Master Plan for
English Language Learners

Working Together to Support Students
All Means All

CVUSD Board Approval: May 22, 2019
Acknowledgements
The Master Plan for English Language learners was developed over the past two years in collaboration with elementary and secondary teachers, support staff, administrators, DELAC members, parents/guardians, and community members. This dedicated team developed, reviewed, and provided input on each section of the Master Plan for English learners to ensure the essential components were clearly outlined and communicated. We want to extend our sincere appreciation to each committee member for their time, guidance, and support in the process of developing this important plan.

Castro Valley Unified School District
Parvin Ahmadi, Superintendent
Dr. Jason Reimann, Assistant Superintendent, Educational Services
Suzy Chan, Assistant, Superintendent, Business Services
Dr. Sherri Beetz, Assistant Superintendent, Human Resources
Denise Hohn, Director, Educational Services
Nia Rashidchi, Director, Educational Services
Carmen Fischer, Department Specialist, Educational Services
Danielle Shaw, Assessment Specialist, Educational Services
Nancy Nodal, Parent/Guardian Liaison
Claudia Valencia, Parent/Guardian Liaison
Audrey Fong, Coordinator of Elementary Curriculum & Instruction
Gerald McMullin, Coordinator of Assessment, Accountability & Instructional Technology
Dr. Nathalie Longree-Guevara, Educational Consultant

Secondary English Learner Task Force 2016-2018
Jesse Hansen, Assistant Principal, Castro Valley High School
Jaliza Eagles, Principal, Creekside Middle School
April Wong, Principal, Canyon Middle School
Doris DeLaTorre, Principal, Vannoy Elementary (previous AP, Canyon Middle School)
Colleen Friery, EL Paraprofessional, Canyon Middle School
Amanda Staab, EL Coach and ELD Teacher, Castro Valley High School
Fanny Machado, EL Coach and AVID Excel Teacher, Creekside Middle School
LeeAnn Chinn, EL Coach and ELD Teacher, Canyon Middle School
Megan Kalvass, ELD Teacher, Canyon Middle School

Elementary English Learner Task Force 2017-2018
Allison Auser, Teacher, Vannoy Elementary
Sonja Christensen, Teacher, Proctor Elementary
Maria Leyson, Teacher, Marshall Elementary
Jessica Vuong, Teacher, Castro Valley Elementary

DELAC Members
Erika Camacho  Olivia Perez  Ivanka Kyuchukova  Vanessa Benavides  Maria Teresa Galvan
Maria Lopez  Maria Isias  Janice Cai  Meghan Lyding

CVUSD Board approved on May 22, 2019
Annual review and revision dates will be listed here
# Welcome to the CVUSD Master Plan For English Language Learners

## Superintendent Message

---

## Introduction District Policies

- Purpose of Master Plan
- CVUSD Strategic Plan
  - Vision, Mission, Core Values, and Priorities
- Goals and Expectations English Learners
- CVUSD Board Policy 6174, AR 6174 and Exhibit 6174
- Legal Basis for Federal Laws
- English Learner Data
  - District Demographics
  - District Language Fluency
  - English Learners Enrollment by site - 5 year trend
  - Reclassification (RFEP) by site - 5 year trend
  - District Home Languages of English Learners
  - California Dashboard

## Section One: English Learner Program--Research

- Characteristics of English Learners
  - Academic Foundations
  - Social-Emotional Needs
  - Age
- California ELA/ELD Framework
- Stages of English Language Acquisition

## Section Two: Identification, Placement and Notification

- Intake flow chart
- Initial Identification
  - Home Language Survey
  - K-12 Instructional Placement Options for EL SEI, ELM
  - Parent/guardian Notification
  - Parent/guardian Exception Waivers and Waiver Appeal Process
  - English Language Proficiency Assessment for California (ELPAC) Levels

## Section Three: Instructional Services

- English Language Development
- ELPAC Levels Aligned with CA ELD Standards
- Integrated and Designated ELD
- EL Program Models (Elementary, Middle School and High School)
- Newcomer Supports
- Long-Term English Learners
  - AVID Excel
- TK-12 Instructional Materials Including Supplemental Resources
- CV High School Languages offered for AP and SAT II
Section Four: Reclassification for English Learners with Special Needs.................35
ELPAC Information Guide California Department of Education...............................36
Reclassification Guidelines
Criteria for English Learners with Special Needs ...........................................36-37
Required Forms.................................................................................................38-42
   Mild to Moderate
   Criteria for Alternative Assessment K-4
   VCCALPS Alternative Assessment

Section Five: Program Evaluation: Monitoring Student Progress & Reclassification....43
CVUSD Program Monitoring & Evaluation .......................................................44
English Language Development Timeline - 6 year Model .................................45
Reclassification Process E6174........................................................................46-47
Federal Program Monitoring (FPM)..................................................................48

Section Six: Staffing and Professional Growth..................................................49
Staffing -- Certificated and Classified requirements.......................................50
EL Site Leaders Description of Responsibilities ...........................................50-52
Professional Development..............................................................................51-52

Section Seven: Funding....................................................................................53
General Funds Resources...............................................................................54
   LCAP
   LCFF
   Title III Supplemental
   Private School Consultation and Participation

Section Eight: Advisory Committees, Family and Community Involvement...........55
ELAC................................................................................................................56
DELAC..............................................................................................................57

Section Nine: Glossary of Terms.....................................................................58-63

Section Ten : Appendix....................................................................................64-88
   English Learner Program 2018-2019: Key Dates and Events
   Parent Notification of Initial ELPAC Letter
   Parent Notification of Summative ELPAC Letter
   IFEP Monitoring Forms
   RFEP Monitoring Forms
   Reclassification Form- 5th grade sample
   CDE Updated Reclassification Guidance for 2018-2019
   EL 4 Focus Strategies Professional Development Outline

Section Eleven : Bibliography..........................................................................89
Message from the Superintendent

It is a privilege to lead a wonderfully diverse school district where all students and families are valued, respected and supported. As stated in our strategic plan, All Means All in Castro Valley Unified School District. We recognize the diverse cultures in our community and the many languages spoken by our students and families as tremendous assets. We believe that supporting our dual language learners to master the English language provides them opportunities to fully advance in school and prepare for college and career.

As a dual language learner myself, I fully recognize the tremendous impact of a robust English language development program and believe that our Master Plan for English Language Learners is a comprehensive program that provides our practitioners a clear roadmap to ensure student success. The plan is aligned with our core values that the responsibility to ensure all students are successful and able to reach their full potential belongs to all of us and that we must nurture the gifts and talents of all students.

Sincerely,

Parvin Ahmadi
Superintendent
Introduction & District Policies
Purpose of the Master Plan For English Language Learner
The purpose of this Master Plan for English learners is to provide guidance and direction to administrators, teachers, support staff, students, and families regarding the district goals and expectations based on federal and state regulations, program components, and instructional materials of the comprehensive TK-12 English Language Development (ELD) program. It outlines the essential elements for English learners at schools and the required district systems to successfully implement consistent and coherent practices, instructional materials and services for English learners to ensure English proficiency, achieving grade level standards, and graduating from high school college and career ready.

CVUSD STRATEGIC PLAN

Vision
Castro Valley Unified School district educates students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world.

Mission
In partnership with the community, Castro Valley Unified School district educates students in a learning environment that is safe, nurturing and culturally responsive. Students are guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

Core Values
★ Student success is the responsibility of all.
★ We nurture the gifts and talents of all students.
★ Our schools are safe spaces for all.
★ Our commitment to equity ensures that our educational system is responsive to all students regardless of personal and social circumstances.
★ All students, families, and staff are valued and treated with respect and dignity.
★ ALL MEANS ALL

Priorities

Academic
☐ All CVUSD students will graduate from high school prepared for college with a career plan.
☐ Every third grader will read at or above grade level.
☐ Every student will be supported to meet or exceed grade level expectations.
☐ All students will have access to and utilize technology safely and responsibly to collaborate, communicate and seek knowledge relevant to our evolving world.
☐ We will maximize learning opportunities for all grade levels.

Social/Emotional
☐ Every student will feel safe and valued in our schools.
☐ Every student will have at least one staff member whom they identify as their advocate.

Learning Environment
☐ All staff will embed culturally responsive, research based, effective practices in their daily work.
☐ CVUSD will recruit and retain diverse highly qualified professionals to serve and support students, staff and parent/guardians.
☐ CVUSD is committed to ongoing, collaborative conversations.
Fiscal

- All fiscal decisions will support the mission and vision of our school district.
- CVUSD will be fiscally prudent and build and maintain responsible reserves to protect our students.

District Goals and Expectations for English Learner Program

The Castro Valley Unified School District (CVUSD) is committed to developing and implementing a systematic English learner program with the essential components including identification, instructional practices, assessment, monitoring and evaluation. This approach will ensure all English learners become proficient in English as rapidly as possible and master grade level standards in a positive, enriched learning environment. Teachers will deliver 150 minutes of instruction each week, to teach designated ELD and amplify core content through integrated ELD instruction that is responsive to the diverse strengths, learning levels and needs of our English learners. The English learner programs will be implemented at all levels to ensure all English learners will access core content through high quality instruction with inclusive culturally responsive instructional practices embedded in daily lessons.

District Goals: The English learner instructional program will:

➔ Engage students in a rigorous & relevant academic education with social-emotional support to ensure English learners graduate from high school college and career ready.
➔ Ensure English learners attain high levels of receptive and productive English language proficiency in all four domains (speaking, listening, reading, writing) as rapidly as possible through a systematic and consistent program.
➔ Implement a systematic standards-based instructional program teaching essential skills to ensure steady progress through the initial phases of English language acquisition to full literacy.
➔ Support social-emotional well-being of students by building on their cultural and linguistic assets.
➔ Evaluate language proficiency data to inform instructional practices including annual state assessment, local academic assessments to monitor progress, and communicate progress to parent/guardians.
➔ Involve all stakeholders, including parent/guardians, educators, and community members to ensure the effectiveness of the English learner program.

To ensure English learners are achieving these goals, the following action steps will be taken:

- Identify and assess English learners following state and federal guidelines to determine EL instructional program settings options.
- Align ELA/ELD standards within daily designated and integrated ELD instruction to ensure students are making progress in language acquisition and learn and access cognitively challenging core content in order to master grade level standards.
- Evaluate English learners through formative and summative assessments to ensure ELs are learning English and grade level academic standards in the subject areas of English Language Arts(ELA), math, science, and social studies.
- Implement a Multi-Tiered System of Supports (MTSS) to support and monitor the academic and social-emotional needs of English learners with frequent assessments.
- Provide teachers and staff with ongoing professional development on topics including effective ELD/ELA instructional strategies, lessons that amplify the core content, Culturally Linguistically Responsive (CLR) strategies and assessment methods.
- Evaluate the effectiveness of the English learner program to ensure students acquire English proficiency and academic content knowledge as measured by benchmark assessment in alignment with the recommended guidelines.
Monitor how and when English learners integrate into the school community in meaningful ways, including participating in curricular and extracurricular activities.

Increase parent/guardian involvement and engagement in their child’s educational experiences and opportunities at the site and district level.

CVUSD Board Policies
BP 6174 Education for English Learner, AR 6174 Education for English Learner, Exhibit 6174 Education for English Learner.

The CVUSD EL Master Plan which adheres to California Education Code requirements and legal basis under Federal Law.
1. English Learners acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703(f), 6892;EC300 (f), 5 CCR 11302 (a))
2. English Learners meet state standards for academic achievement. (20 USC 1703(f), 6892; 5 CCR 11302 (b))

Legal Basis for English Learner Programs

Title VI of the Civil Rights Act of 1964
Prohibits discrimination on basis of students’ language minority status.

Office of Civil Rights (OCR) - May 25, 1970 Memorandum
Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs for all students.

Lau v. Nichols - 1974
States that classes taught exclusively in English, that provide no assistance in learning English, deny Limited English Proficient (LEP) students a meaningful educational opportunity.

Equal Educational Opportunities Act of 1974
Requires educational agencies to take appropriate action to educate English learners.

Castaneda v. Pickard - 1981
Districts have a dual obligation to develop students’ English proficiency and provide access to academic content instruction.

Gomez v. Illinois State Board of Education - 1987
Requires state education agencies to provide oversight and guidance to districts

No Child Left Behind Act - NCLB (Title III) - 2002
Requires that all English learners receive quality instruction for learning both English and grade-level academic content.

Every Student Succeeds Act (ESSA) - 2015 replaces NCLB
Advances equity and requires that all students in America be taught to high academic standards that will prepare them for success in college and career; reauthorizes the federal Elementary and Secondary Act.
English learner Data

CVUSD by Ethnicity

- White: 28.49%
- American Indian or Alaskan Native: 1.19%
- Asian: 30.97%
- Black or African American: 7.42%
- Hispanic or Latino: 23.78%
- Pacific Islander: 6.39%
- Intentionally Left Blank: 1.76%

CVUSD District Wide Language Fluency 2018-19

- English Learner: 69%
- English Only: 16%
- Initial Fluent: 10%
- Reclassified: 5%
**Castro Valley Unified School District California Dashboard Reports**

CDE\(^1\) indicates how well students are meeting grade-level standards on the English Language Arts and math assessment using color ranges. This measure is based on student performance on the Smarter Balanced Summative Assessment (SBAC), which is taken annually by students in grades 3–8 and grade 11. The color range is red = lowest performance with blue as the highest performance for each area of performance.

**Academic Year 2016-2017**

**English Language Learner Progress - Green**

**Academic Year 2017-2018**

English Language Learner Progress will be reported in 2018-2019 school year

### Language Arts Indicator

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Color</th>
<th>Status Level</th>
<th>Change Level</th>
<th>CURRENT STATUS - Average distance from Standard</th>
<th>Change Difference between current status and prior status</th>
<th>Current year number of valid students</th>
<th>Current year number of valid student with disabilities</th>
<th>Prior year number of valid students</th>
<th>Prior year number of valid student with disabilities</th>
<th>PRIOR STATUS - Average distance from Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Green</td>
<td>High</td>
<td>Maintain</td>
<td>34.2</td>
<td>-1.5</td>
<td>4,701</td>
<td>*</td>
<td>4,821</td>
<td>*</td>
<td>35.7</td>
</tr>
<tr>
<td>English Learners</td>
<td>Yellow</td>
<td>Medium</td>
<td>Maintain</td>
<td>8.6</td>
<td>1.9</td>
<td>840</td>
<td>*</td>
<td>852</td>
<td>*</td>
<td>6.7</td>
</tr>
</tbody>
</table>

### Mathematics Indicator

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Color</th>
<th>Status Level</th>
<th>Change Level</th>
<th>CURRENT STATUS - Average distance from Standard</th>
<th>CHANGE - Difference between current status and prior status</th>
<th>Current year number of valid students</th>
<th>Current year number of valid student with disabilities</th>
<th>Prior year number of valid students</th>
<th>Prior year number of valid student with disabilities</th>
<th>PRIOR STATUS - Average distance from Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Green</td>
<td>High</td>
<td>Increased</td>
<td>22</td>
<td>3.1</td>
<td>4,698</td>
<td>*</td>
<td>4,807</td>
<td>*</td>
<td>18.9</td>
</tr>
<tr>
<td>English Learners</td>
<td>Green</td>
<td>High</td>
<td>Maintained</td>
<td>9</td>
<td>2.8</td>
<td>841</td>
<td>*</td>
<td>848</td>
<td>*</td>
<td>6</td>
</tr>
</tbody>
</table>

\(^1\) CDE California School Dashboard and System of Support

CVUSD    --    Master Plan for English Learners   --    2018-2020
Section One

English Learner Program
&
Research
Overview of the Characteristics of English Learners

An English learner is a student whose first language is not English and who is still in the process of acquiring grade level proficiency in academic English. Extensive language acquisition research on English learners has established a period of one to two years for students to become conversationally fluent in English. Attainment of academic proficiency takes on average five to seven years—other studies cite four to nine years (Hakuta, Butler & Witt, 2000; Harley, Allen, Cummins & Swain, 1996). The distinction made between conversational fluency—also known as Basic Interpersonal Communication Skills (BICS) (Cummins, 1989) and Academic Proficiency, or Cognitive Academic Language Proficiency (CALP) (Cummins, 1989) provide teachers with important data to inform instruction. The attainment of proficiency in academic English is a complex process which requires student-centered, research-based best practices to ensure that English learners are able to learn cognitively-challenging content, develop academic English, think critically, and develop study skills to be successful. There are several factors that influence how quickly a student attains academic proficiency in English.

1. Academic Foundations
2. Social Emotional
3. Age

Academic Foundations

The greatest predictor of the speed and extent to which an English learner acquires academic English is the level of academic preparation an English learner has in their home language. This foundation includes home language, vocabulary, syntax, discourse, study skills, and critical thinking skills. Without these foundations, students will need substantial supports.

English learners who come to school with significant exposure to a broad range of subject areas, who have been read to or have read extensively, and have large vocabularies in their home language will acquire English at a faster rate (Cummins, 1989; Hakuta, Butler & Witt, 2000; Harley, Allen, Cummins & Swain, 1996, Krashen, 1992).

Social Emotional

In addition to the language needs of students in grades 6-12 (secondary newcomers), it is important to remember English learners are new to the country, and are therefore adjusting to a new language and culture. Students may need support with cultural assimilation, considering that cultural differences may affect one or more of the following: proximity, gender norms, student-teacher relationship norms, and how to act in the classroom. Additionally, they may have experienced trauma or minimal schooling in their home countries. Also, students may be hesitant to participate in classroom activities due to their developing linguistic and cultural understanding as well as stressors such as family separation. It is helpful to understand the stages of acculturation, summarized here:

- **Honeymoon** (immediate): initial enthusiasm and optimism, extreme happiness/euphoria, idealism
- **Hostility / Culture Shock** (4-6 months): reality sets in, miss home country--avoid mainstream culture, headaches, feelings of confusion, anxiety, isolation, depression, anger, etc.
- **Humour / Recovery** (gradually): resolution between the old and the new, more constructive attitudes and less anxiety, acceptance, new friends, adjustment, speaking more English and trying new things
- **Home / Integration** (eventually, or maybe never): acceptance of their new home, more trusting, able to value both “old” and “new” cultures
Age

The age at which a student arrives to U.S schools is significant with the English learner’s path to English proficiency. Young English learners have the advantage of time. For example, an EL student who starts school as a kindergartener has thirteen years to become academically proficient in English. Additionally, the elementary classroom provides a highly contextualized, interactive and language rich environment, which is ideal for language acquisition and so English learners are able to acquire both language and foundational literacy skills simultaneously. Extra support in hearing the sounds of English and decoding words benefits language acquisition. (Cummins, 1989; Hakuta, Butler & Witt, 2000; Harley, Allen, Cummins & Swain, 1996).

English learners who arrive to U.S schools in middle and high school must enroll in an effective ELD program, with highly knowledgeable and trained staff, research-based curriculum, high quality instruction, and socio-emotional support. ELs in grades 6-12 will benefit from high levels of communication and collaboration among teachers across departments, administrators, counselors and classified staff. Staff members have an opportunity to build meaningful, supportive relationships with English learners and their families to assist with navigating the educational system and adjusting to new culture. (Walqui, 2000).

California English Language Arts (CA ELA) /English Language Development (ELD) Framework, 2014

The state of California adopted standards for ELA literacy and English language development which will assist teachers with the implementation of these standards, the CA ELA/ELD Framework was developed.
New Emphases: ELD Standards
The new ELD standards emphasize four important concepts that represent a substantial shift from the previous ELD standards:

1. Language is a resource for making meaning
2. Language awareness is essential for language learning
3. Meaningful interactions with others and with complex texts are necessary
4. Intellectually challenging tasks and texts constitute the impetus for all learning

These new emphases should be applied during both Integrated and Designated ELD. For example, all teachers should create learning opportunities and tasks that require students to present orally or in written responses that depend on the audience, purpose, topic, and mode of communication. Teachers guide students to create language to communicate meaningfully, which emphasizes language as a powerful mode to achieve a specific purpose, rather than a set of grammatical rules.

Equally important is providing students with opportunities to reflect on how others (authors, poets, teachers, students, journalists) use language and how word choice, syntax and text structure help convey meaning. By having students reflect on language, they will develop metalinguistic awareness, which will
allow English learners to choose language to convey the precise message so others can understand what they are trying to communicate.

Learning is social in nature and this social aspect of learning is even more essential for English learners, who greatly benefit from language models. English learners need many structured opportunities to interact with texts and discuss their understandings and questions with others. They need to hear others’ opinions and engage in meaningful discussions which validate and challenge their understandings and positions.

For English learners to attain high levels of academic English and be successful in learning academic content, they need to have opportunities to engage with academically challenging tasks and texts. This, again, requires teachers to choose texts carefully and provide the necessary scaffolds and collaborative structures in order for English learners to access these texts, and develop the necessary skills and content knowledge.

**Stages of English Language Acquisition**

The California ELA/ELD Framework describes three stages of English language development. English learners progress through these stages as they gain increasing proficiency in English as a new language. The three proficiency level descriptors identify what students generally know and are able to do. Teachers can use the descriptors to design targeted instruction that will facilitate progress toward English proficiency.

| **Emerging** | • Students at this level are learning to use English for immediate needs.  
• They are beginning to understand and use academic vocabulary and other features of academic language. |
| **Expanding** | • Students at this level increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures.  
• They apply their growing language skills in more sophisticated ways appropriate to their age and grade level. |
| **Bridging** | • Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.  
• The “bridge” is the transition to full engagement and success in grade-level academic tasks and activities across core content areas with fewer supports. |

Regardless of their individual backgrounds and levels of English language proficiency, English learners at all levels of proficiency are able to engage in intellectually-challenging and content-rich activities, with intentional instructional support on language and academic learning needs. Language becomes comprehensible to the English learner when:

➔ prior knowledge is activated and background knowledge is developed  
➔ it is in context and has real-life connection and use of real objects “realia”  
➔ affective filter is low  
➔ errors are accepted as part of language acquisition  
➔ attempts to produce language are encouraged with positive feedback and correction through modeling
Section Two

Identification, Placement, & Notification
Identification, Placement and Notification

California 2018-19 ELPAC Parent/guardian Information Guideline serves as an excellent resource to understand the new English Language Proficiency Assessment for California (ELPAC).

**English Learner Identification Flow Chart**
Parent/Guardians receive notification of all ELPAC results and program placement.

- **Upon enrollment, a parent fills out the Home Language Survey (HLS)**
  - A language other than English is listed in questions 1, 2, or 3

- **All 4 questions are English Only**
  - Student is classified as English Only (EO) Process Complete

- **Student is coded as T in Aeries. The program specialist checks CALPADS for previous district’s classification, and updates Aeries with previous ELPAC results to determine next steps. If student is IFEP or RFEP, process complete. If student was LEP, student will take summative ELPAC in spring.**

- **If student is new to California public schools, the student will take the Initial ELPAC.**
  - The Student Information Systems and Assessment Specialist notifies site test administrator to schedule initial ELPAC test.
  - The initial ELPAC must be given within the first 30 days of the student’s first day of school.

- **Student Initial ELPAC results are Overall Performance Level is 4 (well developed)**
  - Student coded as Initial Fluency English Proficient (IFEP). Process complete.

- **Student ELPAC results are at Emerging or Expanding level, student coded as Limited English Proficient (LEP)**
  - Student will receive English language development instruction.
  - Student will take the Summative ELPAC in Spring.
**Initial Identification:**
Upon first enrollment in a California public school, a student’s parent/guardian fills out a Home Language Survey (HLS) to indicate language usage in the home. If any of the first three questions on the HLS are answered with a language other than English, the student is administered the Initial English Learner Proficiency Assessment for California to assess English proficiency. The results of this test determine the student’s English proficiency either as Initial Fluent English Proficient (Bilingual) or Limited English Proficient (English learner). Education Code Section 52164.1 (CA Code of Regulations, Title 5, Chapter 11, Subchapter 7.5).

**Home Language Questions:**
1. What language did your child first learn when they learned to talk?
2. What language does your child most frequently speak at home?
3. What language do you (parents/guardians) most frequently use when speaking with your child?
4. What language is most often spoken by adults (parent/guardians, grandparents, or any other adults) in the home?

**Students transferring to a CVUSD school in grades 1-12**
1. When a student transfers from another California school, in grades 1-12, unless the student was in a Transitional Kindergarten (TK) program, the office staff will ask the parents/guardians to complete the Home Language Survey (HLS) as part of the enrollment process, then the CVUSD school staff will request a copy of the original HLS from the previous school of attendance within three working days.
2. The original HLS will take precedence as the official HLS for the student and the CVUSD temporary HLS will be destroyed. Aeries must be updated immediately and an email must be sent to Educational Services that language proficiency has been changed for the student.
3. However, if the original HLS is not received from the previous school within 15 days, an initial English Language Proficiency Assessment for California (ELPAC) will be administered to comply with the initial ELPAC testing requirement within 30 days of the first day of school.
4. The HLS is kept on file for each student in the district, including migrant, special education, and continuation school. Only one HLS is to be completed for a student.

**English Language Development Instructional Program Placement Options:**
- **Structured English Immersion (SEI):** K-12 students who are English learners, based on the ELPAC assessment, to be levels 1-2, have “minimally or somewhat developed” English. The classroom instruction in the district's “sheltered English immersion” program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306) Students receive daily designated instruction in English Language Development (ELD) and access to core content subjects through Specially Designed Academic Instruction in English (SDAIE) instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on California Common Core State Standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction.

- **English Language Mainstream (ELM):** K-12 students who have been assessed on ELPAC with levels 3 or 4 have “moderately or somewhat developed” English. The classroom instruction in the district's language mainstream program shall be in English with daily designated and integrated ELD instruction targeted to student’s language proficiency needs and grade-level instruction in the core content based on California Common Core State Standards with explicit
strategies to teach the language demands of instruction. SDAIE strategies continue to be used in the ELM program to ensure comprehensibility of instruction.

➔ **Alternative Program (Alt)**—ELD instruction is targeted to the student’s English proficiency level and academic subjects are taught in the primary language. Parent/guardians have the right to request a parent/guardian Exception Waiver for an Alternative Program. To do so, the parent/guardian must visit their child’s school and apply for a parent/guardian Exception Waiver each year. The student must meet **one** of the following requirements: a) know English and perform academically at least at fifth grade level; b) is ten years of age or older; c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and/or has special needs.

**Parent/guardian Placement Notification**
When the ELPAC is administered to the student, parent/guardians are notified in writing, within 30 days of the beginning of student’s enrollment date. The letter includes initial English proficiency results with the ELPAC level, EL program placement options (listed above) based on the ELPAC levels, and includes parent/guardian rights. The parent/guardian notification is available in Spanish and Simplified Chinese.

**Parent/guardian Exception Waivers**
Parent/guardian shall request an Exception Waiver regarding the placement of their child in a bilingual program in accordance with law and administrative regulations as outlined in CVUSD BP 6174 Education for English Learner (cf. 5145.6 - Parental Notifications) Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311) based upon the requirements of Section 305 5 CCR 11310).

If the Superintendent or designee denies the waiver request, a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the School Board which may consider the matter at its’ next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.
California has identified four performance level descriptors for the ELPAC which identify what students generally know and are able to do. Teachers can use the descriptors to design targeted instruction that will facilitate progress toward English proficiency.

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

Instructional Services
Instructional Services

English Language Development
All program options are based on the California English Language Development (ELD) standards to ensure that ELs develop English language proficiency through well-articulated, research-based standards-aligned daily designated and integrated ELD instruction. The instructional strategies integrate all four domains of reading, writing, listening and speaking. ELD instructional programs build on academic language proficiency. It explicitly teaches forms, functions and fluency, placing meaning and use of language with informal and formal learning opportunities (Dutro and Moran, 2002). Each option will ensure full access to rigorous core instruction with scaffolds and supports for students at different English language proficiency levels. ELD designated and integrated instruction is delivered in a variety of settings (mainstream classroom, flexible grouping, clustering of EL students based on ELPAC levels or Long Term English Learner (LTEL) status (secondary sheltered classrooms) to ensure students are challenged and lessons promote fluency in English. CCSS and CA ELD Standards Resources support the teaching of the Common Core State Standards (CCSS) with the California English Language Development Standards (CA ELD Standards)

ELPAC Levels Aligned with California ELD Standards
Placement in programs is determined by overall proficiency results from the California’s Initial or Summative English Learner Proficiency Assessment California (ELPAC) test.

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>Minimally developed</td>
<td>Somewhat developed</td>
<td>Moderately developed</td>
<td>Well developed</td>
</tr>
<tr>
<td>ELD Standards</td>
<td>Emerging</td>
<td>Low Expanding</td>
<td>Mid Expanding</td>
<td>Upper Expanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bridging</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper Bridging</td>
</tr>
</tbody>
</table>

Integrated and Designated ELD Instruction

Required Time for Daily Designated ELD - English Language Development

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>District Expectations for Designated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-5</td>
<td>20 to 30 minutes each day with a minimum of 150 minutes of designated ELD instruction each week ELPAC levels 1-4</td>
</tr>
<tr>
<td>6-12</td>
<td>One period with a minimum of 200 minutes each week of designated ELD instruction each week for English learners for ELPAC levels 1-3</td>
</tr>
<tr>
<td>6-12</td>
<td>20 to 30 minutes each day and a minimum of 150 minutes of designated ELD instruction each week for English learners for ELPAC levels 4</td>
</tr>
</tbody>
</table>

The California ELA/ELD Framework (2014) states that “ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD,” The daily instruction must be planned, intentional, targeted on language acquisition, and explicit to the overall education of the English learner. Even though the law does not have a maximum amount of time for ELD instruction, the district’s expectation is TK-5, all ELPAC levels, 20
to 30 minutes daily with a minimum of 150 minutes of designated ELD instruction each week. For grades 6-12, ELPAC levels 1-3, one period with a minimum of 200 minutes of designated ELD instruction each week. For ELs with an ELPAC level 4, designated and integrated instruction is delivered in the core content courses with 20 to 30 minutes daily with a minimum of 150 minutes of designated ELD instruction each week.

**Designated ELD**
Designated ELD is specialized instruction in English language acquisition for English learners, based on student language proficiency levels. Designated ELD occurs during a protected time within the school day. Teachers utilize the California ELD standards as the focal standards that build “into” and “from” core content instruction in designated ELD lessons.

**Integrated ELD**
Integrated ELD refers to English Language Development taught throughout the day and across all content areas. Teachers use the California ELD standards in tandem with the California ELA and other content standards to support students’ linguistic and academic progress. Teachers focus on lessons that require language production (oral and written), build vocabulary, grammar and reading skills. Difficulty increases as they move through the program. With integrated ELD, the instructional focus is on grade-level standards and the academic language needed to express understanding. Guided Language Acquisition Design (GLAD) strategies, CVUSD professional development on the **EL 4: Four Focus Strategies to Scaffold Instruction for English Learners**, and research-based instructional practices are strategies teachers can use to deliver integrated ELD instruction.
### Integrated ELD

- Targets a clear learning goal that is aligned with **grade level content** standards
- Instruction is built around **content** objectives.
- Explicit language instruction supports students in understanding and using **language necessary for grade level work**
- Teachers use realia, visuals, graphic organizers, charts, and diagrams to make content comprehensible

### Designated ELD

- Targets a clear learning goal that is backwards mapped from the **California ELD standards**
- Instruction is built around **language** objectives
- Instruction includes: **language functions** (use of language to ask questions, describe actions, predict, compare/contrast, etc.); and **language forms** (sentence structures, verb tenses, conjunctions etc.).

### Gradual Release of Responsibility

- A well-designed lesson employs a sequence of:
  - I Do, (explain, model)
  - We Do (guide, collaborate)
  - You Do (pair and independent practice)

- Students learn best when they have frequent opportunities to engage in all four modes of communication: listening, speaking, reading, and writing.

### Oral Language Practice

- Students must spend the majority of the ELD lesson speaking and using the language individually, with a partner, or with the group.
- Interaction is structured and purposeful.
- Sentence frames serve as effective scaffolds to build oral language fluency.
- Oracy is the bridge to literacy. Students will not write what they cannot say.
Elementary Instructional Program
Grades: TK-5
Option: Structured English Immersion & English Language Mainstream
ELPAC Levels: 1-4
Curriculum Components: Daily Integrated ELD, Designated ELD (minimum 150 minute daily) and increased access to grade level core content and adopted curriculum
Supplemental Curriculum:
Ballard & Tighe’s Carousel series and Frames for Fluency and Imagine Learning software.
In the elementary classroom, it is strongly recommended to cluster (group) English learners by proficiency levels within the grade level allowing each teacher to differentiate core curriculum and ELD lessons based on students’ language needs. Designated ELD and integrated ELD instruction are essential to develop proficiency in English to ensure mastery of grade level content and academic success.
Teachers are expected to provide designated ELD instruction for English learners, utilizing embedded ELD components of the 2015-16 district “Off-CDE-List” ELA/ELD adoption materials (e.g. Expeditionary Learning, Okapi Flying Start, Mondo Bookroom, Heinemann Calkins’ Units of Study in Writing, Fundations) as well as their own professional knowledge and expertise. Designated ELD is determined at each site within the language arts instructional time that comprise the district’s balanced, comprehensive literacy instructional curriculum. There are different models the teacher may use to provide the daily designated ELD instruction and integrated instruction with core content. These include:

➔ provide direct instruction on content with scaffolds for ELs, followed by small group instruction (EL students only) focusing on concepts taught to amplify language development.
➔ provide designated ELD to build academic vocabulary development and specific language instruction to amplify core content before or after whole class direct instruction
➔ focused grouping within the “center time” rotation with differentiated instruction based on student’s English proficiency level.
➔ scheduled time to group English learners, with the same proficiency level, for targeted ELD instruction across the grade level.

Imagine Learning, Frames for Fluency, and Carousel are supplemental programs used during school and after school interventions to target the learning needs of English learners at the Emerging and Expanding levels.

District Timeline for Elementary ELD Program Implementation

<table>
<thead>
<tr>
<th>Elementary ELD Program Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launching</strong> 2017-2019</td>
</tr>
<tr>
<td>● Share district goals &amp; expectations</td>
</tr>
<tr>
<td>● Establish &amp; implement protected instructional time for designated ELD</td>
</tr>
<tr>
<td>● Provide professional development &amp; initial curriculum resources for teachers to use</td>
</tr>
<tr>
<td>● Develop menu of</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

CVUSD -- Master Plan for English Learners -- 2018-2020
Secondary Instructional Programs

Each secondary site has an EL Coach that works closely with ELD and course content teachers. The coach supports teachers in the development and implementation of strategies that best meet the needs of varying levels of ELs in one classroom. This includes modification of lessons and assessments to incorporate the ELD standards to ensure that English learners are developing English proficiency and meeting grade level standards.

English learners at the secondary level may be enrolled in systematic English Language Development classes, clustered (grouped based on ELPAC proficiency levels), or core English classes to increase their language proficiency with English speaking peers. Students are placed in programs based on annual California Assessment of Student Performance and Progress (CAASPP) results, ELPAC proficiency level, benchmark assessments, academic performance, and teacher recommendation. Generally, students at ELPAC levels 1-3 are in the Structured English Immersion (SEI) program or a ELD Cluster Core English class while those at ELPAC level 4 are in the English Language Mainstream (ELM) classes.

To support the varying enrollment at the secondary sites, EL-specific integrated core content classes for English learners with ELPAC level 2 or 3 have been developed, when needed, with modified instruction and coursework to accelerate English proficiency. Teachers develop a systematic curriculum to meet the language needs of ELs, including targeted academic language instruction that supports access to the core content. In some cases, English learners are clustered (grouped) in English Language Mainstream (ELM) classes where designated and integrated modify lessons are focused on language acquisition and access to core content. The EL Coach works specifically with these teachers to modify lessons to explicitly embed strategies for language development, chunking content for understanding, and academic discourse.

Middle School Grades 6-8

Option: Structured English Immersion (ELPAC Levels 1, 2 or 3)

Curriculum Components: StudySync language arts program with EL components and adopted grade level and content-specific core curriculum materials. Publisher: McGraw-Hill’s


Class options:

➔ Canyon
    ◆ ELD Emerging as the English class with an EL Support period
    ◆ ELD Expanding as the English class with an EL Support period
    ◆ EL Cluster in English Core classes

➔ Creekside
    ◆ ELD class --Emerging and Expanding as the English class
    ◆ EL Cluster in English Core classes

➔ Integrated ELD (Canyon and Creekside)
    ◆ Sheltered classes for core content.
        ● Students are clustered by grade and language proficiency level in math, science, and history for both English learners and English only students
Option: English Language Mainstream (ELM) (ELPAC Level 4)

Curriculum Components: StudySync language arts program with EL components and adopted grade level and content-specific core curriculum materials Publisher: McGraw-Hill’s

Supplemental Curriculum: Champions of Ideas series publisher: Ballard & Tighe and Rosetta Stone software

Class options:

➔ Canyon and Creekside
  ◆ English Core classes with designated ELD
  ◆ Integrated ELD in Core content classes math, science, and social studies with clustering (group by ELPAC level 3 or 4)

➔ Canyon and Creekside: Long Term English Learners (LTEL)
  ◆ Advancement via Individual Determination (AVID) Excel as an elective course
    ● Accelerated language acquisition and developing literacy

Castro Valley High School grades 9-12

Option: Structured English Immersion (SEI) (ELPAC Levels 1-3)

Curriculum Components: Hampton-Brown Edge series

Supplemental Curriculum: Rosetta Stone software

Class Options:

➔ Designated ELD
  ◆ ELD Emerging as the English class for two periods
  ◆ ELD Expanding as the English class for two periods
  ◆ EL Cluster (grouped by ELPAC proficiency level) in English Core classes

➔ Integrated ELD
  ◆ Sheltered classes for core content.
    ● Students are clustered by grade and language proficiency level in math, science, and history for both English learners and English only students

Typical course schedule for an English learner with a beginning proficiency level-Emerging Level

Freshmen: two periods of Beginning ELD, EL Integrated Math I, EL Biology, EL Health (semester), EL Cultures C & Geography (semester) and physical education.

Sophomores: two periods of Beginning ELD, EL Integrated Math I or II, EL Biology or EL Chemistry, EL Modern World History, and physical education.

Juniors: two periods of Beginning ELD, Integrated Math I or II, EL Biology or EL Chemistry, EL U.S. History, and an elective.

Seniors: two periods of Beginning ELD, Integrated Math II, EL Chemistry, EL Government (semester), EL Economics (semester) and an elective.

English Language Mainstream (ELPAC Level 4)

Curriculum Components: Grade-level and content-specific adopted core curriculum

Class Options:

➔ Integrated with designated ELD
  ◆ English Core classes with designated ELD
  ◆ Integrated ELD in Core content classes math, science, and social studies with clustering (group by ELPAC level 4)
Redwood High School grades 9-12

Redwood High School is an alternative school that provides a small learning environment.

➔ Integrated with designated ELD

◆ English Core classes with designated ELD
◆ Integrated ELD in Core content classes math, science, and social studies with clustering (group by ELPAC level 4)

Newcomer Program Support for Elementary and Secondary

The U.S Department of Education has developed a Newcomer Toolkit to provided resources in supporting our Newcomer students and families. The programs and support systems are based on this Newcomer Toolkit. The research states that Newcomer students are at the earliest emerging stages of language acquisition. Many English learners have not yet developed sufficient language skills; therefore, teachers must provide substantial support for meaningful participation, to understand basic teacher talk, classroom terms, instructions and questions. In order to provide appropriate responses for regular classroom activities, assignments or assessments, teachers must modify curriculum to ensure it is comprehensible to the English learner. Teachers at both the elementary and secondary level are provided the following Teacher Guide to Supporting Newcomers with explicit steps to support English learners: Elementary Teacher Guide to Support Newcomers or Strategies for Supporting Newcomers in the Mainstream Secondary Classroom

Long-Term English Learners (LTELs) & Students At-Risk of Becoming Long Term English Learners

LTELs are generally described as students who have been in U.S schools for six or more years. Often, English learners develop social language first, but not necessarily achieve English proficiency on the state annual ELPAC assessment and/or academically.

In order to ensure English learners are developing English proficiency and academic skills, site administrators, teachers and district office staff must monitor annual ELPAC progress and academic grades. There must be a joint commitment to establish high expectations for LTELs in all classrooms. As research states, site systems and instructional practices must align to ensure LTELs are achieving English proficiency and academic achievement with the expectation of being college and career ready. Each spring, sites must develop class schedules for the following year where LTELs are placed in rigorous grade level classes with English speaking peers clustered by proficiency levels with qualified, highly trained teachers. During student conference, counselors and teachers meet with each student to develop individual goals and a system to monitor progress throughout the year, and if needed, implement the Multi Tier System of Support (MTSS). Professional development (PD) focused on instructional practices that explicitly teach academic language, literacy and amplifying core content will be offered to all teachers. The following link is a resource for sites and district office in the development of a year long series of workshops. “Meeting the Unique Needs of Long Term English Language Learners”

The elementary schools are making a concerted effort focused on daily designated ELD instruction explicitly teaching both language and foundational literacy skills and integrated ELD to ensure English learners are accessing core content and mastering grade level essential standards. With this intentional planning, English learners at the elementary level will be reclassified and enter the secondary level ready to achieve grade level essential standards, continue to develop language acquisition skills, and demonstrate high levels of English proficiency and be prepared to graduate from high school.

AVID Excel is being implemented at the middle school level to accelerate LTELs with explicit instruction in English language development and academic language targeted lessons in reading, writing, oral language, academic vocabulary, college-readiness skills and academic support for core
content classes. Teachers will participate in training to effectively implement and monitor program delivering the AVID Excel Curriculum.

**K-12 Instructional Materials and Resources**

**Grades TK-5**

Core ELA materials adopted in 2016 have ELD components embedded within them (see list below). A new ELD toolkit, entitled Supports for English Language Learners, was added to the Calkins’ Units of Study in Writing program in 2017. All elementary teachers have received an electronic version of the Calkins’ EL support handbook to utilize at their grade level. The district expectation is that teachers use all core materials as the foundation for implementing research-based practices in each content area. Teachers use professional judgment to enrich the core materials, but teachers may not substitute or supplant the adopted curriculum.

**Adopted Core TK-5 ELA/ELD Materials**

- Supports for English Language Learners in Units of Study in Writing
- Expeditionary Learning
- Fundations (see “Differentiation” for EL’s in “Student Success” chapter)
- Mondo Book Room Guided Reading Library
- Okapi Flying Start Guided Reading Library

**Supplemental K-5 ELA/ELD Materials-Publisher Ballard & Tighe**

*Frames for Fluency* materials target basic vocabulary, language forms and language functions needed at the emergent, expanding and bridging levels of English language acquisition.

- Frames for Fluency Set A & Picture Cards (one set per K-2 grade level per school)
- Frames for Fluency Set B & Picture Cards (one set per 3-5 grade level per school)
- Frames for Fluency Theme Picture Cards Set A (one set per K-2 teacher)
- Frames for Fluency Theme Picture Cards Set B (one set per 3-5 teacher)

**Supplemental Resources**

- Imagine Learning (individual student licenses for students at ELPAC Level 1 or 3 in grades TK-5) a supplemental software program ([http://www.imaginelearning.com/](http://www.imaginelearning.com/)). Imagine Learning also provides additional small group designated ELD learning activities from a list of teacher resources accessible to all CVUSD teachers.

- Footsteps2Brilliance (preK-3) [Footsteps2Brilliance](http://www.footsteps2brilliance.com/) is an online early literacy program that contains over 1,000 interactive books, songs, games that can be read in English or Spanish. It can be used at home as well as at school to support primary language use in Spanish as well as to promote English language acquisition.

**Grades 6-8**

**Adopted Curriculum, 2017**

- Study Sync with ELD component, publisher McGraw-Hill,
  - Integrated Reading & Writing
    - Study Sync’s includes a blend of contemporary and classic literature excerpts, integrating writing assignments into a rigorous reading program
    - Embedded Skills Lessons
      - Skill lessons ensure students build foundational language and comprehension skills, as well as reading, writing, and research on inquiry skills every day.
English Language Learners (ELL)
   - Resources are organized with a first read, a close read, and an associated skill lesson.
   - ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension

Supplemental Curriculum
   - **Champion of Ideas ELD Program -- publisher: Ballard and Tighe**
     - Systematic Scope and Sequence
     - Language forms (grammar) and functions (tasks) are introduced and reinforced through the units. Language objectives are aligned with state English language proficiency standards and supports the Common Core State Standards.
     - *Champion* of Ideas explicitly teaches and builds grammatical fluency and accuracy throughout the program.

Supplemental Curriculum
   - **Rosetta Stone**, a software program for school and home focused on Language Learning

Grades 9-12
   - **Adopted Curriculum**
     - [Hampton-Brown’s Edge series](#) prepares students for college and career success with relevant content and multicultural literature. Systematic and focused teaching materials prepare students for Common Core State Standard success. Thematic units support student learning through different text types, writing forms, vocabulary, and grammar.
   - **Supplemental Curriculum**
     - **Rosetta Stone**, a software program for school and home focused on Language Learning
Seal Of Biliteracy
Castro Valley High School (CVHS) follows the procedures from the State of California Department of Education’s Updated Procedures for Awarding the State Seal of Biliteracy to recognize students who meet the following criteria at the Senior Awards Night.

<table>
<thead>
<tr>
<th>CVHS Languages offered for AP and SAT II:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language Tests</td>
</tr>
<tr>
<td>AP Chinese Language and Culture</td>
</tr>
<tr>
<td>AP French Language and Culture</td>
</tr>
<tr>
<td>AP German Language and Culture</td>
</tr>
<tr>
<td>AP Italian Language and Culture</td>
</tr>
<tr>
<td>AP Japanese Language and Culture</td>
</tr>
<tr>
<td>AP Spanish Language and Culture</td>
</tr>
</tbody>
</table>

The following letter from our State Superintendent, Tom Torlakson outlines the procedures and requirements for recognizing students with the Seal of Biliteracy award.

November 7, 2017

Dear County and District Superintendents and Direct-Funded Charter School Administrators:

**UPDATED PROCEDURES FOR AWARDING THE STATE SEAL OF BILITERACY**

The State Seal of Biliteracy (SSB) requirements, codified in California Education Code (EC) sections 51460–51464 in 2012, were recently amended by Assembly Bill (AB) 1142. The SSB provides recognition to high school students who have demonstrated proficiency in speaking, reading, and writing, in one or more languages in addition to English.

Each school district, county office of education (COE), or direct-funded charter school that confers the SSB is required to maintain appropriate records to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. The bolded language below indicates changes to requirements for earning the SSB brought about by AB 1142, effective January 1, 2018.

Per EC Section 51461(a), to qualify for the SSB, high school graduates must meet all of the following criteria:

- Complete all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
- Pass the California Assessment of Student Performance and Progress for English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
- Achieve proficiency in one or more languages in addition to English, demonstrated through one of the following methods:

CVUSD -- Master Plan for English Learners -- 2018-2020
● Pass a foreign language Advanced Placement (AP) examination with a score of 3 or higher or an International Baccalaureate (IB) examination with a score of 4 or higher.

● Successfully complete a four-year high school course of study in a foreign (world) language with an overall grade point average of 3.0 or above in that course of study, and oral proficiency in the language comparable to that required to pass an AP or IB examination.

● If no AP examination or off-the-shelf language test exists and the school district can certify to the SSPI that the test meets the rigor of a four-year high school course of study in that foreign (world) language, pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the SSB through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.

● Pass the Scholastic Assessment Test II Foreign Language Examination with a score of 600 or higher.

Per EC Section 51461(b), if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall do both of the following in order to qualify for the SSB:

● Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.

● Meet all the criteria listed above in EC sections 51461(a)(1)(2) and (3).

All staff involved in collecting data and implementing the SSB in their district should read EC sections 51460–51464, which are available on the California Legislative Information Web page at http://leginfo.legislature.ca.gov/faces/codes.xhtml.

Frequently asked questions and the following documents are available on the California Department of Education (CDE) SSB Web page at https://www.cde.ca.gov/420511:

● SSB Requirements Checklist (This checklist is for local use only. Do not submit this checklist to the CDE.) School district, COE, and direct-funded charter school staff may use this spreadsheet to identify graduating students who meet the SSB criteria.

● SSB Insignia Request Form (Complete and submit this form online to the CDE.) School district, COE, and direct-funded charter school staff must complete and submit this form online to request the diploma insignias for eligible students. The CDE is no longer accepting paper Insignia Request Forms.

The CDE will process requests for insignias for the 2017–18 school year upon receipt. While there is no deadline for submitting the form, please submit requests far enough in advance of the date of the first graduation ceremony to allow time for the CDE to process the requests and for school staff to affix the insignias to diplomas. Allow at least four weeks for processing and delivery.

Please share this information with your designated staff responsible for SSB implementation, such as high school principals, administrators, World Language Department chairs, and English Learner Program directors. If you have questions regarding the SSB, please contact the Language Policy and Leadership Office by phone at 916-319-0845 or by e-mail at SEAL@cde.ca.gov. Sincerely, Tom Torlakson
Section Four

Reclassification of English Learners with Special Needs
Supporting English Learners

The 2018–19 English Language Proficiency Assessment of California (ELPAC) Information Guide - California Department of Education outlines how to support English learners with special needs, the role of the IEP team, and reclassification requirements. This year, the Special Education department began to align the procedures and documentation with the California Department of Education (CDE) information for ELPAC.

Please note: The following excerpts are from the ELPAC Information Guide (pages 22 and 26) as an initial reference. However, sites and Individual Education Program (IEP) teams must refer to this document as one of the resources for supporting students with special needs.

Guidelines for Reclassification (page 22)

On April 28, 2017, the CDE provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the ELPAC.

Once the Summative ELPAC became operational on February 1, 2018, the CDE provided interim reclassification guidance, utilizing the SBE-approved (November 2017) preliminary threshold scores for the Summative ELPAC. Information can be found on the CDE website www.cde.gov

Reclassification Criteria (page 22)

As a reminder, since the 2015–16 school year, the reclassification criteria, pursuant to EC Section 313(f), has remained unchanged. At this time, LEAs are to continue using the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English Language Proficiency (using an objective assessment instrument, including, but not limited to, the state test of ELD)
2. Teacher evaluation (including, but not limited to, a review of the student’s curriculum mastery)
3. Parent opinion and consultation
4. Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

Reclassification of ELs with Disabilities (pages 24-25)

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the E website at https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item08addendum.doc.

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability, using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on page 19 outlining the Federal Guidance for Learners with Disabilities. This is a must read for the IEP Teams.
The following are suggestions for applying the four criteria in EC Section 313(f) to local reclassification policies regarding English learners with disabilities:

**Criterion 1:** Assessment of ELP ■ Using an Objective Assessment Instrument Assessment of ELP using an objective assessment, including but not limited to the ELPAC, is one of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether an EL should be reclassified as Fluent English Proficient (RFEP). The IEP team can use the scores from an alternate assessment aligned with the state 2012 ELD Standards for reclassification purposes (see “Assessing Students with Disabilities” on page 19). An alternate assessment may be used to measure the student’s ELP on any or all four domains in which the student cannot be assessed using the ELPAC.

For purposes of Title I accountability requirements, a student assessed with an alternate assessment, or the ELPAC with unapproved unlisted resources, will receive levels on the ELPAC for each domain tested with an alternate assessment or the ELPAC with unapproved unlisted resources. The IEP team, however, may use results from the alternate assessment or ELPAC administration with unlisted accommodations in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student’s scores on an assessment of basic skills) to determine a student’s eligibility for reclassification. Although the alternate assessment tests the student’s ELP in accordance with the student’s IEP, the alternate assessment results are not comparable to ELPAC results, in general, and are not for the purposes of Title I accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

**Criterion 2:** Teacher Evaluation ■ Use the student’s classroom performance information that is based on the student’s IEP goals for academic performance and ELD.

**Criterion 3:** Parent Opinion and Consultation ■ The parent or guardian is a participant on the IEP team.

**Criterion 4:** Comparison of Performance in Basic Skills ■ The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether the EL with disabilities has sufficiently mastered the basic skills for reclassification consideration. The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student’s capacities.

School teams must follow the all procedures stated in the ELPAC Information Guide California Department of Education and requirements and process for students with special needs in CVUSD.
Required CVUSD Forms:

English Learner with Mild to Moderate Disabilities Reclassification Worksheet

Student Name: __________________________
Birthday: _______ Grade: _______ Date of Meeting: _______
Primary Disability: __________________________ Secondary Disability: __________________________

Explain the English language development services the student has received:

--------------------------------------------------------------------------------------------------

1. **Assessment Results of Language Proficiency**
   
   (Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC, if appropriate)

   **Language Proficiency Assessment Taken:**
   □ ELPAC □ Alternate Assessment

   Name of alternate assessment: __________________________

   **Current School Year Data**
   Date: _______
   □ ELPAC Overall Score: _______
   Listening: _______ Speaking: _______
   Reading: _______ Writing: _______
   □ Other standardized measures describing the areas of Listening, Speaking, Reading and Writing:

   **Previous School Year Data**
   Date: _______
   □ ELPAC Overall Score: _______
   Listening: _______ Speaking: _______
   Reading: _______ Writing: _______
   □ Other standardized measures describing the areas of Listening, Speaking, Reading and Writing:

Choose 1 Below

□ Student met language proficiency level criteria as assessed by ELPAC
   (Note: Overall score must be early advanced or higher, with no skill area below Intermediate)

□ Student DID NOT meet ELPAC criteria but the overall proficiency level was a level three. The reclassification team reviewed other standardized measures like psychoeducational assessments, speech & language assessments, student’s individual educational goals to help determine English language proficiency.

□ Student took ELPAC or other standardized measurements and there are indicators of low performance in English skills (listening, speaking, reading, writing) but the reclassification team determined that the low performance areas are a indicator of the student’s disability versus language difference.

Comments:
   (Possible indicators: The student has similar academic deficits and error patterns in English as well as primary language or language patterns unique to students with a disability.)

□ The Reclassification team has determined that there is enough evidence to support the student has reached an appropriate level of English proficiency aligned to their level of functioning.

2. **Teacher Evaluation**
   (Note: Having incurred deficits in motivation and academic success unrelated to English language proficiency (i.e. disability) does not preclude a student from reclassification.)

Evaluation was based on:

□ Classroom evaluation □ IEP goal progress
□ District-wide assessments □ Other:

Comments:

CVUSD -- Master Plan for English Learners -- 2018-2020
The Reclassification team feels that the teacher’s evaluation data indicates the student is proficient in English.

3. Parent Opinion and Consultation
   - Letter to parent
   - Parent Conference
   - Other

Comments:
- The Reclassification Team feels parent input supports the student’s English proficiency.

4. Comparison of Performance in Basic Skills

Note: “Assessment of language proficiency using an objective assessment instrument (statewide assessment or other standardized measurements) in English Language Arts must be at least the beginning of basic level to midpoint of basic or low average to average range - each district may select exact cut point”; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student.

Assessment Data Utilized:
   - Statewide assessment
   - Other Standardized Assessment

Test name: ___________________________ Date: ___________________________

Results:
Choose 1 Below
- Statewide assessment results in ELA indicate the student is performing in mid-range of basic or low average to average range?
- Student’s basic skills in ELA assessment appear to be commensurate with his/her intellectual disability due to a disability such as a speech & language impairment, etc. versus a language difference and primary language assessments indicate similar levels of academic performance (if available)
- Error patterns noted mirror the patterns made by students with a unique disability versus peers with language differences and student has manifested language proficiency in all other areas.

- The Reclassification Team feels analysis of Performance in Basic Skills (ELA) warrants reclassification.

- The Reclassification Team (IEP team) has determined that the student should be reclassified at this time based on analysis of the four criteria above.

Members present:

Name                      Signature
_____________________, Case Manager
_____________________, Parent/Guardian
_____________________, Teacher
_____________________, EL Site Leader

____________________, Case Manager
____________________, Parent/Guardian
____________________, Teacher
____________________, EL Site Leader

Based on 4/16/14 © Jarice Butterfield

Revised 4/3/19, CVUSD

To: Ed Services         From Case Manager: ___________________________
FAX: 510-537-4754

Date: ___________________________  School Site: ___________________________
Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree  Disagree  The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary to application in school, work, home, and community environment.
Agree  Disagree  The student demonstrates academic/cognitive ability/adaptive behavior that require substantial adjustments in the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree  Disagree  The student cannot address the performance level assessed in the ELPAC, even with accommodations or modifications.
Agree  Disagree  The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
Agree  Disagree  The decision to participate in the alternate assessment is not based on excessive or extended absences.
Agree  Disagree  The decision to participate in the alternate assessment is not based on language, cultural, or economic difference.
Agree  Disagree  The decision to participate in the alternate assessment is not based on deafness/blindness, visual, auditory, and/or motor disabilities.
Agree  Disagree  The decision to participate in the alternate assessment is primarily based on a specific categorical label.
Agree  Disagree  The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is “Disagree,” the team should consider including the student in the ELPAC with the use of any necessary accommodations or modifications.

IEP Team Decision: ______________________ is eligible for participating in the ELPAC.
IEP Team Decision: ______________________ is not eligible for participating in the ELPAC.

Submit original to:
4400 Alma Ave., Castro Valley, Ca 94546
Attn: Educational Services Department

Educational Services Department USE ONLY
☐ Approved
☐ Denied/Reason: ______________________
Signature: ______________________
Date: ______________________
ALTERNATE RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS
(Moderate/Severe Disabled Grades 5-12)

This form is for use with English Learners with IEPs who do not meet standard district reclassification criteria. Both sides of this form must be completed.

A. STUDENT INFORMATION:

Name: _________________________________________ DOB: ______________________ ID#: ________________________ U.S. School Entry Date: _________________ Grade: ________

Primary Language: _____________________________ School: ______________________ Current Special Education Program: __________________________________________________

B. ELPAC HISTORY:

ELPAC (English Language Proficiency Assessment California) or alternate assessment for the past three years if available:

<table>
<thead>
<tr>
<th>Current</th>
<th>One year prior</th>
<th>Two years prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>Test</td>
<td>Test</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Raw Score Level</td>
<td>Raw Score Level</td>
<td>Raw Score Level</td>
</tr>
<tr>
<td>Listening Speaking</td>
<td>Reading Writing</td>
<td>Overall</td>
</tr>
</tbody>
</table>

C. SCHOOL PSYCHOLOGIST INPUT

*The student’s skills in Oral Language and Language Arts appear to be commensurate with his/her cognitive ability due to a diagnosed disability such as intellectual disability, traumatic brain injury, autism, etc.  _____ Yes  _____ No  School Psychologist Signature: ____________________________ Date: __________________

Student’s Primary Disability: ____________________________________________ Student’s Secondary Disability: _______________________________

D. PARENT/GUARDIAN INPUT

My signature indicates that I have been given an opportunity to express my opinion and to consult with school staff during the reclassification process.

__________________________ ____________________________
Signature of Parent/Guardian Print Name of Parent/Guardian Date

E. SCHOOL SITE IEP TEAM

DATE: ______________________

__________________________ ____________________________ ____________________________
Signature of Case Manager Print name of Case Manager Signature of Administrator Print name of Administrator

__________________________ ____________________________ ____________________________
Signature of General Ed. Teacher Print name of General Ed. Teacher Signature of Other (title): Print name of Other

If the IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services, the team can recommend that the student be reclassified as Reclassified Fluent English Proficient (RFEP).

Mark one:

_____ The team agrees the student should be reclassified as RFEP.

_____ The team agrees the student should not be reclassified at this time. Review again next year.

Submit original to:
4400 Alma Ave., Castro Valley, Ca. 94546
Attn: Educational Services Department

EL ASSESSMENT CENTER USE ONLY

☐ Approved
☐ Denied/Reason: ____________________________
Signature: ____________________________ Date: __________

CVUSD -- Master Plan for English Learners -- 2018-2020
ALTERNATE RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS Moderate/Severe Disabled Grades 5-12 STUDENT PROFILE

Name: ___________________________________________  ID#: __________________________________  Grade: __________________________

For reclassification, student must meet the acceptable standard for ALL criteria below. Both sides of this form must be completed.

<table>
<thead>
<tr>
<th>RECLASSIFICATION CRITERIA</th>
<th>ACCEPTABLE STANDARD</th>
<th>STUDENT CANDIDATE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates English Language Proficiency</td>
<td>IEP team agrees that the student demonstrates English proficiency (in all four domains of listening, speaking, reading and writing) comparable to that of peers classified as English-Only (EO) with the same or similar disabilities based on a body of evidence which includes the following measures: ✔ Tools that compare to peers: Rating scales, Checklists, Rubrics, Language samples, Language Development Tests ✔ Information gathered from multiple perspectives (e.g., parents/guardians, teachers, support staff, student) ✔ Information gathered in multiple contexts (e.g., classroom observations, IEP goal progress, social interactions, home)</td>
<td>VCCALPS (alternative to ELPAC) Date: __________________ Overall Primary Language: __________ Overall English: __________</td>
</tr>
<tr>
<td>B. California Alternate Assessment (CAA)</td>
<td>Student qualifies to take CAA.</td>
<td>CAA Date: __________________ Math: __________ English/Language Arts: __________</td>
</tr>
<tr>
<td>C. Individualized Education Program (IEP) Case Manager Judgment</td>
<td>A teacher signature on this profile represents that he/she believes the student has acquired the English language skills to be successful in learning in English commensurate with peers classified as English-Only (EO) with same or similar disabilities while receiving appropriate special education supports.</td>
<td>IEP Case Manager’s Signature: __________________ Date: ______</td>
</tr>
<tr>
<td>D. Parent Guardian Consultation</td>
<td>Parent/Guardian was notified of their rights and provided opportunities to participate (with the use of interpreters, if necessary) in the reclassification determination as part of the IEP process.</td>
<td>Parent/Guardian Signature: __________________ Date: ______</td>
</tr>
<tr>
<td>E. Specialized Academic Instruction (SAI)</td>
<td>Student receives SAI services as part of their IEP and has demonstrated progress towards meeting previous linguistically appropriate goals and objectives commensurate with his/her ability. ✔ Yes</td>
<td></td>
</tr>
<tr>
<td>F. IEP Team Judgment</td>
<td>Noted in the IEP on the State Assessment page, the IEP team believes that specific English Language Development strategies and supports are no longer required to access curriculum. ✔ Yes</td>
<td></td>
</tr>
</tbody>
</table>

If the IEP team agrees the student should be reclassified as RFEP, please submit to the EL Assessment Center for review. Keep a copy for your records *Please attach VCCALPS. Upon approval, a copy will be sent to the parent for notification and to the site to be filed in the student’s CUM folder. The packet will be returned for the Case Manager to file in the CUM folder. *Any changes to the Language Fluency designation in Aeries will be completed by Educational Services Department.
Section Five

Program Evaluation, Monitoring Student Progress & Reclassification
Program Evaluation & Monitoring Student Progress and Reclassification

CVUSD is committed to ongoing monitoring at the individual, site and district level to determine the effectiveness of the English learner instructional programs, practices, procedures, and services. The data provides information to modify, continue, and/or strengthen program components.

At each site, English learner information is placed in the student’s Cumulative (CUM) folder to assist with program placement, monitoring language proficiency, annual ELPAC assessments (initial and summative) results and previous CELDT reports, parent/guardian notification letters, and local measures such as Illuminate reports, report cards, progress reports, and Reclassification letter.

Assessment and Monitoring Progress
Academic progress is monitored with common formative and summative assessments, Response to Intervention (RtI) reports, grade-level benchmark assessments, and annual state ELPAC assessments. Regardless of the program option, all English learners are expected to acquire English proficiency as soon as possible with the goal of four to five years and no longer than six years. English learners’ academic progress toward mastery of grade level standards is closely monitored and MTSS supports are implemented if necessary. English Learners, no matter when they enroll in CVUSD schools, will engage in high quality instructional programs and receive support so that they graduate from high school ready for college and career postsecondary opportunities.

Formal Reporting
In grades TK-5, English learners receive a trimester report card indicating progress in reading, written language, speaking, listening, math, science and social emotional areas. For grades 6-12, English learners receive mid-quarter progress reports and quarterly report cards. In grades 9-12, the EL counselor meets regularly with each English learner to review transcripts, set and review individual goals for course selection, and monitor progress in all subjects to ensure students are on track for graduation.

Monitoring English learners with Reclassified Fluent English Proficiency (RFEP) designation and Initial English Fluent Proficiency
Once a student meets the RFEP criteria outlined below, a systematic monitoring process is implemented for three years to ensure students continue to master grade level standards and earn a grade of 2 at the elementary level or grade of C or better in grades 6-12. Twice a year, district and site leaders will monitor the student’s academic progress in English and other core subjects which are recorded on the district progress monitoring form. Parent/guardians are notified during this process to communicate the student’s progress. If the student is not meeting grade-level benchmarks, targeted learning goals are identified to support the student. At the elementary level, the administrator and classroom teacher meet with the parent/guardian and student to describe and review the MTSS supports that may be implemented. At the secondary level, the classroom teacher, possibly the counselor, meets with the parent/guardian and student to identify MTSS supports needed which may include after school tutoring and weekly check in to ensure the student is passing all course work and on track for high school graduation. This concerted effort guarantees that all Reclassified Fluent English Proficient students will be successful and ready to achieve postsecondary goals. The same process is in place for students who demonstrate English Proficiency at the time of enrollment for two years. These students are designated as Initial Fluent English Proficiency (IFEP). Both of these monitoring systems ensure English learners are successful in school.
English Language Developmental Timeline - 6 Year Model
This chart represents minimum progress expectations for an EL to acquire proficiency in English.

<table>
<thead>
<tr>
<th>ELPAC ASSESSMENT RESULTS</th>
<th>Minimally Developed</th>
<th>Minimally Developed</th>
<th>Somewhat Developed</th>
<th>Moderately developed</th>
<th>Well Developed</th>
<th>Well Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD INSTRUCTIONAL LEVEL</td>
<td>Low Emerging Level 1</td>
<td>High-Emerging Level 1</td>
<td>Low Expanding Level 2</td>
<td>High Expanding Level 3</td>
<td>Bridging Level 4</td>
<td>Reclassification</td>
</tr>
<tr>
<td>Minimum progress expectations for English Proficiency</td>
<td>Student A arrives</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td></td>
<td>Student B arrives</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student C arrives</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student D arrives</td>
<td>Year 2</td>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student E arrives</td>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Language Proficiency Assessment for California (ELPAC)
California law (Ed. Code 313, 60810 and 60812) requires students whose home language is anything other than English to take an ELPAC Initial assessment to determine English proficiency and whether the student will participate in the English learner programs. The annual state summative ELPAC measures students’ English proficiency and progress toward reclassification. Parent/guardians are notified in writing of the ELPAC results, directly from CDE, with an explanation as to the instructional program options and/or reclassification criteria during the summer.

Reclassified Fluent English Proficient-(RFEP) Process
The California Department of Education announced an Updated Reclassification Guidance for 2018–19 on January 18, 2019. The letter outlined guidance for reclassification based on the 2018-2019 summative ELPAC scores. Based on the updated guidance, CVUSD updated Exhibit 6174 to reflect the new ELPAC threshold scores. The new statewide standardized English Language Proficiency criterion, ELPAC Overall Performance Level (PL) 4, will be used to determine an English learners language proficiency beginning with the administration of the 2018-2019 Summative ELPAC.

CVUSD adopted Board Policy 6174 and Administrative Regulation 6174 which includes RFEP Criteria E6174. An English learner is reclassified as a Fluent English Proficient (RFEP) once the student’s assessment results achieve the linguistic and academic criteria. If an English learner meets the ELPAC threshold but does not meet the academic criteria, the teacher will develop specific goals and/or an intervention plan targeted on English language development in collaboration with the teacher and parent/guardian. These goals will be closely monitored by the classroom teacher to ensure the English learner is making steady progress and provide the parent/guardian an update on progress throughout the year.
The district’s reclassification criteria are listed below:

E 6174  Castro Valley USD
Education for English Language Learners

ELEMENTARY (Gr. 1-5)

Grade 1:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Benchmark Assessment System (BAS) Level F (1st Trimester)
C. Writing-On-Demand Assessment: Narrative with a score of 2 or better (1st Trimester)
D. Teacher Evaluation of ELA grades in both Reading and Written Language with a grade of 2 or better (1st Trimester)
E. Parent/guardian approval via conference, telephone, or mail

Grade 2:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Benchmark Assessment System (BAS) Level K (1st Trimester)
C. Writing-On-Demand Assessment: Narrative with a score of 2 or better (1st Trimester)
D. Teacher Evaluation of ELA grades in both Reading and Written Language with a grade of 2 or better (1st Trimester)
E. Parent/guardian approval via conference, telephone, or mail

Grade 3
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. ELA Performance Task score of 2 or better (1st Trimester)
C. Writing-On-Demand Assessment: Narrative with a score of 2 or better (1st Trimester)
D. Teacher Evaluation of ELA grades in both Reading and Written Language with a grade of 2 or better (1st Trimester)
E. Parent/guardian approval via conference, telephone, or mail

Grade 4
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2400 or higher (mid-point between “Standard Nearly Met” or “Standard Met” on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation of ELA grades in both Reading and Written Language with a grade of 2 or better (1st Trimester)
D. Parent/guardian approval via conference, telephone, or mail

Grade 5
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2445 or higher (mid-point between “Standard Nearly Met” or “Standard Met” on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation of ELA grades in both Reading and Written Language with a grade of 2 or better (1st Trimester)
D. Parent/guardian approval via conference, telephone, or mail
SECONDARY (Gr. 6-12)

Grade 6:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2472 or higher (mid-point between “Standard Nearly Met” or “Standard Met”) on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail

Grade 7:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2494 or higher (mid-point between “Standard Nearly Met” or “Standard Met”) on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail

Grade 8:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2516 or higher (mid-point between “Standard Nearly Met” or “Standard Met”) on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail

Grade 9:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2527 or higher (mid-point between “Standard Nearly Met” or “Standard Met”) on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail

Grade 10-11:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Achievement Level “Above Standard” or “At/Near Standard” on the “Informational Texts” and “Edit/Revise” SBAC Interim Assessment Blocks
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail

Grade 12:
A. Overall Performance Level (PL) 4 on the Summative ELPAC
B. Overall score of 2532 or higher (mid-point between “Standard Nearly Met” or “Standard Met”) on the previous year’s SBAC (Smarter Balanced Assessment Consortium) (CAASPP Achievement Level Scale Score)
C. Teacher Evaluation in English/Language Arts course with a grade of C or better (1st Quarter)
D. Parent/guardian approval via conference, telephone, or mail
Federal Program Monitoring

State and federal laws require California Department of Education (CDE) to monitor EL programs in districts using this instrument [CDE Federal Program Monitoring 2016-17 EL Instrument](#). This English Learner (EL) Instrument contains 20 key components to effectively evaluate a District’s English learner program:

**Involvement**
- EL 1: parent/guardian Outreach & Involvement
- EL 2: Translation of Information for parent/guardians
- EL 3: Private School Consultation & Participation
- EL 4: English Learner Advisory Committee (ELAC)
- EL 5: District English Learner Advisory Committee (DELAC)

**Governance & Administration**
- EL 6: English Learner Identification & Assessment
- EL 7: parent/guardian Notification
- EL 8: Implementation, Monitoring & Revision of LEA Plans
- EL 9: EL Program Inclusion in the Development of the Single Plan for Student Achievement
- EL 10: Inventory

**Funding**
- EL 11: Supplement, Not Supplant, with Title III and LCFF funds
- EL 12: Time Accounting Requirements

**Standards, Assessment, & Accountability**
- EL 13: Evaluation of English Learner Program Effectiveness
- EL 14: Reclassification
- EL 15: Teacher EL Authorization

**Staffing & Professional Development**
- EL 16: Professional Development Specific to English Learners

**Opportunity and Equal Education Access**
- EL 17: Appropriate Student Placement
- EL 18: parent/guardian Exception Waiver for Alternative Program

**Teaching and Learning**
- EL 19: English Language Development
- EL 20: Access to the Core Subject Matter
Section Six

Staffing & Professional Development
Staffing and Professional Development

Staffing -- Certificated and Classified
All CVUSD teachers are highly qualified to teach English learners and hold an appropriate EL certification or credential authorization issued by the Commission on Teacher Credentialing (CTC). Research states that highly trained, experienced teachers positively impact English learner performance. Teachers and classified employees teaching English learners are expected to keep up to date on state and local assessments that inform the instructional programs as well as actively participate in ongoing ELD and Culturally Linguistically Responsive (CLR) training.

Support Staff
Educational Services coordinates CVUSD district-wide services to English learner students. The Title III Coordinator and collaborates with staff and school sites to ensure CVUSD meets the needs of our English learners per state and federal law (see Introduction for specific laws)

Increased staffing at all sites is a district priority to support the implementation of EL programs. At the secondary level (grades 6-12), an EL Coach is assigned to each site and is provided a release period to provide regular coaching and training for teachers and departments who provide ELD instruction. The EL Coach works with teachers on scaffolding/modifying lessons implementing the EL 4 focused strategies, models lessons, and provides feedback and staff training at staff and department meetings. At each secondary site, depending on enrollment, staffing is allocated to offer Structured English Immersion (SEI) for Emerging and Expanding students based on the ELPAC proficiency levels and sheltered classes for core content classes. At both middle schools, an AVID Excel elective course is offered to LTELs.

At all TK-12 sites, qualified teachers serve as either an EL Mentor or an EL Assessment Site Leader on the district EL Committee to receive training and professional development to support English learners. These EL Site Leaders provide English learner support at their own site including effective practices to monitor student progress. The EL Assessment Site Leader serves as the ELPAC site leader and oversees the successful administration of the summative ELPAC assessment each spring. One secondary paraprofessional provides direct services to English learners and assists with the coordination of ELPAC at the district level.

EL Mentor/EL Coach Responsibilities
Purpose: To provide instructional leadership and on-site support to teachers on the implementation of research-based instructional strategies including EL 4 Strategies to meet the learning needs of English Learners.

Organization/Representation: EL Mentor Teacher per site Description of Duties/Expectations
➔ Communicate to teachers and site administrator current EL data (district EL data sheet) to inform designated and integrated instruction.
➔ Attend district EL Site Leader meetings including both EL Mentors and EL Assessment and Data Leaders.
➔ EL Mentor meetings will provide professional development focused on EL 4 high leverage strategies.
➔ Share the EL 4 Focus Strategies during either staff meetings, PLC sessions, or grade level meetings to support teachers with designated and integrated ELD instruction a minimum of three times during the year.
➔ Collaboration with EL Assessment and Data Site Leader when the RFEP monitoring forms are returned in October and March and follow up with teachers to ensure the RFEP student
is making progress on core academics.

➔ Chair site ELAC meetings (four per year) in collaboration with EL parent/guardian and include site administrator in each meeting and maintain a file with the English Learner Advisory Council (ELAC) Agenda, Minutes, and sign in sheets. (this may be used for FPM).

➔ Recruit a site ELAC parent/guardian to attend District English Learner Advisory Council (DELAC) and/or attend for your site.

➔ In collaboration with the EL Assessment Site Leader organize a RFEP celebration for students and families.

**EL Assessment and Data Site Leader Responsibilities**

*Purpose:* To provide site leadership in collaboration with district leadership to ensure CDE requirements are met related to student achievement, assessment, and accountability for English Learners.

*Organization/Representation:* One EL Assessment and Data Site Leader unless EL student enrollment is less than 50 students

*Descriptions of Duties/Expectations:*

➔ Communicate to teachers and site administrators current EL data (district EL data sheet).

➔ Attend district EL Site Leader meetings including both EL Mentors and EL Assessment and Data Leaders

➔ Update the site EL Data sheet provided by Educational Services with current data throughout the year in collaboration with EL Mentor. The purpose is to monitor student progress in language proficiency and access to core curriculum.

➔ Responsible for distributing and collecting the RFEP Monitoring Form in October and March.

➔ Teachers must determine if the RFEP student is making progress by indicating the grade and develop a learning goal if the student is not making progress.

➔ Collect the IFEP and RFEP forms and communicate with the EL Mentor so he/she can follow up with teachers to ensure the RFEP student is making progress on core academics.

➔ Participate in ELPAC training and serve as site ELPAC assessment coordinator.

➔ Coordinate the administration of ELPAC’s annual assessment (March-May testing window) Assist with the organization of site ELPAC testing schedule and testing rooms.

➔ Work with Testing Team Lead to monitor completion of ELPAC at the site.

➔ Communicate with Educational Services on ELPAC needs or questions.

**Professional Development (PD)**

Professional Development opportunities continue to provide ongoing training for teachers, paraprofessionals, site and district administrators, and parents/guardians to support English learners language development and success in school.

The professional development plan for the next two years, 2019-2021, will be offered in a variety of formats: districtwide PD workshops, AVID professional learning, site staff meetings, EL Site Leaders monthly meetings, principal workshops, PLC sessions, and an afterschool EL Series on *EL 4 Focused Instructional Strategies to Scaffold Instruction for English Learners*. A collaborative team of presenters will include Teachers on Special Assignment (TOSAs), EL Site Leaders, EL Coaches, AVID teachers, principals, Alameda County Office of Education staff, and members of the CVUSD Educational Services staff.

The content of the 2019-2021 professional development will include but is not limited to:

➔ Understanding the English learner Master Plan, 2019-2020
  ◆ District and site expectations, ELD requirements, EL procedures, policies,
  ◆ EL programs options
  ◆ 2014 ELA/ELD Framework
Instructional Practices

◆ **EL 4 Focused Instructional Strategies to Scaffold Instruction for English Learners**
  - Design and implement differentiated, standards-based instruction in core content
  - Daily designated and integrated ELD instruction
    - Differentiating instruction for four domains: reading, writing, listening and speaking
    - Metacognitive and metalinguistic skills
    - Lesson plans development connecting the ELD and ELA standards
    - Systematic Language Acquisition

◆ **Supports for Academic Language Development for LTEls**
  - AVID Excel

◆ **Multi-Tiered Systems of Support (MTSS)**

→ **Supporting English learners with special needs**

→ **El supports within adopted textbooks**

→ **Supplemental Resources**
  - Ballard and Tighe
    - Elementary-Hands-On English (K-1), Forms and Functions (K-5), and Frames for Fluency (K-5)
    - Secondary-Champion of Ideas (6-9)
  - Software Programs- Footsteps to Brilliance software (K-2), Imagine Learning software (K-5), Rosetta Stone software (6-12)
  - Hampton-Brown’s Edge series (9-12)

→ **Assessment and Monitoring**
  - ELPAC results to inform instruction
  - Effective common and formative assessment strategies
  - Illuminate as our data tool
  - Reclassification criteria and process
  - Monitoring RFEP and IFEP students

→ **Effective strategies to increase parent/guardian outreach for all members of the EL community to actively participate in the educational programs at the school site and district**
  - English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)
  - Local Resources to support English learners and families

**Ongoing PD**

Teachers will continue to attend the California Association of Bilingual Education conference and share information at EL Site Leader meetings and during PLC sessions at the school sites. At the secondary level, teachers meet monthly focused on embedding Culturally and Linguistically Responsive (CLR) strategies in daily practice. The CLR work began after a successful 4 year partnership with Dr. Hollie.

**Previous professional development:** Adopted curriculum with particular focus on English learner support, Alameda County Office of Education (ACOE) and WestEd PD on ELA/ELD framework and instructional strategies; RFEP and monitoring, Lori Ozkcos Literacy PD; Dr. Hollie, (CLR) strategies PD; Mike Mattos Professional Learning Community (PLC) PD supporting EL students; supplemental curriculum and software, and Guided Language Acquisition Development (GLAD) PD with Orange County Office of Education.
Section Seven

Funding
Section Seven: Funding

CVUSD adheres to the funding requirements as prescribed by the California Ed. Code, federal and state regulations and district policies and procedures. Local Control Funding Formula (LCFF) and Title III (LEP and Immigrant) funds supplement the English learner programs. These funds are used to supplement not supplant general funding for English learners and programs.

General Funds Resources
The district uses the General Fund resources to provide the base program for all students including but not limited to core materials in English Language Arts and mathematics, professional development, instructional supplies, teacher salaries, transportation, Special Education, food services, other district supports, and MTSS supports. The district Local Control Accountability Plan (LCAP) can be referenced on the district web page for details of the action plans and funding sources: www.cv.k12.ca.us.

Local Control Accountability Plan (LCAP)
Castro Valley’s Local Control Accountability Plan (LCAP) details our four major goals for our students and lists specific actions, services, and budgets to support those goals.

- **Goal 1:** Ensure that ALL students graduate “college and career ready” through the full implementation of the New California Standards for Literacy and Mathematics and the Next Generation Science Standards.
- **Goal 2:** Ensure a positive learning environment with properly certificated teachers, adequate materials, and appropriate facilities to support high-quality teaching and student learning.
- **Goal 3:** Empower ALL parent/guardians (including those speaking a language other than English) to be actively engaged in their students’ education and decision-making processes by providing timely information and encouraging parent/guardians to demonstrate their support for student learning and for the importance of graduating “college and career ready.”
- **Goal 4:** Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.
  - Updated LCAP 2018-19 - Board Approved June 28, 2018

Supplemental Funds
LCFF and Title III provide supplemental programs and services for English learners including instruction, instructional support, parent/guardian involvement and participation, translation services, professional training, paraprofessional support, supplemental materials, software, after school EL program activities, and LTEFLs intervention.
Section Eight

Advisory Committees, Family & Community Involvement
Advisory Committees, Family and Community Involvement

CVUSD believes, as stated in our Strategic Plan, that parent/guardians are integral members of the educational process and that developing a strong partnership between home, school, district, and community is essential to the success of students and families. There are two types of parent/guardian advisory committees: site English Learner Advisory Committee (ELAC) and district Learner Advisory Committee (DELAC)

**Parent/guardian Engagement:**
It is a shared responsibility of the district and school to inform parent/guardians of the policies, procedures, and EL programs options and activities that support their children. Site administrators and classroom teachers continue to reach out to parent/guardians through phone calls (interpreters provided), translated communication which includes materials, notices and school event flyers, and face to face communication to encourage parent/guardians to participate in their child’s education (volunteer in classroom, parent/guardian conferences and school events). Parent/guardians are encouraged to attend ELAC and DELAC committees which serve as a forum for parent/guardians of English learners to share their recommendations for program design and goals, funding, and services.

**English Learner Advisory Committees (ELAC)**
Each school with 21 or more English learners, regardless of language, has an English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee. An ELAC agenda and recorded public minutes must be kept for a minimum of five years at the school site. On the committee, the percentage of parent/guardians of English learners is at least the same as that of English learners at the school. The committee members hold elections of officers and have a delegate to the DELAC. After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee or subcommittee.

The purpose of the ELAC is to advise the principal and school staff with sessions focused on:

➔ Training parent/guardians of the important function of ELAC to inform EL programs and supports at the site and district level  
➔ Reviewing of the annual EL Needs Assessment Survey and provide input to the Single Plan for Student Achievement (SPSA) on site English learner instructional programs  
➔ Understanding instructional programs and services for English learners  
➔ Supporting their child’s academic achievement and progress on developing English proficiency  
➔ Training the members on the EL Master Plan which outlines procedures, policies, and practices that align with federal and state law requirements.

Training is provided by DELAC to ensure that ELACs run effectively. The committee advises (reviews and comments) on the following:

➔ Functions, roles and responsibilities of site ELACs committee  
➔ Provides input to the Single Plan for Student Achievement (SPSA) on site English learner instructional programs  
➔ Development of the school’s annual needs assessment.  
➔ Increase parent participation parent/guardian through effective engagement strategies  
➔ Understand the site's Multi-System of Supports (MTSS)
District English Language Advisory Committee (DELAC)

When there are 51 or more EL students in a district, a District English Language Advisory Committee must be formed. DELAC’s membership includes a representative from each school's ELAC who attends five district meetings each year. Committee members serve for two years and report back to the site ELAC. The DELAC meetings are open to the public and allow for public input. The meeting notice and agendas must be posted at least 72 hours before the meeting at each school site and/or other appropriate place accessible to the public. All meeting agendas, minutes, and information is translated in Spanish and Simplified Chinese. Interpreter are also present at all meetings.

Roles and Responsibilities of DELAC members:

- Provide input to the district including the District’s EL programs, LCFF and Title III funding, and LACP goals
- Ensure the implementation of a successfully English learner program
- Understand federal, state and district EL data reports including annual California Assessment Dashboard results
- Communicate services and resources available to the students and families
- Actively participate in the vetting and annual revisions of the English Learner Master Plan
- Provide input in the development and analysis of the annual site Needs Assessment to inform site and district EL Programs
- Assist in the evaluation of the effectiveness of the site and district EL programs
- Develop annual DELAC Goals, see below

DELAC Goals for 2018-2019

- System
  - Understand the graduation requirements and college entrance procedures
  - Understand MTSS, RTI and PBIS
  - Understand the new California language assessment for English Learners - ELPAC
  - Increase translations and interpreters for school registration at each school site

- Culture
  - Increase translations and interpreters for schoolwide event, Back to School night, and parent/guardian conferences both formal and informal.
  - Increase parent/guardian/guardian communication and involvement at sites

- Instruction
  - Continue parent/guardian Education ~ Helping our children at home in science, reading, math and writing
  - Understand how to increase student achievement & grade level expectations
  - Expand after school and summer school opportunities

- Leadership
  - Expand resources on the DELAC/English Learner page on the district website

CVUSD -- Master Plan for English Learners -- 2018-2020
Glossary of Terms

**Academic language:** Refers to the oral, written, auditory, and visual language proficiency required for students to learn effectively and fluently in schools and academic programs (language used in classroom lessons, books, tests, and assignments).

**Access to core:** Providing access to the core curriculum means providing EL students with simultaneous access to both the ELD and core curriculum. In this type of approach, the program would use primary language support and SDAIE strategies.

**At Risk EL:** An English learner who has been enrolled in U.S. schools at least 3 years but less than 6 and is not making steady progress each year on the ELPAC.

**Basic Interpersonal Communication Skills (BICS) or Social English** - Day-to-day language needed in social situations. English language learners employ BICS while they are playing sports and talking with their friends. Research indicates that children are able to acquire social English in 6-18 months.

**CABE:** California Association for Bilingual Education

**CAASPP:** California Assessment of Student Performance and Progress (established Jan. 1, 2014)

**California English Language Arts/English Language Development (ELD) Framework** - The ELA/ELD Framework integrates two sets of standards and presents them in terms of five key themes. In the CA ELA/ELD Framework Graphic, the center represents the new California Standards (Common Core) for ELA/Literacy and the CA ELD Standards integrating reading, writing, speaking & listening, and language in all disciplines. Circling the standards are key themes: Making Meaning, Language Development, Effective Expression, Content Knowledge and Foundational Skills. English Language Development must be part of the daily classroom program for every English learners to ensure students attain English language proficiency as well as mastery of grade level standards. (see Section One, pg.16)

**CDE:** California Department of Education - Oversees the public school system in California and enforces education law, regulation and school improvement programs.

**CLAD:** Cross-cultural Language and Academic Development- credential authorizes the holder to teach ELD and SDAIE.

**Cognitive Academic Language Proficiency (CALP) or Academic English** - Language used in academic learning. This includes speaking, reading, and writing about subject area content material. This level of language proficiency is essential for students to succeed in school. It normally takes five to seven years to acquire cognitive academic language proficiency.

**Content Standards:** Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.
Core Curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject area including English language arts, mathematics, science, social student.

CTC: California Commission on Teacher Credentialing - A commission which oversees the certification of all teachers in the state of California. See www.ctc.ca.gov/

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

Designated ELD: Specialized instruction in English language acquisition for English learners, based on student language proficiency levels. Designated ELD occurs during a protected time within the school day. Teachers utilize the California ELD standards as the focal standards that build “into” and “from” core content instruction in designated ELD lessons.

Differentiated Instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

ELA: English Language Arts: A core subject which includes instruction in English (reading, writing, listening, and speaking).

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

ELD: English Language Development - A term that includes all aspects of English language development for English language learners. It include four domains of speaking, listening, reading, and writing at developmentally appropriate language levels.

ELM: English Language Mainstream Program - An instructional model, designed for English learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with 20-30 minutes of daily leveled ELD instruction with a minimum of 150 minutes weekly of leveled ELD instruction for students with overall ELPAC level of 3 or 4.

ELPAC: English Language Proficiency Assessment for California - The ELPAC is the current required annual summative state test for English language proficiency that must be given to students whose primary language is other than English. Established thresholds are communicated to schools and families to determine when an English learner has demonstrated fluent English proficiency.

English learner (EL): Student whose first language is not English and who is in the process of acquiring grade level proficiency in academic English.

English only (EO): A student whose primary language is English.

ESSA: Every Student Succeeds Act - Reauthorized NCLB and updated the Elementary and Secondary Education Act (ESEA). The new law which provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of funding formulas.
FPM: Federal Program Monitoring - A state review process focus on determining whether a district programs are in compliance with federal and state law and regulations.

FEP: Fluent English Proficient - Students with a home language other than English and was an English learner. Based on CVUSD Reclassification Criteria Exhibit 6174, the English learner demonstrated academic proficiency in English similar to his/her grade-level peers and have oral and written English skills that approximate those of English speakers.

Governance Board policy BP6174 and AR6174: Per Board Policies, English language learners will be provided challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the core curriculum and achieving California ELA/ELD standards.

The Superintendent or designee shall maintain procedures that provide for the identification, assessment and placement of English language learners and for their reclassification based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or school wide English Learner Advisory Committees. (cf. 6190 - Evaluation of the Instructional Program) *

HLS: Home Language Survey parents/guardians fill out at initial enrollment at a California school.

IEP: Individual Educational Plan for students who qualify for special education services

I-FEP: Initial-Fluent English Proficient - A student who enters school bilingual and is deemed to be proficient in English after the initial ELPAC assessment.

Integrated ELD: All teachers with English learners in their classrooms use the California ELD standards in tandem with the California Common Core Standards (CCSS) for ELA/literacy and other content standards. Throughout the day and across ALL disciplines strategies are implemented to develop content knowledge and academic English.

LACP: Local Control and Accountability Plan - The LACP is a critical part of the Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, and the community to establish the school plans.

LCFF: Local Control Funding Formula finance system to help schools establish base, supplemental, and concentration grants. The LCFF establishes separate funding streams for oversight activities and instructional programs.
**LEA: Local Education Agency** - Usually refers to a school district but may also refer to a County Office of Education. Castro Valley Unified School District is a LEA.

**Less Than Reasonable Fluency:** A level of proficiency in English indicated by the student’s ELPAC assessment results. English learners with an overall Level 1, and Level 2.

**Reasonable Fluency:** A level of proficiency in English indicated by the student’s ELPAC assessment results. English learners with an overall level 3 or level 4.

**Long-Term EL (LTEL):** A student who has been classified as an EL for 6 or more years.

**Newcomer:** A student who is a recent immigrant to the U.S for less than 12 months.

**Paraprofessional:** A person who assists teachers in the classroom.

**Parent Exception Waiver:** A form which is requested and signed parents/guardians of English learners annually to waive the requirement to be placed in an instructional program that is taught in English. *(see Section Two for program options)*

**Parent Involvement:** The engagement of parents/guardians in the education of their children including communication, volunteering at school or home, attending school events, parent meeting, committees, learning at home, decision-making and advocacy, relationship building and collaborating in the school community.

**Register:** Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose setting, social relationships, and mode of communication (written versus spoken).

**Reclassification** (formerly called Redesignation): When a student has met the ELPAC threshold for overall proficiency AND all district criteria including parent/guardian agreement, they are reclassified from an English learner to R-FEP (Reclassified Fluent English Proficient). This change in language classification also often involves a changes in the students instructional program placement.

**R-FEP: Reclassified-Fluent English Proficient** - A student who was previously an EL and who has been recently reclassification to FEP. Former ELs are named R-FEP for 2 years, during which time they are monitored to ensure continuous academic progress and success.

**SDAIE: Specially Designed Academic Instruction in English** - SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English learners. This approach emphasizes the development of grade-level to advance academic competencies and should be viewed as one component within a comprehensive program for English learners.
**SEI: Structured English Immersion** - English learners with overall ELPAC levels of 1 or 2. An instructional model, designed for English learners with less than reasonable fluency in English. Core content is taught in English for required 20-30 minutes of daily leveled ELD instruction for elementary and one class period at the secondary level for instruction in English Language Development (leveled ELD) instruction.

**Sheltered Instruction:** A core content course for English learners for math, science, and history-social science with lessons focused on amplifying the core content through integrated ELD. Teachers adjust the language demands of the lesson by modifying speech rate, using context clues, relating instruction to student experience, and using visual aids to help students understand content.

**SSC: School Site Council** - A school site governing body, consisting of the principal and elected representatives from parents/guardians and staff members, which oversee the development, approval, and implementation of the school plan which includes English learner programs and support structures.

**SPSA: Single Plan for Student Achievement** - The SPSA is a plan of actions to raise the academic performance of all students. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA program improvement into the SPSA.

**Title III:** Federal funding to improve the education of English Language Learners by supporting schools to provide designated and integrated ELD instruction to assist students in meeting English proficiency performance thresholds and state academic standards.
Section Ten

Appendix
# Appendix

## English Learner Program 2018-2019: Key Dates and Events

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
</table>
| **Summer** | - Initial ELPAC testing by district Testing Team  
  - Parent notification letters are mailed for both Summative and Initial ELPAC testing-file in student's CUM and share with teacher |
| **September** | - Initial ELPAC (new students with a language other than English on the Home Language Survey)  
  - Testing for Initials must be completed within 30 days of when they start school  
  - District Site EL Leader meeting  
  - DELAC meeting |
| **October** | - District Site EL Leader Meeting  
  - ACOE ELPAC Academy PD – October 4, 2018  
  - EL Assessment Site Leaders distribute, collect and review the 1st quarter Progress Monitoring forms (secondary)  
  - Site ELAC Meeting (4 meetings required) |
| **November** | - EL Assessment Site Leaders submit Progress Monitoring forms to Ed. Services with signatures (secondary)  
  - District Site EL Leader meeting  
  - DELAC meeting |
| **December** | - EL Assessment Site Leaders distribute, collect and review the 1st semester Progress Monitoring forms (elementary) |
| **January** | - EL Assessment Site Leaders collect Progress Monitoring forms from teachers with signatures and hold to redistribute for 2nd trimester /3rd quarter reporting  
  - District Site EL Leader meeting  
  - DELAC meeting  
  - State Board Education (SBE) releases Reclassification Criteria  
  - Site ELAC meeting (4 meetings required)  
  - RFEP Celebrations January-May |
| **February** | - District Site EL Leader meeting  
  - Reclassification (RFEP) process begins by completing RFEP form based on SBE criteria  
  - Distribute RFEP forms to classroom teachers for input and parent review and input  
  - Training for Summative ELPAC (English Learner Proficiency Assessment of California) |
| **March** | - Reclassification (RFEP) forms due to Carmen (originals filed in student cum after returned from Ed. Services)  
  - ELPAC Summative testing by district Testing Team  
  - EL Assessment Site Leaders distribute, collect and review the 3rd quarter/2nd trimester Progress Monitoring forms  
  - District Site EL Leader meeting  
  - Site ELAC meeting (4 meetings required) |
| **April** | - RFEP Celebrations at sites  
  - EL Assessment Site Leaders submit Progress Monitoring forms to Ed. Services with signatures  
  - ELPAC Summative testing by district Testing Team, March, April and May  
  - DELAC meeting |
| **May** | - District Site EL Leader meeting  
  - Work with site admin on class placement to ensure EL students are clustered based on ELPAC Summative Levels for 2019-2020  
  - RFEP celebrations at sites  
  - Site ELAC meeting (4 meetings required) |
| **June** | - DELAC meeting  
  - Summer Initial ELPAC testing is scheduled (District responsibility) |
| **July/August** | - Summer Initial ELPAC testing at summer school sites (District Testing Teams) |
Initial Letter

To the parent(s)/guardian(s) of: School: Date: 
Student ID #: Date of Birth: Grade: 
Primary Language:

Dear Parent(s) or Guardian(s):

When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][iii])

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessment (ELPAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Initial Performance Level</td>
</tr>
<tr>
<td>Score:</td>
<td></td>
</tr>
<tr>
<td>Oral (Listening and Speaking)</td>
<td></td>
</tr>
<tr>
<td>Written (Reading and Writing)</td>
<td></td>
</tr>
</tbody>
</table>

Based on results of the English language proficiency assessment, your child has been identified as an _______ student.

Individualized Education Program (IEP) on file: A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][viii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

<table>
<thead>
<tr>
<th>Required Criteria</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(California Education Code [EC] Section 313[f])</td>
<td>Board Policy 6174</td>
</tr>
<tr>
<td>English Language Proficiency Assessment</td>
<td>Grades 1-12: Must have an Overall Performance Level (PL) 4 on the Summative ELPAC</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Gr 1-5: 2 or better in Reading and Written Language</td>
</tr>
<tr>
<td></td>
<td>Gr 6-12: C or better in English Language Arts or ELD Class</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent approval via conference, telephone, or mail</td>
</tr>
</tbody>
</table>
Comparison of Performance in Basic Skills

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment System or Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 1</td>
<td>Benchmark Assessment System (BAS) Level F or better</td>
</tr>
<tr>
<td>Gr 2</td>
<td>Benchmark Assessment System (BAS) Level K or better</td>
</tr>
<tr>
<td>Gr 1-3</td>
<td>Writing on Demand Assessment score of 2 or better (1st Trimester)</td>
</tr>
<tr>
<td>Gr 3</td>
<td>ELA Performance Task score of 2 or better (1st Trimester)</td>
</tr>
<tr>
<td>Gr 4-9</td>
<td>A Scaled Score on previous year's Smarter Balanced Assessment Consortium- English Language Arts (SBAC-ELA) of midpoint of &quot;Standards Nearly Met&quot; or higher</td>
</tr>
<tr>
<td>Gr 10-11</td>
<td>SBAC Interim Assessment Blocks achievement level score of &quot;Above Standard&quot; or &quot;At/Near Standard&quot; on &quot;Informational Texts&quot; and &quot;Edit/Revise&quot;</td>
</tr>
</tbody>
</table>

Graduation Rate for English Learners

For unified or secondary school districts, the expected rate of graduation for students in this program is 96.7%


Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]; EC Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Castro Valley Unified School District are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are implemented by your child’s classroom teacher and are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Credential/Certified teachers using district-adopted textbooks and supplementary materials teach students ELD and other core subjects. Instruction is based on ELD and grade-level content standards. At the elementary level, the student’s regular classroom teacher will deliver services. The student may receive additional EL intervention, as well. At the middle and high school levels, the students may receive services in a separate ELD sheltered classroom for part of their day.

English Language Mainstream (ELM): Students who score at reasonable levels of fluency in English are placed in an ELM program. Students receive daily instruction in ELD as well as grade level instruction in the core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level standards. Students receive any additional instruction for them to be reclassified as fluent English proficient.
Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact site principal to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)
Summative ELPAC

September, 2019
Castro Valley Unified School District
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements
To the parent(s)/guardian(s) of:

School: Date: Student ID #: Date of Birth: Grade:
Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][iii])

<table>
<thead>
<tr>
<th>Domain</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>[insert listening performance level]</td>
</tr>
<tr>
<td>Speaking</td>
<td>[insert speaking performance level]</td>
</tr>
<tr>
<td>Reading</td>
<td>[insert reading performance level]</td>
</tr>
<tr>
<td>Writing</td>
<td>[insert writing performance level]</td>
</tr>
</tbody>
</table>

☐ Check if applicable: Individualized Education Program (IEP) on file
A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])
The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.
Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

<table>
<thead>
<tr>
<th>Required Criteria (California Education Code [EC] Section 313[f])</th>
<th>LEA Criteria Board Policy 6174</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td>Grades 1-12: Must have an Overall Performance Level (PL) 4 on the Summative ELPAC</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Gr 1-5: 2 or better in Reading and Written Language</td>
</tr>
<tr>
<td></td>
<td>Gr 6-12: C or better in English Language Arts or ELD Class</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent approval via conference, telephone, or mail</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>Gr 1: Benchmark Assessment System (BAS) Level F or better</td>
</tr>
<tr>
<td></td>
<td>Gr 2: Benchmark Assessment System (BAS) Level K or better</td>
</tr>
<tr>
<td></td>
<td>Gr 1-3: Writing on Demand Assessment score of 2 or better (1st Trimester)</td>
</tr>
<tr>
<td></td>
<td>Gr 3: ELA Performance Task score of 2 or better (1st Trimester)</td>
</tr>
<tr>
<td></td>
<td>Gr 4-9 and 12: A Scaled Score on previous year’s Smarter Balanced Assessment Consortium- English Language Arts (SBAC-ELA) of midpoint of “Standards Nearly Met” or higher</td>
</tr>
<tr>
<td></td>
<td>Gr 10-11: SBAC Interim Assessment Blocks achievement level score of “Above Standard” or “At/Near Standard” on &quot;Informational Texts&quot; and &quot;Edit/Revise&quot;</td>
</tr>
</tbody>
</table>

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

For unified or secondary school districts, the expected rate of graduation for students in this program is 96.7%. District graduation rate displayed on the Graduate Data report, available on the California Department of Education Dataquest Web page at [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Castro Valley Unified School District are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are implemented by your child’s classroom teacher and are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Authorized teachers using district-adopted textbooks and supplementary materials teach students ELD and other core subjects. Instruction is based on ELD and grade-level content standards. At the elementary level, the student’s regular classroom teacher will deliver services. The student may receive additional EL intervention, as well. At the middle and high school levels, the students may receive services in a separate ELD sheltered classroom for part of their day.
**English Language Mainstream (ELM):** Students who score at reasonable levels of fluency in English are placed in an ELM program. Students receive daily instruction in ELD as well as grade level instruction in the core subjects by Credential/Certified teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level standards. Students receive any additional instruction for them to be reclassified as fluent English proficient.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a])

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact site principal to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations a, Section 11302)
CASTRO VALLEY UNIFIED SCHOOL DISTRICT
2018-2019
R-FEP Monitoring Form
Secondary Level

<table>
<thead>
<tr>
<th>Student Name: «FN» «LN»</th>
<th>ID: «Student_ID»</th>
<th>Grade: «Gr»</th>
<th>Site: «Site»</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility Date: «Eligibility_Date»</td>
<td>Current Monitoring level: «Activity_Code»</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due Date: _____ Monitor period-1" Quarter Progress Report Period

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Teacher: «English_Teacher»</th>
<th>Is the student receiving a grade of C or better in other subjects? If not, specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Quarter Grade: ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student is meeting standards?
- YES
- NO

Is the student doing their homework?
- YES
- NO

Is the student participating in class?
- YES
- NO

If not, goal setting with student
- YES

List the recommended classroom support/intervention(s) below to ensure student earns all credits

Focus Area(s) List specific skills:

Describe classroom support to ensure academic progress is achieved.

Teacher’s Name: Print and Initial
Date
Counselor’s Name: Print and Initial signature
Date

Due Date: _______ Monitor period-3" Quarter Progress Report Period

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Teacher: «English_Teacher»</th>
<th>Is the student receiving a grade of C or better in other subjects? If not, specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Quarter Grade: ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student is meeting standards?
- YES
- NO

Is the student doing their homework?
- YES
- NO

Is the student participating in class?
- YES
- NO

If not, goal setting with student
- YES

List the recommended classroom support/intervention(s) below to ensure student earns all credits

Focus Area(s) List specific skills:

Describe classroom support to ensure academic progress is achieved.

Teacher’s Name: Print and Initial
Date
Counselor’s Name: Print and Initial signature
Date

________Advance to the next level
________Do not advance to the next level

EL Site Leader Signature
Date

Copy to Ed. Services Curriculum
English Language Program
Original to Assessment Folder
Modified 4/2019
<table>
<thead>
<tr>
<th>Due Date: ____</th>
<th>Monitor period-1st Quarter Progress Report Period</th>
<th>Counselor: «Counselor»</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: English</td>
<td>Is the student receiving a grade of C or better in other subjects? If not, specify</td>
<td></td>
</tr>
<tr>
<td>Teacher: «English_Teacher»</td>
<td>Current Quarter Grade: ___</td>
<td></td>
</tr>
<tr>
<td>Student is meeting standards?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Is the student doing their homework?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Is the student participating in class?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>If not, goal setting with student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List the recommended classroom support/intervention(s) below to ensure student earns all credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Area(s) List specific skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe classroom support to ensure academic progress is achieved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name: Print and Initial</td>
<td>Date</td>
<td>Counselor’s Name: Print and Initial signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Due Date: ____</th>
<th>Monitor period-3rd Quarter Progress Report Period</th>
<th>Counselor: «Counselor»</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: English</td>
<td>Is the student receiving a grade of C or better in other subjects? If not, specify</td>
<td></td>
</tr>
<tr>
<td>Teacher: «English_Teacher»</td>
<td>Current Quarter Grade: ___</td>
<td></td>
</tr>
<tr>
<td>Student is meeting standards?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Is the student doing their homework?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Is the student participating in class?</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>If not, goal setting with student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List the recommended classroom support/intervention(s) below to ensure student earns all credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Area(s) List specific skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe classroom support to ensure academic progress is achieved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name: Print and Initial</td>
<td>Date</td>
<td>Counselor’s Name: Print and Initial signature</td>
</tr>
</tbody>
</table>

___ Advance to the next level
___ Do not advance to the next level

EL Site Leader Signature Date

Copy to Ed. Services Curriculum
Castro Valley Unified School District
English Language Program
Modified 4/2019

Original to Assessment Folder

CVUSD -- Master Plan for English Learners -- 2018-2020
CASTRO VALLEY UNIFIED SCHOOL DISTRICT
2018-2019
I-FEP Monitoring Form
Elementary Level

Student Name: «FN» «LN» ID: «Student_ID» Grade: «Gr» Site: «Site»
Teacher: «Tchr_Last_Name» Eligibility Date: «Eligibility_Date» Current Monitoring level: «Activity_Code»

Due Date: ___ Monitor period
1st Trimester Report Card Period
Focus Areas(s) List specific skills or refer to the attached Student Learning Plan
Describe classroom support to ensure academic progress is achieved.

Student is meeting standards? YES NO
Reading YES NO
Writing YES NO
Math YES NO
Is the student doing his/her homework? YES NO
Is the student participating in class? YES NO
Will the student pass 1st trimester? YES NO
If not, goal setting with student

Teacher’s Name: Print and Initial Date

Due Date: ___ Monitor period
2nd Trimester Report Card Period
Focus Areas(s) List specific skills or or refer to the attached Student Learning Plan
Describe classroom support to ensure academic progress is achieved.

Student is meeting standards? YES NO
Reading YES NO
Writing YES NO
Math YES NO
Is the student doing his/her homework? YES NO
Is the student participating in class? YES NO
Will the student pass 1st trimester? YES NO
If not, goal setting with student

Teacher’s Name: Print and Initial Date

Advance to the next level
Do not advance to the next level

EL Site Leader Signature Date

Copy to Ed. Services Curriculum English Language Program
Original to Assessment Folder
Castro Valley Unified School District
Modified 4/2019

CVUSD -- Master Plan for English Learners -- 2018-2020
CASTRO VALLEY UNIFIED SCHOOL DISTRICT  
2018-2019  
R-FEP Monitoring Form  
Elementary Level

<table>
<thead>
<tr>
<th>Student Name: «FN» «LN»</th>
<th>ID: XXXX</th>
<th>Grade: «Gr»</th>
<th>Site: «Site»</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility Date: «Eligibility_Date»</td>
<td>Current Monitoring level: «Activity_Code»</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due Date: _______ Monitor period

**1st Trimester Report Card Period**

Focus Areas(s) List specific skills or refer to the attached Student Learning Plan

Describe classroom support to ensure academic progress is achieved.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is meeting standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student doing his/her homework?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is the student participating in class?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Will the student pass 1st trimester?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>If not, goal setting with student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Name: Print and Initial Date

---

Due Date: _______ Monitor period

**2nd Trimester Report Card Period**

Focus Areas(s) List specific skills or refer to attached Student Learning Plan

Describe classroom support to ensure academic progress is achieved.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is meeting standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student doing his/her homework?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Is the student participating in class?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Will the student pass 1st trimester?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>If not, goal setting with student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Name: Print and Initial Date

---

**Advance to the next level**

**Do not advance to the next level**

EL Site Leader Signature Date

Copy to Ed. Services Curriculum  
English Language Program  
Castro Valley Unified School District  
Modified 4/2019

Original to Assessment Folder

CVUSD -- Master Plan for English Learners -- 2018-2020
Castro Valley Unified School District
Elementary Level (Grade 5) - example

English Language Learners Reclassification (RFEP)

Completed form due to ELD District Coordinator:

Date enrolled in CVUSD: «District_Enter_Date»
Number of years as EL: «Years_in_Program»

Research indicates that English Language Learners who are not reclassified by 5th grade or after six years in US schools are at risk of becoming a Long Term English Learner (LTEL).

Student: «First_Name» «Last_Name»
ID Number: «ID»
Grade: «Grade»

School: «School»
Teacher: «Teacher»

Criteria required to reclassify a student from English Language Learner (ELL) to Fluent English Proficient (FEP):

English Language Proficiency Assessment (ELPAC) Date:
Grades 1-12: Must have an Overall Performance Level (PL) 4 on the Summative ELPAC

<table>
<thead>
<tr>
<th>Composite Domains</th>
<th>English Language Proficiency Assessment (ELPAC) Initial Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>ELPAC Scale Score Level</td>
</tr>
<tr>
<td>Oral (Listening and Speaking)</td>
<td>ELPAC Scale Score Level</td>
</tr>
<tr>
<td>Written (Reading and Writing)</td>
<td>ELPAC Scale Score Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language Score</th>
<th>Written Language Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Levels</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>Somewhat &amp; Moderately Developed</td>
</tr>
<tr>
<td>Oral: Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria (* required)</th>
<th>Benchmarks</th>
<th>Met Criteria - Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A * Language Proficiency</td>
<td>ELPAC Score (see above)</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>B * Basic Skills Assessment Overall ELA score from previous year’s SBAC/CAASPP</td>
<td>Overall ELA score of 2445 or higher (midpoint between “Standard Nearly Met” and “Standard Met”)</td>
<td>Yes ☐ No ☐  Site Team Recommendation based on meeting other criteria</td>
</tr>
<tr>
<td>C * Teacher Evaluation (1st Trimester Report Card grades)</td>
<td>Must have a grade of 2 or better Reading: _____ Written Language: _____</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>D * Parent/Guardian signature below indicates approval</td>
<td>Communication with parent/Guardian Conference Date/Time: __________________</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

CVUSD -- Master Plan for English Learners -- 2018-2020
**Recommendation for Reclassification based on above criteria**

☐ Recommending Reclassification

☐ Does not meet the above criteria for reclassification
  - Develop language goals to support areas identified on the Reclassification Criteria.

Teacher signature: ____________________________ Date: __________
Principal signature: __________________________ Date: __________
Parent/Guardian print name and signature: ________________ Date: __________

**Parent/Guardian Comments:**

Targeted goals will be developed for an EL student who has an overall ELPAC level of 4 but did not meet other classification criteria OR an EL student identified as an English Learner four or more years.

Goals will be developed to improve language proficiency and access to grade level content.

<table>
<thead>
<tr>
<th>Specific Language Goals</th>
<th>Intervention(s)</th>
<th>Progress Monitor Met goals based on EOY data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1:</td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Goal 2:</td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

**District Office Use Only**

☐ Reclassify ☐ Does not meet criteria to reclassify
Program Specialist updated AERIES to reflect reclassification:
Initial and Date:
Reviewed by ELD District Coordinator
Initial and Date:
January 18, 2019

Dear County Superintendents, District Superintendents, and Direct-funded Charter School Administrators:

Updated Reclassification Guidance for 2018–19

On September 14, 2018, the California Department of Education (CDE) provided guidance regarding reclassification options during the transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). This letter is to notify you of changes to the Summative ELPAC threshold scores and the policy decision to standardize the 2018–19 ELPAC criterion for English learner (EL) reclassification.

Existing Reclassification Criteria

The reclassification criteria set forth in California Education Code (EC) Section 313 and Title 5 California Code of Regulations (5 CCR) section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Updated Guidance: Summative ELPAC Scores and ELPAC Criterion

In November 2018, the State Board of Education (SBE) approved new Summative ELPAC threshold scores by grade level for K–8 and by grade span for grades 9–10 and grades 11–12, which are reported on a Level 1–4 scale. LEAs will use the new scores to determine level designation for ELP beginning with the 2018–19 Summative ELPAC administration. The Summative ELPAC 2018–19 Scale Score Ranges are available on the CDE ELPAC web page at [https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf](https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf).

In January 2019, based on the new 2018–19 Summative ELPAC threshold scores, the SBE approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. Therefore, LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined. Pursuant to 5 CCR, 11308 (c)(6) (Advisory Committees), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners.

Use of Smarter Balanced Summative Assessment Results for Reclassification

CVUSD    --    Master Plan for English Learners    --    2018-2020

78
The CDE continues to provide the following guidelines for LEAs using Smarter Balanced Summative Assessment results as a local measure of the fourth criterion:

- For all grade levels, LEAs can identify local assessments to be used to determine whether English learners are meeting academic measures and are ready to be reclassified.
- For grade levels 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative Assessment results to determine whether English learners are meeting academic measures and are ready to be reclassified.

For reclassification information and Frequently Asked Questions, please contact the Language Policy and Leadership Office by phone at 916-319-0845 or visit the CDE Reclassification web page at https://www.cde.ca.gov/sp/el/rd/.

For questions related to EL assessment, please contact the English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Sincerely,

Thomas Adams, Ph.D., Deputy Superintendent
Teaching and Learning Support Branch
TA:sc
c: Regional Assessment Network
Title III Directors
Title III Regional County Office of Education English Learner Specialists
Bilingual Coordinators Network
LEA ELPAC Coordinator

Recently Posted in English Learners

- **Illustrative Example: Root Cause Analysis** (added 03-Apr-2019)
  English Learner Roadmap Illustrative Example from Marguerite Montgomery Elementary School, Davis Joint Unified School District on Engaging in Root Cause Analysis.
- **Crosswalk to LCAP** (added 03-Apr-2019)
  This web page contains the English Learner Roadmap Crosswalk between the CA EL Roadmap principles and the eight state priority areas.
- **DJUSD Coherence Map** (added 03-Apr-2019)
  Davis Joint Unified School District Instructional Coherence Map.
- **Assembly Bill 3022 Frequently Asked Questions** (added 03-Apr-2019)
  Retroactively Granting Diplomas to Departed Pupils Frequently Asked Questions.
- **Multilingual FAQ** (added 14-Feb-2019)
  Multilingual Education frequently asked questions on instructional approaches and other issues
EL 4: Four Focus Strategies to Scaffold Instruction for English Learners

For any of these strategies, teachers must consider:

- What is my content goal?
- What do my students know already? What do they need to know?
- What skills do students need to be successful?
- What language do students need in order to reach the content goal?
- How will I know that students understand content?

### Increasing Access to Core Curriculum

<table>
<thead>
<tr>
<th>Teacher provides students with multimodal, engaging ways to access the core:</th>
<th>Teacher assigns tasks that allow student to process and show understanding by taking ownership, reformatting, or synthesizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Visuals</td>
<td>- Realia</td>
</tr>
<tr>
<td>- Diagrams</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Videos</td>
<td>-</td>
</tr>
<tr>
<td>Kinesthetic activities</td>
<td></td>
</tr>
</tbody>
</table>

### Chunking and Checking for Understanding

- Modeling (I do, we do, you do)
- Checking for understanding with a focus question or task, using procedures such as:
  - Teacher spot check / walk around
  - 10 and 2
  - Whiteboards
  - Equity sticks
  - Exit tickets
  - Thumbs up/down
  - Kahoot or Poll Everywhere

### Academic Vocabulary and Language Building

- Teaching ESSENTIAL vocabulary in depth:
  - Quadrants (Frayer model)
  - Parts of speech
  - Semantic maps
- Sentence starters/paragraph frames
- Continued practice and application
  - Reading (understand in context)
  - Writing
  - Discussion and teacher use

### Collaborative Structures: Grouping and Discussion

Teacher gives structures and protocols for conversation
- Language of discourse- sentence frames for academic discourse
- Participation rubrics
- Time limit
- Accountability chart

Strategies
- Think/pair/share
- Fishbowl
- Campfire discussion (post-its)
- Give one, Get one
Strategy 1: Give One, Get One

<table>
<thead>
<tr>
<th>Successes with Collaborative grouping and Discussion.</th>
<th>Mine:</th>
<th>Partner:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Frustrations with collaborative grouping and discussion.</th>
<th>Mine:</th>
<th>Partner:</th>
</tr>
</thead>
</table>

Checklist for Collaborative Conversation

<table>
<thead>
<tr>
<th>Prompt to REQUIRE talk</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Steps for discussion</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome for group</th>
<th>Students will</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speaking frames for discussion</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Timing</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Presentation tools-How to report back to group.</th>
<th></th>
</tr>
</thead>
</table>
**Academic Language Scripts**

**Requesting Assistance**
- Could you please help me?
- I’m having trouble with this. Would you mind helping me?
- Could you please show me how to... (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

**Interrupting**
- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

**Asking for Clarification**
- Could you repeat that?
- Could you give me an example of that?

**Expressing an Opinion**
- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

**Probing for Higher Level Thinking**
- What examples do you have of...?
- Where in the text can we find...?
- I understand...but I wonder about...
- How does this idea connect to...?
- If ___ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?

**Offering a Suggestion**
- Maybe you/we could...
- Here’s something that we/you might try...
- What if you/we...
- How are ___ and ___ similar?
- Why is ___ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

**Building on What Others Say**
- I agree with what ____ said because...
- You bring up an interesting idea. I wonder if...?
- I think...Do you think...?
- I thought about this also, and I’m wondering why...?
- I hadn’t thought of that before. You make me wonder if...? Do you think...?
- ____ said that... I agree, and also think....
- Based on the ideas from _____, _____, and _____, it seems like we all think that....
- That’s an excellent point, and I would add...

**Soliciting a Response**
- Do you agree?
- ____ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- ____ [name], what did you understand from that answer?

**Disagreeing**
- I don’t really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours.
- I believe that...I think that...
- I have a different answer than you...

**Classroom Reporting**
- _____ [name] explained to me that.
- [name] pointed out that...
- [name] mentioned that...
- [name] shared with me that...
- [name] brought to my attention that...
- [name] pointed out something interesting / intriguing / surprising
Teaching English Language Learners: A Complex Endeavor
A teacher seeks out the best approaches to teaching English to non-native speakers, the fastest growing student population in the U.S.  

By Carly Berwick

Three middle-school-aged boys draw pictures in chalk on a blackboard on a bright Saturday afternoon. “Write the word below the drawing,” I say. The word apple goes under the apple, tree under the tree. Afterward, they practice with vocabulary flashcards for a half hour. At a bathroom break, all three bolt down the hall in search of a soccer ball, teasing each other in Arabic.

They might be eager to learn English, too—but I feel I’ve lost them already.

The three are recent arrivals from war-torn Syria, and have been in the country for only a year. Though the civil war has raged since 2011 with more than 400,000 casualties and millions of refugees, these boys bear little obvious impact of the traumas they’ve been through and the elaborate screening process it took to get here—and we don’t ask. In many ways, they seem like average tweens, enthusiastic and eager to learn.

As a teacher of high school English, I’ve decided to volunteer at an English as a second language (ESL) Saturday tutoring session, a program established in response to the growing community of refugees here in Jersey City. Despite my years of experience in the classroom, I’m finding out what ESL teachers everywhere know: that teaching English as a second language to students with varying levels of preparedness is a complex, and often stressful, endeavor. Good intentions aren’t enough.

AMERICA’S FUTURE CLASSROOMS

Newcomer English language learners (ELLs) with interrupted educations have distinct challenges—among them jumping into an upper grade with few formal school skills, living in households with unstable incomes, or coping with buried traumas—but in many ways, they mirror the future of classrooms in America.

Nearly one in every 10 U.S. students is now an ELL, the fastest growing population of students in the nation. A full 42 percent of those with limited English fluency immigrated here from outside the U.S., many after attending school in another country for years, according to the Migration Policy Institute, a research organization focused on migrant and refugee trends.

The impact on the U.S. school system has been vast. From coast to coast, in both large cities like Los Angeles and smaller towns like Troy, Michigan, and Lewiston, Maine (population 36,000), there has been an influx of ELL students and families who speak a bewilderingly wide range of languages—from Creole to Tagalog and Urdu.

Understandably, schools are struggling to comprehend the scope of the issue and provide timely solutions. For teachers on the front lines like me, answers aren’t coming fast enough.
on the topic is limited, and many of the recommended pedagogies for teaching in a classroom with a wide range of languages and proficiency levels are new and untested. And the added pressure of helping students, especially older ELLs, meet grade-level content standards can feel like salt in the wound.

There are some promising efforts in the works, though. A few districts have created separate schools solely for ELLs, while others have opted to offer bilingual instruction as early as preschool. Many have responded by hiring more ESL teachers and adding full immersion classes where ELLs learn alongside native English speakers. And in a handful of states, including New York, Arizona, and California, every teacher is now required to have coursework or professional development in teaching English as a second language.

But I’m thinking back to my kids—the third grader who hadn’t learned to grasp a pencil and the outwardly confident ninth grader who was hesitant to expose his difficulty reading aloud. I started teaching English as a second language with very little to go on, just optimism in the sponge-like minds of the students and simple, seemingly obvious tips like “speak slowly” and “use visuals.”

There must be a better way. So I set out to find what experts and other schools suggested for teaching ELLs.

SET HIGH EXPECTATIONS, SAN FRANCISCO

The experts I talked with agree that it’s critical to keep expectations high for ELLs—even if at first they seem unattainable.

“What traditionally has happened for ELLs in many systems is that they are not afforded or invited to participate,” explained Maria Santos, a director at the research group WestEd and co-chair of the Understanding Language project at Stanford University. “There are some systems that say once they get enough English, then they can enter core academic courses. We are saying, ‘No, they have to be involved from day one.’” What traditionally has happened for ELLs in many systems is that they are not afforded or invited to participate.

At San Francisco International High School, all students are non-native English speakers and take regular high school classes that use teaching techniques specifically geared toward ELLs. The school is dedicated solely to newcomers, but is just one of many options for students who are still learning English in the highly diverse, 56,000-student San Francisco district—a “multiple pathways” approach representative of the options available to ELLs throughout other states.

While experts such as Santos recommend that ELLs be integrated with native English speakers in regular classrooms, San Francisco International High School teachers say that for many older newcomers, a school devoted solely to ELLs provides students the support they need to build confidence as they continue to learn both English and academic content.
Critical to the mission of San Francisco International is the notion that every teacher is a “teacher of language” who embeds English language learning within a traditional high school curriculum, rather than separately, says the principal, Julia Kessler. “Our students don’t have time to learn English and then do high school.”

And, just as importantly, when a student struggles, teachers still give them assignments that keep them challenged.

“If the student doesn’t have the language to read the New York Times article the rest of the class is reading, that doesn’t mean give them a children’s book,” Kessler says.

MEET STUDENTS HALFWAY, NEW YORK CITY

When those high expectations meet with tailored instruction, new English learners can pick up both content and language skills with surprising speed. In a recent session of Christopher Benson’s AP U.S. History class at Marble Hill High School for International Studies, a public school in the Bronx set high above the Harlem River, students reviewed for an upcoming test by going over sample AP questions.

At one table, I observe four girls discussing a text by George Washington warning against the rise of political parties. “What does sectionalism mean?” one girl asked. “It’s like dividing,” another answered. When the whole class reconvened, students discussed a historian’s interpretation of Columbus—deciding to agree with an answer from a student who did not speak English just three years ago.

Half of all students at Marble Hill High School are English language learners and 90 percent are low-income, yet 93 percent graduate within four years. Last year, the school was highlighted by Stanford University’s Understanding Language group as one of six “schools to learn from.”

At Marble Hill, all teachers receive training in strategies for ELLs. Staff members regularly review data together to catch any students in need of extra support and help ensure students grasp concepts by focusing lessons on grade-level skills and then modifying content to address any language gaps.

In an inclusion ninth-grade biology class for ELL and native English speakers, for example, a teacher helped students write up a lab report by providing a worksheet with prompts suggesting an appropriate verb or chemical substance, much like in Mad Libs. In a history class, the teacher used T-charts and sentence stems to help students develop a strong thesis for an essay about the French Revolution.

The teachers and the community building at Marble High are key reasons students say they select and stick with it.

A junior named Luis, who arrived from the Dominican Republic as a freshman and spoke no English, said the first school he tried in the district was “like a jail,” and he didn’t learn much. “At Marble Hill High, several teachers stay after school to work with students,” he says.
“The teachers go all the way to make sure you understand things,” adds Mohamadou, a senior.

GET THEM TALKING, NEW JERSEY

In my Saturday class, Arabic is the lingua franca, although a few students only speak Tigrinya, a language spoken in Ethiopia and Eritrea. Students begin at varying levels and then come and go depending on the week. We never know how many might show up. To keep them returning, we offer rides and try online sign-ups and text message reminders.

But we’ve also had to consider what newcomers might want from an English language class, which could be as something as simple as talking to them about things they know and care about, say educators like Darren Chase, an ELL teacher with New Design High School in New York City.

As the main ELL teacher for around two dozen students, Chase says he tries to get his students talking about anything he can—breakfast, the weather, sports—so they keep practicing their language skills.

It’s so easy for an English learner to hide in the margins and get home and realize they spoke no English that day at school.

“It comes naturally to a teacher to want to talk and explain, but it’s important to turn around that dynamic for ELLs,” says Kessler. “It’s so easy for an English learner to hide in the margins and get home and realize they spoke no English that day at school.”

So in a recent Saturday class, my colleagues and I put aside the flashcards and coursebooks, and instead give the students sample dialogues to help them write their own conversation scripts on a topic of choice.

One boy writes about shopping for soccer gear with his favorite professional player, who suggests buying goalie gloves as well as cleats. I ask questions about the details, while helping fill in words when he struggles to finish a sentence. In between, we talk about an Egyptian fish restaurant around the corner. He and his friends tell me it’s good, but not like food from Syria.

The oldest boy in the class chimes in, explaining that the Egyptians in Jersey City must have had to leave their country because they “did bad things,” he says, as he searches for the precise words to explain power, discrimination, flight, and exile.

It strikes me then that one day this student could become a politician, a lawyer, or anything he wants—once he learns his new language, he’ll have the words to describe his own history, and a better chance to plot the course of his own future.
## Planning for Action Steps:

### Teacher Reflection Collaborative Structures: Grouping and Discussion

<table>
<thead>
<tr>
<th>KEEP</th>
<th>STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I continue to do regarding collaborative grouping and discussion? What am I already doing that is working well?</td>
<td>What will I discontinue doing regarding collaborative grouping and discussion? What is not working in my classroom? What needs to change?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is something new I want to try? Which lesson might it work with? What do I need in order to make it happen?</td>
</tr>
</tbody>
</table>
Section Eleven

Bibliography
Bibliography

California Department of Education (CDE) English Learner Roadmap

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems


Legal Reference:

*EDUCATION CODE*

300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52015 Components of school improvement plan
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunsetting of programs

CVUSD -- Master Plan for English Learners -- 2018-2020
Determination of funding to support program to overcome the linguistic difficulties of English learners

California Language Learner Education
California English Language Development Test

United States Code, Title 20

Equal Educational Opportunities Act

Local education agency plans

Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS

California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

ATTORNEY GENERAL OPINIONS


Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines for Reclassification of English Learners, September 2002
Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES

CDE: http://www.cde.ca.gov
CSBA: http://www.csba.org

Office of English Language Acquisition (OELA) at the U.S. Department of Education, English Learner Toolkit, 2017 Federal Government, English Learner Toolkit, 2018
