended* instructional pathways on the ELA/ELD continuum are provided to support EL students with both acquiring English and successfully accessing grade level content through courses designed to break down, not dumb down grade-level texts and tasks.

Table 3.19 lists the ELA course options, by grade level, available to all students. Successful completion of each of these

- Fulfills one year of the four-year ELA requirements towards graduation, and
- Each is approved as an A-G level course

Table 3.19: ELA Course options with graduation and A-G credit information

| 9 <sup>th</sup> grade ELA Course Options<br>One year, 10 credits | 10 <sup>th</sup> grade ELA Course Options One year, 10 credits | 11 <sup>th</sup> grade ELA Course Options One year, 10 credits | 12 <sup>th</sup> grade ELA Course Options One year, 10 credits |
|------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|
| English 9                                                        | English 10                                                     | English 11                                                     | English 12                                                     |
| English 9 Honors                                                 | Pre AP English 10                                              | AP English: Language and Composition                           | AP English: Literature and Composition                         |

The **majority** of EL students at the secondary level are LTELs and are generally enrolled in one of the following two ELA continuums:

| 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade | 11 <sup>th</sup> Grade                     | 12 <sup>th</sup> Grade                       |
|-----------------------|------------------------|--------------------------------------------|----------------------------------------------|
| English 9             | English 10             | English 11                                 | English 12                                   |
| <b>OR</b>             |                        |                                            |                                              |
| English 9 Honors      | Pre AP English 10      | AP English:<br>Language and<br>Composition | AP English:<br>Literature and<br>Composition |

## High School Courses with an ELD label and how they fulfill graduation Requirements

There are two high school classes that include “ELD” in their title which are available to English learner students in grades 9 - 12. Successful completion of each of these classes fulfill one year of the four-year ELA requirements towards graduation, and one is approved by UCOP (University of California, Office of the President) for A-G credit.

Table 3.20, illustrates the (#) high school courses labeled “ELD” and how each fulfills graduation requirements:

Table 3.20: High School Classes with ELD Label

| High School Courses Labeled ELD | Fulfills HS Grad. Requirements? | UCOP approved? |
|---------------------------------|---------------------------------|----------------|
| ELD 1                           | Yes                             |                |
| ELD 2                           | Yes                             |                |
| ELD 3                           | Yes                             |                |
| Intervention/ELD 4              | Yes                             | Yes            |

## Plan for Supporting Secondary English Learners in “Catching Up”

English learners at the secondary level come to us at different times in their educational journey. Placing an 11th grade newcomer EL student with an interrupted education in his/her primary language in a core, 11th grade ELA class

simply because he/she is chronologically an 11th grader does not provide for the student's instructional needs.

FUSD has established a number of instructional pathways options available to support English learners with access to a program of instruction which implements instructional strategies and materials in core content areas differentiated for English learners at different grade levels, based upon their time in program and level of English language proficiency, rather than placement strictly by grade level.

Below is an example of the ELA/ELD program for that 11th grade newcomer student:

- First year—11th grade: ELD A Newcomer
  - Fulfills one year (10 credits) of the four years' ELA coursework needed for High School graduation
- Second year—12th grade: English 1\*
  - Fulfills one year (10 credits) of the four years' ELA coursework needed for High School graduation
  - Also qualifies as a "B" category A- G course completion

By the end of the student's 12th grade year, he/she will have completed 2 of the four years of ELA/ELD needed to graduate. That means the student still has two years of approved ELA coursework needed to graduate.

## **Resources, options and processes available for EL students to "Catch Up"**

Farmersville USD has a number of options for English learner students who, for a variety of reasons, may be lacking the coursework needed to graduate.

Counselors work with students who are credit deficient to create the most appropriate plan, from the resources and programs available, to make up the missing coursework so that that student may graduate and earn his/her diploma.

Table 3.21, on the next page, provides a comprehensive list of the resources and programs available to students who need are lacking the courses and credits needed to graduate.

Table 3.21: Credit Recovery Programs and Options

|                                                         |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APEX Online Courses                                     | <p>There are a number of core classes which can be made up through the APEX program. Students can enroll in APEX classes:</p> <ul style="list-style-type: none"> <li>• While concurrently enrolled in classes during the school year</li> <li>• During the summer school session</li> </ul>      |
| Summer School                                           | <p>There are a limited number of courses which can be made up during the summer school session</p>                                                                                                                                                                                               |
| FUSD Alternative Education Programs/Educational Options | <p>There is an Alternative Education Program available during school hours for students in need of credit recovery. Enrollment in the program can be a student's primary site.</p> <ul style="list-style-type: none"> <li>• Independent Studies Program: Housed at Deep Creek Academy</li> </ul> |

## English learners Identified as Special Needs Students

All FUSD English Learners, including students in Special Education, are entitled to receive appropriate linguistic support services. The District adheres to the state requirements for initially identifying and monitoring the progress of all English Learners (ELs), including those who are also identified as Special Needs.

Individualized Education Programs (IEPs) for English Learners in Special Education specify the linguistically appropriate goals, objectives and programs for those students. IEPs for English Learners in Special Education require the following information regarding the provision of English Learner Program services:

- Students' English proficiency level
- Primary person(s) responsible for providing program services
- Collaboration needed to implement the IEP
- How the student is progressing in acquiring English
- Linguistically appropriate goals and objectives (LAGOs).
- The type of program and services for English Learners.

## English Learners in Special Education: 5 Big Ideas

1. Evaluations for EL students must follow guidelines; assessments must be linguistically and culturally appropriate; and placement in special education is not due to lack of education or environmental factors.
2. EL students must have access to all aspects of the general education curriculum.
3. IEPs must include Linguistically Appropriate Goals and Objectives (LAGOs).
4. Special education needs to collaborate with general education and the Teacher on Special Assignment (TOSA) to ensure the student's EL development is addressed appropriately.
5. Location and amount of EL instruction must be documented in the IEP

## Assessing English Learners who are identified Special Education Students

The screening process for determining if a student is an English learner or not is the same for identified special needs students as typical students and is fully explained in Chapter One: Policies and Procedures.

Once identified, ELs are placed in appropriate English Learner programs. Close cooperation between the Special Education Department and the English Learner Programs and Student Achievement Department is essential to ensure adequate progress for English Learners in Special Education.

## English Learner Assessment for California (ELPAC):

The purpose of the ELPAC is to:

- Identify new students who are English learners in TK/kindergarten through grade twelve.
- Monitor English learners' progress in learning English.
- Help determine when English learners can be reclassified as fluent English proficient (RFEP).

There are two ELPAC assessments:

1. The Initial ELPAC, which is only given once to determine if a student is an English learner

*And*

2. The Summative ELPAC which is given annually to identify EL students to monitor their progress on acquiring English. They continue to take the ELPAC until they fulfill the criteria for reclassifying as fluent.

Both the initial and the summative, or annual, ELPAC assess English proficiency in the following language domains:

- Reading
- Writing
- Speaking
- Listening

The English proficiency skills assessed by the ELPAC align with the English language development (ELD) standards adopted by the State Board of Education.

All students whose home language is listed as other than English on the initial Home Language Survey must take the ELPAC within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are an English learner. Students with disabilities may use accommodations or modifications as specified in Individualized Education Program (IEP) or 504 plans. The ELPAC also must be given once each year to English learners until they are reclassified as fluent English proficient (RFEP).

Students in special education cannot be waived or exempted from taking the ELPAC. All English learners must take the ELPAC at least once before an alternate language proficiency instrument may be used.

## Alternate Assessment of English Proficiency

If an IEP team determines that the ELPAC is not an appropriate assessment based upon a student's disability, an alternate assessment may be used to annually monitor and assess English proficiency as long as all domains –Listening, Reading, Speaking and Writing– are tested.

The alternate assessment is the Alternative Summative ELPAC.

For the student with a significant disability, the student's IEP team makes the decision through the IEP process to determine whether the student will take the ELPAC or the Alternative ELPAC. Alternate assessments provide another means to measure the English language proficiency of students whose disabilities make them unable to participate in one or more parts of the ELPAC even with test variations, accommodations and/or modifications.

### Determining if Alternate Assessments Are Appropriate: The CDE Participation Criteria Checklist

The California Department of Education (CDE) has created and disseminated the following checklist to assist IEP teams in determining whether an alternate assessment should be employed to annually assess and monitor a student's progress in acquiring English. This checklist is found on the next page.

Additional Resource to determine the administration of the Alternate Summative ELPAC is located below.

[Alternate Assessment Participation Decision-Making Tool for California](#)

If the answer to one or more of the criteria is “Disagree,” the team should consider administering the ELPAC to the student with the use of any necessary test accommodations or modifications.

Circle “Agree” or “Disagree” for each item

|       |          |                                                                                                                                                                                                                                                                                                                                                                     |
|-------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agree | Disagree | The student requires extensive instruction in multiple settings to acquire, maintain and generalize skills necessary for application in school, work, home and community                                                                                                                                                                                            |
| Agree | Disagree | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| Agree | Disagree | The student cannot take the ELPAC, even with test accommodations or modifications.                                                                                                                                                                                                                                                                                  |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.                                                                                                                                                                                                         |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on excessive or extended absences.                                                                                                                                                                                                                                                              |
| Agree | Disagree | The decision to participate in an alternate assessment is not based on language, culture, or economic differences.                                                                                                                                                                                                                                                  |
| Agree | Disagree | The decision to participate in an alternate assessment is not based primarily on visual, auditory, and/or motor disabilities.                                                                                                                                                                                                                                       |
| Agree | Disagree | The decision to participate in an alternate assessment is not based primarily on a specific categorical program.                                                                                                                                                                                                                                                    |
| Agree | Disagree | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.                                                                                                                                                                                                                                                      |



## Providing Appropriate Language Program Supports for ELs who are Special Education Identified

Program placement to support the linguistic needs of an English learner who is Special Education identified is determined, monitored and reviewed each year at the student's annual IEP meeting. Each IEP must be "linguistically and culturally appropriate." This means that each IEP must include goals and objectives which reflect the individual's cognitive and linguistic development and language of instruction in order to be "linguistically and culturally appropriate." These linguistically and culturally appropriate goals and objectives are referred to as LAGOs.

### Linguistically Appropriate Goals & Objectives (LAGOs)

Including LAGOs in the IEPs of English Learners who are special education identified is mandated in the Education code: EC 56345(b). When appropriate, the individualized education program shall also include, but not be limited to, all of the following: (2) for individuals whose native language is other than English, linguistically appropriate goals, objectives, programs and services.

### General Guidelines

The following guidelines need to be followed in order to ensure that any given goal or objective meets the definition of being linguistically appropriate as specified above:

- It states specifically in what language (English, Spanish, Vietnamese, Tagalog, etc.) the particular goal will be accomplished
- It is appropriate for the student's level of linguistic development and proficiency in that language

### Linguistic Considerations

Linguistically appropriate goals and objectives have the following characteristics:

- They are appropriate for the cognitive level of the student
- They are appropriate for the linguistic level of the student

- They match the developmental level of the student's primary or secondary language
- They match the student's general education transition criteria as well as state and district re-designation policy

## Cultural Considerations

Culturally appropriate goals and objectives have the following characteristics:

- They access the student's prior knowledge and experiences
- They incorporate culturally relevant materials and experiences
- They affirm the student's cultural heritage

## Present Levels of Performance

In order to develop LAGOs, present levels of performance must be determined as the goals are based on that information. The following items should be included in the present level of performance section of the goal page:

- The student's dominant, home and primary language
- The level of language proficiency the student demonstrates. Included are specifics such as the number of English words a student knows (receptive and expressive)
- The assessment(s) that were used to determine proficiency level
- Specialized materials and strategies which are employed to support LAGOs
- Other pertinent information which describes the child's linguistic and cultural needs

## Reclassifying Special Education English Learner students

Table 3.22 shows the steps to identify and reclassified English Learners who are in Special Education.

Table 3.22 Reclassification for Dually Identified EL

| Step | Action                                                                                                                                                                             | Who is Responsible?                                                                                       | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Determine need for Alternative Assessment                                                                                                                                          | <ul style="list-style-type: none"> <li>Site Case Managers</li> </ul>                                      | <ul style="list-style-type: none"> <li>Must be done through IEP process</li> <li>Check matrix for accommodations</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| 2    | Students Identified in SEIS                                                                                                                                                        | <ul style="list-style-type: none"> <li>Special Education Department</li> </ul>                            | Personnel to check criteria <ul style="list-style-type: none"> <li>Director of Special Education (DOSE)</li> <li>Case Manager</li> <li>Teacher (Core/ELD)</li> <li>Counselor</li> </ul>                                                                                                                                                                                                                                                                |
| 3    | <b>CA Criteria:</b><br>Check Overall Summative Score of 4 or Score of 3 in the Alternative Summative ELPAC                                                                         | <ul style="list-style-type: none"> <li>District Level: Program Specialist-EL</li> </ul>                   | <ul style="list-style-type: none"> <li>Student doesn't have accommodations—Overall Score of 4<br/>OR</li> <li>Student does have accommodation; can function normally—Overall Score of 4<br/>OR</li> <li>Student does have accommodation; cannot function normally—Overall Score of 3</li> </ul>                                                                                                                                                        |
| 4    | <b>District Criteria:</b><br>Three (3) options available; Must meet one of the three options plus Score a 4 in the Summative ELPAC or Score a 3 in the Alternative Summative ELPAC | <ul style="list-style-type: none"> <li>Site Level: Academic Counselors</li> <li>Academic Coach</li> </ul> | <ul style="list-style-type: none"> <li>CAASPP ELA               <ul style="list-style-type: none"> <li>Score of 2 or better</li> </ul> </li> <li>CAA ELA               <ul style="list-style-type: none"> <li>Score of 2</li> </ul> </li> <li>Writing Sample               <ul style="list-style-type: none"> <li>Score of 2 or better</li> <li>Scored rubric must be included</li> <li>Secondary: Three (3) or more paragraphs</li> </ul> </li> </ul> |

|  |  |  |                                                                                                                                                                               |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <ul style="list-style-type: none"> <li>• STAR Reading test <ul style="list-style-type: none"> <li>○ “On Watch” percentile</li> <li>○ 25%-39% or higher</li> </ul> </li> </ul> |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Additional Resources

- [Alternate Assessment IEP Team Guidance](#)
- [Proposed High-Level Test Design for the Alternate English Language Proficiency Assessments for California](#)
- [Alternate English Language Proficiency Assessments for California Test Blueprint](#)
- [Alternate ELPAC Accessibility and Accommodations Guidelines](#)
- [Diploma Pathway for Students who Qualify for the California Alternate Assessment](#)



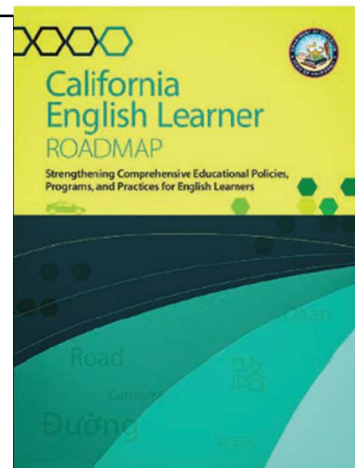
## Chapter 4

# Family and Community Partnerships

### Engagement of Parents of English Learners

From initial identification to reclassification, FUSD strives to provide meaningful opportunities and programs to ensure that parents of English Learners are active and engaged partners in the process of effectively assisting in their child's acquisition of English and success with rigorous academic content.

1a: Language and Culture as Assets  
1d: Family and School Partnerships  
2e: Use of Students' Home Languages  
2g: Programmatic Choice  
4b: Providing Extra Resources



The following section details the comprehensive opportunities for parents of English Learners to participate in and advocate for their child's education. FUSD provides EL parents opportunities to build on parenting strengths, effective modes of communication, opportunities to volunteer, support with learning at home, and opportunities for decision making and advocacy.

### Opportunities for Decision Making and Advocacy

FUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the SSCs and ELACs at the

school-site level and the DELAC District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

## **District English Learners Advisory Committee (DELAC)**

As a district comprised of 51 or more English Learners, FUSD is required to form a DELAC which serves as an advisory body to the district. The primary role of DELAC is to advise the district on the needs of English Learners and their parents. This committee exhibits the two-way communication necessary to create conditions for English Learner success. FUSD has made a commitment to involving these key parent stakeholders and will continue to lean on them for input on English Learner support.

The DELAC is to meet regularly with the district leadership to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for Emergent Bilinguals (ELs)
- The design and development, content, purpose and results of a school-by-school, districtwide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the District
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs

## English Learners Advisory Committee

The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration on programs, activities and resources to support English learner achievement. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council and/or Principal for each of the following legally required training topics:

- Comprehensive information about the development and implementation of the School Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
- The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
- EL, IFEP and RFEP populations, reclassification, instructional program participation, and the implications for student achievement
- Information regarding the attendance patterns and trends at the school; in addition to school and District attendance policies in order to understand the importance of regular school attendance

## School Site Council

FUSD will continue to design and implement effective two-way communication practices with families to ensure reciprocal communication and input about children, programs, school activities, and opportunities for involvement. This elected stakeholder group is comprised of parents, teachers, administrators, and students at the secondary level. School Site Councils at each of our sites monitor and oversee the implementation of programs intended to improve the academic achievement of the disadvantaged. Through the annual review process parents are

given the opportunity to provide input and feedback on Title I programs.

## **LCAP Stakeholder Meetings**

School-wide LCAP meetings are held at each site in order to garner input on the district's overall vision and how each school intends to reach LEA targets and goals, particularly those set for English Learners.

## **Annual Title I Meetings**

As a Title I District, each school is required to hold annual Title I meetings every fall and detail the specific Title I program for their site and the rationale behind the decision making. Topics covered at these meetings include, but are not limited to:

- An overview of Title I and how funds are used at the school to support disadvantaged learners
- Key improvement initiatives, specifically for Math, Language Arts and ELD
- Parents right to be informed and how schools will communicate with them
- The importance of parent involvement in the education process

## **Annual Resource Fair**

Each year FUSD in collaboration with the After School Program hosts the district-wide Annual Resource Fair to provide parents opportunities to engage and learn about relevant topics in the community. The resource fair takes advantage of community volunteers and the efforts of district staff to create a self-selected day of learning that parents can attend at their own interest. FUSD will continue to grow this event to meet parents needs and connect our parents with the wide variety of resources in the community.

## **Building on Parenting Strengths and Support with Learning at Home Parenting Programs**

Family and school support for the well-being of children is essential for academic and social success. Effective schools build on parenting strengths and help families

to nurture children. FUSD is seeking to expand its current capacity in this area through various parenting classes and programs such as PIQE, UC Merced Trio, COS Trio, and the Migrant Program. These programs help to build on the assets that parents provide and create a home environment conducive to academic success.

FUSD is a district where 32 percent of our student population started their schooling experience as an English Learner. As such, district and site-based parenting programs embed components to support the parents of English Learners. FUSD will continue to grow in this area and seek to replicate successes to support all parents in their child's academic journey.

Other means to engage parents in the process of improving the educational programs for ELs include:

- Parent education conferences that include sessions on issues relevant to the education of ELs and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills.
- Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.
- Support parent participation through attendance at national, state, and local conferences relevant to EL issues

## **Opportunities to Volunteer**

### **Site-Based Opportunities**

Each site has various programs that are implemented which are derived from an assessment of needs, intended to increase the success of academically disadvantaged students. These programs include opportunities for parents to volunteer and engage with school staff in meaningful and productive ways.

### **Effective Modes of Communication**

To assist parents of English learners with understanding program placement, ELPAC results, SBAC assessments, report cards, and other data measures, the district will work in conjunction with schools to provide informational meetings

and workshops as well as translated messages sent home to inform parents of student's progress.

- Parent representatives from each site receive information on interpreting assessment information at DELAC meetings held at the district
- Parents receive information on understanding ELPAC and SBAC scores at ELAC, and SSC meetings
- District annual notification letters regarding their child's program placement will be sent home
- Monthly Title I/ELD meetings for site staff to communicate requirements and reflect on EL practices accordingly

In order to facilitate open communication, parent outreach and encourage participation of parents and the community, the district will employ the use of a wide variety of media to disseminate information about school and district activities and services. To the extent feasible, the district will assist schools with translation services and other accommodations needed to encourage participation of parent/tutors for students with special needs.

- District web page
- Local Media
- District automated phone system
- ParentSquare
- Instagram and Facebook

### **Enhanced instructional opportunities to immigrant students and their families**

Most of FUSD recent immigrants are secondary students who need specialized support with successfully completing high school and formulating a plan for success beyond compulsory secondary education. To provide for these specific needs of secondary immigrant youth, the enhanced instructional opportunities for these students supported by the immigrant funding will target providing guidance on college and career readiness.

This will include:

- Gang Awareness
- Family Literacy

- Cyber Safety
- Local community resources to support
  - Family Healthcare Network: Medical and dental needs
  - Sequoia Youth Services: Mental health and Family Counseling needs
  - Farmersville Adult School: ESL and GED

Additional counseling support, training and training materials for immigrant students and their parents on topics including:

- Understanding High School Graduation Requirements including
  - A-G approved courses
  - AP courses
  - College Now/Early College/Dual Enrollment

Extended learning opportunities at their school site

- Tutoring
- Intervention support
- Enrichment opportunities

College Preparedness and Career Readiness

- Understanding College entry requirements

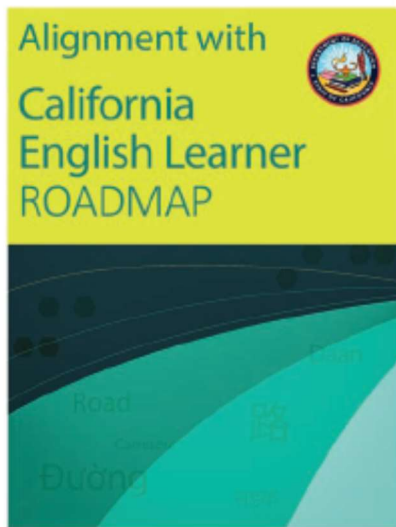
Career certification programs offered through

- The school site/district
- Local community college programs



## Chapter 5

# Ensuring Effective Practices to Support English Learner Success



- 1b: English Learner Profiles
- 1c: School Climate
- 1d: Family and School Partnerships
- 2b: Intellectually Rich, Standards-based Curriculum
- 2c: High Expectations
- 2d: Access to the Full Curriculum
- 2e: Use of Students' Home Languages
- 2f: Rigorous Instructional Material
- 2g: Programmatic Choice
- 3a: Leadership
- 3b: Adequate Resources

## Accountability, Professional Learning and Developing Leadership

### Accountability: Ensuring Strong Core Program of Instruction for English Learners at All Levels of Their English Language Development

Accountability for supporting English Learners begins by ensuring that they are provided with a strong core program which is standards-aligned, includes lessons and materials which support students at all levels of their language acquisition journey and incorporates the use of effective, research-based instructional

strategies to facilitate successful access to and engagement with rigorous grade level content and skills. The following are programs and activities to provide a strong core program of instruction: The first step in ensuring that sites are supporting English Learners in attaining English proficiency and meeting the challenging State standards:

- Adoption and implementation of standards-aligned ELA/ELD curriculum which includes lessons and materials to support integrated and designated ELD instruction. These adopted materials include lessons and supplementary materials which are designed to help students meet the challenging State academic standards while also providing linguistic support to students at all levels of their English language development:
  - ❖ Emerging: Minimally developed
  - ❖ Expanding: Somewhat to moderately developed
  - ❖ Bridging: Well-developed
- These adopted materials are
  - ❖ Core ELA/ELD program for grades K-6<sup>th</sup> -- McGraw Hill—Wonders (Digital Access/Consumables)
  - ❖ Core ELA/ELD program for grades 7<sup>th</sup>- 12<sup>th</sup> --McGraw Hill—StudySync (Digital Access/Consumables)
  - ❖ Core 12<sup>th</sup> grade ELA Option—Expository Reading and Writing Course (ERWC)
  - ❖ Supplemental ELD program for grades 9<sup>th</sup>- 12<sup>th</sup> –National Geographic-- Edge
  - ❖ Supplemental ELD program for grades 7<sup>th</sup>- 8<sup>th</sup> –National Geographic—Inside/High Point

These materials provide:

- A cohesive instructional continuum with pathways to support students at all stages of their English language development: FUSD has developed an ELA/ELD instructional continuum with Pathways to support the instructional needs English learners at each level of their English language proficiency
  - ❖ Newcomers

- ❖ Continuing English Learners
- ❖ Long Term English Learners
- Multi-tiered Systems of Support (MTSS) to support students with successful access to rigorous, grade-level standards and core content

These instructional pathway continuums, course structure, placement guidance, instructional materials and descriptions of programs along with their alignment with MTSS are elaborated upon in detail in Chapter Three: Effective Instructional Programs for English Learners.

## **Accountability: Monitoring English Learner Student Progress and EL Program Effectiveness**

### **Tools Used to Guide the Process**

The tools used to monitor the English Learner progress, EL program effectiveness and ensure that sites are accountable for the academic achievement and attainment of English proficiency as they matriculate from elementary to secondary school incorporate the use of quality data from multiple measures. The first tool employed in that endeavor is the State's Integrated Accountability and Continuous Improvement System, heretofore known and referred to as the "Dashboard."

### **The State Dashboard**

The State Dashboard employs the use of quality data from a number of indicators as an accountability measure to monitor the progress of districts in meeting the educational needs of students. The information provided in the Dashboard includes a district summary as well as a summary for each individual site.

Within the State Dashboard is a program instrument which focuses solely on the progress English Learners. This, along with the other data collected, is one of the tools utilized by the district to monitor whether sites are meeting the needs of English learners in acquiring English proficiency and meeting the challenging State academic standards. The results of the Dashboard provide valuable insights when

identifying trends and assessing needs, district-wide, to determine how to best utilize supplementary funding and focus assistance where it is most needed. The following are the indicators and the quality; multiple measure data sources used from the State Dashboard to monitor the program effectiveness for English learners provided by the elementary and secondary schools in FUSD.

### State Dashboard Indicators

- **Suspension Rate:** This is calculated for students who are marked as EL at any time during the academic school year
  - ❖ **Data Source:** CALPADS. Discipline data submitted by the district to the state via CALPADS in the annual End-of-Year report.
- **English Learner Progress:** The data includes results from EL students who take the annual/summative ELPAC or who were reclassified as Fluent English proficient (RFEP) during the prior school year.
  - ❖ **Data Sources:** ELPAC data is provided by the vendor, Educational Testing Service (ETS), and RFEP data are extracted from the CALPADS Operational Data Store (ODS) by the CDE
- **Graduation Rate:** This is calculated for students who are marked as EL at any time during the four-year cohort
  - ❖ **Data Source:** CALPADS ODS
- **Academic Progress:** This is calculated for students who were marked as EL during the academic year and includes students who were reclassified (RFEP) within the past four years. There are two reports: 1.) Grades 3 - 8 and 2.) Grade 11
  - ❖ **Data Source:** SBAC/CAASPP results for English Language Arts and Mathematics extracted from the CALPADS ODS. The indicator tracks the number of EL students who 1.) Made progress from one year to the next and 2.) Met or exceeded the expected standard for each grade level. The report for 11th grade includes a “distance” report which provides information on how far students were from the level 3, or “Met the standard” level on the SBAC/CAASPP

Tables 5.1 and 5.2 Illustrate how the results are provided for each indicator on the State Dashboard and are reported out through the means of a color-coded grid which classifies the results of the indicators in two categories.

Table 5.1: **Status** (Vertical): The reported status levels are

|                  |                                         |        |
|------------------|-----------------------------------------|--------|
| <b>Very High</b> | +45 or more points                      | Blue   |
| <b>High</b>      | From +10 points to less than +45 points | Green  |
| <b>Medium</b>    | From -5 points to less than +10 points  | Yellow |
| <b>Low</b>       | From more than -5 points to -70 points  | Orange |
| <b>Very Low</b>  | More than -70 points                    | Red    |

Table 5.2: **Change** (Horizontal): The reported change levels are

|                  |                                                                                |        |
|------------------|--------------------------------------------------------------------------------|--------|
| <b>Very High</b> | +20 points or more                                                             | Blue   |
| <b>High</b>      | +7 to less than 20 points                                                      | Green  |
| <b>Medium</b>    | Maintained or Declined by less than 1 point or increased by less than 7 points | Yellow |
| <b>Low</b>       | -1 to 15 points                                                                | Orange |
| <b>Very Low</b>  | More than -15 points                                                           | Red    |

## Results of FUSD Annual LCAP Metrics Report

Each year the district's Research and Evaluation department compiles the data related and relevant to the measurable achievement objectives. This data is provided to a broad spectrum of stakeholders, from school board members to teachers to parents and community members, for review and input. The results of this annual review are also used when evaluating program effectiveness and holding schools accountable for English learner academic and linguistic achievement.

## FUSD Key Performance Indicators (KPIs)

FUSD is in the process of creating a Key Performance Indicator (KPI) system to be used in conjunction with the State Dashboard to hold sites accountable for student achievement, determine program effectiveness and prioritize sites most in need of intervention support by the district to address the needs assessed through the program effectiveness process. The KPI will include all of the same indicators on the State dashboard, and also include information from localized data points included in FUSD's LCAP metrics to provide an even more detailed assessment of each site's program effectiveness for English learners such as:

- Reclassification (RFEP) Rate: Expectation is that ELs reclassify within five (5) years of placement in a language program. Targeted interventions and supports are provided to students who are Long term English Learners (LTELs) or are at risk of becoming LTELs
- Attendance rates
- Results of local assessments
  - ❖ District Benchmark assessments
  - ❖ Elementary Performance Task Assessments
  - ❖ Secondary Writing Proficiency Assessment
- A-G course completion rates
- Advanced Placement (AP) Exam pass rates
- State Seal of Biliteracy attainment rates

Similar to the State Dashboard, the KPIs will have a rating system to indicate sites which are not making expected progress or at risk of not making expected progress and identify individual students in need of targeted interventions. Together the results of the State Dashboard, the Annual LCAP Metrics and the district's KPIs, sites will be targeted for additional assistance and guidance from the district to address the areas identified as most in need of intervention.

## Accountability Processes: Supporting Sites Who Are Not Making Expected Progress

Those sites whose status and change indicators are “in the red” and not making expected progress are identified as “Superintendent Schools,” and are prioritized for interventional assistance from the district. These results, along with those of the district’s Key Performance Indicators are used to hold sites accountable for student achievement, determine program effectiveness and prioritize sites most in need of intervention support by the district to address the needs assessed through the continuous improvement process.

These identified “Superintendent Schools” are provided with additional support and resources in order to address the areas which are most in need of intervention and close the achievement gaps therein. The following are the steps in the process to support these sites:

- **Create an improvement plan:** Each site identified as a “Superintendent School” must create and submit for review and approval an improvement plan for utilizing the additional resources and support which will be provided by the district. Title III funded personnel are available for support and consultation in formulating the improvement plan.
  - ❖ At the elementary level, the improvement plan includes the integration of paraprofessionals whose task is to specifically support these sites with meeting Early Literacy goals and objectives—a district priority.
- **Monitor the improvement plan:** Each “Superintendent School” is assigned a district-level intervention team to regularly
  - ❖ Visit the site
  - ❖ Meet with the administrators to gauge their views on the progress of the site in implementing the actions of the plan
  - ❖ Observe classroom instruction and additional interventions outlined in the school’s improvement plan
  - ❖ Follow up with administrators on their observations of the progress of the plan

- **Provide additional resources, if deemed necessary, to support the plan:**  
Should the follow-up meetings with the administrator indicate that additional resources are needed to meet the objectives of the site's improvement plan, additional district level staff, including Title III funded staff, may be deployed to provide specialized support for teachers and administrators
- **Evaluate the effectiveness of the plan:** The effectiveness of the improvement plan will be evaluated utilizing the results of the State Dashboard, LCAP Metrics and the district Key Performance Indicators.
  - ❖ The Instructional Leadership Cycle, located in “Leadership Development” addresses and provides details on the steps of the annual process of evaluating program effectiveness

## Supplemental Activities to Support Students Most in Need of Interventions

All sites, not just those in the red on the State Dashboard and identified as most at risk on the district's Key Performance indicators, are expected to provide targeted support to students who are in need of interventions. Identification of students in need of interventions within and beyond the core instructional program is facilitated through the regular process of analyzing the results of the aforementioned multiple measures of EL student performance on progressing with acquiring English and achieving success with the challenging State standards.

At the site level, individual schools are provided with contractually protected professional development time in the form of modified days to support regularly scheduled data chats by grade and subject to analyze state and local assessment results, inform instruction and monitor program effectiveness. Further, through the sites' needs assessment process, sites establish priorities to support ELs in acquiring English proficiency and meeting the challenging State standards through their needs assessment process and determine how to best meet the needs of the students at their sites. Programs, services, personnel and supplementary materials identified to meet those needs and close the achievement gap for ELs are documented in the site's School Plan for Student Achievement (SPSA).

The following are a variety of targeted services and programs within the school day and beyond the school day are available to support the lowest performing student groups with improving achievement in reading/language arts. These services, programs and activities are supplemental to all other funding sources and include:

- In class interventions utilizing supplementary materials which model the Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI) strategies and methodologies.
- Targeted, small group and one-on-one instruction with intervention teachers utilizing Universal Access and intervention materials from the core ELA/ELD adopted program of instruction
- Metered placement into supplementary reading/language arts intervention programs to address academic deficiencies and accelerate learning
- After school extended learning tutoring with classroom teachers
- Summer School Enrichment Programs: K - 8
- 9th – 12th Grade Credit Recovery programs
  - ❖ Summer School
  - ❖ Online Learning
  - ❖ Alternate Education Programs

## **Outreach to Stakeholders**

To further support the monitoring of program effectiveness and facilitate effective accountability protocols, Educational Services and the Office of Research and Evaluation will work together to provide sites and district leadership with the latest results of state and local assessments utilizing the district's student data information systems: Illuminate and Aeries. These results will be analyzed throughout the year as the basis of each site's and the district's evaluation of program effectiveness and needs assessment process by a variety of stake-holders at the district and site levels including:

- Site-based Instructional leadership teams (PLT & PLC)
- School Site Councils (SSC)
- English Learners Advisory Councils (ELAC)

- LCAP Site-based Stakeholders meetings
- Site & District Guiding Coalitions
- District English Learner Advisory Council (DELAC)

In addition to determining areas of strengths and weaknesses of programs and inform instructional decisions regarding any necessary revisions or interventions needed to support EL students with acquiring English proficiency and achieving success with grade-level content and skills, these meetings with site and district-based stakeholder groups provide opportunities for participants to voice sincere concerns and have those concerns genuinely considered and addressed. The annual revisions to the district LCAP and sites' School Plan for Student Achievement (SPSA) then become the vehicle to address the needs assessed through these consultations with the aforementioned stakeholders.



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