Natomas
Unified School District

ENGLISH LEARNER MASTER PLAN

2020-2025

Natomas Unified School District
English Learner Master Plan 2020-2025

Board Approved

July 22, 2020

Board of Education

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This is dedicated to the English learners who have come before us and will continue to come into our classrooms for generations to come. We treasure you and the diversity you bring to all our lives. Not only do you have a "seat at the table" but you also have the most important voice at that table. Thank you.

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'California schools affirm, welcome, and respond to a diverse range of English learner strengths, needs, and identities.'

- California English Learner Roadmap, 2018

WELCOME TO NATOMAS UNIFIED SCHOOL DISTRICT

Natomas Unified School District (NUSD) is located in northwestern Sacramento County and encompasses the City and County of Sacramento in an area that is surrounded by levees and waterways. It is situated just outside the State Capital. Founded in the 1960s, NUSD's neighborhoods have a diverse collection of business parks, office centers, warehousing facilities, shops, and restaurants. The District's rapid growth is due, in part, to its close proximity to the interstates for commuters to downtown Sacramento (only five miles away) and to the San Francisco Bay Area (ninety miles west).

NUSD currently serves over 16,000 students Pre-K through age 22 (including charter schools). There are 14 district-run schools (four K-5 elementary schools, five K-8 schools, one middle school, three high schools, a 6-12th dependent charter school) and three independently operated charter systems. For our district-run schools which total a population of approximately 11,600 students, approximately 12% of those students are English learners, with nearly 1,350 students speaking 45 different languages. Approximately 1,600 students, or 14%, are students with disabilities receiving special education services. There are over 300 homeless families, and 75 students live in foster care. More than half of all students in NUSD, including the independent charters, receive Free and Reduced Lunch. Just under 62% of the District's students fall into one or more of the three categories: low-income, English learners, or foster students – criteria identified as a priority in the state's **Local Control Funding Formula (LCFF)**.

NUSD VISION, CORE BELIEFS, AND GOALS

Vision

All NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens.

Core Beliefs

NUSD holds the following core beliefs about all of our students. These core beliefs drive every decision the District makes and are particularly relevant to the fundamental values we hold regarding English learners in our district. At Natomas Unified, we believe:

- Every student can learn and succeed.
- Disparity and disproportionality can and must be eliminated.
- Our diversity is a strength.
- Staff must be committed, collaborative, caring, and exemplary.

Goals

In order to make our vision a reality, and with our core beliefs in mind, the District has established the following goals. These goals capture the District's intentions for every student, particularly our English learner population. Every day, NUSD strives to:

1. Increase student success in ELA, math, science, literacy, and civics
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

To monitor the progress of our goals, NUSD has created a District Progress Report (DPR). This District Progress Report provides a snapshot of our progress on multiple measures as we prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens. It keeps us focused on supporting all of our students with particular attention to our English learners, students of poverty, students of color, and foster students.

WHAT IS THE ENGLISH LEARNER MASTER PLAN?

Natomas Unified School District's **English Learner Master Plan (ELMP)** is a guide for all English learners and English learner stakeholders: teachers, administrators, and parents. The plan centers around our vision, core beliefs and goals for all students in our district, and it gives an overview of the programs and resources provided for our English learners. The Master Plan describes how our District serves the English learners at all sites to effectively and intentionally provide them with programs, instruction, and support services to accelerate their English language proficiency while preparing them for the rigors of college and future careers.

Since our last master plan was published in the 2013-2014 school year, the *California ELA/ELD Framework* was published, the California English Language Development Test (CELDT) was replaced with the English Language Proficiency Assessments for California (ELPAC), the California English Learner Roadmap was adopted, and Global California 2030, California's plan for a multilingual California, was developed. These changes in state policies, frameworks and assessment are reflected in our updated plan.

LANGUAGE LEARNERS IN NUSD

English Learner Population

Just under six percent of the District's English learners are **newcomers**, or students who have been in the United States under twelve months. English learners who are **Long-Term English Learners (LTELs)**, are students who have been identified as an English learner for six or more years, who have not yet reclassified as fluent English proficient (see page 29 for more information on LTELs). Our long-term English learners make up approximately 30% of our English learner population. Approximately 20% percent of our English learners are students with an **individualized education plan (IEP)**. In recent trends, the District serves approximately 45 English learners who are in foster care and/or homeless.

At present, there are 45 languages spoken in our district. Of those languages, 48% of our English learners speak Spanish as their primary language. Table 1.1 shows some of the additional languages spoken by English learner families.

Table 1.1 Languages Spoken by English Learners

Spoken Language	Percent
Spanish	48%
Punjabi	12%
Urdu	5%
Hindi	3.2%
Russian	2.7%
Filipino/Tagalog	2.5%
Pashto	2.1%
Arabic	2%
Farsi	1.9%
Vietnamese	1.7%

Approximately 14% of the current student population were once English learners, but have now been **redesignated as Fluent English Proficient (RFEP),** also known as reclassified. See Chapter 5 for information on the reclassification process.

CALIFORNIA ENGLISH LEARNER ROADMAP

Note to all California English Learners

California appreciates the cultural diversity, languages and assets that English learners offer to our schools and our state. This assets-oriented view drives our state policies, laws, and supports around English learners. As a result, the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, was passed by the State Board of Education on July 12, 2017. The guidance document, *California English Learner Roadmap: Strengthening Educational Policies, Programs and Practices for English Learners (CA English Learner Roadmap)*, was published in 2018.

The CA English Learner Roadmap establishes the following vision for all English learners in California: "English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages."

In addition, the Roadmap has defined the following mission for all English learners in California: "California schools *affirm, welcome, and respond* to a diverse range of English learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus *ensuring a thriving future for California.*"

Natomas Unified believes in the vision and mission of the California English Learner Roadmap, and the English learner services provided in our District reflect these beliefs.

Students in Natomas Unified School District

The purpose of our English Learner Master Plan is to support our English learners throughout their education in NUSD. Our plan aligns to the mission and vision of the CA English Learner Roadmap, as well as the Roadmap's four interrelated principles, which address the following themes:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

The English Learner Master Plan is created with students in mind. Our Master Plan revolves around students, drives our actions, and guides our decisions as we help move them toward biliteracy, a lifetime of learning, and ongoing success.

ENGLISH LEARNER PROGRAM FUNDING

Natomas Unified receives state funding through the **Local Control Funding Formula (LCFF)** as well as federal funding in categorical funds to fund its English learner services.

Federal Funding

Title III funds are categorical funds provided by the government to support programs that help English learners develop full proficiency in English and reach high academic standards in content areas. The District may use Title III funds to:

• support the development of innovative programs that are in addition to the core ELD curriculum
• purchase supplementary instructional and assessment materials

- provide support for deep and sustained professional development for teachers that focuses on the improvement of instruction and assessment for English learners
- increase parent involvement
- provide direct English learner student support above and beyond that which is provided through general funds and core programs
- improve instruction and assessment for English learners

Sites may use funding to supplement, not supplant, general funds or other categorical resources at the school. For example:

- Title III Immigrant Education funds provide supplemental support (i.e. parent and student liaison, translation services) for eligible students.
- A maximum of two percent of Title III funds may be allocated to administrative costs. The District will take the COE-established indirect cost rate each year.
- Categorical carry-over from any of the above described funding sources will be limited to five percent.
- All expenditures of categorical funds by the school site will be described within the school's **Single Plan for Student Achievement (SPSA)**. Every **School Site Council (SSC)** will solicit program and budget recommendations from the **English Learner Advisory Committee (ELAC)**. The SSC will approve and recommend the school's plan to the Board of Education.
- Expenditures of categorical funds will be described as required by the program the funds are received from.
- The District personnel responsible for the funds (i.e. Director overseeing English Learner programs, Director of Finance, etc.), as well as DELAC, will provide further oversight of the expenditure of these funds.

Other categorical funds that may be used to provide supplemental services and programs for English learners include:

- Federal Title I, Part A funds, which may be utilized to help improve instruction in high poverty schools to ensure that all students meet state academic standards.

For any equipment with an acquisition cost of more than $500, NUSD will tag the equipment and log these acquisitions into a District database.

Immigrant Student Education Program

A portion of the federal Title III money the District receives is allocated to provide programs and supports for students who are immigrants. By law (Title III, Section 3201(5)), an immigrant student is defined as a student who:

1. is between 3 and 21 years old,
2. was not born in any state in the United States; and
3. has not been attending one or more schools in any state in the United States for more than three full academic years.

Students who are immigrants are identified upon their enrollment into Natomas Unified. Per state guidelines, the District is responsible for identifying immigrant students, since they are eligible for specific programs and supports under Title III funding, in order to meet the student's particular needs. The District may use federal funds allocated to the Immigrant Student Education Program in the following ways:

- family literacy, parent and family outreach
- recruitment of personnel, including teachers and paraprofessionals
- provision of tutorials, mentoring, and counseling
- identification, development, and acquisition of curricular materials, software, and technologies
- basic instructional services needed by immigrant students
- other educational services needed by immigrant students

School staff are encouraged to refer their immigrant students and families to the Student and Family Engagement website in order to receive services they may need in order to promote their student's success in Natomas Unified.

PARENT AND COMMUNITY ENGAGEMENT

District English Learner Advisory Committee

The Board of Education is the local governing entity for NUSD. In addition, the District has a **District English Learner Advisory Committee (DELAC)**. By law, districts serving 50 or more English learners must establish a District English Learner Advisory Committee (5 CCR § 11308(a), EC 52069(b)(1)). This committee shares District-wide data, events, and parent learning workshops with parents and community members as well as mandated training topics required by the State of California. The District English Learner Services Team is responsible for establishing a DELAC meeting calendar, holding DELAC elections, distributing DELAC notices, and facilitating DELAC meetings. With the consultation of committee members, the District will provide training and any necessary materials needed to assist members in carrying out their legal advisory responsibilities.

<u>Composition</u> The law requires that the parents/guardians of English learners, who are not employed by the District, constitute the majority (51%) of the DELAC. In addition, other parents/guardians, community members, and District staff may also participate in DELAC. The DELAC bylaws may establish additional requirements.

<u>Meetings</u> Notice for DELAC meetings must be posted at least 72 hours in advance of the scheduled meeting time (EC 35147(c)(1)). All DELAC meetings must follow the Brown Act and Robert's Rules of Order (EC § 5147(a)). During the meeting, parents, community members, and staff have an opportunity to provide input on English learner services in the District.

The committee advises NUSD's governing board on the following topics (per California Department of Education):

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the **Local Control and Accountability Plan (LCAP)**.

English Learner Advisory Committee

State law requires any school site with 21 or more English learners to establish an **English Language Advisory Committee (ELAC)** and hold ELAC meetings (5 CCR § 11308(a)). The site administrator is responsible for establishing the Committee. The ELAC provides parents of English learners an opportunity to give input on site-based English learner services and focuses on site-based programs, data, and supports for English learners. The ELAC is an advisory council, not a decision-making body. The Committee advises the principal on services and programs for English learners, assists in the development of the school's needs assessment, and informs parents of the importance of regular school attendance. The ELAC receives training and any necessary materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. The ELAC serves as the voice of the English learner community.

Composition Requirements The law states parents of English learners must comprise at least the same percentage of ELAC membership as the percentage of English learners enrolled at the school site. For example, if 30% of the school's total student population are English learners, at least 30% of the ELAC members must be parents of English learners. Other parents/guardians, staff, and community members may be ELAC members as long as the percentage of English learner parents matches or exceeds the percentage of English learner students at the school.

Elections By law, all parents of English learners must have the opportunity to elect parent members to the English Learner Advisory Committee. In addition, the ELAC has the responsibility to elect one of their members to attend DELAC meetings. If a member of ELAC is not elected, the chair must attend the DELAC meetings. The ELAC bylaws, or if absent, the DELAC bylaws, shall determine additional election procedures and requirements.

Meeting Guidelines The number of ELAC meetings per year is established by the ELAC bylaws, or when absent, the DELAC bylaws. The following required topics must be discussed at the ELAC meetings:

- promoting regular school attendance
- development of the Needs Assessment
- advising the **School Site Council (SSC)** on the SPSA
- advising the principal and staff on the site program and services for English learners and its objectives and goals
- reclassification procedures

In addition, the following suggested topics are appropriate for discussion at an ELAC meeting:

- ELAC's legal responsibilities
- ELD Standards
- State Seal of Biliteracy
- Common Core State Standards
- Initial and Summative ELPAC
- Other topics related to student academic and social emotional development

The relationship between DELAC and ELAC is crucial for communication and coherence throughout NUSD as it pertains to our English learners.

For sample agendas for DELAC and ELAC meetings, please reference Appendices A-D.

Table 1.2 Engaging English Learner Families

OPPORTUNITIES TO ENGAGE ENGLISH LEARNER PARENTS	
ROLE	ACTION STEPS
District	● Facilitates DELAC meetings ● Promotes parent involvement in DELAC ● Hosts parent workshops through Parent University ● Provides translation services
School Site	● Facilitates ELAC meetings ● Promotes parent involvement in ELAC through fliers and personal invitations ● Provides translation services for written notifications and in-person meetings
Classroom Teacher	● Looks for opportunities to have positive interactions with parents about student performance ● Promotes multiculturalism in the classroom environment and instruction ● Values a student's primary language ● Offers personal invitations to parent-teacher conferences and volunteer opportunities ● Updates grades regularly through the student information portal

Parent University

The purpose of **Parent University** is to empower parents by offering learning opportunities, resources, and partnerships to engage families and support student success. Parent University helps connect parents to committees such as School Site Council, ELAC, Parent Teacher Association (PTA), and Parent Teacher Student Association (PTSA). In addition, it provides information on Career and College Readiness and other resources to support parent involvement and partnerships with the District.

For more information on Parent University, please visit natomasparentuniversity.com.

Translations

Each site provides parents with pertinent and timely information in a format and, when possible, a language they can understand. Schools where 15% or more students speak a single primary language other than English shall provide notices to parents in that primary language (EC 48985 (a)). NUSD employs a full-time Spanish-speaking interpreter/translator and a cadre of on-call interpreters to meet the needs of parents/guardians and community members.

To contact translation services, teachers and other District staff can submit a work order through the District website. NUSD also offers translation services using Language Link. Language Link is an over-the-phone translation service, offering translation for over 200 languages. To use this service, teachers and staff can contact their site administrator for more information and access.

Importance of Parent Involvement for English Learners

There is ample research indicating a strong correlation between parent involvement and student achievement. Studies show that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (*National Coalition for Parent Involvement*). In line with this research, the **Every Student Succeeds Act** requires school districts and school sites to conduct effective outreach to parents of English learners. There are undoubtedly unique challenges to establishing effective English learner parent relationships. Language barriers and cultural differences cannot be ignored, but as reflected in our Core Beliefs, NUSD believes our diversity is a strength. In Natomas, we believe in an asset-based mindset; that is, we celebrate what families of English learners are doing to support their student(s), and it is our responsibility to foster dynamic and meaningful relationships with our families.

There are several steps parents, teachers, site staff, and the District can, and should, take in order to cultivate these relationships, as seen on page 14 in Table 1.2.

How to Support Literacy at the Earliest Age

Parents can support their child's English language development at home in several ways. One impactful way to increase a child's literacy is to read aloud to your child. Parents can read aloud either in their primary language, English, or both. If you are unable to read, even oral storytelling develops a child's language skills and vocabulary. Picture books, songs, and rhymes are all proven to help develop language skills in children. Parents should also regularly engage their children in meaningful, sustained conversation to practice speaking in complete sentences, adding detail, and using vocabulary. More suggestions for how to support English learners can be found in Table 2.1 on page 18.

CHAPTER 2
IDENTIFICATION AND PROGRAM PLACEMENT

Frequently Asked Questions:

- Who oversees ELD programs in NUSD?
- What are the responsibilities of all stakeholders?
- What is the English learner pathway in NUSD?
- How are students identified as English learners?
- What is the Initial ELPAC? What is the Summative ELPAC?
- How do we assess students' primary language skills?

'English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education.'

- California English Learner Roadmap, 2018

ENGLISH LEARNER SERVICES TEAM

The English Learner Services Team from the Office of the Chief Academic Officer (CAO) oversees PK-12 English learner programs supporting current English learners, reclassified students, and a State Seal of Biliteracy pathway. The English Learner Services Team supports the English Learner program in the following ways:

- administers English learner testing, such as the Initial and Summative ELPAC
- provides placement recommendations
- initiates the reclassification process
- ensures state reclassification guidelines are followed
- monitors progress of English learners and reclassified students
- updates English learner information in the student information system
- supports all ELD teachers with professional development

In addition, every site has English Language Development teachers (**ELD teachers**) who are the classroom teachers of English learners K-12. At both the elementary and secondary levels, there are specific teachers who teach **designated English Language Development (ELD)**. Human Resources verifies that all teachers who teach English learners are appropriately credentialed. Sites are responsible for selecting highly qualified teachers to deliver ELD instruction. All teachers use strategies to support their English learners throughout the day in **integrated ELD**. District **ELD Teachers on Special Assignment**, or **ELD TOSAs**, support ELD and other classroom teachers in their ELD instruction. All educators are responsible for

the second language acquisition of our English learners (see table 2.1).

THE ENGLISH LEARNER PATHWAY: IDENTIFICATION AND PLACEMENT

The Enrollment Process

At the time of initial enrollment, California public schools must determine the language(s) spoken in the home by the student. Parents/guardians must complete and sign the **Home Language Survey (HLS)** which can be found in the NUSD Registration Packet for each of their enrolled students (EC 52164.1(a)). The parent/guardian must then return the completed and signed HLS to the school site. The results of the HLS help the site determine the appropriate language program placement for students.

Questions on the Home Language Survey:

1. Which ONE (1) language did your son/daughter learn when he/she first began to speak?
2. Which ONE (1) language does your son/daughter most often speak at home?
3. Which ONE (1) language do you most often use when speaking with your son/daughter?
4. Which ONE (1) language is most often spoken by adults at home?

If the answer to questions 1, 2 or 3 on the HLS is a language other than English, the district must assess the student's English language proficiency (EC 52164.1(b)(c)). If the answer to question 4 is a language other than English, the school can consider an English language

Table 2.1 Roles and Responsibilities for Students, Parents, and Educators

Role	Responsibility
English Learner Student	• Attends school daily • Participates in all learning tasks and activities • Asks for support from teachers or others when needed
Parent/Guardian of English Learner	• Supports their children in acquiring literacy in their first language • Creates a safe and welcoming home environment • Provides a quiet workspace for studying, reading, and doing homework • Participates in school activities when possible • Meets with the classroom teacher(s) when needed • When possible, attends ELAC and DELAC meetings
Classroom ELD Teacher	• Creates a safe and welcoming classroom environment • Establishes meaningful, positive relationships with English learners and their families • Designs differentiated ELD lessons using the California ELD Standards • Delivers targeted, high-quality instruction • Monitors language development on a daily basis and adjusts instruction accordingly • Advocates for support services for students in need • Participates in team meetings related to English learners and ELD instruction • Attends professional development opportunities related to ELD • Engages in job-embedded coaching with District ELD Teachers on Special Assignment (TOSAs)
Site EL Program Lead	• Supports site administration in monitoring the English learner program by assisting in data analysis, processing paperwork, and coordinating Summative ELPAC testing • Attends ELAC meetings • Attends DELAC meetings (as applicable)
Academic Counselor	• Supports and monitors academic needs and progress • Develops a plan for meeting a-g requirements • Supports site administration with implementing plans to support English learners
Principal	• Leads the site English learner program • Creates master schedule with appropriate integrated and designated programs • Works with the English Learner Services Team to help schedule and communicate ELPAC testing • Leads ELAC meetings • Ensures reclassified students are monitored for four years • Ensures English learner progress is monitored • Provides professional development to staff, if appropriate • Ensures cumulative files are appropriately stored with accurate information
ELD TOSA	• Attends professional development and stays current on research-based practices • Prepares and delivers professional development for elementary and secondary teachers • Provides job-embedded coaching for elementary and secondary ELD teachers • Supports site EL program leads, counselors, and principals with English learner placement and reclassification
English Learner Services Team	• Monitors English learner identification, placement, and programs • Oversees administration of Initial and Summative ELPAC Assessments • Manages the reclassification process • Works with Student Services and Support to support English learners with disabilities • Attends professional development and stays current on research-based practices • Provides opportunities to teachers and administrators for professional development • Evaluates the effectiveness of English learner programs • Oversees the State Seal of Biliteracy process • Hosts annual Language Learner Celebration • Provides information and updates to the Governing Board • Oversees funding to support English learners • Ensures required English learner data on file is accurate

proficiency assessment, but it is not required. Students who do not indicate a language other than English on the HLS are identified as **English Only (EO)**.

Initial Assessment

For students who speak a language other than English, as indicated on the HLS, the **English Language Proficiency Assessments for California (ELPAC)** is the current state-mandated assessment tool used to determine the student's English language proficiency level. District personnel and/or certified test administrators will administer the assessment within 30 calendar days of the first day of school, or within 30 days of enrollment (5 CCR § 11308(a)). The **Initial ELPAC** is then scored locally by trained District test administrators. The results of the Initial ELPAC indicate the student's English language proficiency level; students will either score **Initially Fluent English Proficient (IFEP)** or English learner. Students who are IFEP will not receive English learner services. Students who are English language learners (who score Novice or Intermediate) will receive English learner services through designated and integrated English Language Development instruction through the District's **Structured English Immersion (SEI)** program (see Table 2.2). See Chapter 3 for information on the Structured English Immersion program.

Parent Notification of Initial ELPAC Results

After the Initial ELPAC has been administered and scored, parents of English learners will be notified via letter of their child's score and program placement. Per Title III guidelines, the letter will be mailed within 30 days of a student's initial enrollment (20 U.S.C. § 7012(e)(1)). Parents or guardians who would like to further discuss the results of the Initial ELPAC and their student's placement in the District ELD program are encouraged to contact the English Learner Services Team in the Office of the Chief Academic Officer. For information about opting out of ELD programs, please see page 31 in Chapter 3.

Classification Review Process

As of 2018, at any point before the first administration of the Summative ELPAC, but after the administration of the Initial ELPAC, a parent/guardian has the right to request an amendment to their student's English learner classification. When parents/guardians are notified of their student's English Learner classification, they are encouraged to contact the English Learner Services Team to discuss any questions. The District will honor the request and review the student's classification based on multiple criteria, including:

- the results of an objective language proficiency assessment tool (including, but not limited to the Initial ELPAC),
- evaluation of the student's academic progress, and
- parent and teacher consultation.

Following the review, the District will notify the parent/guardian, in writing, of their findings and decision to either maintain or change the student's original English learner classification. Once the student has taken the Summative ELPAC, however, the parent/guardian can no longer amend the HLS, and the student will maintain their English learner classification until they meet the criteria for **redesignation**, also called reclassification. For more information on reclassification, please reference Chapter 5. The classification review process can occur only once during the child's enrollment in the California public school system.

Table 2.2 English Learner Pathway

English Learner Pathway

From Identification to Reclassification
Natomas Unified School District

ENROLLMENT

If this is the first time enrolling in a California public school, the parent/guardian must complete the Home Language Survey.

PENDING ENGLISH LEARNER

If a language other than English is spoken in the home, the student is a Pending English Learner.

ENGLISH ONLY

If no language other than English is spoken in the home, the student is English Only (EO). EOs are placed in mainstream classes.

INITIAL ELPAC

The school district will administer the Initial ELPAC in order to determine the student's English Language proficiency.

ENGLISH LEARNER

The results of the Initial ELPAC (Novice or Intermediate) indicate the student has limited English proficiency. The student is an English Learner and will receive EL services through designated and/or integrated ELD.

IFEP

The results of the Initial ELPAC indicate the student is Initial Fluent English Proficient (IFEP). They will not be designated as an English Learner or receive EL services and will be placed in mainstream classes.

ELEMENTARY

English learners will receive designated ELD during a protected time of day, and receive integrated ELD in core subject areas.

SECONDARY

English learners will be placed into appropriate ELD and ELA courses for designated ELD, and receive integrated ELD in other core content classes.

EL

Students who do not meet state requirements for reclassification will continue to receive EL services through integrated and designated ELD.

SUMMATIVE ELPAC

Each spring, the district will administer the Summative ELPAC to all ELs in order to determine their English language proficiency.

RFEP

Students who meet state requirements for reclassification will be considered for Redesignation as Fluent English Proficient (RFEP).

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

As of the 2017-2018 school year, the English Language Proficiency Assessments for California, or ELPAC, is the state-mandated assessment tool to determine a student's English language proficiency. The Initial ELPAC is administered to each student only once upon their initial enrollment into a California public school. The **Summative ELPAC** is administered annually in the spring to determine an English learner's language proficiency and provide placement data for the following school year (5 CCR § 11306).

Initial ELPAC Assessment

California public school districts use the Initial ELPAC to determine a student's English language proficiency. The Initial ELPAC is administered within 30 days of a child's enrollment by trained District test administrators.

A student will take the Initial ELPAC if he or she is a first time public school student in California and if the responses on the HLS indicate that a language other than English is spoken in the home. The results of the Initial ELPAC determine whether a student should be classified as an English learner. Students who are found to be English learners based on their Initial ELPAC results, by scoring novice or intermediate, are placed in the District second language acquisition program and will receive designated and integrated ELD instruction through the District's Structure English Immersion program. Students who are found to be Initially Fluent English Proficient (IFEP) are not classified as English learners and do not receive English learner services.

In accordance with requirements for Title I and Title III funding, parents/guardians of English learners are notified of their student's Initial ELPAC score within 30 calendar days.

The results will include:

- reasons for the student's identification as an English learner based on the ELPAC results
- need for placement in an English language acquisition program

Once a student is identified as an English learner, the student is placed into the Structured English Immersion language acquisition program, and therefore placed into an appropriate English Language Development (ELD) course, which varies in structure depending on the grade level. See Chapter 3 to learn more about course placement and program structure.

Summative ELPAC Assessment

The Summative ELPAC assessment is given each spring to all English learners in grades kindergarten through twelve and ages three through twenty-one who have not been reclassified (EC 313(d)(2)). This assessment measures the yearly progress of English learners in acquiring the skills of listening, speaking, reading, and writing in English. Results of the Summative ELPAC assessment are used as one measure for reclassification.

Within 30 days after the District receives Summative ELPAC results, or within two weeks of the start of the next school year if results are received after the last day of instruction, parents/guardians will be notified of the results of the assessment. These notifications will include:

- individual student result reports, which show the overall performance level attained by the students in listening, speaking, reading, and writing
- the reasons for the student's continued identification as an English learner based on the ELPAC results, if appropriate
- the continued need for placement in the District second language acquisition program, if appropriate

See the "ELPAC Starting Smarter" website for more information for parents and students, including practice ELPAC tests. For district-wide results for the Summative ELPAC, and other data on our English learners, see the California Dashboard (caschooldashboard.org).

Notification of Annual Assessment

Prior to Summative ELPAC testing, parents and guardians of English learners will be notified of the upcoming assessment. When NUSD receives the official Summative ELPAC scores from the California Department of Education, parents will receive a letter with their student's official score report. Parents or guardians who wish to discuss the results of the Summative ELPAC and their student's placement in the ELD program are encouraged to contact the English Learner Services Team in the Office of the Chief Academic Officer, or their school site. Table 2.3 shows information parents/guardians receive in their student's Summative ELPAC score report.

Assessment Provisions for Students who Receive Special Education Services

The 2019 *California Practitioner's Guide for Educating English Learners with Disabilities* states:

"Some students with disabilities are able to participate fully on the ELPAC. For students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend, on a student-by-student basis, accommodations or an alternate assessment (EC 56385) and (5 CCR 11516.5 through 11516.7). Alternate assessments are locally decided and can only be used by students with significant cognitive disabilities. Because of the unique nature of individual students' disabilities, and because the state does not yet have an alternate assessment to the ELPAC for individual ELPAC domains, the California Department of Education (CDE) does not make specific recommendations as to which alternate assessment instruments to use. The appropriate alternate assessment must be identified annually in a student's IEP. In January 2019, the CDE began development of a statewide Alternate ELPAC for

students with the most significant cognitive disabilities. When the Alternate ELPAC is operational, LEAs will no longer locally determine an alternate assessment as all students identified as eligible for an alternate assessment, per their IEP, will take the Alternate ELPAC" (*CA Practitioner's Guide to Educating English Learners with Disabilities* p. 27)."

The California Department of Education and Educational Testing Services plan to have the Initial Alternate ELPAC operational by July 1, 2021, and the Summative Alternate ELPAC operational by February 1, 2022. Some NUSD students may participate in a field test in the 2020-2021 school year, as long as their IEP indicates they are eligible for the Alternate ELPAC.

"Identified English learners with disabilities must take the ELPAC with any accommodations specified in their IEP or take identified alternate assessments, as documented in their IEP, every year until they are reclassified" (*CA Practitioner's Guide to Educating English Learners with Disabilities* p. 27). Until the Alternate ELPAC is available, the Student Oral Language Observation Matrix (SOLOM) may be used as an alternate assessment. This alternate assessment should be considered only for students with the most significant cognitive disabilities. If the IEP team determines the SOLOM should be used as an alternate assessment, the student's Special Education teacher or case manager will administer the assessment.

For questions about assessment provisions for students who receive special education services, please contact **Student Services and Support (SSS)** and refer to the NUSD Special Education Manual for alternative assessment procedures.

Table 2.3 Explanation of ELPAC levels from the Summative ELPAC Student Score Report

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have **well developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Initial Primary Language Assessment

The Natomas Unified School District understands the tremendous role that literacy in students' primary language(s) plays in their English language development. Upon positive identification as an English Learner, newcomer students (students who are enrolling in a U.S. school for the first time) are assessed in their primary language. Although it is not required by the California Department of Education, having information about students' literacy in their primary language(s) can assist educators in designing instruction in English that builds upon students' assets. This information is shared with all teachers that work with the student so that they can scaffold instruction accordingly.

Results from this test may be used for other purposes as appropriate. For example, in the event that a student is referred for a special education evaluation, test results from the primary language assessment can show a baseline level of literacy thus giving a fuller picture of what the student was capable of at the time at which the student first enrolled in a U.S. school. It should be noted that a lack of literacy in a primary language should not be taken as evidence of a student's lack of ability to develop literacy in English.

The following table shows the timeline NUSD will follow to develop and implement a primary language assessment system.

Table 2.4 Timeline for implementation of a primary language assessment system

Summer 2019-2020	Fall 2020-2021	Winter 2020-2021	Spring 2020-2021
Continue researching primary language assessment systems	Focus on Initial and Summative ELPAC testing Select a primary language assessment to implement Set up technology requirements Train staff to administer the online assessment	Administer the assessment to students who are newcomers (in 2nd-12th grade who have an assessment available in their primary language)	Evaluate the effectiveness of the primary language assessment system, including reporting features, to make adjustments as necessary for the 20-21 school year and beyond

CHAPTER 3
ELEMENTARY AND SECONDARY PROGRAMS

Frequently Asked Questions:

- How is the elementary ELD program structured?
- How are elementary students placed in ELD?
- How is the secondary ELD program structured?
- How are secondary students placed in ELD?
- How can sites access English learner data for placement and to inform instruction?
- Who is responsible for monitoring elementary and secondary ELD programs?

'...serving English learners is a central responsibility of each and every educator.'

- California English Learner Roadmap, 2018

ENGLISH LANGUAGE DEVELOPMENT PROGRAM STRUCTURE IN NUSD

English learners in Natomas Unified School District receive English language instruction through a Structured English Immersion (SEI) second language acquisition program.

Structured English Immersion

The SEI program is the second language acquisition program offered in NUSD. All English learners at all levels of proficiency will receive English language development (ELD) through the SEI model. The SEI program is primarily taught in English, and includes both designated and integrated English Language Development instruction (5 CCR § 11309).

Designated ELD Per state guidelines, all English learners must receive daily, designated ELD instruction. In designated ELD, "the classroom teacher uses the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language English learners need for content learning in English" (*CA ELD Standards*, p. 9). Designated ELD is daily, protected instructional time in which the classroom teacher intentionally aligns their instruction to the CA ELD standards in order to build students' development and understanding of the English language. In designated ELD, students are taught by a highly-qualified classroom teacher who has a credential with an English learner authorization. Students may receive designated ELD in one of two ways:

- during a separate class period or instructional block of time. At the

elementary level, designated ELD is provided during a protected time during the day. At the secondary level, designated ELD is provided in a distinct course titled "ELD".

- in a small group within the context of a larger whole group setting, such as small group instruction during English Language Arts instruction.

The structures in which designated ELD occur depend on the size of the school's English learner population, as well as staffing configurations. The scheduling of designated ELD needs to be tailored for each school site. For example, if a site has a larger English learner population, separate class periods or instructional blocks of time with homogeneous groupings will be more appropriate than for sites with smaller English learner populations. Sites, or grade levels, with smaller English learner populations will offer designated ELD in a small group during a protected time of day.

Integrated ELD English learners in the SEI program also receive integrated ELD in grade-level core content area classes such as math, science, history/social science, and English Language Arts. According to the CA ELD Framework, integrated ELD is defined as instruction "in which all teachers with English learners in their classrooms use the CA ELD standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards" (*CA ELD Standards*, p. 9). Core content area teachers who teach English learners must also be fully credentialed with an English learner authorization. Figure 3.1 shows how integrated and designated ELD are connected to core content areas. See Chapter 4 for additional information about instructional practices for designated and integrated ELD.

Figure 3.1 Connection of Integrated and Designated ELD to Core Content (adapted from Dr. Laurie Olsen's Bilingual Coordinator's Network Presentation, *Integrated and Designated ELD: What does it really look like? How do we make it happen?***, Mar 2016, slide 9)**
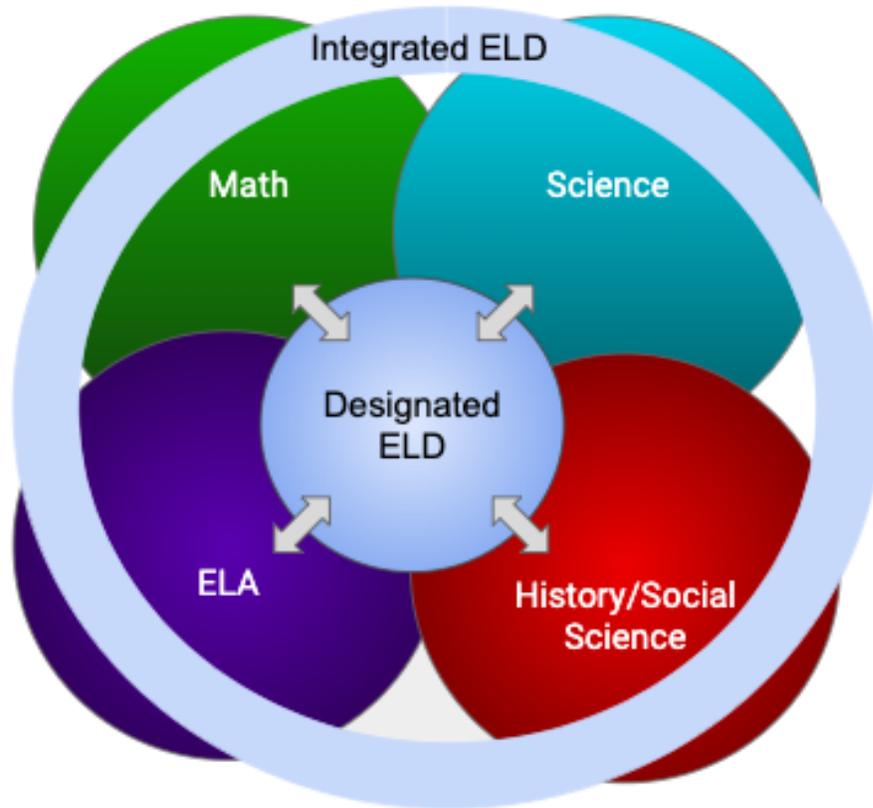
The graphic above, adapted from Dr. Laurie Olsen, shows how integrated ELD is woven into all core content areas so that English learners can meet the language demands in order to access core content. Designated ELD happens during a protected time during the day focusing on ELD standards, and is connected to core content areas so that students can "build into and from content" (*CA ELA/ELD Framework*, p. 31).

ELEMENTARY ENGLISH LANGUAGE DEVELOPMENT

Elementary Program Structure & Placement

At the elementary level, English learners receive designated ELD instruction during a protected time of day. Each elementary site is responsible for creating a designated ELD schedule prior to the development of P.E., Library, Computer, or other non-core instructional schedules. Designated ELD groupings depend on the number of English learner students in a grade level or grade span, and their current levels of English language proficiency. For example, if a grade level has a large number of English learners, sites may create homogeneous groupings of students based on their ELPAC levels. One group may have students who are at levels 1 and 2, and another group may have students who are at levels 3 and 4. If a grade level has a small number of English learners, a grouping may have more than one grade level or a wider range of proficiency levels within the group. If that is the case, instruction must be differentiated according to student proficiency levels, as needs may vary. In addition to receiving designated ELD, English learners also receive integrated ELD instruction throughout the duration of the school day. Elementary ELs receive feedback on their progress toward the ELD standards within their regular report cards. See Chapter 4 for more information on ELD instruction.

Elementary Designated ELD Placement

At the end of each school year, grade-level teams at each site will discuss each English learner's current progress with language proficiency and suggested placement for the upcoming school year. Each grade-level team will then submit their recommendations to the site principal. The site principal is responsible for monitoring the creation of a designated ELD schedule that takes into consideration the number of English learner students in each grade level, their levels of language proficiency and current achievement in language development, and the most qualified staff to teach designated ELD. Typically, the site principal will submit their schedule and groupings to the English Learner Services Team prior to the end of the school year. Once the site receives updated Summative ELPAC scores in the fall of the next school year, recommendations from the spring must be revisited and adjustments in placements must be made if necessary.

Tailoring language instruction according to student proficiency levels will enable students to acquire language more quickly and access core curriculum more efficiently. This will help English learners move toward reclassification and ongoing academic success. Structuring designated ELD groups as described above will support English learners in their journey to becoming fully proficient in English which will also support their academic progress in all content areas, as designated ELD instruction should be connected to all content areas such as math, science, history/social science, and English Language Arts. Table 3.2 provides an overview of the structure of designated and integrated ELD in the Structured Immersion Program for both elementary and secondary.

How to Access Elementary English Learner Data for Placement and Instruction

Teachers have access to English learner assessment data through the District-wide Data Warehouse as well as the student information portal. Using these resources, teachers and administrators are expected to familiarize themselves with their English learners' language proficiency levels and other multiple measures to make decisions in how designated ELD groupings are configured.

SECONDARY ENGLISH LANGUAGE DEVELOPMENT

Secondary Program Structure & Placement

At secondary sites, all English learners at all language proficiency levels, spanning from newcomers to Long-Term English Learners, will receive language instruction through designated and integrated ELD. Site administration and counselors will use the English Learner Placement Map to appropriately place students according to their English language proficiency. The **Secondary Placement and Program Guide** is a guideline for placement at the secondary level (see Appendix E). It considers the number of years a student has been in the United States and time in the District's ELD program, as well as ELPAC and **CAASPP (California Assessment of Student Performance and Progress)** scores, to determine appropriate placement. The site master schedule must prioritize ELD classes. The placement of English learners in the appropriate classes must take precedence. Table 3.3 summarizes the Secondary Placement and Program Guide.

At the secondary level, designated ELD courses should not comprise more than one period a day of designated ELD and one period a day of ELD/ELA in an English learner's schedule. Students with limited English proficiency, such as newcomers and students who are Level 1 and 2 English learners will receive designated ELD instruction through the leveled ELD courses and a corresponding ELA class (see English Learner Placement Map). In order to prepare all students for college readiness, NUSD emphasizes **a-g eligibility**--that is, the sequence of courses high school students must complete with a C or higher in order to be minimally eligible for admission to a University of California (UC) or a California State University (CSU). In order for students to start and maintain a-g eligibility, ELD courses at the secondary level are not to be repeated. English learners move progressively through the secondary ELD program. For example, a newcomer student at a Level 1 or 2, will begin with ELD Fundamentals (ELD F), which is the first course in the sequence for newcomers, and will progress to ELD A in the subsequent school year.

If a student's language develops more rapidly, however, an English learner does not need to complete all ELD courses. For example, if an English learner is in ELD A but scores Level 3 or 4 on ELPAC, they may no longer need designated language instruction in ELD B and may receive continued integrated and designated ELD instruction in mainstream courses. If a student is not enrolled in an ELD course, the site must provide daily designated ELD instruction during the student's English Language Arts class through small group instruction (see Secondary Placement and Program Guide in Appendix E).

Tailoring language instruction according to student proficiency levels and placing students in appropriate courses according to the Secondary Placement and Program Guide will enable students to acquire language more quickly and access core curriculum more efficiently. This will help English learners move toward reclassification and ongoing academic success.

Table 3.2 Overview of Structured English Immersion (SEI)

Structured English Immersion (SEI)
All English learners receive BOTH Integrated and Designated ELD Instruction
Integrated ELD Classroom Structure
Integrated ELD instruction occurs in all core content areas, throughout the day, within the setting of a heterogeneous classroom of English learners and their English proficient peers.
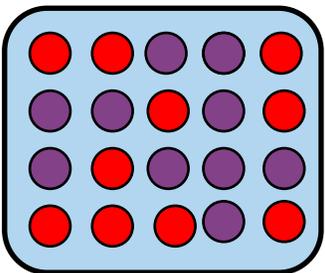
🟣 English Learner
🔴 English Proficient

Designated ELD Classroom Structure

Designated ELD instruction occurs in a class period or instructional block of time consisting only of English learners.

OR
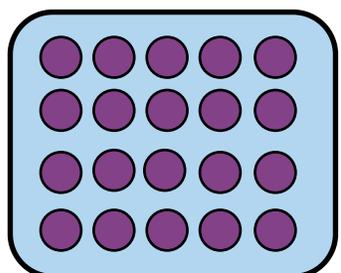
Designated ELD instruction occurs in a small group setting for a small group of English learners within the context of a class of English proficient peers.

Supporting Long-Term English Learners

One of the primary objectives of the District's ELD program is to increase reclassification and reduce the number of long-term English learners (LTELs). According to the California Department of Education, a long-term English learner is an English learner (EL) student to which all of the following apply:

(A) Is enrolled in any of grades 6 to 12, inclusive.

(B) Has been enrolled in schools in the United States for six years or more.

(C) Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English language development test.

(D) For a pupil in any of grades 6 to 9, inclusive, has scored "Standard Not Met" on the prior year's English language arts standards-based achievement test-CAASPP-ELA. For more information, see Education Code 313.1a.

English learners in grades 3-12 who have been in the United States for four or five years, earn an overall score of 1 or 2 on the Summative ELPAC, and who score "Standard Not Met" on the prior year administration of CAASPP-ELA are identified as "At-Risk" of becoming a Long-Term English Learner. For more information see Education Code 313.1b.

The secondary ELD program, as outlined in the Secondary English Learner Placement and Program Guide in Appendix E, is strategically designed to provide effective and targeted ELD instruction to these students while continuously providing access to grade-level and more advanced core content classes.

As previously mentioned in Secondary Program Structure & Placement, in order to meet graduation and a-g requirements, English learners are not to repeat any courses in the ELD program and must continue to move progressively through the ELD course continuum. However, if a secondary student completes ELD B and has

not yet met the criteria for reclassification, the student is still entitled to English learner services and has the option to continue receiving designated ELD instruction in an ELD support class. ELD C is recommended as an intervention elective for students who are at risk of becoming a long-term English learner or are long-term English learners and who require academic intervention based on their GPA and other measures. See Chapter 4 for more details about instructional practices for long-term English learners. As California continues to modify the long-term English learner description, NUSD will also promptly update the description and guidelines.

How to Access Secondary English Learner Data for Placement and Instruction

Teachers have access to English learner assessment data through the District-wide Data Warehouse as well as the student information portal. Using these resources, all teachers are expected to familiarize themselves with their English learners' language proficiency levels and other multiple measures, along with referencing the Secondary Placement and Program Guide in Appendix E and the accompanying guidelines in Appendix F, to ensure students are placed correctly.

Table 3.3 Summary of Secondary Placement

Students are placed into a designated ELD course according to the Secondary Placement and Program Guide (see Appendix E)

ELD F | ELD A | ELD B | ELD C | Designated ELD in ELA course

Typical course progression
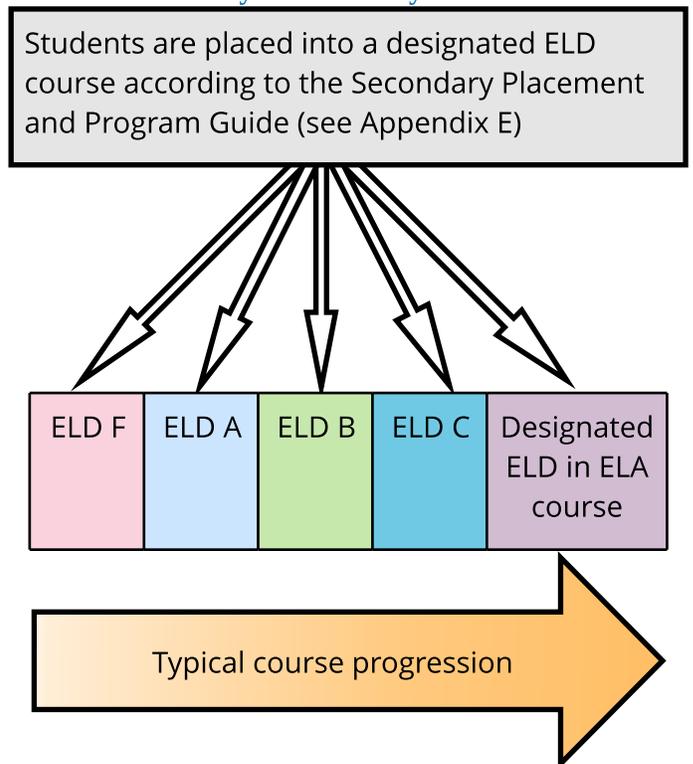
Supporting English Learners' Access to Advanced Courses and Gifted and Talented Programs

Natomas Unified believes all students, including English learners, should have equitable access to advanced courses and programs such as **Advanced Placement (AP)**, **Gifted and Talented Education (GATE)**, and **International Baccalaureate (IB),** as well as **Career Technical Education (CTE) Pathways** . Natomas Unified will ensure that English learners are not overlooked for these programs and courses because of a lack of English language proficiency. To ensure equity in access, each spring, all first graders participate in GATE testing. Further, teachers and parents can recommend students for testing in grades 2-6. Students in grades 2-6 who are identified as GATE receive differentiated instruction in their classes and may also receive GATE services through a cluster grouping model at their school site. English learners who are also identified as GATE will continue to receive ELD services to support their English language acquisition, while also receiving differentiated instruction to meet their needs as a gifted and talented learner.

At the middle and high school level, all students, including English learners, have equal access to advanced courses such as AP classes, CTE pathways, or the IB program. All English learners, regardless of their participation in advanced programs and courses, will continue to receive English language development instruction until they meet the criteria for reclassification. For more information about AP, IB, GATE, or CTE, please contact the Office of the Chief Academic Officer.

Supporting English Learners with IEPs or 504 Plans

English learner services for students with IEPs or 504 Plans will be determined by the student's IEP team, with input from the site's English learner program lead, as appropriate. The IEP should explain how ELD instruction will be provided. For more information about linguistically appropriate goals that guide instruction, see Chapter 4.

ACCOUNTABILITY

Elementary Program Monitoring

Site principals play an important role in leading and monitoring the implementation of the elementary ELD program. Site principals oversee placement, scheduling, and data analysis to monitor program logistics to ensure all English learners are receiving daily ELD instruction. District staff work with site principals on scheduling and logistics, if needed, and visit sites during designated ELD instruction to gather data on teacher and student needs. These visits inform next steps in terms of supports that are needed. Some next steps might include rethinking how to effectively schedule designated ELD time, or determining what professional development is needed to ensure quality instruction. Some sites have a designated staff member, or English learner program lead, to assist the principal in program logistics and progress monitoring, including overseeing the reclassification process (see Chapter 5 for information on the reclassification process). Site principals also engage in professional learning around ELD instruction at District principal meetings to ensure program requirements are being met and to learn about elements of quality ELD instruction so that principal feedback to teachers is aligned to evidence-based practices.

Secondary Program Monitoring

At the secondary level, site principals work with counselors, designated ELD teachers, and department chairs to analyze data and ensure all students are placed appropriately into ELD course models, according to the Secondary English Learner Placement and Program Guide See Appendix E for the Secondary English Learner Placement and Program Guide, and Appendix F for general guidelines when using the guide. District staff also support secondary sites with master scheduling and the reclassification process (see Chapter 5 for information on the reclassification process). Site principals also engage in professional learning around ELD instruction at district principal meetings to ensure program requirements are being met and to learn about elements of quality ELD

NATOMAS UNIFIED SCHOOL DISTRICT

instruction so that principal feedback to teachers is aligned to evidence-based practices.

Evaluating English Learner Progress

One way we monitor the effectiveness of our English learner program is by evaluating the progress of English learners according to various goals and metrics as indicated in our biannual District Progress Report (DPR) at https://natomasunified.org/dpr/. This District Progress Report provides a snapshot of multiple measures aligned to our vision to prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens. It keeps us focused on supporting all of our students with particular attention to our English learners, students of poverty, students of color, and foster students. In addition to analyzing multiple measures biannually, school sites analyze English learner progress more frequently by analyzing various unit and interim assessments. NUSD will continue to explore systems for monitoring to ensure sites have necessary assessments and data analysis tools to effectively monitor English learner progress.

Program Opt-Out

Per federal guidelines, parents of English learners have the right to opt their child out of participating in the ELD program. Parents are notified of this right in our Annual Notification letter. Should a parent wish to exercise this right, NUSD will respect the wishes of the parent. Although the student will not participate in the District's ELD program, they will still maintain their status as an English learner. Per state law, the district has an obligation to continue monitoring the student's academic progress. Students who have been opted-out of the ELD program must still take the Summative ELPAC at the end of each academic year in order to monitor their English language proficiency (5 CCR § 11306).

CHAPTER 4
INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Frequently Asked Questions:

- What are the guiding principles for instruction and second language acquisition in NUSD?
- What are the CA English Language Development Standards?
- What are the different levels of English learners?
- What is designated versus integrated ELD?
- What does quality ELD instruction look like?
- How do we address the needs of long-term English learners?
- How do we serve English learners receiving special education services?
- What professional development opportunities are offered?

'We envision a focus on a safe, affirming, welcoming school climate and culture that values and builds upon the linguistic and cultural assets that each student brings supported by culturally responsive curriculum and instruction.'

- California English Learner Roadmap, 2018

OVERVIEW OF INSTRUCTION

Instructional practices in NUSD stem from our vision, goals, and core beliefs. Table 4.1 outlines our vision, goals, and core beliefs which guide outcomes for instruction in NUSD. Individual school sites also build upon these components by developing additional goals for instruction. For example, several sites implement the International Baccalaureate (IB) program, where students participate in rigorous, trans-disciplinary, student-led, inquiry-based learning. Other sites implement the Advancement Via Individual Determination (AVID) program which follows the belief that students "can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them" *(avid.org)*. Some sites implement the Pre-Advanced Placement (Pre-AP) principles: Close Observation and Analysis, Evidence-Based Writing, Higher Order Questioning, and Academic Conversations. Overall, NUSD recognizes that a "belief of what students can do" impacts instruction.

In regards to the instruction of English learners, NUSD strongly believes all English learners enter the District with a valuable asset--oral proficiency in a language other than English. The goal of ELD instruction is to build proficiency in English, while still honoring the value of the student's primary language. NUSD strives to fully implement Principle #2 of the *CA English Learner Roadmap*. Principle #2, Intellectual Quality of Instruction and Meaningful Access, specifically addresses instruction and states: "English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages" (Principle #2, *CA English Learner Roadmap*).

Table 4.1 NUSD Vision, Goals, and Core Beliefs

Vision: *All NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens.*				
Goal 1 Increase student success in ELA, math, science, literacy, and civics	**Goal 2** Prepare students to be college and career ready	**Goal 3** Engage parents and families to support student success in school	**Goal 4** Create safe and welcoming learning environments where students attend and are committed to their schools	**Goal 5** Recruit, hire, train, and retain staff who are committed, caring, collaborative, and exemplary
Core Beliefs Every student can learn and succeed Disparity and disproportionality can and must be eliminated Our diversity is a strength Staff must be committed, collaborative, caring, and exemplary				

The 2014 *California ELA/ELD Framework* identifies key goals for English learners:

1. Develop readiness for college, career, and civic life
2. Attain the capacities of literate individuals
3. Become broadly literate
4. Acquire the skills for living and learning in the 21st Century

The following key themes from the *CA ELA/ELD Framework* support these goals:

- Meaning Making
- Effective Expression
- Foundational Skills
- Content Knowledge
- Language Development

Figure 4.2 displays the goals, contexts, and themes from the *CA ELA/ELD Framework* for ELA/literacy and ELD instruction. See Chapter 2, page 53 of the *CA ELA/ELD Framework* for more information. Guiding principles from the *CA English Learner Roadmap*, key themes from the *CA ELD/ELA Framework*, and research findings in second language acquisition have helped to inform a district-wide instructional framework for teaching English learners in NUSD. This instructional framework was developed in consultation with English Learner and Migrant Education Services at WestEd and is based on principles developed by Quality Teaching for English Learners (QTEL) and aligns to the vision, goals, and core beliefs in NUSD. The Instructional Framework for NUSD is described on pages 35-38.

Figure 4.2 Goals, contexts, and themes for ELA/literacy and ELD instruction from the CA ELA/ELD Framework (p 53)

INSTRUCTIONAL FRAMEWORK FOR
NATOMAS UNIFIED SCHOOL DISTRICT

The goal of this instructional framework is to articulate and implement a sound approach to instruction for English Learners that is embraced by the entire school system. In order for true change to happen there must be a common understanding of how the language of school is learned, what contributes to its development, and the practical, instructional methods that can speed it along.

Any instructional framework must be:

◻ Assets-based, acknowledging the wealth of experiences and prior knowledge that English Learners bring
◻ Future-oriented (i.e., focused on students' potential)
◻ Aimed at developing English Learners' conceptual understandings, discipline-specific practices, and language proficiency, and
◻ Grounded in research

The instructional framework for the Natomas Unified School District was developed in consultation with English Learner and Migrant Education Services at WestEd. The underlying theory that informs it is sociocultural and is rooted in the work of Lev Vygotsky (1978), Jerome Bruner (1978), and others (Walqui & van Lier, 2010) who argue that interaction and dialogue is at the heart of the learning process. In this view, all learning (including language learning) is social and takes place as one participates in a community of practice with opportunities to progress from novice to expert. Consistent with this theory, the guiding principles that define the framework are adapted from the principles put forth by Walqui & van Lier (2010) and adopted by the Quality Teaching for English Learners initiative at WestEd. These principles, which may be applied to any instructional setting regardless of grade, subject area, or language proficiency level, include the following:

1. Sustain academic rigor in teaching English learners
2. Hold high expectations in teaching English learners
3. Engage English learners in quality teacher and student interactions
4. Sustain a language focus in teaching English learners
5. Develop a quality curriculum for English learners

Each of these principles is described briefly below. However, simply being able to name or refer to these principles is not enough to meaningfully incorporate them into a program of instruction for English learners. They must be at the heart of any professional learning that prepares teachers, instructional coaches, and administrators to implement high-quality instruction for English learners, and the school system as a whole must support this type of instruction.

Sustain Academic Rigor

Rigorous academic instruction that addresses grade-level standards should not be made simpler for English learners. Although English learners may experience difficulties related to the new language they are acquiring, they must still be exposed to challenging, thought-provoking, standards-based instruction for their grade, albeit with appropriate supports. Instruction that is characterized by rigor should:

◻ Build students' conceptual understanding, discipline-specific practices, and language proficiency
◻ Engage students in the use of generative cognitive skills (higher-order thinking skills)
◻ Address a central concept or idea

Hold High Expectations

Holding high expectations for students may be associated with a growth-mindset--the belief that all students are capable of learning and growing intellectually and that one's ability is not fixed at birth (Dweck, 2016). The principle of holding high expectations, however, does not stop there for educators. If we truly believe that English learners are capable of meeting grade-level standards, we must provide them with rigorous content that is paired with high levels of appropriate support. Therefore, instruction should:

◻ Engage students in tasks that provide high challenge and high support
◻ Engage students in metacognitive activities so that they gain knowledge of how to learn, how to monitor their progress, and how to self-correct
◻ Make criteria for quality work clear

Another word for the support that is mentioned in the first bullet above is known as scaffolding. Gibbons (2015) defines scaffolding as

> a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy (p.16).

Scaffolding exists as planned structures that allow students to productively engage in a task or activity *and* as specific instances of mediation or intervention by the teacher in order to clarify or redirect students' thinking (Walqui & van Lier, 2010). For more information on scaffolding, see the *California ELA/ELD Framework* published by the California Department of Education (pp. 99-102).

Engage English Learners in Quality Teacher and Student Interactions

Consistent with the idea that all learning is social (Gibbons, 2015; Walqui & van Lier, 2010), it is not enough to provide students with opportunities to read or listen independently. It is imperative that teachers provide students with opportunities to talk to one another. Yet such opportunities must be carefully structured around tasks which, over time, become familiar to students and allow them to

express their emerging understandings about new content in a way in which they feel safe and supported.

In so doing, teachers must provide English Learners with meaningful opportunities to:

❑ Engage in sustained interactions with teachers and peers around core academic concepts, ideas, or processes
❑ Respond to the teacher and or other students in ways that refer to, build on, or challenge their ideas
❑ Focus interactions on the construction of new knowledge

Sustain a Language Focus in Teaching English Learners

A purposeful focus on language relies on making the language of school transparent to English Learners. This can be done by introducing students to a wide variety of text types or genres (narrative texts, informational texts, persuasive texts, etc.) and their associated purpose, structure, and linguistic features. Sustaining a language focus in teaching English learners requires teachers to:

❑ Focus on language issues in meaningful contexts and activities
❑ Amplify students' access to the academic language English Learners must learn
❑ Focus judiciously on explicit language issues like grammar, spelling, and punctuation in context and only in situations in which it will enhance understanding of a text.

Develop a Quality Curriculum for English Learners

Quality curricula for English learners rarely comes in ready-made form. Most of the curricula available in education markets today are written for students whose primary language is English, not for students whose English proficiency is developing. Because of this, it is important that the curricula (defined here as textbook materials, workbooks, teacher's guides, and all ancillary materials) be used as a resource or jumping off point by the teacher. To lessen the impact on individual teachers, efforts should be made at the district level to augment purchased materials with additional scaffolds, texts, or lessons that meet English learners' needs. Five basic design factors are particularly appropriate when developing and/or adapting instructional materials for English learners:

❑ Build on students' lives and experiences by drawing from the funds of knowledge that students and their communities possess
❑ Incorporate scaffolds that allow students multiple points of entry and ways of meaningfully participating
❑ Structure lessons in a spiraling progression in which concepts and ideas which were introduced previously are re-introduced with added depth and complexity
❑ Use a problem-based approach which invites students to formulate their own responses or solutions to a problem
❑ Incorporate formative assessment practices that allow teachers to collect evidence of students' emerging progress

The instructional framework that is presented here is abbreviated for the sake of readability, but it should be noted that much research supports it and that there is much more to learn than can be communicated in this short document. Educators throughout the district are encouraged to explore resources referenced above and should seek professional development to better understand it. The purpose of this instructional framework is to guide all efforts to develop a coherent and successful program of instruction and services for English Learners throughout NUSD. In fact, whenever NUSD considers a new program model, a new textbook adoption, or a program of professional development for educators, it should be evaluated for how well it addresses each principle. Ultimately, the framework should serve to help realize the vision for English Learners that is articulated elsewhere in the English Learner Master Plan and in the vision set forth in state and federal guidance documents (e.g., the California ELA/ELD Framework, the California ELD Standards, and the California Common Core State Standards).

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CONSIDERATIONS FOR ELD LESSON DESIGN

It will take some time for all educators and appropriate stakeholders to receive professional development on the Instructional Framework that was outlined in the previous section. As opposed to a one-time training, it will be an ongoing process which will involve a variety of processes, experiences, and much reflection. In the meantime, NUSD educators will continue to provide English language development instruction (ELD).   Although there are a variety of approaches and structures when designing any lesson, there are some elements necessary to ELD lesson design. This section will provide more information on these elements of lesson design that are critical to ELD instruction, such as the CA ELD Standards and their role in an integrated ELD lesson versus a designated ELD lesson, learning targets, and academic discourse and collaboration. This is not an exhaustive list of all the elements that go into ELD lesson design, but rather information on some elements to help get educators started. The following table from the CA ELA/ELD Framework (Ch 2, p 98) shows questions to consider when designing lessons.

Table 4. 3 Framing Questions for Lesson Planning (*CA ELA/ELD Framework*, p. 98)

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

2012 California English Language Development Standards

The California English Language Development Standards are a critical component in ELD lesson design. Following the adoption and implementation of the Common Core State Standards for California, the California State Board of Education adopted a new set of English Language Development standards. These standards are used as the primary tools for lesson design and instruction in the District's ELD program. The CA ELD standards work in tandem with the **Common Core State Standards for English Language Arts and Literacy (CCSS ELA/Literacy)**. The CCSS ELA/Literacy reflect a fundamental shift in English language development instruction: the belief that all content area teachers are also literacy teachers. According to the CCSS, "Meeting the demands of the literacy standards requires substantially expanding the literacy requirements in history/social science as well as in science and technical subjects."

The fundamental belief that all teachers are literacy teachers means all NUSD students, particularly English learners, must be given multiple opportunities each day to develop and sharpen the literacy skills needed to become productive, global citizens.

While all teachers are expected to align their instruction to the CCSS for ELA/Literacy, all teachers who have English learners in their classrooms are also expected to incorporate the 2012 CA ELD standards in their daily lessons.

ELD Proficency Levels The ELD standards are divided into three language proficiency levels: Emerging, Expanding, and Bridging. The following proficiency level descriptors are provided in the 2012 CA ELD Standards:

English learners at the Emerging Level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary. These students require substantial scaffolding and support in order to engage in grade-level tasks and activities.

English learners at the Expanding Level are challenged to increase their English skills in more contexts, and learn a great variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. These students require moderate scaffolding and support in order to engage in grade-level tasks and activities.

English learners at the Bridging Level continue to learn and apply a range of high-level English language skills in a wide variety of contexts so that they can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. English learners at the Bridging level require light linguistic support. Table 4.4 shows how Summative ELPAC levels relate to the ELD Standards Proficiency Levels.

Newcomer students are those English learners who have been in the United States for less than one year. These students come to school possessing a wide range of competencies in their primary language appropriate to their age. They may have varying levels of literacy depending on their prior experiences in the home, community, and at school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon their native language. Newcomers possess cognitive abilities appropriate to their age and experience, but they require high levels of *linguistic* support in order to communicate their thinking.

When considering student progress from one level of proficiency to the next, individual student needs will be identified and scaffolds will need to be intentionally designed to support student progress. Pauline Gibbons uses a metaphor to describe scaffolding in her 2015 book titled, *Scaffolding Language Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*. She explains, "The term *scaffolding* was first used by Wood, Bruner, and Ross (1976) in their examination of parent-child talk in the early years. It is a useful metaphor that we will employ throughout the book. Scaffolding--in its more usual sense--is a temporary structure that is put up in the process of constructing or repairing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the successful construction of the building" (Gibbons, p. 16). It is important to know where English learners fall along the continuum of the proficiency levels of the ELD standards and what the next goal is in the continuum, so that effective scaffolds can be designed.

> **"Scaffolding--in its more usual sense--is a temporary structure that is put up in the process of constructing or repairing a building. As each bit of the new building is finished, the scaffolding is taken down."**
>
> **-Gibbons**

Table 4.4 Summative ELPAC Levels and ELD Standards Proficiency Levels

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging- Requires substantial linguistic support	Expanding- Requires moderate linguistic support		Bridging- Requires light linguistic support

Designated and Integrated ELD

When planning for English language development instruction, it is important to understand the difference between integrated and designated ELD, as the focus on the CA ELD Standards and other content standards will shift, depending upon if the lesson is integrated or designated. As discussed in Chapter 3, the ELD Framework recommends an ELD program that incorporates both designated and integrated ELD instruction to support English learners at all levels of English language proficiency. Because the needs of elementary and secondary English learners vary greatly, NUSD has designed an elementary ELD program and a secondary ELD program. According to the ELD standards, "English learners entering California schools in kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-English learner peers, along with additional differentiated support based on student need. English learner students who enter secondary grades, depending upon the level of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging tasks" (*CA ELD Standards, p.* 9). Therefore, designated ELD program structure and instruction differ between the elementary and secondary levels.

Elementary Designated ELD Instruction

Every elementary school in NUSD will have an instructional schedule that includes protected time for daily, designated ELD instruction. Each grade level, or grade span, will designate at least one teacher to teach designated ELD. ELD teachers will receive professional development and ongoing job-embedded coaching in order to support students' second language development. During ELD instruction, the California ELD standards should be at the forefront of instruction. Designated ELD instruction should be placed within the context of grade-level content. The recommended curriculum for designated ELD instruction is the current board-adopted Language Arts/ELD curriculum and associated materials. Teachers may also use science or social science curriculum to teach language as long as ELD instruction is aligned and targeted to an ELD standard.

> **Designated ELD:** Daily, protected instructional time where an ELD teacher places the CA ELD standards at the forefront of instruction.
>
> **Integrated ELD:** All content area teachers with ELs in their classroom use the CA ELD standards in tandem with their content area standards.
>
> *CA ELA/ELD Framework*

Secondary Designated ELD Instruction

At the secondary level, designated ELD and ELA courses should not comprise more than two periods a day of an English learner's schedule. Students with limited English proficiency will receive designated ELD instruction through the ELD courses and a corresponding ELA class (see Secondary Placement and Program Guide in Appendix E). The California ELD standards should be at

the forefront of instruction in these ELD courses. The primary objective is to increase a student's English language proficiency in collaborative, interpretive, and productive modes as well as their knowledge of the language. The recommended curriculum for designated ELD instruction at the secondary level is the current board-adopted Language Arts/ELD curriculum and supplementary ELD instructional materials. Teachers may also use science or social science curriculum to teach language as long as ELD instruction is aligned and targeted to an ELD standard.

Integrated ELD Instruction

In addition to designated ELD instruction, all English learners will also receive integrated ELD instruction. Integrated ELD should be provided throughout the school day and across all subjects, where the ELD standards are used in tandem with other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English (*CA ELA/ELD Framework* p. 31). Table 4.5 provides links to many vignettes and videos which exemplify how the CA ELD Standards and other content standards are used in integrated and designated ELD lessons.

Table 4.5 Integrated and Designated ELD Lessons

Links to Integrated and Designated ELD Lesson Resources for TK-12
Snapshots- Overview examples of instructional strategies from the CA ELA/ELD Framework
Vignettes- More in-depth examples of classroom practices from the CA ELA/ELD Framework
Videos- The California Department of Education offers a variety of videos on ELA and ELD instruction

Dr. Laurie Olsen, Director of the Sobrato Early Academic Language initiative and Co-chair of the *CA English Learner Roadmap,* poses questions to consider when planning for designated and integrated ELD (from Dr. Laurie Olsen's Bilingual Coordinator's Network Presentation, *Integrated and Designated ELD: What does it really look like? How do we make it happen?* Mar 2016, slide 12). Table 4.6 shows these questions to consider, as well as how the focus of the ELD standards and other content standards differs when planning designated and integrated ELD.

Table 4.6 Planning for Designated and Integrated ELD

Designated ELD "What are the opportunities presented by this content for teaching language?"	Integrated ELD "What are the language demands for accessing and participating in this content?"
CA ELD Standards are at the forefront when planning for designated ELD. CA ELD Standards — Other content standards	Both the CA ELD Standards and other content standards are at the forefront when planning for integrated ELD. CA ELD Standards — Other content standards

Learning Targets

Learning targets are a critical component of any lesson design. Robert Marzano, together with other researchers, reviewed thousands of studies to identify which strategies teachers utilized that had the greatest effect on student academic success (Marzano, Pickering, & Pollock, 2001). Following the study, Hill and Flynn (2006), in their book *Classroom Instruction that Works with English Language Learners*, reviewed the same studies through the lens of instruction for English learners. Setting objectives and providing feedback emerged as the top strategy for supporting English learner's academic success. According to Hill and Miller, in their book *Classroom Instruction that Works with English Language Learners (2014)*, "Setting objectives in the classroom helps focus the direction for learning and the path for teaching." Dr. Laurie Olsen provides guidance when developing learning targets for ELD instruction. There are several considerations for a learning target: the task, the content, the language resource based on ELD standards, and the scaffolds needed for differentiation. Table 4.7 shows an example of the different components of an ELD learning target.

> "Setting objectives in the classroom helps focus the direction for learning and the path for teaching."
>
> -Hill and Miller, *Classroom Instruction that Works with English Language Learners*

Table 4.7 Components of a learning target for ELD instruction (adapted from Dr. Laurie Olsen's Presentation- *Integrated and Designated ELD: What does it really look like? How do we make it happen?* **Mar 2016, slide 84)**

Task	Subject	Language Resource	Scaffolds
What do you want students to do?	What content are they engaging with?	What language resources do they need in order to do this task with this content?	Visuals, graphic organizers, manipulatives, partner and group work, sentence frames and sentence starters
My emerging English learner students will deliver a brief oral presentation as part of a small group using a collaboratively developed poster on how force effects the motion of an object using a basic "_____ because _____" cause and effect frame and academic vocabulary.			

Academic Discourse and Collaboration

According to Hill and Miller (2014), "Teachers of students learning English and other subjects in need of language development can develop language as well as subject-matter knowledge and skills by providing opportunities for students to engage in meaningful opportunities related to specific content..." (p. 29). To accelerate students' language capacities, they must be given intentional opportunities to speak, which requires intentional planning. Table 4.8 provides an example of types of questions that can limit or elicit language (modified from *CA ELA/ELD Framework,* p. 206*).*

Table 4.8 Questions that Limit or Elicit Language from the CA ELA/ELD Framework

Questions for *The Little Red Hen* by Vera Southgate	
Questions that Limit Language	**Questions that Elicit Language**
What color is the hen? Will they help her? Did they have to get bread at the end of the story? Do you like the story?	What is the little red hen planning? What do you suppose the little red hen is thinking? What does the author do to make us aware that the little red hen is unhappy?

In addition to posing questions that elicit language, structures must be established to ensure academic conversations are as productive as possible. "Promoting rich classroom conversations demands planning and preparation. Teachers consider the physical environment of the classroom, including the arrangement of seating; routines for interaction, including behavioral norms and ways for students to build on one another's ideas; scaffolds, such as sentence starters or sentence frames; effective questioning, including the capacity to formulate and respond to good questions; flexible grouping; and

structures for group work that encourages all students to participate equitably" (*CA ELA/ELD Framework,* p. 85).

Productive talk, according to Walqui and Heritage (2018), has the following characteristics:

- **Has depth***:* the specific idea being discussed is central to the theme of the lesson, is presented in interconnected ways, and engages students' analytical thinking.
- **Is sustained:** one student's statement is followed by another student's response, which extends, refutes, or questions what was first said.
- **Is student controlled***:* students control what they say, not the teacher. But teachers set up parameters for the interactions, sometimes framing questions that start the conversation. These questions are intended to communicate new related ideas, propose counter ideas or examples, and in general enhance the theme at work.

Table 4.9 on the following page provides examples of various structures that allow students to engage in academic conversations.

Table 4.9 Adapted from Figure 2.15. Structures for Engaging All Students in Academic Conversations in the *CA ELA/ELD Framework* (Ch 2, p. 86)

Think-Pair-Share A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion. (Lyman 1981)

Think-Write-Pair-Share Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

Quick Write/Quick Draw Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

Literature/Learning Circles Students take on various roles in preparation for a small group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student prepares questions to pose to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (Daniels 1994)

Inside-Outside Circles Students think about and mentally prepare a response to a prompt such as What do you think was the author's message in the story? or Be ready to tell a partner something you found interesting in this unit of study. Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and hear a new perspective. (Kagan 1994)

Expert Group Jigsaw Students read a text and take notes, then work together in small (3–5 students) expert groups with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small jigsaw groups to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

Structured Academic Controversy Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from one perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument. (Johnson and Johnson 1999)

Opinion Formation Cards Students build their opinion on a topic as they listen to the ideas of others. Students have evidence cards— small cards with different points of evidence drawn from a text or texts. Students meet with other students who have different points of evidence, read the points to each other, state their current opinions, ask questions, and prompt for elaboration. (Zwiers, O'Hara, and Pritchard 2014)

Socratic Seminar Students engage in a formal discussion in which the leader asks open-ended questions based on a text. The teacher facilitates the discussion as students listen closely to the comments of others, ask questions, articulate their own thoughts, and build on the thoughts of others. (Israel 2002)

INSTRUCTIONAL NEEDS FOR LONG-TERM ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES

Addressing the Instructional Needs of Long-Term English Learners

As discussed in Chapter 3, long-term English learners and students at-risk of becoming long-term English learners (LTELs) require ongoing designated and integrated ELD in order to promote their English language proficiency. Although many long-term English learners have been in the United States since elementary school, they must continue to receive targeted language instruction in order to push them toward English language proficiency and reclassification so that they have access to every opportunity possible upon graduating high school. See Chapter 3 for the definitions of long-term English learners and students at-risk of becoming a long-term English learner.

Providing academically rigorous learning opportunities with various levels of support will not only facilitate more rapid language development, but will also support the academic achievement of long-term English learners, making them as academically successful and competitive as their English proficient peers.

To meet the needs of our students who are long-term English learners, secondary core content area teachers will receive professional development in integrated ELD strategies and how to implement them in their classrooms. These strategies support ongoing literacy development for all students, especially long-term English learners. As mentioned in Chapter 3, long-term English learners also have the option to enroll in an ELD elective class in order to receive more targeted language support.

__LTEL Monitoring__ In addition, the English Learner Services Team and site English learner program leads will monitor the progress of long-term English learners. Twice a year, student data will be analyzed, including academic grades and assessment results. It is then recommended that teachers or site English learner program leads meet with students and parents or guardians to jointly set goals for reclassification, discuss progress, and determine potential interventions.

Instructional Accommodations for English Learners Receiving Special Education Services

English learners with disabilities will receive designated and integrated ELD instruction and take the ELPAC, or an alternate assessment, as directed in their Individual Education Plan (IEP). English language development instruction is to be provided until the student has met standard reclassification criteria, or alternate reclassification criteria as appropriate. See Chapter 5 for more information on reclassification. The *California Practitioner's Guide for Educating Students with Disabilities* provides detailed information on writing linguistically appropriate goals and objectives for IEPs. Table 4.10 on page 47 shows an example of a goal referencing both CCSS and CA ELD Standards. Such goals and objectives can help inform ELD instruction for English learners with disabilities.

Table 4.10 Sample of a linguistically appropriate IEP goal from *California Practitioner's Guide for Educating English Learners with Disabilities (p. 213)*

Reading Informational Text, Grade 3, Standard 2	RI.3.2 Identify the Main Idea of an Informational Text
Standard	Determine main idea of a text; recount the key details and explain how they support the main idea.
CA ELD: Part I: Mode B: Level 1: Emerging	Describe ideas, phenomena, and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.
IEP Goal	By (date), after reading a grade-level informational article with the main idea (e.g., topic sentence, topic paragraph, title, headings) removed, (name) will infer and verbally state the main idea using one complete sentence in (2 out of 3) trials as measured by teacher observation.

PROFESSIONAL DEVELOPMENT

Natomas Unified School District provides staff with significant amounts of professional development around ELD instruction. Typically, ELD training and coaching is provided by ELD Teachers on Special Assignment (TOSAs) or outside consultants. All designated ELD teachers receive training on research-based resources and effective strategies for teaching designated ELD. After training, ELD TOSAs provide job-embedded professional development by following up with teachers to continue the learning and collaboration. ELD TOSAs work closely with classroom teachers and their students toward an agreed-upon student-centered goal. Using formative assessment practices allows the TOSA and the teacher to make instructional decisions to help students achieve the learning goal. At times, the TOSA may also micro-model specific instructional strategies that will support the students and the teacher in their learning. ELD TOSAs work specifically with ELD teachers throughout NUSD to train teachers in instructional strategies for English learners.

In addition, professional development on integrated ELD for all content area teachers is provided. Looking ahead, sites will focus on how to more effectively provide integrated ELD and incorporate it into current site goals to provide rich learning experiences for students.

Possible topics addressed in professional development for ELD include, but are not limited to:

- 2012 CA ELD Standards
- 2014 CA ELA/ELD Framework
- Common Core shifts and literacy in all content areas
- Initial & Summative ELPAC task types
- Instructional strategies for integrated and designated ELD
- Analyzing English learner assessment data

Site administrators, or site English learner program leads, are provided yearly training on topics such as the purpose, responsibilities and roles of ELAC, District protocols regarding reclassification, as well as professional learning on quality instruction to improve the achievement of English learners. Principal participation in professional development is critical so that principals can connect and integrate the learning

around quality instruction for English learners to other site goals.

Aligned to the District's commitment to the **Cycle of Continuous Learning and Improvement (CCLI),** NUSD continues to reevaluate instruction and the growth of English learners, and strive to provide high quality material, training, and support to classroom teachers, principals, administrators, and other school or community-based personnel.

CHAPTER 5
RECLASSIFICATION AND SEAL OF BILITERACY

Frequently Asked Questions:

- What is reclassification?
- What are Natomas Unified's reclassification criteria?
- What does the reclassification process look like in NUSD?
- How do we monitor reclassified students?
- How are students with disabilites reclassified?
- What is the State Seal of Biliteracy?
- What are the requirements for earning the State Seal of Biliteracy?
- What does the future of mutliligualism look like n NUSD?

'All of the hard work will lead our English learner students to college- and career- readiness and preparation for civic participation in a global, diverse, multilingual, twenty-first century world.'

- California English Learner Roadmap, 2018

RECLASSIFICATION

Definition

English learners who demonstrate grade-level language proficiency equivalent to that of an English-Only peer are eligible to be **Redesignated as English Fluent Proficient (RFEP),** also referred to as reclassification**.** Reclassification is a key goal for all students who are English learners and participate in NUSD's ELD program. Once an English learner is reclassified, they will fully participate in mainstream core content and elective classes without ELD support. English learners who are reclassified are monitored for four years following reclassification per federal and state requirements, but reclassified students no longer receive designated or integrated ELD instruction. Students maintain their status as RFEP, or reclassified, until they exit the California public school system (5CCR§11304).

Reclassification Criteria

Each year, NUSD adjusts its reclassification criteria according to updated state guidelines. As of September 2019, the four categories of criteria as set forth in California *Education Code (EC)*Section 313, and further detailed in Title 5 *California Code of Regulations* (5*CCR*) section 11303, are as follows:

1. Assessment of ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC (ELPAC Overall PL 4 only); 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 based on the performance of English proficient students of the same age.

For category 1, The State Board of Education has determined that students must receive a Level 4 on the ELPAC. School districts determine the specific criteria for the other categories. See Table 5.1 for NUSD's 2019-2020 standard reclassification criteria and see Table 5.2 for NUSD's 2019-2020 alternate reclassification criteria for English learners with disabilities.

Reclassification Process

Each fall, assessment data is analyzed to identify English learners eligible for reclassification according to the criteria. Sites receive forms for eligible students requiring signatures from the principal, teacher, and parent or guardian to sign. Teachers will contact parents or guardians of English learners who meet the reclassification criteria based on assessment data and grades alone in order to gather parent opinion and consultation. If the parent or guardian agrees to the recommendation of reclassification, the student is officially reclassified and no longer receives designated ELD instruction.

The reclassification process is an ongoing process. After each elementary and secondary grading period, assessment data and grades are reviewed again, to see if students who were previously not meeting the criteria are eligible.

Reclassification for Students who are Eligible for Alternate Reclassification

Students with disabilities may be eligible for alternative reclassification, dependent upon their IEP. For more information about the alternate reclassification process, see Table 5.2 which guides teachers and staff through questions to consider when determining if a student meets alternative reclassification criteria.

Table 5.1 NUSD Reclassification Criteria for 2019-2020

Grade	English Language Proficiency Assessment*	Comparison of Performance of Basic Skills	Teacher Evaluation***	Parent Opinion and Consultation
K-3rd	ELPAC Overall Score of 4	Scoring at the district average or higher on a Wonders ELA Assessment**	Grades of 2 or higher in all ELA areas on trimester report card	✓
4th-6th (6th self-contained)	ELPAC Overall Score of 4	Score of 2 or higher on 2019 SBAC ELA (CAASPP)	Grades of 2 or higher in all ELA areas on trimester report cards	✓
6th-9th (6th middle school)	ELPAC Overall Score of 4	Score of 2 or higher on 2019 SBAC ELA (CAASPP)	Grade of C- or higher in ELA on quarter or semester report card	✓
10th	ELPAC Overall Score of 4	Scoring at the district average or higher on a Study Sync Assessment**	Grade of C- or higher in ELA on quarter or semester report card	✓
11th	ELPAC Overall Score of 4	Score of 2 or higher (Near Standard or Above Standard) on IAB- Reading Informational Text	Grade of C- or higher in ELA on quarter or semester report card	✓
12th	ELPAC Overall Score of 4	Score of 2 or higher on 2019 SBAC ELA (CAASPP)	Grade of C- or higher in ELA on quarter or semester report card	✓

*The state has determined students must receive a score of 4 on the ELPAC in order to be eligible for reclassification.

**This assessment will be a district-wide modified assessment from Wonders or Study Sync.

***Missing assignments, attendance, and behavior cannot be part of the ELA grade for evaluation. The grade needs to be reflective of average proficiency in meeting ELA standards.

Table 5.2 NUSD Alternate Reclassification Criteria for English Learners with Disabilities for 2019-2020

Will the student be expected to meet the standard reclassification criteria with continued ELD instruction?	
Yes ⇩	**No** ⇩
• Student remains an English learner and receives integrated and designated ELD. • Student is expected to make progress with English proficiency and meet the standard reclassification criteria. • Review reclassification eligibility at a later date.	Is student's learning disability the major factor in preventing the student from meeting the standard reclassification criteria, rather than the student's English language proficiency?
	No ⇐ **Yes** ⇩
	Are there multiple measures to show the student is performing similarly in basic English skills compared to an English proficient peer with a similar disability? The SOLOM test can be one measure until the Alternate ELPAC becomes available in 2021.
	Yes ⇩
	IEP Team and parents agree student is eligible for reclassification and no longer needs extra support in ELD. **Please check appropriate reclassification box on IEP, fill out reclassification form in IEP, and make appropriate notes for the explanation.** Ensure parents understand what it means to be reclassified. *If a student reclassifies, please notify Elaine Wallace*

Reclassification Monitoring

Annually, the English Learner Services Team will analyze data of students who have been reclassified as fluent English proficient. The data that is analyzed includes, but is not limited to, academic progress grades, attendance, and behavior. This data analysis is shared with each site. If it is determined that the student requires additional support and/or interventions, the classroom teacher or site English learner program lead will document the supports and interventions that are to be provided in our student information portal. See Appendix G for the RFEP monitoring form.

CALIFORNIA STATE SEAL OF BILITERACY

State Seal of Biliteracy Requirements

In order to affirm the value of bilingualism and encourage our students' enrollment in world language programs, the state of California awards the **State Seal of Biliteracy (SSB)** to graduating students who have demonstrated biliteracy in English and at least one other language. Graduating seniors within the Natomas Unified School District who meet the state requirements for biliteracy will earn the State Seal of Biliteracy. Students must meet the current California Department of Education State Seal of Biliteracy requirements.

2019-2020 Requirements (per California Department of Education):

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:

1. Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
2. Passage of the California Assessment of Student Performance and Progress (CAASPP) 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 Superintendent for any successor test.
3. Proficiency in one or more languages, other than English, demonstrated through one of the following methods:

A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.

B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.

C. Passage of a district test with a score of proficient or higher (If no AP examination or off-the-shelf language tests exist and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.

D. Passage of the SAT II world language examination with a score of 600 or higher.

E. Score "proficient" level or higher on a district or

county language exam that assesses speaking, reading, and writing in a language other than English. (Note: If options A-D are not viable, the student may participate in the SCOE language exam. SCOE's exam includes reading and writing sections as well as an oral interview in the language of interest.) SCOE offers language exams in the following languages: Arabic, Armenian, Cantonese, Dari, Farsi, French, German, Hindi, Hmong, Korean, Lao, Mandarin, Punjabi, Romanian, Russian, Spanish, Tagalog, Turkish, Ukrainian, Urdu, and Vietnamese.

4. In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *Education Code* Section 51461).

Benefits of Earning the State Seal of Biliteracy

The Seal of Biliteracy (SSB) recognizes and promotes world language instruction in public schools and encourages students to study world languages. Earning the Seal provides students with a competitive edge as they move on to careers and higher education. In addition, promoting biliteracy in multiple languages honors the cultures and languages of our community and leads to an appreciation of the diversity in our schools.

State Seal of Biliteracy Process

Prior to high school, sites will recognize and celebrate the students who are on the pathway toward the SSB. Information is also distributed to parents, students, and the community explaining the State Seal of Biliteracy and its benefits for students and the community. Figure 5.2 shows a portion of the brochure that sites distribute to students and Figure 5.3 is a sample of a poster that can be displayed. The SSB is coordinated by the District and the

Sacramento County Office of Education (SCOE), for those students who need a **SCOE Language Exam** in order to qualify (see criteria E in requirements listed above). Each high school designates a site coordinator to oversee and support the implementation of the program at the site level.

Data is collected on current seniors who have met the initial criteria for qualification and testing is administered for those students who need to take the SCOE Language Exam. Prior to the end of the year, the District submits a list of SSB candidates to CDE in order to receive an insignia for their transcript or diploma. In addition, graduates receive a special SSB medallion to be worn at the commencement ceremony.

At the end of each academic year, students who have been reclassified and/or who will receive the State Seal of Biliteracy will be invited to participate in a District-wide celebration.

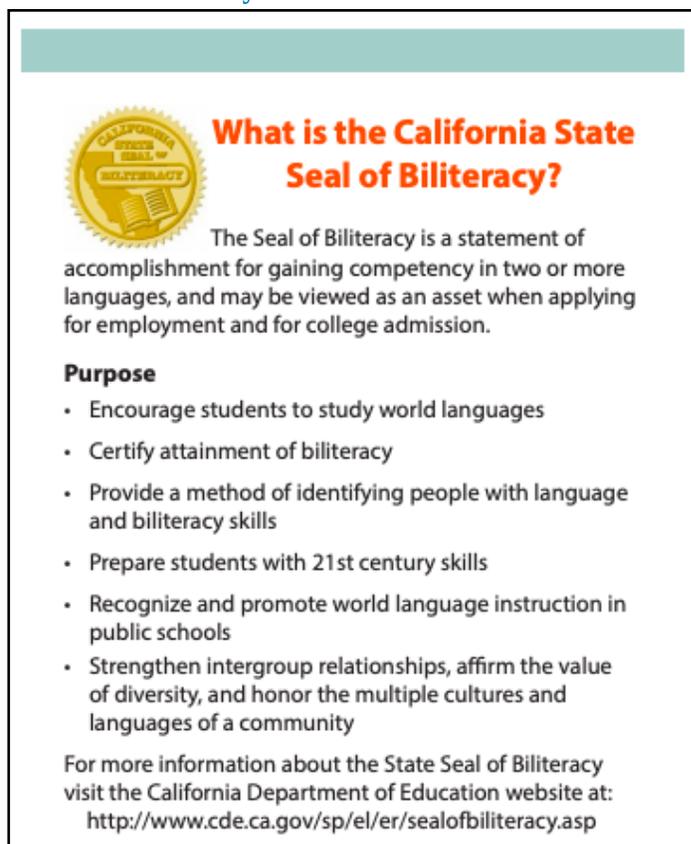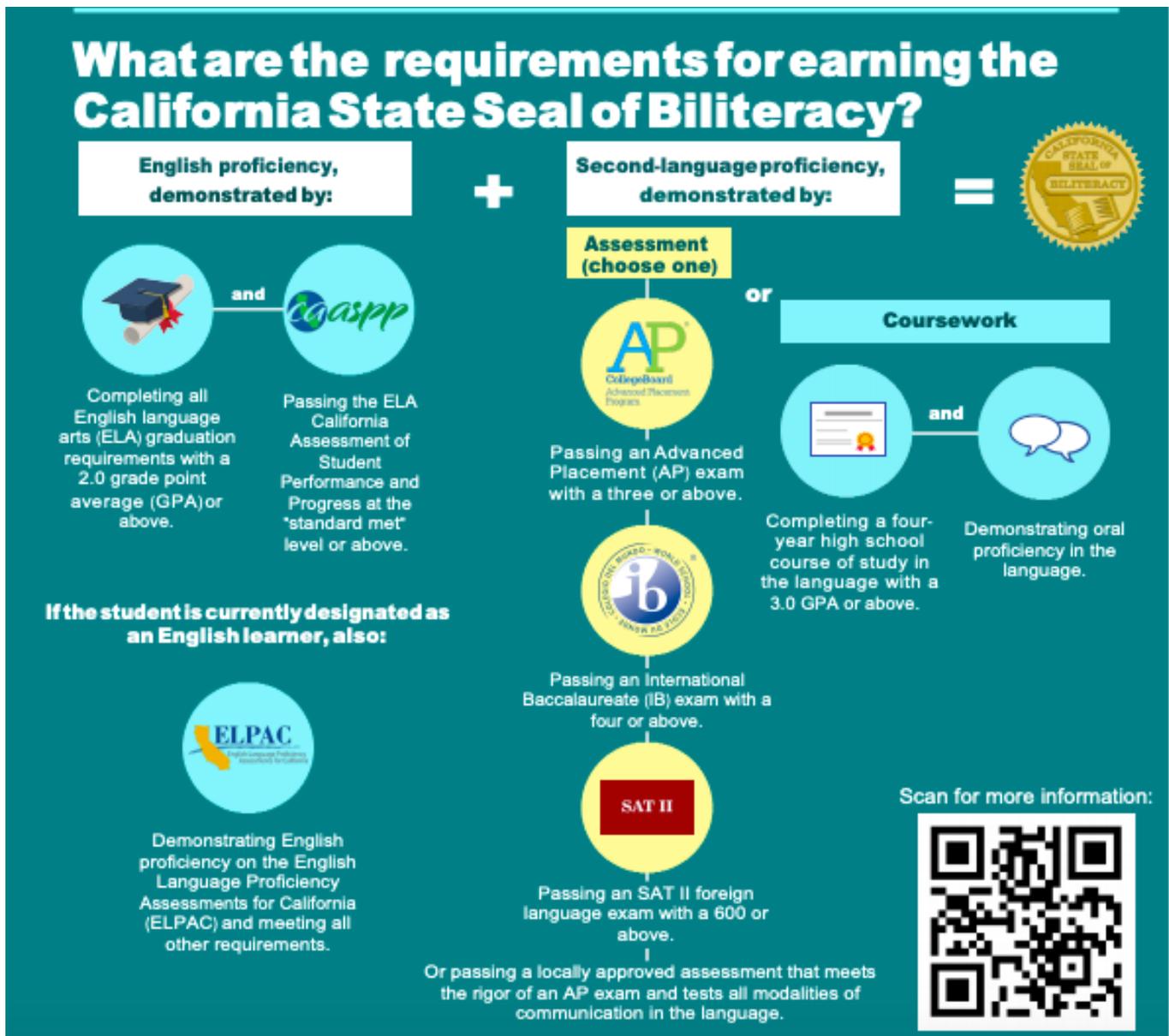**Figure 5.2 A portion of the brochure from the Sacramento County Office of Education**

Figure 5.3 A sample poster from the California Department of Education

LOOKING AHEAD

The Future of Multilingualism and Multiculturalism in NUSD

As we continue to implement the principles of the California English Learner Roadmap, we will analyze our areas of strength and areas for further development. One area of the California English Learner Roadmap we plan to give attention to is from Principle 1, Element 1A- Language and Culture as Assets: "The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages."

NUSD has expanded world language programs and is currently exploring how to develop further multilingual opportunities by considering offering dual language immersion programs, as well as providing more bilingual support in students' native languages. These shifts will have to be supported with professional learning around multilingualism and multiculturalism.

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(See page 38 for references for the Instructional Framework)

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GLOSSARY OF TERMS

Glossary of Terms

a-g Requirements The college entrance requirements needed for acceptance to the UC or CSU system.

Advanced Placement (AP) High school courses designed by the College Board, which are intended to give students an opportunity to take a college-level course and exam during high school. Some colleges offer course credit for passing the AP exam.

At-Risk Long-Term English Learner English learners in grades 3-12 who have been in the United States for four or five years, earn an overall score of 1 or 2 on the Summative ELPAC, and who score "Standard Not Met" on the prior year administration of CAASPP-ELA.

California Assessment of Student Performance and Progress (CAASPP) Annual state assessments in Math and English Language Arts which all students take at the end of their 3rd-8th and 11th grade years (established in 2014).

California English Language Development Standards (2012) Instructional standards for English learners designed to help students use English purposefully and interact in meaningful ways in school, and beyond.

California English Language Development Test (CELDT) The language proficiency assessment used until the 2017-2018 school year, when the state adopted the ELPAC.

California English Learner Roadmap A state policy providing guidance to local educational agencies (LEAs) in order to welcome, understand, and educate the diverse population of students who are English learners attending California public schools; adopted in 2017. For more information, please visit cde.ca.gov.

California State Seal of Biliteracy An award presented to graduating seniors in California who have met the state requirements for demonstrating biliteracy in 2 or more languages. For more information, please visit cde.ca.gov.

Common Core State Standards (CCSS) for English Language Arts/Literacy A set of educational standards for teaching and testing Language Arts and mathematics between kindergarten and 12th grade.

Cycle of Continuous Learning and Improvement (CCLI) An ongoing cycle of improvement used by NUSD which includes the following steps: plan, act, adjust and monitor.

Designated ELD Daily, protected instructional time in which the classroom teacher intentionally aligns their instruction to the CA ELD standards in order to build students' development and understanding of the English language.

District English Learner Advisory Committee (DELAC) A committee of parents, teachers, staff, and community members interested in the English learner services provided by the district and the needs of English learners in the district. Any district with 51 or more English learners is required to establish a DELAC.

English Language Development (ELD) Instruction targeting all aspects of English language proficiency, including reading, writing, speaking, and listening.

English Language Development Proficiency Levels

• **Emerging** English learners at the early stage of English language development. Emerging ELs require substantial scaffolding and support and specialized ELD instruction.

• **Expanding** English learners at the intermediate stage of English language development. Expanding ELs require moderate scaffolding and support, as well as some specialized ELD instruction.

• **Bridging** English learners at the advanced stage of English language development. Bridging ELs require light support and are transitioning into fully mainstreamed grade-level tasks and activities, without specialized ELD instruction.

English Language Development (ELD) Teacher An elementary or secondary classroom teacher who delivers English language development instruction for English learners.

English Language Development (ELD) Teachers on Special Assignment (TOSA) Highly-qualified teachers who are released from the classroom in order to provide job-embedded coaching and professional development to ELD teachers and support the responsibilities of the English Learner Services Team.

English Language Proficiency Assessments for California (ELPAC) As of the 2017-2018 school year, the assessment to measure English learners' English language proficiency. For more information, please visit elpac.org.

• **Initial ELPAC** Administered within 30 days of the first day of the school year, or within 2 weeks of enrollement, the Inital ELPAC is administered to students who indicated they speak a language other than English on the Home Language Survey. Students will only take the Initial ELPAC once over the course of their enrollment in the California public school system. The results of the Initial ELPAC determine whether the student is an English learner, or Initially Fluent English Proficient (IFEP).

• **Summative ELPAC** Administered in the spring to every English learner, this assessment measures students' English language development. Students will take the Summative ELPAC once a year until they meet the criteria for reclassification.

English Learner A student who speaks a language other than English and is eligible for English language development services based on the results of the language proficiency assessment (currently, ELPAC).

English Learner Advisory Committee A site-level committee of parents, teachers, staff, and community members interested in English learner services and the needs of English learners at the site. Any site with 21 or more English learners must establish an ELAC.

English Only A student who does not speak a language other than English in their home, as indicated on the Home Language Survey.

Gifted and Talented Education (GATE) A program which provides differentiated learning opportunities to students who are identified as having characteristics and/or potential for showing high performance in one or more areas.

Home Language Survey A mandated federal form included in the NUSD registration packet used to identify students who speak a language other than English and may be eligible for English learner services. All enrolling families must complete the required form.

Individualized Education Plan (IEP) A legal document outlining the goals for a student receiving special education services and the services provided to that student in order to achieve those goals.

Initially Fluent English Proficient (IFEP) Students who speak a language other than English, as identified on the Home Language Survey, but are proficient in English based on the results of the Initital ELPAC.

Integrated ELD Instruction in which all teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal California Common Core State Standards for ELA/Literacy and other content standards.

International Baccalaureate (IB) An international educational foundation which designs international education programs and rigorous assessments with the purpose of developing inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Local Control Accountability Plan (LCAP) A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. To view NUSD's current LCAP, please visit natomasunified.org.

Local Control Funding Formula (LCFF) The funding formula that allots state funding to the district. For more information, please visit natomasunified.org.

Long-Term English Learner (LTEL) A student in grades 6-12, who has been enrolled in a California public school for more than 6 consecutive years, has not made progress on the language proficiency exam for two or more years, and has not earned a passing score on the ELA CAASPP.

LTEL Monitoring The process in which the District and sites collect data on academic progress, attendance, and behavior for LTEL students. This data is used to implement interventions for LTELs in order to better prepare them for reclassification.

Natomas Unified School District A California public school district located just north of Sacramento, which serves students K-12. For more information, please visit natomasunified.org.

Newcomers An English learner who has been in the United States for less than 12 months.

Parent University The department in NUSD dedicated to engaging and empowering parents through partnerships with school communities and the district to help their students achieve success. For more information, please visit natomasparentuniversity.com.

Redesignated as English Fluent Proficient (RFEP), also known as reclassified or redesignated Students who demonstrate English language proficiency and meet the criteria for reclassification are no longer English learners and do not receive English learner services, except for progress monitoring.

RFEP Monitoring Per state and federal guidelines, the District monitors reclassified students during the four years following their reclassification date. Monitoring includes collecting data on student's academic grades, attendance, and behavior, as well as holding one-on-one meetings with students, if needed.

Sacramento County Office of Education (SCOE) The county office of education which provides technical assistance, curriculum and instructional support, staff development, legal and financial advice, and oversight to Sacramento County school districts, including NUSD.

School Site Council The body of parents, teachers, staff, and [secondary] students elected by their peers to advise the principal on the creation of the Single Plan for Student Acheievement (SPSA) and how site funding is allocated, among other site specific needs.

SCOE Language Exam A language test provided by SCOE to assess a student's language proficiency (in a language other than English) in order to earn the State Seal of Biliteracy.

Secondary Placement and Program Guide A placement tool for ELD courses at the secondary school, which oultines the various ELD course levels, guidelines for appropriate placement, and criteria for moving from one

ELD course level to the next.

Single Plan for Student Achievement (SPSA) The site's action plan for spending allocated funds. To view your site's SPSA, please visit the District's SPSA webpage.

Structured English Immersion (SEI) NUSD's English language acquisition program. Students receive designated ELD and during a protected time of the day and integrated ELD in their core content area classes.

Student Oral Language Observation Matrix (SOLOM) An alternate language proficiency assessment used for students receiving special education services whose IEP requires an alternate assessment.

Title III Funds Federal funding for English learners.

APPENDICES

APPENDIX TABLE OF CONTENTS

*All documents included in the Appendix are "working documents", meaning they are modified as federal and state policies change.

Appendix A Sample DELAC Agendas in English and Spanish

AGENDA

Welcome/Opening

Introductions & Agenda
Ice Breaker

Business
DELAC Training
DELAC Nominations Members for 2018-2019
RFEP & Seal of Biliteracy Update
DELAC Upcoming Meeting Dates

Parent Learning Focus:
Parent University
ELPAC

Open Communication Forum
(2 minutes per person)

Voting Results
Adjournment

AGENDA

Bienvenida/Apertura

Presentaciones & Agenda
Para Comenzar

Asuntos
Entrenamiento de DELAC
Miembros Nominados para DELAC 2018-2019
Actualización para RFEP & Sello Estatal de Bialfabetismo
Fechas de Proximas Juntas de DELAC

Enfoque de Aprendizaje para Padres:
Programa de Universidad para Padres
ELPAC

Foro de Comunicación Abierta
(2 minutos por persona)

Resultados de la Votación
Clausura

Appendix B Sample DELAC Agenda -English

Appendix C Sample DELAC Agenda- Pujabi

ਅਗੋਂਡਾ ਨੂੰ ਪੋਸਟ ਕੀਤਾ
ਗਿਆ ਸੀ:
1/16/19

ਨਟੋਮਸ ਯੂਨੀਫਾਈਡ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ
ਡਿਸਟ੍ਰਿਕਟ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਸਲਾਹਕਾਰ ਕਮੇਟੀ
(DELAC)

ਏਜੰਡਾ

ਆਪ ਜੀ ਦਾ ਸਵਾਗਤ- ਜਾਣ-ਪਛਾਣ

ਏਜੰਡਾ ਅਤੇ ਨਿਯਮਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ

DELAC ਦੇ ਕਾਰਜ

ਇੰਗਲਿਸ਼ ਲਰਨਰ ਪ੍ਰੋਗਰਾਮ ਦਾ ਮੁਲਾਂਕਣ

NUSD ਦੇ ਇੰਗਲਿਸ਼ ਲਰਨਰ ਪ੍ਰੋਗਰਾਮ ਮਾਸਟਰ ਯੋਜਨਾ ਦੇ ਅਪਡੇਟ

ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰੋ
(ਹਰੇਕ ਵਿਅਕਤੀ ਨੂੰ 2 ਮਿੰਟ ਦਾ ਸਮਾਂ)

ਮੀਟਿੰਗ ਮੁਲਤਵੀ

DELAC
ਜਨਵਰੀ 24, 2019

ਸਮਾਂ : 5:30-7:30

NUSD ਏਦੂਕੇਸ਼ਨ ਸੈਂਟਰ
1901 Arena Blvd
ਬਾਲ ਸੰਭਾਲ ਅਤੇ ਸਪੈਨਿਸ਼, ਪੰਜਾਬੀ ਅਨੁਵਾਦਕ ਮੁਹੱਈਆ ਕੀਤਾ ਜਾਵੇਗਾ

ਮੈਂ ਕੀ ਸਿੱਖਣ ਦੀ ਉਮੀਦ ਕਰਦਾ ਹਾ

ਇੰਗਲਿਸ਼ ਲਰਨਰ ਪ੍ਰੋਗ੍ਰਾਮ ਮਾਸਟਰ ਪਲੈਨ ਵਿਚ ਤਬਦੀਲੀਆਂ ਬਾਰੇ ਜਾਣੋ

NUSD ਦੇ ਇੰਗਲਿਸ਼ ਲਰਨਰ ਪ੍ਰੋਗਰਾਮਾਂ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ

Natomas Unified School District
Connecting students to their future

ਆਵਾਜਾਈ ਬੇਨਤੀ ਕਰਨ 'ਤੇ ਪ੍ਰਦਾਨ ਕੀਤੀ ਜਾਏਗੀ, ਕਿਰਪਾ ਕਰਕੇ ਸੋਮਵਾਰ ਜਨਵਰੀ 21, ਨੂੰ 916-567-5415 ਤੇ ਕਾਲ ਕਰੋ

Appendix D Sample ELAC Agenda

Natomas Middle School
English Learner Advisory Committee (ELAC)

Tuesday, September 19, 2017
8:00 to 8:30 A.M.
Library (2nd Floor)
Natomas Middle School, 3200 North Park Drive
Sacramento, CA 95835

AGENDA:

1. Changes/Additions to the Agenda

2. New Business
   - Welcome and Introductions
   - ELAC overview
   - ELAC members selection
   - District English Learner Advisory Committee (DELAC) site representative(s) election
   - Program Overview
   - Review last year's Site Plan
     - School Needs Assessment/"Wish List"

3. Agenda items for next meeting

4. Public Comment (This is an opportunity for members of the public to provide information to ELAC. *Please* limit comments to 3 minutes.)

5. Adjournment

Next meeting is Tuesday, November 14th, 2017 from 8:00-8:30 A.M. in the Library

Translation will be provided.
Coffee and Donuts will be served.

Appendix E Secondary Placement and Program Guide

Type of English Learner	PLACEMENT CRITERION	ELD COURSE PLACEMENT

EL-Newcomer
 	
0-1 years in U.S. school
	• **ELPAC Overall 1 (or none)**
	• **ELPAC Written Language 1 - 2 (or none)**
	• CAASPP ELA 1 (or none)
	• Newcomer language proficiency level
		ELD F (MS Course Code: LA2110F; HS Course Code: LA2110F.HS) <u>AND</u> **ELD-ELA F** (MS Course Code: LA2101F; HS Course Code: LA2101F.HS)
		
		  • **Designated ELD instruction with a focus on English language fundamentals for a two period block.**
		  • Integrated ELD in core content classes
		
		**Newcomer Catch-Up Plan: Newcomers who are not on-track for graduation and need to make up ELA credits due to their enrollment in ELD-ELA F, should be enrolled in ERWC (or a similar credit recovery course), in addition to their ELA class, during their 12th grade year. There is also an option for fifth-year seniors, but this must be discussed with site administration and District staff. Discovery High School also offers an alternative learning program for students who need to recover graduation credits.

*Not all newcomers need to be placed in an ELD F level course, dependent on their English language proficiency. Upon enrollment, newcomers may receive a diagnostic writing sample in order to assess their English language proficiency level and make the appropriate placement in the ELD program.		

EL
1-4 years in U.S. school
	• **ELPAC Overall 1 - 2**
	• **ELPAC Written Language 1 - 2**
	• CAASPP ELA 1
		ELD A (MS Course Code: LA2110A; HS Course Code: LA2110A.HS) <u>AND</u> **ELD-ELA A** (MS Course Code: LA2101A; HS Course Code: LA2101A.HS)
		  • **Designated ELD instruction for a two period block where the 2012 CA ELD standards are the focus of instruction**
		  • Option of designated ELD in core classes

	• **ELPAC Overall 2-3**
	• **ELPAC Written Language 2-3**
	• CAASPP ELA 1-2
	• Expanding language proficiency level
		ELD B (MS Course Code: LA2110B; HS Course Code: LA2110B.HS) <u>AND</u> **ELD-ELA B*** (MS Course Code: LA2010B; HS Course Code: LA2010B.HS) <u>OR</u> **Grade-level ELA**
		  • **Designated ELD instruction _with the option of a two period block (ELD B + ELD-ELA B)_**
		    OR
		  • **Designated ELD instruction for a single period (ELD B) plus designated ELD in grade-level ELA**
		  • Integrated ELD in core content classes
		*ELD-ELA B is an A-G approved ELA course.

	• **ELPAC Overall 3-4**
	• **ELPAC Written Language 2-3**
	• CAASPP ELA 1-4
	• Bridging language
		Grade-level ELA with English language development support
		  • <u>**ELD C**</u> **support elective course option** (MS Course Code: LA2110C; HS Course Code LA2110C.HS)
		    OR
		  • **Designated ELD in ELA/small group instruction**
		    AND
		  • Integrated ELD in core content classes

LTEL
 	
6+ years in a U.S. school <u>AND</u> who have not made progress on the ELPAC for 2+ years.
	• **ELPAC Overall 1-2**
	• CAASPP ELA 1 - 2
		Grade-level ELA with English language development
		  • <u>**ELD C**</u> **support elective course option** (MS Course Code: LA2110C; HS Course Code LA2110C.HS)
		    OR
		  • **Designated ELD in ELA/small group instruction**
		    AND
		  • Integrated ELD in core content classes

	• **ELPAC Overall 3-4** • CAASPP ELA 3-4	**Grade-level ELA with designated ELD support <u>and</u> integrated ELD in all core courses.** ELs continue to receive this level of support until they meet the criteria for reclassification.

Appendix F Guidelines for Using Secondary Placement and Program Guide

Placement Guidelines: English learners who are newcomers will be placed in the ELD program with consideration to academic and social aspects, including but not limited to gaps in prior schooling, necessary accommodations and modifications, and transcripts. Counselors may also use a diagnostic writing assessment to assess the student's approximate English language proficiency level. _Newcomer placements must be **immediately** adjusted once the site receives the results of the Initial ELPAC (Novice, Intermediate, IFEP)._ Previously identified English learners who are new enrollees in NUSD will be placed using multiple measures, including but not limited to previous ELPAC scores, CAASPP scores, and years in the United States.

ELs should be able to move to the next ELD course in the ELD program at the semester point if they are ready.

Exit Criteria for ELD Courses:

- **The following criteria should be considered in order to move a student from ELD F to ELD A:**
  - Students demonstrate mastery of the Emerging column of the corresponding grade-level 2012 ELD CA Standards.
  - Students demonstrate satisfactory progress in core content areas.
  - Teacher observation and formative assessment.
  - Students begin moving from needing substantial support to moderate support in ELD and core classes.
  - If the student has been reclassified (RFEP) during the semester, they must move out of the ELD program at the semester point.
  - _If students complete two semesters of ELD F, they will move to ELD A even if they have not met the above criteria._
- **The following criteria should be considered in order to move a student from ELD A to ELD B:**
  - Students demonstrate mastery of the Expanding column of the corresponding grade-level 2012 ELD CA Standards.
  - Students demonstrate satisfactory progress in core content areas.
  - Teacher observation and formative assessment.
  - Students begin moving from needing moderate support to light support in ELD and core classes.
  - If the student has been reclassified (RFEP) during the semester, they must move out of the ELD program at the semester point.
  - _If students complete two semesters of ELD A, they will move to ELD B even if they have not met the above criteria._
- If a student completes ELD B and has not yet met the criteria for reclassification, the student has the option to enroll in ELD C, an ELD support course. This course is recommended as an intervention elective for students who are at-risk or Long Term English Learner (LTELs) and who require academic intervention based on their GPA and other measures. All students who have not been reclassified will continue to receive designated ELD in their English Language Arts class through small group instruction. All ELs will also continue to receive integrated ELD in all core content classes.

Graduation Requirements and A-G Credits: All courses in the ELD program count toward a student's graduation requirements for ELA. Only ELD-ELA B (LA2101B) can be used toward the ELA requirement for A-G credit.

Appendix G Sample RFEP/LTEL Monitoring Form located in Infinite Campus

Status:

- RFEP Year 1
- RFEP Year 2
- RFEP Year 3
- RFEP Year 4
- LTEL

Mark area(s) of concern:

- Attendance
- Behavior
- Grades
- Other:

Action/interventions currently in place to address concern(s) and support student:

Future actions/interventions that could address concern(s) and support student:

Are student and parents/guardians aware of concerns? If yes, explain how/when communication occurred. If no, please schedule a conference with student and parent/guardians to address a plan for support.

- No
- Yes:

Date of 2nd monitoring entry:

Update on progress: