

B. Elementary English-Language Mainstream Program

Students who score at the intermediate level or at the early advanced or advanced levels on the CELDT but who have not yet met local reclassification criteria are to be placed in an English-Language Mainstream (ELM) program. These students must be provided with daily English language development instruction and access to the core curriculum appropriate to level of proficiency in English. Chart II-B identifies the essential elements of an ELM program.

Chart II-B
Elementary English-Language Mainstream Program

<p>General program description</p>	<p>An English-Language Mainstream (ELM) program is designed to ensure the development of academic language and literacy for students who have acquired basic fluency in English but who are not yet ready to be reclassified.</p> <p>An ELM program includes 30 minutes of daily specialized English language development instruction appropriate to each student’s level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies utilizing supplemental curricula and special scaffolding and support. At the elementary level, ELM teachers are to provide individualized instruction and targeted interventions, as needed, to prevent the student from incurring long-term academic deficits.</p> <p>The program is delivered within a designated English-language mainstream classroom that includes both English learners and native speakers of English.</p>
<p>Goals</p>	<p>The English-Language Mainstream program addresses two general student outcomes:</p> <ol style="list-style-type: none"> 1. English learners will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills. 2. English learners will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards.
<p>Entry and exit criteria</p>	<p>A student who scores at the Intermediate level or higher on the CELDT will be enrolled in an ELM program unless the district has granted a parental exception waiver for enrollment in an alternative program.</p> <p>The student will continue to receive services in an ELM classroom until any academic deficits have been recouped and the student has been reclassified.</p> <p>A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any time during the school year.</p>

Program selection and assignment	The school will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs. The school will make a reasonable effort to ensure that each student is assigned to the school and program requested by the parent.
Classroom formation and composition	<p>Depending on student enrollment patterns, each site will designate one or more ELM classrooms at each grade level to ensure that English learners can be appropriately grouped for instruction. At sites where all teachers hold CLAD authorization, the school may wish to designate all classrooms as either SEI or ELM.</p> <p>A school may designate a classroom as both SEI and ELM where fewer than 10 students who must receive an SEI program are enrolled at a given grade level.</p>
Language Use	All classroom instruction is to be conducted in English.
Key instructional features	See Section III (“Teaching and Learning”).
Instructional materials	See Section III (“Teaching and Learning”).
Qualifications of staff	All ELM teachers will hold CLAD authorization, or the equivalent, or are enrolled in an approved training program leading to certification.
Evaluation	<p>The school will conduct an annual evaluation of the impact of the ELM program on the following student outcomes:</p> <ol style="list-style-type: none"> 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district targets for growth on the CELDT. 2. English language arts – The site will identify students scoring at each performance level on the CST/ELA. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level. 3. Academic achievement – The site will identify students scoring at each performance level on the CST/Math. The site will also determine, for students with matched scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level.

C. Elementary Alternative Language (Bilingual Education) Programs

The district has adopted three alternative language programs that elementary schools may offer:

1. Transitional Spanish/English Bilingual Education (Early or Late Exit);
2. Dual Immersion Spanish/English 50/50 model;
3. Dual Immersion Chinese/English 80/20 model.

If a school adopts one or more of these models, it will identify the model(s) in its Single Plan for Student Achievement (SDIP). The site may petition the Multilingual Literacy Department to adopt an alternative approach or to modify one of these models; however, the school establish that the model is research-based and program staff must evaluate the effectiveness of the alternative approach annually. Under no circumstance may the site utilize categorical funds to establish or implement a program model that is not research-based.

Chart II-C
Elementary Transitional Spanish/English Bilingual Program

General program description	The Transitional Bilingual Education (TBE) program is designed to move students quickly and effectively into an English-language classroom. The school may adopt an early-exit model, which transitions students into an English-only program at the end of third grade, or a late-exit program, which provides enrichment instruction in Spanish through grade 6. Students develop initial literacy skills in Spanish, and with each grade level, the use of English increases as students add English reading and writing skills. The primary language is used to provide access to foundational knowledge and skills that are needed for academic success in English.
Goals	The TBE model establishes three goals for students: <ol style="list-style-type: none"> 1. English learners will make rapid progress toward developing proficiency in English, including listening, speaking, reading, and writing. 2. English learners will demonstrate reasonable and continuous progress at each grade level toward mastery of essential subject matter objectives in both English and Spanish. 3. By the end of grade 3, students will demonstrate mastery of grade-level reading/language arts standards in Spanish that are transferable to English, whatever the model.
Entry and exit criteria	Enrollment in a transitional bilingual program is determined by parent request. The student must demonstrate basic oral proficiency in Spanish. Exit is determined by grade level or parental request.
Classroom formation and composition	When at least 20 parents in each grade request that their children be enrolled in a TBE program, the school shall establish such designated bilingual classrooms unless the principal denies the waiver request in accordance with procedures in Section I. A sequential program must be delivered.

	Depending on enrollment patterns, the school may enroll bilingual native speakers of English and I-FEP kindergarten students in a TBE classroom provided that the parent requests such an enrollment. No classroom will be designated both a bilingual and an SEI classroom.		
Language use		Spanish	English
	K 200 minutes	Spanish Reading/Language Arts (60 minutes) Math (50 minutes) Other subjects (30 minutes)	ELD (30 - 50 minutes daily) English early literacy/phonics (10 minutes)
	1 285 minutes	Spanish Reading/Language Arts (130 minutes) Math (50 minutes) Other subjects (45 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (10 minutes)
	2 285 minutes	Spanish Reading/Language Arts (140 minutes) Math (60 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (30 minutes)
	3 285 minutes	Spanish Reading/Language Arts (30 - 50 minutes) Math (60 minutes) Spanish literacy in the content areas (45 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (100 - 120 minutes)
	4 - 6 305 minutes	<u>Early-exit model:</u> Support in Spanish <u>Late-exit model:</u> Spanish literacy in the content areas (30 - 50 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (120 minutes) Other subjects (85 minutes)
Instructional features	See Section III (“Teaching and Learning”)		
Instructional materials	See Section III (“Teaching and Learning”)		
Qualifications of staff	All TBE teachers will demonstrate native or near-native proficiency in both English and the second language of instruction and must be BCLAD certified.		
Evaluation	<p>The school must utilize categorical funds to evaluate the impact of its early exit TBE program. The evaluation is to address the following student outcomes:</p> <ol style="list-style-type: none"> 1. English language proficiency – The site will identify the number of English learners, by grade, meeting district targets for growth on the CELDT annually. 2. English language arts – The site will identify the number of students in grades 2 and above scoring at each performance level on the CST/ELA. 3. Achievement in Spanish – The site will identify the number of students scoring at each performance level on the Standards-based Tests in Spanish (STS). 		

Chart II-D
Elementary Dual Immersion Spanish/English Program (50/50 Model)

<p>General program description</p>	<p>The dual immersion program enrolls both English learners and native English speakers in a classroom in which academic instruction is provided in both English and Spanish. Students develop oral proficiency and reading/writing skills in both languages. Both languages are also used to provide students with grade-level instruction.</p> <p>In the 50/50 model, English and Spanish are used in equal proportions at every grade level. The allocation of time in Spanish and English for reading/language arts instruction is the same in both models; the allocation of time in the other curricular areas varies, however, to maintain these percentages of language use.</p> <p>The dual immersion program is to provide equal benefits to both Spanish and English speakers and promote equitable levels of status for both groups.</p>
<p>Goals</p>	<p>The dual immersion model establishes three broad goals for students:</p> <ol style="list-style-type: none"> 1. All students will develop high levels of both social and academic proficiency, including literacy, in English and Spanish. 2. By grade 5, students will demonstrate mastery of grade-level content standards in both English and Spanish. 3. All students will develop high levels of self-esteem, will appreciate and understand the values of other cultures, and will demonstrate cross-cultural competence.
<p>Entry and exit criteria</p>	<p>Enrollment in a dual immersion program is determined by parent request and home language.</p> <p>Spanish speakers who are classified as I-FEP may be placed in a dual immersion kindergarten as long as a reasonable balance between English learners and native speakers of English is maintained.</p> <p>The parents of English learners are required to submit a waiver. The parents of English speakers are not required to complete a waiver, however.</p> <p>A new student may not enter the program after grade 1 unless s/he has previously been enrolled in such a program and his or her proficiency in both Spanish is comparable to that of students who have been enrolled in the program since kindergarten. Students are expected to remain in the dual immersion program through grade five.</p>
<p>Classroom formation and composition</p>	<p>It is recommended that 50% of students be English learners and 50% be native speakers of English. However, depending on kindergarten enrollment requests, the site may as a policy form classrooms that include 1/3 ELs; 1/3 balanced bilinguals; and 1/3 native speakers of English.</p> <p>A student whose home language is Spanish but who is classified as I-FEP will be considered to be a native speaker of English if s/he is non- or very-limited Spanish speaking at the time of enrollment.</p>

Language use 50/50 model	Spanish	English
K 200 minutes	Spanish reading/language arts (50 minutes) Math (50 minutes)	ELD (30 - 50 minutes daily) English early literacy/phonics (10 minutes) Other subjects (40 minutes)
1 285 minutes	Spanish reading/language arts (75 minutes) Math (30 minutes) Other subjects (40 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (75 minutes) Math (30 minutes)
2 285 minutes	Spanish reading/language arts (75 minutes) Math (30 minutes) Other subjects (40 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (75 minutes) Math (30 minutes)
3 285 minutes	Spanish reading/language arts (75 minutes) Math (30 minutes) Other subjects (40 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (75 minutes) Math (30 minutes)
4 - 6 305 minutes	Spanish reading/language arts (60 minutes) Math (30 minutes) Other subjects (40 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (60 minutes) Math (30 minutes) Other subjects (40 minutes)
Key instructional features	See Section III (“Teaching and Learning”)	
Instructional materials	See Section VII (“Teaching and Learning”)	
Qualifications of staff	All dual immersion teachers will demonstrate native or native-like oral and written language proficiency in both Spanish and English. All dual immersion teachers will hold BCLAD certification.	
Evaluation	The school will utilize categorical funds to conduct an annual evaluation of the impact of the dual immersion program on the following student outcomes: <ol style="list-style-type: none"> 1. English language proficiency – The site will identify the number of English learners, by grade, meeting district growth targets for the CELDT. 2. Spanish language arts – The site will identify the number of students scoring at each performance level on the Standards-based Tests in Spanish (STS)/Spanish Language Arts at each grade level tested. 3. English language arts – The school will identify the number of students scoring at each performance level on the CST/ELA at each grade level. 4. Spanish Mathematics – The site will identify the number of students scoring at each performance level on the Standards-based Tests in Spanish (STS)/ Mathematics. 	

Chart II-E
Elementary Chinese/English Dual Immersion Program (80/20 Model)

<p>General program description</p>	<p>The dual immersion program enrolls both English learners and native English speakers in a classroom in which academic instruction is provided in both English and Chinese. Students develop oral proficiency and reading/writing skills in both languages. Both languages are also used to provide students with grade-level instruction. Sites may establish either a Cantonese or Mandarin program.</p> <p>In the 80/20 model, Chinese is used for instruction a minimum of 80% of the time and English for 20% in grades K and 1. The percentage of instructional time in English increases each year until both English and Chinese are used equally for academic instruction in grade 4 and above.</p> <p>The dual immersion program is to provide equal benefits to both Chinese and English speakers and promote equitable levels of status for both groups.</p>
<p>Goals</p>	<p>The dual immersion model establishes three broad goals for students:</p> <ol style="list-style-type: none"> 1. All students will develop high levels of both social and academic proficiency, including literacy, in English and Chinese. 2. By grade 4, students will demonstrate mastery of grade-level content standards in both English and Chinese. 3. All students will develop high levels of self-esteem, will appreciate and understand the values of other cultures, and will demonstrate cross-cultural competence.
<p>Entry and exit criteria</p>	<p>Enrollment in a dual immersion program is determined by parent request and home language.</p> <p>Speakers of Chinese who are classified as I-FEP may be placed in a dual immersion kindergarten as long as a reasonable balance between English learners English-proficient students is maintained.</p> <p>The parents of English learners are required to submit a waiver. The parents of English speakers are not required to complete a waiver, however.</p> <p>A new student may not enter the program after grade 1 unless s/he has previously been enrolled in such a program and his or her proficiency in both Chinese is comparable to that of students who have been enrolled in the program since kindergarten. Students are expected to remain in the dual immersion program through grade six.</p>
<p>Classroom formation and composition</p>	<p>It is recommended that 50% of students be English learners and 50% be English-proficient students. However, depending on kindergarten enrollment requests, the site may as a policy form classrooms that include 1/3 ELs; 1/3 balanced bilinguals; and 1/3 native speakers of English.</p> <p>A student whose home language is Chinese but who is classified as I-FEP will be considered to be a native speaker of English if s/he is non- or very-limited Chinese speaking at the time of enrollment.</p>

Daily language use 80/20 model	Chinese	English
K 200 minutes 80/20	Chinese reading/language arts (60 minutes) Math (50 minutes) Other subjects (50 minutes)	ELD (30 minutes daily) English early literacy/phonics (10 minutes)
1 285 minutes 80/20	Chinese reading/language arts (150 minutes) Math (60 minutes) Other subjects (15 minutes)	ELD (30 - 50 minutes daily) English early literacy/phonics (10 minutes)
2 285 minutes 70/30	Chinese reading/language arts (120 minutes) Math (50 minutes) Other subjects (30 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (25 minutes) Math (10 minutes)
3 285 minutes 60/40	Chinese reading/language arts (90 minutes) Math (40 minutes) Other subjects (40 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (45 minutes) Math (20 minutes)
4 - 6 305 minutes 50/50	Chinese reading/language arts (60 minutes) Math (30 minutes) Other subjects (60 minutes)	ELD (30 - 50 minutes daily) English reading/language arts (60 minutes) Math (30 minutes) Other subjects (15 minutes)
Key instructional features	See Section III (“Teaching and Learning”)	
Instructional materials	See Section VII (“Teaching and Learning”)	
Qualifications of staff	All dual immersion teachers will demonstrate native or native-like oral and written language proficiency in both Chinese and English. All dual immersion teachers will hold BCLAD certification.	
Evaluation	The school will utilize categorical funds to conduct an annual evaluation of the impact of the dual immersion program on the following student outcomes: <ul style="list-style-type: none"> 1. English language proficiency – The site will identify the number of English learners, by grade, meeting district growth targets for the CELDT. 2. Chinese language arts – The site will identify the number of students showing mastery of grade-level expectations in Chinese. 3. English language arts – The school will identify the number of students scoring at each performance level on the CST/ELA at each grade level. 4. Mathematics – The site will identify the number of students showing mastery of grade-level expectations in Chinese and in English 	

Secondary Program Descriptions

A. Secondary Program Placement Policies

English learners at the middle and high school levels are to be placed in either a Structured English Immersion (SEI) or an English Language Mainstream (ELM) program. An SEI program is designed for students with less than “reasonable fluency.” An ELM program is designed for students with a “good working knowledge of English.” Until reclassified, each English learner is to receive specialized English language development instruction and access to the core curriculum utilizing differentiated instructional approaches, regardless of program placement.

At the time of enrollment, the English proficiency of each student whose home language is other than English is assessed. The parent is provided with written and oral descriptions of program options and placement procedures and selects a program option. The parent may at any time request placement in an English-language mainstream program regardless of the English proficiency of the child. The school must notify parents annually of program placement recommendations based on the student’s current level of English proficiency.

A detailed description for each of these program options is described in Charts II-F and II-G.

Five primary considerations determine the program placement of English learners:

- Proficiency level on the California English Language Development Test;
- Performance level on the California Standards Test/English Language Arts;
- Length of time enrolled in a U.S. school;
- Achievement on district benchmark assessments.

The school is to evaluate and monitor the progress of each student in order to determine an appropriate annual placement. Depending on the needs and assets of the student, high levels of achievement on the CST/ELA or CAHSEE and/or time in U.S. schools may override performance on the CELDT. The school is to take care in considering multiple factors in developing a program for the student.

The schools are to utilize the following criteria in placing each English learner:

1. An English learner who has been enrolled in a U.S. school for less than six years and who scores at the Beginning through Intermediate level on the CELDT will generally be placed in an SEI program (See, however, item [4]). The student will receive two periods daily of dedicated English language development instruction and access to grade-level subject matter in math, science, and history/social science through SDAIE with primary language support, where feasible.

2. An English learner who scores at Proficient or Advanced on the California Standards Test/English Language Arts will be placed in an ELM program, regardless of time in the U.S. or CELDT level. The student will receive one period of core English that meets the “B” requirement. In many cases, this student will be awaiting reclassification. Until reclassified, however, the student is to receive individualized support within the regular classroom setting that addresses English language development needs and/or academic needs as determined by individual teacher diagnosis.
3. An English learner who scores at the Intermediate or higher on the CELDT and who scores at or above mid-Basic (scale score of 324) on the CST/ELA is to be placed in an ELM program. The student must be further evaluated on a course-appropriate curriculum-embedded diagnostic assessment. Depending on the results of this evaluation, s/he will receive one period of English that meets the “B” requirement or one period of core English + one additional period of English reading, depending on need. Whether the student receives one or two periods of English, s/he must receive individualized instruction that addresses teacher-diagnosed English language development needs.
4. An English learner who scores at the Early Advanced or Advanced levels on the CELDT but below mid-Basic on the CST/ELA is to be placed in an ELM program. The student is to be further evaluated on a course-appropriate curriculum-embedded diagnostic assessment. Depending on the results of this evaluation, s/he will receive one period of core English language arts that meets the “B” requirement or one period of core English + one additional period of English reading, depending on need. Whether the student receives one or two periods of English, s/he must receive individualized instruction that addresses teacher-diagnosed English language development needs.
5. An English learner who scores at the Early Advanced or Advanced levels on the CELDT and who scores at or above mid-Basic on the CST/ELA will be placed in a regular English class, in which s/he will receive individualized instruction that addresses teacher-diagnosed English language development needs until such time as s/he is reclassified FEP.

B. Secondary Structured English Immersion Program

English learners who score at the Beginning through Intermediate levels on the CELDT are to be placed in a Structured English Immersion (SEI) program. Chart II-F describes the critical features of an SEI program and establishes policies and procedures for implementation of this program model.

Chart II-F
Secondary Structured English Immersion

<p>General program description</p>	<p>A Structured English Immersion (SEI) program is designed to promote the rapid and effective 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. Teachers are to utilize specialized curricula and instructional practices based on sound theory and research on second language teaching and learning.</p> <p>An SEI program includes specialized English language development instruction appropriate to each student’s level of English proficiency and content instruction utilizing specially designed academic instruction in English (SDAIE) appropriate to level of English proficiency to promote access to the core.</p> <p>A secondary-level SEI program is intensive, typically lasting from one to three years, and is intended to provide an onramp to an English-language mainstream program.</p>
<p>Goals</p>	<p>The Structured English Immersion program addresses two general student outcomes:</p> <ol style="list-style-type: none"> 1. English learners will make adequate progress toward achieving reasonable fluency in English. 2. English learners will demonstrate reasonable and continuous progress toward mastery of grade-level content standards.
<p>Entry and exit criteria</p>	<p>A student who scores at the Beginning, Early Intermediate, or Intermediate level on the CELDT and who scores below mid-Basic on the CST/ELA and has been continuously enrolled U.S schools for less than 6 years is to be enrolled in a designated structured English immersion program unless the parent requests that the student be enrolled in an English-language mainstream program.</p> <p>A student who demonstrates a reasonable level of English proficiency should be enrolled in or transferred to a designated English Language Mainstream program. At the secondary level, the district defines “reasonable fluency” as an overall score of Early Advanced on the CELDT or CELDT level 3 who has been continuously enrolled in U.S. schools for 6 years or more and/or who scores mid-Basic or above on the CST/ELA.</p> <p>A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any time during the school year.</p>
<p>Program selection and assignment</p>	<p>The school will provide parents with a description of the SEI program, in a language they understand, as well as information about the sites offering these programs.</p>
<p>Language Use</p>	<p>All or most classroom instruction is to be conducted in English. When appropriate and feasible, the primary language may be utilized in SEI classes to motivate students, to clarify instructional tasks, and to scaffold content learning. The amount of primary language support should decrease as the English proficiency of the student increases.</p>
<p>Key instructional elements</p>	<p>See Section VII (“Teaching and Learning”).</p>
<p>Instructional materials</p>	<p>See Section VII (“Teaching and Learning”).</p>

Qualifications of staff	All ELD and SEI teachers will hold CLAD authorization, or the equivalent, or will be enrolled in an approved training program leading to certification.
Evaluation	<p>The school will conduct an annual evaluation of the impact of the SEI program on the following student outcomes:</p> <ol style="list-style-type: none"> 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district growth targets on the CELDT. 2. English language arts – The site will identify students with matched scores on the CST/ELA for the previous and current years, determining the number scoring at a higher level, at the same level, and at a lower level. 3. Academic achievement – The site will identify students with matched scores on the CST/ELA for the previous and current years, determining the number scoring at a higher level, at the same level, and at a lower level. The site will also compare the achievement of ELs on the CAHSEE with that of non-ELs. 4. CAHSEE – The site will identify the number and percent of SEI students at grades 10, 11, and 12 who have passed the CAHSEE.

C. Secondary English Language Mainstream Program

English learners who score at the Early Advanced or Advanced levels on the CELDT or Intermediate level students who have been continuously enrolled in a U.S. school for six or more years and/or who score at or above mid-Basic on the CST/ELA are to be placed in an English Language Mainstream (ELM) program. Chart II-H describes the critical features of an ELM program and establishes policies and procedures for implementation of this program model.

Chart II-G
Secondary English-Language Mainstream Program

<p>General program description</p>	<p>An English-Language Mainstream (ELM) program is designed for English learners who have acquired basic fluency in English but who are not yet ready to be reclassified.</p> <p>An ELM program includes specialized English language development instruction appropriate to each student’s level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies utilizing supplemental curricula and special scaffolding and support. Secondary schools are to provide targeted interventions, as needed, to prevent the student from incurring any further long-term academic deficits.</p> <p>Students are enrolled in subject-area courses that include both English learners and native speakers of English.</p>
<p>Goals</p>	<p>The English-language mainstream program addresses two general student outcomes:</p> <ol style="list-style-type: none"> 1. English learners will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills. 2. English learners will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards.
<p>Entry and exit criteria</p>	<p>A student who scores at the Early Advanced or Advanced level on the CELDT but who does not yet meet district reclassification criteria should be enrolled in an English-language mainstream program. The student will continue to receive specialized services until diagnosed academic deficits have been recouped and the student has been reclassified.</p> <p>If the student has been continuously enrolled in U.S. schools for six or more years, whatever his or her CELDT level, s/he can be placed in an ELM program.</p> <p>A parent or guardian may have his or her child placed in an English language mainstream classroom at the time of enrollment or at any time during the school year.</p>
<p>Program selection and assignment</p>	<p>The school will provide parents with descriptions of all program options, in a language they understand, as well as information about the sites offering these programs.</p>
<p>Classroom composition</p>	<p>English courses, reading intervention courses, and content courses will enroll English learners, R-FEP students, I-FEP students and English-only students.</p>

Language Use	All classroom instruction is to be conducted in English.
Key instructional features	See Section VII (“Teaching and Learning”).
Instructional materials	See Section VII (“Teaching and Learning”).
Qualifications of staff	All ELM teachers will hold CLAD authorization, or the equivalent, or will be enrolled in an approved training program leading to certification.
Evaluation	<p>The school will conduct an annual evaluation of the impact of the ELM program on the following student outcomes:</p> <ol style="list-style-type: none"> 1. English language proficiency – The site will determine the number of English learners, by grade, meeting district growth targets for the CELDT. 2. Academic achievement – The site will identify students with matched scores on the CST/ELA for the previous and current years, determining the number scoring at a higher level, at the same level, and at a lower level. 3. CAHSEE – The site will identify the number and percent of ELM students at grades 10, 11, and 12 who have passed the CAHSEE.

Access to GATE, AP/Honors Classes, and Special Education

English learners are to have the same access to the education programs and services as English-speaking students. Such services include the GATE program, courses that meet the A – G requirements, and AP/Honors courses, and special education.

Gifted and Talented Education

The district will work with staff at each school to identify students for participation in the 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.

At secondary schools, lack of proficiency in English will not be a barrier to enrollment in courses meeting the A – G requirements or in AP/Honors classes in subject areas other than English. Students will be placed in these courses on the basis of teacher recommendation, based on sustained high-level work, with the concurrence of the counselor and principal.

Special Education Services

English learners must have equitable access to the same education programs and services as English-speaking 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 assists students, families, and teachers to seek positive solutions for maximizing student potential. The SST provides an opportunity for school staff, family members, and community agencies to identify concerns about individual students and to design a positive course of action and to monitor the impact on students. The site will contact the parent or legal guardian regarding any concern the school has about the student's lack of linguistic or academic progress, in a language the parent understands where feasible, and will inform the parent of various interventions that are being implemented and the impact of those interventions on the child's progress. The site will also make every effort to involve the parent on the SST.

When evaluating an English learner for special education services, the SST should consider the factors that might include:

- Length of time in the U.S. 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 the primary language)
- Progress in academic areas (in English and/or in the primary language)
- Interactions and behaviors in structured classroom settings and in informal settings
- Student strengths and interests
- Cultural and affective considerations and individual differences

The site will maintain documentation of the SST process, specific interventions that have been implemented, and their impact on student outcomes.

An English learner shall be referred for special education instruction and services only after the resources of the general education program have been utilized and confirmed to be insufficient or ineffective.

The district will make every reasonable effort to ensure that all notification requirements governing prior written notice be provided to the parent or legal guardian of the child in a language they understand. In the event of a non-written language, the district will use an interpreter, where available, to communicate the contents of the notice orally to the parent.

The site will develop an assessment plan for each English learner who has been referred in accordance with district requirements, procedures and timelines. Wherever possible, assessments will be conducted in the language in which the student is most proficient and will be conducted by trained bilingual personnel. As a general rule, assessment procedures will 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. Where possible, the assessment plan will be communicated to the parent in a language s/he understands.

An individualized education program for an English learner with exceptional needs will be developed, reviewed, and revised in accordance with district procedures. 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, as well as other academically-related goals, are to be met through use of differentiated instruction that is specially designed to meet the needs of English Learners; and (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 will receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team is to determine how these services are to be delivered.

All special education staff who work with English learners must either 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 beginning or early intermediate levels in English will hold CLAD certification or be enrolled in a training program leading to authorization.

The site will ensure that all parent notification procedures are 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.

All follow-up services and activities for an English learner will be provided in accordance with district requirements.

III: TEACHING AND LEARNING: ESSENTIAL ELEMENTS

Section III addresses questions related to classroom instruction and instructional materials—

- What are the essential features of English language development instruction?
- What are the essential features of instruction designed to provide access to the core curriculum?
- What materials are adopted for use at both the elementary and secondary levels?
- What are the requirements for monitoring student progress?
- What “catch-up” services must be provided to ELs who are not making expected progress?

English Language Development Instruction

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency—that is, the language, thinking, and learning tools needed to achieve grade-level content standards across the curriculum. 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. Further, teachers will work to ensure that English learners meet both ELD standards as well as grade-level ELA standards. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of the district’s average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum 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).

A. Elementary English Language Development Instruction / English Language Arts

Students enrolled in a *Structured English Immersion program* are to receive 30 – 50 minutes of daily ELD instruction. In grades K – 3, the Harcourt program, Moving Into English is to serve as the program. In grades 4 – 6, the Hampton-Brown program, Avenues is to be used. For newcomers and beginners, the Harcourt program, English to a Beat, may be used as a supplemental.

Students in an *English-Language Mainstream program* are to receive 30 minutes of daily ELD. In grades K – 3, the Open Court Reading English Learner Support Guide and/or Moving Into English are to be used. In grades 4 – 6, the Open Court Reading English Learner Support Guide and/or Avenues are to be used, and the National Geographic program, Non-fiction Reading/Writing Workshop, may supplement the base program.

Students enrolled in bilingual education program are to receive the same program of ELD instruction as students in SEI or ELM programs, depending on the level of English proficiency of each student.

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

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
2. Students are to be grouped for instruction by English proficiency level.
3. 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.
4. Teachers are to utilize district-adopted ELD materials, OCR English learner support materials, and other approved supplementary materials that address ELD standards.
5. Teachers are to utilize research-based best teaching practices that are aligned with Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.
6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.

7. Students who are not making adequate progress are to receive diagnosed “catch-up” (intervention) services, as defined in Appendix C, and are to monitor the progress of students on a catch-up plan.

EL Electronic Toolbox: The SCUSD English Learner Instructional Guidelines are located in the EL Electronic Toolbox on the district website.

B. Secondary English Language Development/English Language Arts Instruction

The district’s secondary English language development program provides *systematic onramps to the core ELA curriculum*. All English learners must receive daily ELD appropriate to English proficiency level. Chart III-A describes the alignment of each level with ELD and ELA standards:

Chart III-A
Secondary English Language Development Courses

	Course	Graduation Credit	State ELD Standards Alignment	ELA Standards Alignment
Middle School	Beginning ELD	-	ELD 6-8: Beginning	-
	Early Intermediate ELD	-	ELD 6-8: Early Intermediate	-
	Intermediate ELD	-	ELD 6-8: Intermediate/ Early Advanced	-
	Language Arts 7/8 SDAIE	-	ELD 6-8: Early Advanced/Advanced	Grade-level ELA standards
	Language Arts 7/8	-	-	Grade-level ELA standards
High School	Beginning ELD	Elective	ELD 9-12: Beginning	-
	Early Intermediate ELD	Elective	ELD 9-12: Early Intermediate	-
	Intermediate ELD	Yes	ELD 9-12: Intermediate/ Early Advanced	Grade 9/10 ELA standards (partial)
	English 9.1 – 12.1	Yes	ELD 9-12: Early Advanced/Advanced	Grade-level ELA standards
	English 9 - 12	Yes	ELD 9-12: Early Advanced/Advanced	Grade-level ELA standards

High Point serves as the district-adopted ELD program at the middle level. The basal series, which is designed to serve as both an intervention and an ELD program, is organized in four levels.

English learners at the CELDT Beginning - Intermediate levels of proficiency are to receive two periods of English language development/ELA instruction. Because High Point addresses both ELD and selected grade-level ELA standards, students at this level would not enroll in a separate ELA course.

Students at the CELDT Early Advanced or Advanced levels are to receive one period of SDAIE language arts or mainstream English, depending on achievement on the CST/ELA, as well as a possible second period of SDAIE language arts if the student reads fewer than two grades below grade.

Chart III-B
Middle School ELD/ELA Course Descriptions

Course	Placement Criteria	Description	Adopted Program
Beginning ELD	CELDT Beginning	Two periods of ELD	High Point Basics
Early Intermediate ELD	CELDT Early Intermediate	Two periods of ELD	High Point A
Intermediate ELD	CELDT Intermediate <i>and</i> Below mid-Basic on the CST/ELA	Two periods of ELD daily	High Point B / C
Language Arts 7/8 SDAIE	CELDT Intermediate <i>and</i> ≥ scale score 324 or above on the CST/ELA	Two periods of Language Arts 7/8 SDAIE	Holt Language and Literature
	CELDT Early Advanced or Advanced <i>but</i> Below mid-Basic on the CST/ELA	One period of Language Arts 7/8 SDAIE	Holt Language and Literature
Language Arts 7/8	CELDT Early Advanced or Advanced <i>and</i> ≥ scale score 324 or above on the CST/ELA	Differentiated instruction within the core language arts course	Holt Language and Literature

The Heinle Visions program serves as the district-adopted ELD program at the high school level. Both series, which are designed to serve as both intervention and ELD programs, are organized in four levels.

English learners at the CELDT Beginning - Intermediate levels of proficiency are to receive two periods of English language development instruction. Students at the Early Advanced or Advanced levels on CELDT are to receive one period of .1 or mainstream English, depending on achievement on the CST/ELA. If assessment determines that the student reads at two or more levels below grade, s/he is to receive an additional period of strategic English as an elective.

Chart III-C
High School ELD/ELA Course Descriptions

Course	Placement Criteria	Description	Adopted Program
Beginning ELD	CELDT Beginning	Two periods of ELD	Visions Introductory
Early Intermediate ELD	CELDT Early Intermediate	Two periods of ELD	Visions A
Intermediate ELD	CELDT Intermediate <i>and</i> Below mid-Basic on the CST/ELA	Two periods of ELD	Visions B / C
English 9.1 – 12.1	CELDT Intermediate <i>and</i> ≥ scale score 324 or above on the CST/ELA <i>and/or</i> Enrolled in U.S. schools ≥ 6 years	One period of .1 English <i>and</i> One period of intensive or strategic reading intervention, depending on need	Holt Language and Literature
	CELDT Early Advanced or Advanced <i>but</i> Below mid-Basic on the CST/ELA	One period of .1 English <i>and</i> One period of intensive or strategic reading intervention, depending on need	
English 9 - 12	CELDT Early Advanced or Advanced <i>or</i> ≥ scale score 324 or above on the CST/ELA	One period of core English	Holt Language and Literature

At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.
2. Students are to be placed in ELD and/or ELA instruction on the basis of English proficiency level, achievement on the CST/ELA, and time in the U.S.
3. 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.
4. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards.
5. Teachers are to utilize research-based best teaching practices, as outlined in Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.
6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.

C. Monitoring of Implementation of ELD Instruction

The principal is responsible for monitoring the implementation of ELD programs and instruction at the sites. 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. Expectations for monitoring are included in Appendix B.

Access to the Core Curriculum

All English learners must receive content instruction designed to meet their linguistic and academic needs either through specially-designed academic instruction in English (SDAIE) or, at the elementary level, through the native language, if the school offers a program that provides instruction in two languages. Students shall have access to grade-level content standards in mathematics, science, and social studies courses.

At the secondary level, English learners at the CELDT Beginning and Early Intermediate levels should be enrolled in dedicated SDAIE courses, where enrollments permit formation of such classrooms. Students at the Intermediate level may be placed in SDAIE and/or mainstream content courses depending on individual need. Students at the Early Advanced or Advanced levels will enroll in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to differentiate instruction for these students.

SDAIE instruction is to conform to six essential design standards and otherwise be aligned with Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines:

1. Each unit of study and/or lesson is to address both content and language objectives and 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 commonly associated with effective SDAIE instruction.
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 programs and supplemental materials and ancillaries designed to provide English learners with access to core curricular areas.

Students who are enrolled in an elementary Spanish bilingual education program are to receive access to grade-level standards using both Spanish and English. Foro Abierto, which parallels Open Court Reading, is to be used as the Spanish reading/language arts program in both transitional bilingual education and dual immersion programs. Foro Abierto benchmark assessments are to be used to monitor and evaluate student progress in Spanish reading.

Teachers are to use district-adopted Spanish-language program materials to provide access to grade-level standards in the content areas in reading/language arts, mathematics, science, and history/social science.

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.

The principal is responsible for monitoring the implementation of programs and instruction providing access to the core curriculum. 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. Expectations for monitoring are included in Appendix B.

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 academic progress. Classroom-based assessments may include traditional teacher-made tests, writing assessments, and the assessment materials that are part of adopted programs. 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.

Catch-up Plan for Students Not Making Progress

The district has established a plan for monitoring and overcoming any academic deficits English learners have incurred while acquiring English, which is included in Appendix C. The plan is designed to ensure that actions to overcome academic deficits are taken before these deficits become irreparable. The plan also provides a blueprint for services that are to be provided to any student *as a condition for* referral for special education services.

The catch-up plan, which is organized by elementary and secondary grades, encompasses within its scope English language development instruction, core reading instruction, and academic instruction in the content areas. The plan 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 subject areas must be assessed to determine whether the student is meeting predetermined benchmarks. If after receiving specified instructional modifications, the student is still not making progress at a rate that is comparable to "true peers" (that is, ELs with similar characteristics) then the student may move on to Tier 2.

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 weakness and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, s/he may move on to 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.

 **EL Electronic Toolbox:** Both the elementary and secondary catch-up plans are included in Appendix C of the EL Master Plan and can also be downloaded.

Monitoring the Progress of Students on a Catch-Up Plan

The Multilingual Literacy Department will provide each site annually, by October 15, with a roster of students who are to be served by a catch-up plan—that is, students who are to be provided with additional services designed to address identified academic deficits.

The district will monitor the progress of students on a catch-up plan and include these students within the scope of the annual evaluation of EL programs and services.

IV: STAFFING AND PROFESSIONAL DEVELOPMENT

Section IV addresses questions related to the authorization of staff and professional development—

- What are the specific certification requirements for teachers providing instruction to English learners?
- What must a teacher who does not hold authorization do to become certified to teach English learners?
- What are the district and site responsibilities related to staffing?
- What are district policies and guiding principles for the planning, implementation, and evaluation of professional development?

If English learners are to have access to a high-quality education and experience academic success, their needs must be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English, and content instruction delivered in students' primary language.

Authorization of Teachers

CPM II-EL 15

Teachers who provide English language development instruction or access to core curriculum instruction for English learners must be appropriately authorized or be actively enrolled in training for an appropriate EL authorization:

1. Teachers assigned to structured English immersion and English-language mainstream programs must hold a valid California teaching credential and one of the following authorizations:
 - CLAD Certificate
 - California Teacher of English learners (CTEL) examination
 - BCLAD certificate or equivalent (e.g., Bilingual Certificate of Competence)
 - Bilingual Specialist Credential
 - SB 1969/395 or AB 2913 Certificate of Completion of Staff Development
2. Teachers assigned to an alternative language program must hold a valid California teaching credential and one of the following authorizations:
 - BCLAD certificate or equivalent (e.g., Bilingual Certificate of Competence)
 - BCLAD Specialist Credential

The same staffing requirements apply to teachers in special education settings in which English learners are enrolled.

It is district policy to recruit and hire fully-credentialed teachers who hold CLAD or BCLAD authorization. Because California credential program graduates must hold a

CLAD certificate, the district works closely with local institutions of higher education to identify and recruit new teachers. It is also district practice to identify and support bilingual instructional assistants who might seek a teaching credential.

Teachers who provide instruction to English learners and who do not yet possess appropriate certification or the equivalent must be enrolled in training or show progress toward certification. There is a single path to authorization: passage of the California Teachers of English learners (CTEL) Examination. The CTEL Examination includes three subtests, each of which must be passed within five years. Each subtest may be taken separately. Designated teachers in training may enroll in a course designed to prepare them to take the CTEL Examination and/or may show progress by passing one or more subtests annually.

Each year, the Personnel Services Department provides each school of the current credential/authorization status of each of teacher. Personnel Services also contacts teachers without authorization of training requirements and monitors the progress of teachers who are in training. Each year, the district identifies teachers who are not making adequate progress toward certification.

The principal is responsible for ensuring that teachers are assigned appropriately to classrooms. This certification must be provided to Personnel Services within 30 school days after the beginning of the school year.

The district is committed to recruiting, developing, and retaining teachers who are highly qualified to teach English learners. Local recruitment goals and strategies call for the recruiting and hiring of teachers who reflect the diversity of the district's students and for provision of incentives for teachers to accept employment in SCUSD. Retention goals focus on providing new teachers with high levels of mentoring and support and for the improvement of working conditions for teachers. Finally, the district is committed to improving teacher quality through ongoing professional development and support, improved teacher evaluation, and the strengthening of professional learning communities in the schools.

The Human Resources Department is to prepare an annual report to the Superintendent's Cabinet that describes progress toward recruiting and hiring goals and identifies measures to remedy any shortages of qualified staff.

Professional Development

CPM II-EL 15

The district and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners. The district and schools will provide professional development that builds, refines, and expands teachers' pedagogical repertoire, content knowledge, and the skills to integrate both. The content of professional development will focus on the use of research-based instructional practices; the implementation of district-adopted curriculum and materials; the effective teaching of academic language and content; and the use of data in improving instruction.

The district and schools will adopt processes for designing coherent, long-term professional development programs and activities that are connected to the Single Plan for Student Achievement (known in SCUSD as School Development Improvement Plan - SDIP) and are shaped by the examination of EL achievement data. Both the district and schools will design professional development programs and activities that occur over time and are of sufficient intensity and duration to have a positive impact on classroom practice and student outcomes. Teachers will be involved in the planning of professional development. All certificated and classified personnel, including district and site leadership, are to be included within the scope of district professional development.

Professional learning communities will serve as the centerpiece for site-based professional development. The schools are to provide time for professional learning that is meaningful, collaborative, and provides teachers with ongoing opportunities for active learning and reflection. Sites will develop tools and strategies for teachers to share effective practices and disseminate new information.

The district and schools will develop a protocol for evaluating professional development programs in order to provide ongoing feedback as well as a foundation for future planning. The evaluation of professional development will address student, teacher, and organizational outcomes.

Categorical funds will be utilized to plan and provide professional development activities. Title III funding is to be utilized to support deep and sustained forms of professional development that continue over the course of each year and support implementation of each school's site plan. EIA/LEP funds may support short-term professional development that focuses on topics related to the instruction of English learners, to develop knowledge and skills related to curriculum, instruction, assessment and the use of adopted materials.

The English Learner Program Accountability Team is to review district-organized professional development programs and activities annually and examine evaluation data related to implementation.

V: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

Section V addresses questions related to program evaluation and accountability—

- What standards and specifications do we place on program evaluation?
- What are district goals and targets for the achievement of English learners?
- How will data be described and analyzed?
- How will data be used to improve programs and instruction?
- What is our plan for monitoring implementation of programs and services?

The Sacramento City Unified School District will conduct an annual evaluation of English learner programs and services to determine program effectiveness. The district evaluation plan, which is included in this section, will provide the framework for program evaluation activities. The district will examine evaluation data, assess needs, and identify program improvement priorities for action.

Evaluation of English Learner Programs and Services

CPM II-EL 13

The purposes of program evaluation are to determine the effectiveness of programs and services for English learners; to determine the extent to which language-minority students have equitable access to district programs and services, including paths to higher education; and to provide a basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students, including English learners.

The district is committed to a model of program evaluation that is shaped by the evaluation questions of stakeholders; that establishes high expectations for students; and that reflects district goals and priorities.

Evaluation Questions

The evaluation of instructional programs and services for English learners will be organized around evaluation questions posed by stakeholders. Areas of inquiry/description will include student demographics; instructional services and staffing; student outcomes for English language development; student outcomes for academic achievement; indicators that language-minority students have equitable access to district programs and services; and the capacity of the district and schools to provide English learners with high-quality instruction:

Inputs: Do English learners receive effective programs and services?

- Are English learners accurately assessed and appropriately placed? Is their progress monitored?
- Are students provided with high-quality English language development instruction?
- Do students have access to a challenging core curriculum?
- Are teachers of English learners well-qualified and effective in the classroom?
- Are students who are not making expected progress provided with effective instructional interventions?
- Overall, are all language-minority students held to high academic expectations?

Student Outcomes: Are language-minority students experiencing success in school?

- Are English learners making effective progress toward full proficiency in English?
- Are English learners making expected progress toward mastery of content standards in academic areas?
- Do English learners have access to all district programs and services?
- Are English learners making expected progress toward reclassification?
- Once reclassified, do students sustain high levels of academic achievement?
- Are English learners making expected progress through high school? Are they prepared to succeed in college and the workplace?

Goals and Growth Targets for EL and R-FEP Students

Instructional programs and services for English learners are directed at achieving a single purpose—to ensure that all English learners reach high academic standards. To achieve this result—and to ensure high levels of accountability at every level—the district has adopted the following goals for both English learners and R-FEP students:

Goal 1: English learners will make continuous and sustained progress toward full communicative and academic proficiency in English.

Goal 2: English learners will demonstrate continuous and sustained academic achievement.

Goal 3: Students who have been reclassified fluent-English proficient (R-FEP) will perform in English across the core curriculum at levels comparable to native speakers of English.

Goal 4: Students who receive academic instruction in a language other than English will demonstrate high levels of achievement in the target language of instruction.

Goal 5: English learners will make rapid and effective progress through high school.

Goal 6: English learners who are enrolled in the district for six years will be reclassified.

In order to ensure that English learners develop English language proficiency rapidly and that they close the achievement gap with English-only students, as a key element of the district “catch-up” plan, the district has established annual growth targets for English language proficiency and academic achievement. These targets are described in Chart V-A, which establishes time-based growth targets².

Chart V-A
Annual Growth Targets for English Learners

Level of English Proficiency at the time of enrollment—

					ADVANCED
				EARLY ADVANCED	
			INTERMEDIATE		
		EARLY INTERMEDIATE			
	BEGINNING				
	↓	↓	↓	↓	↓
	1 year	1 year	1 year	1 year	1 year
		2 years	2 years	2 years	2 years
			3 years	3 years	3 years
				4 years	4 years
					5 - 6 years
CELDT Level:	Early Intermediate	Intermediate	Intermediate	Early Advanced	CELDT Proficient
CST/English Language Arts	Far Below Basic	Below Basic	Basic	Basic	Proficient or Advanced
CST/ Mathematics	Far Below Basic	Below Basic	Basic	Basic	Proficient or Advanced
CAHSEE					Pass ELA and Math Tests

Evaluation Specifications

Chart V-B provides a blueprint for the annual evaluation of student outcomes. Specifications are organized around student goals and identify specific benchmarks or targets that are to be met for each goal and specifications for the description/analysis of

² It should be noted that it is especially difficult to establish valid annual targets for the CSTs since test content and cut scores are grade-level specific. The purpose of the targets is therefore to move students rapidly toward proficiency in these areas.

data. From year to year, the scope of the evaluation may vary as the evaluation questions of staff are refined and stakeholders change.

Wherever appropriate, the progress of cohorts of students who have been enrolled in the district continuously for three years or more is to be examined. Gains in English proficiency are to be disaggregated by grade span, language, school, years enrolled in the district, and program. Academic achievement gains are to be disaggregated by CELDT level, grade span, school, years enrolled, and program. The achievement of EL, R-FEP, and EO students is to be compared annually.

In addition to evaluating student outcomes, the annual evaluation report will identify key demographic indicators and trends. The report will also address indicators of equitable access, including enrollments in high-status programs such as GATE and, at the high school level, in coursework meeting the A-G requirements and in AP/Honors classes.

Evaluation will also address context factors that influence student achievement such as the accurate assessment and placement of students; the extent to which programs and instruction are consistent with theories of effective practice and are implemented with fidelity; the qualifications and effectiveness of staff; and the effectiveness of vehicles for school improvement. The district will utilize the English Learner Subgroup Self-Assessment (ELSSA), Parts B – E, which we will adapt for use at the school level, as a required vehicle for gathering this information from the sites. The principal will be responsible for seeing that the ELSSA is administered annually and that summary indices are reported to the district.

Chart V-B
Evaluation Specifications: Student Outcomes

ENGLISH LANGUAGE DEVELOPMENT		
Goal	Performance Target	Description/Analysis
<p>Goal 1: English learners will make continuous and sustained progress toward full academic proficiency in English.</p> <p>Measure: California English Language Development Test</p>	<p>1.1 80% of ELs will show an overall gain of one level or more on the CELDT annually. A student who has been continuously enrolled in the district will be designated “CELDT proficient” after five years. (See Chart V-A).</p>	<ul style="list-style-type: none"> ▪ Annual change rates, by level of proficiency ▪ By segment, school, language, years enrolled, and program ▪ Cohort studies of progress over time
	<p>1.2 ELs will meet or exceed annual state-established targets for AMAO 1 and AMAO 2.</p>	<ul style="list-style-type: none"> ▪ By school

ACHIEVEMENT IN ENGLISH LANGUAGE ARTS

Goal	Performance Target	Description/Analysis
<p>Goal 2a: English learners will demonstrate continuous and sustained achievement in English language arts.</p> <p>Measure: California Standards Tests / English Language Arts</p>	2.1 60% of ELs who score at Far Below Basic, Below Basic, or Basic will make a level gain annually.	<ul style="list-style-type: none"> ▪ By English fluency ▪ By CELDT level ▪ By segment ▪ By school ▪ By language
	2.2 80% of ELs who are CELDT proficient will score Proficient or Advanced on the CST/ELA.	<ul style="list-style-type: none"> ▪ By CELDT level ▪ By segment ▪ By language
	2.3 80% of students who have been continuously enrolled in the district will score Proficient or Advanced on the CST/ELA within six years..	<ul style="list-style-type: none"> ▪ By years enrolled ▪ By segment ▪ By language
<p>Goal 2b: R-FEP students will demonstrate and sustain high levels of achievement in English language arts.</p> <p>Measure: California Standards Tests / English Language Arts</p>	2.4 80% of students who have been reclassified FEP will score Proficient or Advanced on the CST/MATH.	<ul style="list-style-type: none"> ▪ By English fluency

ACHIEVEMENT IN MATHEMATICS

Goal	Performance Target	Description/Analysis
<p>Goal 3a: English learners will demonstrate continuous and sustained achievement in mathematics.</p> <p>Measure: California Standards Tests / Mathematics</p>	3.1 60% of ELs who score at Far Below Basic, Below Basic, or Basic will make a level gain annually.	<ul style="list-style-type: none"> ▪ By English fluency ▪ By CELDT level ▪ By segment ▪ By school ▪ By language
	3.2 80% of ELs who are CELDT proficient will score Proficient or Advanced on the CST/ELA.	<ul style="list-style-type: none"> ▪ By CELDT level ▪ By segment ▪ By language
	3.3 80% of students who have been continuously enrolled in the district will score Proficient or Advanced on the CST/ELA within six years.	<ul style="list-style-type: none"> ▪ By years enrolled ▪ By segment ▪ By language

<p>Goal 3b: English learners will demonstrate continuous and sustained achievement in mathematics.</p> <p>Measure: California Standards Tests / Mathematics</p>	<p>3.4 80% of students who have been reclassified FEP will score Proficient or Advanced on the CST/MATH.</p>	<ul style="list-style-type: none"> ▪ By English fluency
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ACADEMIC ACHIEVEMENT IN SPANISH

Goal	Performance Target	Description/Analysis
<p>Goal 4: Students who receive instruction in Spanish will demonstrate high levels of achievement in the target language of instruction.</p> <p>Measure: Standards-based Tests of Spanish</p>	<p>4.1 80% of students enrolled in a Spanish bilingual education program will score Proficient or Advanced on the STS in reading/language arts.</p>	<ul style="list-style-type: none"> ▪ By program ▪ By grade level ▪ By school
	<p>4.2 80% of students enrolled in a Spanish bilingual education program will score Proficient or Advanced on the STS in mathematics.</p>	<ul style="list-style-type: none"> ▪ By program ▪ By grade level ▪ By school

PROGRESS TOWARD REDESIGNATION

Goal	Performance Target	Description/Analysis
<p>Goal 5: English learners will show rapid progress toward reclassification.</p> <p>Criteria: CELDT; CST/ELA; mastery of grade-level curriculum</p>	<p>5.1 80% of English learners who have been continuously enrolled in the district will be reclassified fluent English proficient (R-FEP) within six years.</p>	<ul style="list-style-type: none"> ▪ By segment ▪ By school ▪ By language

PATHS THROUGH HIGH SCHOOL

Goal	Performance Target	Description/Analysis
<p>Goal 6: Language-minority students will pass the California High School Exit Examination</p> <p>Measures: Pass rates on the CAHSEE/ELA and CAHSEE/MATH</p>	<p>6.1 90% of language-minority students who are CELDT proficient and who have been continuously enrolled in the district since grade 9 will pass the CAHSEE by the end of grade 12.</p>	<ul style="list-style-type: none"> ▪ By English fluency ▪ By CELDT level ▪ By school ▪ By language ▪ 9th grade cohort analysis

<p>Goal 7: All language-minority students will graduate prepared to succeed in college and the workplace.</p> <p>Measure: High school diploma</p>	<p>7.1 100% of language-minority students in grade 12 who have been continuously enrolled in the district since grade 9 will receive a diploma.</p>	<ul style="list-style-type: none"> ▪ By English fluency ▪ By school ▪ By language ▪ 9th grade cohort analysis
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D. School Improvement Planning and Evaluation Processes

The Sacramento City Unified School District is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision making. The district respects the difficulty involved in changing schools and schooling in ways that have a meaningful impact on students. To ensure that students are the central focus of ongoing school improvement efforts, the district will implement school improvement processes that—

- establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities;
- provide for high levels of coordination among district-level departments and between the district and the schools;
- ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities.

As part of the development of each school’s Single Plan for Student Achievement (SDIP), site personnel will examine student achievement data in order to develop specific change initiatives that contribute to the improvement of programs and services for all English learners.

E. Monitoring Implementation of the English Learner Master Plan

The district will monitor implementation of the English Learner Master Plan, in accordance with guidelines in Appendix B, and will provide support and incentives to schools to ensure full implementation of the plan. The scope of monitoring will include site-level programs and services as well as support provided at the district level.

Each principal will be responsible for monitoring all aspects of implementation, including English language development instruction and instruction that provides English learners with access to the core curriculum.

The area assistant superintendents and the director of the Multilingual Literacy Department will share responsibility for providing ongoing support to principals in their efforts to monitor the delivery of programs and services.

VI: PARENT AND COMMUNITY INVOLVEMENT

Section VI addresses questions related to parent communication and involvement—

- What are the basic requirements for parent communication? What are the district responsibilities? What must each school do?
- What are the requirements for the formation and functioning of the school's English Learner Advisory Committee?
- What are the requirements governing the functioning of the District English Learner Advisory Committee?

The Sacramento City Unified School District will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. The district and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

Communication and Outreach

CPM I-EL 1

The district and schools will ensure that communication with the parents and families of English learners is ongoing, meaningful:

1. The district Matriculation and Orientation Center (MOC) provides newly-enrolling parents and families with oral and written information on the schools and on the instructional programs and services that are provided to English learners. Individualized communication and support is provided in Chinese, Hmong, Mien, Russian, Spanish, and Vietnamese.
2. The MOC informs parents how they can be involved in the education of their children and actively assist their children to attain full proficiency in English, achieve at high levels in core academic subjects, and meet challenging state content and achievement standards.
3. The district and schools will communicate in languages that parents and families understand. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district will be written in the primary language(s) as well as in English.
4. The school will provide opportunities for parents to be active participants in the life of the school by volunteering in the classroom, attending parent meetings and events, serving on the school's English Learner Advisory Committee (ELAC), or being a part of the School Site Council.

5. The MOC notifies parents of the results of initial CELDT testing. The school notifies parents annually of their child's level of English proficiency and of program placement recommendations.
6. The school notifies parents when their child meets criteria for reclassification and actively encourages them to be involved in the reclassification process.
7. The elementary report card describes the progress of English learners toward mastery of English language development and grade-level content standards. Where feasible, the report card will be provided or explained in a language that parents understand.
8. When the district has not made progress on annual measurable achievement objectives, it informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs.

The district will maintain an archive of all parent notification documents. The school will place all parent notification documents in the child's cumulative folder.

English Learner Advisory Committees

CPM II-EL 2

Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.

ELAC Bylaws

Each ELAC is encouraged to develop and adopt bylaws that describe the election procedures, terms, and requirements of ELAC members and officers; and establish meeting times and the number of attendees needed for a quorum. Bylaws are to be aligned with the district English Learner Master Plan.

Election of ELAC Members

Each year, by October 15, the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC.

The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. If a member is replaced during the year, the replacement serves for the remainder of the school year. Other members of the ELAC are to be selected in accordance with each site's ELAC bylaws.

ELAC officers will be selected and replaced, as needed, in accordance with ELAC bylaws.

ELAC Functions

Each site will ensure that the ELAC carries out the following functions each year:

1. Advising the School Site Council (SSC) on the development of the school's Single Plan for Student Achievement (SDIP), ensuring that English learners have equitable access to state and federal funds and that they benefit fully from activities supported under the site plan;
2. Advising the principal and staff on the school's program for English learners;
3. Helping the school conduct an annual school needs assessment and ensure that the results are used to shape school improvement priorities and directions;
4. Assisting in the preparation of the annual language census (R-30LC);
5. Supporting the school's efforts to make parents aware of the importance of children's regular school attendance.

To make certain that these functions are carried out, the district will develop systems for holding each school publicly accountable for involving parents and families in meaningful ways in the development and implementation of the school site plan, including the monitoring of the budget.

Training for ELAC Members

The Multilingual Literacy Department will provide training each year to principals/designees on the formation of the ELAC.

The school will provide training to ELAC members that enables them to carry out their legal responsibilities. The training is to be planned in full consultation with ELAC members. EIA/LEP or district funds may be used to cover costs related to training, including childcare, materials, translation, training, and conference attendance.

Planning and Coordination of ELAC Meetings

The principal or designee will coordinate communication between the school and home and will work with ELAC officers to schedule ELAC meetings and other activities. The principal or designee will meet with ELAC officers to help plan meeting agendas and will attend meetings. The site will hold at least six ELAC meetings each year.

The ELAC officers will conduct meetings.

Delegation of Responsibilities to the School Site Council

The ELAC may delegate its duties and responsibilities to the School Site Council provided that the parents of English learners are represented on the SSC constitute the same percentage of the membership as their children represent the student body. This delegation of authority is to be documented in the minutes of the SSC and kept on record at the school site.


ELAC Representation on the DELAC

ELAC members are to be given the opportunity each year to elect a member of the committee to the District English learners Advisory Committee (DELAC).

Required Documentation

The following documentation must be kept on file at the site: by-laws, attendance records, and agendas/minutes that document that the committee has met all requirements. The site will provide the Multilingual Literacy Department with copies of all documentation.

The Multilingual Literacy Department will monitor compliance with the mandates for the formation and functioning of the ELAC.

 **EL Electronic Toolbox:** The *ELAC Handbook* and the *English Learner Advisory Committee Minutes Template* are available for downloading and copying.

District English Learner Advisory Committee

CPM II-EL 3

Each year the district establishes a functioning District English Learner Advisory Committee (DELAC). Parents or guardians of English learners not employed by the District constitute a majority membership of the committee.

DELAC Functions

The DELAC will advise the Board of Education in the following areas:

- Development and revision of the district English Learner Master Plan;
- Conducting of a district wide needs assessment on a school-by-school basis;
- Setting district goals and objectives for programs and services for English learners;

- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
- Administration of the annual language census;
- Review of and comment on the school district's reclassification procedures;
- Review of and comment on the written notifications required to be sent to parents and guardians.

The DELAC will fulfill its functions in accordance with its bylaws. The DELAC will make at least one presentation to the Board of Education annually.

Training for DELAC Members

The Multilingual Literacy Department will provide DELAC members with appropriate training to assist them in carrying out their legal responsibilities, using a training-of-trainers approach. The training is to be planned in full consultation with the DELAC officers.

EIA/LEP or district funds may be used to cover costs related to training, including childcare, materials, translation, training, and conference attendance.

Planning and Coordination of DELAC Meetings

The director of the Multilingual Literacy Department is to serve as the liaison between the district and the DELAC and will work with DELAC officers to schedule DELAC meetings and other activities. The director of the Multilingual Literacy Department will meet with DELAC officers to help plan meeting agendas and attends meetings.


The DELAC will hold at least five meetings each year.

The DELAC chairperson will conduct meetings. Interpreting services will be provided at all meetings. The chairperson will approve all committee communications and reports.

DELAC minutes will be provided to members of the Superintendent's Cabinet and to principals.

Required Documentation

The following DELAC documentation must be kept on file by the district: bylaws, attendance records, and agendas/minutes that document that the committee has met all requirements.

 **EL Electronic Toolbox:** The *EL Master Plan* is available for downloading and copying.

VII: FUNDING AND TITLE III PROGRAM ADMINISTRATION

Section VII addresses questions related to how state and federal categorical funds may be spent and requirements governing the planning of the Title III program—

- How must general fund resources be used?
- How may EIA/LEP funds be used? What kinds of expenditures are allowable?
- How may Title III funds be used? What types of expenditures are allowable?
- What requirements govern the EL Master Plan? How are private schools to be involved in the Title III program?

Funding and resources are allocated according to requirements specified by the Education Code, state regulations, and district policies and procedures. Categorical funds are to supplement the base educational program, which is supported by the general fund.

Appropriate Use of General Funds

CPM II-EL 10

The general fund is utilized to support delivery of the core curriculum and all base program services. The Administrative Services Department allocates general funds to each school to support implementation of the program for English learners. The provision of English learner services is not contingent on the receipt of state or federal categorical funds.

Principals are to ensure that general fund resources at each site are used to support base-program teacher salaries and benefits; the purchase of district-adopted core curricular materials, including English language development materials; instructional supplies; mandated assessments; and other essential district services that are provided to all students.

Economic Impact Aid/LEP funds

CPM II-EL 11

The district receives EIA/LEP funding based on a per-pupil formula for identified English learners which is triggered annually by the R-30 Language Census. 85% of these funds are to be used for direct services to students. Schools receiving EIA/LEP funds must establish a budget and prioritize the allocation of these funds in the school-level plan. The school must use the English Learner Budget Planning Tool to develop a budget. Each ELAC is to advise the SSC on the development of the school-level plan, including the budget.

Allowable EIA/LEP are to be utilized to promote the academic achievement of English learners; to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates. Examples of allowable expenditures include:

- Hiring of certificated resource staff to provide direct supplemental services to English learners, including specialized and targeted interventions;
- Hiring of bilingual paraprofessionals to help English learners access the core curriculum;
- Employment of bilingual parent advisors and bilingual community liaisons;
- Purchase of supplemental instructional materials, including books, software, video, and audio materials that enable students to meet state and local academic standards;
- Professional development for teachers of English learners and bilingual paraprofessionals to develop instructional skills and support progress toward certification;
- Support for instructional coaches;
- Provision of teacher articulation meetings (e.g., grade-level meetings, department meetings, curriculum planning meetings);
- Provision of extended-day tutorials for ELs needing intensive language instruction and/or specialized academic support;
- Parent education events and training and support that enables parent education (e.g., childcare for parents during meetings or trainings, training supplies, refreshments, transportation)
- Translation services
- Stipends for teachers who perform duties beyond the duty day related to English learners (e.g., reclassification or reclassification follow-up, conducting needs assessments, program evaluation)
- Other reasonable expenses related to the English learner program.

EIA/LEP funds may not supplant unrestricted funds or other categorical resources. They may not be used for base-program teacher salaries, for food for faculty meetings, or for capital outlay.

All site expenditures of EIA/LEP funds must be included in the site plan.

Federal Categorical Funds

Title III of the No Child Left Behind Act supports activities that help English learners develop full proficiency in English and reach high academic standards. Title III funds may be used to—

- Support the development of innovative programs;
- Purchase supplementary instructional materials;
- Provide support for deep and sustained professional development for teachers that focuses on the improvement of instruction and assessment;
- Strengthen the district's or school's ability to strengthen assessment and accountability systems;
- Increase parent involvement.

No more than 2% of Title III funds may be allocated toward administrative costs. The district may also take indirect costs as established each year.

Title III funds must supplement, not supplant, general funds or other categorical resources at the school.

If Title III funds are allocated to the schools, each site is to use the English Learner Budget Planning Tool to develop a budget for the use of these funds.

In addition, other state and federal funds may also be used to support intervention and professional development programs that benefit English learners:

- Federal Title I, Part A funds may be utilized to help improve instruction in high poverty schools to ensure that all students meet state academic standards;
- State Compensatory Education funds provide supplemental services to the lowest-achieving students, including English learners;
- Title I Migrant Education Funds provide supplemental services for eligible migrant students who are not meeting state standards;
- Federal Title II funds may support the hiring and training of highly-qualified teachers, including personnel who work with English learners.

For all programs funded through the Consolidated Application, including programs for English learners, EIP/LEP, and Title III and operated by the school, the School Site Council (SSC) must annually develop, review, update, and approve the Single Plan for Student Achievement (SDIP), including proposed expenditures.

CPM II-EL 7

In addition to meeting all other state requirements (see Appendix A, II-EL 7), site expenditures of categorical funds must be included in the SDIP, approved or advised upon by the appropriate advisory committee, and reviewed and approved by the State and Federal Projects Department. Further oversight of the consolidated application including these funds is provided by the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), and the Board of Education through its annual review and approval process.

For all categorical programs, the district maintains a record for each piece of equipment purchased with EIA/LEP or Title III funds that equal or exceeds \$500, in accordance with state guidelines (see Appendix A, II-EL 9).

CPM II-EL 9

The district will properly assess administrative costs for direct or indirect costs of federal funds for salaries and wages in proportion to the allowable quantity and duties of the employee, in accordance with state guidelines (see Appendix A, II-EL 12)

CPM II-EL 12

Title III Program Administration

Implementation and Monitoring of the LEA Plan

CPM II-EL 6

The district's LEA plan includes a description of programs and activities to be implemented to ensure the success of students, including English learners, in meeting state academic achievement standards. The plan also includes a description of how funds will be used to enable the district and schools to meet all annual measurable achievement objectives. The plan will describe how school sites will be held accountable for ensuring that English learners make annual yearly progress; how they will involve parents and community in programs; and how EL programs and services will be implemented to ensure that English learners are served. The district will describe the use of assessments that are utilized to determine program effectiveness and to guide program revisions to ensure success.

Private School Participation in Title III

CPM II-EL 4 & 19

The district consults with appropriate private school personnel during the development of the Title III program. Consultation is to include within its scope the identification of student needs; services that will be offered; service-delivery options; assessment and improvement services; availability and allocation of funds; and other elements required under state guidelines (see Appendix A, I-EL 4).

The school district contacts all private schools within its boundaries annually regarding participation in the Title III. For participating private schools, the district will provide equitable educational services to address the needs of students, teachers, and families. Parents at participating schools will have access to parental involvement services and activities. The district will assess identified students annually for English language proficiency.

GLOSSARY

BCLAD authorization – State certification granted to teachers who have demonstrated proficiency in the target language and who have mastered competencies related to bilingual teaching methodology and cross-cultural competence.

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

California Standards Tests (CSTs) – State-mandated tests that all students in grades 2 – 11 take annually to evaluate mastery of grade-level standards in the content areas.

Catch-up plan – Tiered interventions that are recommended for students who are not making adequate progress in developing English proficiency, including proficiency in reading, or in making academic progress.

Categorical Program Monitoring (CPM) – CPM is the process by which the California Department of Education monitors district compliance with state laws and regulations. The process ensures that districts are using funds for the authorized purposes. English Learner programs and services is an important area of focus for CPM.

CLAD authorization – State certification granted to teachers who have mastered competencies related to providing English language development instruction and/or specially-designed academic instruction in English.

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

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

Dual language immersion program – A dual language immersion program enrolls both English learners and native English speakers in a classroom in which academic instruction is provided in both English and the target language—in Oakland, Spanish. Students develop oral proficiency and reading/writing skills in both languages. Both languages are also used to provide students with grade-level instruction in both languages.

Economic Impact Aid (EIA)/LEP funds – State categorical funds for districts to support compensatory services for students who are identified as limited-English proficient.

English Learner – A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient.

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

English-language mainstream (ELM) program – An English-language mainstream (ELM) program is designed for English learners who have acquired basic fluency in English but who are not yet ready to be reclassified. An ELM program includes specialized English language development instruction appropriate to each student’s level of English proficiency as well as differentiated instruction in English language arts, math, science, and social studies utilizing supplemental curricula and special scaffolding and support. Schools must also provide targeted interventions, as needed, to prevent ELM students from incurring long-term academic deficits.

English-only student – A student whose native language is English.

Home language – The language the child first learned and/or the language used in the home to communicate.

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

Reclassification – The process that determines whether an English Learner is ready to be reclassified as Fluent English Proficient (R-FEP). The decision to reclassify is based on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and has achieved a level of academic performance comparable to students whose native language is English.

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

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

Standardized Testing and Reporting (STAR) Program – California’s STAR program provides the mandated framework for the annual testing of California’s students and provides the vehicle for holding districts accountable for achieving results for students.

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

Structured English immersion program – A structured English immersion (SEI) program is designed to promote the rapid acquisition of English for students who have not yet developed basic oral proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. Students are typically enrolled in an SEI program or classroom for one to two years.

Title III – Title III, the federal English Language Acquisition, Language Enhancement, and Academic Achievement Act, provides supplemental funding to school districts to implement programs designed to help limited-English proficient and immigrant students attain English proficiency and meet the same academic standards as all other students.

Transitional bilingual education program (Spanish) – A transitional bilingual education (TBE) program is designed to move students quickly and effectively into an English-language classroom, usually by the end of third grade, through use of English and Spanish. Students develop initial literacy skills in Spanish. The use of English increases at each subsequent grade, and students begin to add English reading and writing skills. The primary language is utilized to provide access to foundational knowledge and skills that are needed for academic success in English.

APPENDIX A

Federal and State Legal Basis for English Learner Programs

This section presents Federal and California State Laws that form the basis for English learner programs.

Federal Law:

- 1. United States Constitution, Fourteenth Amendment - Equal Protection Clause:**
Sets forth that 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 laws."
- 2. Title VI of the Civil Rights Act of 1964 (42 USC Section 2000d), including related federal regulations (34 CFR 100.1-100.13):**
Provides that "no person in the United States shall, on the ground of race, color, or national origin...be subjected to discrimination under any program or activity receiving federal financial assistance." This protection extends to students' language minority status.
- 3. Lau v. Nichols, 1974:**
Declares that classes taught in English and which provide no assistance in learning English deny LEP students a meaningful opportunity to participate in the educational program.
- 4. Equal Education Opportunities Act of 1974 (20 USC, 1703f):**
Requires educational agencies to take "appropriate action to overcome language barriers that impede equal participation" by its students in its instructional programs.
- 5. Castañeda v. Pickard, 1981:**
Requires districts to provide English learners instruction so that they "acquire both English language proficiency comparable to that of the average native speakers, and to recoup any deficits which they may incur in other areas of the curriculum as a result of this extra expenditure of time on English language development."

Furthermore, districts are required to ensure 1) the "soundness of the educational theory of principles upon which the program is based;" 2) "the programs and practices actually used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school," including appropriately authorized teachers; and 3) evaluate the program's effectiveness and modify when necessary.

6. **Keyes v. School District No. 1:**

Affirms that: The key to an effective elementary bilingual classroom is the ability of the teacher to communicate with the children. Thus, if it is expected that understandable instruction will take place, there must be assurance that the teacher has the necessary bilingual skills. (Keyes, at p. 1516.)

California Law:

1. **State Constitution: Due Process and Equal Protection Clauses**

A person may not be deprived of life, liberty, or property without due process of law or denied equal protection of the laws. (Article I, Section 7a)

2. **Former State Bilingual Education Act; A.B. 507**

This Act established specific bilingual program requirements for identification, instruction, staffing assignments, classroom composition, reclassification, and parent involvement.

3. **California's *Sunset* Statutes**

Sunset is defined in Education Code Section 62000 as follows:

Sunset and *sunset date*, as used in this part, mean the date on which specific categorical programs cease to be operative and Sections 62002, 62003, 62004, 62005, and 62005.5 govern program funding.

The educational programs referred to in Sections 62000.1 to 62000.5, inclusive, shall cease to be operative on the date specified, unless the Legislature enacts legislation to continue the program after the review prescribed in Section 62006. (Emphasis supplied.)

Accordingly, there are five *sunset* statutes that govern the bilingual education program, which *sunsetted* on June 30, 1987: Sections 62002, 62003, 62004, 62005, and 62005.5. Of these, the most important is Section 62002. It states:

If the Legislature does not enact legislation to continue a program listed in Sections 62000.1 to 62000.5, inclusive, the funding of that program shall continue for the general purpose of that program as specified in the provisions relating to the establishment and operation of the program. The funds shall be disbursed according to the identification criteria and allocation formulas for the program in effect on the date the program shall cease to be operative pursuant to Section 62000.1 to 62000.5, inclusive, both with regard to state-to-district and district-to-school disbursements. The funds shall be used for the intended purposes of the program but all relevant statutes and regulations adopted thereto regarding the use of the funds shall not be operative, except as specified in Section 62002.5. (Emphasis supplied.)

When Section 62002 is applied to the intent section of A.B. 507, former Section 52161, eight "general" or "intended" purposes are located. They are:

- a. The primary goal of all bilingual programs is, as effectively and efficiently as possible, to develop in each child fluency in English.
- b. The program must "provide equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language."
- c. The program must provide "positive reinforcement of the self-image of participating pupils."
- d. The program must "promote cross-cultural understanding."
- e. California school districts are required "to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in the public schools."
- f. California school districts are required "to provide adequate supplemental financial support" in order to offer such bilingual learning opportunities.

- g. Insofar as the individual pupil is concerned, participation in bilingual programs is voluntary on the part of the parent or guardian.
- h. School districts must "provide for in-service programs to qualify existing and future personnel in the bilingual and cross-cultural skills necessary to serve the pupils of limited English proficiency of this state."

The other major *sunset* statute is Section 62002.5. It provides for parent advisory committees and school site councils in the following manner:

Parent advisory committees and school site councils which are in existence pursuant to statutes or regulations as of January 1, 1979 shall continue subsequent to the termination of funding for the programs sunsetted by this chapter. Any school receiving funds from Economic Impact Aid or Bilingual Education Aid subsequent to the sunseting of these programs as provided in this chapter, shall establish a school site council in conformance with the requirements in Section 52012. The functions and responsibilities of such advisory committees and school site councils shall continue as prescribed by the appropriate law or regulation in effect as of January 1, 1979. (Emphasis supplied.)

4. California Attorney General's Legal Opinion on Ed Code 300 et. Seq. (Proposition 227)

In 2000, the California Attorney General provided clarifications to some of the vague language in Proposition 227 of 1998. In particular, he spoke to the alternative program option and parental exception waivers, reaffirming parents' rights in selecting their children's educational programs.

5. California's Education Code

While English learners in the K-12 public school system are first and foremost students that are entitled to all corresponding rights and requirements under the California Education Code, there are some Ed Code citations that speak directly to meeting the needs of English learners. Some of these are:

EC 300 et. seq., 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60600 et. seq., 60810-60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304-4306, 4312, 4320, 11300-11305; 83 Ops. Cal. Atty. Gen. (2000) 40

6. Categorical Program Monitoring (CPM)

California public school districts are reviewed on a four-year cycle through the California Department of Education's categorical Program Monitoring. The focus of this monitoring is to ensure compliant implementation of state and federal program requirements in order to meet the needs of students, including English learners. The English learners Ongoing Self-Evaluation Program Tool (OPSET) published by the California Department of Education provides us with the English learner program requirements to be reviewed under the CPM process.

Appendix B

Policies and Guidelines for Monitoring Implementation of the English Learner Master Plan

The Sacramento City Unified School District will monitor implementation of the English Learner Master Plan and will provide support and incentives to schools to ensure full implementation of the plan. The purpose of monitoring will be to ensure that all English learners are provided with high-quality programs and services and that the schools and the district demonstrate rapid and effective progress toward full compliance with state and federal mandates.

Site Accountability for Implementation

The principal is responsible for ensuring all English learner programs and services are in alignment with the English Learner Master Plan. Accordingly, the principal must gather and maintain document that each English learner—

- is provided with an instructional program that is congruent with program descriptions provided in the Master Plan;
- is assessed and placed in an instructional program appropriate to need and that parents have been adequately notified;
- is provided with daily, specialized English language development appropriate to level of proficiency;
- has access to the core curriculum appropriate to grade level;
- has access to all other programs and services, including GATE and special education services;
- is assessed on an ongoing basis for the development of English language proficiency and mastery of academic content;
- is provided with appropriate intervention services where the student is not making progress.

The principal is responsible for actively supervising the adequacy and appropriateness of English Learner instructional services. Evidence of the ongoing supervision of instruction will be included within the scope of the principal evaluation process.

The principal will also ensure that mandated school-wide systems are in place to support the success of English learners and the effective involvement of parents and families. Specifically, each site must maintain documentation that—

- the school communicates with and involves parents appropriately;
- where required, an ELAC has been properly formed and is carrying out its legally-mandated functions, in accordance with Section 6 of the English learner Master Plan;
- staff who hold appropriate authorization are assigned to teach English learners or are enrolled in training;

- professional development activities conform to the basic design principles identified in Section IV of the English Learner Master Plan;
- resources are allocated effectively and equitably to serve the needs of English learners;
- budget expenditures are congruent with state and federal requirements, as outlined in Section VII of the English Learner Master Plan, and reflect the use of the English Learner Budget Planning Tool;
- All other procedural requirements described in the English Learner Master Plan are met.

As part of the school-level planning process, each school that enrolls ≥ 21 English learners is to assess the EL programs and services it provides, using the English Learner Subgroup Self Assessment (ELSSA), which is to be adapted for use at the school level. The ELSSA is to be administered annually and will be used as an important basis for establishing the improvement needs and priorities of the school. The school is to submit the ELSSA electronically to the district and also enter information gathered from the ELSSA on its English Learner Budget Planning Tool.

The implementation of school-wide support services will be included within the scope of the principal evaluation process.

District Accountability for Implementation

The Multilingual Literacy Department and each area assistant superintendent will share responsibility for providing technical assistance and support to schools to ensure compliance with state and federal mandates and guidelines. The Superintendent's Cabinet will provide broad oversight for efforts to monitor implementation of the English Learner Master Plan.

The District English Learner Advisory Committee will share responsibility for reviewing the status of implementation and for advising the district on school improvement priorities and actions.

Area Assistant Superintendents

The area assistant superintendent will monitor implementation of English Learner programs and support services at each school under his or her authority with the support of the director of the Multilingual Literacy Department. The Department of Multilingual Literacy will develop and/or select tools and procedures that are to be used to monitor program implementation and will otherwise provide support for program monitoring processes and activities.

Multilingual Literacy Department

The director of the Multilingual Literacy Department will work collaboratively to promote the implementation of the English Learner Master Plan and to support all

monitoring processes. The district will ensure that the Multilingual Literacy Department has sufficient staff and resources to deliver high-quality support services to the schools and to other units at the district level.

**APPENDIX C: CATCH-UP SERVICES MODEL
TIERED SERVICES FOR ENGLISH LEARNERS: ELEMENTARY LEVEL**

TIER 1: CORE

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	All English Learners	All English Learners	All English Learners
Setting	Regular classroom	Regular classroom	Regular classroom
Grouping of Students	By assessed level of proficiency.	By assessed level of proficiency.	By assessed level of proficiency and academic need.
Curriculum	Grades K-3: Moving Into English Grades 4-6: Avenues	<u>English</u> : <i>Open Court Reading</i> + use of accessible supplemental reading selections. <u>Spanish</u> : <i>Foro Abierto</i> .	<u>English</u> : Adopted core materials in English + supplemental materials for ELs. <u>Spanish</u> : Adopted core materials in Spanish.
Required Best Teaching Practices	Use of instructional strategies identified in district <i>English Learner Instructional Guidelines</i> , appropriate to developmental level.	<u>English</u> : Frontloading of <i>Open Court Reading</i> in accordance with the <i>OCR English Learner Support Guide</i> + differentiated instruction appropriate to reading level. <u>Spanish</u> : Direct instruction in Spanish reading skills that are transferable to English + differentiated reading instruction in Spanish appropriate to reading level.	<u>English</u> : Use of instructional strategies identified in district <i>English Learner Instructional Guidelines</i> , appropriate to developmental level. <u>Spanish</u> : Use of confirmed best practices in content-area teaching.

Time	30 minutes daily	<u>English</u> : Required core time + 20 minutes daily. <u>Spanish</u> : Required core time + 20 minutes daily.	Varies according to content area.
Staff Member	Regular classroom teacher	Regular classroom teacher	Regular classroom teacher
Qualifications of Staff / Teaching Competencies	CLAD or BCLAD. Knowledge of second language acquisition theory and practice; use of adopted materials; culturally-responsive teaching; use of basic best teaching and assessment practices.	CLAD or BCLAD. <u>English</u> : Ability to frontload OCR in accordance with publisher’s guidelines. <u>Spanish</u> : Ability to provide Spanish-to-English transfer skills instruction.	CLAD or BCLAD. Use of differentiated teaching practices: basic level of use.
Assessment	Unit assessments for program materials.	Initial and mid-year screening for potential reading problems using developmentally and linguistically appropriate assessment procedures and tools. English: <i>OCR</i> progress assessments. Spanish: <i>Foro Abierto</i> progress assessments.	Progress assessments for program materials.

TIER 2: CORE PLUS

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	English Learners who are not showing adequate progress in ELD after 18 weeks of instruction.	English Learners who are not showing adequate progress in reading after 18 weeks of instruction.	English Learners who are not showing adequate progress in one or more content areas after 18 weeks of instruction.
Setting	Small group within the regular classroom.	Small group within the regular classroom.	Small group within the regular classroom.
Grouping of Students	By assessed level of proficiency and need.	By assessed level of proficiency.	By assessed level of proficiency.
Curriculum	Same as Tier 1 + use of supplemental materials that address targeted language domains.	<p><u>English</u>: Base program + accessible reading selections appropriate for targeted skills development.</p> <p><u>Spanish</u>: Base program + accessible reading selections appropriate for targeted skills development.</p>	<p><u>English</u>: Adopted core materials in English + supplemental materials for ELs.</p> <p><u>Spanish</u>: Adopted core materials in Spanish.</p>
Required Best Teaching Practices	Same as Tier 1 + targeted instruction that focuses on up to three foundational domains: listening comprehension, oral expression, vocabulary, forms and functions, reading, writing.	Same as Tier 1 + targeted instruction on up to three foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension.	<p><u>English</u>: Frontloading of concepts and language in each content area and other differentiated teaching practices.</p> <p><u>Spanish</u>: Use of confirmed best teaching practices in each content area.</p>
Time	Base program + 20 minutes daily	<p><u>English</u>: Base program + 20 minutes daily.</p> <p><u>Spanish</u>: Base program + 20 minutes daily.</p>	Varies according to content area.

Staff Member	Regular classroom teacher and/or instructional support staff.	Regular classroom teacher and/or instructional support staff.	Regular classroom teacher and/or instructional support staff.
Qualifications of Staff / Teaching Competencies	CLAD or BCLAD. Knowledge of second language acquisition theory and practice; use of adopted materials; culturally-responsive teaching; use of basic best teaching and assessment practices in targeted language domains.	CLAD or BCLAD. <u>English</u> : Use of best teaching practices to develop literacy fundamentals in small-group settings. <u>Spanish</u> : Use of best teaching practices to develop literacy fundamentals in small-group settings.	CLAD or BCLAD. Use of differentiated teaching practices: extended level of use.
Assessment	Program materials unit assessments. Supplemental materials assessments.	English: <i>OCR</i> unit assessments. Spanish: <i>Foro Abierto</i> unit assessments. Supplemental materials assessments.	Supplemental materials assessments.

TIER 3: CORE INTENSIVE

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	English Learners who are not showing adequate progress in ELD/ELA reading language arts after 9 weeks of Tier 2 instruction.	English Learners who are not showing adequate progress in one or more content areas after 9 weeks of Tier 2 instruction.	
Setting	Small group or individualized (push-in or pull-out).	Small group or individualized (push-in or pull-out).	
Grouping of Students	By assessed reading/language arts need.	By assessed academic need.	
Curriculum	Base program + use of supplemental materials that address targeted language domains.	<u>English</u> : Adopted core materials in English + supplemental materials for ELs.	
		<u>Spanish</u> : Base program + accessible reading selections appropriate for targeted skills development.	<u>Spanish</u> : Adopted core materials in Spanish.
Required Best Teaching Practices	Same as Tier 1 + targeted instruction that focuses on up to three foundational domains: listening comprehension, oral expression, vocabulary, forms and functions, reading, writing.	Frontloading of concepts and language in each content area and other differentiated teaching practices.	
		<u>Spanish</u> : Same treatment but in Spanish.	
Time	Base program + 40 minutes daily	Varies according to content area.	
Staff Member	Regular classroom teacher and/or instructional support staff.	Regular classroom teacher and/or instructional support staff.	

Qualifications of Staff / Teaching Competencies	<p>CLAD or BCLAD.</p> <p>Knowledge of second language acquisition theory and practice; use of adopted and supplemental materials; use of best teaching and assessment practices in literacy instruction in individualized and small-group settings.</p>		<p>CLAD or BCLAD.</p> <p>Use of differentiated teaching practices: refined level of use.</p>
Assessment	<p>OUSD ELD Progress Profile.</p> <p>Program materials unit assessments.</p> <p>Supplemental materials assessments.</p>	<p>English: <i>OCR</i> unit assessments.</p> <p>Spanish: <i>Foro Abierto</i> unit assessments.</p> <p>Supplemental materials assessments.</p>	<p>Supplemental materials assessments.</p>

TIERED SERVICES FOR ENGLISH LEARNERS: SECONDARY LEVEL

TIER 1: CORE

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	All English Learners	All English Learners	All English Learners
Setting	Regular classroom	Regular classroom	Regular classroom
Placement of Students	By assessed level of proficiency, in accordance with guidelines in the EL Master Plan.	By assessed level of proficiency.	By assessed level of proficiency.
Program and Curriculum	<u>Beginning – Intermediate ELD</u> : Two periods daily of ELD.		<u>SDAIE Math</u> : Differentiated instruction.
	<u>SDAIE/.1 ELA</u> : One period daily	One period, depending on need	
	<u>Mainstream English</u> : One period of core English, using HOLT, that embeds differentiated ELD instruction.		
Instructional Strategies	Use of instructional strategies identified in district <i>English Learner Instructional Guidelines</i> , appropriate to developmental level		Use of instructional strategies identified in district <i>English Learner Instructional Guidelines</i> , appropriate to developmental level .
Staff	ELD teacher	ELA teacher	Subject-area teacher
Qualifications of Staff / Teaching Competencies	CLAD or BCLAD.	CLAD or BCLAD.	CLAD or BCLAD.
	Knowledge of second language acquisition theory and practice; use of adopted materials; use of basic best teaching and assessment practices.	Use of differentiated teaching practices: basic level of use.	Use of differentiated teaching practices: basic level of use.

Assessment	Unit assessments for program materials.	Initial and mid-year screening for potential reading problems using developmentally and linguistically appropriate assessment procedures and tools.	Progress assessments for program materials.
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TIER 2: CORE PLUS

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	English Learners who are not showing progress after one year of base-program instruction.		English Learners who are not showing progress after one year of base-program instruction.
Setting	Regular classroom	Regular classroom	Regular classroom or pull-out/push-in support.
Placement of Students	By assessed level of proficiency, in accordance with guidelines in the EL Master Plan.	By diagnosed need. Class size limit of 15 to allow for small-group instruction.	By assessed level of proficiency.
Program and Curriculum	<u>Beginning – Intermediate ELD</u> : Two periods of ELD, using materials aligned with courses of study.		Same as Tier 1 + extended-day support class or tutorial.
	<u>SDAIE/.1 ELA</u> : One to two periods daily, depending on need.		
	<u>Core English</u> : One period of core English, using HOLT, that embeds differentiated ELD instruction.	Strategic or intensive English elective, as needed.	
Instructional Strategies	Same as Tier 1.	Targeted instruction focused on up to three foundational reading skills (phonics, fluency, vocabulary, comprehension), grammar, or writing.	Use of instructional strategies identified in the <i>EL Master Plan</i> , Section VII, Chart VII-C, appropriate to level.
Staff	ELD teacher	ELA or ELD teacher	Subject-area teacher

Qualifications of Staff / Teaching Competencies	CLAD or BCLAD. Knowledge of second language acquisition theory and practice; use of adopted materials; culturally-responsive teaching; use of basic best teaching and assessment practices.	CLAD or BCLAD. Knowledge and ability to develop literacy fundamentals in small-group settings.	CLAD or BCLAD. Use of differentiated teaching practices: extended level of use.
Assessment	Unit assessments for program materials.	Progress assessments for program materials.	Progress assessments for program materials.

TIER 3: CORE INTENSIVE

Areas of Focus	English Language Development Instruction	Access to the Core Curriculum	
		Reading	Other Academic Areas
Target Students	English Learners who are not showing progress after one year of base-program instruction.	All English Learners	All English Learners
Setting	Regular classroom	Regular classroom	Regular classroom or pull-out/push-in support.
Placement of Students	By assessed level of proficiency, in accordance with guidelines in the EL Master Plan.	By diagnosed need. Class size limit of 12 to allow for small-group and individualized instruction.	By assessed level of proficiency.
Program and Curriculum	<u>Beginning – Intermediate ELD</u> : Two periods of ELD, using materials aligned with courses of study.	Specialized tutorials	Same as Tier 1 + mathematics tutorial or extended-day class.
	<u>SDAIE/1 ELA</u> : One period daily, using materials aligned with courses of study.	Specialized tutorials	
	<u>Mainstream English</u> : One period of core English, using HOLT, that embeds differentiated ELD instruction.	Intensive English elective + tutorials	
Instructional Strategies	Same as Tier 1.	Targeted instruction focused on up to three foundational reading skills (phonics, fluency, vocabulary, comprehension), grammar, or writing.	Use of instructional strategies identified in the <i>EL Master Plan</i> , Section VII, Chart VII-B, appropriate to level.
Staff	ELD teacher	ELA or ELD teacher	Subject-area teacher

Qualifications of Staff / Teaching Competencies	CLAD or BCLAD. Knowledge of second language acquisition theory and practice; use of adopted materials; culturally-responsive teaching; use of basic best teaching and assessment practices.	CLAD or BCLAD. Knowledge and ability to develop literacy fundamentals in small-group settings.	CLAD or BCLAD. Use of differentiated teaching practices: extended level of use.
Assessment	Unit assessments for program materials.	Progress assessments for program materials.	Progress assessments for program materials.