



NOVATO UNIFIED SCHOOL DISTRICT ENGLISH LEARNER MASTER PLAN



Engage Inspire Empower towards Biliteracy!



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INTRODUCTION

Acknowledgements

The Novato Unified School District (NUSD) English Learner Master Plan was developed through the dedicated efforts and collaboration of district teachers, administrators, support staff, and our District English Learner Advisory Committee (DELAC) parents. We greatly appreciate the guidance, support, and time they gave to provide input. The Novato Unified School District English Learner Master Plan is now our guiding document for improving the delivery and implementation of programs and services for English Learners.

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Purpose

This NUSD English Learner Master Plan is based on state and federal laws, district board policies, research, and the input from stakeholders. It is to ensure that the very best pedagogy, practices, and procedures for English Learners will be used in our Novato schools. As such, it should be relatively accessible and efficient for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard English Learner students access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, monitor its outcomes, and will contribute to its revision and improvement over time. In this way the Novato Unified School District will ensure that programs and services for English Learners will be of the highest quality.



How to use this EL Master Plan

The primary purpose of the Novato Unified English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services.

The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services.

This document has a dual purpose: 1) it serves as a reference guide to help sites and the District efficiently locate the required laws, policies, and expectations. 2) it serves as a resource for deeper dives on best practices for ELs.



Words from our Assistant Superintendent of Education Services-Amie Carter, Ed.D.

*Our mission in NUSD is to, “Engage, inspire and empower all students, in a rapidly changing world, **to realize their life goals**”. There is no greater inspiration to me than our students themselves; their resilience and dreams for a better future drives my own commitment to do all I can to support their right to the highest quality education we can offer in Novato Unified. 15.3% of our district’s students are English Learners (EL). The vision of our program is to provide instruction rich with best-practices strategies for academic and linguistic competence. We seek to leverage the cultural and linguistic resources of our multilingual student body to enable EL students to achieve on the same basis as native speakers of English. Our program promotes instruction and practice in listening, speaking, reading, writing, and awareness of American culture, while also encouraging multiculturalism and multilingualism.*

We recognize the challenge of preparing our educators to meet the varied needs of our diverse language learners, including students with strong educational backgrounds in their first language, refugees fleeing from violence in their homelands, and students with interrupted formal schooling. Research shows differentiation is the key to effective instruction for all students. Students of varying proficiency levels can learn the same content when the teacher provides a wide range of learning opportunities for students with different academic and linguistic needs. This EL Master Plan, together with our three-year roadmap to EL achievement, represents our unwavering commitment as a district and community to support every English Learner to develop the language skills, academic competencies, and habits of mind to achieve his or her dreams.

At the foundation, it is our common beliefs which drive our Novato community to undertake equity and excellence for ELs. We believe that EL students should be supported and encouraged in their native language and culture within culturally sensitive schools. We believe that EL students have a right to professional educational services from qualified, caring, and accessible staff. We believe that EL students should be recognized with acceptance and pride in their differences within safe physical and emotional learning environments. We believe that EL students should be taught within a differentiated instruction and proficiency-based system using a rigorous curriculum that is meaningful, comprehensible, and developmentally appropriate. We believe EL students learn best in a challenging yet non-threatening environment where experiential, whole language methods are used for authentic purposes.

*We hope and expect that all practitioners use these resources well and often to guide programmatic and instructional decisions for ELs, so that every NUSD student is able **to realize their life goals**.*



ABOUT NOVATO UNIFIED SCHOOL DISTRICT



District Profile

There are approximately 800 staff members in the Novato Unified School District (NUSD) who, along with the larger school community, are responsible for the education of 7,840 students. We have approximately 1,200 English Learners, which makes up 15.3% of our population. Over 31 different languages are represented.

The background of our student population is Hispanic 39%, White 44.2%, Asian 5.1%, African American 2.3% American Indian 0.9%, and Two or More Races 7%.

There are seven elementary schools and one K-8 school. Along with two middle schools and two comprehensive high schools, NUSD also has an Education Center housing a continuation high school (Marin Oaks), an Alternative School of Choice (NOVA) serving grades K-12. Novato Unified Adult Education Center offers, free of charge, High School Diploma, High School Equivalency classes in English and Spanish, as well as English as a Second Language classes at various levels. All schools within the Novato Unified School District offer special education services along with Gifted and Talented Education (GATE). NUSD also offers Adult Education classes including a Diploma Class, Credit Recovery, GED Prep, and English as a Second Language Class (ESL). These programs serve adults who have not yet completed their high school education as well as those wanting to continue their education. There is also one K-8 charter school authorized by NUSD

NUSD Mission Statement

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

NUSD Vision

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful, productive, and biliterate citizens. *NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.*

NUSD Values

- *Innovation*
- *Equity*
- *Caring*
- *Inclusion*
- *Collaboration*



NUSD's Goals

- **Culture of Caring**
Establish a school and district culture that is highly responsive to all stakeholders and fosters a Culture of Caring for all.
- **Culture of Excellence**
Implement clearly articulated Proficiency Based Education systemwide structures by 2022 to enhance a 'Culture of Excellence'.
- **Culture of Competence**
Implement clearly articulated systems for behavior, academics, and social-emotional supports with fidelity within a multi-tiered system of supports (MTSS) by 2022 to enhance a Culture of Competence.



The Graduate Profile consists of 6 C's to ensure students are well prepared for their future:



- Collaboration
- Communication
- Critical Thinking
- Conscientious Learner
- Cultural Competence
- Character



PREFACE

“The only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.” – Michelle Obama

Let’s talk about the Multi-Tiered System of Supports (MTSS). MTSS is an integrated, collaborative, student-centered framework that provides data driven, adaptable supports and services to help ensure academic and social emotional success for all of our students. Novato Unified is currently developing this framework in order to ensure our vision becomes a reality for each and every student. We are delving deep into the elements described below to ensure our framework is designed to support diverse learners. Our journey towards ensuring equity requires system transformation and it will not happen overnight. We are committed to continuing this essential work and will hold ourselves accountable and involve all stakeholders.

Equity Imperative

Equity in Novato Unified School District means ensuring every student has access to educational opportunities that challenge, inspire and prepare him or her for a strong future. The educational failure of any one student impacts the entire Novato community. It is in the best interest of the community that every one of our students succeeds and our intention is for the community to hold high expectations for each and every Novato student. We are committed to examining and changing structures, policies, and practices that contribute to inequitable outcomes and experiences for any student.

In November 2018 Novato Unified partnered with Education-Trust West and Marin Promise Partnership to conduct an Educational Equity Audit collaboration with Ed Trust-West and Marin Promise. The purpose of this audit was to closely analyze college and career readiness for all NUSD students, with a focus on equitable access and success within schools, among schools, and among groups of students. [Key findings and recommendations](#) were identified and used to inform the Blueprint for Equity Action Planning process to occur during the 2019-20 school year. Findings and recommendations, specific to English learners, were taken into consideration in the development of this English Learner Master Plan, specifically in the areas of Staffing/Professional Development and Instructional Programs.

Assets-Based Approach

Imagine what it feels like to be a student that is only seen through the lens of what he or she lacks. Think about the impact this has over years with one’s identity as sometimes we begin to accept those perspectives as reality. It is imperative that our language, practices and approaches focus on assets instead of deficits. An assets based approach requires a mindset



that acknowledges our students come to us with many strengths, funds of knowledge and experiences that must be welcomed, valued, and leveraged.

Our instructional programs will build upon the cultural and linguistic assets that our students bring to the Novato community. One of the first steps is ensuring our school sites and district office provide a climate that is safe, affirming, and inclusive, a culture of caring. We will need to intentionally lead with listening to our students and families in order to learn more about their assets.

“When you point out kids’ strengths, they grow in confidence. They know you see them. You see the whole individual, not just an empty vessel that needs to be filled with your knowledge.” - Laura Lenz, Cult of Pedagogy

Embracing Multilingualism

NUSD recognizes the value of multilingualism and established a Two-Way Dual Language Program at the start of the 2018-19 school year at Lynwood Elementary School, where the target language is Spanish. The program is designed to develop and nurture bilingualism and biliteracy in Spanish and English, as well as promoting a love of multiculturalism. World Language classes at the secondary level are offered in Spanish and French.

On November 8, 2016, voters in California made a clear statement. Proposition 58: California Education for a Global Economy Initiative was approved by 73.5% of the voters in the state. The proposition implements the California Multilingual Education Act of 2016, which was introduced in the Legislature by Sen. Ricardo Lara, D-Bell Gardens. The California Multilingual Education Act will give California public schools more control over dual language acquisition programs.

[Proposition 58](#) effectively repealed the English-only requirement of Proposition 227 — the initiative approved by voters in 1998 that required English learners to be taught in English immersion classrooms. Under the new law, students can learn English through multiple programs outside of English immersion classes. Proposition 227 required parents to sign waivers to enroll their children in bilingual or dual immersion programs; the new law does not. [Global California 2030](#) is an initiative which acknowledges that in order to better prepare students to succeed in the changing economy and to strengthen California’s own rich mixture of culture and languages, California needs to expand opportunities for students to learn a second language and possibly, more.

This new policy, along with Global California 2030, clearly establishes a vision and statement that California values all cultures, languages, and experiences of all students. It is a call to action for our state to focus on English learners as a way to improve our overall educational system and outcomes for all students. This work must be



aligned with curriculum, instruction, accountability, assessments, parent/community involvement and partnerships, educator and administrator quality. We must take actions that will lead to continuous improvement and elevate our language, policies, and structures to reflect the assets and needs of English learners.

NUSD will continue to develop and strengthen the emphasis of this area by taking steps to encourage staff, students, families, and the community about the importance of multilingualism and build awareness of the [State Seal of Biliteracy](#) across all levels.

Cultivating a Culturally and Linguistically Responsive Environment

“Our ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a space for learning” (Culturally Responsive Teaching and the Brain, Zaretta Hammond, 2015).

We will also keep in mind that English learners are a diverse group and therefore there is no single EL profile or one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. An emphasis on cultivating a culturally and linguistically responsive environment will be a shift for all stakeholders in NUSD. This is a call to action that will require self-examination, intentionality, and an inquiry stance in order to work towards becoming Culturally Responsive Practitioners.

“Teachers can incorporate culturally responsive instruction by building on background knowledge and experiences gained in the home and community to promote the development of academic English, as well as to promote a positive self-- image in students and respect for different cultures and languages.” - 2014 ELA/ELD Framework

Social and Emotional Learning

The social and emotional wellbeing of our students is imperative and embedded as core instruction within our Multi-Tiered System of Supports (MTSS) framework to ensure successful outcomes for each and every student. English learners are a diverse group with different backgrounds, experiences, journeys, and stories. Creating an environment where English learners feel safe, welcomed, and supported is essential and the responsibility of all stakeholders. Social and emotional learning (SEL) is a structure designed to help students understand the relationship between emotions and behavior in relation to their own self worth, academic achievement, well-being and ability to learn how to self-regulate and connect with



others (Building Behavior: The Educator’s Guide to Evidence-Based Initiatives, Jessica Djabrayan Hannigan and John E. Hannigan).

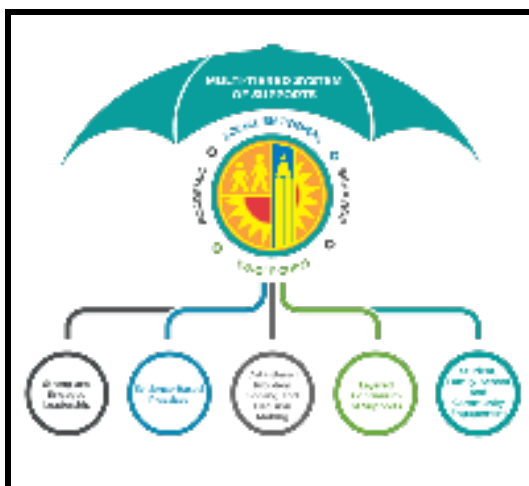
Educators and community agencies serve students with different motivations for engaging in learning, behaving positively, and performing academically. [Social and emotional learning](#) (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. NUSD is committed to ensuring that social emotional learning is placed at the forefront and it is connected to our goal of creating a “Culture of Caring.”

Proficiency Based Learning

A proficiency based educational system is one that ensures expectations for learning are made clear and visible for all, especially the students. This approach requires measurable, transferrable, and explicit learning targets. Learning targets ensure that the steps to demonstrate proficiency are clear to all involved, especially the student. Students are provided with opportunities to see the success criteria modeled along with ample opportunities to practice as they move towards proficiency. Timely and differentiated feedback support student learning in this process.

Classroom teachers in Novato Unified are leading this charge. NUSD teachers have identified essential standards in each curricular area from TK-12 where they will place emphasis on student mastery. Attached to each essential standard is a proficiency scale which provides a progression of learning toward the targeted standard. This tool allows for students to engage in their learning with a clear understanding of the skills and concepts needed to be proficient at each standard.

Putting It All Together with Multi-Tiered System of Supports



A solid foundation is a must for new construction. It helps ensure the house is strong, that it cannot be easily destroyed or fall victim to external forces. Laying a good foundation takes time, concentration, and effort on the part of many. Without a good foundation, the time and money invested are a waste.

The NUSD Multi-Tiered System of Supports (MTSS) is directly connected to our Equity Imperative, English Learner Master Plan, and integration of The Cultures of Caring, Competence and Excellence. Again, MTSS is an integrated, collaborative, student-centered framework



that provides data driven, adaptable supports and services to help ensure academic and social emotional success for all of our students. This framework is used to guide our system with ensuring our policies, programs, practices, structures and resource allocations are equitable and working towards eliminating the “opportunity gap.”

When we continue to see the pervasive gaps in student achievement it is important to know that the gaps are in **OUR** system, not students. This is why we are actively engaged in developing a MTSS framework, a culture of competence, which is critical to improving student outcomes. Our instructional programs must be designed to meet the needs of diverse learners and must include culturally and linguistically responsive practices. Within a MTSS framework, there are tiered levels of *prevention*, which detail the instruction, interventions and services available to address student needs. Our framework must integrate social, emotional, and academic needs in order to support the “whole child.”

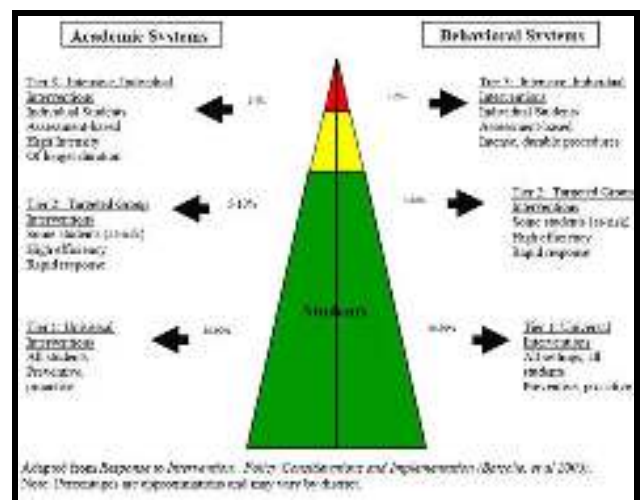
Tier 1 instruction is universal and core, intended for all students. Core instruction must include attention and planning for the *language demands* of a task, with effective teaching of the language needed to fully participate in a lesson while using the meaningful context of the lesson to develop academic language. This is essential for English Learners. Structures and routines to ensure meaningful language production and practice must occur daily, or we will continue to see gaps in the achievement levels of English learners. To take risks and use language this way a safe and welcoming environment must be established.

“In the absence of an explicit focus on language, students from certain social class backgrounds continue to be privileged and others to be disadvantaged in learning, assessment, and promotion, perpetuating the obvious inequities that exist today.”

-Mary Schleppegrell, The Language of Schooling

Characteristics of Core Components

- Tier 1, Core Instruction is focused on prevention and should meet the needs of 80-85% of all English Learners. The following are essential:
 - Universal screeners
 - Essential Skills (academic and behavior)
 - Differentiated Instruction, scaffolding
 - Integrated and Designated ELD
 - Social-Emotional Learning
 - Data Analysis and Progress Monitoring
 - Collaboration with Parents/Guardians about student progress





- Tiers 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction to address student needs. Instruction and interventions provided at these levels are **in addition** to Tier 1. Tier 2 support should not be needed for more than 10-15% of students and can include additional support, with a targeted focus in a small group setting. Tier 3 support is intensive and individualized, it should not be needed for more than 5-10% of students and may often require support from community based organizations.



The California English Learner Roadmap Vision

[The California English of Learner Roadmap](#) is a guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments. 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.

This policy is intended to assist the California Department of Education in 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. The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* articulated a common vision and mission for educating English learners and supports LEAs as they implement the State Board policy.

The California English Learner Roadmap Principles

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the **shared responsibility** of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools. This policy has implications for Local Control Accountability Plans (LCAP) and includes a [Crosswalk to LCAP](#) to illustrate this connectedness to all areas of priority.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners.



Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

[Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

[Principle Three: System Conditions that Support Effectiveness](#)

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

[Principle Four: Alignment and Articulation Within and Across Systems](#)

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

What does this work look and sound like at the elementary, middle and high school level?

[The California English Learner Roadmap Toolkit](#) shares tools and supports that teachers can use collectively and/or individually as they enact the EL Roadmap.

The NUSD will ensure that structures, policies, programs, and services are aligned with the principles of the California English Learner Roadmap. You will see the heading, English Learner Roadmap Connection, at the beginning section of each chapter. Each of the components of our English Learner Master Plan is aligned to one or more of these principles to help us ensure full integration.



Federal Program Monitoring (FPM)

General Information

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local education agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet requirements.

LEAs are monitored to ensure that they meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility and funding.

The Federal Program Monitoring (FPM) Office coordinates reviews through a combination of data and document review and onsite visits. LEAs are assigned to one of four cycles: A, B, C, D. Each year, CDE analyzes extensive data for all LEAs which receive categorical funds in two of four cycles. LEAs may be selected for an on-site or online monitoring every two years.

Compliance Monitoring

Schools, districts, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. Reviews may take place in person and/or through an online process.

At the end of each review, the state will complete a report of findings that informs the school, district, or county office how to correct the findings.

****For full description and evidence see Chapter IX: Appendix***



ENGLISH LEARNER KEY TERMS

As you read Novato Unified's English Learner Master Plan, the definitions below of our language groups are critical to understanding all of the NUSD English Learner Master Plan. English Learners are a diverse group and there is no single EL profile.

1. **English Learners (EL):** English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)
 - a. **Newcomer:** *Newcomers were born outside of the U.S.* and they have been in U.S. schools for 3 full school years or less.
 - b. **NEW EL:** *New ELs were born in the US* and they have been in U.S. schools for 3 full school years or less. (This is a NUSD specific term.)
 - c. **Long-Term EL (LTEL):** A student who has been classified as an EL for 6 years or more.
 - d. **At-Risk of becoming LTEL:** An EL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.
 - e. **Students with Interrupted Formal Education (SIFE):** Students in grades four through 12 who have experienced disruptions in their educations in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008).
 - f. **Refugee:** A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015).
 - g. **Asylees:** Asylees are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, or businessmen, or with "undocumented" status (U.S. Department of Health and Human Services, n.d.a)
 - h. **Unaccompanied Youth:** Children who come into the United States from other countries without an adult guardian (U.S. Department of Health and Human Services, n.d.b).



2. **INITIAL FLUENT ENGLISH PROFICIENT (IFEP):** Students who are Initial Fluent-English-Proficient are students whose primary language is other than English and have “well developed” oral and written skills as per the Initial English Language Proficiency Assessment of California (ELPAC).
3. **RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):** A former EL student who has met the criteria to be “reclassified” as fluent English proficient.
4. **ENGLISH ONLY (EO):** A student whose only home language is English.
5. **English Learners with Disabilities:** English learners who are eligible for special education are identified as ELs with disabilities. These students, who have been identified as ELs and have a current Individualized Education Program (IEP), will have specialized goals designed to meet their educational and linguistic needs. In accordance with their IEPs, these students need special education services, personalized supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.





CHAPTER I: Initial Identification, Parent Notification, Assessment, and Program Placement

The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

Assessment of English language proficiency will be based on the English language Proficiency Assessments for California (ELPAC). Novato Unified School District (NUSD) will use the established steps outlined by the California Department of Education (CDE) to guide the process of initial identification of English Learner students.

California Law:

California *Education Code*, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student.

Enrollment and Determination of Students' Primary Language:

The Novato Unified School District will utilize established procedures and protocols to ensure initial identification, assessment, parent notification, and the program placement process.

California public schools are required to determine the language(s) spoken in the home for each student, during enrollment. For all newly enrolling students, TK-12, the parent/guardian must complete a **Home Language Survey (HLS)** for each of their school-aged children. The HLS should only be given once in a child's educational history. There are four questions on the HLS.

Home Language Survey (HLS) Questions

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

California State regulations require that all students whose HLS indicates a language other than English on either questions 1, 2, or 3 and this is the first time enrolling in a California public school are assessed for English language proficiency within 30 calendar days. The results from the Initial ELPAC Assessment will help us to determine if the student will be identified as Novice English Learner, Intermediate English Learner, or Initial Fluent English Proficient (IFEP).



If the responses to all of the questions are English, the child is identified as English-Only (EO). If the response to questions 1, 2, and/or 3 is a language other than English and this is the first time the student has been enrolled in a California public school, they are then scheduled for Initial ELPAC assessment.

If Reasonable Doubt Exists Regarding Student's Primary Language

In some cases, if the parent's response to the first three questions on the HLS is English and the response to question four is a language other than English, the ELPAC Site Coordinator, with the support of the Superintendent and/or designee, must research the student's language background and can use the indicators below and consult with the student's parent:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their student in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. inglés)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the student, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the student shall be administered the state Initial English Language Proficiency Assessment of California. The parent shall be advised by the ELPAC Coordinator or the School Site Principal, regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

Correction of Classification

Following the administration of the initial assessment to a student, but before the administration of the summative assessment to that student, upon request from the student's parent or guardian or a certificated employee of the Local Education Agency (LEA), an LEA shall collect and review evidence about the students' English language proficiency. Based upon its review of the evidence, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the student's enrollment in the California public school system.

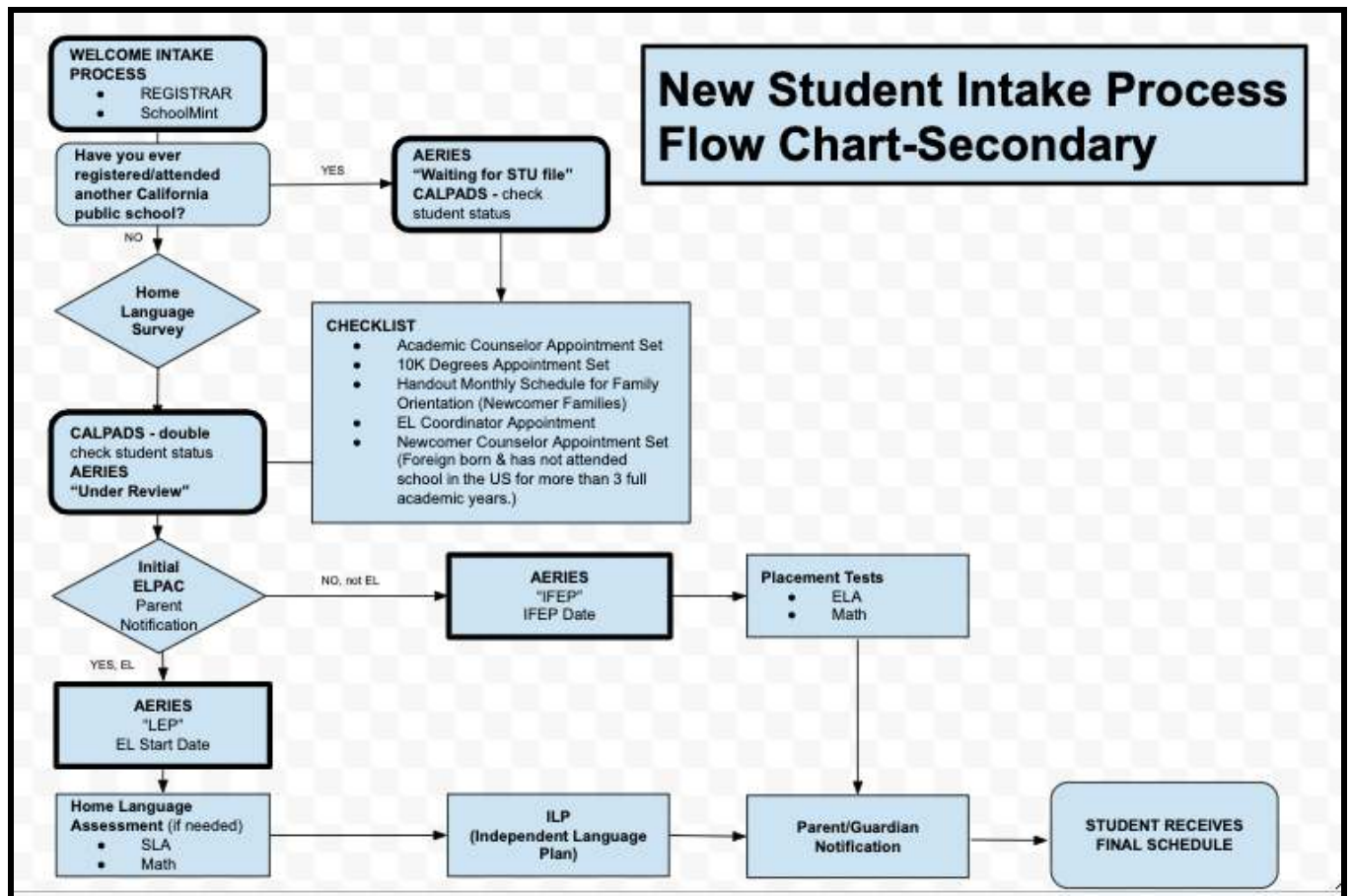


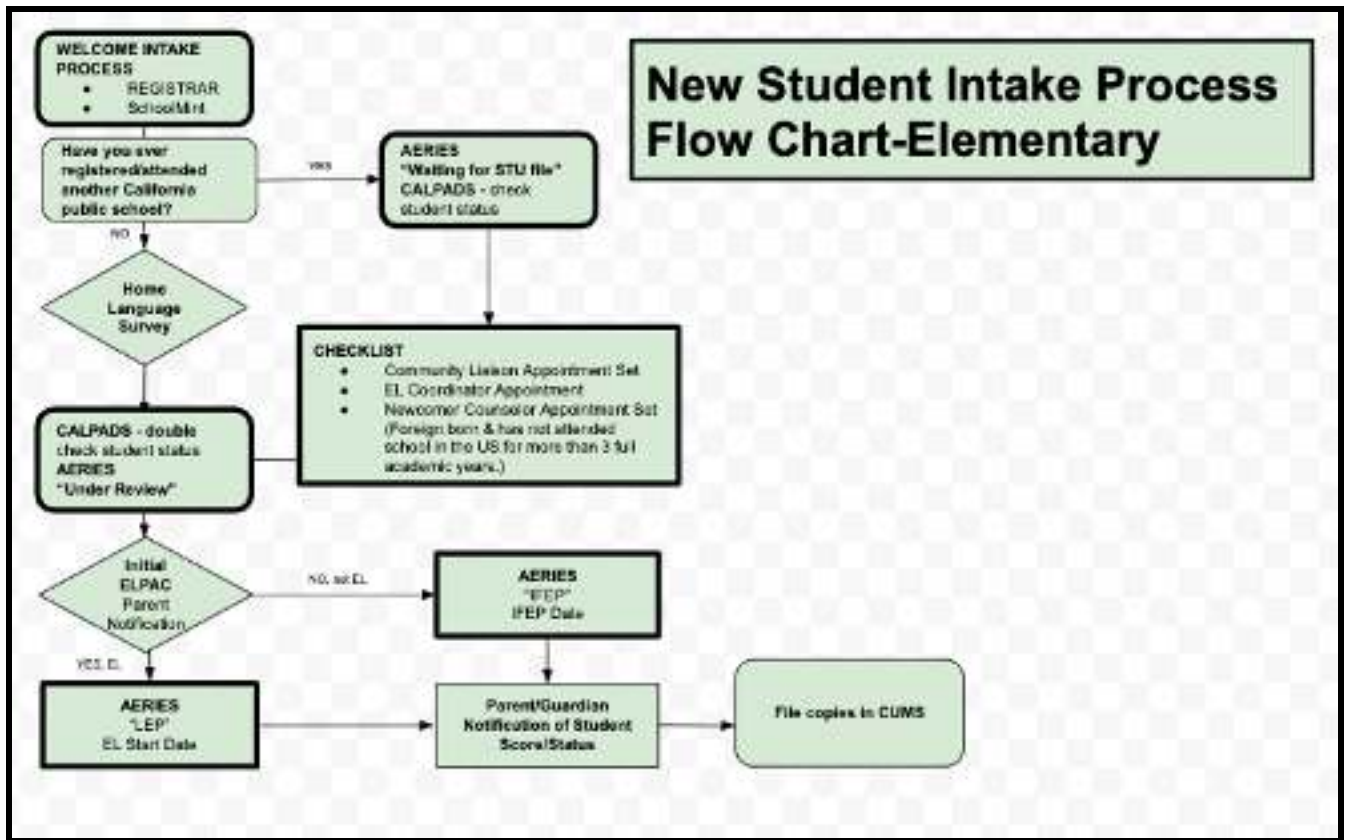
Transfer Students:

If a student has already attended a public school in CA (TK-12) and they are transferring into NUSD, we reach out to the previous school district to send us student files. In order to determine language fluency status, LEA's use CALPADS. CALPADS is the statewide data system. We are able to determine if the language status for a student is English Learner (EL), Initial Fluent English Proficient (IFEP), English Only (EO), or Redesignated Fluent English Proficient (RFEP).

Initial Identification Process Flow Charts and Checklist:

The Novato Unified School District identifies, assesses, and reports each student with a primary language other than English and it is the first time enrolling in California public school.





Initial & Summative Assessment on California English Language Development Test:

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in transitional kindergarten through grade twelve, administered and scored by trained personnel. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress towards proficiency in learning English and to identify the student's level of ELP.

Initial ELPAC - The Initial ELPAC serves one purpose: to identify students who are ELs or are Initial Fluent English Proficient (IFEP) and must only be administered once in the student's educational history.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and



(2) students who are English learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

Proficiency Level Descriptions for Initial ELPAC Assessment:

- **Initial fluent English Proficient (IFEP)**

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

- **Intermediate English Learner**

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic engagement in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics.

- **Novice English Learners**

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parent/Guardian Notification:

Parents and/or guardians must be notified of the following within the first 30 calendar days of the student's first day of school:

- Initial ELPAC Parent and Guardian Notification Letter (notification that student will be assessed for English proficiency)
- After the Initial ELPAC Assessment is administered, the test is scored and entered in the ELPAC Test Operations Management System (TOMS). An ELPAC Student Score Report is generated and sent to the parent/guardian with a letter of student placement the first 30 calendar days of the student's first day of school. The test, scoring, and



notification must be given within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1.

Parents must be provided with results of the Initial ELPAC Assessment in English and in other languages when 15% or more of the pupils enrolled in the school speak a primary language, other than English.

Annual Parent Notification

An annual notification is sent no later than 30 days after the beginning of the school year, to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements. (20 United States Code Section 6312).

Summative ELPAC

The Summative English Proficiency Assessment for California (ELPAC) is used to measure an English learner's progress and to identify the student's English Proficiency (ELP) level. It is administered annually to English Learners until they are Reclassified as Fluent English Proficient (RFEP). There are four performance levels, well developed (1), somewhat developed (2), moderately developed (3), and well developed (4).

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of



	the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

- [CDE Initial ELPAC 2018-19 Scale Scores Ranges](#)
- [Parent Guide to ELPAC to Understanding ELPAC](#)
- [Summative ELPAC Practice Tests](#)
- [Introduction to Initial ELPAC for Parents Video-English](#)
- [Introduction to Initial ELPAC for Parents Video-Spanish](#)
- [California Department of Education \(CDE\) Understanding Your Child’s Student Score Report](#)

Alternative Language Assessments for Students with Disabilities

The California Department of Education (CDE) is developing the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC is twofold: the Initial Alternate ELPAC will provide information to determine a student’s initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP).



The Alternate ELPAC will be aligned to the English language development connectors and are linked to the 2012 California English Language Development Standards.

The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

Program Placement

Preliminary scores are calculated at the time of testing by the test administrator to support decision-making about program options and placement. These preliminary results are communicated to the school site administrators, academic counselors at the secondary level, and teachers, as well as parents and/or guardians. Regardless of Instructional Program, students are placed in grade level appropriate classrooms.

Multiple Measures to Support Placement at the Secondary Level

If a student has been identified as an English Learner per Initial ELPAC results, additional assessments may be administered to support placement decisions. For example, NorthWestern Evaluation Assessment (NWEA), Mathematics Assessment Resource Service (MARS), primary language assessment and/or oral language assessment. Placement recommendations may be based on the following considerations:

- Years enrolled in US
- Prior formal education experience
- Language proficiency
- Academic and language process
- Transcript review
- Teacher recommendation
- Parent input

California Education for a Global Economy Initiative

In November 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

Beginning July 1, 2017, the CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

Parents/guardians can select a language acquisition program that meets their child's language needs. A response from the LEA is required when the parents of 30 pupils or more per

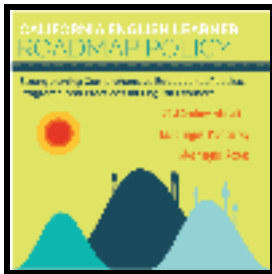


school, or 20 pupils or more in any grade in a school, request a new language acquisition program. (EC Section 310[a].) As part of the development of the Local Control Accountability Plan (LCAP), LEAs solicit parent and community input regarding language acquisition programs and language programs. Parents may also request a language acquisition program at their school. (EC sections 305[5][1] and 310[a]; 5 CCR section 11301[a].)

Parent Rights:

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, Local Educational Agencies remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

English learner students must continue to take the Summative ELPAC annually until reclassified as Fluent English Proficient (RFEP). Parents may not opt students out of ELPAC testing.



On-Going Monitoring of Initial Identification, Assessment, Notification and Program Placement

Ongoing monitoring, throughout the school year, of Initial Identification, Assessment, Notification, and Program Placement will be continuously monitored to ensure that system conditions support effectiveness. The District provides ongoing training for administrators and staff on laws and procedures relating to initial identification, assessment, notification, placement and

parental rights. The persons to be trained include:

- School Site Administrators
- Site ELPAC Coordinators
- Office Managers/Registrars
- School Academic Counselors
- Newcomer Counselors
- Data Managers/Stewards
- Other Staff as needed



Connecting to the Federal Program Monitoring (FMP)

II. Governance and Administration

EL 03 - Identification and Assessment

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



VI. Opportunity and Equal Educational Access

EL 13 - Language Acquisition Program Options and Parent Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

****For full description and evidence see Chapter IX: Appendix***





CHAPTER II: Instructional Programs

“English learners arrive in our classrooms carrying with them a wealth of knowledge, talents, and strengths. Approaching differentiation from that perspective reframes the conversation and allows teachers to consider what students can do.”

-Becky

Corr, Education Week Teacher

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Federal Law

LEAs enrolling English Learner students have a dual obligation to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum.

(*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). This federal case law requires that the main goals of the English Learner Program are to develop the English fluency of each EL as effectively and efficiently as possible and to develop mastery of the core curriculum comparable to native English-speakers. The court set forth the following principles for effective programs for all English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices must be “implemented effectively with resources for personnel, instructional materials, and space.”
3. The program successfully produces results that indicate that language barriers are being overcome.

The NUSD recognizes the value of a bilingual and biliterate population. The academic and economic benefits to the District communities, to the greater Bay Area and to the global society, are greatly enhanced by bilingual/biliterate citizenry. Research indicates that students who receive second language instruction are more creative and better at solving complex problems (Bamford & Mizokawa, 1997; Bialystok, 2008) and outperform monolinguals on both verbal and nonverbal tests of intelligence (Bruck, Lambert & Tucker, 1974; Hakuta, 1986; Weatherford, 1986). Second language education is critical to the state’s sustainability in commerce and future jobs requiring diverse language and cultural skills. As a district, we will take the necessary steps to further our vision of biliteracy, strengthen instructional programs and work towards expanding program options.



Essential Practices for English Learner Achievement

There are essential practices for English Learner Achievement that support, organize and focus our Instructional Programs and district-wide services for English Learners. These practices are informed from Stanford’s Understanding Language Initiative’s research, [Six Key Principles for ELD Instruction](#) and the [ELA/ELD Framework](#). If we collectively utilize these practices, we will accelerate learning and improve outcomes for English learners socially, emotionally, and academically.

Essential Practices for English Learner Achievement

<p>Through research, Stanford University’s Understanding Language Department identified Key Principles for ELD instruction. By implementing these essential practices we will accelerate outcomes for our students. These practices are woven throughout the NUSD EL Master Plan. Collectively, we will implement these strategies, district-wide to ensure that each and every of our students leave Novato Unified with doors open and will be college, career and life ready.</p>		<p>Asset-Based Approach: Leverage the linguistic and cultural assets that students and families bring</p> <p>Support the Whole Child: Prioritize social and emotional learning. Leverage family and community support. Utilize resources to address the unmet, non-academic needs that hinder students</p> <p>Ensure Access and Rigor: Engage English Learners in intellectually rich, meaningful tasks and provide language scaffolds and supports</p> <p>Integrated and Designated ELD: Ensure English Learners receive both Integrated and Designated ELD, daily</p> <p>Make Data Driven Decisions: Differentiate based on student need and engage students in prompt feedback</p>
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A Framework for Novato Unified Instructional Programs

The [2012 California ELD Standards](#) and the [2014 California ELA/ELD Framework](#) are central to framing the way we structure our instructional programs. The ELA/ELD framework establishes four overarching and overlapping goals for ELA/literacy and ELD instruction. These goals call for California’s students, by high school graduation, to have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired skills for living and learning in the 21st century (ELA/ELD Framework Chapter 2). This framework also emphasizes that people learn language best when they can use it in meaningful ways to engage with content. In





addition, the ELA/ELD Framework highlights key themes for instruction, which are listed below. These themes are embedded in our approach to ensure high quality instruction.

- Meaning making,
- Language development,
- Effective expression,
- Content knowledge,
- Foundational skills

Novato Unified School District's instructional framework for supporting English learners is based on current research related to effective instructional practices for second language learners. The following guiding principles, as defined by the ELA/ELD Framework, provide a compass for our work:

- Schooling should help students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning

[California English Language Development Standards](#)
[CA ELA/ELD Framework](#)

Integrated and Designated English Language Development

English learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level.

- **Designated English Language Development (ELD)** is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Designated ELD Examples

- **Integrated English Language Development (ELD)**, in which all teachers with ELs in their classroom, use the CA ELD standards **in tandem** with the focal CA CCSS for



ELA/Literacy, Next Generation Science Standards and other content standards to ensure students strengthen their abilities to use English as they simultaneously are learning content, through English. [Integrated ELD Examples](#)

English language development (ELD) is a required component of all program options for English learners.

A Note about Essential Components in Instruction for English Learners

Because well-organized classroom conversations can enhance academic performance (Applebee 1996; Applebee, and others 2003; Cazden 2001; Nystrand 2006), students should have multiple opportunities *daily* to engage in **academic conversations** about text with a range of peers. Some conversations will be brief, and others will involve sustained exchanges. Kamil and others (2008) note that “discussions that are particularly effective in promoting students’ comprehension of complex text are those that focus on building a deeper understanding of the author’s meaning or critically analyzing and perhaps challenging the author’s conclusions through reasoning or applying personal experiences and knowledge.” Students need to be explicitly taught how to use the academic language necessary to justify claims, analyze text structures, and argue from evidence (ELA/ELD Framework, Chapter 2). “Despite their power, rich conversations are rare in school.

Oral language is the cornerstone on which we build our literacy and learning throughout life. Lessons dominated by teacher talk tend to be the norm in many schools. Of particular concern is oral academic language. In one study, Mayer and Perdomo-Rivera found that ELL’s spent only 4 percent of the school day engaged in school talk and 2 percent of the school day discussing focal content of the lesson.” These and other studies reflect the need for increased chances to talk and develop oral academic language in classrooms with diverse students (Zwiers, 2008).

Scaffolding to Ensure Access for All

“Considerable research over a number of years suggests that a high challenge, high-support classroom benefits all children (Gibbons, 2015).” Students who are English learners need to be engaged with authentic and cognitively challenging tasks in order to learn a new language and content. Instead of simplifying the task, we need to consider the scaffolding that is being provided to support the learner. With appropriate [scaffolds](#), ELs can access and learn grade-level content knowledge and develop the necessary skills. Scaffolding is a special kind of help that assists learners with moving towards new skills, concepts and levels of understanding. It is 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 important that we do not change the intellectual challenge of tasks and instead provide the necessary support, scaffolds. Every student must have access to grade-level content that is expected to be mastered.



Goals for English Learners

The California Department of Education established two goals for California school districts:

1. Ensure that English Learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. Ensure that English Learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Instructional Programs that Serve English Learners

The purpose of our instructional programs is to meet these two goals that are critical to ensuring that English Learners are college and career ready, which includes effective skills in communication, critical thinking, collaboration, culturally competence, creativity, and character. In order to accomplish these goals, all English Learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in one of the following:

Instructional Program(s):

- **Structured English Immersion (SEI)** - A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.
- **Two-Way Dual Language Immersion (TWDL)** - A distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the target language (Spanish) are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.
Dual Language Immersion Program Plan (*Lynwood Hyperlink to come*)

English Learner Placement Options:

- **Elementary** - Students are placed in grade level appropriate classrooms. Students receive targeted language support through Designated and Integrated ELD instruction to better access grade level content curriculum.
- **Secondary** - Students are placed in grade level appropriate courses with an emphasis in A-G attainment. Specialized course options are available based on the following considerations:
 1. Years enrolled in US
 2. Prior formal education experience
 3. Language proficiency in home language
 4. Initial ELPAC Scores
 5. Transcript review
 6. Teacher recommendation
 7. Parent/guardian input



Novato Unified will examine any structural barriers within our Instructional Programs in order to ensure that all English Learners are college and career ready, which includes having a pathway that ensures graduating on time and eligibility to college. At the high school level, we must ensure that English Learners who enter 9th grade with beginning-level proficiency in English, can still graduate on time with the prerequisites to enter a college and/or university. The U.S. Department of Civil Rights and [Dear Colleague Letter](#) from The Department of Education states that English Learner Programs and Services must reasonably calculate to ensure English Learner students attain equal participation in standard instructional programs within a reasonable length of time. All students must have the opportunity to be competitive.

Specialized Courses

- **Newcomer Placement** - Recommended for students who are recent immigrants, born outside of the U.S. and have been in the country, three years or less, and have little or no English proficiency, yet. Newcomer students are a unique group with many assets and diverse needs. In addition to learning a new language they are also navigating the acculturation process. Social and emotional support is critical. This placement will also support students who may have had limited or interrupted, formal education in their native countries. The objective of this course is to develop students' English language proficiency, to support acculturation to US schools and to develop foundational literacy skills to access rigorous grade level content curriculum. Typically, students are placed in Newcomer courses between 1-2 years. Newcomer Counselors provide social, emotional, and academic support for students and help to bridge the parent and school site staff to ensure successful outcomes for student learning. The California Department of Education created a [Newcomer Toolkit](#), in 2016, that emphasizes key areas of focus to supporting Newcomer:
 1. Welcoming Newcomers to a Safe and Thriving Environment
 2. High-quality instruction for our Newcomer
 3. Supporting Social-Emotional Support and Skills Development
 4. Establishing Partnerships with Families
- **Long-term English Learners (LTEL)** - Recommended option for students who have been identified as an English learner for 6 years or more but have not met the reclassification criteria to be Reclassified Fluent English Proficient (RFEP). These courses focus urgently on accelerating English proficiency by focusing on academic language and gaps in reading and writing.

Pathway Towards Bilingualism

[The State Seal of Biliteracy \(SSB\)](#) - [Assembly Bill 815](#) (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012, and was amended in 2017 per [AB 1142](#), effective January 1, 2018. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition



to English. The SSB will be awarded by the State Superintendent of Public Instruction in accordance with [specified criteria set forth in the legislation](#).

Special Considerations

Migratory and Newly Arrived Immigrant Students - AB2121 - On September 20, 2018, Assembly Bill 2121 was signed into law, requiring local educational agencies to take specific actions relating to migratory children and newly arrived immigrant students who are in their third or fourth year of high school. The bill amends *California Education Code (EC)* sections 51225.1 and 51225.2, and it defines the term “Pupil participating in a newcomer program” in Section 51225.2(a)(6). These changes became effective on January 1, 2019. Existing law requires school districts to exempt foster care, homeless, and former juvenile court students from all locally adopted coursework and requirements that are supplemental to state-wide coursework requirements. The amended law extends these provisions to migratory students and newly arrived immigrant students. *EC* sections 51225.1 and 51225.2 require school districts, county offices of education, and charter schools to take action when it determines that foster care, homeless, juvenile court, and military family students are reasonably able to complete the local graduation requirements within a fifth year of high school. These sections also require that school districts, county offices of education, and charter schools accept or issue these students full or partial credit for coursework satisfactorily completed while attending another school, even if the student did not complete the entire course.

Special Education Services will also be provided, as needed, to ELs who have been identified as needing these services. It is important that English learners receive high-quality instruction and scaffolding, when necessary to prevent inaccurate placement and possible [overidentification of ELs into special education](#).

[The California Practitioners’ Guide for Educating English Learners with Disabilities](#) is a guide to identifying, assessing, supporting, and reclassifying English learners with disabilities as required by [Assembly Bill 2785](#) (O’Donnell, Chapter 579, Statutes of 2016).

Parent Rights - Opt Out of Student Services

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.



On-Going Monitoring of Instructional Programs

Throughout the school year, we will monitor the effectiveness of our Instructional Programs. We will continue to provide ongoing training to ensure intellectual quality of instruction and meaningful access. The District provides ongoing



instructional training for administrators and staff. The persons to be trained include:

- School Site Administrators
- Site ELPAC Coordinators
- Teachers and supporting staff



Connecting to the Federal Program Monitoring (FMP)

II. Governance and Administration

EL 05 - EL Program Inclusion in Development of the SPSA (Schoolwide)

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

IV. Standards, Assessment, and Accountability

EL 09 - Evaluation of EL Program Effectiveness

A program evaluation must be provided by each LEA

VI. Opportunity and Equal Educational Access

EL 13 - Language Acquisition Program Options and Parent Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (*EC* Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* sections 305[a][2], 306[c][3])

VII. Teaching and Learning

EL 14 - English Learner Development

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction.

EL 15 - Access to Core Subject Matter

Academic instruction for ELs must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time.

****For full description and evidence see Chapter IX: Appendix***



CHAPTER III: Monitoring of Student Progress and Reclassification

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

Monitoring progress is essential for successful student outcomes. NUSD must monitor and regularly assess progress of all English Learners, including students who have opted out of English Learner programs and services.

The school site principal ensures that student progress is measured annually based on a set of district-adopted assessments. Teachers provide feedback and differentiated support to ensure continuous progress. On-going formative assessments, to monitor students' English language development progress, are administered throughout the school year, informally. Site and district-level staff will review outcomes and progress of EL students.

School sites will recommend additional instruction and/or support services to English Learners not yet making adequate progress, such as increasing one student performance level on the Summative ELPAC. NUSD will prioritize working with stakeholders to collectively utilize research and possible criteria for determining "adequate progress." This endeavor will be an essential step to ensure our process is clear and fluid. NUSD is committed to monitoring progress that supports behavior and academics to ensure we are supporting the "whole child."

Proficiency Based Learning

Proficiency-based learning provides equitable, relevant, and rigorous learning opportunities for each and every student that foster engagement, skills and knowledge that is necessary to be successful in the 21st century. Proficiency Scales takes a learning target and identifies the progression of learning for the targeted standard. This information is organized in a visual chart that can be used as a learning tool in the classroom (see picture below).

Because proficiency scales provide clear learning targets that are measurable, transferrable, and explicit, progress becomes more visible and opportunities for specific feedback and differentiated support coupled with purposeful practice can be used to work towards achieving mastery with grade-level standards.



Content Area: Fourth Grade Math		
Essential Standard: 4.NBT.5		
Scale Title: Multiplying Numbers		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that indicate an extension of understanding.	Sample Tasks <i>For example</i> , the student will: <ul style="list-style-type: none"> solve word problems that require multi-digit multiplication (three-by-three, etc)
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The Student: <ul style="list-style-type: none"> Multiplies a whole number up to four digits by a one-digit whole number using area model, partial product, and/or digit by digit methods. Multiplies two 2-digit numbers using area model, partial product, and/or digit by digit methods (4.NBT.5) The student exhibits no major errors or omissions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Digit, expanded notation, area model, multiple, product, factors The student will perform basic processes such as: <ul style="list-style-type: none"> understand how an array is related to multiplication know basic multiplication facts 0-10 multiply two-digit by one-digit using area model, partial product, and/or digit by digit methods set up an area model showing how place value can be used in multiplication However, the student exhibits major errors or omissions regarding the more complex ideas and processes	
1.5	With help, a partial understanding of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

“Whereas a grade is just a letter, continuous assessments (both teacher and student-initiated) and reflections on their meanings provide directions for a student’s journey--assisting them to adjust both their routes and their destinations.”

- Larry Ferlazzo & Katie Hull Sypniewski

How can we measure progress with English Language Development, informally?



The Proficiency Level Descriptors (PLDs) provide an overview of the stages of English language development through which English learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The PLDs depict student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and upon exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors are intended to be used as a guide for teachers to

provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

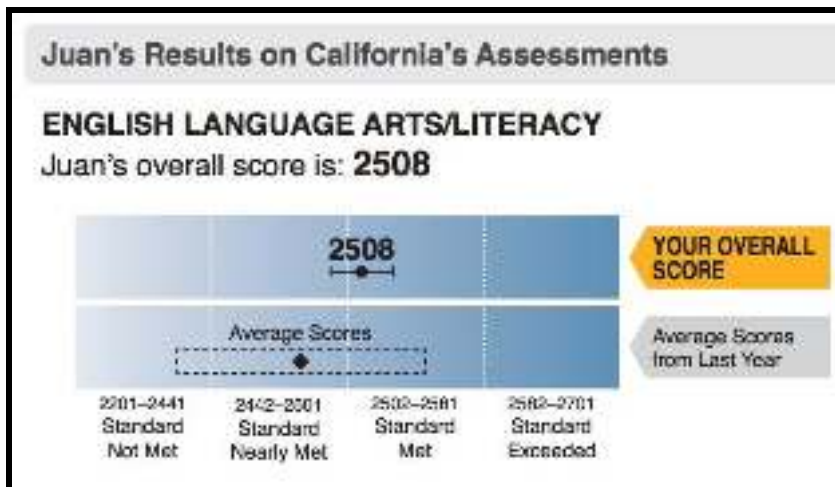


Reclassification as Fluent English Proficient (RFEP):

Our goal is to ensure that all of our English learners are Reclassified as Fluent English Proficient (RFEP) within a “reasonable amount of time.” Therefore, using multiple measures is necessary to make this determination.

NUSD’s Reclassification Criteria

1. Assessment of English language proficiency using the state test of ELPAC Summative (Overall Performance Level 4)
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery
3. Parent opinion and consultation
4. NWEA Reading/Language established cut scores or CAASPP (ELA)- Student score of “Standards Nearly Met” (for grades 3rd-11th) for comparison of student performance in basic skills against an empirically range of performance in basic skills based on the performance of English proficient students of the same age





MAP (Reading) – Student score of (2) “Standards Nearly Met” (K – 12th Grade)

MAP CORRELATION CHART				
Reading - RIT Score				
Grade	Standard Not Met (0-40%)	Standard Nearly Met (41%-60%)	Standard Met (61%-80%)	Standard Exceeded (81% and above)
K	<131	138-141	145-152	153+
1	≤147	158-164	169-172	173≥
2	≤171	172-179	180-188	189≥
3	≤184	185-192	193-202	203≥
4	≤194	195-202	203-211	212≥
5	≤207	208-210	211-218	219+
6	≤217	218-219	219-224	225≥
7	≤211	212-218	219-227	228≥
8	≤213	214-221	222-230	231≥
9	≤218	217-224	225-233	234≥
10	≤218	217-225	226-235	236+
11/12	≤218	219-227	228-237	238≥

On-going Monitoring of Students Reclassified as Fluent English Proficient (RFEP)

We will monitor the progress of students who have been Reclassified as Fluent English Proficient (RFEP) for up to four years to ensure that they are maintaining proficiency in English and meeting grade-level standards. Each School Site principal will generate appropriate Reclassification Follow-Up Forms to document and monitor student progress. These are completed by the general education teacher at the elementary level and the student’s English teacher at the secondary level. Students and parents/guardians get updates on the student report card.

If the school site indicates concerns with the reclassification of a student, due to persistent language needs, the Superintendent and/or Designee will work in conjunction with school staff and parents/guardians to conduct any essential assessments and determine the appropriate student classification, program placement, and necessary interventions. In these situations a Student Success Team (SST) meeting will be conducted.

Long-Term English Learners

A student who has been classified as an EL for 6 years or more is considered a Long-Term English learner (LTEL). Long-Term English Learners need to learn the language of academics. Without it they neither comprehend texts, nor are they able to participate in academic discourse and writing. Acceleration and a dedicated class that focuses on the unique needs is critical to helping students overcome these challenges ([Secondary School](#)



[Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners](#), Laurie Olsen, Ph.D).

The Superintendent and/or Designee will identify ELs who meet the legal definitions of an LTEL and students At Risk of Becoming LTEL's and provide this data to Site Principals to ensure targeted support is in place. The Site Principal will work with the site team to determine why the student has not yet met the reclassification criteria.

Retention and Promotion of English Learners

Current NUSD Board Policy, AR #S-5123 addresses Consideration for English Learners in the retention process. It is reasonable to consider many English Learners to be "at risk of retention," based solely on the challenges they face in acquiring English language proficiency and subject area content. However, retention for a student whose native language is other than English should, in most cases, not be considered until:

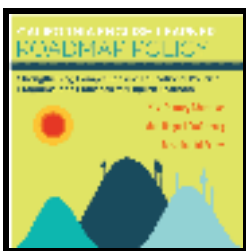
1. A year or more has elapsed after the student has gained basic, fluent English listening and speaking skills, or;
2. The student has not made expected progress in acquiring basic, fluent English listening and speaking skills after two or more years in the District's programs for English Learners.

The Student Study Team (SST) will review any English Learners who are recommended for retention under these procedures/guidelines.

Novato Unified School District Policy

An English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom, in which the instruction is "overwhelmingly" in English, **when the student has acquired a reasonable level of English proficiency** as measured by any of the state-designated assessments approved by the California Department of Education or any district assessments, and/or other criteria adopted by the Board.

(Education Code [305- 306](#); 5 CCR [11301](#))



On-Going Monitoring of Student Progress and Reclassification

Ongoing monitoring, throughout the school year, of student progress and reclassification will be continuously monitored to ensure that our schools continue to be assets oriented and needs responsive and students are learning to their potential.



Connecting to the Federal Program Monitoring (FMP)

II. Governance and Administration

EL 04 - Implementation, Monitoring & Revision of Title III Plan

Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

EL 05 - EL Program Inclusion in Development of the SPSA (Schoolwide)

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

IV. Standards, Assessment, and Accountability

EL 09 - Evaluation of EL Program Effectiveness

A program evaluation must be provided by each LEA

EL 10 - Reclassification

Each LEA must reclassify a student from EL to proficient in English by using a process and criteria.

VI. Opportunity and Equal Educational Access

EL 13 - Language Acquisition Program Options and Parent Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (*EC* Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* sections 305[a][2], 306[c][3])

VII. Teaching and Learning

EL 14 - English Learner Development

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction

EL 15 - Access to Core Subject Matter

Academic instruction for ELs must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time.

****For full description and evidence see Chapter IX: Appendix***



CHAPTER IV: Staffing and Professional Development

“One child, one teacher, one book, one pen can change the world.” - Malala Yousafzai

The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

Staff Configuration

Any teacher assigned to provide EL services, including Designated ELD or Integrated ELD must hold the appropriate credential or certificate. EL students identified in TK–12 public schools in California are required to receive services designed to meet their linguistic and academic needs, from authorized teachers, based on assessments made by the local educational agency (LEA). State laws do not provide exemptions for a small or particular number of EL students in a class. It does not matter whether there is one student or all the students in a class requiring English learner services, the teacher must hold the appropriate basic and English learner authorization. ([August 26, 2005, Joint Correspondence from O'Connell and Swofford](#) (PDF), discussing *Williams v State of California*.)

Teacher Authorizations (as of this publication):

Students designated as English learners (ELs) must be taught by certificated teachers with an appropriate English Learner (EL) authorization. EL services may fall under one of three types:

- *English Language Development (ELD)* or English as a Second Language (ESL) is instruction appropriate for the level of language proficiency as identified for each EL student. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. Service is restricted to the grade level of the document.
- *Specially Designed Academic Instruction in English (SDAIE)* is an instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. The specially designed content instruction in a subject, such as math or social science, is presented in English to English learners. A SDAIE authorization is restricted to instruction in the subject area and grade level of the teacher's prerequisite credential (as applicable).





-
- *Instruction in the Primary Language, or Bilingual Education*, is a method where instruction is provided in both English and the EL student's primary language, clarifying and facilitating comprehension of content subject matter. Service is restricted to instruction in the subject area and grade level of the prerequisite credential (if applicable). The primary language is printed on the credential document. These authorizations are tiered, with each subsequent authorization subsumed within the higher authorization level:

Following the adoption of the California ELD Standards in 2010 by the State Board of Education, the Commission reviewed the standards within the preparation programs related to teaching English learners. In 2014, the Commission determined that the EL authorizations for the Multiple Subject, Single Subject, and Education Specialist teaching credentials should be limited to providing integrated ELD instruction within their content area and SDAIE based on their preparation. Therefore, these teachers would need to complete additional preparation to earn a full EL authorization that includes the designated ELD instruction provided in a departmentalized ELD course. Integrated ELD, Designated ELD, and SDAIE all encompass the components of a comprehensive program for English learners. Designated ELD is not a subject area, it requires special preparation and the appropriate authorization. For this reason, departmentalized (designated ELD) cannot be authorized as part of a core setting.

NOTE: Bilingual Authorizations do not authorize the educator to teach the authorized target language in general education settings.

Dual Language or Bilingual Primary Language Instruction

An educator must hold a teaching credential authorizing the content being taught as well as the Bilingual Authorization (or other previously-issued comparable authorization such as BCLAD) in order to teach in a dual language or bilingual primary language instruction classroom.

Teacher Vacancies and Plan to Remedy:

- **New Hires**
Whenever vacant teaching positions require BCLAD or CLAD certification, the District Human Resources staff actively recruits and hires teachers who are fully credentialed to fill such positions. If fully credentialed candidates holding the BCLAD or CLAD are not available, teachers in training for BCLAD or CLAD can fill the positions, upon approval of the California Commission on Teacher Credentialing as long as they complete all requirements within the specified time frame.



Common English Learner Authorizations and the Services They Authorize

Credential	Authorization Code	English Learner Service(s)			
		Specially Designed Academic Instruction in English (SDAIE)	English Language Development (ELD) within content being taught	Departmentalized English Language Development (ELD)	Bilingual Instruction
Single Subject (All Types)	ELA1	✓	✓	✓	X
	ELAS	✓	✓	X	X
	BA**	✓	✓	✓	✓
	R1W1/ELD	✓	✓	✓	X
Multiple Subject (All Types)	ELA1	✓	✓	✓	X
	ELAM	✓	✓	X	X
	BA**	✓	✓	✓	✓
Education Specialist (All Types)	ELA1	✓	✓	✓	X
	ELAE	✓	✓	X	X
	BA**	✓	✓	✓	✓
Designated Subjects: CTE	ELA1	✓	✓	✓ ¹	X
	S17C	✓	X	X	X
	BA**	✓	✓	✓	✓
Language Development Specialist ²	S22/S-23	✓	✓	✓	X
CLAD Certificate	ELA1	✓	✓	✓ ¹	X
CCSD Certificate	S17D	✓	✓ ³	X	X
	S17B	X	✓ ³	X	X
	S17A	✓	X	X	X
SB 1969 Certificate ⁴	NONE	✓	✓ ¹	X	X
Bilingual Documents (Specialist, BCC, and BCLAD) ⁵	R-3/R3B				
	S6/S-6	✓	✓	✓	✓
	S14				

A "✓" indicates that the service is authorized. An "X" indicates that the service is not authorized.

**references the two letter code for the specific language authorized by the bilingual authorization. See the document's authorization statement for more information.

¹ Departmentalized ELD is not authorized if the prerequisite document is a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

² Authorizes ELD within the content area being taught in a Departmentalized Setting only.

³ Authorizes ELD within the content area being taught in a Self-Contained Setting only.

⁴ Never resulted in the issuance of a certificate; the Commission served as repository of program completion information only. Employers must verify the original document to determine if the certificate authorizes SDAIE, ELD in a self-contained setting, or both.

⁵ These documents are no longer initially issued.

- **Recruitment Procedures:**

The District Human Resources staff currently participates in over ten (10) recruitment events annually, general and targeted, in person or virtual, locally and out of the area, to identify teacher candidates. Further, site principals and the District utilizes its contacts with local university and credential programs to support the development and recruitment of teacher candidates.

- **Vacancies**

Vacancies are posted as necessary, listing required California Commission on Teacher Credentialing authorizations for the positions. To ensure the integrity of EL programs, all vacant BCLAD positions shall be replaced with BCLAD credentialed teachers, whenever possible. In a coordinated approach, District Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When there are an insufficient number of authorized teachers available to Primary Language Multiple or Single Subject Teaching Credential



with BCLAD emphasis, BCLAD, Bilingual Certificate of Competence (BCC) University or District Internship Credential with BCLAD emphasis to fill all openings, the teachers who are assigned to classrooms with ELs must enroll in approved training programs to secure the necessary authorizations.

Hiring Priorities and Procedures

Aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled with qualified candidates:

- Priority 1: Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in primary language and dual language classrooms.
- Priority 2: The second priority are bilingual teachers who lack BCLAD authorization and who may be assigned to designated bilingual classrooms as an “actively pursuing” BCLAD credentialed teacher.
- Priority 3: The third priority is CLAD or equivalent certified teachers. These teachers are placed in mainstream classrooms with ELs. They may receive support from bilingual paraprofessionals who use the primary language to clarify, explain, motivate, and direct students.
- Priority 4: The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential.

Administrative Staff

To support the implementation of the EL programs and services at the sites, staffing of schools with administrators is completed in the following prioritized manner:

- Priority 1: Administrators with BCLAD credential and experience in working with EL students and programs.
- Priority 2: Administrators with CLAD credential and experience in working with ELL students and programs or who are receiving training on how to support ELL students and programs.
- Priority 3: Administrators in an approved California Commission on Teaching Credentialing (CCTC) internship program who possess a BCLAD or CLAD credential and with experience in working with ELL students and programs

Appropriate Use of Certificated and Bilingual Professionals

The Superintendent or designee is responsible to work with District Administration to properly plan, structure, and organize certificated professional staff to meet the needs of English Learners’ instructional needs. To effectively coordinate the (1) Identification, assessment and program placement; (2) Instructional Programs; (3) Monitoring of student progress and



reclassification; (4) Staffing and professional development; (5) Parent and community involvement; and (6) Evaluation and accountability of English Learner Services, and work closely with school site administration, teachers, coaches, parents, and program staff in the implementation of the EL Master Plan.

Professional Development

All professional development is aligned with Principles One and Two of the California English Learner Roadmap. These Principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English Learners (CDE, 2017).

- Principle One: Assets-Oriented and Needs-Responsive Schools 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.
- Principle Two: Intellectual Quality of Instruction and Meaningful Access English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Our Core Principles for Professional Learning

It is imperative that all professional learning opportunities are focused on “learning and continuous improvement” in a safe and welcoming environment. Professional learning should address ways to support English Learners, socially, emotionally, and academically. Principles of “Adult Learning” must be evident in our approach. Below are core principles for professional learning:

1. Establish community agreements
2. Analyze data to make informed decisions
3. Provide clear expectations and outcomes
4. Utilize research and evidence-based practices
5. Build from prior knowledge, experiences and expertise of participants
6. Focus on and connect learning to culturally and linguistically responsive teaching and practices





7. Engage participants as learners, allow time to process and practice new learning, with continuous feedback

Areas of Focus for Professional Development Learning Plan

<p>Policies, Procedures and Protocols</p>	<ul style="list-style-type: none"> ● Initial Identification, Notification and Program Placement ● ELPAC Assessment Initial and Summative ● Reclassification Process
<p>Instruction to Support the Whole Child</p>	<p>Foundational Understandings</p> <ul style="list-style-type: none"> ● Asset Based Approach ● Cultural Responsiveness Pedagogy ● Social and Emotional Learning ● Establishing A Welcoming Environment ● Relationship Building ● Second Language Acquisition ● English Language Development Standards ● Assessment Driven Instruction <p>Core Curriculum for ALL English Learners</p> <ul style="list-style-type: none"> ● Integrated and Designated ELD ● Universal Design for Learning ● Scaffolding and Differentiation ● Oral Language Development ● Academic Language Development ● Multi-tiered System of Supports Framework <p>Specialized Instruction and Supports</p> <ul style="list-style-type: none"> ● Newcomers ● At-Risk of Becoming Long-Term English Learners ● Long-Term English Learners ● English Learners with Disabilities
<p>Cultural Competency</p>	<ul style="list-style-type: none"> ● Embracing Multilingualism ● Assets Based Approach ● Relationship Building ● School Site and District Level Culture and Climate ● Second Language Acquisition Process ● Understanding the Acculturation Process
<p>Parent Involvement and Engagement</p>	<ul style="list-style-type: none"> ● Embracing Multilingualism ● Parent's Rights ● School and District Advisory Councils ● System Conditions at the School Site and District Level to Support ELs ● Local Control Funding Formula and English Learners ● A-G Course Attainment ● Parent Trainings and Workshops



On-Going Monitoring of Staffing and Professional Development

Ongoing monitoring, throughout the school year, of Staffing and Professional Development will be continuously monitored to ensure that system conditions support effectiveness. The District provides ongoing training for administrators and staff on laws and procedures relating to professional development. The persons to be trained include:

- School Site Administrators
- Site ELPAC Coordinators
- Office Managers/ Registrars
- School Academic Counselors
- Newcomer Counselors
- Data Managers/Stewards
- Other Staff as needed



Connecting to the Federal Program Monitoring (FMP)

V. Staffing and Professional Development

EL 11 - Teacher EL Authorization

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

EL 12 - Professional Development Specific to English learner

Each LEA must provide professional development specific to the implementation of programs for ELs.

****For full description and evidence see Chapter IX: Appendix***



CHAPTER V: Parent and Community Involvement

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.” - Jane D. Hull

The California English Learner Roadmap Connection:

Principle One: Assets Responsive Schools

Principle Three: System Conditions that Support Effectiveness

It is the goal of Novato Unified School District to have students, parents, staff, and community members work as partners in the development, implementation, and evaluation of the English Learner Program. Building and strengthening relationships is central to developing effective partnerships and collaboration. NUSD is committed to actively involving all stakeholders to contribute to our English Learner District Mission: to engage, inspire and empower towards biliteracy.

Novato Unified School District will offer the following services at the District Office or Schools to ensure system conditions support effectiveness:

- GREENE ACT– SB 355 Meeting Requirements: Must be open to the public and allow the public to address the committee on any matter within the jurisdiction of the committee; Post a meeting notice 72 hours in advance, specifying date, time and location, and agenda describing each item of business; Make any meeting materials available to the public upon request
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by CALPADS data from the preceding year, all notices, reports, statements, and records sent to parents of such students will be written in English and in the primary language.
- When possible, schools will provide translation and interpretation of school related information for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, student success teams (SST) meetings, English Learner Advisory Committee (ELAC), suspension and expulsion conferences and hearings, and for all due process actions held at the District level.
- The District will provide translator/interpreter services to assist with parent communications in relation to system-level services. Parent meetings should be welcoming and parent friendly, held at convenient meeting times, and parents should be provided translation services and childcare.



- The school will encourage parent participation by providing opportunities for parents to volunteer. Training on how parents can effectively participate in school and support learning at home will be provided.
- The District and schools will provide training to parents on how to support the reclassification process, understand student progress, and how to support learning at home.
- The District and schools provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and cultural sensitivity.

English Learner Advisory Committee (ELAC)

Each school having 21 or more English Learners is required by the California Department of Education to form an English Learner Advisory Committee. The School Site Principal is responsible to ensure the establishment of an English Learner Advisory Committee (ELAC). The administrator or designee will coordinate meetings and communication/documentation between the site and the Superintendent or designee.

Composition Requirements

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. The members should include parents/guardians, staff (fewer than the number of staff), and community members. Elected parents/guardian members help facilitate the ELAC meeting.

Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election. An election of ELAC members is held annually and **all** parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving two year terms are selected from these elected members. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

Training

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. Training will support ELAC members in carrying out their responsibilities may include:



-
- Processes and related laws for initial identification and assessment of English Learners (Initially Fluent English Proficient (IFEP), English Learner (EL), or English Only (EO) and program options
 - Goals and expected outcomes of instructional programs for English Learners
 - Criteria and process for Reclassification as Fluent English Proficient (RFEP) and follow-up monitoring
 - Parent Notifications for English Learners (Initial Notification, Notification of Test Results, Annual Notifications)
 - Patterns and trends with Novato Unified Reclassification Data and understanding the English Learner Progress Indicator on CA Dashboard for Novato Unified School District

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation

The following documentation is collected and reviewed by the Superintendent and/or Designee:

- Calendar of meeting dates for the year
- ELAC Officers contact information sheet
- Monthly agendas
- Monthly minutes from meetings
- Monthly flyers

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” - Margaret Mead

District English Learner Advisory Committee (DELAC)

Districts having 51 or more English Learners are required by the California Department of Education to form a district-level advisory committee. NUSD meets these criteria and has an established functioning DELAC. The DELAC will meet regularly with the Superintendent and/or Designee with the goal of advising the school district governing board on identified tasks.



Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions. In order for DELAC committee members to effectively carry out their responsibilities, Novato Unified School District will provide the following training:

- Processes and related laws for initial identification and assessment of English Learners (Initially Fluent English Proficient (IFEP), English Learner (EL), or English Only (EO) and program options
- Goals and expected outcomes of instructional programs for English Learners
- Criteria and process for Reclassification as Fluent English Proficient (RFEP) and follow-up monitoring
- Parent Notifications for English Learners (Initial Notification, Notification of Test Results, Annual Notifications)
- Patterns and trends with Novato Unified Reclassification Data and understanding the English Learner Progress Indicator on CA Dashboard for Novato Unified School District
- Ensure alignment of how information for parents of English Learners is distributed across all District sites
- Reviewing data included in the annual CALPADs Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, and staffing

The DELAC shall advise the school district governing board on at least the following tasks:

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 a district wide needs assessment on a school-by-school basis.



3. Establishment of district programs, 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).

The following documents are collected and stored at the NUSD Educational Services Department and posted on the NUSD website:

- DELAC bylaws
- Meeting minutes and agendas
- Presentations
- Training materials

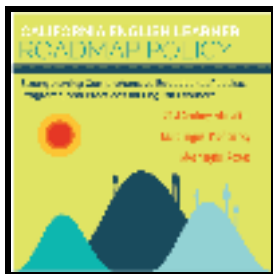
Parent/ Guardian Resources

- [Ed Trust West Advocacy Tools: Implementing the English Learner Roadmap and Affirming the Rights of English Learners \(English\)](#)
- [Ed Trust West Advocacy Tools: Implementing the English Learner Roadmap and Affirming the Rights of English Learners \(Spanish\)](#)

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)

California Code of Regulations, Title 5, Section 11308 and 15495(b)



On-Going Monitoring of Parent and Community Involvement

Ongoing monitoring, throughout the school year, of Parent and Community Involvement will be continuously monitored to ensure that our schools continue to be assets oriented and needs responsive and students are learning to their potential. Parent and community feedback will be utilized.



Connecting to the Federal Program Monitoring (FMP)

I. Involvement

EL 01: English learner Advisory Committee (ELAC)

1.0 A school site with 21 or more English learners (ELs) must have a functioning ELAC

EL 02: District English learner Advisory Committee (DELAC)

2.0 Each California public school district with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. (EC §§ 52176[a], 52063[b], 62002.5)

****For full description and evidence see Chapter IX: Appendix***





CHAPTER VI: Evaluation and Accountability

The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

The NUSD Board of Trustees fully supports the implementation of the English Learner Master Plan. The Superintendent and/or Designee is responsible for its implementation and will report progress to the Board of Trustees on an annual basis.

The Superintendent and/or Designee will work with the English Learner Master Plan Committee annually to monitor the implementation of the plan to improve programs and services for our English learners, and to increase achievement and proficiency of English Learners. Members of the English Learner Master Plan Committee include but are not limited to: parents, teachers, counselors, students, site and district administrators and board members. The Superintendent and/or Designee will report to the Board of Education on an annual basis to report on the achievements and proficiency of English Learners.

The main goal is to examine the progress towards implementation of the English Learner Master Plan. This analysis will help to guide decisions made at the site and district level with an emphasis on continuous improvement to ensure high levels of achievement for each and every student. Successful English Learner Programs and Services will ensure the following goals established by the California Department of Education are achieved for all English Learners.

- 1) Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- 2) Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Criterion for Evaluating Progress and Effectiveness

The evaluation of Novato Unified's English Learner Program and Services will be evaluated in the following areas:

- Program values and build upon the cultural and linguistic assets that students bring
- Instructional programs that are fully implemented across the district, including Integrated and Designated English Language Development (ELD)
- Identification, assessment, and monitoring of EL students, and appropriate placement in the instructional program
- Students attaining full English proficiency within 5 years or less



- Students having access to A-G courses, specialized and accelerated programs including Honors, Advanced Placement and Pathway Programs
- Engagement in meaningful cultural, social, athletic, and academic activities
- Compare and evaluate the rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for English Only (EO) students
- Students participating in dual immersion programs and attaining bi-literacy
- Assurance of adequate communication and collaboration with parents regarding all aspects of the program in an effort to achieve meaningful parental participation

Supplemental Tools for Analysis and Evaluation:

- [CA English Learner Roadmap/ Self-Assessment for Local Education Agencies](#)

California's Accountability and Continuous Improvement System

The California School Dashboard consists of data reports that feature the performance of Local Education Agencies (LEA), schools, and student groups on a set of Local and State indicators that assist with evaluating strengths and areas that need to be strengthened. There is an English Learner Progress Indicator (ELPI) that measures the percent of English learner (EL) students who are making progress towards language proficiency from one year to the next on the English Proficiency Assessment for California (ELPAC) and the number of ELs who were reclassified from ELs to Reclassified as Fluent English Proficient (RFEP) the prior year. Novato Unified School District will continuously analyze this data to identify patterns, strengths, and areas that need to be improved.



On-Going Monitoring of Evaluation and Accountability Ongoing monitoring, throughout the school year, of Evaluation and Accountability will be continuously monitored to ensure that our schools continue to be assets oriented and needs responsive and students are learning to their potential. (EL Roadmap Principle 1)



Connecting to the Federal Program Monitoring (FMP)

II. Governance and Administration

EL 04 - Implementation, Monitoring & Revision of Title III Plan

Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.



EL 05 - EL Program Inclusion in Development of the SPSA (Schoolwide)

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

IV. Standards, Assessment, and Accountability

EL 09 - Evaluation of EL Program Effectiveness

A program evaluation must be provided by each LEA.

**For full description and evidence see Chapter IX: Appendix*





CHAPTER VII: Funding and Resources

The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

The English Learners Master Plan will be aligned programmatically and fiscally to policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Novato Unified School District Board Policies
2. LCAP Goals
3. Title I, Title II, and Title III Plans
4. Single Plans for Student Achievement
5. Federal Program Monitoring (FPM)
6. Other relevant federal, state and local directives

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies.

General Funds

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, Special Education, food, health, and counseling), primary language instructional materials for students enrolled in bilingual alternative programs, as well as support systems for monitoring program implementation and student progress, and for program evaluation. General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. EC EC Section 52168[b][c])

The two main sources of funding to implement the EL Master Plan are listed below.

Categorical funds are used to supplement the base educational program and not to supplant general fund monies. Expenditures are audited annually by the District's Business Office and by external auditors.

1. State Funding: Local Control Funding Formula (LCFF): Title 5. This legislation provides funding for meeting the needs of English Learners.
2. Federal Funding: Part A of Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Section 3102. The state educational



agency, districts, and schools are accountable for increasing the English proficiency and core academic content knowledge. (CDE, 2016, <http://www.cde.ca.gov/sp/el/t3/title3faq.asp>)

Local Control Funding Formula (LCFF)

Under the Local Control Funding Formula (LCFF) funding system, revenue limits and most state categorical programs have been eliminated. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes.

There are three primary groups of LCFF entitlements; Base, Supplemental and Concentration. NUSD receives Base and Supplemental Funding.

Base

Uniform base grant for school district and charter school based on the grade span of pupils multiplied by units of average daily attendance (ADA).

Supplemental

Equal to 20 percent of the adjusted base entitlement multiplied by ADA and the unduplicated percentage of students who are classified as **English learners**, eligible to receive free/reduced meals, or foster youth.

Local Control Accountability Plan

Under the LCFF, The NUSD is required to prepare annually the Local Accountability Plan (LCAP), which describes how the district intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d). The NUSD LCAP outlines planned expenditures to meet the needs of English Learners. The LCAP is a three-year plan that is reviewed and updated annually as required. The plan describes key goals, actions and the means to measure progress. The NUSD Local Control Accountability Plan is reviewed annually by the NUSD Board of Trustees.

Demonstration of Increased or Improved Services for Unduplicated Students

Per with the requirements of 5 CCR Section 15496, the LEA must demonstrate how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity.



California Local Control Funding Formula (LCFF)

The California Local Control Funding Formula (LCFF) requires districts to create a Local Control Accountability Plan (LCAP) for compliant spending of State funding. The LCAP must be supported by parent input and advice, which must include an English Learner Advisory committee if a district has 15% or more English Language Learner students.

Federal Funding - Title III Part A

Title III Part A is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to provide supplemental funds to help ensure that all EL students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. (20 United States Code § 6812.) Federal funding is provided to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this.

Title III funds must be used for the following supplementary services as part of the language instruction program for EL students:

- Increase the English language proficiency of English learners by providing effective language instruction educational programs.
- Provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.
- Provide activities and strategies that enhance educational programs for English learners which include parent, family and community engagement.

Permissible Uses of Title III Funds

Title III Limited English Proficient

- Upgrading program objectives and effective instructional strategies.
- Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Providing to English learners tutorials and academic or career and technical education; and intensified instruction.
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.



-
- Improving the English language proficiency and academic achievement of English learners.
 - Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families
 - Improving the instruction of English learners, which may include English learners with a disability.
 - Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Title III - Immigrant Student Education

- Provide family/parent literacy and outreach services.
- Recruitment of personnel, including teachers and paraprofessionals.
- Provision of tutorials, mentoring, and counseling
- Identification, development, and acquisition of materials, software, and technologies.
- Basic and other instructional services needed by immigrant students .
- Activities coordinated with community-based organizations, institutions of higher education, or other entities to assist immigrant students and their families.

Direct Administrative Costs

An LEA may use no more than two percent of Title III, Part A funds for direct administrative costs (Title III, Section 3115(b)).

Approved Indirect Cost Rate

The LEA can apply its approved indirect rate to the portion of funds that is not reserved for direct administrative costs.

Carryover

LEAs may carry over Title III funds for one year beyond the original year of funding. Under the federal Tydings Amendment, Section 421(B) of the General Education Provisions Act, 20 U.S.C. 1225(b),

Funding for Special Education Services

Supplementary EL and immigrant services may be provided to improve the instruction of EL and immigrant students with a disability. (Title III, sections 3115(d)(7) and 3115 (g).)

Funding for Private Schools

Private schools are not LEAs, they are not eligible to receive Title III funds. However, EL and immigrant students enrolled in not-for-profit private schools may receive Title III **services** provided by public schools in their geographical jurisdiction (ESEA, Section 8501).



On-Going Monitoring of Funding and Resources

Throughout the school year, ongoing monitoring of Funding and Resources will be evaluated to ensure that system conditions support effectiveness. Monitoring will ensure alignment and articulation efforts to bridge Early Care and Education (ECE) and early elementary systems. (EL Roadmap Principle 3 and 4). The District provides ongoing training for administrators and staff on laws and procedures relating to professional development.



Connecting to the Federal Program Monitoring (FMP)

II. Governance and Administration

EL 06 - Title III and EIA-LEP Inventory

For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds.

III. Funding

EL 07 - Supplement, Not Supplant with Title III & EIA-LEP

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

EL 08 - Time Accounting Requirements (Title I and Title III)

Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a])

****For full description and evidence see Chapter IX: Appendix***





CHAPTER VIII: Glossary

[English-Spanish Glossary of Educational Setting](#)

A

A-G Course Requirements: This is the minimum bar to be eligible to enter a four year public college (either the California State University or University of California systems). Students must take and pass the A-G course requirements – that is 15 specific high school courses with a grade of C or better. It’s really important to keep in mind that these are minimum standards. To get into more competitive schools, students will want to go beyond what’s required.

Access to Core: Providing English Learner students with simultaneous access to both ELD and the grade level, core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Acculturation: A process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society

Alternative Program: A program option for English Learners whose parents choose to participate in a program that is taught overwhelmingly in a language other than English. The Alternative Program model in NUSD is the Lynwood Elementary Two-Way Immersion Programs where primary language instruction in Spanish is provided.

Asylees: Asylees are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, or businessmen, or with “undocumented” status (U.S. Department of Health and Human Services, n.d.a)

At-Risk of becoming LTEL: An EL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

C

(CCS) California Content Standards: Standards adopted by the California State Board of Education, which specify what all California children, are expected to know and be able to do in each grade or course.



(CALP) Cognitive Academic Language Proficiency: A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CATESOL) California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education: Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CLAD) Cross-cultural Language and Academic Development: Credential or certificate that authorizes the holder to teach ELD and SDAIE.

(CSS) California State Standards: State education chiefs and governors in 48 states came together to develop the California State Standards (CSS), a set of clear college and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 45 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

Community Liaisons: Staff that works with families and the community. Their main role is to support families in ways that help them to become more actively engaged in their child's learning.

Cooperative Learning: Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in the state of California. SEE: www.ctc.ca.gov/ (CTEL) California Teacher of English Learners examination, that leads to CLAD authorization. Cultural Proficiency: The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and are supportive of people in cross cultural settings.



D

(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Designated ELD:

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

(DLP) Dual Language Program: An Alternative Program in which the goal is the acquisition of academic proficiency in two languages. For example, English and Spanish, together with mastery of academic core content and cultural proficiency for participating students. In NUSD, the instruction is currently provided in English and Spanish.

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

(DTOSA) District English Learner Teachers on Special Assignment: A district teacher-on-special-assignment who supports EL Specialists and the Director of English Learner Services in the implementation of the English Learner Master Plan, including the organization and delivery of staff development, supporting parental involvement, and other duties as assigned.

E

English Learners (EL): English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)

ELPAC Site Coordinators: Administer the Initial ELPAC to students and follow protocols to identify and record the students' language status. They also facilitate the Reclassification process and the Post Reclassification Monitoring process.

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



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

(ELD) English Language Development: Systematic, daily, leveled standards-based instruction in the English language for students who have been identified as English learners.

(ELP) English Language Proficiency: The ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study.

(ELPAC) English Language Proficiency Assessment of California: The new English Language Proficiency Assessments for California.

English Learner Master Plan: A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

EL Teacher on Special Assignment (TOSA): A teacher assigned to train and support the site administrator in the implementation of the EL Master Plan, including site responsibilities for initial identification of English learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

(EO) English-Only student: A student with a primary language of English, and no other language.

F

(FPM) Federal Program Monitoring: A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

(FEP) Fluent English Proficient: students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

Funds of Knowledge: The skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture, and argues that integrating funds of knowledge into classroom activities creates a richer and more-highly scaffolded learning experience for students.



H

(HLS) Home Language Survey: A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

(IEP) Individualized Education Plan: This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient: Students who are Initial Fluent-English-Proficient are students whose primary language is other than English and have “well developed” oral and written skills as per the Initial English Language Proficiency Assessment of California (ELPAC).

Integrated ELD:

Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

L

Language Acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

(LCAP) Local Control Accountability Plan: LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

(LCFF) Local Control Funding Formula: LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

(LEA) Local Education Agency: usually refers to a school district (i.e. Novato Unified School District), but may also refer to a County Office of Education.

(L1) Primary language: The language that has been identified as the student’s native or home language.

(L2) The second language students acquire: (usually refers to English).

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



M

(MTSS) Multi-Tiered System of Supports: MTSS is an integrated, collaborative, student-centered framework that provides data driven, adaptable supports and services to help ensure academic and social emotional success for each and every student

N

(NABE) National Association for Bilingual Education.

Native English Speaker: A student whose native language is English.

Newcomer: *Newcomers were born outside of the U.S.* and they have been in U.S. schools for 3 full school years or less.

Newcomer Counselor: NUSD recognizes the unique needs and assets of our students and understands the importance of providing specialized support. Our district benefits from having Newcomer Counselors who provide specialized and targeted academic, social-emotional and career support to our Newcomers.

NEW EL: *New ELs were born in the US* and they have been in U.S. schools for 3 full school years or less. (This is a NUSD specific term.)

O

(OCR) Office for Civil Rights, U.S. Department of Education

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parental Engagement: The involvement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1): The language that has been identified as the student's native or home language.

Primary Language Class (Secondary): A class where instruction in any of the content areas is in the primary language.

Primary Language Instruction: The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental



exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish at Lynwood Elementary Two Way Immersion program.

Primary Language Support: The use of a student’s primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student’s primary language.

Progress Monitoring and Data Analysis:

Progress monitoring is used to assess student progress or performance in those areas in which they were identified by universal screening as being at-risk for failure (e.g., reading, mathematics, social behavior). It is the method by which teachers or other school personnel determine if students are benefitting appropriately from the instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction.

(PBL) Problem/Project Based Learning: Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).

Project GLAD, Guided Language Acquisition Design: A model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.

R

Reasonable Fluency: A level of proficiency in English (ELPAC 4) within each domain (listening, speaking, reading and writing).

Reclassification : When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient. This change in language classification also often involves a change in the student’s instructional program placement.

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

(RSP) Resource Specialist Program: Classes for students, who have been identified as Individuals with Exceptional needs who spend the majority of the school day in a regular



program, but receive instructional support from an RSP teacher for specific learning disabilities.

(R-FEP) Reclassified Fluent English Proficient: A former EL student who has met the criteria to be “reclassified” as fluent English proficient.

S

(SBAC) Smarter Balanced Assessment Consortium: The SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests to be used in several states, including California.

(SDAIE) Specially Designed Academic Instruction in English: SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade level to advanced academic competencies and should be viewed as one component of a comprehensive program for English Learners.

Second Language (L2): The second language students acquire (usually refers to English).

(SEL) Social and Emotional Learning: A critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to: set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions understand and manage emotions. All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

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

(SIS) Student Information System: A student information system is a student management system for education establishments to manage student data.

Spanish for Native Speakers: Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

Special Day Class (SDC): A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.



(SPSA) Single Plan for Student Achievement: A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council: A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.

(SST) Student Study/Success Team: A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD): Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K-2, 3-5, 6-8, and 9-12)

T

Title I: A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high-poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds shall be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III: A federal program from No Child Left Behind (NCLB) which provides funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting academic standards.

U

Unaccompanied Youth: Children who come into the United States from other countries without an adult guardian (U.S. Department of Health and Human Services, n.d.b).

Universal Design of Learning: a framework to improve and optimize teaching and learning for all.

Universal Screening: Universal Screening is the first step in identifying the students who are a risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education.



CHAPTER IX: Appendix

Legal References

- **State and Federal Law**

The complete list of State and Federal regulations or other legal mandates governing the program may not be included in this document. Applicable legal citations for this program include, but are not limited to, the following:

- **Federal Law** 20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.
- **Public Law 107–110**
January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.
- **State Law**
EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.
- **Williams Settlement**
Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <http://www.cde.ca.gov/fg/fo/profile.asp?id=1040>



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District Forms

- [Home Language Survey](#)
- [EL Parent Notification of Student taking Initial ELPAC](#)
- [Parental Waiver Request for Exemption from an Eng. Lang. Dev. Class](#)
- [EL Parent Notification of Initial ELPAC Results](#)
- [Annual Notification - Spanish](#)
- Annual Notification - English
- [Student Intake Flow Chart - Secondary](#)
- [Student Intake Flow Chart - Elementary](#)
- Reclassification Criteria
- [Reclassification Form](#)
- RFEP Monitoring Form
- [Parental Waiver Request for Exemption from an Eng. Lang. Dev. Class](#)
- ELAC Agenda Template
- ELAC Minute Notes Template
- DELAC Agenda Template
- DELAC Minute Notes Template



English Learner Federal Program Monitoring Instrument

I. Involvement

EL 01: English learner Advisory Committee (ELAC)

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

- (a) Parent members are elected by parents or guardians of ELs. (Title 5, *California Code of Regulations* [5 CCR] Section [§] 11308[b])
- (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (*California Education Code* [EC] § 52176[b])
- (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.

(5 CCR § 11308[c][2]; EC § 52176[c])

(d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC sections (§§) 52176[c], 64001[a])

(e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308[d])

1.2 A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above. (EC § 52176[b]; 5 CCR § 11308[d])

1.3 Each ELAC has the opportunity to elect at least one member to the District English learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b])

Evidence Requests

English learner Advisory Committee (ELAC)

Abbreviation: ELACadvsry



Description: Current and previous year rosters, roles, meeting agendas, minutes, sign-ins, needs assessment, and training materials, site plan, including input for the School Plan for Student Achievement (SPSA).

Item Instructions:

Related Items: EL 01

EL 02: District English learner Advisory Committee (DELAC)

2.0 Each California public school district with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. (*EC* §§ 52176[a], 52063[b], 62002.5)

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

- (a) Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA. (5 *CCR*) § 11308[c][1])
- (b) Conducting of a district-wide needs assessment on a school-by-school basis. (5 *CCR* § 11308[c][2])
- (c) Establishment of district program, goals, and objectives for programs and services for ELs. (5 *CCR* § 11308[c][3])
- (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 *CCR* §11308[c][4])
- (e) Review and comment on the local educational agency's (LEA's) reclassification procedures. (5 *CCR* § 11308[c][6])
- (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* § 11308[c][7])
- (g) If the DELAC acts as the EL parent advisory committee under *EC* §§ 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). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

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



2.3 The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. (*EC* § 64001[a])

Evidence Requests

District English learner Advisory Committee (DELAC)

Abbreviation: DELACadvsvy

Description: Current and previous year rosters, roles, meeting agendas, minutes, sign-ins, needs assessment, and training materials.

II. Governance and Administration

EL 03: EL Identification and Assessment

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

3.1 A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 *CCR* §§ 11510[k], 11511[a])

3.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 *CCR* §§ 11307[a], 11511)

3.3 Each LEA must annually assess the English language proficiency and academic progress of each EL. (*EC* §§ 313, 60810; 5 *CCR* § 11306)

3.4 All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessments for California (ELPAC) during the annual assessment window. *EC* §§ 313, 60810; 5 *CCR* § 11511[b])

3.5 Each EL on an active individualized education plan (IEP) or Section 504 Plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student's IEP or Section 504 Plan. (5 *CCR* § 11516.5)

3.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any state in the U.S. and have not attended school in any state in the U.S. for more than three full academic years. (20 United States Code [U.S.C]. § 7011; *EC* § 60810)



Evidence Requests

Combined EL Assessment, Placement and Enrollment Data

Abbreviation:	CombAllELdata
Description:	Most recent ELP, placement and academic assessment data. Include ELs and LTELs; ELs in program for six or more years.
Item Instructions:	EL 03: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your Federal Program Monitoring (FPM) EL Reviewer.
Related Items:	EL 03, EL 13, EL 15

EL Accommodations and Modifications

Abbreviation:	ELAccomMod
Description:	English language proficiency (ELP) assessment of ELs on an active IEP or Section 504 Plan.
Item Instructions:	EL 03: Three samples of completed EL IEPs and/or Section 504 Plans containing ELP assessment results and English Language Development (ELD) instructional placement from each site under review.
Related Items:	EL 03

EL Identification

Abbreviation:	ELId
Description:	Home Language Survey (HLS).
Item Instructions:	EL 03: Three samples of actual completed, dated, HLS for each site under review.
Related Items:	EL 03

EL Identification Policies and Procedures

Abbreviation:	ELIdPlcsPrcdrs
Description:	LEA policies and procedures for initial identification of ELs.
Item Instructions:	EL 03: Current board policies, administrative regulations, Parent Handbook, EL Master Plan or EL plan.
Related Items:	EL 03

Immigrant Identification Policies and Procedures

Abbreviation:	ImmIDpolpro
Description:	LEA policies and procedures to identify immigrant students ages 3 to 21.



Item Instructions: EL 03: Current board policies, administrative regulations, Parent Handbook, EL Master Plan.

Related Items: EL 03

EL 04: Implementation, Monitoring & Revision of Title III Plan

4.0 Each LEA and consortia must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

4.1 The LEA receiving Title III funds must use these funds to:

(a) Increase the ELP of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:

i. ELP; and

ii. Student academic achievement (20 U.S.C. § 6825[c][1][A–B]);

(b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

i. Designed to improve the instruction and assessment of ELs;

ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

iii. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A–D])



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- (c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
- i. Shall include parent, family, and community engagement activities; and
 - ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B])
- 4.2 Authorized sub grantee activities may use funds by undertaking one or more of the following activities:
- (a) Upgrading effective EL instructional strategies. (20 U.S.C. § 6825[d][1])
 - (b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2])
 - (c) Providing to ELs:
 - i. Tutorials and academic or career and technical education
 - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. § 6825[d][3])
 - (d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4])
 - (e) Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5])
 - (f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
 - i. Improve the English language skills of ELs; and
 - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. § 6825[d][6][A][B])
 - (g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - i. The acquisition or development of educational technology or instructional materials. (20 U.S.C. § 6825[d][7][A])



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- ii. Access to, and participation in, electronic networks for materials, training, and communication. (20 U.S.C. § 6825[d][7][B])
 - iii. Incorporation of resources into curricula and programs. (20 U.S.C. § 6825[d][7][C])
- (h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8])

Evidence Requests

Local Control Accountability Plan (LCAP) Federal Addendum

Abbreviation: LCAPFdriAdndm
Description: Current LCAP Federal Addendum.
Item Instructions:
Related Items: EL 04

Title III Consortia MOU

Abbreviation: Ttl3lcnstria
Description: Applies to consortia funded LEAs only. Memorandum of Understanding (MOU) between lead and member LEA(s).
Item Instructions: EL 04: Title III consortia MOU with appropriate signatures. If not applicable, indicate this in the comment section.
Related Items: EL 04

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

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

5.1 An approved SPSA must contain:

- (a) An analysis of academic performance and language development data to determine EL student and program needs. (EC § 64001[f])
- (b) School goals to meet the identified academic and language proficiency needs of ELs. (EC § 64001[f])
- (c) Activities to reach school goals to improve the academic performance of EL students. (EC § 64001[f])
- (d) The means to annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of



low-achieving ELs and those at risk of not meeting state academic content standards. (*EC* § 64001[f])

(e) Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (*EC* § 64001[g])

5.2 The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (*EC* §§ 64000[a], 64001[g])

5.3 The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; *EC* § 64001[h])

5.4 LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (*EC* § 64001[d])

Evidence Requests

EL Program Inclusion in Development of the SPSA or EL Site Plan

Abbreviation: ELinSPSA

Description: Current board approved SPSA with evidence of EL program inclusion or EL site plan with all criteria described in EL 5.1 (a-e).

Item Instructions:

Related Items: EL 05

EL 06: Title III and EIA-LEP Inventory

6.0 For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:

(a) Type

(b) Model

(c) Serial number

(d) Funding source

(e) Acquisition date



- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment

6.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (*EC* § 35168; 5 *CCR* § 3946; 2 Code of Federal Regulations [CFR] § 200.313[d])

Evidence Requests

Equipment Inventory Records

Abbreviation: EqmntInvntyRcrds

Description: Historical inventory list of all equipment purchased for \$500 or more per Education Department General Administrative Regulations (EDGAR)/CA EC requirements and a record of last physical check of items. If no purchases were made, indicate that in a comment.

Item Instructions: EL 06: For Title III or EIA-LEP purchases only, include the last five years of purchases, and record of a physical verification of location.

Related Items: EL 06, ME 06, CTE 02, HE 08, BASP 10, BASP 15, FPR 05, AE 02, AE 09, EES 06, CE 12, NorD 08

III. Funding

EL 07: Supplement, Not Supplant with Title III & EIA-LEP

- 7.0 General fund resources must be used to provide services and programs for ELs, including ELD and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
- 7.1 Each LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; *EC* § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)
- 7.2 For LEAs with EIA-LEP carryover, an LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (*EC* §§ 63000[d], 63001)



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- 7.3 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. § 6825[g]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013)
- 7.4 The use of Title III funds must meet the following requirements:
- (a) An LEA utilizes no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for a fiscal year. (20 U.S.C. § 6825[b])
 - (b) An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)

Evidence Requests

Core and supplemental instructional materials

Abbreviation: CoreSupMat
Description: A list of core and supplemental materials and their funding sources.
Item Instructions:
Related Items: EL 07

Core and Supplemental Professional Development Specific to English learners

Abbreviation: CoreSupELMat
Description: A list of core and supplemental professional development and their funding sources.
Item Instructions:
Related Items: EL 07

Title III Expenditure Report

Abbreviation: T3expndtrRpt
Description: Detailed general ledger for current and previous year, with beginning and ending balances for standardized account code structure resource codes 4203-Title III LEP, 4201-Title III Immigrant and 7901 EIA-LEP Include chart of accounts, including carry over and administrative costs.



Item Instructions: EL 07: Documentation includes date, description, vendor name and total amount for each expenditure line item for the entire period(s) under review. Once the complete general ledger has been uploaded, additional documentation will be requested.

Related Items: EL 07

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

- 8.0 Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a])
- 8.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430)
- 8.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (EC § 52853[a][7]; 2 CFR §§ 200.61–62, 200.302, 200.430[a][i])

Evidence Requests

Time Accounting Policies and Procedures

Abbreviation: TmActngPlcyPrcdrs

Description: LEA's established written policies and procedures for documenting time accounting of employees that work on federal programs.

Item Instructions: EL 08: The documentation should include the LEA's specific policies and procedures for documenting actual hours worked, including related internal controls, employee training, reconciliation processes, deadlines, and authority.

Related Items: EL 08, CTE 02, FM 01, FPR 03

Time Accounting Records

Abbreviation: TmAcntngRcrds

Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual



certifications, or other equivalent records. Budget estimates do not qualify as support.

Item Instructions:

Related Items: EL 08, ME 09, CTE 02, FM 01, FM 03, HE 10, AE 02, CE 09, CE 11, NorD 12

Title III and EIA-LEP Position Control Report

Abbreviation: T3posCont

Description: Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.

Item Instructions: EL 08: The reviewer will indicate which fiscal year the LEA should provide for review. This district-wide report should include the employees' name, resource code(s), salary or hourly rate, and benefits for all funding sources.

Related Items: EL 08

Title III Job Descriptions and Duty Statements

Abbreviation: T3JobDesDutStat

Description: An individual employee's job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.

Item Instructions:

Related Items: EL 08

IV. Standards, Assessment, and Accountability

EL 09: Evaluation of EL Program Effectiveness

9.0 A program evaluation must be provided by each LEA and must be used to determine:

(a) The degree to which, within a reasonable amount of time:

i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district.

ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English. (20 U.S.C. §§ 1703[f], 6841[b],[c]; *Castaneda v. Pickard* [5th Cir. 1981] 648 F.2d 989,1009–1011)



- (b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
- (c) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students.
- (d) Whether to eliminate specific EL activities proven to be ineffective.

Evidence Requests

Evaluation of EL Program Effectiveness

Abbreviation:	EvalELProgEffect
Description:	Narrative analysis of the LEA program data, addressing the components listed in 9 a–d.
Item Instructions:	EL 09: Analysis of findings, and recommended changes based on the analysis to lead to improve the effectiveness of EL programs and services.
Related Items:	EL 09

EL 10: Reclassification

- 10.0 Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:
- (a) Assessment of English language proficiency. (*EC* § 313[f][1]; 5 *CCR* § 11303[a])
 - (b) Teacher evaluation that includes, but is not limited to, the student’s academic performance. The term “teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* § 313[f][2]; 5 *CCR* § 11303[b])
 - (c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC* § 313[f][3]; 5 *CCR* § 11303[c])
 - (d) Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC* § 313[f][4]; 5 *CCR* §§ 11302, 11303[d])



10.1 Each LEA must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- (a) Language and academic performance assessments
- (b) Participants in the reclassification process
- (c) Decision regarding reclassification (5 CCR § 11305)

10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304)

Evidence Requests

Reclassification Criteria

Abbreviation: ReclsCrtria

Description: Current board approved LEA reclassification criteria for grades K through Twelve.

Item Instructions:

Related Items: EL 10

Reclassification Process

Abbreviation: ReclsPrcls

Description: Current approved local board policy or administrative regulations that describe the reclassification process.

Item Instructions:

Related Items: EL 10

Reclassification Records/Forms

Abbreviation: ReclsRcrdsFrms

Description: For each site under review, provide three samples of completed reclassification records/forms for the current year with parent/guardian signatures.

Item Instructions:

Related Items: EL 10

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring

Abbreviation: RFEPPrclsMntrng



Description: Submit RFEP progress monitoring documents for three students reclassified in the current or previous year for each site under review. Include areas of academic concern, academic support and/or interventions provided to RFEP students who are not showing progress.

Item Instructions:

Related Items: EL 10

V. Staffing and Professional Development

EL 11: Teacher EL Authorization

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

Evidence Requests

EL Teacher Authorization

Abbreviation: ELTchrAthrzttn

Description: Spreadsheet of all LEA teachers by name, site, and appropriate Commission on Teacher Credentialing EL authorization code (e.g. ELA1, S12, BLSP, etc.) or temporary county certificate with EL authorization.

Item Instructions: EL 11: All teaching staff but not administrators, substitutes, speech therapists, counselors, etc.

Related Items: EL 11

EL 12: Professional Development Specific to English learners

- 12.0 Each LEA must provide professional development specific to the implementation of programs for ELs.
- 12.1 Each LEA must provide sufficient professional development to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013)
- 12.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
- (a) Designed to improve the instruction and assessment of ELs. (20 U.S.C. § 6825[c][2][A])



- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs. (20 U.S.C. § 6825[c][2][B])
- (c) Effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation. (20 U.S.C. § 6825[c][2][C])
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom. (20 U.S.C. § 6825[c][2][D])

Evidence Requests

EL Specific Professional Development (PD)

Abbreviation: ELspecPD

Description: District and site level Calendars, agendas, descriptions, materials, and sign-ins of classified staff, counselors, teachers, and administrators in EL specific PD of sufficient intensity and duration to impact EL achievement.

Item Instructions:

Related Items: EL 12

Teacher Implementation of EL specific PD

Abbreviation: ImplmntnELpd

Description: Procedures or sample observation protocols to demonstrate the implementation of EL specific PD relevant to grade-level core academic subjects, including ELD.

Item Instructions:

Related Items: EL 12

VI. Opportunity and Equal Educational Access

EL 13: Language Program Options and Parent Choice

- 13.0 Language acquisition programs may include, but are not limited to, all of the following:
- 13.1 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2])



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

- (a) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (*EC § 306[c][1]*)
- (b) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (*EC § 306[c][2]*)

13.2 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition program” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (*EC § 306[c]*)

13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (*EC § 310[a]*)

Evidence Requests

EL Placement Options

Abbreviation: ELplcmtOptns

Description: Submit LEA board policy, administrative regulations, EL master plan, or EL plan with processes and procedures for responding to parent requests for additional language acquisition programs and evidence ELs receive ELD and core classes.

Item Instructions:

Related Items: EL 13

Combined EL Assessment, Placement and Enrollment Data

Abbreviation: CombAllELdata



Description:	Most recent ELP, placement and academic assessment data. Include ELs and LTELs; ELs in program for six or more years.
Item Instructions:	EL 13: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your FPM EL Reviewer.
Related Items:	EL 03, EL 13, EL 15

VII. Teaching and Learning

EL 14: ELD

- 14.0 As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; *EC* §§ 300, 305, 306, 310; 5 *CCR* § 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013)

Evidence Requests

Core ELD Criteria

Abbreviation:	CorELD
Description:	Kindergarten through grade twelve ELD master schedule, course descriptions with grouping-placement and exit criteria for all grades and ELP levels.
Item Instructions:	
Related Items:	EL 14

Core ELD Curriculum

Abbreviation:	CorELDCrclm
Description:	A list of core and support instructional materials for all grades and ELP levels.
Item Instructions:	
Related Items:	EL 14

EL 15: Access to Core Subject Matter



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- 15.0 Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.
 - 15.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.
 - 15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013)

Evidence Requests

Combined EL Assessment, Placement and Enrollment Data

- Abbreviation: CombAllELdata
- Description: Most recent ELP, placement and academic assessment data. Include ELs and long-term ELs; ELs in program for six or more years.
- Item Instructions: EL 15: See sample spreadsheet for EL 03, 13, & 15 in Resource File or ask your FPM EL Reviewer.
- Related Items: EL 03, EL 13, EL 15

EL Access to the Core Subject Matter

- Abbreviation: ELaccCSM
- Description: Procedural guidelines and criteria for placement of ELs in core classes and interventions.
- Item Instructions:
- Related Items: EL 15

Language Instruction in Core Content

- Abbreviation: LngInstrctnCrCntnt
- Description: Descriptions of how instructional strategies and materials in core content areas are differentiated for English learners at different grade levels.
- Item Instructions:



Related Items: EL 15