Sacramento City Unified School District

EL MASTER PLAN

Sacramento City
UNIFIED SCHOOL DISTRICT

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A MESSAGE FROM
INTERIM SUPERINTENDENT LISA ALLEN

The Sacramento City Unified School District vigilantly works to identify, confront, and interrupt inequities that are inherent in – and hurtful to – public education and address opportunity gaps so that all students can reach their full potential. Our commitment to English Learner students who make up 20% of our student population is paramount to leveling the playing field and is treated as an ethical and legal obligation.

This Master Plan creates a road map for educators to provide English Learners the support they need to become proficient speakers and writers and, ultimately, actively engaged members of our community. This Master Plan will help us engage parents and families to ensure that student learning continues at home while respecting and encouraging cultural traditions and beliefs of every English Learner household. In summary, SCUSD will develop an English Learner program that establishes the benchmark for success based on this value statement.

LEGAL FOUNDATIONS

The EL Master Plan in Sacramento City Unified School District has been developed based on federal, state and district compliance to provide students access to an equitable education.

Federal Law

US Constitution Fourteenth Amendment- Due Process and Equal Protection Clauses. No State shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law".

Lau v. Nichols- In Lau v. Nichols (1974), the United States Supreme Court held that the San Francisco school system's failure to provide supplemental English language instruction to 1,800 students of Chinese ancestry who did not speak English violated Title VI of the Civil Rights Act, 42 USC section 2000d. The Court stated that those students were thus denied a meaningful opportunity to participate in the public education program. Equal treatment is not accomplished by merely providing these students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are foreclosed from a meaningful education.

Title VI of the Civil Rights Act of 1969: USC & 1703(f)-This statute recognized the State's role in ensuring equal educational opportunity for minority students regardless of national origin. "No state shall deny education opportunity to an individual on account of his/her race, color, sex, or national origin, by…(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Castañeda v. Pickard- the United States Court of Appeals for the Fifth Circuit interpreted Congress' use of the term "appropriate action" in the EEOA as an indication that state and local education authorities are to be given a substantial amount of latitude in choosing the programs and techniques they utilize to meet their legal obligations. This position allows local authorities to choose between such educational alternatives as sequential English immersion or bilingual education (simultaneous approach).
Where the appropriateness of a particular school system's language remediation program is challenged under the EEOA, the Castañeda court set forth the following requirements:
1) The court must examine carefully the evidence concerning the soundness of the educational theory of principles upon which the challenged program is based;
2) The court must determine whether the programs and practices actually used by the school system are reasonably calculated to effectively implement the educational theory adopted by the schools;
3) The court must determine whether the school system has adopted a sound program for alleviating the language barriers impeding the educational progress of its students and

made bona fide efforts to make the program work; in other words, the court will measure the program's success in terms of overcoming linguistic barriers.

Federal Law (continued)

Coordinated Compliance Review (Federal Program Monitoring)
EL 01 English Learner Advisory Council
EL 02 District English Learner Advisory Council
EL 03 English Learner Identification and Assessments
EL 04 Title III Plan
EL 05 School Plans for Student Achievement
EL 06 Title III Inventory
EL 07 Supplement, Not Supplant Title III
EL 08 Time and Effort Requirements
EL 09 Program Evaluation
EL 10 Reclassification
EL 11 Teacher EL Authorization
EL 12 Professional Development
EL 13 Parent Choice
EL 14 English Language Development

State Law

State Constitution-Due Process and Equal Protection Clauses
Proposition 58-Education Code Sections 300-335 CA Ed.G.E. Code of Regulations and Education Code - Resources (CA Dept of Education)

TABLE OF CONTENTS

I. Chapter 1: English Learner Identification and Assessment 7

II. Chapter 2: English Language Development Program 22

III. Chapter 3: English Learner Monitoring and Reclassification 42

IV. Chapter 4: English Language Development Designated and Integrated Instruction 64

V. Chapter 5: Access to the Core Curriculum 82

VI. Chapter 6: Staffing and Professional Development 81

VII. Chapter 7: Standards, Assessment, and Accountability 89

VIII. Chapter 8: Parent Involvement and Engagement 110

IX. Chapter 9: English Learner Program Inclusion in the School Plan for Student Achievement (SPSA) 124

X. Glossary 131

CHAPTER 1 OVERVIEW:

This chapter details Sacramento City Unified School District's English learner policies and procedures for initial identification, assessment, and student placement in order to ensure the implementation of consistent and compliant processes. The federal laws regarding English Learner Identification and Assessment are detailed below. Specific information regarding types of English Learners and transfer students is provided, along with a description of professional development for staff and administration on initial identification, placement, and parental rights/informed choice.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

EL 03: EL Identification and Assessment

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

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

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

3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.

(*EC* Section 313; 5 *CCR* Section 11518.5[d])

3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window.

(*EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a])

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

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

(5 *CCR* Section 11518.30)

Identification, Assessment, and Placement

Step 1: Registration, Including Completion of Home Language Survey

Upon entry to the District, family members/ education rights holders (ERH) will complete the enrollment form online or at the District Enrollment Center. A Home Language Survey (HLS) (Home Language Survey link) is completed during initial enrollment, and the results are maintained in the district's student information system (Infinite Campus), and in the cumulative record.

New to California Schools: The SCUSD Enrollment Center staff explains the purpose and implications of the Home Language Survey to the family/ERH. The questions on the HLS are currently as follows:

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

If the answers to Items 1-4 on the HLS are "English," the child is classified as English Only or EO. The family/ ERH is notified of the results and provided an explanation of the placement options open to the student. EO students may apply to participate in the district's Dual Language program.

If a language other than English is indicated in Items 1-3, the family/ERH is referred to the SCUSD Matriculation and Orientation Center (MOC). MOC provides translation services in SCUSD the following languages: Spanish, Hmong, Chinese, Russian, Vietnamese, Farsi, and Dari. MOC assists with student enrollment.

Previously enrolled in California Schools: Families/ ERH complete the same enrollment process as detailed above and Home Language Survey. However, if the student was previously enrolled in a school in California, the Enrollment Center or MOC consults the state student information system, CALPADS (California Longitudinal Pupil Achievement Data System). A computer data specialist enters the student's English Learner status, language, and most recent language proficiency scores into Infinite Campus.

Step 2: Initial Assessment and Classification of Students

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. Trained personnel at MOC or the school site assess the student's English language proficiency, preferably on the date of registration.

The assessment used to determine initial English proficiency is the state required English Language Proficiency Assessment for California (ELPAC). The ELPAC is a standardized language proficiency test designed to measure the language proficiency of non-native English speakers in four areas: Listening, Speaking, Reading, and Writing. Students receive a score for each part of the test as well as an overall proficiency score. Classification of students are based on the following cut points:

Figure: 1.1 Initial ELPAC Score and Student Classification

Overall Score	Score Description	Student Classification
150 - 369	Novice English Learner	English Learner (EL) Limited English Proficient (LEP)
370 - 449	Intermediate English Learner	English Learner (EL) Limited English Proficient (LEP)
450 - 600	Initially Fluent English Proficient	Initially Fluent English Proficient (IFEP)

The Multilingual Literacy Department sends Initial Parent Notification Letters to communicate initial ELPAC results once the results have been made available. The assessment results are entered in Infinite Campus and maintained in the student's English Learner folder, which is located in the student's cumulative file for future use in monitoring student progress and program evaluation. If an Individual Education Plan (IEP) states that a student is unable to take all or part of the ELPAC, the student will be given an alternative assessment in accordance with California Department of Education (CDE) regulations.

On the basis of the initial ELPAC, students are classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL).

Step 3: Parent Notification

The family/ education rights holder of the IFEP student is informed of the initial results and given program options of either Structured English Immersion or a Dual Language Program (if available at that grade level).

If the student is classified as an English Learner (EL), the school site notifies the family/ ERH and recommends appropriate program placement. Families/ ERH of ELs are notified yearly of their child's program status and EL classification through the Annual Parent Notification Letter.

Step 4: Initial Placement

First, the student are placed in the next sequential grade or the appropriate grade level based on age. Students are placed according to age when they have never attended school, have no transcripts, or attended school in a country that does not have a similar primary and secondary education system to the United States. The MOC is responsible for translating transcripts, while the school site/ counselor interprets and inputs course credits in Infinite Campus. The site must also verify that the student's age corresponds with the grade level provided in Infinite Campus. If MOC is unable to translate the transcript, sites can request translation services through the Multilingual Literacy Department using the linked Google form.

If the student does not enroll with transcripts, an oral interview is conducted at MOC or with a school site counselor. The family/ ERH can certify that the grade and course credits are correct. It is the site's responsibility to communicate with and assist the family/ ERH in obtaining an official transcript. All family/ ERH communication should be documented in Infinite Campus. Additional secondary placement guidance can be found in the English Learner/ RFEP Resources for Counselors document linked here.

Students that enroll after their second year of high school may qualify for State Minimum Graduation Requirements under Assembly Bill (AB) 2121. Students at any time identified as Migratory or who qualify for a newcomer program are entitled to an exemption if they cannot complete SCUSD's graduation requirements by the end of their fourth year of high school. Students and families/ ERH are informed within fourteen days of enrollment if they qualify for AB 2121. The site has fourteen days from this initial notification to meet with the student and family/ ERH to sign the AB 2121 Exemption form indicating whether or not the student opts in for state minimum graduation requirements. Students must keep

the AB 2121 Exemption form for post-secondary enrollment. Copies are also to be placed in the student's cumulative record folder and in Infinite Campus. Details on this process can be found in the SCUSD District AB 2121 folder linked here.

World Language Considerations upon Enrollment:

English classes taken in the foreign countries count as world language classes—Language Other Than English (LOTE)—by the California UC and CSU systems. This method for fulfilling world language requirements yields credits; the students receives commensurate credit for the number of years of English taken.

All enrolling English Learners should also be offered the opportunity to take the World Language Proficiency Exam if one exists for their primary language. (See this folder for more information about this process and the list of languages available.) The exam assists with placement in a world language program and provides high school credit for the language skills that students already possess. This method for fulfilling world language requirements can yield 10, 20, 30, or 40 credits in a Language Other Than English (LOTE), depending on exam performance, with a grade of "A." Students who complete the equivalent of 6th grade in a foreign country where a language other than English is used for instruction are automatically considered to have fulfilled the Language Other Than English (LOTE) requirement for graduation and the UC and CSU systems. This method for fulfilling the world language requirement does not currently yield credits so should be the last option.

State Seal of Biliteracy: All students who speak a language other than English and/ or take world language courses should be encouraged to follow the Pathway to Biliteracy and earn the State Seal of Biliteracy (more information at https://www.californianstogether.org/multiple-pathways/).

The California State Seal of Biliteracy certifies attainment of a high level of proficiency in two or more languages for graduating seniors. Sites and graduating seniors will be notified by the Multilingual Literacy Office of their qualification for the Seal after first semester grades have been posted.

- The English criteria for the State Seal of Biliteracy includes:
  - Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above.
  - Passing the California Standards test in English language arts administered in grade 11 at the proficient level or above.

    - For English learners not reclassified, attain the overall early advanced level on the English Language Assessment Proficiency test for California (ELPAC)
- The criteria for proficiency in a language other than English is one of the following:
    - Passing a World Language Advanced Placement examination with a score of 3 or higher
    - Passing an International Baccalaureate examination with a score of 4 or higher
    - Successful completion of a four-year high school course of study in a world language and attaining an overall grade point average of 3.0 or above
    - Passing a school district language exam that, at a minimum, assesses speaking, reading and writing passing at a proficient level or higher (SCOE Language Exam)
    - Passing the SAT II world language examination with a score of 600 or higher

Step 5: Program Placement

SCUSD offers two instructional program models for English Learners: Structured English Immersion (SEI) and Alternative Bilingual.

- **Structured English Immersion (SEI)** is recommended for ELs who score at the Novice level on the initial ELPAC or score a 1 or low 2 on the summative ELPAC. In a SEI classroom, teachers use the Grade-level California English Language Development (ELD) standards to promote the rapid acquisition of English for ELs who have not yet developed basic listening and speaking proficiency and lack the foundational reading and writing skills needed to succeed in an English Language Mainstream (ELM) classroom. In TK-6, SEI is offered during the school day during a protected time using integrated and designated ELD instructional pedagogy. In grades 7-12, SEI is offered through the Newcomer Pathway that is detailed in the ELD Newcomer Guidance Guide.

    - **Designated ELD (English Language Development)**: English learner students in a SEI model receive regular, designated ELD targeted at their proficiency level and based on Parts I, II and III of the CA ELD standards (CA ELD standards, 2012; CA ELA/ELD framework, 2014). The amount of ELD time will vary based on grade level and level of English proficiency.

    - **Integrated ELD (English Language Development)**: English learner students in an SEI model also receive regular, integrated ELD during their core instruction that is based on Parts I and II of the CA ELD standards. These lessons are more frequent and often shorter than designated ELD lessons, and should be provided whenever EL students need support with the language of the core lesson. Depending on grade level and content, students should receive at least three integrated ELD lessons per week, at a minimum.

Teachers and leaders will receive professional learning on ELD instruction, which will be part of the Professional Learning on Universal Design for Learning.

- **Alternative Bilingual** programs are available to all English Learner and English Only students. Dual Immersion (DI) programs are currently available in Spanish, Chinese, and Hmong. They are designed to promote high levels of biliteracy in English and a target language. Transitional Bilingual Education (TBE) is currently only available in Spanish. It is designed to use the primary language to teach content and maintain literacy while promoting proficiency in English.

Annual Assessment

For as long as students are enrolled in EL programs, they must be assessed annually per federal law. Students take the Summative ELPAC annually until they meet all the criteria for reclassification. Reclassification, or exiting EL programs, is detailed in Chapter 3.

Staff who administer the ELPAC must follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in Individualized Education Programs (IEPs). All staff who administer the ELPAC must be trained through the Strategy and Innovation Department. ELs with IEPs must take the Summative ELPAC unless specified in their IEP. Sections of the ELPAC not substantially affected by the student's disability must be administered.

ELPAC scores are uploaded into Infinite Campus under the Assessments tab and can be accessed by sites, students, and families.

Corrections to the Home Language Survey

In cases where families or staff fill out the Home Language Survey (HLS) incorrectly, resulting in an inappropriate administration of the Initial ELPAC and designation as EL, may, between the time of the Initial ELPAC (usually summer or fall) and the Summative ELPAC (usually beginning in February and ongoing through June), petition the Multilingual Literacy Office to have their HLS changed. Infinite Campus and CALPADS must be updated as soon as a decision is made. However, once a student takes the Initial ELPAC, they must meet all the criteria for reclassification to exit EL services.

In cases where an HLS indicates a student is EO but staff believe the student needs EL services because of their language proficiency, the Multilingual Literacy Department collaborates with the site to adjudicate the language fluency of the student. In alignment with state regulations, the site must provide evidence that includes:

- Results of at least one literacy assessment administered to the student that demonstrates the student's language proficiency level: ex. SBAC, district interim assessments;
- Report card results, if available;
- Student Oral Language Observation Matrix (SOLOM) administered by the child's teacher;
- Teacher statement including anecdotal evidence collected by the classroom/ ELA teacher.

If the Multilingual Literacy Department determines that there was no error to the HLS, the site should request a Student Study Team meeting to address the student's language fluency. If it is determined that there is reason to suspect that the student is an EL:

1. The Multilingual Literacy Department make the changes to the HLS fields, home language field, and provides a comment on the Assessment page in Infinite Campus. They also ensure that the student's home language is changed in CALPADS, and the student's status is changed to TBD in CALPADS.
2. The Multilingual Literacy Department then has ten days to notify the family/ ERH in writing that the site will administer the initial ELPAC to determine the language proficiency and classification.
3. If the student does not meet the criteria for Initial Fluent English Proficient (IFEP), the District classifies the pupil as EL and notifies the parent using the legally required Initial Parent Notification Letter.

Parent's Right to Opt Out of Instructional Programs but not the annual language proficiency assessment

1. **Opting out of EL Services:** Families/ ERH have the right to opt their children out of daily Designated ELD, but opting out runs counter to best practice. If a family/ERH opts out of Designated ELD, schools will continue to do the following:
   a. Provide Integrated ELD which includes meaningful access to the core curriculum for all EL students.
   b. Carefully monitor EL progress in the acquisition of English.
   c. Alert the ELs' family/ERH and provide additional support if they are not meeting minimum progress expectations.
      i. All of these features are part of the baseline EL program that all teachers and sites must be able to provide per the U.S. Department of Education's English Learner Tool Kit (Chapter 7).

2. **Requesting a Language Program:** Families/ ERH may request a language program by contacting their site administrator and/ or the Multilingual Literacy Department. If,

during the last three years, a total of twenty families/ ERH of students at the same grade level or thirty in the school request a particular language program, the District must follow a time-bound process to consider how the request of the group can best be accommodated, including the feasibility of providing the program at the site. The form to request a language program is linked and can be found on the SCUSD Multilingual Literacy Resources webpage: https://www.scusd.edu/pod/multilingual-literacy-resources.

3. **Annual Language Proficiency Tests Required for all ELs:** ELs must continue to take the annual Summative Language Proficiency Assessment every year until reclassifying as RFEP. Families/ERH may not opt students out of ELPAC testing as it is a federal requirement.

English Learner Typologies

SCUSD recognizes 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. These generalized definitions of language groups are used throughout the chapters of the SCUSD EL Master Plan. Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below (EL Roadmap Principle 1 Assets Oriented).

1. English Learner (EL): Designation for a student whose first language is not English and who is in the process of acquiring fluency in social and academic English.
   a. Recently Enrolled EL: Designation for a student who has been enrolled in U.S. schools for two years or less and may or may not be a newcomer student. For example, ALL kindergarten ELs are recently enrolled ELs, but not all are newcomers.
   b. Progressing EL: Designation for a student who has been enrolled in US Schools at least two years but not more than six years or more, and is demonstrating adequate progress in language and academic development.
   c. Long-Term EL (LTEL): Designation for a student who has been classified as an EL for more than 6 years and is not demonstrating adequate progress in language and academic development.
   d. EL At-Risk of Becoming an LTEL: Designation for a student who has been enrolled in US schools more than two years but not more than 6 years, and is not demonstrating adequate progress.
   e. Newcomer: Newcomers were not born in the U.S. and they have been in U.S. schools for two full school years or less. Newcomers should receive the most intensive support in years 1 and 2, but should be monitored for up to four years. Generally,

TK, K, and 1st grade students who are also newcomers will not receive specialized newcomer services but targeted instruction within their regular classroom.

f. Student with Interrupted Formal Education (SIFE): Designation for a student who comes from a home in which a language other than English is spoken and entered a United States school after the second grade; had at least two years less schooling than their peers; functions at least two years below expected grade level in reading and mathematics; and may be preliterate in their first language.
g. Refugee/Asylee: Student forced to leave their country in order to escape war, persecution, or natural disaster.
h. Unaccompanied Immigrant Youth: Child who crosses the U.S. border without a parent or guardian and is apprehended by immigration officials. Once unaccompanied immigrant youth are released to a sponsor, their sponsor is required to enroll them in U.S. schools.

2. Initial Fluent English Proficient (IFEP): Designation for a student who tests proficient on the initial ELPAC.
3. Reclassified Fluent English Proficient (RFEP): Designation for a former EL student who has met the criteria to be "reclassified" as fluent English proficient. RFEP students must be monitored for four years after reclassification, using the SCUSD Reclassification Follow Up Form. Students qualify for reclassification once they meet all of the following current district criteria:
   a. ELPAC Overall Score of 4;
   b. ELA SBAC Score of Nearly Met or Met or another district mandated ELA standardized assessment;
   c. Teacher recommendation: 2 or higher in the elementary English Standards or a C- or higher in secondary ELA courses;
   d. Parent Consultation.
   4. Migratory Youth: Student who changes schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry. Migratory youth may or may not be English Learners.
   5. English Only (EO): Designation for a student whose only home language is English.
   6. Heritage Language Speaker: Designation for a person studying a language who has some proficiency in or a cultural connection to that language through family, community, or country of origin. Heritage language learners have widely diverse levels of proficiency in the language (in terms of oral proficiency and literacy) and of connections to the language and culture.

Professional Learning for Staff and Administrators on Initial Identification, Placement, and Parental Rights/ Informed Choice

SCUSD provides ongoing professional learning for administrators and staff on legal requirements and district procedures relating to the implementation of this English

Learner Master Plan including: initial identification, placement options and procedures, parental rights, and informed choice. Those who should participate in the PL include, but are not limited to, district and site administrators, teaching staff including special education teachers and staff, district Enrollment Center staff, staff members who work with English Learners' student records, office staff members responsible for registration, training specialists, paraeducators, and other support staff as necessary. Training for site staff should be set up by administration to take place annually prior to the opening of school and/or when new staff members have been employed.

Figure 1.2: Initial Assessment, Identification, and Placement Process

CHAPTER 2 OVERVIEW:

Sacramento City Unified School District's goal is to provide a comprehensive English Language Development program of study for English Learners in grades K-12. As part of the District's commitment to provide all students with 21st Century academic, linguistic, and intercultural skills, Chapter 2 provides research-based guidelines for district personnel to implement high quality programs and instruction for English Language Development across the disciplines. The following chapter correlate with the California English Learner Roadmap including alignments to the California curricular frameworks for the variety of typologies of English Learners.

Federal Program Monitoring Corresponding Items

VII-EL 14: ELD

VII-EL 14. As part of the core program provided through general funds, each English learner must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310, 313.1 (b); 5 CCR § 11302(a); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Evidence:
*ELD course/curriculum descriptions**
Description of core ELD courses and curriculum used in the core in middle grades.
*ELD daily/master schedule daily**
ELD schedule for self-contained classes; master schedule containing ELD classes for middle and high school per site reviewed.

*ELD instructional materials**
*ELD instructional materials list for both core and supplemental programs. ELD placement criteria**

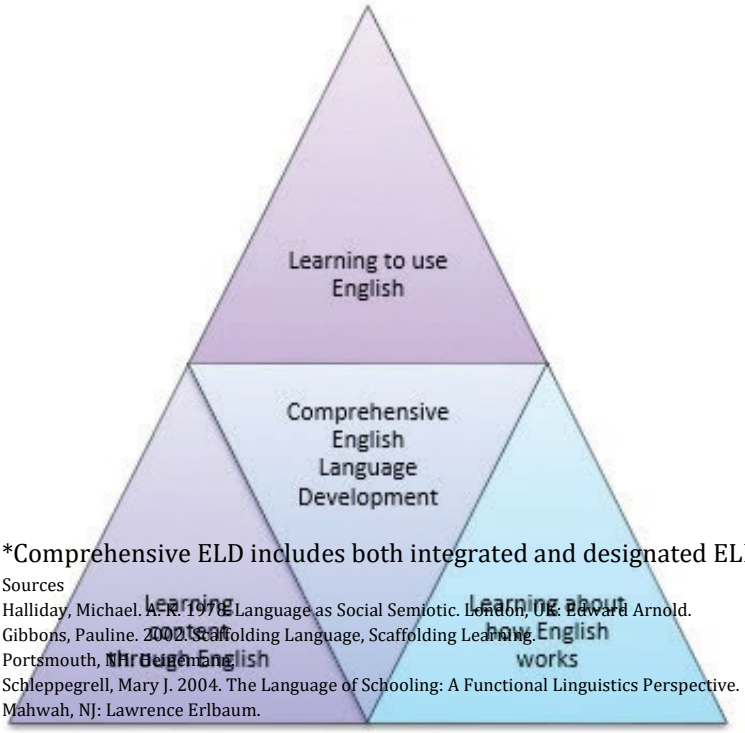
Overview and Guidelines for English Language Development Instruction

"Regardless of the ways in which individual schools structure time for designated ELD, all ELs require both integrated and designated ELD" (CA ELA/ELD Framework, Ch. 6 p. 547).

Sacramento City Unified School District implements a Comprehensive English Language Development Program in ALL program options for English Learners (see ELA/ELD Framework Figure 2.19 below). The Comprehensive ELD Program is comprised of both Integrated and Designated ELD, is taught by fully qualified teachers of English Learners and is implemented in accordance with the California English Language Arts/English Language Development Framework (2014) as follows (Chapter 2, pp. 106-108; 115-116):

The purpose of language acquisition program is to support the needs of English Learners, who are challenged with learning grade-level content while also developing English Language proficiency. English learners **learn to use English** while they learn **content knowledge through English**. Further, English learners need to learn **how English works**. In order to support English learners in these interrelated areas of English learning, two types of ELD instruction are necessary and required. (5 CCR sections 11300([d]; 11309[c][1])

Figure 2.1 Three Interrelated Areas of Comprehensive EL



*Comprehensive ELD includes both integrated and designated ELD.

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Designated and Integrated ELD

Designated ELD and Integrated ELD, together provide English learners with a comprehensive instructional program which gives them equitable access to grade level learning.

- "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 abilities needed for content learning in English." (English language Arts/English Language Development Framework for California Public School, 2014, p. 115)

- Integrated ELD is taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress.

All language acquisition programs are required to include both Designated and Integrated ELD instruction for English learners. (5 CCR sections 11300([d]; 1309[c][1])

Figure 2.2: Designated and Integrated ELD Comparison

Designated ELD	Integrated ELD
● CA ELD Standards are the focus	● CA Content Standards are the focus ● CA ELD standards used in tandem with CA Content Standards
● Protected time ● Build into and from content instruction	● Within core content instructional time ● Access to CA Content Standards
● Attend to English learners' particular language development needs	● Scaffolds for subject matter vocabulary, linguistic patterns, and comprehension ensuring subject matter concept development

Designated ELD occurs daily as "a protected time during the 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" (Framework Ch 2 P 91). In support of this goal, SCUSD supports teachers in designing rigorous content-based Common Core aligned

lessons in which language is the focus. Support is provided through professional development at the district level or at the school site level as requested by site administration. Lesson design adheres to the principles of effective instructional features of Designated ELD Instruction as outlined in the framework:

Figure 2.3: Essential Features of Designated ELD Instruction

ESSENTIAL FEATURES OF DESIGNATED ELD INSTRUCTION:
Intellectual quality
Academic English focus

- **Extended Language interaction**: during designated ELD, there is a strong emphasis on oral language development. Ample opportunities for students to communicate in meaningful ways using English is central. As students progress along the ELD continuum, these activities should also increase in sophistication.

Focus on Meaning
Focus on Forms
Planned and sequenced lesson events

- **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 in advance and provided just in time.
- **Clear Lesson Objectives**: Lessons are designed using the **CA ELD Standards** as the primary standards and are grounded in the appropriate content standards.
- **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.
- **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 in order to prioritize student instructional needs.

-ELA/Literacy & ELD Framework Ch2 pg. 95-96

Integrated ELD is taught during regular lessons, throughout the day and across disciplines. Although the audience for integrated LD is English learners, all students benefit from lessons that make academic language demands more transparent to students. The ELA/ELD Framework states that "teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about the language of the content." (English Language Arts/ English Language Development Framework for California Public, 2014, p. 13) Students learn to think like a scientist, read like a historian, argue like a mathematician, and write like an author. Teachers derive instructional focus from two sets of standards taught in tandem: the CA core content

standards and the CA ELD standards. Guidance for teaching integrated ELD in conjunction with the standards can also be found from the California Frameworks for Math, Science, ELA/ELD, and History/Social Science. To ensure that integrated ELD lessons meet the academic language learning needs of all students, teachers typically use ELD standards at the *Bridging* level.

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 in order 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)

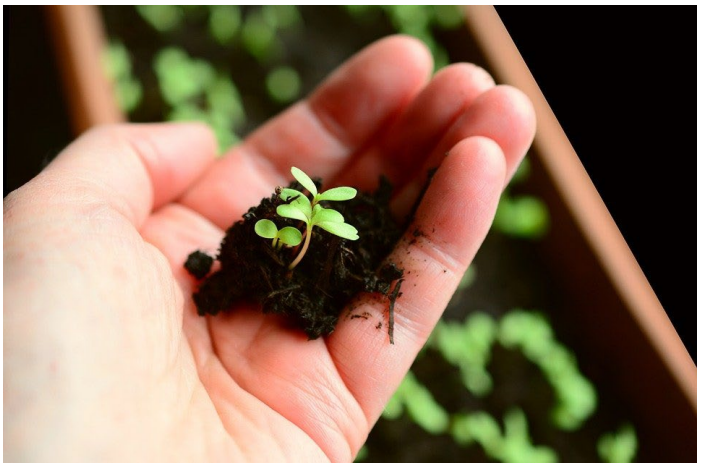
Integrated and Designated ELD emphasize the need to align high quality instructional expectations with research-based instructional strategies, such as scaffolding and employing formative assessment. Educators use student's culture, first language, and prior experiences to leverage and validate students' knowledge and experiences in language learning and to maximize achievement.

Language Proficiency Levels

The 2012 California ELD Standards provides the expectations and descriptions of achievement at three levels of proficiency: **Emerging**, **Expanding** and **Bridging**. These standards address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient on the CCSS. In addition, the standards call for the acquisition of linguistic resources to be able to understand how English is used to structure text orally or in print and to communicate clearly. Thus, Designated ELD focuses on developing skills to use English to "interact in meaningful ways" and on language itself to develop knowledge of how English works. These language levels are intended to support teachers in choosing appropriate standards for students during Designated ELD and for effectively scaffolding content instruction that maintains academic rigor.

Figure 2.4: Three English Language Proficiency Levels

Native Language	Emerging	Expanding	Bridging	Lifelong Language Learning

Students come to school with a wide range of home language resources that enrich their school experiences		Students who reach proficiency in English must continue to build breadth, depth and complexity in comprehending and communicating in English in a wide variety of contexts

- **Emerging**: Students at this level typically progress very quickly; they learn to use English to meet immediate needs and begin to understand and use academic language.
- **Expanding**: Students at this level increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a variety of contexts, including comprehension and production of highly technical texts.

English learners at all proficiency levels are expected to engage in grade-level content with varying amounts of scaffolding. While these three proficiency levels are used for all students, the CA ELA/ELD Framework calls attention to two English learner groups that require unique English language development services. These are:

- **Newcomers**: Students who have been in U.S. schools fewer than two years are provided with specialized support to ensure their accelerated development of English, as well as their social integration into school.
- **Long-term English learners (LTELS)**: English learners who have been in US schools for six or more years without meeting reclassification criteria face challenges as they encounter increasingly complex and rigorous coursework. Instruction for LTEL's must simultaneously accelerate development of academic English and content knowledge in ways that are motivating and engaging.

Scheduling Designated ELD In Elementary

Designated ELD provides a targeted opportunity to focus intensely on the learning needs of English learners at their proficiency levels while addressing the language of the content that the students are engaged with during the other parts of the school day. Therefore, students are grouped by proficiency level for designated ELD and are NOT removed from

core content instruction to participate in designated ELD. Sacramento City Unified School District requires this daily protected time as follows:

Figure 2.5: Elementary Minimum Minutes per Day of Designated ELD Instruction

Grades	Minimum Minutes per Day	Newcomers
K	20	40
1-3	30	60
4-6	30	60

*Integrated ELD occurs daily embedded within all core content area

Designated ELD may vary by school site and grade level based on a careful consideration of each site's unique population of English learners. Teachers and/or sites may group students by English language proficiency levels so that teachers can strategically target their language learning needs. Sites or grade levels with larger numbers of ELs may choose to regroup for designated ELD. Those with smaller student populations of ELs may choose to have individual classroom teachers work with small groups of ELs at an opportune time during the day. Below are possible models that can be used at individual school sites.

Figure 2.6: Models for Designated ELD

Examples of models for designated ELD (not exhaustive):

- *Homeroom – Teacher schedules a block of time (daily) to work with small groups by proficiency level (non-ELs engage in independent stations/small group work) within his/her class.*
- *School-wide Regrouping – School schedules a block of time (daily) to regroup students by proficiency level within a grade level (sometimes across a grade span – depending on #'s). Teachers collaborate to plan/adapt instruction.*
- *Pull-out – Rare. Consider for newcomers + ELD Specialist and/or very small numbers of ELs + ELD Specialist*
- *Combination (per grade level based on numbers of ELs)*

The following is also an example of a class schedule with daily designated ELD occurring daily in the morning. In this example, the teacher works in a small group with English Learners while the remainder of the students work on the morning journal activity. This is only an example. Each school site determines a schedule that efficiently supports their students. Integrated ELD is not highlighted in this sample class schedule, as this instruction is provided within the core content areas.

Figure 2.6: Sample Elementary Designated ELD Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Class meeting	Class meeting	Class meeting	Class meeting	Class meeting
9:15-9:45	Morning Journal/ ELD	Morning Journal/ ELD	Morning Journal/ ELD	Morning Journal/ ELD	Morning Journal/ ELD
9:45-10:30	PE	Whole Class Comprehension/Close Reading	PE	Whole Class Comprehension/Close Reading	Library
10:30-10:55	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10:55-11:05	Recess	Recess	Recess	Recess	Recess
11:05-12:30	Reading Groups	Science	Reading Groups	Science	Reading Groups
12:30-1:15	Lunch	lunch	Lunch	Lunch	Lunch
1:15-1:30	Number Talks	Number Talks	Number Talks	Number Talks	Number Talks
1:30-2:30	Math /Groups	Math/Groups	Math/Groups	Math/Groups **1:30-2:10**	Math/Groups
2:30-3:05	Writing	Writing	Writing		Writing
3:05-3:10	Clean-up/Dismissal	Clean-up/Dismissal	Clean-up/Dismissal		Clean-up/Dismissal

Scheduling Designated ELD in Secondary

At the secondary level, an EL student must receive designated ELD instruction daily. To satisfy this requirement, they must be enrolled in a designated ELD course or receive designated ELD within their core content area classes. The content area courses that provide designated ELD can be decided at the site level, but the minutes must be documented for the purposes of equity, accountability, and federal program monitoring. It is recommended that newcomer EL students be enrolled in at least two ELD courses indicated within the Newcomer Pathway course offerings. The secondary designated ELD minutes are as follows:

Figure 2.7: Secondary Minimum Minutes per Day of Designated ELD Instruction

Grades	Minimum Minutes per Day	Newcomers
7-8	Designated class period or at least thirty minutes	At least two designated class periods or an equal number of minutes
9-12	Designated class period or at least thirty minutes	At least two designated class periods or an equal number of

		minutes

*Integrated ELD occurs daily embedded within all core content area

Instructional Programs that serve English Learners

SCUSD offers three primary program models to support English Learners:

- Structured English Immersion (SEI)- A Structured English Immersion program is designed to promote the rapid acquisition of English for students who have not yet developed basic listening and speaking proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. The teacher utilizes curriculum and instructional practices based on sound theory and research on second language acquisition.
- Alternative Bilingual Programs
  - Dual Immersion (DI): In this model, students simultaneously develop literacy in two languages, English and another target language. Instruction in the target language and English vary in proportion by program. The Spanish program uses the 50/50 research based model. Within this model, native speakers of English and English learners are taught core content material 50% of the time in English and 50% in the target language.
    - ➢ The Chinese programs use the 80/20 model. Within this model, students are immersed in the target language 80% of the day and 20% in English in Kindergarten. In subsequent grade levels, the percentage of the target language is decreased by 10% and instruction in the English language is increased by 10% as students move up through the grade levels. Ultimately, the program is leveled at 50% target language and 50% English language instruction.
    - ➢ The Hmong program uses the 90/10 model. This program mirrors the Chinese program, except that the kindergarten language instructional ratio begins at 90% target language and 10% English Instruction.

      During these two instructional times, the languages are kept separate and translation of materials is not provided. The teacher also serves as a language model during each language time and only conversates with the students in the instructional language at the time. Native English speaking students serve as language models during the English time of day and the English learners serve as language models to the native English speakers during the target language time of day. Teachers in these programs use best practices in bilingual education to provide intensive amounts of language instruction in both English and the target language. Both English learners and native English speakers exit these programs with high levels of proficiency in both languages. Currently,

seven elementary schools within our district offer a dual immersion program. The target languages are Spanish, Hmong, and Chinese.

Spanish

- Edward Kemble Elementary (k-3): 50/50 model
- Cesar Chavez Intermediate School (4-6): 50/50 model
- Bowling Green Chacon Charter School (k-6): 90/10 model

Hmong

- Susan B. Anthony Elementary (k-6): 90/10 model

Chinese

- Elder Creek Elementary (k-6): 80/20 model
- William Land Elementary (k-6): 80/20 model

- Transitional Bilingual Early Exit Program (TBE) are designed to use the primary language to teach content and maintain literacy while transitioning to literacy in English. While the primary goal of this program is proficiency in English, primary language literacy is encouraged and supported as well. Within this model, English learners receive language support in the primary grades and then are immersed fully in English in the intermediate grades. There is currently one school that offers this program model.

  Spanish

  - Ethel Phillips Elementary (k-3)

Newcomer Supports and Programs

The Newcomer Model addresses the needs and challenges of newcomer English Learners. These students are defined as students who are entering US schools for the first time. Newcomer students vary in the amount of education they have received in their primary language. Some are highly literate, while others have experienced interrupted formal education. The initial ELPAC indicates the student's English language proficiency level and helps guide site and program placement. With this information, teachers provide newcomers the access to core content by providing integrated and designated ELD with instructional scaffolding according to their language proficiency level.

LTEL Supports

Long Term English Learners (LTEL) are students who have been identified as EL for six or more years and have yet not reclassified. LTEL students have specific academic needs that were not consistently or effectively met in their previous schooling.

Figure 2.8: LTEL students enrolled in SCUSD 2016-2020

School Year	Number of LTEL student
2022-2023	2,071
2021-2022	3,359
2020-2021	3,187
2019-2020	1,839

Research suggests that long term EL students require rigorous and high interest learning opportunities along with intentional and intensive supports in order to develop their academic discourse and literacy skills. A strong focus on academic reading and writing of informational texts is essential for accelerating these students' academic language and literacy skills. In addition, many of these students have become disengaged and passive in the classroom. Specifically, they have not been effectively supported to develop needed discourse and literacy practices, nor have they been explicitly taught study skills and behaviors associated with academic success and engagement.

SCUSD schools use dynamic and innovative structures to support LTEL students such as flexible scheduling, looping, after school and weekend tutoring, summer school, and extended day. LTEL students are assigned a specific counselor, teacher specialist, or other faculty member to monitor their language development and assess their progress toward meeting grade-level literacy standards, becoming college and career ready, and exiting EL status. All ELs and their parents should meet at least semi-annually with this designated faculty member to review current progress, program placement, assessment results, and goals for meeting the exit criteria.

Program Expectations

The use of rigorous and relevant evidence-based research provides a foundation for English learner program design. A language acquisition program must ensure English acquisition rapidly and effectively, grade-level proficiency, and academic achievement in English. When the program model includes a target language, grade-level academic achievement must also occur in the target language. Regardless of the program model, each ELD placement is flexible. As soon as a placement has served its purpose for a student, the student should be moved to a more appropriate placement.

Students who master course and grade-level content standards are promoted to the next level or exited from the ELD program. Students who are not progressing as expected must be provided with additional support so that growth continues. Changes in ELD placement are decided by multiple measures: state language proficiency scores, classroom

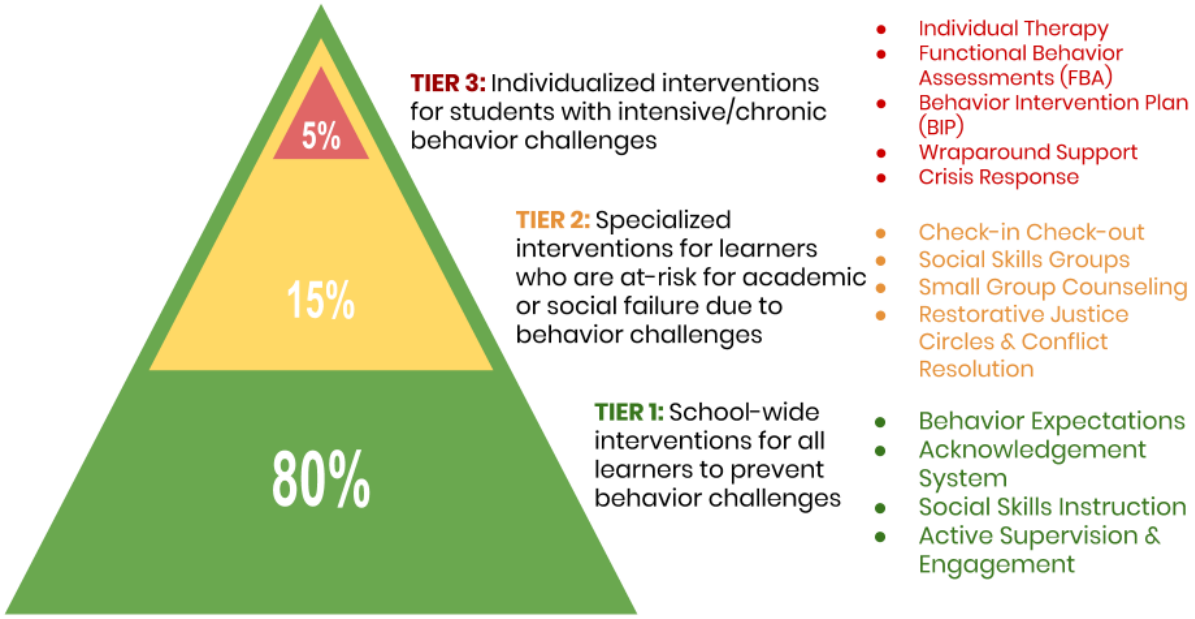
performance, content standards assessments, teacher recommendation, and/or parent request. In the secondary grades, master schedules should be built to allow fluidity of student movement. Students should not wait until the end of a semester or school year to move if a placement is no longer providing appropriate services.

Students' status as an English learner and/or their ELD program placement cannot exclude them from educational programs at school sites. English learners at the elementary level receive ELD instruction in their grade level class. At the secondary level, English Learners are enrolled in the academic academies, Linked Learning Pathways, Advanced Placement, or International Baccalaureate courses for which they qualify.

Interventions within MTSS

Principals and other site administrators are trained in Multi-Tiered System of Supports (MTSS) which is a systemic, continuous-improvement framework where data-based problem solving and decision making is practiced across all levels of the educational system for supporting all students. This framework simultaneously addresses students' academic achievement, behavior, and social emotional well-being. The intentional goal of MTSS is to intervene early (proactive approach) and support students who are at risk of falling behind. Teams made up of staff with diverse experiences and backgrounds convene at a regular interval, usually on a weekly basis, to discuss students that are identified as needing extra support in the areas of behavior, social/ emotional needs, and/or academics.

Figure 2.9: MTSS Model



Within the MTSS framework, there are three tiers of support.

1. **Tier 1**- Universal instruction: high-quality classroom instruction that all students receive; All students participate in Tier 1.
2. **Tier 2**- Targeted, group interventions: evidence- based supports provided to students who are identified as struggling;
3. **Tier 3-** intensive, individualized interventions: wraparound services designed for high-risk youth with the most complex needs. These services aim to keep children and their families together through individualized services developed in a family-centered team planning process. The wraparound team is usually made up of members with whom the student has a positive relationship. The members can be anyone, from the custodian to the school principal.

School sites have a system of how teachers refer a student to the MTSS school team. Most likely, referrals begin after the first trimester/ quarter once there has been sufficient time for teachers to form relationships with their students.

Parent-Teacher Conferences are Tier 1 within the MTSS Framework but offer the opportunity to explore supports for the student and family. These meetings serve to discuss the child's social and academic progress, classroom behavior, and attendance. The Multilingual Literacy Department recommends that the following topics be discussed at all EL parent/ ERH meetings (in primary language if applicable):

- Past CELDT scores (if applicable for older students);
- Current ELPAC scores;
- Report card review;

- Student progress towards reclassification
- Goal setting for reclassification: This goal will be revisited and reevaluated in second trimester/quarter. The goal setting document is to be kept in a student cum file. A copy, along with a copy of the report card, will be provided to the student's parent/ guardian.

These meetings can be offered in person, video call, or a home visit. However, if parents/ ERH fail to attend these conferences, at least three attempts need to be made to reach and reschedule with the family. These attempts should be documented in Infinite Campus. If all attempts fail, the site administrators should be notified, and they will make a fourth documented attempt. If the fourth attempt fails, the family will be referred to the Multilingual Literacy Department for further assistance.

Pathways to Biliteracy

SCUSD strongly urges students to strive for multilingualism, multiliteracy, and multiculturalism using the expanding opportunities that SCUSD provides. The language instruction models provide equitable access to rigorous coursework that embraces bilingualism and biliteracy. In addition to the bilingual programs we provide, the district also offers the California State Seal of Biliteracy. This program recognizes high school seniors who have proficiency in speaking, reading, and writing in one or more languages in addition to English. In 2016, California Superintendent of Public Instruction Tom Torlakson stated, *"This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing, one or more languages in addition to English. The purpose of the seal include encouraging pupils to study languages and providing employers with a method of identifying people with language and biliteracy skills; strengthening intergroup relationships; affirming the value of diversity; and honoring the multiple cultures and languages of a community."*

When SCUSD seniors qualify for the Seal, they are awarded a graduation cord and a golden seal from the California Department of Education for their diploma. The award is also noted on their high school transcripts so that institutes of higher education and future employers can recognize the assets these students bring.

Commitment to Special Education Services

English learners must have equitable access to the same education programs and services as English Only students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. [PL 108-446 614[b](5)[c].

A student may not be referred for special education services unless and until it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a significant period of time, have been confirmed not to work. In the case of English learners, three potential domains are to be considered: English language development instruction, core reading instruction, and academic instruction in the other content areas of the core curriculum. The district has adopted a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions, through the general education program, prior to referral for special education.

The Student Study Team (SST) is the problem solving and coordinating structure that brings together students, their families/ERH, school staff, and community agencies to seek positive solutions for maximizing student potential. An SST referral can be initiated by the family/ EDH or a school staff member. The SST identifies academic and linguistic concerns, designs a positive course of action, and monitors the impact.

An English learner is referred for special education testing and services through the SST process. This referral only moves forward after the resources of the general education program have been utilized and confirmed to be insufficient or ineffective. The SST also consider the following factors:

- Length of time in the US and degree of adjustment and acculturation;
- History of prior schooling, including special education services;
- Teacher expectations for student outcomes;
- Instructional program inputs and interventions;
- Progress in English over time;
- Progress in reading (in English and/or in primary language);
- Interactions and behaviors in structured classroom settings and informal settings;
- Students strengths and interests;
- Cultural and affective considerations and individual differences.

The school site makes every effort to involve the parent/EDH in the SST process. All notification requirements are provided to the parent/ERH in a language they understand. In the event of a non-written language, the district uses an interpreter, where available, to communicate the contents of the notice orally to the parent.

If the SST moves forward with the referral for special education testing, the site

develops an assessment plan for each English learner in accordance with district requirements, procedures and timelines. Wherever possible, assessments are conducted in the language in which the student is most proficient and conducted by trained bilingual personnel. As a general rule, assessment procedures include both formal and informal measures that focus on family background, developmental milestones, language use, health history, both in-class and out-of-class observations, language assessment in both English and the target language, and use of criterion-based measures. The assessment plan are communicated to the parent in a language they understand.

If a student is identified for special education services, an individualized education program (IEP) for an English learner with exceptional needs is developed, reviewed, and revised in accordance with district procedures. The site ensures that all parent/ERH notification is provided, where feasible, in the language the parent understands best and that appropriate support is provided to parents to ensure meaningful participation in the IEP development and monitoring process.

The IEP of an English learner must include:

1. As part of the statement of the student's academic achievement, an analysis of the relationship of academic performance to the student's proficiency in English;
2. A goal for English language development that includes the identification of specific standards (objectives) in oral language, reading, and writing that are to be met;
3. A description of how the ELD goal are to be met through use of differentiated instruction that is specially designed to meet the needs of English Learners;
4. A description of how the student's progress in ELD will be measured.

Each English learner who has been placed in a special education program must receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team determine how these services are to be delivered.

All special education staff who work with English learners must hold state or local authorization or be enrolled in training to complete approved coursework leading to certification. Teachers who provide special education services to students who are at the emerging level of English proficiency hold CLAD certification or be enrolled in a training program leading to authorization.

Gifted and Talented and Advanced Education

SCUSD works with school staff to identify students for participation in the Gifted and Talented Education (GATE) program considering a range of factors. Spanish speakers may demonstrate high levels of achievement in Spanish by meeting the same criteria on the Standards-based Tests in Spanish (STS) as English speakers show on achievement tests in English. For speakers of other languages, achievement may be substantiated by a collection of accomplished student work.

In secondary schools, lack of proficiency in English is not be a barrier to enrollment in specialty programs; courses that meet A – G requirements; academic academies; Linked Learning pathways; and/or or Advanced Placement, International Baccalaureate, and honors courses. Students can self-select these courses or be placed on the basis of teacher recommendation, based on sustained high-level work, with the concurrence of the counselor and principal.

CHAPTER 3 OVERVIEW

Chapter 3 provides information about state and district assessments used in Sacramento City Unified School District to monitor English Learner's academic and linguistic progress and proficiency. This chapter also provides information about the district's processes and procedures on reclassification.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

EL 03: EL Identification and Assessment

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

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

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

3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.

(*EC* Section 313; 5 *CCR* Section 11518.5[d])

3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative

assessment during the annual summative assessment window.

(*EC* sections 313, 60810; 5 *CCR* sections 11306, 11518.15[a])

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

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

(5 *CCR* Section 11518.30)

EL 10: Reclassification

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

(a) Assessment of ELP.

(*EC* Section 313[f][1]; 5 *CCR* Section 11303[a])

(b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* Section 313[f][2]; 5 *CCR* Section 11303[b])

(c) Opportunities for parent opinion, consultation, and involvement during the

reclassification process. (*EC* Section 313[f][3]; 5 *CCR* Section 11303[c])

(d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

(*EC* Section 313[f][4]; 5 *CCR* sections 11302, 11303[d])

10.1 Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record:

(a) Language and academic performance assessments;

(b) Participants in the reclassification process; and

(c) Any decisions regarding reclassification. (5 *CCR* Section 11305)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.

(20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)

Assessments to Monitor Student Progress

SCUSD and each site, as detailed in their Single Plan for Student Achievement (SPSA), monitors and regularly assesses the progress of all ELs, including those who have opted out of EL programs, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and, at least annually, measuring their performance in grade-level core content areas. Establishing rigorous monitoring systems that include periodic benchmarks allows sites and educators to monitor their ELs' progress

over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge (CDE CA EL Roadmap Principle 3 System Effectiveness).

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment:

1. Formative (assessment for learning) is defined as the provision of "information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students' specific needs and secure progress" (CA ELA/ELD Framework, 2014 – Chapter 8, p. 822).
2. Summative (assessment of learning) is intended to "provide information on students' current levels of achievement after a period of learning has occurred" (CA ELA/ELD Framework, 2014 – Chapter 8, p. 823).

SCUSD monitors EL student academic and linguistic progress, at least annually, based on state mandated and district-adopted assessments. They include:

- State-mandated English language proficiency assessments: English Language Proficiency Assessment for California (ELPAC)
- State-mandated summative assessments for English Language Arts: Smarter Balanced Assessment Consortia (SBAC) in ELA in grades 3-8 and 11 as part of the California Assessment of Student Performance and Achievement (CAASPP) system
- District-adopted curriculum embedded formative and summative assessments aligned to Common Core State Standards (CCSS) for English Language Arts, Spanish Language Arts (for Transitional Bilingual Education and Dual Language), and the California ELD Standards for language proficiency from the following programs:
    - *Benchmark Advance* for Grades TK-6
    - *myPerspectives ELA* for Grades 7-11

Federal and State Assessment Compliance

Districts are required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English language proficiency for all students identified as English Learners. The current English language proficiency (ELP) assessment in California is the English Language Proficiency Assessment of California (ELPAC) and is aligned to the California 2012 English Language Development standards per state and federal mandate. It assesses students in four domains: Listening, Speaking, Reading, and Writing.

The California Assessment of Student Performance and Progress (CAASPP) assessment system was established as a result of the passage of California Assembly Bill 484 (2013). Student performance in grades 3-8 and 11 is assessed in English/ Language Arts using the

Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification; however, English Learners who have been in the United States for fewer than twelve months are exempt from taking the ELA portion of the CAASPP assessment.

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

The California Department of Education and Educational Testing Service has developed the Alternate English Language Proficiency Assessments for California (Alternate ELPAC) for students with significant cognitive disabilities. The Alternate ELPAC is aligned to the 2012 California English Language Development Standards through the English Language Development Connectors (ELD Connectors). The ELD Connectors provide an aligned expectation of student's English language proficiency that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities. The ELD Connectors can be found in Appendix A of the Alternate ELPAC Blueprints (PDF).

Beginning in the 2022-2023 school year, the Alternate ELPAC replaces all locally determined alternate assessments and, for the first time, provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities. For the 2021–22 school year, SCUSD administered their locally determined alternate assessment, while following state, county, and local health requirements. The Alternate ELPAC is monitored by the SCUSD Department of Strategy and Continuous Improvement.

The purpose of the Alternate ELPAC is twofold:

1. The Initial Alternate ELPAC provides information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP).
2. The Summative Alternate ELPAC provides information on annual student progress toward ELP and supports decisions on student reclassification as fluent English proficient (RFEP).

District-Adopted Language Proficiency Assessments

In addition to state-mandated assessments, district-adopted formative and summative assessments are given during the year to monitor students' academic progress in English/Language Arts. SCUSD works in collaboration with the Sacramento City Teachers Association Assessment Committee to determine the type and maximum number of assessments given yearly by subject area and grade level. The curriculum embedded assessments are taken in English in the Structured English Immersion (SEI), English Language Mainstream (ELM), and Dual Language programs, and in Spanish by students being instructed in Spanish reading in alternative program classrooms. These assessments are used to measure the progress of English language acquisition and standards mastery to ensure every student is on target for meeting district and state proficiency-growth expectations and to identify a need for intervention if progress is insufficient. These district assessments are also used for reclassification purposes when no CAASPP/SBAC data is available.

Use of Data for Instructional Planning and Services

Student summative district interim and state assessment results are maintained in electronic form in the district student information systems Illuminate and Infinite Campus. This system allows for the retrieval of information related specifically to the progress of English Learners, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and secondary grade-level course placement. This information is used for a variety of purposes, including (but not limited to) information that relates to reclassification; identification of students in need of a Student Study Team meeting (SST) to ascertain approaches for differentiated instruction and/ or a referral for special education testing; and informing students and their families/ ERH of their options to enroll in GATE, Honors, Advanced Placement, or International Baccalaureate courses.

Sites, professional learning communities (PLCs), and teachers should identify ELs, their ELPAC scores, and standardized test scores prior to the start of the school year and/ or when a new student enrolls. Monitoring student progress through formative and summative assessments in the domains of reading, writing, speaking, and listening assists with:

- Student academic, language, and reclassification goal setting
- Creating language objectives in lesson plans
- Gathering data for language goals required in Individualized Education Plans (IEPs)
- Small group formation and instruction
- Lesson creation and pacing
- Scaffolds and re-teaching
- Data for support services in general education classrooms

- Data for referral to GATE, special education, SSTs, Honors/ AP/ IB

Progress Expectations toward Reclassification

The tables below detail the anticipated language and academic progress English Learners make by the end of each school year toward reclassification. A student's first year in an instructional language program can happen at any grade level or at any English proficiency level. Cut scores for the CAASPP SBAC in ELA and the district interim assessments are communicated through the Strategy and Continuous Improvement Office.

Figure 3.1: EL Minimum Progress by Year of Enrollment and ELPAC Overall Score

	ELPAC 1	ELPAC 2	ELPAC 3	ELPAC Low 4	ELPAC Mid to High 4 and Reclassification
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3 or 4			Student A	Student B	Student C
End of Year 4 or 5				Student A	Student B
End of Year 5 or 6					Student A

Figure 3.2: End of Year Academic Indicators toward Reclassification

English/ Language Arts	TK-3: 1 - 3 or more grade levels below in Reading Record TK-6: Report Card Score approaching a 2 on ELA Standards 7-12: Report card grade approaching a C in grade-level English course	TK-3: 1 - 2.5 grade levels below in Reading Record TK-6: Report Card Score approaching a 2 on ELA Standards 7-12: Report card grade approaching a C in grade-level English course	TK-3: 1 - 2 grade levels below in Reading Record TK-6: Report Card Score approaching a 2 on ELA Standards 7-12: Report card grade approaching a C in grade-level English course	TK-3: 1 - 1.5 grade levels below in Reading Record TK-6: Report Card Score of at least a 2 on ELA Standards 7-12: Report card grade of at least a C in grade-level English course	TK-3: 1 to less than 1 grade level below in Reading Record TK-6: Report Card Score of at least a 2 on ELA Standards 7-12: Report card grade of at least a C in grade-level English course
CAASPP SBAC in ELA (Grades 3-8, 11)	Standards Not Met	Standards Not Met/ Nearly Met	Standards Nearly Met	Standards Nearly/ Met	Standards Nearly/ Met
District End of Year Interim	Standards Not Met	Standards Not Met/ Nearly Met	Standards Nearly Met	Standards Nearly/ Met	Standards Nearly/ Met

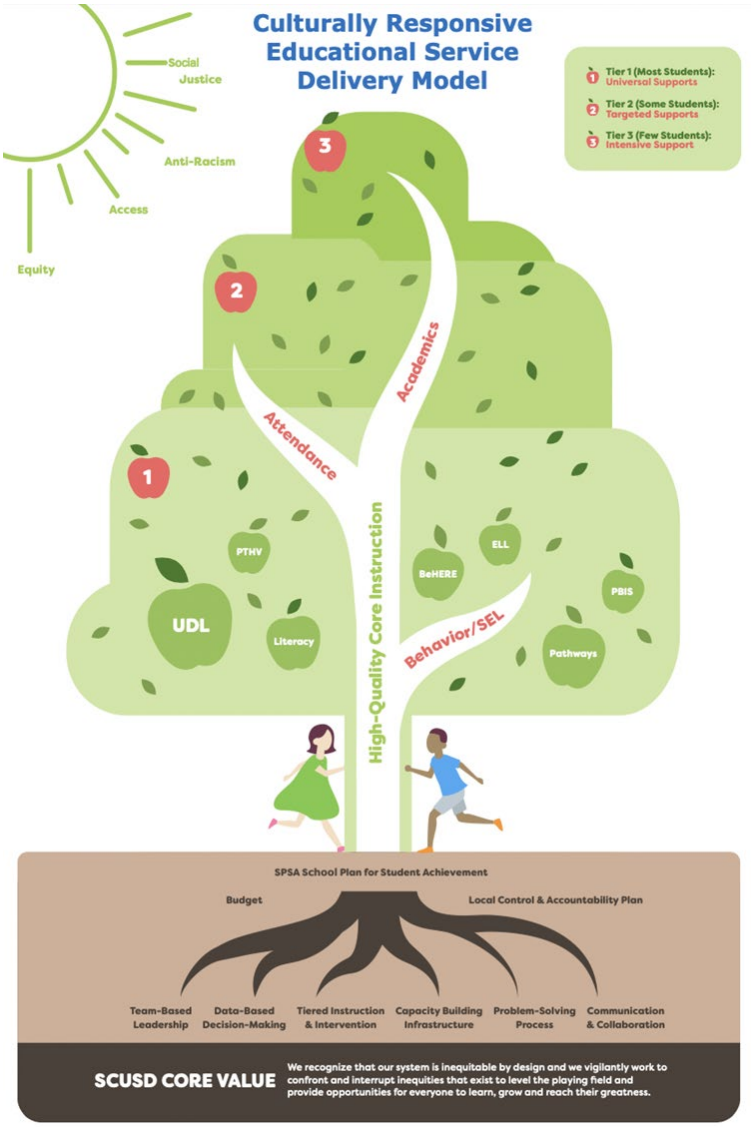
While grades and test scores are required for reclassification, they are not the only tools to measure a student's language and academic proficiency. Sites and teachers can get a more accurate indication of an EL's progress through the use of authentic and formative assessment with the use of goal-setting and reflection, portfolios, observations, student conferences, and performance-based tasks.

MTSS

Sacramento City Unified School District uses Multi-Tiered System of Supports (MTSS) for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor student progress, and provide evidence-based interventions in order to maximize student achievement and to reduce behavioral problems (CDE, ELA/ELD Framework, Chapter 9, p.

913). MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

Figure 3.3: SCUSD MTSS Culturally Responsive Service Delivery Model



When an EL student is not meeting minimum progress expectations, teachers, principals and other educational partners craft a plan to accelerate student achievement. The Multi-Tiered Support System (MTSS) is a more comprehensive version of the Response to Intervention (RtI) approach outlined in the Individuals with Disabilities Act (IDEA) of 2004. It provides a strong framework for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

MTSS is also designed to avoid false identification of a specific learning disability, as an unfortunate pattern nationally shows ELs are over-identified for specific learning disabilities (SCUSD Systemic Review CCEE, 2020). Strong adherence to the MTSS model, along with clear protocols for referring ELs, will prevent this pattern in SCUSD (SCUSD Systemic Review CCEE, 2020).

The three tiers in the MTSS Pyramid detail the increasing support provided for students who are having difficulty with the core program. Tier 1 should meet the needs of 80% of ELs and covers the high quality assessment and instruction available to all ELs, including: Universal Design for Learning (UDL); small group work and differentiation; Integrated and Designated ELD for all ELs; Social-Emotional Learning (SEL); and newcomer support. Tiers 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students with Tier 3 necessary for 5% of students. In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability in alignment with established referral protocols.

- Supporting Effective Tier 1 Instruction for ELs
  Instruction for ELs is delivered by teachers knowledgeable about the process of acquiring a new or additional language and how to deliver culturally relevant content, literacy, and language instruction. In all core instruction, educators make subject-area content comprehensible to students as well as differentiate instruction according to students' language proficiency levels. Tier 1 instruction is enriched to address the ELs linguistic, sociocultural, and academic needs in a sustained, coordinated, and cohesive way.

  Instruction in this context consists of high quality content supported by differentiated instruction and flexible grouping. Robust Tier 1 instruction includes attention to the language demands of a task: there is brief, but effective teaching of the language needed to fully participate in a lesson while using the context of the lesson to develop academic language through Integrated ELD. If the structures and routines to ensure meaningful academic language production and practice are absent in Tier 1 instruction, gaps will appear in EL achievement. These gaps may have little or nothing to do with learning difficulty on the part of an EL student, and more to do with absent structures and routines. Rather than moving quickly to Tier 2 interventions that might include pulling students out of core instruction, the teacher and/or site should take action to ensure that robust Tier I instruction for ELs is in place.

  There are several ways an individual teacher or a site can gather data, reflect on findings, and create action plans to ensure that Tier 1 instruction is fully supportive of ELs:

1. Take an inventory of the critical elements of the site's instructional program using the California English Learner Roadmap Self-Reflection Rubric: English Learner Self-Reflection Rubric docx
    a. This rubric can measure which elements are strongly in place, which are missing, and which should be focused on in order to improve EL outcomes. For example, a site might decide to focus on strong implementation of the high impact language practices detailed in the California ELA/ ELD Framework such as: using complex text, fortifying complex output, and fostering interaction through academic discourse.
2. Go through a similar process to inventory and celebrate strong Tier I site practices for ELs that showcase strategies such as co-teaching, coaching using the Teaching and Learning Cycle, department EL data dives for informed goal setting.
3. Look at social, behavior, and emotional learning and Positive Behavioral Interventions and Supports (PBIS); sites can look at the whole child and use the tiered system of support, universal screening, and progress monitoring to develop positive instruction and intervention in social and academic behavior. These components ensure that teams look at the child's complete social-emotional history (e.g., educational, familial, health, immigration, trauma, etc.).
4. Use the school's Single Plan for Student Achievement (SPSA) to engage teachers, the site administration, the Site English Learner Advisory Council (ELAC), and other education partners in cycles of data gathering, reflection, and action plans in support of effective Tier 1 instruction for ELs.

- Tier 2 and 3 Interventions

  Tier 2 of an MTSS framework takes place in small groups (usually 3–5) who have not responded sufficiently to effective Tier 1 instruction. Tier 2 support is supplementary, because it is delivered in addition to the core content instruction. By gathering a variety of assessment data (e.g. classroom observations, review of student work samples, performance on common assessments), teams can target and support students in identified areas of need. Students' progress continues to be assessed through ongoing data collection (summative and formative) to determine the length of time they would benefit from receiving Tier 2 assistance.

  Tier 3 of an MTSS framework is the most intensive level of supports. Tier 3 supports do not represent referral to special education services but represent strategic or intensive individualized supports designed to meet the specific needs of the smallest percentage of students who did not make adequate progress through previous interventions. Supports at this level are typically longer in duration, at a higher frequency, and/or delivered in a smaller group size and are provided by a highly qualified teacher with the skills necessary to support the needs of the student(s). Strategies may be the same as in Tier 2 but are more intensive and individualized.

Tiers are fluid, and the needs of students who demonstrate improved performance and skill development may require supports in any given tier that reflect individual needs and progress monitoring data reviewed through the problem-solving process. When a teacher, the Student Study Team (SST) and/or counselor determines an English Learner is having difficulty that requires Tier 2 or 3 support, stakeholders will craft an intervention plan in alignment with the SCUSD MTSS Pyramid that:

1. Is based on specific assessment data.
2. Has clear entry and exit criteria for participation in the intervention.
3. Provides frequent progress monitoring to ensure the effectiveness of the intervention (at least every 3 weeks in Tier 2 and at least every 1 week in Tier 3).
4. Provides systematic and explicit instruction with modeling, multiple examples and feedback.
5. Will be changed after 8 weeks or less if the student is not meeting time-bound goals.

In addition, the teacher, with support from the administration, will notify the family/ ERH of the intervention planned or include them in the SST. If a student is temporarily removed from core instruction, the student should be returned to core instruction as quickly and efficiently as possible. Sites are to describe its MTSS plan in the SPSA, including: the types of interventions that will be provided at the school; the process the school will use to identify EL students who need interventions and the process it will use to determine the type of instruction needed; and how the school will evaluate the effectiveness of the interventions.

The elementary team involved in crafting and implementing the MTSS plan must include the administration and site EL Coordinator. It may also include teachers, certificated staff, and Special Education staff. The same team will advise on the need for testing for a specific disability in concert with site and district Special Education staff. The student's teacher will lead both the crafting and implementation of the student's specific intervention plan, with support from the principal, SST team, and the student's family/ ERH. If and when an EL is identified with a specific learning disability, a certificated Special Education staff member will share monitoring of the Tier 3 plan in alignment with the student's IEP. At the secondary level, the same duties and responsibilities apply with the following difference: the student's ELD and core content area teachers will lead the crafting and implementation of Tier 1 and 2 interventions. Core content teachers include Math, Science, English, and History/Social Science.

MTSS for Dual Language Programs

Any student entering a Dual Language program after the end of first grade who is two grade levels below or more in reading in either language should be provided Tier 2 support with monitoring by the SST team until progress has been made.

Student May Not be Retained based on Language Proficiency

Retention is not an intervention. Research evidence indicates that the educational outcomes for ELs who are retained, including those retained at grades K and 1, are generally very poor in the long term. Retention should only be an option in special circumstances through the decision of a Student Study Team and consultation of the Multilingual Literacy Department. Before a student is considered for retention, the student's progress must be compared to his English Learner peers (ex: similar schooling, years in the US, formative and summative test scores) and the student must be given multiple intervention opportunities to accelerate learning. Language proficiency should never be a reason to retain a student, including newcomer students.

Identification of English Learners for Additional Services

English Learners have access to Special Education services just as all other students in the district. The process begins with a careful review by the Student Study Team of all referrals. This review includes second language surveys, SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview, and an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if the student's performance is reflective of expected patterns of the student's second language acquisition, based on schooling and time in this country, and that growth is being made. When it is determined that an English Learner needs to be assessed, testing is initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that addresses English Language Development and supports access to the content areas through language instruction. In Special Day Classes (SDC), the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to provide direct primary language support to English Learners with an IEP per the EL Roadmap Principle 1E (English Learners with Disabilities) and The California

Practitioners' Guide for Educating English Learners with Disabilities; however, they may not provide designated English Language Development instruction.

Reclassification Criteria and Process

ELs are reclassified to fluent-English proficient (RFEP) based on the following multiple criteria, in alignment with California Education Code and the State Board of Education recommendations: Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (ELPAC); Teacher evaluation, including but not limited to, a review of the student's academic standards mastery; Parent/ERH consultation; and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

- **Steps for Reclassification**
  - Step 1: Site administrators and/or EL Coordinator, with support and guidance from the Multilingual Literacy Department, will monitor EL progress toward attaining RFEP criteria. As part of on-going progress reporting, SCUSD informs families/ERH of the child's progress toward meeting all RFEP criteria annually. The Multilingual Literacy Department sends a list to sites three times during the school year (October, February, and May) of students who meet the standardized test score requirements for ELPAC and CAASPP SBAC for ELA.
    - ➢ Students must receive an overall score of 4 on the ELPAC and meet the district cut score of Standards Nearly Met on the CAASPP SBAC for ELA in the same school year; SBAC cut scores vary depending on year and grade level and are determined by the SCUSD Assessment, Research, and Evaluation Office.
      - Step 2: Site administrators/ EL Coordinator secure participation of the classroom or English/ Language Arts teacher with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b]). The Teacher recommendation is based on documented academic proficiency in the California English/ Language Arts Standards. Other factors not related to academic success or English Language proficiency (grades, behavior, attendance, academic English production, etc.) should not preclude the student from reclassification. Teacher recommendations are documented in Illuminate.
        - ➢ Grades K-6: Report card indicates that the student is approaching standards in all areas (with at least a score of 2) and is approaching or meeting grade level benchmarks in English (reading, writing, speaking, and listening).
        - ➢ Grades 7-12: The student performs at or above grade level with a minimum grade of "C-" in English/ Language Arts on their most current

report card and is approaching or meeting grade level benchmarks in English (reading, writing, speaking, and listening).

- Step 3: Sites provide notice to parents/ ERH of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process (EC 313; 5 CCR 11303[c]). Parent contact may be made face to face, by telephone or letter and documented in Infinite Campus and Illuminate. Steps for encouraging family involvement in the process may include:
  - ➢ Communicating with families in their home language;
  - ➢ Meeting with parents of English Learners who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal;
  - ➢ Inviting families and students to a group meeting, such as ELAC, to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least four additional years.
- Step 4: The Multilingual Literacy Department will use Infinite Campus and/or Illuminate to review all the student performance data, the teacher recommendation data, and any concerns raised by the parent/ERH. The Office may reach out to the site administrator to consult on their recommendations for reclassification. The student is then coded as reclassified (RFEP) in the district student information systems. This enables district and site personnel to monitor all reclassified students for a minimum of four years in order to ensure correct classification, placement, and additional academic support to ensure ongoing success in the mainstream program.

Figure 3.4: Roadmap to Reclassification Grades K-6

Roadmap to Reclassification: Grades K-6

Name:

Trimester Check In

1st Trimester:

2nd Trimester:

3rd Trimester:

ELPAC Score

ELPAC or Alternate ELPAC Performance Level 4

Assessment Data*

CASSPP Nearly Met (Grades 3-6)

Benchmark Interim Assessment 2, 3, or 4 Normed Data

Teacher Evaluation

ELA Report Card Proficiency Level: 2- 4

Parent Consultation

Yes!

1

2

3

4

Current ELPAC Score:

Written
•Reading
•Writing

Oral
•Speaking
•Listening

Goal:

Current CAASPP/ Test Score:

Goal:

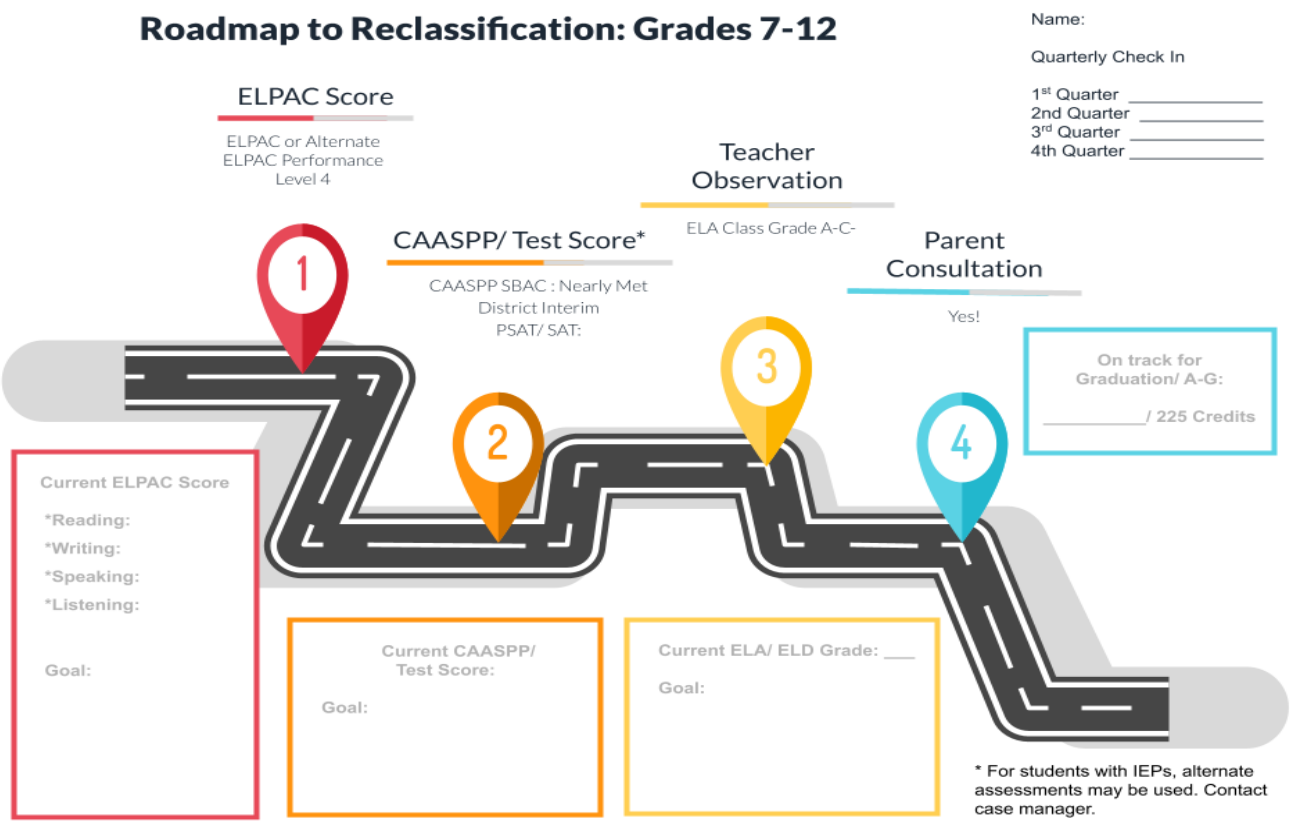
Current ELA Grade:

Goal:

Open Enrollment Window:

*For students with IEPs, alternate assessments may be used. Contact case manager.

Figure 3.5: Roadmap to Reclassification Grades 7-12



Provision for Reclassification of English Learners with Disabilities

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, Individualized Education Plan (IEP) teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level. In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code listed in the previous section. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. SPED case managers on the site IEP teams are overseen by the district Special Education department and will use the following procedure for determining reclassification:

- Students with Mild/Moderate Disabilities: The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame as detailed in the IEP, the IEP team (including the EL

Coordinator and/ or member of the Multilingual Literacy Department) may determine that due to the nature of the identified student's disability, an alternative reclassification process will be used. Alternative assessments (such as the Alternate ELPAC) must be identified for use at the Reclassification IEP. Results are compiled and presented to the parents/guardians for review, along with other measures determined by the district to assess student's progress towards reclassification at which time the IEP team along with parents/ERH determine if reclassification is in the best interest of the student. Reclassification is documented using the Reclassification Form in the Special Education Information System (SEIS) and then forwarded to the Multilingual Literacy Department to update Infinite Campus and Illuminate.

- Students with Moderate/Severe Disabilities: An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the ELPAC or Alternate ELPAC even with accommodations and/or modifications. Reclassification for these students is based upon alternative proficiency testing. The IEP team reviews the data and makes the decision about reclassification. Reclassification is documented using the Reclassification Form in the Special Education Information System (SEIS) and then forwarded to the Multilingual Literacy Department to update Infinite Campus and Illuminate.

Figure 3.6: SCUSD Reclassification Criteria for English Learners with Disabilities

Students with IEPs Reclassification Question: Is the student's learning disability a major factor in preventing the student from reclassification?	
If the answer is No, the student is not currently eligible for reclassification.	If the answer is Yes **and** the student meets the three criteria listed below, they are eligible for reclassification:
● The student's learning disability is not a major factor in preventing the student from reclassification. ● The student remains an English Learner and continues to receive integrated and designated ELD instruction. ● The student is expected to make progress in English language proficiency and meet reclassification criteria. ● Review reclassification at a later date.	● The student's learning disability is a major factor in preventing the student from reclassification. ● There are multiple measures to show the student is performing similarly in English skills to that of an English proficient peer with the same learning disability (SOLOM, alternate ELPAC, CAA). ● The IEP Team and family/ERH agree that the student will not reclassify with continued ELD instruction and is eligible for reclassification. ○ Check the Reclassification Box in the IEP and fill out the Reclassification form in SEIS. ○ Ensure the family/ ERH understands what "Reclassification" means. This may require translation services. ○ Inform the Multilingual Literacy Department of the student's reclassification.

Progress Monitoring for Reclassified Fluent English Proficient Students:
Once students are reclassified, they retain the reclassified fluent English proficient (RFEP) status for the remainder of the time they are enrolled as a student in California public schools. The academic progress of RFEP students must be monitored regularly for a minimum of four years, as required by state and federal guidelines, and interventions are provided to ensure that these students reach and maintain grade level English proficiency

and academic achievement. The Multilingual Literacy Department sends Reclassification Monitoring forms (example is linked) and student lists to each site annually, either during the elementary third trimester or secondary fourth quarter. Documentation is to be completed by the site EL Coordinator or administrative team, filed in the student's cumulative folder, and returned to the Multilingual Literacy Department to be uploaded into the district's system information system.

As part of the monitoring process, student performance on critical achievement and performance measures is documented. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a Student Study Team (SST) meeting is held to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Primary language support participation in targeted intervention provided by the school

The student's reclassification monitoring form is reviewed yearly, documenting continued progress toward proficiency in the content areas. A reclassified students will be monitored four years after their reclassification. After four years of monitoring, a SST is held to determine that the student demonstrates sufficient progress. If a student does not make sufficient progress, the monitoring process will continue.

CHAPTER 4 OVERVIEW

SCUSD educators have a moral obligation and legal mandate to develop English learner's proficiency and provide access to academic content.

Federal Program Monitoring Corresponding Items

EL 14: ELD

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

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

(5 *CCR* Section 11300 [a])

(b) Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English. (5 *CCR* Section 11300 [c])

14.1 ELD instruction must be designed for ELs to develop proficiency in English as rapidly and effectively as possible and to meet state priorities.

(20 U.S.C. Section 6825 [c][1][A], *EC* sections 305, 306, 310; 5 *CCR* sections 11300 [a] and [c], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

14.2 Each LEA must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program.

(20 U.S.C. sections 1703 [f], 6825 [c][1][A]; *F* sections 300, 305, 306, 310; 5 *CCR* sections 11302[a], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

14.3 ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated for its effectiveness in overcoming language barriers.

(20 U.S.C. Section 1703 [f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011; 5 *CCR* Section 11309)

English Language Development Instruction

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency: the language, thinking, and learning tools needed to achieve grade-level content standards proficiency. The goal of the district's English language development program is to enable English learners to develop communicative competence as well as academic English language proficiency in order that they have full

and equal access to the district's educational program.

Teachers are to provide English learners with both English language development (ELD) and English/ Language Arts (ELA) instruction appropriate to each student's assessed level of proficiency. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of the district's average English-only student and recouped any academic deficits incurred in other core content areas as a result of language barriers.

Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices, as identified in Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010).

Designated English Language Development Instruction at the Elementary Level

Students enrolled in a Structured English Immersion program (SEI) are to receive a minimum of 30 minutes of daily designated ELD instruction. The district adopted elementary materials *Benchmark Advance* is implemented In grades K – 6. With the ELD component, being integrated within Benchmark Advance, designated ELD can effectively support instruction that is happening during the English/ Language Arts period. The Spanish dual immersion programs use *Benchmark Adelante* as part of their Spanish Language Arts instructional period.

Benchmark Advance offers educator's support with instructional strategies that may support newcomer EL students and bridging EL students. These educational recommendations are offered within the Benchmark Advance teacher edition manual.

At the elementary level, ELD instruction is to conform to seven basic instructional delivery standards:

1. Each student is to receive daily, protected designated ELD instruction that develops both social and academic language.
2. Students are to be grouped for instruction during designated ELD by English proficiency level.
3. ELD instruction at each grade level is to address the literacy standards for all content areas (found in the ELA Standards): listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.
4. Teachers are to utilize district-adopted ELA materials, and other approved supplementary materials that address ELD standards.

5. Teachers are to utilize research-based best teaching practices.
6. Teachers are to assess the progress of each English learner and utilize assessment results to modify instruction.
7. Students who are not making adequate progress are to receive focused intervention through the MTSS framework. This specialized intervention should be monitored and evaluated at least every six weeks of instruction.

Another tool available to elementary school teachers is *The California English Learner Roadmap Elementary School Teacher Toolkit*. This resource serves as a guide to curriculum, school and classroom climate and culture, instruction, professional development, leadership, assessment, parent and community engagement, and system alignment and articulation. The CA English Learner Roadmap Teacher Toolkit supports the process of selecting a focus, determining priorities, and then designing a path of improvement. The California English Learner Roadmap also offers specific toolkits to district and site administrators, middle and high school teachers.

English Language Development at the Secondary Level

The district's secondary English language development program provides systemic onramps to the core ELA Curriculum. All English Learners must receive daily designated ELD appropriate to their English proficiency level. Next is a chart that describes the alignment of each level with ELD and ELA standards and placement recommendations for ELs:

Figure 4.1: SCUSD Newcomer Course Placement and ELA/ELD Course Materials: Grades 7-8

Time in the U.S.	ELPAC Overall Score	Placement	Recommended	Adopted Curriculum Materials
0 - 12 months	**Level 1**	Designated English Language Development courses in a two period block (EMM781, EMM782) • Integrated and Designated ELD in all core classes	Designated ELD in ELA Integrated and Designated ELD in all core courses	National Geographic/ Cengage Inside the USA: CORE National Geographic/ Cengage Inside Fundamentals: CORE

0 - 3 years	**Level 1 - 2**	Designated English Language Development course for two period block (EMM781, EMM782) • Integrated and Designated ELD in all core classes	Designated ELD in ELA Integrated and Designated ELD in all core courses	National Geographic/ Cengage Inside Fundamentals: CORE National Geographic/ Cengage Inside Level A: CORE
	Level 3	English/ Language Arts with English Language Development support • ELD support course option (EMM783) OR • ELD in mainstream English/ small group • instruction AND • Integrated ELD in all core courses	Integrated and as needed Designated ELD in ELA Integrated ELD in all core courses	National Geographic/ Cengage Inside Level B: CORE *myPerspectives* with Designated ELD: CORE
	Level 4*	English/ Language Arts course (single period) with Integrated ELD in all core courses	Integrated and as needed Designated ELD in ELA Integrated ELD in all core courses	*myPerspectives* with Designated ELD: CORE

4+ years	**Level 2 - 3****	English/ Language Arts with English Language Development support • Two period block option • ELD support class option (EMM783) • Integrated ELD in all core courses	Integrated and as needed Designated ELD in ELA Integrated ELD in all core courses	Inside Level B: CORE *myPerspectives* with Designated ELD/ ELD Companion: CORE

	Level 4*	English/ Language Arts course (single period) with Integrated ELD in all core courses	Integrated and as needed Designated ELD in ELA Integrated ELD in all core courses	*myPerspectives* with Designated ELD/ ELD Companion: CORE

** Students who score a 4 on the ELPAC have met one of the four requirements for reclassification (exiting English Learner Services). See California English Learner Reclassification Criteria for eligibility.*
*** If a student has been in the United States five or more years and is scoring less than a 4 on the ELPAC, they may need additional services and/ or support. Schedule a Student Study Team meeting (SST) to consider options that are outside of language support.*

- Please note that the first two columns are "and/ or" for placement.
- The site's master schedule needs to prioritize equity. Students who are traditionally underrepresented and underserved should be given priority scheduling. The master schedule needs to allow for EL fluidity. EL students should be moved to the next level of classes as soon as they are ready.
- ELD Course Placement Guideline: Student course recommendations will be made with consideration to academic and social aspects, such as (but not limited to) gaps in prior schooling, needed accommodations or modifications, and transcripts. Designated ELD classes will take the place of Language Arts until meeting course exit criteria. **EL status must not limit student access to electives and/or advanced courses (such as GATE, honors, IB, AVID, etc.).**

Figure 4.2: SCUSD Newcomer Course Placement and ELA/ELD Course Materials: Grades 9-12

Time in the U.S.	ELPAC Score	Placement (Course Code)	Class Size Ratio	Adopted Curriculum Materials
0 - 12 months	**Level 1**	ELD I IP/ ELD I 2P (ELD200/ ELD201) can be paired with ELD Support IP/ ELD Support 2P (ELD100/ ELD101) for the option of a two period block	Designated ELD in ELA (20:1) ELD Support Course (27:1) Integrated and	National Geographic/ Cengage Inside the USA & Inside Phonics: CORE

		ELD INTEGRATED MATH I 1P MIS103 ELD INTEGRATED MATH I 2P MIS104 ELD INTEGRATED MATH II 1P MIS201 ELD INTEGRATED MATH II 2P MIS202 ELD US HIST 1P SHS207 ELD US HIST 2P SHS208 ELD WORLD HISTORY 1P SJS104 ELD WORLD HISTORY 2P SJS 105 ELD AMERICAN GOV SGS230 ELD MODERN ECON SXS230 ELD BIO: THE LIVING EARTH 1P QBS273 ELD BIO: THE LIVING EARTH 2P QBS274 ELD CHEM EARTH SYSTEM 1P QCS302 ELD CHEM EARTH SYSTEM 2P QCS303 ELD PHYSICS IN THE UNIVERSE 1P QPS262 ELD PHYSICS IN THE UNIVERSE 2P QPS263	Designated ELD in all core courses (27:1)	National Geographic/ Cengage Edge Fundamentals: CORE
0 - 3 Years	**Level 1 - 2**	ELD I IP/ ELD I 2P (ELD200/ ELD201) can be paired with ELD Support IP/ ELD Support 2P (ELD100/ ELD101) for the option of a two period block ELD II 1P ELD300 ELD II 2P ELD301 ELD III 1P ELD400	Designated ELD in ELA (20:1) ELD Support Course (27:1) Integrated and	National Geographic/ Cengage Edge Fundamentals: CORE National Geographic/ Cengage Edge Level A: CORE

		ELD III 2P ELD401	Designated ELD in all core courses (27:1)	

		INTEGRATED MATH I ELD 1P MIS103 INTEGRATED MATH I ELD 2P MIS104 ELD INTEGRATED MATH II 1P MIS201 ELD INTEGRATED MATH II 2P MIS202 US HIST ELD 1P SHS207 US HIST ELD 2P SHS208 ELD WORLD HISTORY 1P SJS104 ELD WORLD HISTORY 2P SJS 105 ELD AMERICAN GOV SGS230 ELD MODERN ECON SXS230 ELD BIO: THE LIVING EARTH 1P QBS273 ELD BIO: THE LIVING EARTH 2P QBS274 ELD CHEM EARTH SYSTEM 1P QCS302 ELD CHEM EARTH SYSTEM 2P QCS303 ELD PHYSICS IN THE UNIVERSE 1P QPS260 ELD PHYSICS IN THE UNIVERSE 2P QPS261		

	Level 3	ELD III 1P ELD400 ELD III 2P ELD401 Integrated and Designated ELD within grade-level English Core content classes at grade level with Integrated ELD	Integrated and (as needed) Designated ELD in ELA (20:1) Integrated ELD in all core courses (27:1)	National Geographic/ Cengage Edge Level B: CORE MyPerspectives with Designated ELD; ELD Companion; ERWC 3.0 modules: CORE
4+ Years*	**Level 3 - 4****	Integrated and Designated ELD within grade-level English core content classes	Integrated and as needed Designated ELD in ELA; Integrated ELD in all core courses	MyPerspectives with Designated ELD; ELD Companion; ERWC 3.0 modules: CORE

** Students who score a 4 on the ELPAC have met one of the four requirements for reclassification (exiting English Learner Services). See California English Learner Reclassification Criteria for eligibility.*

*** If a student has been in the United States five or more years and is scoring less than a 4 on the ELPAC, they may need additional services and/ or support. Schedule a Student Study Team meeting (SST) to consider options that are outside of language support.*

- Please note that the first two columns are "and/ or" for placement.
- ELD Course Placement Guideline: Student course recommendations will be made with consideration to academic and social aspects, such as (but not limited to) gaps in prior schooling, needed accommodations or modifications, and transcripts. Designated ELD classes will take the place of grade level English classes until meeting course exit criteria. EL status must not limit student access to electives and/or advanced courses (such as GATE, honors, IB, AVID, etc.).

- Guidelines and Criteria for Placement in Core Classes: Designated ELD classes will take the place of grade level English classes until meeting ELD course exit criteria. EL students must have access to grade-level core content area classes (Math, Science, History) that use effective Integrated English Language Development standards instruction. EL status must not limit student access to electives and/or advanced courses (such as GATE, honors, IB, AVID, etc.).
- Prior to the 2020-2021 school year, English .1 classes will have a focus on designated ELD. These classes satisfy graduation and A-G requirements and must teach grade level standards. After the 2020-2021 school year, students with an ELPAC level 2 or higher or who have lived in the United States for more than five years should be enrolled in grade-level content-area courses.
- The site's master schedule needs to prioritize equity. Students who are traditionally underrepresented and underserved should be given priority scheduling. The master schedule needs to allow for EL fluidity. EL students should be moved to the next level of classes as soon as they are ready.
- ELD III can be used for one grade level of ELA for graduation requirements and "B" credit (A-G UC Requirements); however, ELD III should not be used for credit recovery.

Designated English Language Development Class Exit Criteria for High School

The following criteria should be used to determine movement from ELD I to ELD II:

- Students demonstrate mastery of the Emerging (Column 1) descriptors in Modes of Communication, Metalinguistic Awareness, and Accuracy of Production, which is detailed in the ELD Proficiency Level Continuum (CA ELD Standards; Ch. 2, Pgs. 21-24);
- Students score 80% or higher on end of course exams in district adopted materials (i.e., In the USA, Inside, Edge);
- Teacher observation and formative assessments;
- Students begin moving from needing substantial to moderate language support for academic activities; and
- If students complete two semesters of ELD I, they will be placed in ELD II even if they do meet all above criteria.

The following criteria should be used to determine movement from ELD II to ELD III:

- Students demonstrate mastery of the Emerging (Column 2) descriptors in Modes of Communication, Metalinguistic Awareness, and Accuracy of

Production, which is detailed in the ELD Proficiency Level Continuum (CA ELD Standards; Ch. 2, Pgs. 21-24);
- Students score 80% or higher on end of course exams in district-adopted materials (i.e. *In the USA, Inside, Edge*);
- Teacher observation and formative assessments;
- Students begin moving from needing moderate to light language support for academic activities; and
- If students complete two semesters of ELD II, they will be placed in ELD III even if they do meet all the above criteria.

ELD III can be used for one grade level of ELA for graduation requirements and "B" credit (A-G UC Requirements); however, ELD III should not be used for credit recovery.

1. At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:
2. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
3. Students are to be placed in ELD and/or ELA instruction on the basis of English proficiency level (ELPAC), achievement on the CST/ELA, and time in the U.S.
4. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.
5. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards.
6. Teachers are to utilize research-based best teaching practices, as outlined in *Improving Education for English Learners: Research-Based Approaches.*
7. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.

Monitoring of Implementation of ELD Instruction

The site administration is responsible for monitoring the implementation of ELD programs and instruction. Principals and/or designated staff will utilize a common observation tool, developed by the district, to conduct monitoring activities as part of the monitoring process. Elementary site principals will also share with the Multilingual Literacy Department a form that specifies the time in which each teacher at their respective site conducts designated ELD instruction.

Access to the Core Curriculum

All English learners must receive content instruction designed to meet their linguistic and academic needs through Integrated and Designated ELD. At the elementary level, instruction may also take place through the primary language, if the school offers a dual immersion program. Nonetheless, students shall have access to grade-level standards in all content areas.

Students who are enrolled in an elementary Spanish educational program are to receive access to grade-level standards using both Spanish and English. *Benchmark Adelante*, which parallels *Benchmark Advance*, is to be used as the Spanish language arts program in both transitional bilingual education and dual immersion programs. Material embedded assessments are used to monitor and evaluate student progress in Spanish reading. Supplementary materials for English learners, which are a part of these programs, are to be used to enrich instruction and ensure that all students are successful.

At the secondary level, English learners at the overall ELPAC level 1-2 and have been enrolled in US schools fewer than two years are to be enrolled in ELD courses in the Newcomer Pathway. Students at ELPAC levels 1-2 who have been enrolled in US schools more than two years or level 3-4 are to be placed in general education content courses with integrated ELD. Teachers are to differentiate instruction using the ELD Standards and Universal Design for Learning. Instruction is to conform to grade-level content and ELD standards while using the recommendations from *Improving Education for English Learners: Research-Based Approaches*.

1. Each unit of study and/or lesson is to address both content and language objectives; instructional activities are to integrate content learning and language development.
2. The teacher is to adapt the teaching of content to all levels of student proficiency.
3. Content objectives are to address or provide onramps to grade-level standards.
4. Teachers are to differentiate instruction, based on level of student proficiency, utilizing best teaching practices.
5. Teachers are to utilize differentiated assessment procedures, appropriate to level of student proficiency, to evaluate both mastery of content and student progress.
6. Teachers are to use both district-adopted supplemental materials and ancillaries designed to provide English learners with access to core content areas.

Site administration is responsible for monitoring the implementation of programs and instruction providing access to the core curriculum. Principals and/or designated staff utilize a common observation tool, developed by the

Multilingual Literacy Department, to conduct cycles of continuous improvement as part of the English Learner monitoring process.

Grading Guidelines

All teachers are required to differentiate instruction and assessment (including grades) to align with California English Language Development Standards that coincide with the English language proficiency level of their EL students. Grades may only be based on assessment measures that have been adapted to accommodate the special needs of EL students and may not be based on assessment measures designed exclusively for use by native speakers of English.

EL students are not exempt from grades. All EL students, including newcomers, receive a grade in all content areas for each grading period. Grades should reflect their linguistic accommodations and modifications. This can be noted in the following places on the elementary report card: using the key for Academic Performance Level for English Language Proficiency; Intervention Approached; Individualized Programs; and Teacher Comments. In secondary, teachers can use the "Z" comment code in the Infinite Campus drop down menu of comment options on the final grades screen. The Z comment code denotes that the student's grade has been modified due to language proficiency. The only grading exception is for students who have enrolled less than 15 days of a marking period; in which case, the student will receive a "No Grade" or equivalent.

EL students should not have failing grades based only on their language proficiency. No EL can be issued a failing grade unless the teacher can provide documentation in the following areas:

- The teacher has modified instruction and assessment to be in alignment with the California ELD Standards appropriate for the student's language proficiency and grade level
- The student has not made a reasonable effort despite appropriate ELD and MTSS accommodations
- On-going consultation has been made with the site EL Coordinator, ELD training specialist, and/or the Multilingual Literacy Department regarding the appropriateness of assessments and modified instruction strategies as they relate to students' levels of language development.

If a teacher assigns a "D" or an "F" to an EL student in any content area, the teacher must submit documentation to the site administration and/or EL coordinator prior to giving the failing mark. Documentation should include supports provided to the student, including evidence of modified and differentiated instruction, modified and differentiated assessments, interventions. an SST and MTSS referral, and communication home. Included

documentation must prove that language was not the reason for the failing mark.

The following strategies for equitable grading should be taken into consideration:

- Ensure that content learning objectives and targets are based on grade-level content standards.
- Design assessments that can yield valid information about the student's content knowledge at their current level of language proficiency.
- Match the language burden of the assessment to the student's language abilities.
- Provide clear task explanations. If necessary, demonstrate tasks and have the student show understanding by completing practice items before beginning the actual assessment task.
- Allow students to use the same supports that they were able to use during the review segment of instruction, such as the Universal Tools allowed by CAASPP.
- Differentiate rubrics to weigh content knowledge and language in a way that is fair for the individual student's level of language proficiency but also to motivate the student to continuously improve language skills according to their ability.
- Share expectations with the student ahead of time by explaining the rubric that will be used to evaluate their work.
- Grade each student according to the predefined criteria presented explicitly in a rubric and shared with each student.
- Avoid grading that is based on comparing students to each other.
- Allow students to select from a menu of assessment options to best demonstrate the content knowledge they have acquired. • Prefer authentic assessment (demonstrations, presentations, projects, models, real-life problems) to contrived forms of assessment (multiple choice tests, recitations, pedagogical problems, worksheets).
- Use several forms of assessment for making consequential decisions about each student. If the data from different forms of assessment do not agree, give consideration to the validity of the data.
- Monitor student oral and written output and provide useful feedback to the student on an ongoing basis. Listen, repeat, recast, and elaborate student output.
- Point to strengths and weaknesses in the student's work. Focus more on strengths than on weaknesses by using effective and meaningful feedback.
- Be frugal and strategic with error correction. Be aware that the type of errors students can attend to is based on their current level of proficiency and developmental readiness. Use the most useful form of error correction frequently: elicitation. Prompt students with cues to produce self-correction.
- Evaluate test content to assure that students have the cultural and general background knowledge that is embedded in test items. If it is not possible to eliminate

items that require unfamiliar background knowledge, teach this knowledge explicitly to students.

Ongoing Monitoring of Student Achievement

Teachers are to monitor, on an ongoing basis, each student's progress in developing proficiency in English and in making grade-level academic progress. Classroom-based assessments may include traditional teacher-made tests, writing assessments, and the assessment materials that are part of district adopted materials. Teachers are also encouraged to use an array of authentic procedures to help them assess both student work and student progress over time. Such procedures may include use of anecdotal records, observation procedures, developmental checklists, student interviews, and the evaluation of student work products and performances.

Students Not Making Progress

SCUSD monitors English learners through the Multi-Tiered System of Supports (MTSS). This framework is designed to ensure that actions to overcome social, emotional, or academic needs are taken before they become irreparable. This framework provides a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions through the general education program.

At **Tier 1**, all English learners must be provided with high-quality English language development instruction and access to the core curriculum in accordance with guidelines outlined in this Master Plan and in ways that reflect the view that each child's language and culture are assets, not liabilities. Each student must receive

developmentally appropriate instruction that has been adjusted to meet individual needs. The progress of each student in ELD, reading, and academic content areas must be assessed to determine whether the student is meeting predetermined benchmarks. If after receiving specific instructional accommodations, the student is still not making progress at a rate that is comparable to other EL students with similar characteristics, then the student may require Tier 2 interventions.

At **Tier 2**, specific interventions (as opposed to differentiation) are provided, typically in a small-group setting by the classroom teacher or by a specialist. Services are supplemental, reflecting both increased time focusing on the area(s) of need and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, they may require Tier 3. A student who meets those targets will typically fall back to Tier 1.

At **Tier 3**, interventions are more intensive and more individualized. Services are typically provided in small-group and one-to-one settings. Students who require Tier 3 intervention should be referred to Student Study Team.

CHAPTER 5 OVERVIEW

This chapter focuses on the work that Sacramento City Unified School District has initiated to ensure that English learners have access to well-articulated, high-quality, standards-based core curriculum instruction. In the Structured English Immersion (SEI) settings, the core curriculum is taught in English using Designated and Integrated English Language Development throughout the school day.

According to the California ELA/ELD Framework, site-level data is examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning is used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under the Multi-Tiered System of Supports framework, MTSS, all students are provided high-quality first instruction. This framework also helps to identify students who may struggle with academics or have behavior challenges. Sacramento City Unified School District is currently implementing MTSS and Data-Based Decision-Making training for site leaders and school staff to ensure that K-12 schools have consistent and researched-based Tier 1 academic, behavioral, and social-emotional interventions to support English learners.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

EL 07: Supplement, Not Supplant with Title III

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

(*EC* Section 52168[b][c])

EL 15: Access to Standard Instructional Program

15.0 Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.

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

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

i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),

ii. Courses required to meet state and local high school graduation requirements, and

iii. Courses required for middle school grade promotion;

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

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

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

(20 U.S.C. sections 1703 [f], 6825 [c][1][B]; *EC* sections 305[a][2], 310; 33126, 60811.8; 5 *CCR* Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

Access to the Core

At the elementary levels (K-6), teachers are responsible for all core content instruction and ensure that instruction is accessible to all English learners through the use of designated and integrated English Language Development. At the secondary level (7-12), teachers are responsible for making instruction accessible to all English learners by using integrated English Language Development standards and strategies. Teachers assigned to ELD core content courses must teach these courses with the same rigor as the non-ELD core content courses and address all essential standards in that subject and in the CA English Language Development Standards.

Integrated English Language Development

According to the ELA/ELD framework, "all teachers with ELs in their classroom 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 and enable them to participate in discussions about rich content." Lessons designed to develop academic language should be intentionally and explicitly included in all core content areas (English/ Language Arts, Math, Science, History/ Social Science).

English Learners are addressed in the following chapters of the California state standards and content frameworks:

- California English Language Development Standards
- California English Language Arts/ English Language Development Framework: Chapter 2 provides guidance for implementing the *CA ELD Standards* for integrated and designated ELD instruction. Chapters three through seven provide guidance for the implementation of ELA/ELD instruction specific to each grade level
- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
- California History/ Social Science Framework: Chapter 2 - Instructional Practices K-5; Chapter 9 - Instructional Practices 6-8; Chapter 13 - Instructional Practices 9-12; Chapter 20 - Access and Equity; and Chapter 21 - Instructional Strategies.
- Science Framework for California Public Schools: Grade level content standards are in chapters 2-8; Chapter 10 - Equity and Access.
    - Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning: A Supplementary Resource (DOC; 2015): The CDE developed supplementary resources to support the implementation of the CA ELD Standards in mathematics and science subject content area instruction. The supplementary resource provides examples explicitly demonstrating the relationship between the ELD standards and the mathematics and science standards.
- Draft of the 2022 Revision of the California Mathematics Framework: Chapter 2 - Teaching for Equity and Engagement; grade level standards are in chapters 6-8; Chapter 9 - Supporting Equitable and Engaging Mathematics Instruction.
    - Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning: A Supplementary Resource (DOC; 2015): The CDE developed supplementary resources to support the implementation of the CA ELD Standards in mathematics and science subject content area instruction. The supplementary resource provides examples explicitly demonstrating the relationship between the ELD standards and the mathematics and science standards.

In the course of learning the core content, English learners need to be provided with multiple opportunities to read, analyze and create texts of different types (Part I - ELD Standards: Interpretive and Productive modes). They also need rich and varied opportunities for collaboration and interaction to use language to gain and exchange information and ideas (Part I - ELD Standards: Collaborative mode). Guided by the ELD standards, teachers need to provide different degrees of language scaffolds to support their students' ability to accomplish these tasks. Part of these scaffolds involves unpacking the meaning of texts they encounter. By analyzing the vocabulary and syntax used in sentences, as well as the way the text is organized and structured, students not only better

comprehend the topic but the language of the discipline (Part II - ELD Standards: Language Processes).

Designated English Language Development

Designated ELD is a protected time during the regular school day. Teachers use the CA ELD standards to build into content instruction as a means to develop critical English language skills, knowledge, and abilities needed for content learning in English (ELA/ELD Framework). All English learners must receive uninterrupted designated ELD time on a daily basis (Monday-Friday) except on non-instructional days.

Use of Primary Language within Instruction

Dual language immersion programs and transitional bilingual instructional programs use the student's home language to make core instruction accessible during a portion of the day. For specific program information, see Chapter 2 Instructional Programs. Primary language instruction targets two main goals for English learners: a) expanding and emerging learners master grade-level standards; and b) students in Dual Immersion programs become bilingual and biliterate (Genese and Lindholm-Leary, 2009; Thomas and Collier, 2002).

The Flexibility of Programming to Meet Student Needs

In order to meet the ever-changing needs of a) newcomer students who have arrived in U.S. schools within the past two years; b) students at risk of becoming long-term English learners; c) Long-term English learners; and d) English learners with an IEP, SCUSD needs to consider each case to appropriately assign students to a schedule that meets the student's needs. SCUSD staff compile data from CALPADS to monitor English learners and monitor the need for additional or restructured services. Any changes to the current programs that serve English learners will be made available via an addendum to this document and will be shared with all educational partners including site administrators, ELAC, DELAC, district administrators, and the Board of Education.

Universal Design for Learning

In SCUSD, Universal Design for Learning (UDL) is implemented in all classrooms. The aim of UDL is to give students an equal opportunity to learn by using a variety of strategies that diminish barriers to learning and provide the flexibility to interact with the curriculum in different ways.

Figure 5.1: Universal Design for Learning

In addition to the ELD Standards and UDL, English learners need to have an engaging environment that fosters cultural and linguistic differences as assets that students can use to continue to be successful. As teachers plan, they must be aware of each student's cultural and linguistic background as well as the instructional levels compared to the instructional outcomes teachers set for their students. A teacher's level of awareness must include the understanding of culture, cultural archetypes, and the sociopolitical contexts of race and culture (Hammond, 2015). Teachers need to design culturally responsive lessons using materials that engage students and increase students' proficiency on standards. As teachers plan culturally responsive lessons, they also work towards establishing a learning partnership in the classroom. A culturally responsive learning environment reduces threats related to cultural stereotypes and lowered expectations, which in turn, creates a learning environment where students' assets are celebrated and students are encouraged to increase their learning and mastery of standards (Gay, 2002). For English learners, this approach to education is crucial as UDL celebrates the variability and diversity of learners and plans for reaching all students (National Center on Universal Design for Learning, 2021). The following summary will guide administrators and teachers in the implementation of UDL by using a critical lens of culturally relevant pedagogy:

Figure 5.2: UDL and Culturally Responsive Strategies for English Learners

UDL Principles	Culturally Responsive Strategies (list is not exhaustive)

Multiple Means of Engagement ● Provide options for recruiting interest ● Sustaining effort and persistence ● Self-regulation	Teachers: ● Design assignments that allow students to make meaning of their world ● Allow students to use their background experiences to make connections in the classroom during the day ● Allow student choice on assignments and topics of interest to meet the focused standard (ELD/ELD) ● Promote active citizenship ● Reduce threats and distractions ● Develop supportive relationships ● Communicate high expectations ● Promote a classroom environment of mutual respect (i.e. teacher-student, student-student, teacher-parent) ● Promote a growth mindset (Villegas & Lucas, 2002; Ginsberg, 2005; Yosso, 2005; Tatum, 1997)
Multiple Means of Representation ● Perception ● Language and Symbols ● Comprehension	Teachers: ● Use visual, auditory and multimedia expressions to reduce barriers to print ● Allow for peer to peer teaching and learning (collaboration) ● Reshape the curriculum to include resources with multiple perspectives throughout the year ● Allow for cross-cultural conversations that challenge the dominant perspective ● Promote diversity as a strength not a deficit (i.e. using students' linguistic and cultural backgrounds as resources to extend understandings of historical and social perspectives) (Doran, 2015; Piazza, Roa, & Protacio, 2015; Howard & Navarro, 2016; Hammond, 2015)
Multiple Means of Action & Expression ● Physical action ● Expressive skills	Teachers: ● Honor different sharing methods of students' knowledge (i.e. storytelling, family histories and biographies, valuing experiential knowledge and traditions)

and fluency ● Executive functions	● Acknowledge both standard English and local discourse styles (i.e. support students with code switching for different kinds of communication demands) ● Provide opportunities for collaboration and reciprocal teaching, to increase students' oral language usage, fluency, and comprehension. ● Create a classroom space that honors a community of learners. ● Provide corrective feedback that is explicitly framed on high academic standards ● Provide students opportunities to use metacognitive strategies to monitor and increase their understandings of what is being taught (Howard & Navarro, 2016; Yosso, 2005; Crystal, 2004; Hammond, 2015)

CHAPTER 6 OVERVIEW

Chapter 6 details certification requirements and staffing procedures for providing instruction to English Learners in Sacramento City Unified School District. Additionally, essential components of the district's comprehensive, longitudinal professional learning program are presented.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

V. Staffing and Professional Development

EL 11: Teacher EL Authorization

11.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

EL 12: Professional Development Specific to English learners

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

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

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

(a) Designed to improve the instruction and assessment of ELs;

(b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and

instructional strategies for ELs;

(c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

(20 U.S.C. Section 6825[c][2][A–D])

Staffing and Certification

The goal of Sacramento City Unified School District's English Learner programs is to provide ELs with high-quality, rigorous, engaging, grade-level standards-based instruction and learning opportunities in every classroom, every day. The district has the responsibility to ensure that these conditions for learning are optimized through recruiting and supporting educators.

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). In Sacramento City Unified School District, any teacher assigned to provide English Language Development, Sheltered Instruction, or primary language instruction to EL students must be appropriately certified with English Learner or Bilingual Authorization such as Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner authorizations designated by the California Commission on Teacher Credentialing (CCTC). For grade 9-12 ELD classes, teachers must also have an English Single Subject teaching credential.

Sacramento City Unified School District ensures that all administrators or additional teaching personnel whose assignment includes English Learners also hold appropriate

certification to provide necessary instructional services to English Learners per the California English Learner Roadmap Principle 3A (Leadership).

Teacher hiring and placement decisions are based on student and program need, including English Learner enrollment data and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require Bilingual or English Learner Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

Hiring Priorities and Procedures

Highest priority is placed on the hiring of Bilingually Authorized (e.g. BCLAD or equivalent) teachers and their subsequent placement, first in alternative programs and then in SEI classrooms, especially to work with Emerging and Expanding students, as well as those most in need of primary language support in core curricular areas. The second priority is English Learner Authorized, such as CLAD or equivalent certified teachers. These teachers are assigned to SEI and English Language Mainstream (ELM) programs with English Learners. Substitute teachers in long term assignments should similarly have English Learner Authorization. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate and direct students.

Job applications, eligibility interviews, and processing procedures for teaching positions are handled in the district Human Resources Department. Interviews for teachers are held at the district level. The district's collective bargaining agreements are adhered to in making all staffing decisions.

Recruitment of Multiliterate Staff

SCUSD is committed to recruiting highly-qualified educators who:

- Are highly proficient in meaningfully engaging students of varying intersectional identities in the learning process;
- More closely reflect the diversity of our student population;
- Are connected to the communities served by SCUSD schools.

The district uses proactive hiring approaches through advertisement, recruitment, and programming. First, SCUSD works in partnership with local institutions of Higher Education and credentialing programs to recruit and place student teachers and interns who are committed to the district's vision. In addition, the district has created teacher cohort and internship programs to accelerate credentialing in difficult to fill positions, such as in bilingual programs and special education. SCUSD builds upon community assets by reaching out to families and classified staff with information on obtaining an Emergency 30

Day Substitute Teaching Permit and enrolling in credentialing programs. The district legal department continues to support recruited international teachers to secure HB 1 Visas.

The SCUSD Multilingual Literacy Director works closely with Human Resources on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for English Learners:

Each spring, following the annual R-30 Language Census report, the Multilingual Literacy Director, Master Scheduling Director, and principals work collaboratively to plan regarding the need for adequate numbers of qualified teachers to fully implement the English Learner programs at each school site. The elements that comprise these programs include English Language Development, content instruction through Integrated and Designated English Language Development, or Sheltered Instruction strategies, primary language support, and primary language instruction in schools that have a program requiring such instruction. A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school's English Learners in the coming year.

Vacancies are posted on EdJoin.org along with the required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Appropriate Use of Bilingual Teacher Assistants

Bilingual teacher assistants contribute specialized skills in an English Learner program and work closely with the full instructional team. If a teacher does not hold a Bilingual Authorization (such as BCLAD), the bilingual teacher assistant works in concert with a teacher with English Learner Authorization, such as CLAD, to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to the English Learner. The first priority for the bilingual paraeducators' assignment is student instructional support, in order to ensure comprehensible core content instruction in language arts, math, social studies, and science. Teacher assistants are not responsible for English Language Development (ELD) instruction.

Bilingual Teacher Assistants may also assist with the full spectrum of instructional and related needs outside the classroom, including but not limited to: Parent-teacher conferences and notifications; ELAC and DELAC meetings; ELPAC testing (but not scoring); primary language testing; oral and written translations.

Training Specialists and Teachers on Special Assignment

Teachers on Special Assignment/ training specialists are assigned at the district or site level. They adhere to district policy and direction in support of English Learner programs. Site-level TOSAs work closely with and are evaluated by site administrators. They also work with district staff on organization of services for English Learners, maintenance and usage of assessment data, monitoring of student progress, and reclassification.

The district-level TOSAs called Training Specialists, assigned to the Multilingual Literacy Department, work closely with site administration and are supervised by the Multilingual Literacy Director. They work closely with district staff on the organization of site services to English Learners, coach educators through the Teaching and Learning Cycle, coordinate and facilitate professional learning, and analyze EL data. Training Specialists also assist sites with the creation and implementation of the School Plan for Student Achievement (SPSA). More information on the role of training specialists can be found here.

The working mission statement of the English Language Development/ English Language Arts/ Departments is as follows:

> *The Sacramento City Unified School District ELD/ELA departments celebrate and amplify the identities of all English Learners. We affirm that the unique needs and identities each student brings to their classrooms are an asset to the school community. We strive to provide equitable access to rigorous instruction, develop a community of responsible learners who are inspired to be curious, and feel empowered to direct their own learning as they engage with their community. We are committed to creating collaborative and innovative professional learning and coaching experiences for staff, through which students develop critical thinking skills, achieve or surpass ELD and all content standards, and develop lifelong learning habits and positive mindsets.*

Site EL Coordinators

All sites must have an assigned EL Coordinator. This is a non-paid position that coordinates federal, state, and district EL compliance at the site level. The EL Coordinator role may encompass scheduling and administering EL testing, creating a system for RFEP monitoring, completing reclassification paperwork, hosting English Learner Advisory Council (ELAC) meetings, and attending the District English Learner Advisory Council (DELAC) meetings. The Multilingual Literacy Department directly contacts the EL Coordinator, as well as the site administrator, with all district information that pertains to English Learners. The Multilingual Literacy Department updates the contact information at

the start of each school year, but it is the site's responsibility to assign the position and update the district if contact information changes.

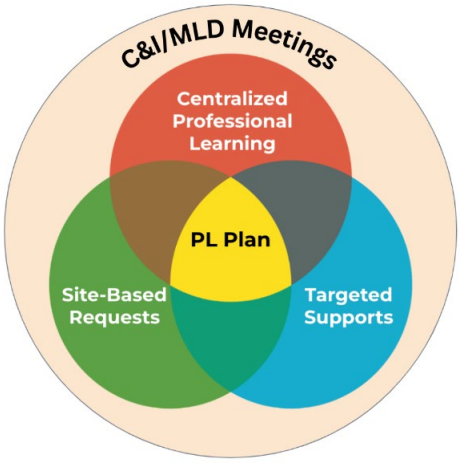
Professional Learning: English Learner Master Plan

All district and site professional learning is driven by the SCUSD Strategic Plan, SCUSD EL Master Plan, SCUSD Title III Plan, and the Local Control Accountability Plan (LCAP). The English Learner Master Plan will be introduced to district personnel, site administrators, and training specialists on an annual basis. Key features of the plan and procedures to be adopted by all sites will be emphasized. Professional learning sessions for faculty and staff will be implemented by the site instructional leaders in collaboration with the Multilingual Literacy Department.

The Multilingual Literacy Department will provide an annual overview of the English Learner Master Plan for all site staff members who are responsible for implementing the plan. This ensures there is a widespread understanding of the contents of the EL Master Plan and commitment to faithful and high quality implementation per the California English Learner Roadmap Principle 3D (Capacity building).

The Curriculum and Instruction Department, in partnership with the Multilingual Literacy Department, has created a professional service module that includes three essential components. The first component is centralized professional learning, which includes training for teachers to develop their expertise in addressing the instructional needs for English learners. The second component is site-requested professional learning and coaching to address specific site needs. The last component is targeted professional learning based on specific program needs (ex. grant-funded, PLCs, Gear Up, etc.).

Figure 6.1: Professional Learning Service Model for SCUSD



Professional Learning: Identification, Placement, and Monitoring

The Multilingual Literacy Department is available to all sites to provide individualized professional learning in regards to EL education code compliance, such as identification, placement, and monitoring. This information will also be shared with administrative teams prior to each school year and during Master Scheduling/ Counseling meetings during the course of the school year. It is the responsibility of the administrative team to share any compliance related information with site EL Coordinators, counselors, and other staff who work with ELs.

Professional Learning: English Learners and English Language Development

SCUSD works in conjunction with its labor partners to create and offer district wide professional learning opportunities to ensure all educators (certificated and classified) are supported in developing the capacities needed to enact the EL Master Plan. District-provided professional learning opportunities are designed to build, refine, and expand the ability to provide the best services and instructional practices for our ELs through the lens of Universal Design for Learning. The Academic Office works with Human Resources to provide opportunities for classified staff to gain and improve knowledge and skills important to their position, such as EL laws, policies, procedures; ELPAC test administration, scoring, and stages of language development; and multiliteracy assets. In alignment with the California ELA/ELD Framework and ELD Standards, the certificated professional learning addresses the five key themes of the standards: Foundational Skills, Content Knowledge, Language Development, Meaning Making, and Effective Expression.

Sites can request support from the Multilingual Literacy Department depending on their student and staff needs. The Multilingual Department responds to federal and state legal requirements for professional learning and support that is: (1) targeted; (2) individualized; (3) based on principles of adult learning theory; (4) sustained, supported with coaching and follow-up; (5) monitored and assessed to evaluate impact on student learning (CDE - Greatness by Design, California Professional Learning Standards). Training Specialists work with sites and teachers through the teaching and learning cycle and professional learning communities to demonstrate keystone pedagogies, plan lessons, coach classroom practice, and reflect upon lessons and student outcomes. Additionally, the Multilingual Literacy Department webpage has current and past listings of professional learning.

Monitoring of Professional Learning and Support

The site principal, the Instructional Assistant Superintendent, and the Multilingual Literacy Director monitors educator professional learning on English Learner support. This ensures that all staff members working with ELs receive relevant professional learning and support. Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English Learner authorizations and related requirements through the use of online platforms PowerSchool and the SCUSD Human Resources Portal.

CHAPTER 7 OVERVIEW

This chapter delineates the program evaluation and accountability for English learner programs. This chapter further outlines the collective responsibilities of individual staff, central office leaders, and other groups to support the implementation of EL programs and supports.

SCUSD staff, parents and community education partners will work to hold the system accountable for English learner outcomes. At the classroom level, students, parents, teachers, counselors, and site administrators have a collective responsibility to understand the important role they have in English learner accountability. At the district level, the instructional assistant superintendents, multilingual administrators, and other district-level staff collective efforts contribute to establishing clear goals and commitments to English learners by providing access to standards-based curriculum, growth toward English proficiency, and academic engagement and achievement (California EL Roadmap, 2018). Evaluation of programs is ongoing and should be informing practice so that teachers understand how to intervene with students, principals know how to provide timely professional learning for teachers and monitor implementation of EL goals, and central office staff can provide the appropriate support to all educational partners involved in ensuring that programs are effectively implemented and supported. All district personnel are required to follow the procedures specified in this Master Plan.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

IV. Standards, Assessment, and Accountability

EL 09: Evaluation of Title III-Funded Services and Programs
9.0 Each LEA must evaluate all services and programs funded by Title III to determine the effectiveness of those activities. (20 U.S.C. Section 6841)
9.1 Each such LEA receiving Title III funds must provide a program evaluation report that includes:
(a) A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;

(b) The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
(c) The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
(d) The number and percentage of ELs reclassified each school year;
(e) The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
(f) The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
(g) Analytical findings on the effectiveness of Title III-funded services and programs.
(20 U.S.C. Section 6841[a][1-7]

Program Evaluation

The goal of program evaluation is to provide information on the effectiveness of Sacramento City Unified School District's EL services. The programs and services described in the master plan address a) program implementation, b) parent participation, c) English Learner reclassification, d) English Learner academic achievement, e) monitoring At-Risk categories, and f) EL progress in alternative programs. The table below demonstrates program evaluation goals that align with the English Learner program requirements.

Table 7.1: Program Evaluation Goals

Goals	Evaluation Questions	Evidence
a) English Learner Program implementation	• Are EL programs fully and consistently implemented? • To what extent is the EL Master plan utilized by teachers, parents, administrators, parents, and district leadership?	• Principal Assurances Checklist • EL Program Review • Meeting Agendas • Surveys (Parents, Teachers, Principals, District Leadership) • Site Visits (District and Site initiated)

		• Instructional Schedule review (i.e. Master Schedules)
b) Parents of ELs and RFEPs participate meaningfully in their children's education	• Is the rate of parent and family engagement increasing at meetings and parent conferences? • Is the rate of parent and family participation increasing as it relates to school activities (i.e. Back to School, Family Engagement Nights, Virtual Parent Engagement activities, etc.)	• Sign-in sheets • Meeting agendas • Surveys • Parent training
c) All English Learners will master English	• Are ELs acquiring English at the rate that is consistent with EL program expectations? • Is the percentage of ELs reaching reasonable fluency on the ELPAC in 5 years or less, comparable to the state of California's average? • Is the number of LTEL students in grades 5 through 8 decreasing by 5% annually?	• ELPAC assessment results • The district developed summative assessment results • Reclassification data
d) English Learner academic achievement	• Are ELs that are receiving ELD services progressing academically relative to program goals and expectations? • Is there an increase in the percentage of ELs obtaining "C-" or better in core courses in intermediate grades? • Are ELs proportionately represented in Special Education and GATE Referrals?	• CAASPP ELA, Math • District report cards • Participation rates in electives and extracurricular activities • The district developed interim and summative assessments • Special Education data • GATE data
e) Monitoring "At Risk" Categories	• Are ELs and RFEP students overrepresented in: 1. Chronic absenteeism 2. Suspensions 3. Expulsions 4. Special Education 5. Drop Outs	• ABC reports (Illuminate) • Student records • CAASPP ELA and Math (grades 3-8) • Special Education data • GATE data

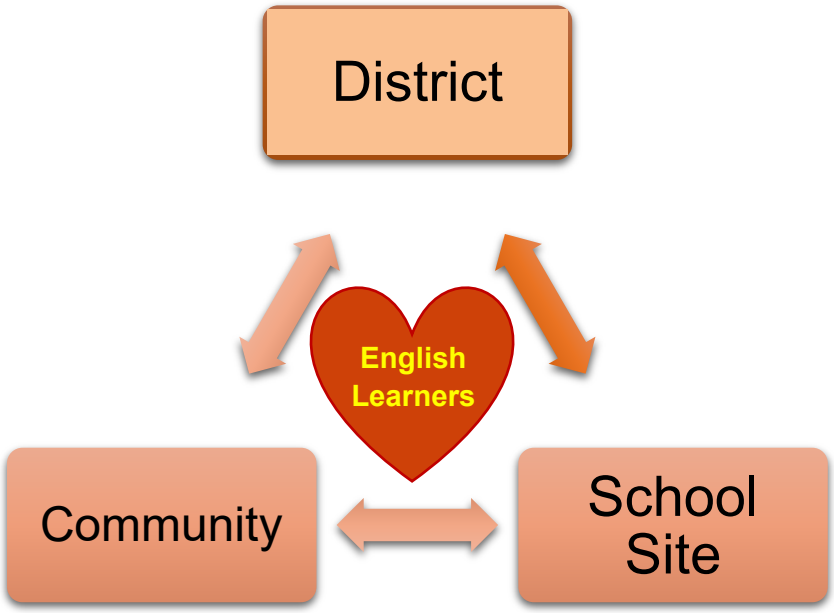
f) EL progress in alternative programs	• What percentage of students (ELs, IFEPs, RFEPs, Eos) qualify for the Seal of Bi-literacy Pathway Award? • What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score standards "Met" or "Exceeds" in reading/language arts and mathematics on the Spanish versions of the state standards test? • What percentage of all students (ELs, IFEPs, RFEPs, Eos) participating in these programs score at the "Met" or "Exceeds" proficiency level in English Language Arts and Mathematics on the California Standards Tests?	• Spanish version of state standardized test CAASPP ELA, Math (grades 3-8) • Bi-literacy Pathway Award Records

To maintain records of implementation, monitoring, and improvement of services, each identified English Learner student will have an EL folder that will be housed in each student's cumulative record. The EL folder will provide information on documentation and monitoring of English Language Development, assessment, and reclassification. The folder contains copies of the Home Language Survey, ELPAC and CAASPP results, parent notification letters, and reclassification paperwork (Note: these have been designated as purple folders that are in each English Learner's cumulative record).

Governance and Responsibilities

The commitment of the entire school community, district staff, and allocation of sufficient resources are necessary to ensure a successful program for English Learners. Figure 7.2 shows the interconnected essential and unique roles in program implementation that contribute to student success.

Figure 7.2: English Learner Interconnected District and Community Support



District

District administration are responsible for providing timely resources to sites in order to successfully coordinate EL programs and services. These resources include qualified well-trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. In addition, the Multilingual Literacy administrative team, in collaboration and partnership with the instructional assistant superintendents and other district leaders, guide the curriculum development, oversee the program compliance, improvement, evaluation and data analysis, master plan updates, and updates to Title III and the Local Control Accountability Plan (LCAP) to ensure quality program implementation. Lastly, the instructional assistant superintendents, in collaboration with district department teams, work proactively with site administration to ensure that School Plans for Student Achievement (SPSAs) appropriately address areas of improvement to ensure successful implementation of EL programs and services.

School Site

The distribution of the EL student population and the diversity of the school community are important factors to acknowledge when considering EL programs. The English Learner Master Plan is a guide for program implementation, planning, and development of the Single Plan for Student Achievement (SPSA). Based on Federal Program Monitoring (FPM) findings, it is mandated that site administration in conjunction with their English Language Advisory Council (ELAC) conduct a needs assessment that includes parent and student surveys or empathy interviews to understand the current state of services to English learners, identify any FPM findings that need to be resolved, and determine how to deliver services to students via the Multi-Tiered System of Supports (MTSS). Using the ELAC needs

assessment, the site administrative team, in partnership with their Data-Based Decision Making (DBDM) team, analyze English Learner data (i.e. CAASPP, district assessments, ELPAC, and other relevant formative assessments that may be site-specific) to measure and monitor the effective use of resources, planning, program adjustments, and ongoing staff development.

Community

Community engagement plays a critical role in the governance of educational programs and student supports. Parent advisory groups such as the District English Learner Advisory Council (DELAC), the site English Learner Advisory Council (ELAC), and the district Migrant Parent Advisory Council (MPAC) are required by law (CDE, 2021). Educational partners and families hold discussions and offer input on the LCAP, Title III, EL Master Plan, and SPSA updates.

CALPADS English Language Acquisition Data and Reports

The District Technology Department, in collaboration with the Strategy and Continuous Improvement and Multilingual Literacy Departments, works to maintain the English Language status of students in the district within the Infinite Campus (IC) student information system. CALPADS is the state-level longitudinal data system used to maintain individual-level data including demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. Each year, the CALPADS submission window opens to allow local educational agencies (LEAs) to view certification reports of their English Language Acquisition Status students, which include English Learner, fluent English proficient, and Title III eligible immigrant student data for applicable students in CALPADS.

Table 7.3 demonstrates the evaluation and accountability for each educational partner that exists in the Sacramento City Unified School District that is responsible and accountable for ensuring English Learners have access to services to bolster language and literacy development. All district personnel are responsible for the education of English Learners and the success of EL programs. The designated roles are under the supervision of the Superintendent and other cabinet-level staff. The director of the Multilingual Literacy Department works across departments and schools to coordinate services for English Learners.

Table 7.3: Evaluation and Accountability: Roles and Responsibilities

Role	Responsibility

Student	● Attends school daily, arrives on time, and is engaged in school activities that include and are not limited to academic, enrichment, and extra-curricular
Parent/ Family/ Education Rights Holder	● Monitors EL student's progress in academics, homework, attendance, and behavior by: ○ Working with school (teachers and administration) to identify home-based supports that will support student's academic progress ○ Regularly communicating regarding student progress with students, teachers and school principal and/or counselors ○ Attending family engagement events and parent-teacher conferences (virtual and/or in-person) ○ Participating in school committees such as English Language Advisory Council (ELAC), School Site Council (SSC), Migrant Parent Advisory Council (MPAC), District English Language Advisory Council (DELAC)
Classroom Teacher	● Implements specific EL programs as outlined in the EL Master Plan and provides instruction that aligns with state-adopted frameworks and state standards ● Ensures delivery and assessment of English Language Development (ELD) instruction (both designated and integrated) ● Monitors EL's progress, reviews school, district, and state data to modify instruction ● Implements culturally responsive teaching strategies and Universal Design Learning (UDL) to address EL, RFEP, and LTEL students ● Advocates for students that are not meeting standards or benchmarks through the Multi-Tiered Systems of Support (MTSS) framework ● Attends meetings and informs parents of progress and strategies to support students in meeting standards
Principal/ Site Administrative Team	● Monitors all aspects of staffing for and instruction of EL programs as outlined in the EL Master Plan ● Monitors all English learner procedures and legal requirements ● Monitors placement of ELs and oversees reclassification process ● Leads and participates in the analysis and use of data to facilitate student progress monitoring ● Provides leadership in all aspects of the program ● Engages parents and families in the ELAC and DELAC processes ● Works with the multilingual director and Instructional Assistant Superintendent (IAS) and other district-level staff to align budget expenditures to English learner services during the allotted budget development timelines ● For high school, administrative teams work with IAS and other district-level staff to ensure the master schedule fully supports English Learner placements and that students are on track to meeting A-G and district graduation requirements

Academic Counselors	● Assists with initial placement and transcript evaluation, using the Master Plan for ELs as a guide ● Monitors progress of ELs toward meeting language and academic benchmarks ● Assists with the interpretation of student assessments, and collaborates with teachers and other assigned staff in devising individual program modifications and interventions, as needed ● Monitors progress made toward A-G/graduation and develop an intervention plan when students become off-track ● Collaborates with institutions of higher education to facilitate a seamless transition
Director of Multilingual Literacy	● Supports sites in the implementation of the EL Master Plan ● Monitors the implementation of the plan ● Reviews district and site EL data ● Monitors the instructional materials used in the classroom delivery of ELD and core curriculum to English learners ● Meets regularly with training specialists to support site instructional needs (i.e. implementation of ELD, UDL, and culturally responsive teaching strategies) ● Works with other district-level administrators and coordinators to provide ongoing professional learning for site administrators, counselors, and teachers. ● Conduct site visits to monitor EL instruction, training specialist support, EL Compliance (in collaboration with site principals and assistant superintendents) ● Monitors assessments used for evaluation of EL progress ● Prepares EL annual evaluation report ● Shares results of evaluation report with all stakeholders
Instructional Assistant Superintendents	● Supports sites in the implementation of the EL Master Plan ● Monitors the implementation of the plan ● Reviews district and site EL data ● Monitors instruction and learning of English learner students ● Consults with the Multilingual Literacy Director on issues related to English Learner supports and services ● Meets with principals to ensure SPSAs align with support and services necessary for English Learners ● At the secondary level, works with the principal to ensure that the master schedule supports English learners (i.e. newcomer students, English learners, LTELs) ● Works with the budget department to align resources by the school to ensure that English learners have access to ELD classes (at the high school level) and access to the core (K-12) including adjusting staffing to

	provide the appropriate student to teacher ratio (ex. ELD Designated Classes at 1:20 and ELD Content Classes @ 1:27)
Assistant Superintendent of Curriculum & Instruction	● Oversees materials adoptions, ordering of materials, reviews requisitions related to Title III funds ● Provides leadership in the implementation of English Language Development state and performance standards ● Provides and directs a system for implementation of state adoptions in the various subject areas (ex. world languages) ● Provides constructive leadership in curriculum and instruction through visitation of schools, observations (classroom instruction), and meetings to coordinate services and involve staff in the planning and development of English Learner program changes TK-12 ● Leads and works with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities with a focus on English Learner students ● Provides ongoing principal and teacher training to support the implementation of Designated and Integrated ELD
Chief of Human Resources	● Under the supervision of the Chief of Human Resources, staff works to recruit and monitor the placement of staff with CLAD and B/CLAD certifications in collaboration with principals and the Director of the Multilingual Literacy Department ● Monitors credentials of all personnel working with English Learners
Chief Academic Officer	● Ensures that curricula developed by the schools are aligned to ELD state standards ● Monitors coherence in student learning through continuous alignment of standards, assessment, accountability, and intervention practices ● Promotes articulation of English Learner programs and services among elementary, middle, and high school ● Coordinates with the Assessment, Research, and Evaluation Department to research the most current and effective assessment tools to evaluate progress on English Learner district priorities, and ensure that effective programs and best practices are utilized in the classroom instruction ● Provides leadership in monitoring and reviewing English Learner test data and using findings to initiate corrective action for the affected group of English Learner students and/or campuses
Superintendent	● Evaluates district goals relative to the LEA and Title III plans, including the implementation of the English Learner Master plan, student achievement, professional development, and evaluation and accountability

	● Consults with the Chief Academic Officer, Assistant Superintendent of Curriculum and Instruction, Instructional Assistant Superintendents, and Director Multilingual Literacy regarding English Learner services and supports
District English Language Advisory Committee (DELAC)	● Reviews district-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role ● Advises on the development of an EL Master Plan and educational programs that serve English Learners and that takes into consideration the School Plan for Student Achievement (SPSA) ● Conducts a district-wide needs assessment ● Develops a plan to ensure compliance with any applicable teacher and teacher assistant requirements ● Reviews and comments on the district's reclassification procedures ● Reviews and comments on written notifications required to be sent to parents and guardians ● Advises on issues relevant to English Learners in the District ● Works with other district committees
English Language Advisory Committee (ELAC)	● Reviews site-level data on attendance, program effectiveness, and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role ● Conducts a school site needs assessment ● Advises on issues relevant to English Learners at the Site ● Works with other site committees

District, State, and Federal Program Accountability

Academic achievement is monitored at the district, state, and federal levels. At the district level and site level, staff monitor on an ongoing basis the implementation of all English Learner programs. The purpose is to ensure that all students have access to effective and compliant research-based programs for English Learners. The monitoring program is designed to a) establish high expectations and ensure that student positive outcomes are achieved, b) nurture and promote engagement of all education partners, c) strengthen the coordination between district and site level improvement efforts, d) ensure that program evaluation informs improvement efforts at the site and district level, and e) provide a process for review and modification of the English Learner Master Plan.

The state mandates that LEAs use the California School Dashboard which contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths and areas of improvement. The continuous improvement system is based on the five-by-five colored table also known as the California Five-by-Five Grid Placement Reports. The reports measure chronic absenteeism,

suspension rate, English Learner progress, graduation rate, academic, and college/career indicators. The California School Dashboard also reports the results of the California Assessment of Student Performance and Progress (CAASPP) which is an annual summative assessment in English Language Arts and mathematics for grades three through eight and eleven.

English language development is monitored both at the state and district level. The English Language Proficiency Assessment for California (ELPAC) is used to determine the English proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The summative (annual) ELPAC is administered in the spring between February-May. The Initial ELPAC is administered within 30 days of enrollment to students who are new to the state of California or new to the country.

Sacramento City Unified School District uses district interim assessments to monitor literacy development and as a data point for EL reclassification. Elementary sites can use additional formative assessments to monitor EL progress such as the CORE Phonics Survey; Phonological Awareness Skills Screeners; other Foundational Skills Assessments including DIBEL 8.0; and curriculum embedded weekly, unit, and interim assessments.

All English Learner student information is recorded in state and district databases that are accessible to district personnel, site leadership, and teachers. At the state level, SCUSD must report all English Learner data to The California Longitudinal Pupil Achievement Data System (CALPADS). At the district level, SCUSD uses the Illuminate data and assessment management system to gather student data and provide reports used by the district and school site staff. Illuminate provides reports on student demographics, attendance, scheduling, discipline, assessment history, and state reporting. District technology and data specialists provide technical support, training, and monitoring of these data systems.

CHAPTER 8 OVERVIEW

SCUSD believes that parents/ ERH are a child's first teacher and are essential partners in the educational achievement of their children. It is the goal of SCUSD that families of English learners at all schools in the district participate meaningfully in the educational process of their children. For this reason, SCUSD is committed to promoting and fostering culturally and linguistically diverse programs that support English learners. The active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially for English learners.

Federal Program Monitoring Corresponding Items

EL 01: English Learner Advisory Committee (ELAC)

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

(a) Parent members are elected by parents or guardians of ELs.

(b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent the student body.

(c) The ELAC shall be responsible for assisting in the development of the school wide needs assessment and ways to make parents aware of the importance of regular school attendance.

(d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).

(e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

(California *Education Code* [*EC*] sections 52176(b), 62002.5; Title 5, *California Code of Regulations* [5 *CCR*] Section 11308)

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

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

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

EL 02: District English Learner Advisory Committee (DELAC)

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

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

(a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.

(b) Conducting an LEA-wide needs assessment on a school-by-school basis.

(c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.

(d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.

(e) Review and comment on the LEA's reclassification procedures.

(f) Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* Section 11308)

(g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 *CCR* Section 11301)

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

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

EL 13: Language Acquisition Program Options and Parent Choice

13.0 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (*EC* Section 305[a][2]) SEI programs provide

nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* sections 305[a][2], 306[c][3])

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

(*EC* sections 306[c], 310[a]; 5 *CCR* Section 11309[c])

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

(a) A description of any language acquisition programs provided, including Structured English Immersion;

(b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;

(c) The information set forth in section *5 CCR* Section 11309[c];

(d) The process to request establishment of a language acquisition program

(e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

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

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

(*EC* Section 310[a])

SCUSD views EL families as valuable assets and are celebrated in the education of students. Their languages, cultures, talents, and lived experiences are critical resources unique to

each school community. When schools, families, and community groups work together to support student learning, children do better in school and are more connected to their school experience. The following information will provide a snapshot of the various systems within SCUSD that support parent involvement and engagement in school.

Parent participation begins immediately with enrollment at the Matriculation and Orientation Center (MOC) at the SCUSD Enrollment Center. MOC staff work with parents to help identify English learners using the Home Language Survey, and then assess their English language proficiency using the state mandated English Language Proficiency Assessment for California (ELPAC). After enrollment and testing, the MOC staff explains each program at the school sites so the family/ERH understands the options available to their child/ren. Once the school site has been confirmed, the school is notified of the enrollment of an English learner student. For secondary students, the parents can also meet with the school staff to discuss appropriate course placement, a plan for graduation, post-secondary preparation, and how to access school information in their home language.

In addition to the services provided at the MOC, other departments support families throughout their engagement with SCUSD. The Family and Community Empowerment (FACE) department works closely with schools to provide families access to training, information, and support in finding community resources. The Connect Center is a single access point to services that support the social, emotional, and health needs of all students. The Multilingual Literacy Department (MLD) supports parent engagement in advisory committees and notifies parents of student progress in English language proficiency.

Communication with Families

SCUSD believes that communication with all families of English learners in their primary language is essential to foster support, involvement, and engagement. All district communication is provided in the five majority languages represented; as of 2022, these are Spanish, Hmong, Chinese, Russian, and Vietnamese. School sites provide communication in the majority languages represented at their site. The district website also offers a translation feature.

What is Parent Engagement?

According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. Parent engagement happens when teachers and site administrators involve families in school meetings or events, and families volunteer their support at home and at school. In this way, they make a commitment. Families commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration. Table 8.1 demonstrates family

engagement activities that are school and family initiated. This is provided as a quick guide to help parents, teachers and administrators in understanding their contributions to parent engagement.

Table 8.1: Examples of Family Engagement Activities

Family Engagement Activities	
School Initiated	**Family Initiated**
At the District	
Solicit input from families on district family engagement policies.	Participate on district-level advisory committees.
Provide training on curricular and budgetary decision-making for parent coordinators and families.	Participate in planning and delivery of staff training on parent involvement.
Create and support parent centers at school sites.	Participate in development and review of district and school level parent involvement plans and policies.
At School	
Create a welcoming environment.	Attend parent-teacher conferences.
Celebrate families and the assets they bring to schools.	Visit their child's classroom.
Work with families as partners to improve student achievement.	Volunteer in the classroom (your child's or another classroom).
Assist families to access community resources.	Volunteer at lunch or after school to support students.
Provide resources that are accessible for parents/families to attend school wide events (i.e. translated flyers, programs, phone call invitations.	Attend or support school wide events.
Create interactive activities in the parent resource center so parents/families feel welcome and as key education partners with the school.	Visit the parent resource center.
Provide information on school-level advisory committees in multiple languages.	Participate on school-level advisory committees.

At Home	
Promote effective two-way communication with families.	Provide a quiet space at home for homework.
Assist families to create home conditions to support academic achievement.	Limit TV watching and video games.
Provide information on expectations, standards, and how families can be involved, in an accessible language and format.	Read out loud to your student.
Keep families informed on student progress and maintain regular communication.	Talk about school and the importance of learning.
Provide parent education classes or parent teacher meetings to help parents understand the importance of homework and how this can help their child be successful.	Help organize homework.
Model how parents can link learning to current events.	Link learning to current events.

Parent Advisory Committees

Participating on parent advisory committees is one way for parents to be partners with schools and the district. Committees provide parents of English learners with opportunities to be involved in their child's education. Parents collaborate with SCUSD staff, evaluate instructional services, and provide advice about programs for their children. In addition, parents of English Learners are invited to collaborate with District staff and provide recommendations for districtwide plans focused on serving English Learners, including the Local Control and Accountability Plan (LCAP), Title III, School Site Council, and Single Plans for Student Achievement (SPSAs). Parents are encouraged to participate in all committees and advise the school, district, and school board on services for English Learners. Two advisory committees play an especially important role in the education of English learners.

- **English Learner Advisory Committee (ELAC)**: The purpose of the school-based ELAC is to provide families of English Learners the opportunity to offer input and advice to the principal and school staff on English Learner programs at their school. The principal is responsible for ensuring that the school has a functioning ELAC that meets its legal responsibilities.

  As stipulated in California Education Code, each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

ELACs are not decision-making councils nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to English Learners.

ELAC Requirements

1. Members will be chosen by election. All parents/guardians of English Learners have an opportunity to vote to elect the officers.
2. Members will receive materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC advises the principal and staff on programs and services for English Learners using academic performance measures.
4. The ELAC shall assist the school in the development or review of:
   a. School's Single Plan for Student Achievement
   b. School's needs assessment
   c. School's annual language census
   d. Ways to make parents aware of the importance of regular school attendance
   e. Ways to meet the social and academic needs of ELs
   f. Ways to improve communication with the parents and the broader community
5. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee DELAC).
6. The ELAC maintains recorded minutes and agendas.
7. The site principal and the Director of English Learner Services will annually review the implementation of ELAC in order to ensure that all requirements are met by each school.
8. Each school will actively encourage all English Learner parents to consider election to ELAC and DELAC and/or to participate in ELAC and DELAC meetings even if not a formal representative.

ELAC Election Process

Elections for ELAC will be conducted annually at the school site before October 30 each year. Members will serve for two years, with half the membership elected each year. Membership composition must reflect the percentage of English Learners in the school. Membership will include parents and school staff (fewer than the number of parents). Each ELAC committee shall have a minimum of five members and a maximum of ten members, exclusive of the site principal or designee. Once ELAC officers are elected, each ELAC shall elect one representative and one alternate representative to the DELAC. If an ELAC member must be replaced during the year,

the replacement will serve for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

- ***District English Learner Advisory Council (DELAC):*** While the ELAC is the advisory committee for English learner programs at the school site level, DELAC is the advisory committee for English learner programs at the district level. As with ELAC there is a two-way flow of information during DELAC meetings. At the first meeting of the school year, parents are surveyed to discover what they wish to learn more about during the school year. Communication through DELAC flows from the parents to the district as the DELAC advises the Board of Education in the following areas:
  1. Development and revision so the district English Learner Master Plan;
  2. Conducting a district wide needs assessment on a school-by-school basis;
  3. Setting district goals and objectives for programs and services for English learners;
  4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
  5. Review of and comment on the school district's reclassification procedures;
  6. Review of and comment on the written notifications required to be sent to parents and guardians.

  Each school with an ELAC sends at least one representative to the DELAC to participate in the meetings and share information from the sites to the district and from the district to the sites. The DELAC fulfills its functions in accordance with its bylaws.

- ***School Site Council:*** The School Site Council (SSC) is a group of teachers, parents, classified employees, and students (at secondary level) that works with the principal to develop, review, and evaluate school improvement programs and school budgets through the development of the SPSA.

Community Engagement to Inform LCAP Development

The LCAP is the district's plan for meeting its goals in the eight state priority areas and aligning the district's efforts to specific student achievement outcomes. This plan is a mandated part of the Local Control Funding Formula (LCFF) process and reflects the district's local accountability to the community, county, and state. One key aspect of the LCAP process is the engagement of all educational partners. Staff, administrators, labor partners, community members, parents/guardians, and students must be consulted to provide input to inform the plan. The annual and ongoing engagement of educational

partners is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. Engagement opportunities include listening sessions, meetings with district committees/groups, district surveys, public comment on the posted draft, and public comment at the public hearing and related board presentations. Community voice has been a critical component in SCUSD's recent development processes and many of the priorities and recommendations provided have had a significant impact in shaping the structure and content of the current LCAP. Families of English Learners can participate in decision making through any of the district wide opportunities as well as opportunities provided within district committees/groups including, but not limited to:

- **African American Advisory Board (AAAB)**: The AAAB works to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations.
- **American Indian Education Program Parent Committee (AIEP PC)**: The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families.
- **Community Advisory Committee (CAC)**: The CAC acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families.
- **District English Learner Advisory Committee (DELAC)**: The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success.
- **LCAP Parent Advisory Committee (PAC)**: The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students.
- **Student Advisory Council (SAC)**: SAC works to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.

Safe Haven

In order for families to feel safe partnering with the district and their school, Sacramento City Unified School district ensures a safe educational environment for all students. SCUSD is a "Safe Haven" school district for students and families threatened by immigration enforcement or discrimination to the fullest extend provided by the law. SCUSD is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socioeconomic status or beliefs. This includes English learners and their families who may be undocumented. Further information on the specific protections provided by a Safe Haven district are at https://www.scusd.edu/safe-haven-district

Home Visit Project

Parent Teacher Home Visits started as a pilot project at eight schools in Sacramento in 1998 as a collaboration between community partner ACT, the Sacramento City Teachers Association, and SCUSD. This Sacramento success story has grown into a national network with over 400 schools using the model in 28 states and Washington, DC.

PTHV's core values of respect and relationship set the program apart:

- Visits are voluntary for both teachers and families;
- Teachers are trained and compensated for their time;
- Visits are arranged in advance and done in teams of two;
- Visits are offered across the student body – no targeting, and
- We discuss our hopes and dreams for our students, leading to meaningful conversations and common goals.

Volunteering at Site and in Classrooms

SCUSD provides multiple opportunities for parents, guardians, and community members to engage in contributing in the advancement of educational values centered in equity, access and social justice. Volunteering in schools and classrooms is another form of engagement that supports the climate and culture of schools. Essential volunteer opportunities may vary site by site, under the determination of the school site administrator. The following information guides the volunteer process at SCUSD:

SCUSD Volunteer Process Step-By-Step

1. Complete the following: SCUSD Volunteer Packet at: https://www.scusd.edu/document/volunteer-packet
    a. Return it to your school site along with a TB clearance. TB clearances must be updated every 4 years.

2. Please note that **ALL** Volunteers must Live Scan fingerprint. Use the Request for Live Scan form in the Volunteer Packet at open Live Scan offices.
3. The COVID-19 Vaccine or Weekly Testing form* at: https://app.informedk12.com/link_campaigns/covid-19-vaccination-record-submission-on-going?token=Fj7jPdT1wL5nm17VKnEMoafY
    a. ***The California Department of Public Health (CDPH) issued a new public health order effective August 12, 2021 requiring all school staff and volunteers to either show proof of full vaccination or be COVID-19 tested at least once per week. To collectively reduce the impact and spread of COVID-19 in our schools and community and to comply with the public health order. If you are not vaccinated or decline to state, you will be reminded to test and report weekly by email.***
4. Volunteer Application signature approval from administrator at school site selected for Volunteer Service.
5. Participate in SCUSD Volunteer Training available at: https://mandatedreporterca.com/training/school-personnel
6. Once the Criminal Background check is cleared; the SCUSD HR Department will contact the designated school site with permission to begin Volunteer Service.

CHAPTER 9 OVERVIEW

This chapter gives an overview of the funding and considerations to support the implementation of the EL Master Plan. The overview includes a brief summary of the Local Control Funding Formula (LCFF). The district budget decision-making process is presented as an ongoing process of improvement. This chapter also outlines the master plan alignment to expenditures and includes general fund resources. Lastly, this plan highlights the importance of including the School Plans for Student Achievement as a guiding document for appropriate resource allocation monitoring. The federal program monitoring corresponding items that support this chapter are listed below.

Federal Program Monitoring Corresponding Items

EL 05: EL Program Inclusion in the SPSA (Schoolwide)

5.0 The EL program must be included in the development of the SPSA.

5.1 The development of the SPSA shall include the following actions:

(a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (*EC* Section 64001[g][2][A])

(b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards.

(*EC* Section 64001[g][s][B])

EL 07: Supplement, Not Supplant with Title III

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

7.1 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. Section 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)

7.2 Each LEA must properly assess charges for direct or indirect costs of Title III Limited English Proficient (LEP) and immigrant student funds for salaries and wages in proportion to

the allowable and identified quantity and duties of the employee. (2 CFR sections 200.413, 211.43[a])

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

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

EL 08: Time and Effort Requirements (Title I and Title III)

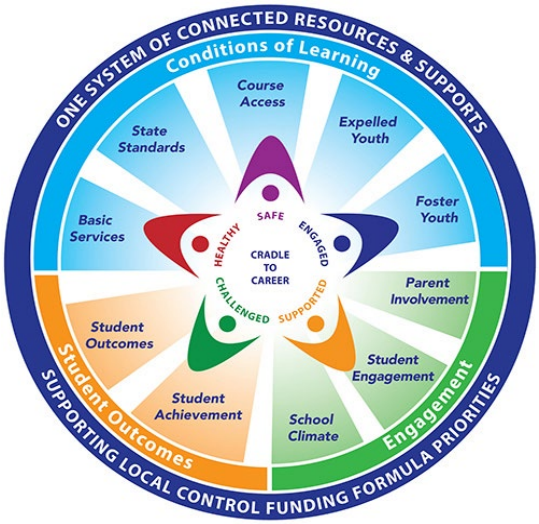
8.0 Each employee paid in part from Title III and in part from a second funding source, or any employee paid from multiple cost objectives, must provide support for the distribution of their salary or wages among specific activities or cost objectives, or an approved sampling method must be used.

8.1 Employees funded solely under Title III must complete a semiannual certification of such employment.

Local Control Funding Formula

The Local Control Funding Formula (LCFF), which was signed into law in 2013, is California's accountability system that provides more local control and equitable school systems across LEAs. This hallmark legislation gives LEAs the flexibility to address student needs via focused approaches to increase and improve services for low-income students, English Learners, and foster youth to reach their potential (CDE, 2021).

Figure 9.1: Local Control Funding Formula Priorities: One System/Whole Child Integration



The Local Control Funding priorities provide a map to support conditions for learning, engagement, and student outcomes and are reflected in SCUSD's Local Control Accountability Plan (LCAP). SCUSD updates the LCAP annually with articulated goals, actions, expenditures, and metrics to support student outcomes pursuant to Education Code Sections 52060-52063, 52065, 47605, 47605.5, and 47606.5.

District Budget Decision Making Process

SCUSD has a streamlined process to support all LCAP priority areas. SCUSD remains committed to supporting and allocating sufficient funds to implement the English Learner Master Plan. Funds are allocated based on Title III state regulations and district policies. Title III funds are used to supplement the base educational program. Title III funds are not to supplant general fund resources. The table below demonstrates the Title III Funding Source for English Learners and Immigrant Education program description and allowable expenditures.

Table 9.2: Title III Funding Source for English Learners and Immigrant Education

Funding Source	Title III English Learner Program	Title III Immigrant Education Program
Funding Description	Funding made available to local educational agencies (LEAs) to provide supplementary programs and	Funding made available to local educational agencies (LEAs) to provide supplementary programs and services to

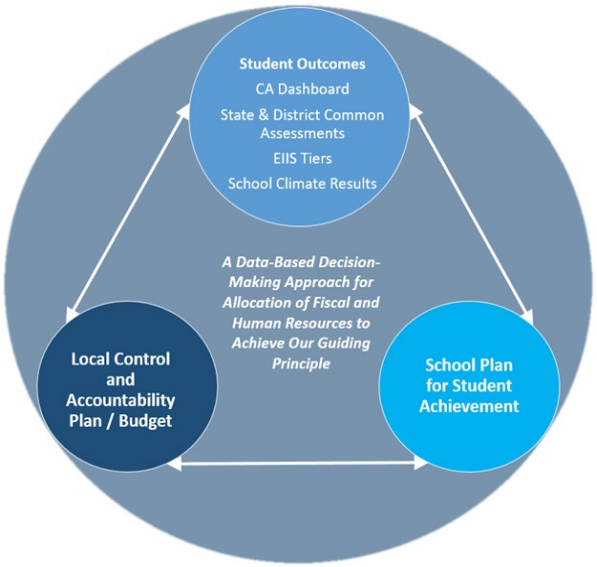
	services to English learner (EL) students (CDE, 2021). This funding source is directly associated with the LCAP plan to ensure ELs make annual progress toward English language proficiency.	eligible immigrant students and youth.
Student Eligibility	English Learners, K-12	Defined by ESEA Section 3201(5) as an individual student who is (a) age three through twenty-one (b) was not born in any state (in U.S., District of Columbia or Commonwealth Puerto Rico) (c) has not been attending any one or more schools in the United States for more than three full school years
Supplementary Services	The purpose of the Title III English Learner is to a) increase the language proficiency of English learners by providing effective language instruction educational programs, b) provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school community-based organizational personnel, and c) provide activities and strategies that enhance educational programs for English learners.	The purpose of the Title III Immigrant Student Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families.
Appropriate Expenditure Examples	• Upgrading program objectives and effective instructional strategies • Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software and assessment procedures. • Developing and implementing effective preschool, elementary school, or secondary school language instructions education programs that are coordinated with other relevant programs and services. • Providing community participation programs, family literacy services	• Family literacy, parent and family outreach, and training activities • Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained to provide services to immigrant children and youth. • Provisions of tutorials, mentoring, and academic or career counseling for immigrant children and youth. • Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational

	and parent and family outreach and training activities to English learners and their families.	system and civics education.

EL Master Plan Alignment to Expenditures

The English Learner Master Plan is aligned to the Local Control Accountability Plan (LCAP), School Plans for Student Achievement (SPSA), and Federal Program Monitoring (FPM). The figure below demonstrates how SCUSD guides the alignment of expenditures as it relates to English learners (see glossary of terms).

Figure 9.3: Representation of the SPSA, Budget, and LCAP Alignment



General Fund Resources

SCUSD uses the General Fund to provide the base program for all students. The base program includes district-adopted materials for English Language Development (ELD) and core content areas like English Language Arts (ELA) and Mathematics in order to improve English language proficiency and academic achievement. General funds are used for core curricular materials, instructional supplies, administrator and teacher salaries, and other district services such as custodial, nutrition services, and facilities and operations. In addition, general funds support the multi-tiered support services, data-based decision-making processes, and monitoring and intervention programs to improve and evaluate the base program.

Supplemental Funds

SCUSD receives supplemental funds that include Title I, Title III, and LCFF Supplemental and Concentration funds to enhance the base programs and services for English learners.

These supplemental funds are not to replace, or supplant, the base program. English learner funding is based on an annual needs assessment that aligns to the School Plan for Student Achievement (SPSA) to increase language acquisition and improve academic achievement.

Resource Allocation Monitoring

Resource allocation monitoring depends on the alignment of the expenditures to the SPSAs at the site level. Sites are required to maintain documentation showing evidence that the resources are funded and aligned to the SPSA. All SPSAs are reviewed by the Instructional Assistant Superintendents, Federal and State Program Director, LCAP/SPSA Coordinator, and the Multilingual Literacy Department. The following information summarizes the State and Federal monitoring that guides the work for SCUSD.

State and Federal Monitoring

Twice a year, the Multilingual Literacy department must report expenditures for all federal programs through the Consolidated Application (ConApp). The District English Learner Advisory Council (DELAC) reviews the Winter and Spring ConApp. DELAC approves our application for Title III funding as well as the Title III plan documented in the LCAP Addendum. In the spring, the School Board reviews the ConApp and the Title III section of the LCAP Addendum.

The LCAP Addendum's Title III section must be reviewed and updated by the Multilingual Literacy Department in collaboration with the DELAC. The updated Title III section of the LCAP Addendum is included in the Spring ConApp for Board approval.

District Level Monitoring

Each year, the State and Federal Department includes a cost allowability document in the principal's budget development packet. This document provides guidance on Title I and LCFF Supplemental and Concentration funds' state and federal requirements.

The SPSA mid-year review process is another layer of monitoring. To prepare for the review, sites must collect local data that will help them determine whether their high leverage Title I funded strategies/activities have been effective in achieving their goals thus far. The mid-year review assists in budget development decision-making and updates to the SPSA.

In the spring, updated SPSAs are reviewed for Title I cost allowability. Throughout the following school year, as schools submit requisitions for expenditures, the budget department checks in with the State and Federal department to ensure allowability and verify SPSA quotations.

School Plan for Student Achievement

Each school's School Plan for Student Achievement must have English learner goals to improve student outcomes, identified through the needs assessment which addresses the academic and language proficiency needs of ELs. The SPSA plans include evidence-based strategies, actions, or services to reach EL goals. The SPSA is reviewed and approved by the School Site Council (SSC) with recommendations from the English Language Advisory Committee (ELAC) and final approval from the Board of Education on an annual basis and whenever there are changes to the plans.

SCUSD follows a transparent budget process to ensure that all educational partners are informed and engaged. Through the Federal Program Monitoring (FPM) process, the district has procured a process to ensure all sites are compliant in spending English learner-designated funds to improve student outcomes.

GLOSSARY TERMS

African American Advisory Board (AAAB)

Alternative Bilingual: Programs exist in California for educating English learners (ELs) that differ from English-only programs in the use of two languages (English and another language) for language, literacy, and academic instruction. These programs comprise (a) transitional bilingual, (b) developmental bilingual, and (c) two-way immersion.

Alternate English Language Proficiency Assessment for California (Alternate ELPAC): California's statewide alternate assessment for English language proficiency for students with the most significant cognitive disabilities.

Asylees: Individuals who, on their own, travel to the United States and subsequently apply for or receive a grant to asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, on business, or with "undocumented" status.

Basic Interpersonal Communication Skills (BICS): Language used in daily social interactions.

Bilingual Alternative Program: A program option for ELL students who choose biliteracy as an academic program option. The program provides a language acquisition process that develops academic language and literacy in both English and Spanish.

Bilingual, Cross-cultural, Language and Academic Development (BCLAD): Authorization. Authorizes the holder to provide: English Language Development (ELD).

California Alternate Assessment (CAA): Students with the most significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test.

California Assessment of Student Performance and Progress (CAASPP)

California Association for Bilingual Educators (CABE)

California Department of Education (CDE)

California Longitudinal Pupil Achievement Data System (CALPADS): A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

Community Advisory Committee (CAC)

Cross Cultural, Language and Academic Development (CLAD): Authorizes the holder to provide the ELL student with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE).

Culturally and Linguistically Responsive Teaching (CLRT): An approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. Culturally Responsive Teaching requires teachers to recognize the cultural capital and tools that students of color bring to the classroom and to utilize their students' cultural learning tools throughout instruction. Linguistically responsive teaching views students with home languages (other than Standard English) as assets that they bring to the classroom rather than deficits.

Cumulative Folder: a file of general school information that typically contains, grades, attendance, discipline, standardized assessment reports and other information from a student's educational career.

Designated ELD: Instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

District English Learner Advisory Committee (DELAC): An advisory committee that advises the districts governing board on programs and services for English Learners.

Dual Language Immersion Program: The goal is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content. Instruction is in Spanish and English.

Education Rights Holder (ERH): a person responsible for protecting the child's rights and interests with respect to educational or developmental services, including any special education and related services.

Economic Impact Aid (EIA): Supplemental state funding used for ELs.

English Learner (EL). Also known as LEP (Limited English Proficient) and Emergent Bilingual. Used in many state documents. Equivalent to ELL. ELL: English Language Learner. Also known as LEP (Limited English Proficient).

ELA: English Language Arts

ELD Content: Secondary courses such as math and science taught using SDAIE (Specially Designed Academic Instruction in English) techniques.

Emergent Bilinguals: Often referred to as English learners, are students who are continuing to develop their home language while also learning an additional language.

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

English Language Development (ELD): A broad term encompassing all aspects of English language development for English Language Learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels. This term also refers to the California State ELD standards for our ELs grades K-12.

English Language Proficiency (ELP)

English Language Proficiency Assessments for California (ELPAC): California's statewide test for English language proficiency.

English Learner Roadmap: Guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

English Only (EO)

Federal Program Monitoring (FPM): School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

Federal Title III: A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards through the use of supplementary resources.

Fluent English Proficient (FEP): Students with a home language other than English, whose oral and written English skills approximate those of English speakers.

Gifted and Talented Education (GATE): Includes elementary and middle school programs, Advanced Placement, International Baccalaureate, and criterion-based programs.

Heritage Language Speaker: a person who has learned a language informally by being exposed to it at home as opposed to having learned it formally in a school setting. It may be their native tongue – the language they identify as being their primary language – but more often than not, their heritage language becomes secondary to English, the language in which they receive their formal education and is used the most in their daily life outside the home.

Home Language Survey (HLS): California *Education Code*, Sections 313 and 60810 contain legal requirements which direct schools to determine the language(s) spoken in the home

of each student. The Home Language Survey is used to determine the language(s) spoken at home of each student.

Illuminate: SCUSD uses Illuminate Data and Assessment (DnA) as a powerful and accessible tool for collecting, warehousing, analyzing, visualizing, and visualizing student progress and performance data across every facet of the district. Because of the system's built-in ability to aggregate vast amounts of data imported from our student information system (nightly) and Early Identification and Intervention System coupled with its advanced student assessment capabilities, it provides a comprehensive and integrated platform used by students, teachers, site instructional leaders, and district administrators.

Individualized Education Plan (IEP): a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction or related services. A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.24 (IDEA, 2017).

Induction Program: Beginning Teacher Support and Assessment. The purpose of induction as set forth in the California Ed Code, Section 44279.2 (b) is to "provide an effective transition into the teaching career for first- year and second- year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers and allows beginning teachers to clear their teaching credentials.

Infinite Campus: Sacramento City Unified School District's student information system.

Initially Fluent English Proficient (IFEP)

Integrated ELD: instruction in which the state adopted ELD standards are used in tandem with the state-adopted academic content standards.

Language Other than English (LOTE)

Limited English Proficient (LEP)

Local Control Accountability Plan (LCAP): The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation and evaluation of an LCAP.

Local Control Funding Formula (LCFF): California's new school funding formula, enacted in 2013.

Local Education Agency (LEA)

Matriculation and Orientation Center (MOC)

Migrant Parent Advisory Committee (MPAC): The purpose of the Parent Advisory Council is for Migrant Education Program staff in coordination with elected or selected parent committee members, and other interested parties to plan, implement and evaluate the local program to continue to provide quality services to migratory children.

Migratory Youth: A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity.

Multi-tiered Systems of Support (MTSS): In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Newcomer: A student who is a recent immigrant to the United States. In California, this is defined as being enrolled in US schools fewer than two years

Office of Civil Rights (OCR): Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include protection from unlawful discrimination.

Parent Advisory Committee (PAC)

Parental Exception Waiver: Parents or Education Rights Holders can request a waiver for ELD instruction but cannot exempt a child from English language proficiency testing (per federal guidelines in Title III.

Professional Learning Community (PLC)

Primary Language: (L1) The first language the student learns to speak at home or the most often spoken language

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching / learning when English is the primary medium of instruction.

Principals Assurance Checklist: Calendar dates for procedures and documents that are periodically turned into the district.

Professional Learning (PL): A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Reclassification: When a student has met all district criteria, he/ she are reclassified from ELL to Fluent English Proficient (FEP) student.

Reclassified Fluent English Proficient (RFEP)

Refugee: A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015)

School Plan for Student Achievement (SPSA): The ESSA requires schools receiving Title I funds and operating a school wide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan.

School Site Council (SSC): the school site council looks at student data and school information, identifies student needs and areas for improvement, and participates in the creation/revision of the Single Plan for Student Achievement (SPSA).

Second Language: (L2) The second language a student learns to speak.

Structured English Immersion: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Smarter Balanced Assessment Consortium (SBAC): SBAC tests are comprised of summative assessments, interim assessments, and the digital library, which have been designed to support teaching, and learning throughout the year.

Social Emotional Learning (SEL): is a strengths-based, developmental process that begins at birth and evolves across the lifespan (Weissberg et al., 2015). SEL is the process through which children, adolescents, and adults learn skills to support healthy development and relationships.

Special Education Department (SPED)

State Seal of Biliteracy: The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Student Oral Language Observation Matrix (SOLOM): A rating scale that teachers can use to assess their students' command of oral language based on what they observe on a continual basis.

Student With Interrupted Formal Education (SIFE): Students in grades four through 12 who have experienced disruptions in their education in their native country and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008).

Structured English Immersion Program: A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

Student Success Team (SST): The Student Success Team is a school-site team, which identified effective strategies to meet the needs of individual students. The team may include the parent, the student, the student's teacher, administrator, general education teachers and other support staff as needed.

Title I: A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically based research and data that verify actions resulting in increased student achievement.

Transitional Bilingual Early Exit Program: A classroom setting that provides instruction for EL students utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to instruction provided only in English by third grade. This program is typically found in kindergarten through grade three, but may be offered at higher-grade levels.

Universal Design for Learning (UDL): a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

504 Plan: In accordance with California law, are designed to remove any barriers limiting a disabled child's ability to receive an education and provide the necessary support the child needs.

Sacramento City
UNIFIED SCHOOL DISTRICT