Master Plan
for English Learners

Santa Ana
Unified School District

English Learner Programs & Student Achievement Department

Acknowledgements

The Santa Ana Unified School District's Master Plan for English Learners was approved by the Board of Education on January 25, 2022.

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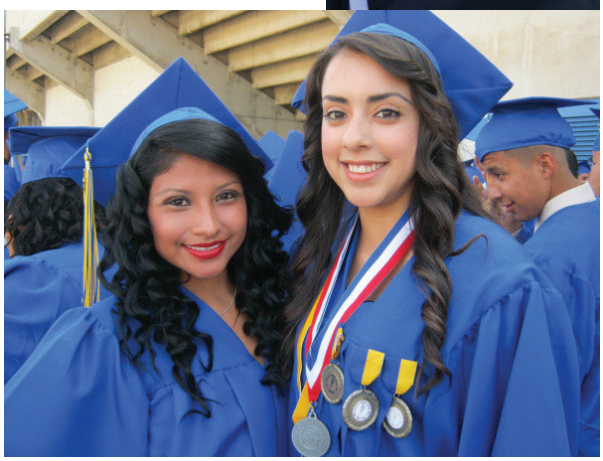
Introduction

SAUSD Master Plan for English Learners



The Santa Ana Unified School District has aligned its Master Plan for English Learners with the four principles of the California Department of Education's (CDE) California English Learner Roadmap.

Navigating through the chapters of SAUSD's Master Plan for English learners, there are references to CDE's California English Learner Roadmap and the alignment of the Master Plan to the four principles of the Roadmap.

The following is an overview of the four principles of the California English Learner Roadmap. The information provided on the California English Learner Roadmap is taken from: https://www.cde.ca.gov/sp/el/rm/principles.asp

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.

California English Learner Roadmap

Principle One: Assets-Oriented and Needs-Responsive Schools

Preschools 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.

Element 1.A: Language and Culture as Assets

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

Element 1.B: English Learner Profiles

Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten versus in later grades have different needs. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

Element 1.C: School Climate

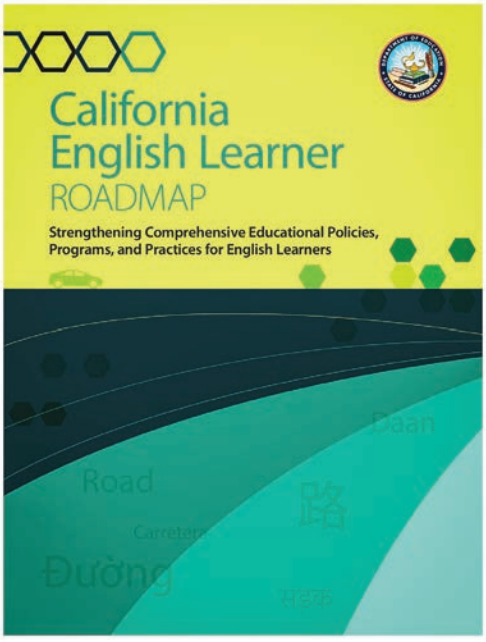
School climates and campuses are affirming, inclusive, and safe.

Element 1.D: Family and School Partnerships

Schools value and build strong family and school partnerships.

Element 1.E: English Learners with Disabilities

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations



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.

Element 2.A: Integrated and Designated English Language Development (ELD)

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).

Element 2.B: Intellectually Rich, Standards-based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Element 2.C: High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

Element 2.D: Access to the Full Curriculum

English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services.

Element 2.E: Use of Students' Home Languages

Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Element 2.F: Rigorous Instructional Material

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

Element 2.G: Programmatic Choice

English learners are provided choices of research-based language support/ development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) 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.

Element 3.A: Leadership

Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

Element 3.B: Adequate Resources

The school system invests adequate resources to support the conditions required to address EL needs.

Element 3.C: Assessments

A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

Elements 3.D: Capacity Building

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers.

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

Element 4.A: Alignment and Articulation

English learner (EL) educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

Element 4.B: Providing Extra Resources

Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges English learners face in learning English and accessing/mastering all academic subject matter.

Element 4.C: Coherency

EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Chapter 1

Policies and Procedures

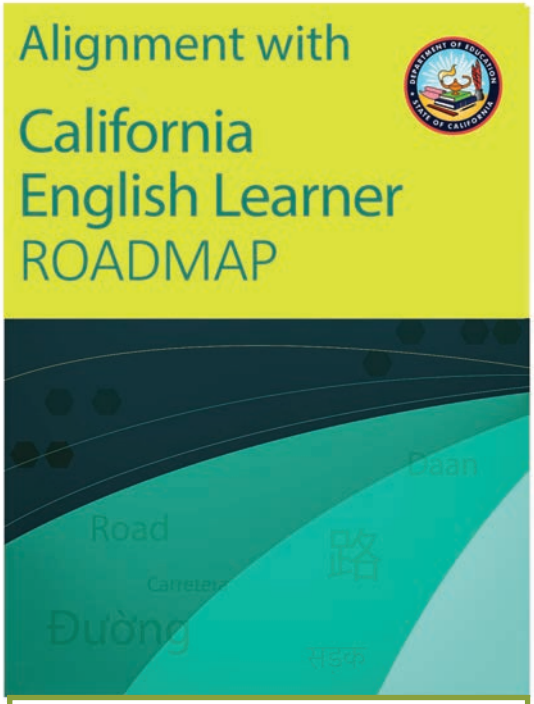
Initial Identification, Assessment, Placement, Reclassification and Monitoring

Initial Identification and Assessment of English Learners

The Santa Ana Unified School District (SAUSD) has established criteria and procedures to ensure that all students enrolling in the district who may need English Learner services are identified and assessed for language proficiency. This process has been adopted and enacted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment take place at the district's Registration and Testing Center (RTC), where bilingual staff members are available to meet with parents. The center serves all newly enrolling students.

Step 1: Registration, Including Completion of Home Language Survey

As required by the State of California for all school districts, parent(s)/legal guardian(s) of all new students entering SAUSD in Kindergarten through grade 12 must complete, sign and date a Home Language Survey (HLS). This survey is completed the first time the parent(s)/legal guardian(s) enroll(s) the child in the district, and only needs to completed once. The results of the initial HLS are maintained in the district's student information system, Aeries. The initial HLS is maintained in the English Learner Program Information (ELPI) folder in the student's cumulative record (CUM).



1b: English Learner Profiles
2g: Programmatic Choice
3c: Assessments
4a: Alignment and Articulation

If the answers to Items 1, 2, and 3 on the HLS are 'English', the child is classified as English Only (EO.) and placed in an English Language Mainstream Program. Parents of EO students may also apply to participate in the district's Dual Language Immersion Program (DLIP). Participation in this Dual Language Immersion Program may be based on the child's grade level, proficiency in the second language taught within the program, previous participation in a similar DLIP, parental request and space availability.

If the answer to Item 1, 2 or 3 on the HLS is answered with a language other than English, the student is considered a Potential English Learner and is assessed for English

For Office Use Only

School:_____
Teacher:_____
Language Code:_____
Student I.D. No.: _____

Santa Ana Unified School District

HOME LANGUAGE SURVEY

Name of student: _____ ***Grade:*** _____ ***Age:*** _____
Last First Middle

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

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

Date:_____
Date of Birth:_____
Address:_____
_____
Telephone:_____

_____
Signature of parent or guardian

State of California
Department of Education
OPER - LS 77 Rev. 7/93

SAUSD/AS 10/03

EN ESPAÑOL AL REVERSO

New Student Demographic Form rev. 2.2.12

language proficiency within 30 calendar days of enrollment. (Continue to Step 2). Potential English Learners in grades one through 12 who are new to the District are assessed at the RTC by certificated and classified staff members trained in test administration. A school site team of trained personnel monitored by the TOSA assesses potential English Learners who have entered the Kindergarten level at the school. RTC staff members assist the school site teams as time permits.

If only Item 4 on the HLS is answered with a language other than English, the TOSA, ELD Department Chair, RTC staff, Office Managers, Registrars, or other District personnel must determine whether to continue with assessment of English (Step 2), or to identify the student as an EO without such assessment. If the student is identified as an EO, he/she is placed in an English Language Mainstream (ELM) program. The student need not be assessed with the ELPAC, unless informal assessment or observation of English indicates that student might be an EL. The Office Manager/Registrar places the original copy of the HLS in the EO student's cumulative file as a permanent record of initial identification.

Step 2: English Language Proficiency Assessment

A student whose HLS indicates that a language other than English is spoken at home must have his/her English language proficiency assessed within 30 calendar days of initial enrollment. Every effort will be made to complete the initial assessment as soon and convenient as possible for the parent(s)/ guardian(s) and student(s), as well as for the school site to facilitate placement. Trained personnel at the RTC will assess the student's English language proficiency during the enrollment process, preferably on the same day as registration.

The assessment used by SAUSD to determine initial English proficiency in the English Language Proficiency Assessment for California (ELPAC). The ELPAC is a state-approved, criterion referenced, standardized language proficiency test designed to measure the English language proficiency of potential English Learner and non-native speakers in four domain areas: Listening, Speaking, Reading and Writing. The ELPAC is administered to all EL students including those in programs such as Gifted and Talented Education (GATE) and Special Education. The student receives an overall score based on ELPAC subtest: Oral Language and Written Language. The Oral Language score is a composite of Speaking and Listening domains while the Written Language score is a composite of the Reading and Writing domains. The results for a student taking the initial ELPAC are identified in three performance level descriptors:

- Novice English Learner
- Intermediate English Learner
- Initially Fluent English Proficient (IFEP)

Once all four domains have been completed and scored, Student Score Reports (SSRs) will be produced and available for download on Test Operations Management System (TOMS) and made available to parents and guardians through the district's parent or student portal (Student Information System SIS-Aeries). An official initial ELPAC parent notification letter with the scores from the initial ELPAC assessment, language program placement options, reclassification criteria and graduation rates will be mailed to parents/ guardians. A copy of the initial ELPAC parent notification letter is placed in the student's English Learner Profile Information (ELPI) folder inside the student's permanent cumulative (CUM) file. These results are used to aid sites in determining program placement, monitor progress and in program evaluation.

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

- IFEP Student–The parent(s)/guardian(s) of an IFEP student is/are informed of the results and given the same program options as those given to an EO student: the default program is ELM or the parent may request enrollment in the Dual Language Immersion Program. Placement is made on the same basis as for an EO student.

An EL in Special Education must take/ attempt the ELPAC at least once. After the initial administration of the ELPAC, the Individual Education Plan (IEP) team may then determine if a student is unable to take

all or part of the ELPAC. The student will be administered an alternative assessment, due to student's identified learning disability, in accordance with California Department of Education (CDE) regulations. A more complete elaboration of this process is found on page 79.

Step 3: Parent Notification of Results: Initial Identification and Program Placement

Initial Notification

Upon completion of the initial ELPAC, RTC personnel will score the assessment and record the student's results on the Parent Notification / Initial Pupil Placement form and in the district's Student Information System (SIS).

Parent(s)/guardian(s) are notified of the initial ELPAC results, and provided a description of the default program placement (Structured English Immersion), as well as a description of all other available program options. This information is also provided shortly after receipt of test scores of the initial assessment. The PN-IP and any subsequent information are provided in a language readily understandable to the parent(s)/ guardian(s).

While the default language program placement of English learners is Structured English Immersion (SEI), parents are notified of their rights to place a student in any of the language programs available. In Santa Ana, the only other language program besides Structured English Immersion (SEI) is the Dual Language immersion program (DLI) program available at select elementary and intermediate sites across the district. This information is provided in a language readily understandable to the parent(s)/ guardian(s) using the PN letter templates and translations provided by the California Department of Education.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]). EL services are specifically designed to help English learners obtain English language proficiency as well as acquire grade-level content. If a parent or guardian still wishes to opt their child out of the EL program or particular EL services, the parent or guardian should visit the school site to request a meeting with the site administration team and complete the Notification to Opt Out a Child from EL Services form.

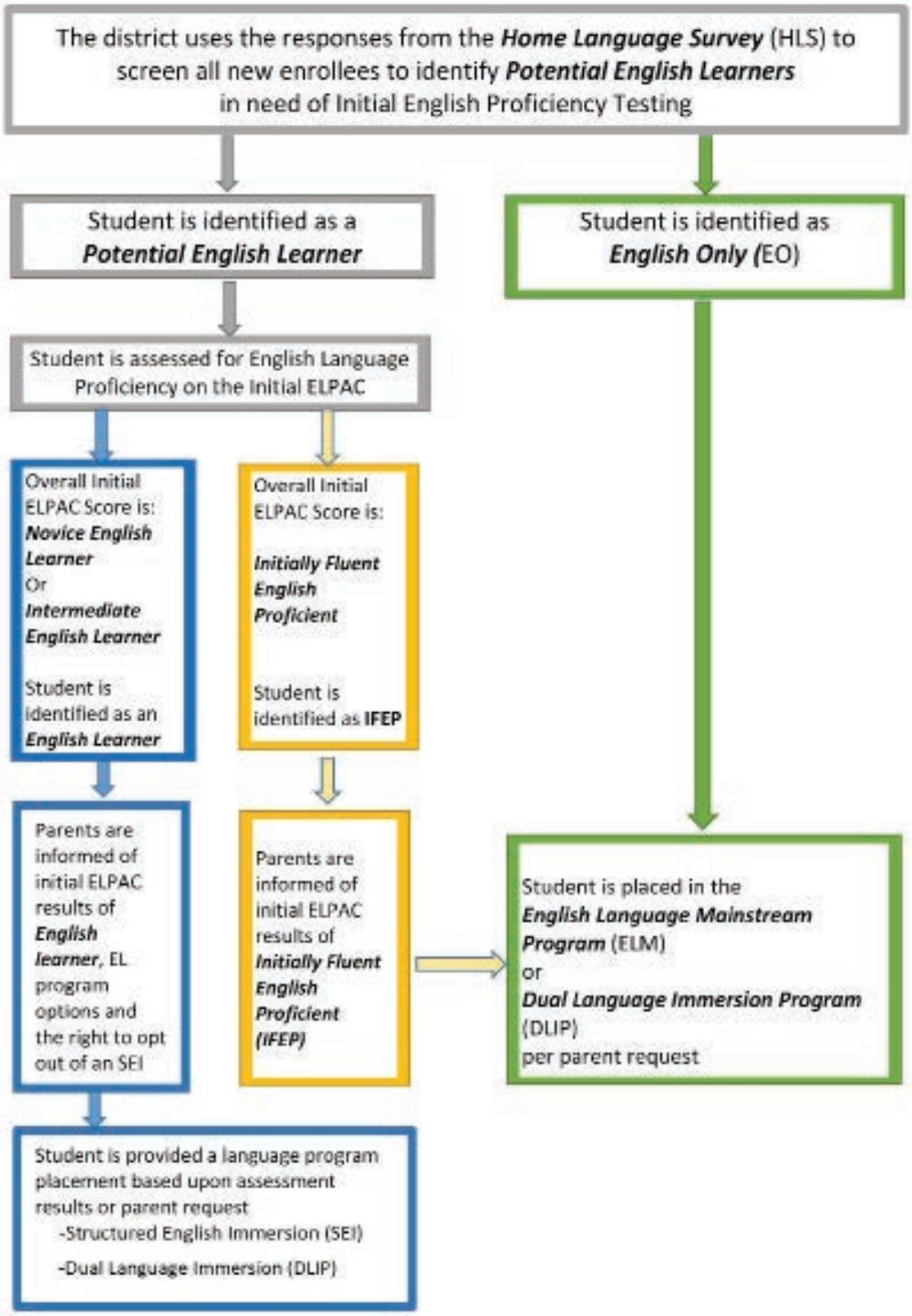
Challenging the Language Proficiency of a Student: Between the time of initial language assessment, but before summative, or annual, testing occurs, the language proficiency of a student may be challenged and changed, provided there is compelling evidence for the change in language proficiency status. This challenge may be initiated by a parent or a certificated staff member, but in order to make the change, there must be evidence provided to support the change. The challenging and changing of a language proficiency may only take place once in a student's K -12 educational experience.

Program Placement

Following the assessment and identification process, identified English learner students are placed into the program which was recommended during the initial pupil placement process as the most appropriate language program to meet the instructional needs of the student in keeping up with English only peers in grade level academic skills while continuing to acquire and hone English language skills. For the majority of English learner students, this is the structured English immersion (SEI).

The flowchart on the following page illustrates the process for identifying students as English learners and placing in an appropriate language acquisition program of instruction based upon assessment results of parent request.

Table 1.2: Flowchart to determine language program placement



Parent Requests for New Programs (Per 5 CCR Section 11311 [a], [b], and [d]—Proposition 58)

When parents or guardians request enrollment of the child in a particular language acquisition or language program, but the program is not currently offered, parents or guardians may request that the district or school establish a new program. On the next page is a flowchart illustrating the process for schools to receive and respond to requests for new programs.

Table 1.3: Processing Parent Requests for New Programs (Per 5 CCR Section 11311 [a], [b], and [d]—Proposition 58)

Step	Process
Receive and Track Parent Requests	Upon request, sites provide parents/guardians with an *SAUSD Multi-lingual Education Program Parent Request Form* which includes the following information: • Date of new program request Parent/guardian and child names • Description of request • Grade level Sites must: • Assist parents/guardians in clarifying their request (including processing/assisting with verbal requests) • Maintain these written requests for 3 years • Accept requests from students enrolled for the current year as well as the following school year • Monitor the number of parent requests on a regular basis throughout the year • Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached
Reach Threshold	A threshold is reached when the parents/guardians of • 30 students or more enrolled in that school Or • 20 students or more in the same grade enrolled in that school request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the district immediately and taking the following three actions: 1. Communication with Parents and Stakeholders 2. Cost and Resource Analysis 3. Determination

Step	Process
Communication with Parents and Stakeholders	Within 10 school days of reaching a threshold, the district provides notification, in writing, to the following stakeholders of the parents' requests for a new language acquisition or language program: • The parents of the students attending the school, • The school's teachers, • Administrators • The district's English Learner Parent Advisory Committee (DELAC)
Cost and Resource Analysis	The district then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to: • Certificated teachers with the appropriate authorizations • Necessary instructional materials • Pertinent professional development for the proposed program • Opportunities for parent and community engagement to support the proposed program goals
Determination	Once the costs and resource analysis has been completed, the district determines, within 60 calendar days of reaching a threshold, whether it is possible to implement the requested language acquisition or language program. At that time, the district provides notice, in writing, to parents of students attending the school, the school's teachers and administrators of its determination • **Determination to implement a program at the school:** In the case that the district determines it can implement the requested program, the district creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs. • **Determination not to implement a program at the school:** In the case where the district determines it is not possible to implement the program requested by parents, the district provides a written explanation of the reason(s) why the program cannot be provided. Further, the district may offer an alternate option that can be implemented at the school.

Each school follows the aforementioned processes, even if the district, at the time the threshold is met, provides the requested language acquisition or language program at another school.

Education Code connections/citations: EC sections 305 and 310; 5 CCR section 11311 and 11312

Annual Notification

In accordance with federal guidelines, each school year, the parent(s)/guardian(s) is/are notified of his/her/their English Learner's placement within the first 30 days of enrollment based on the students' English Language Development (ELD) levels.

All English Learners are assessed annually using the ELPAC to evaluate their growth and progress towards becoming English language proficient. After ELPAC results are received by the District, parents of all English Learners receive the ***Parent Notification of EL Students' Annual ELPAC Results*** (PN Annual/ELPAC) provided in their primary language which notifies them of the results of their student's annual assessment of English proficiency.

Copies of both the Initial Parent Notification and all subsequent Annual Parent Notification letters are kept in the student's yellow "English Learner Program Information" (ELPI) folder which is housed in the student's permanent cumulative file folder and follows the student at all school sites he/she attends.

Progress Monitoring: The district will monitor student academic progress and provide additional and appropriate educational services to English learners in grades TK–12 for the purposes of overcoming language barriers in each subject matter. EL student progress is monitored regularly to ensure effective and appropriate program placement. Progress is monitored through the regular analysis of the results of state and local assessments and communicated to parents through progress reports, parent conferences and site-based parent-teacher communication systems. If interventions are needed to support EL students, parents will be notified by the site of the options, both during and beyond the school day, for additional instructional intervention programs and opportunities.

Reclassification of English Learner Students: Criteria

In order for an English learner student to reclassify as fluent English proficient, the California Department of Education* has set forth the following criteria which must be met:

1	**English Language Proficiency**: Assessment of English language proficiency (ELP), using an objective assessment instrument: ELPAC -- English Language Proficiency Assessment for California, and
2	**Basic Academic English Skills:** Comparison of student performance in basic skills against an empirically Academic Proficiency and Achievement on Grade level skills and standards, and
3	**Teacher Evaluation**: A review of the student's curriculum mastery, including measureable outcomes, and
4	**Parent Input**: Parent opinion and consultation

* Criteria established per the

- *California Education Code (EC) Section 313; and*
- *Title 5 California Code of Regulations (5 CCR) section 11303*

Stakeholder Input: The reclassification criteria, Tables 1.3 and 1.4 listed on the next two pages, have been presented to, discussed and approved by a variety of stakeholders, including

- Teachers
- Administrators
- ELD Department chairs and coordinators
- EL Task Force
- Parents: DAC/DELAC

Table 1.3: SAUSD English Learner Reclassification Criteria by Grade level: Elementary

Santa Ana Unified School District

Elementary English Learner Reclassification Criteria

Kindergarten EL Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	DIBELS 8th Edition: -Letter Naming Fluency (Fall) LNF and -Nonsense Word Fluency (Winter or Spring) at Green range Core Support ***or*** - MAP Reading 41st percentile or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

1st – 2nd Grade Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	DIBELS 8th Edition: -Nonsense Word Fluency (NWL, Fall) Oral Reading Fluency (ORF, Winter or Spring) - At Green Range Core Support ***or*** - MAP Reading 41st percentile or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

3rd – 5th Grade Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	DIBELS 8th Edition: Oral Reading Fluency (ORF, Fall,Winter, Spring)- at Strategic ***or*** SBAC ELA score of "Standard Met" or higher ***or*** MAP Reading 41st percentile or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

SAUSD: EL Programs & Student Achievement, Approved 10/25/21

Table 1.4: SAUSD English Learner Reclassification Criteria by Grade level: Secondary

Santa Ana Unified School District

Secondary English Learner Reclassification Criteria

6th – 8th Grade EL Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	• MAP Reading 41st percentile or higher ***or*** • SBAC ELA score of "Standard Met" or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

9th – 10th Grade Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	• MAP Reading 41st percentile or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

11th – 12th Grade Reclassification Criteria	
Multiple Criteria	Measure
English Language Proficiency Assessment for California: **ELPAC** (*Per Ed Code*)	ELPAC: Overall score of: 4 = Well Developed
ELA Proficiency (*Basic academic English Skills per Ed Code)*	• Most recent MAP Reading 41st percentile or higher ***or*** • For 12th graders, 11th: SBAC ELA score of "Standard Met" or higher
Teacher Evaluation Measurable Outcomes *(Per Ed Code)*	Teacher evaluation of student's language fluency that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])
Parent Input *(Per Ed Code)*	Opportunities for parent opinion, consultation, and involvement during the reclassification process.

SAUSD: EL Programs & Student Achievement, Approved 10/25/21

Reclassification of English Learner Students: Procedures

Once a student has fulfilled the criteria to be considered for reclassification, the following ***Language Appraisal Process (LAP)*** procedures will occur to ensure that each candidate's reclassification status has been considered on a case-by-case basis to determine whether reclassification is appropriate for each student at this time:

Procedures for Reclassifying ELs to Fluent English Proficient: RFEP	
1. **Identification of candidates**	English Learner Programs Office informs sites of the open window for reclassification of students and trains and refers site coordinators to the English learner database. This database includes the names of all students at that site who have fulfilled all reclassification criteria.
2. **Review of candidates' data & Language Appraisal Team Determination**	Each reclassification candidate's data is reviewed by the site ***Language Appraisal Team*** (LAT) to determine reclassification status for each candidate and consider whether reclassification is appropriate at the time. If reclassification is recommended, the team, led by the site coordinator, completes the required meeting documentation/reclassification form and gathers signatures of attendees. The LAT is comprised of Site TOSA Site level administrator Reclassification Candidate's classroom teacher Parent/Guardian (as a part of ongoing consultation)
3. **Recommendation and Final Parent Consultation**	After a final review, the LAT, in consultation with the parent, will make a final determination regarding reclassification.
4. **Reclassification**	Site coordinator finalizes a list of students to be reclassified. English Learner Programs Office will ensure students are reclassified in the Student Information System and state databases. Final notification is provided to parents.
5. **Monitoring**	Academic progress of all reclassified EL students (RFEPs) will be monitored for the subsequent four years following his/her reclassification. Academic interventions to support RFEP students will be provided as needed.

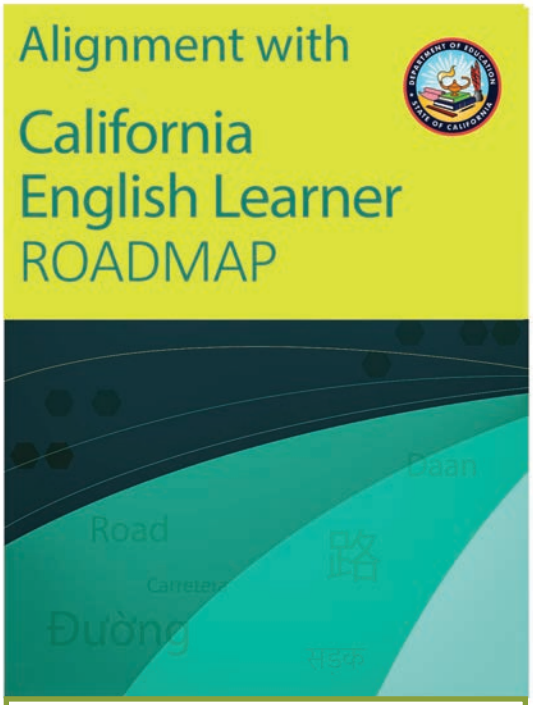
RFEP Monitoring Procedures

Once a student has been reclassified, the district must monitor the academic progress of these students for four years after they have reclassified. Most reclassified students do very well. In fact, on the whole, RFEP students have historically been our district's highest performing subgroup. There are a few, however, who may need additional, albeit temporary support. The following is a breakdown of the procedures SAUSD has in place to monitor RFEP students:

1. **Identify Most Recently Reclassified Students:** To monitor the progress and ensure success for EL students who have reclassified within four years, each year the district will identify RFEP students who need monitoring. RFEP students will be reviewed for the need of intervention.
2. **Determine Appropriate Interventions:** The district will monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. Actions to overcome content academic barriers must be taken before the deficits become irreparable. Sites will document interventions, monitor their effectiveness, and track the need for further support.
   - **Elementary level:** The teacher of record will identify and enter into the EL database the interventions/supports being provided to the recently reclassified students in need of assistance
   - **Secondary level:** The EL site monitor will route the database to teachers of students who are facing academic challenges and in need of intervention. Those teachers will enter the interventions/supports being provided to address potential failure of a core subject
3. **Record Interventions:** The EL site monitor will ensure that interventions identified by teachers are documented on the database.
4. **Follow up:** Each student has unique needs. Should a recently reclassified student continue to struggle even after the aforementioned instructional interventions have been initiated, each site has procedures in place to support students. These include, but are not limited to:
   - Student Success Team (SST)
   - Referral for counseling
   - Individual Academic Plan (IAP)
   - Credit recovery programs
   - Alternate program placements
   - Coordination of Services Team (COST)

Chapter 2

Understanding Assets-Based Instructional Programs for English Learners



1b: English Learner Profiles
1c: School Climate
2b: Intellectually Rich, Standards-based Curriculum
2c: High Expectations
2d: Access to the Full Curriculum
2g: Programmatic Choice
4c: Coherency

Overview: SAUSD provides an educational assets-based instructional program for English learners (ELs) which fosters a positive growth mindset. It is approaching the education of EL students with a mindset which values their culture and language and works to empower these students' voices, while providing them with a program of instruction which facilitates their rapid acquisition of English while supporting their successful access to an intellectually rigorous curriculum which promotes academic achievement across all academic disciplines.

An example of an assets-based mindset is found in Section 1: Goal, Critical Principles and Overview of the state's ELD Standards "*...they (students) recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English.*"

Who We Serve: Supporting English learners at each stage of their English language development

Essential to the successful implementation of an assets-based instructional program is a comprehensive, competent and compassionate understanding of the students who are served by the program and their unique instructional needs at each level of their English acquisition journey.

Understanding the language proficiency levels and the language acquisition skills for students at each stage of their English language development is imperative for effective planning for language instruction. The chart on the following page illustrates the distinctive English learner typology for the students we serve:

- Newcomer English Learner
- Continuing English Learner
- Long-Term English Learner
- Life-Long Language Learner

Included in this chart are the language acquisition stages and corresponding proficiency level descriptors for the recognized levels of linguistic development for English Learners at each level of their language development. The language acquisition stages and corresponding proficiency level descriptors listed below is

taken from Chapter 2, page 20 of the California ELD Standards. Common "typologies" are referenced with the understanding that groups of English learners are not homogeneous and individual students should be supported based on their unique needs and assets.

https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

English Learner Typology	Language Acquisition Stage and Corresponding Proficiency Level Descriptors (From CA ELD Standards)
Newcomer English Learner **Profile:** Newcomer to the country (0 – 24 months) whose primary language is other than English. • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials **Identifying Criteria** • ELPAC: At level ***1, Minimally developed*** • SBAC: No score or Does Not Meet (1) the Standard • MAP: No score or lower than 16 points of the Mean • District Writing Assessment (Secondary): No score or Combined score of 3 or lower	**Emerging:** English Learners entering at the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. ***Upon exit*** from the emerging level, students have basic English communication skills in social and academic contexts. **Levels of support needed for students at the Emerging level of English proficiency: *Substantial*** Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided ***substantial*** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be ***moderate or light*** for familiar tasks to topics.
Continuing English Learner **Profile:** Identified EL for 2 – 5 years • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials **Identifying Criteria** • ELPAC: At level ***2, Somewhat Developed*** or the early stages of level ***3, Moderately Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • District Writing Assessment (Secondary): Combined score of 3 or lower	**Expanding:** As English learners ***progress through*** the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. ***Upon exit from*** the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas **Levels of support needed for students at the Expanding level of English proficiency: *Moderate***. Students at the ***early stages*** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided ***moderate*** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be ***light*** for familiar tasks to topics.

English Learner Typology	Language Acquisition Stage and Corresponding Proficiency Level Descriptors (From CA ELD Standards)
Long Term English Learner (LTEL) **Profile:** Identified English learner for six or more consecutive years • At or within two years of grade level achievement • May experience temporary or minor difficulties with academic English • May need periodic individual assistance, re-teaching, additional learning time, additional practice **Identifying Criteria:** • ELPAC: (Generally) At level ***3, Moderately Developed*** or level ***4 Well Developed*** • SBAC: Nearly Met (2) the Standard or Does Not Meet (1) the Standard • MAP: 15 points or lower of the Mean • District Writing Assessment: Combined score of 3 to 5	**Bridging:** As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. ***Upon exiting*** the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. **Levels of support needed for students at the Bridging level of English proficiency: *Light*.** Students at the ***early stages*** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided ***light*** linguistic support; as they develop more familiarity and ease with understanding and using English, support may not be necessary for familiar tasks to topics.
Life-long Language Learner **Profile:** Reclassified (RFEP) English learner • At or within two years of grade level achievement • May experience temporary or minor difficulties with academic English • May need periodic individual assistance, re-teaching, additional learning time, additional practice **Identifying Criteria:** • SBAC: Nearly Met (2) the Standard or higher • MAP: Within 10 points of the Mean • District Writing Assessment: Combined score of 6 or higher	**Life-long language learners:** Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts, drawing upon knowledge of contexts. **Levels of support needed for students who are Life-long language learners: *Occasional*** Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English

Providing a Standards-based instructional program: English Language Development

The purpose of English language development (ELD) instruction is to tailor the specific and explicit teaching of English language to meet the needs of a wide variety of English learners. ELD establishes the foundation for the development of literacy skills in reading and writing which paves and illuminates the pathway for success with cognitive academic English language arts and content area skills and standards for all English learners.

The instructional programs for English learners are aligned with and support the California English Language Development Standards. The following is an overview of the state's ELD standards taken from Chapter 1, page 14 of the California ELD standards:

https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Part I: Interacting with English in Meaningful Ways this includes activities in which students actively

A. Collaborate with others in English with grade level content curriculum

1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

B. Interpret and engage with a variety of grade level texts and oral discourse across all academic disciplines in English. This includes

5. Listening actively and asking or answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

C. Produce English, orally and in writing, in response to a diverse range of texts, academic disciplines and tasks. This includes

9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works activities which support English learners in understanding how English works include the following instructional focus

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills English learners enter our schools with a variety of formal educational backgrounds. Students who arrive with a strong, uninterrupted educational background in their primary language are generally quick to transfer those skills in learning English. However, some students arrive with little, no or interrupted educational experiences leaving them with limited literacy skills in their primary language. Part III of the California ELD standards provides specific considerations, by grade level, for supporting English learner students in need of support with foundational literacy skills.

Site administrators, counselors and Teachers on Special Assignment (TOSAs) work in conjunction with and under the guidance of the district's English Learner Programs department to establish appropriate placement in an ELD program for all English learner students. The optimal goal would be one class per level of English proficiency. However, due to the wide range of English learners serviced by the district at both the elementary and secondary levels, placement can span more than one level. For example, students at the expanding level of proficiency may be combined with students at the bridging level of proficiency.

Although there are a number of instructional approaches and programs, both during the school day and beyond, offered to meet the wide-ranging needs of the English learners in the district, the goal of English language development instruction is to provide students with the skills needed to escalate their overall English proficiency until they have fulfilled the criteria necessary to reclassify as English proficient.

Supporting English language development: Designated and Integrated ELD

Along with the English language development standards, the state has identified two types of instructional approaches: Designated and Integrated ELD. Each approach carries distinctive characteristics, and both are to be implemented throughout the instructional day to support English learners with the instructional strategies and activities needed to:

- Annually Increase their English Proficiency
- Reclassify as Fluent English Proficient
- Meet the Challenging State Standards
- Successfully Engage with and Master Rigorous Content

Excerpts and summaries of the following information included here under Designated ELD and Integrated ELD are taken from: Chapter 2 of the ELA/ELD Framework. Adopted by the California State Board of Education on July 9, 2014.

Designated ELD

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.

3. **Extended Language Interaction:** Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

Grouping for Designated ELD

- During designated ELD—and only during designated ELD—ELs should be, ideally where possible, grouped by English language proficiency levels so that teachers can strategically target their language learning need
- Designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction
- Designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that will accelerate their English language and literacy development
- Grouping during the rest of the day should be heterogeneous in order to ensure that ELs interact with proficient English speakers
- Some middle and high school ELs who are newcomers to English and at the Emerging level of English language proficiency may benefit from specialized attention in ELA (and other content areas) in order to accelerate their linguistic and academic development
- This specialized instruction should be focused on accelerating students' English language and literacy development, while also providing them with full access to core content, so that they are able to participate in heterogeneous classrooms as quickly as possible

Source: California ELA/ELD Framework: *http://www.cde.ca.gov/ci/rl/cf/documents/chapter02may2014.pdf*

Integrated ELD:

In SAUSD, grade level content is made accessible for English Learners through the employment of specific, research-based instructional strategies, which support English language development within the structure and delivery of core content instruction. This type of English Language Development, which is taught throughout the day and across all disciplines, is referred to as Integrated ELD. Chapter 2, pages 108-144, of the California ELA/ELD Framework speaks in specific terms regarding Integrated ELD. https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf

Excerpts and summaries of the following information included here under Integrated ELD and Designated ELD are taken from: Chapter 2 of the ELA/ELD Framework. Adopted by the California State Board of Education on July 9, 2014.

Integrated ELD: This framework uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.

Integrated ELD
Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)

The following is a summary of the focus of integrated ELD instruction and examples of instructional strategies to support these areas of focus from Chapter 2 of the California ELA/ELD Framework.

A Focus on Language Development and Content: Promoting Collaborative Discussions About Content: Teachers can use the CA ELD Standards as a guide to support their ELs at different English language proficiency levels to participate in collaborative discussions about rich content.

Instructional Strategies Examples: Teach and post

- Frequently Used Phrases (e.g., Can you say more? Can you explain that again?)
- Sentence stems (e.g., Why do you think__? What is your idea about_____? How do you ___?)
- Carefully crafted, open-ended sentence frames (e.g., Although mitosis and meiosis both involve cell division they_____.)
- Content specific vocabulary critical for content understanding

Equally important to remember is that the scaffolding teachers provide, such as sentence stems or frames should be used purposefully and judiciously, and teachers should consider when their use may in fact discourage or impede productive discourse (e.g., when students feel they must use sentence frames in order to speak or write)

A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts: Teachers can use the CA ELD Standards as guidance for supporting their ELs at different English language proficiency levels to read and actively listen to complex texts.

- Ask students what they notice about the language used in the complex informational and literary texts they are reading
- Explain to students how the language writers choose in a specific place in a text elicits a particular effect on readers (e.g., using a figurative use of the word erupt to show how a character behaved, describing a historical figure's career as distinguished, or using the word extremely to add force to a statement, as in extremely dangerous).
- Model for students how to find instances in texts where writers use modality to present their opinions or attitudes (e.g., The government should definitely pass this law.) or how particular language is helpful for guiding readers through a text (e.g., the use of "for example," or "in addition").
- Call attention to particular places in a text where writers present evidence to support an argument and draw distinctions between more successful and less successful uses of language to present the evidence.
- Provide students with guided opportunities to evaluate and analyze the language they encounter in the academic texts used for content instruction
  - Explain how the use of different familiar words with similar meanings to describe a character (e.g., choosing to use the word polite versus good) produces a different effect on the reader.
  - Ask ELs at the Expanding level to explain how the use of different general academic words with similar meanings (e.g., describing a character as diplomatic versus respectful) or figurative language (e.g., The wind whispered through the night.) to produce shades of meaning and different effects on readers.

A teacher can use Part II of the CA ELD Standards as a guide for showing ELs how different text types are organized and structured (e.g., how a story is structured or where in an argument evidence is presented) or how language is used purposefully to make meaning (e.g., how sentences are combined to show relationships between ideas). Examples:

- Single out a particular sentence in the science textbook that is challenging for students but critical for understanding a topic.
  - Lead a discussion where the class unpacks the academic and informationally dense sentence (see figure 2.20) for its meaning using more everyday language

Figure 2.20. Sentence Unpacking

Original sentence to unpack: "Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year."

Meanings:

- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about:

Environmental degradation

What it means in our own words:

People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

Using the CA ELD Standards in these ways ensures that all ELs are engaged with the same intellectually rich content and read their texts more closely, in instructionally scaffolded ways adapted to their particular language learning needs.

A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking: Teachers can use their CA ELD Standards as a guide to support their ELs at different English language proficiency levels to write to the three different text types in the ELA CCSS (Opinions/arguments, Informative/explanatory texts, and Narratives) and present their ideas in more formal ways in speaking. Examples:

- Use a model text (e.g., a story with which students are familiar) to show how a story is organized into predictable stages (orientation-complication-resolution or introduction-problem-resolution).
- Draw students' attention to the linking words and phrases (also known as text connectives) in the story that help to create cohesion and make the story flow
  - These text connectives might be once upon a time or long ago. In the complication stage, typical text connectives for signaling a shift are suddenly or all of a sudden. In the resolution stage, text connectives such as finally or in the end might be used.
- Post the notes from the analysis the class conducted with the story so that they have a model to refer to
- Provide them with a graphic organizer that contains the same stages so they can begin to write their first drafts in a structured way.
- Pull a small group of students at the Emerging level of proficiency together to jointly construct a story so that teachers can facilitate students' understanding of the organization of stories and their use of particular language (e.g., text connectives, literary vocabulary)
- Explicitly teach some of the general academic words in the literary texts the students are reading, words that you would like to have students use in their own written stories (e.g., ecstatic, murmured, reluctance) or oral retellings of stories
- Show students how to expand their ideas (e.g., adding a prepositional phrase to show when or where something happened) or connect their ideas and sentences in other ways

- Draw students' attention to how a historical argument is organized, show the particular language resources used to create cohesion (e.g., At the beginning of the century, ... After reconstruction, ...)
- Teach the general academic and domain-specific vocabulary students will need to use in their writing to convey their understanding of a topic.
- Provide ELs at the Emerging level of English language proficiency a graphic organizer containing the stages of a historical argument and paragraph frames as a way to provide scaffolding for writing an initial draft of an essay.

All of these instructional decisions depend on a variety of factors, including students' familiarity with topics and tasks, in addition to their English language proficiency levels

Implications for Integrated ELD

These are just a few examples of the many ways in which all teachers can use both Parts I and II of the CA ELD Standards throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs to learn rich content and develop advanced levels of English. Implied in these examples is the need for all teachers to do the following:

- Routinely examine the texts and tasks used for instruction in order to identify language that could be challenging for ELs
- Determine where there are opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
- Observe students to determine how they are using the language teachers are targeting
- Adjust whole group instruction or work with small groups or individuals in order to provide adequate and appropriate support

Above all, ELs should routinely and frequently engage in school tasks where they engage in discussions to develop content knowledge, apply comprehension strategies and analytical skills to interpreting complex texts, produce oral and written English that increasingly meets the expectations of the context, and develop an awareness about how English works to make meaning.

Source: California ELA/ELD Framework: *http://www.cde.ca.gov/ci/rl/cf/documents/chapter02may2014.pdf*

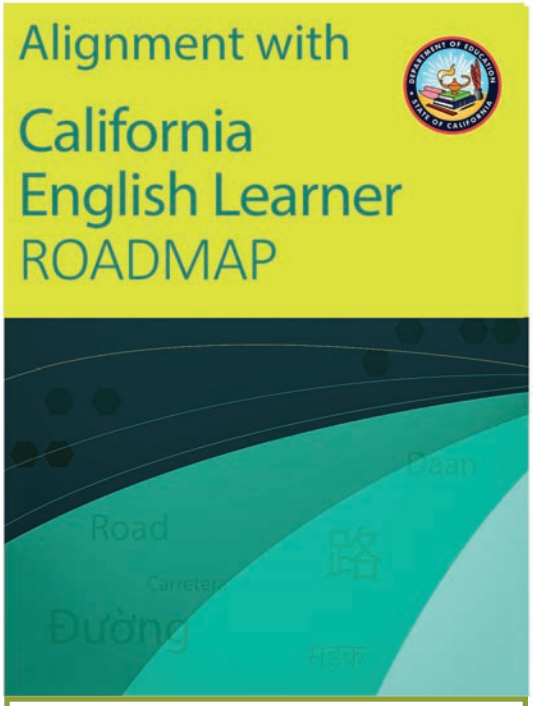
Chapter 3

Effective Instruction and Assessment for English Learners

Instructional Programs for English Learners: K-12

The Santa Ana Unified School District is committed to providing our English learner students with a responsive instructional program which ensures:

- Equal and full access to the core curriculum and a well-rounded educational program, including
  - Gifted and Talented identification and program placement
  - All A – G approved content courses
  - Honors and Advanced Placement (AP) courses
- Mastery of core curricular standards
- Instructional practices based on effective, research-based strategies
- English language development and literacy
- Effective transitions through the English learner program from elementary through postsecondary education



1b: English Learner Profiles
1e: English Learners with Disabilities
2a: Integrated and Designated ELD
2b: Intellectually Rich, Standards-based Curriculum
2c: High Expectations
2d: Access to the Full Curriculum
2f: Rigorous Instructional Materials
2g: Programmatic Choice
3c: Assessments
4a: Alignment and Articulation
4b: Providing Extra Resources
4c: Coherency

In order to fulfill the commitment to provide a challenging core curriculum which supports English language development for all English learner students, SAUSD will offer the following instructional programs:

- Structured English Immersion (SEI)
  - Including programs and pathways to support English learners at each stage of their linguistic development
    - Newcomers
    - Continuing English Learners
    - Long Term English Learners
- Alternative Language Options:
  - Dual Language

Each of these options has been designed to support the specialized learning needs and provide the necessary scope and sequence of instruction to facilitate the acquisition of English language proficiency for the wide-range of English learners serviced in this district. In addition, these programs are also designed to prevent or recoup any core content academic losses or deficits. These goals shall be accomplished through the inclusion of the following essential components in the instructional programs for all English learner students:

- Explicit and direct instruction in English language development skills
  - Integrated ELD
  - Designated ELD

- Differentiated instruction in the core, standards-based curriculum which includes the use of
  - Primary language support
  - SDAIE strategies, such as Quality Teaching for English Learners (QTEL) instructional models
  - Thinking Maps
  - Collaborative Conversations
  - Guided Language Acquisition Development (GLAD) strategies

Parent Notification of Instructional Programs: Santa Ana Unified School District recognizes that meaningful parent engagement is vital in decisions regarding the education of their children and essential in ensuring students' academic success. All programs include procedures for input and notification to parents of both newly enrolled and continuing students, in a language that the parents understand. Parents are fully informed of program options for English Learners and the results of all assessments and any changes in the student's program placement. Specifics on the policies and procedures regarding parent notification of instructional programs are elaborated upon in Chapter One: Policies and Procedures.

Structured English Immersion (SEI) is an instructional program delivered in English to students who are still learning English. Instruction is made comprehensible using core content materials in tandem with effective, research-based instructional strategies specifically designed to teach English to non-native speakers. English learners are initially identified through overall results on the initial administration of the English Learner Assessment for California, or ELPAC, identified them as a

- Novice English Learner or
- Intermediate English learner

Identified EL students are assessed annually using the ELPAC to monitor progress and determine if the student has fulfilled the criteria to reclassify as fluent English proficient. Identified EL students will continue in an SEI instructional program and continue to have the progress of their English language development assessed annually if they have not met the English language proficiency and basic level of academic English proficiency. Levels of English proficiency as expressed in the annual, or summative ELPAC are as follows:

- **Level 1, Minimally Developed:** 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 linguistic support*** to communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the “Emerging” proficiency level as described in the California ELD Standards.
- **Level 2, Somewhat Developed:** Students at this level have ***somewhat developed*** oral (listening and speaking) and written (reading and writing) English 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 ***substantial-to-moderate linguistic support*** to

communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the low to mid-range of the "Expanding" proficiency level as described in the California ELD Standards.

- **Level 3, Moderately Developed:** Students at this level have ***moderately developed*** oral (listening and speaking) and written (reading and writing) English 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 communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the upper-range of the "Expanding" or lower range of the "Bridging" proficiency level as described in the California ELD Standards
- **Level 4, Well Developed:** Students at this level have ***well developed*** oral (listening and speaking) and written (reading and writing) English 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 ***light linguistic support*** to communicate on less familiar tasks and topics. This summative ELPAC performance level corresponds to the upper-range of the "Bridging" proficiency level as described in the California ELD Standards

Source: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

Supporting English Language Development in the SEI Classroom: Elementary

English learners in the elementary SEI setting receive integrated ELD throughout the day across all academic disciplines and at least thirty-minutes of specific, designated English Language Development instruction each day. Designated ELD time is protected during the instructional day where students are grouped by proficiency level, as determined by the ELPAC. Students are assessed regularly throughout the year to monitor progress using the diagnostic ELD Rubrics within the district-adopted core ELA/ELD program, to ensure attention to the California ELD Standards and to differentiate instruction specific to the needs of English learners within that spectrum of language proficiency.

To address the needs of the unique population of students in Santa Ana, SAUSD selected to adopt materials approved by the state board of education which align with the Program 2 Basic ELA/ELD requirements. Program 2 curricular materials align with both the California ELA standards and the ELD standards and include materials for designated ELD instruction. The program 2 materials adopted by SAUSD for students in grades TK through 5th grade are Benchmark Advance. Through the extensive and rigorous piloting and selection process, these materials were found to be the best fit and provide the necessary support materials to meet the needs of English learners, as well as life-long language learners in our district.

Through a combination of integrated and designated ELD instructional activities, EL students in the SEI instructional program are provided with the linguistic assistance needed to successfully interact and meaningfully engage with core, grade-level academic content instruction. Table 3.1 illustrates the structure of English language development instruction, including the role of integrated and designated ELD, designed to support and meet the unique needs of English learners in an SEI setting.

Structured English Immersion (SEI) Program at the Elementary Level (Table 3.1)

Students Served	Program Components	Staffing
This is the instructional program placement for **English learner** students who have • Not met the criteria to be reclassified as fluent English proficient • Not requested a dual language program placement • Not requested an English language mainstream program placement – not opted out of an SEI program	30 minutes of specific Designated ELD instruction daily Teaming for ELD instruction is encouraged to meet the needs of the variety of English language students served in the SEI program Integrated ELD is provided throughout the day in core curriculum instruction through the use of differentiated instructional strategies in reading, writing, math, science and social science while utilizing state adopted, standards-based instructional materials. Primary language support is offered, when applicable, to provide clarity, direction and lower the affective filter for students to assist them in making meaning from new input in an unfamiliar language. (As needed and as staffing will allow)	Appropriate state certification for teaching in an elementary school: • Multiple Subject credential with An appropriate state certification for teaching English learners such as: • Cross-cultural, Language and Academic Development (CLAD) or • Language Development Specialist (LDS) • Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or • Bilingual Certificate of Competence (BCC) OR A general teaching credential with • A supplementary ESL, TESOL or ELD supplementary authorization or • A state-approved alternate to the CLAD ◆ -SB 395 certificate ◆ -SB 1969 certificate

Support Options for Students in an SEI Program Placement	
Within the classroom: • Primary language support (as needed and as staffing will allow) • Scaffolded and differentiated instructional support using targeted SDAIE strategies in the classroom	Outside of the classroom: • Language tutoring to improve access to the core instructional program • Before and/or after school intervention programs • Other appropriate services, such as Migrant Education and/or Special Education support

ELA/ELD Program Placement, Elementary K-5:

At the elementary level, students are provided with integrated as well as designated ELD utilizing the core program 2 ELA/ELD adopted materials, which include resources, lessons, curriculum maps and pacing guides provided to support daily integrated ELD and leveled ELD support during the Designated ELD instruction.

Considerations for Instructional Grouping for Designated ELD at the Elementary level: As English learners need to receive daily Designated ELD instruction informed by proficiency level and specific language needs, the question arises, "How should I group students and what data should inform the groups?" There are four points teachers may consider when determining Designated ELD instructional groups: ELPAC, formative assessment during Benchmark Designated ELD lessons, SAUSD report card items, and SAUSD ELD Progress Rubrics.

ELPAC: ELPAC scores can serve as a starting point for determining student proficiency levels for instructional grouping. Teachers should consider the scores for both written and oral language as well as the domain specific performance levels. In addition, teachers should remember that students may have made progress since the assessment administration date. Finally, ELPAC should not be the only source of data for instructional grouping.

Designated ELD Formative Assessment: Each daily Designated ELD lesson provides a formative assessment opportunity with language production expectations by ELD level (Emerging, Expanding, Bridging). Teachers use the formative assessment results to consider how their students are meeting the related ELD standards and to make adjustments to instruction and instructional groupings. If a student is consistently mastering the language objectives for a particular level, teachers should consider regrouping that student so they are receiving instruction at the next proficiency level.

SAUSD Report Card: On the SAUSD elementary report card, teachers are asked to provide a proficiency level for each of the three Part I language modes of the ELD standards (Collaborative, Interpretive, Productive). Teachers refer to the ELD Proficiency Level Descriptors (early stage and exiting stage criteria), as well as their grade level ELD standards to analyze student performance and determine their proficiency levels. This analysis should inform not only the report card, but also instructional and grouping decisions.

SAUSD ELD Progress Rubric: The purpose of the ELD Progress Rubric is to evaluate the language English learners use, in order to monitor English learner progress and inform instruction to further develop language proficiency. The rubric also informs instructional grouping. This rubric is aligned to Part II ELD standards (#2-6) and the ELD Proficiency Level Descriptors. Teachers use the rubric to carefully consider the language students use well, misuse, and/or avoid using altogether so they are able to effectively support student language growth.

This ELD rubric is utilized to scaffold oral and written language instruction. Teachers take into account the language that is evident in the samples, the grade level appropriate academic language that is not present in the samples, the frequency of errors, and whether those errors impede meaning. They then determine a score of 1-6, aligned to early and exiting stages for each level of proficiency, for each rubric element. SAUSD elementary teachers receive training on the use of the rubric and are expected to use it to analyze the progress of each of their English learners during the window of the mid November up to Winter Break of each school year. Teachers enter a score of 1-6 for each of the rubric elements aligned to ELD Standards Part II, standards 2-6. Teachers use the data gathered to inform instruction, including grouping for ELD.

Assessing and Monitoring Progress: Elementary

Progress is annually assessed utilizing the results of both state (SBAC and ELPAC) and periodically monitored throughout the year utilizing local assessments. These local assessments of progress include trimester grades, the twice-yearly administered Dynamic Indicator of Basic Literacy Skills (DIBELS), NWEA Measures of Academic Progress (MAP—administered in the Fall, Winter and Spring) as well as the results of the progress assessments included in the core curriculum.

Progress is monitored through the continuing improvement needs assessment process conducted at each site. Included in the continuous improvement needs assessment process are local Data Dives and Data Chats with staff conducted during the Wednesday modified day/early release professional development time. During this time, teachers identify trends by grade level/subject matter, which can be addressed through collaborative planning and adjustments to lessons to include the incorporation of intervention resources and activities. These data chats also yield suggestions for additional interventions School Site Council (SSC) and the English Learners Advisory Committee (ELAC) will also use this data to monitor the over EL program.

Interventions: Elementary

Utilizing the data from these aforementioned state and local measures, students are identified for intervention support. Interventions are provided in small group rotations within the classroom. EL students identified for intensive interventions are targeted for additional support before and/or after school.

Supporting Integrated and Designated ELD

The California ELA/ELD Framework speaks to the expectations and characteristics of Designated and Integrated ELD. Each approach carries distinctive characteristics, and both are to be implemented throughout the instructional day to support English learners in developing English Language proficiency and accessing the core instructional program.

Details on how both Integrated and Designated ELD are supported in the Santa Ana Unified School District are outlined in table 3.2 on the next page:

Table 3.2: Integrated and Designated ELD in SAUSD

Integrated ELD Throughout the Day	**Designated ELD** Specific, **Protected Time** during the instructional day to provide instruction which promotes English language acquisition and proficiency
TK – 12: Integrated ELD is supported throughout the day in content instruction through the employment of research based instructional strategies and activities to scaffold and support English Learners in successfully accessing grade level content, while building on their English language acquisition skills **Support for Integrated ELD in Math Instruction:** • Explicit instruction on utilizing math discourse in problem solving settings • Instructional routines and activities which promote the effective use of academic language of the discipline. • Utilizing adaptive technology to differentiate and personalize instruction and learning • Integrating the use of additional, supplementary resources and engaging instructional activities to assist them in making rigorous, grade-level content accessible for English learners. • Employing small group instructional strategies, either in heterogeneous groups for students to work cooperatively or for short periods of time in linguistically homogeneous groups in order for teachers to provide additional instructional scaffolds and linguistic supports to address the needs of English learners at all levels of English proficiency: Emerging, Expanding and Bridging.	**Elementary: TK – 5** Designated ELD is supported through the use of designated ELD lessons in the Benchmark Advance curriculum during protected instructional time each day. Designated ELD lessons are differentiated to support English learners at the various levels of English language proficiency: • Emerging • Expanding • Bridging Designated ELD instructional time is the one time during the day where students are instructed in linguistically homogeneous groups so that teachers may focus on specific English language skills to promote the rapid acquisition of English.

Integrated ELD Throughout the Day	**Designated ELD** Specific, **Protected Time** to provide instruction which promotes English language acquisition and proficiency
Support for Integrated ELD in Science and Social Studies Instruction: Strategies and activities to support integrated ELD within core science and social studies instruction include: Content Reading • Deep reading strategies • Note-taking • Graphic Organizers/Thinking Maps • Explicit instruction and activities to integrate effective use of academic language • Reciprocal Teaching Writing • Cornell notes/learning logs • Quickwrites and reflections • Process Writing • Peer evaluation Inquiry • Skilled questioning techniques • Socratic Seminars • Investigations • Questions that guide research Organization • Binders and organizational tools • Calendars, planners and agendas • Graphic organizers • Focused note taking system Collaboration • Socratic Seminars • Philosophical Chairs • Group Activities • Peer Editing Groups	**Secondary: 6th – 12th Grade** **Designated ELD Support** As an ELA/ELD Program 2, the core curriculum includes designated ELD lessons, strategies, activities and pacing guides designed to ensure equal and successful access to grade level content, standards and skills while supporting English learners at the Expanding and Bridging levels of English language proficiency. **Designated ELD Support using core curriculum** The core ELA replacement includes specialized designated ELD lessons designed to provide an intensive, accelerated pathway to grade-level proficiency in English. The designated ELD lessons incorporate the use of grade-level texts and instruction addressing grade level standards and skills through the incorporation of specific activities which have been instructionally scaffolded and differentiated to support English learners at all levels of English language proficiency • Emerging • Expanding • Bridging

Supporting English Language Development in the SEI Classroom: Secondary

At the secondary level ELD instruction in the SEI classroom is supported through appropriate placement into courses designed to meet the needs of English learners who are continuing in their journeys towards English proficiency. Integrated ELD instructional strategies and activities are incorporated into math, social studies, science and elective courses. Instruction is conducted in English using specific strategies and activities to make content comprehensible for students who are still learning English.

Every effort is made to group students with similar English language development needs together to provide designated ELD at the various stages of a student's journey towards English proficiency. While the district has identified specific instructional pathways to support these instructional needs, it is important to note that access to advanced level content courses is not restricted due to language barriers. All students, regardless or language fluency, have open access to the full spectrum of A – G approved content and elective courses, including Honors and Advanced Placement, should he or she wish to enroll in these courses. Instruction will be conducted in English, with integrated ELD strategies and instructional activities to make grade-level content instruction accessible and accommodate students who are still learning English.

To address the needs of the unique population of students in Santa Ana, SAUSD selected to adopt materials approved by the state board of education which align with the Program 2 Basic ELA/ELD requirements. Program 2 curricular materials align with both the California ELA standards and the ELD standards and include materials for designated ELD instruction.

The program 2 materials adopted by SAUSD for students in grades 6th – 12th grade are StudySync by McGraw Hill. For English learners in need of more intensive ELA/ELD support, Pearson's iLit ELL is available as a program 5 specialized ELD program. Through the extensive and rigorous piloting and selection process, these materials were found to be the best fit and provide the necessary support materials to meet the needs of English learners, as well as life-long language learners in our district.

Table 3.3, on the following page, illustrates the structure of English language development, including the role of integrated and designated ELD, designed to support and meet the unique needs of English learners in an elementary SEI setting.

Structured English Immersion (SEI) Program at the Secondary Level (Table 3.3)

Students Served	Program Components	Staffing
This is the instructional program placement for **English learner** students who have • Not met the criteria to be reclassified as fluent English proficient • Not requested a dual language program placement • Not requested an English language mainstream program placement –not opted out of an SEI program	Integrated ELD is provided throughout the day in core curriculum instruction through the use of differentiated instructional strategies in reading, writing, math, science and social science while utilizing state adopted, standards-based instructional materials An ELA/ELD continuum has been established to guide sites in determining the best program placement and pathways to meet the linguistic needs of all EL students. Designated ELD instruction is embedded into district adopted, program 2 ELA/ELD instructional materials and program 5, supplementary ELD materials are available for students in need of intensive ELD support . Primary language support as appropriate to provide clarity, direction and lower the affective filter for students to assist them in making meaning from new input in an unfamiliar language. (As needed and as staffing will allow)	Appropriate state certification for teaching in a secondary school: • Multiple Subject credential or Single Subject credential with An appropriate state certification for teaching English learners such as: • Cross-cultural, Language and Academic Development (CLAD) or • Language Development Specialist (LDS) • Bilingual, Cross-cultural, Language and Academic Development (BCLAD) or • Bilingual Certificate of Competence (BCC) OR A general teaching credential with • A supplementary ESL, TESOL or ELD supplementary authorization or • A state-approved alternate to the CLAD ◆ -SB 395 certificate ◆ -SB 1969 certificate

Support Options for Students in an SEI Program Placement	
Within the classroom: Primary language support (as needed and as staffing will allow) Placement into strategic or intensive intervention	Outside of the classroom: Tutoring Before or after school intervention programs Migrant Education support services (as appropriate) Other appropriate services

ELA/ELD Curriculum/Course Options for Access at the Secondary Level: ELD instruction is embedded into all core content instruction as "Integrated ELD" through the use of effective, research-based strategies and activities. Designated ELD is, at least, provided and explicitly provided and supported at a specific time within the instructional day in English language arts (ELA) instruction. At the 6 – 8th grade levels, there are several options to meet student needs as they acquire language and access the instructional program. In consultation with the Language Appraisal Team and reflecting upon student needs, progress, and input, a student may be placed in:

- Honors
- Standard English Language Arts
- Core ELA with ELD Supports
- Intensive Intervention: ELA (Program 4)
- English Language Development: A or B (Program 5)

At the secondary level, there is a distinct difference between Newcomer English Learners, Continuing English Learners and Long Term English learners (LTELs).

- Newcomer: An EL student in a language program for less than 24 months
- Continuing English Learner: An EL student in a language program for 2 – 5 years
- Long Term English Learner: An EL student in a language program more than 5 years

All students, regardless of language proficiency status, have full access to all ELA and core content program options. Recommended placement is based upon performance on multiple measures, including ELPAC, SBAC and local measures such as MAP and district benchmarks and is mediated through thorough discussion within the Language Appraisal Team..

Program Placement Options for ELs at the Intermediate Level: Table 3.4 (on the next page) illustrates the program placement continuum options as well as Multi-tiered Systems of Support (MTSS) alignment for the ELA/ELD instructional pathway options to address levels of intervention support which may be addressed during the school day. Table 3.5 elaborates upon the ELA/ELD program placement options for EL students at the 6th – 8th grade levels with student profile and placement criteria guidance, program descriptors and the structure, course codes and adopted program materials to be used as the primary text in each course.

Intermediate ELA/ELD Instructional Pathway Continuums: 6th – 8th (Table 3.4)

Pathway Options for EO, IFEP, RFEP and LTEL students		
6th Grade	7th Grade	8th Grade
6th Grade Honors ELA	7th Grade Honors ELA	8th Grade Honors ELA
6th Grade Standard ELA	7th Grade Standard ELA	8th Grade Standard ELA
6th Grade ELA/ELD: Program 2	7th Grade ELA/ELD: Program 2	8th Grade ELA/ELD: Program 2
6th Grade ELA/ELD: Program 2	7th Grade ELA/ELD: Program 2	8th Grade Standard ELA
6th Grade ELA/ELD: Program 2	7th Grade Standard ELA	8th Grade Standard ELA
6th Grade ELA Intervention	7th Grade ELA Intervention	8th Grade ELA/ELD: Program 2
6th Grade ELA Intervention	7th Grade ELA/ELD: Program 2	8th Grade ELA/ELD: Program 2
6th Grade ELA Intervention	7th Grade ELA/ELD: Program 2	8th Grade Standard ELA

*Recommended** Pathway for ***Newcomer EL Students*:** In U.S. Schools for 0 – 24 months		
Year 1	Year 2	Year 3
ELD A: Newcomer	ELD B	8th Grade ELA/ELD: Program 2
*Recommended** Pathway Options for ***Continuing EL Students*** (In U.S. Schools 2 – 4 years)		
Year 1	Year 2	Year 3
ELD B	7th Grade ELA/ELD: Program 2	8th Grade ELA/ELD: Program 2
ELD B	7th Grade ELA/ELD: Program 2	8th Grade Standard ELA
6th Grade Core ELA/ELD: Program 2	7th Grade ELA/ELD: Program 2	8th Grade ELA/ELD: Program 2
6th Grade Core ELA/ELD: Program 2	7th Grade ELA/ELD: Program 2	8th Grade Standard ELA
6th Grade Core ELA/ELD: Program 2	7th Grade Standard ELA	8th Grade Standard ELA
Multi-Tiered Systems of Support (MTSS) Identifiers		
Tier 1 Core Program	Tier 2 Core Program with Targeted ELD Support and designated ELD lessons *built into the curriculum*	Tier 3 Core Replacement Option ELA Intervention and ELD

*Pathway options are recommended, not mandated. Please note:

1. Access to Honors courses are available to all students, upon request, regardless of language proficiency
2. Students in ELD program may move up or out at any point in the school year based upon performance data or parent request
3. Core ELA/ELD placement and pathways for EL students identified as Special Needs is determined through the IEP process

ELA/ELD Program Placement Options for English Learners in Santa Ana Unified School District Intermediate: Grades 6 – 8 (Table 3.5)

Intermediate: Grades 6 - 8

Course and Descriptors	Student Profile	Recommended Placement Guidance, Access & exit points as applicable for intervention	Structure, Course codes and curricular materials
ELA Honors: Core, grade-level English language arts program with differentiated instruction to facilitate depth and complexity and mastery of grade level skills.	• At or above grade level achievement • Parent/Student request for placement	• SBAC: Meets (3) or Exceeds the Standard (4) • MAP: At or above the Mean • DWA: Combined score of 8 or higher	1 period of core instruction 6th Grade: 1026H 7th Grade: 1027H 8th Grade: 1028H McGraw-Hill: *Study Sync* by grade level
Standard English Language Arts: Core, grade level English language arts program with additional lessons and materials to differentiate instruction and provide timely support, as needed, to promote mastery of grade level skills.	• At or within a year of grade level achievement • May experience temporary or minor difficulties • May need periodic individual assistance, re-teaching, additional learning time, additional practice	• SBAC: Meets (3) or Nearly Met (2) the Standard • MAP: Within 10 points of the Mean • DWA: Combined score of 5 or higher	1 period of core instruction 6th Grade: 1026A 7th Grade: 1027A 8th Grade: 1028A McGraw-Hill: *Study Sync* by grade level
Core ELA: Program 2 Core, benchmark program with differentiated instructional resources and designated ELD lessons to promote mastery of grade level academic language skills through the use of effective, research based instructional strategies and activities which promote successful access to and meaningful interaction with grade level content and support English language proficiency as quickly and effectively as possible.	• At or within two years of grade level achievement • May experience temporary or minor difficulties • May need periodic individual assistance, re-teaching, additional learning time, additional practice • Targets LTELs and continuing ELs	Access: • SBAC: Nearly Met (2) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 3 to 5 Exit: • Reclassification to RFEP status. For monitoring purposes: o SBAC: Meets (3) or Nearly Met (2) the Standard o MAP: Within 10 points of the Mean o DWA: Combined score of 5 or higher	1 period of core instruction 6th Grade: 1026L 7th Grade: 1027L 8th Grade: 1028L McGraw-Hill: *Study Sync* by grade level

Course and Descriptors	Student Profile	Recommended Placement Guidance, Access & exit points as applicable for intervention	Structure, Course codes and curricular materials
ELA Intervention (Program 4) A board approved, core replacement program designed to "catch up" literacy and language development skills through highly structured support in accessing grade-level content. Placement should be metered, with the expectation that students exit into core, grade level ELA with ELD supports *within a two-year period.*	• Two or more years below grade level achievement * • Often require specialized assistance, tutoring, alternate instructional program/materials *Can include 1. Identified Special Education students, if a core ELA replacement is recommended in IEP 2. LTELs (students identified as ELs for 5 or more consecutive years) whose SBAC, MAP and DWA scores fall within the placement guidelines	Access: • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points from the Mean • DWA: Combined score of 3 or lower Exit: • SBAC: Meets (3) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 5	1 period of core instruction with *optional*, but not required, additional period of support 6th Grade: 1046A 7th Grade: 1047A 8th Grade: 1048A Pearson *iLit ELL*: (same as *iLit 45*, but includes optional ELD newcomer components with foundational literacy support materials which students in this program placement may need) 6th Grade: Level C 7th Grade: Level D 8th Grade: Level E Intensive Intervention Support (optional 2nd period) 6th Grade: 1046J 7th Grade: 1047J 8th Grade: 1048J

Course and Descriptors	Student Profile	Recommended Placement Guidance, Access & exit points as applicable	Structure, Course codes and curricular materials
ELD A Separate, stand-alone program designed for students who have been in the country less than 24 months to provide intensive, accelerated and extensive English language development, and provide students with basic communication and academic content language skills Students may skip an ELD level or exit the program at any point in the school year	Specifically designed to support EL Newcomers to the country (0 to 24 months) whose primary language is other than English	Access: • Identified EL for 24 months or less • ELPAC: At level ***1, Minimally Developed*** or level ***2, Somewhat Developed*** • SBAC: No score or Does Not Meet (1) the Standard • MAP: No score or Lower than 16 points of the Mean • DWA: No score or Combined score of 3 or lower Exit: • More than 2 years identified as EL • ELPAC: Level ***2, Somewhat Developed*** • SBAC: Nearly Met (2) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 2 to 5	All grades: 1082L Pearson *iLit ELL*: Level C: Newcomer Module Unit 1 Lessons 1 – 70 1 period of core instruction with optional 2nd period of support ELD A Support: 1082J
ELD B 1 period of instruction in a state board approved core replacement program designed to "catch up" literacy and language development skills within a two-year period, with an optional 2nd period of support. Students may skip an ELD level or exit the program at any point in the school year	Specifically designed to support a continuing EL student in a language development program for 2 to 5 years • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials	Access: • Identified EL for 2 to 4 years • ELPAC: At level ***1, Minimally Developed*** or level ***2, Somewhat Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 3 or lower Exit: • More than 3 years identified as EL • ELPAC: Level ***3, Somewhat Developed*** • SBAC: Nearly Met (2) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 2 to 5	All grades: 1083A Pearson *iLit ELL*: Level C: 6th or mixed 6/7/8 class Level D: 7th or mixed 7th/8th class Level E: 8th grade only class 1 period of core instruction with optional 2nd period of support ELD B Support, all grades: 1083J
ELD C Support in a core ELA replacement course for very low-performing, continuing ELs to catch up" literacy and language development skills and prepare them for transition into the core, grade-level ELA/ELA program	Specifically designed to support a continuing EL student in a language development program for 2 to 5 years • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate	Access: • Identified EL for 2 to 4 years • ELPAC: At level ***1, Minimally Developed*** or level ***2, Somewhat Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 4 or lower	All grades: 1084A Pearson *iLit ELL*: Level D: 7th or mixed 7th/8th class Level E: 8th grade only class

Program Placement Options for ELs at the High School Level: As with grades 6-8, all students in grades 9-12, regardless of language proficiency status, have full access to all ELA and core content program options, including all A–G approved courses, Honors and Advanced Placement courses.

Placement recommendations and guidelines are provided to assist sites in determining the program continuum options which will best meet the unique instructional needs of each EL student through their language acquisition journey. Recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as MAP and district benchmarks.

Table 3.6 on the following page illustrates the program placement continuum options as well as Multi-tiered Systems of Support (MTSS) alignment for the ELA/ELD instructional pathway options. Table 3.7 elaborates upon the ELA/ELD program placement options for EL students at the 6th-8th grade levels with student profile and placement criteria guidance, program descriptors and the structure, course codes and adopted program materials to be used as the primary text in each course.

Grade ELA/ELD Instructional Pathway Options with MTSS identification
High School: 9th-12th (Table 3.6)

Recommended Pathway for **Newcomer** EL Students: In U.S. Schools for 0 – 24 months			
Year 1	Year 2	Year 3	Year 4
ELD A: Newcomer	English 1	English 2	Advanced ELD
Recommended Pathway Options for **Continuing EL Students** (2 – 4 years in U.S.) and alternate options for struggling LTELs			
English 1 English 1	English 2 Advanced ELD (transition)	Advanced ELD (transition) 11th Grade CP ELA Program 2	English 12 ERWC English 12 ERWC
Advanced ELD (transition)	10th Grade CP ELA Program 2	11th Grade CP ELA Program 2	English 12 ERWC
9th Grade CP ELA Program 2	10th Grade CP ELA Program 2	CP ELA 11	English 12 ERWC
9th Grade CP ELA Program 2	CP ELA 10	CP ELA 11	English 12 ERWC
9th Grade CP ELA Program 2	CP ELA 10	CP ELA 11	Film Literature and Composition

	Tier 1: Core, CP ELA Program	Core, CP ELA-- Program 2 Model Designated ELD Model of Instruction	Tier 3: Core Replacement Options
MTSS Alignment	*Study Sync: 9, 10, 11* 120A: 9th Grade ELA 130A: 10th Grade ELA 140A: 11th Grade ELA 12th Grade Core Options ERWC: 153A Film Lit. & Comp.: 154A AP English Lang: 180A AP English Lit: 181A	*Study Sync: 9, 10, 11* Core program implementing and integrating designated ELD model of instruction 120L: 9th Grade ELA 130L: 10th Grade ELA 140L: 11th Grade ELA 195A: 9 – 12th Grade: Advanced ELD (Advanced ELD was UCOP approved—revised and submitted for approval using new ELA adopted program, *StudySync*)	ELD: Program 5 Year 1 ELD A: 182A (all grade levels) *iLit ELL* Newcomer Year English 1: Course Code: 160L 9th grade ELA option *iLit ELL Level F* English 2: Course code: 161L 10th grade ELA option *iLit ELL Level G*

Pathway options are *recommended*, not mandated. Please note:

1. Access to Honors and AP courses are available to all students, upon request, regardless of language proficiency
2. Students in ELD program may move up or out at any point in the school year based upon performance data or parent request
3. Core ELA/ELD placement and pathways for EL students identified as Special Needs is determined through the IEP process

Breakdown of ELA/ELD Program Placement Options for English Learners in Santa Ana Unified School District -- High School: Grades 9-12 (Table 3.7)

High School ELA/ELD Continuum *Recommended* Placement Guidelines for English Learners: Grades 9 – 12

Course and Descriptors	Student Profile	***Recommended*** Placement Guidance, Access & exit points as applicable for intervention	Structure, Course codes and curricular materials
ELD A (Program 5) Separate, stand-alone program designed for students who have been in the country less than 24 months to provide intensive, accelerated and extensive English language development, and provide students with basic communication and academic content language skills Students may exit the program at any point in the school year	Specifically designed to support EL Newcomers in grades 9 – 12 who are to the country (0 to 24 months) whose primary language is other than English	Access: • ELPAC: At level ***1, Minimally Developed*** or level ***2, Somewhat Developed*** • SBAC: No score or Does Not Meet (1) the Standard • MAP: No score or Lower than 16 points of the Mean • DWA: No score or Combined score of 3 or lower Exit: • ELPAC: At level ***3, Somewhat Developed*** or above • SBAC: Approaching (2) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 4 or above	1 period of core instruction with *recommended* 2nd period of support, continuing in *iLit ELL* Course Code All grades: 182A Pearson *iLit ELL*: Level F: Newcomer Module Unit 1 Lessons 6 – 70
English 1 Option to fulfill 9th grade ELA requirements A 9th grade ELA course of study option which focuses on supporting students with literacy and language development skills through highly structured activities which employ effective, research-based instructional strategies to promote successful access and interaction with grade level content. UCOP approved as a "B" level 9th grade ELA option	Specifically designed to support • Continuing ELs (identified EL for 2 – 4 years) in grades 9 – 12 • EO, IFEP, RFEP and LTEL students in grade 9 who fall within the placement guidelines • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials	Access: • ELPAC: At level ***2, Somewhat Developed*** or level ***3, Moderately Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 3 or lower Exit: • ELPAC: At level ***3, Somewhat Developed*** or above • SBAC: Meets (3) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 4 or above	1 period of core instruction Course codes 160A –for EO, RFEP and IFEP 160L—for EL and LTELs Pearson *iLit ELL*: Level F
English 2 Option to fulfill 10th grade ELA A 10th grade ELA course of study option which focuses on supporting students with literacy and language development skills through highly structured activities which employ effective, research-based instructional strategies to promote successful access and interaction with grade level content. UCOP approved 10th grade ELA option	Specifically designed to support • Continuing ELs (identified EL for 2 – 4 years) in grades 10 – 12 • EO, IFEP, RFEP and LTEL students in grade 10 who fall within the placement guidelines • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials	Access: • ELPAC: At level ***2, Somewhat Developed*** or level ***3, Moderately Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 3 or lower Exit: • ELPAC: At level ***3, Somewhat Developed*** or above • SBAC: Meets (3) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 4 or above	1 period of core instruction Course codes 161A –for EO, RFEP and IFEP 161L—for EL and LTELs Pearson *iLit ELL*: Level G
Advanced ELD Designed as a transition class for continuing English learners, this course of study employs the core ELA curricular materials using a modified pacing plan to provide successful access to a rigorous core curriculum UCOP Approved	Specifically designed to support • Continuing ELs (identified EL for 2 – 4 years) in grades 9 – 12 • Within two years of grade level achievement • May require specialized assistance, tutoring, alternate instructional program/materials	Access: • ELPAC: At level ***2, Somewhat Developed*** or level ***3, Moderately Developed*** • SBAC: Approaching (2) the Standard • MAP: within 16 points of the Mean • DWA: Combined score of 3 or higher Exit: • ELPAC: At level ***4, Well Developed*** • SBAC: Meets (3) the Standard • MAP: Within 10 points of the Mean • DWA: Combined score of 5 or above	1 period of core instruction Course codes 195A McGraw-Hill: Study Sync 9 (Modified curriculum map)
Core CP ELA: Program 2 Core, benchmark program with instructional resources and lessons to promote mastery of grade level academic language skills through the use of effective, research based instructional strategies and activities which promote successful access to and meaningful interaction with grade level content and support. Includes Designated ELD lessons to promote English language proficiency as quickly and effectively as possible	• At or within two years of grade level achievement • May experience temporary or minor difficulties • May need periodic individual assistance, re-teaching, additional learning time, additional practice • Targets LTELs and continuing ELs	Access: • SBAC: Nearly Met (2) the Standard • MAP: Within 15 points of the Mean • DWA: Combined score of 3 to 5 Exit: • Reclassification to RFEP status. For monitoring purposes: o SBAC: Meets (3) or Nearly Met (2) the Standard o MAP: Within 10 points of the Mean	1 period of core instruction 9th Grade: 120L 10th Grade: 130L 11th Grade: 140L McGraw-Hill: *Study Sync* by grade level using Program 2 curriculum map

Breakdown of ELA/ELD Placement Options for English Learners in Santa Ana Unified School District -- High School: Grades 9-12 (Table 3.7) -- continued

UCOP "B" Approved for ELA		○ DWA: Combined score of 5 or higher	
College Prep (CP) English Language Arts: Core, grade level English language arts program with additional lessons and materials to differentiate instruction and provide timely support, as needed, to promote mastery of grade level skills. UCOP "B" Approved for ELA	• At or within a year of grade level achievement • May experience temporary or minor difficulties • May need periodic individual assistance, re-teaching, additional learning time, additional practice	• SBAC: Meets (3) or Nearly Met (2) the Standard • MAP: Within 10 - 15 points of the Mean • DWA: Combined score of 5 or higher	1 period of core instruction 9th Grade: 120A 10th Grade: 130A 11th Grade: 140A McGraw-Hill: *Study Sync* by grade level
ERWC (12th Grade ELA) The purpose of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. The ERWC Course presents an instructionally-scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. UCOP approved 12th grade level B ELA option	• At or within two years of grade level achievement • May experience temporary or minor difficulties • May need periodic individual assistance, re-teaching, additional learning time, additional practice • Targets Continuing ELs and LTELs	• SBAC: Nearly Met (2) the Standard or Does Not Meet (1) the Standard • MAP: 15 points or lower of the Mean • DWA: Combined score of 3 to 5	1 period of core instruction 12th grade only: 153A CSU and UC ERWC Course of Study Materials
Film Literature and Composition Film, Literature and Composition is a writing, text-based, English 12 course option aimed at enriching the experience of textual literary study and expository, critical, and analytical writing through the medium of film. This blended course of study will be designed around film genres and their elements UCOP approved 12th grade level B ELA option	• At or within a year of grade level achievement • May experience temporary or minor difficulties May need periodic individual assistance, re-teaching, additional learning time, additional practice	• SBAC: Meets (3) or Nearly Met (2) the Standard • MAP: Within 10 - 15 points of the Mean • DWA: Combined score of 5 or higher	1 period of core instruction 12th Grade: 154A *The Film Experience: An Introduction* by Timothy Corrigan and Patricia White

Supplementary, ELA/ELD support classes taught during the school day

The purpose of the ELA/ELD continuum for English learners is to provide first, best instruction in a curricular program which meets their needs for linguistic support as an English learner, but ensures that they have

- Equal and full access to the core curriculum and a well-rounded educational program, including
  - Gifted and Talented identification and program placement
  - All A – G approved content and elective courses
  - Honors and Advanced Placement (AP) courses
- Mastery of core curricular standards
- Instructional practices based on effective, research-based strategies
- English language development and literacy

Acquiring and building upon English skills can be achieved in a variety of venues. Therefore, to facilitate access to a well-rounded educational program, sites are advised and encouraged to allow ELs to select an elective class, rather than require an additional period of ELA/ELD for EL students. As such, there are no longer courses/course codes for "supplementary/support" ELD courses. The only recommended exceptions to this would be true Newcomer EL students or students who are performing at the very lowest, 1st to 2nd grade reading levels as demonstrated by a variety of data sources, as illustrated below in Table 3.8.

Table 3.8: Supplementary ELA/ELD Courses

Student Profile and Placement Guidance	Program Placement Descriptors	Structure, Codes and Adopted Program Materials
Designed to support EO, IFEP, LTEL or RFEP students who are • Two or more years below grade level achievement (1st or 2nd grade reading level) • Often require specialized assistance, tutoring, alternate instructional program/materials *Recommended* Placement Guidance • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 3 or lower	**English Language Arts Support*** A *supplementary* intervention program option taken in tandem with the core ELA program, designed to "catch up" literacy and language development skills though highly structured support in accessing grade-level content. As this class would be taken in addition to a core ELA/ELD course in lieu of an elective course, this option should only be implemented with students who are at the very lowest levels of literacy.	1 period of optional, but not required, additional period of ELA support *Must be taken in conjunction with a core ELA course** 9th Grade: 122A 10th Grade: 132A Pearson *iLit* 45: 9th Grade: Level F 10th Grade: Level G May supplement with -SAUSD Writing Notebook -Prentice Hall *Writing Coach*
Designed to support continuing EL students who are: • Two or more years below grade level achievement (1st or 2nd grade reading level) • Often require specialized assistance, tutoring, alternate instructional program/materials *Recommended* Placement Guidance • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • DWA: Combined score of 3 or lower	**English Language Arts Support*** A *supplementary* intervention program *option* taken *in tandem with* a core ELD course and is designed to "catch up" literacy and language development skills catching up" of literacy and language development skills through highly structured instructional activities which support and facilitate successful access to grade-level content. As this class would be taken in addition to a core ELA/ELD course in lieu of an elective course, this option should only be implemented with students who are at the very lowest levels of literacy.	1 period of *optional*, but not required, additional period of ELA support All grades: 195L Pearson *iLit ELL* Must be taken in conjunction with a core ELD* course May supplement with -National Geographic/Cengage: *Inside the USA* and EDGE curricular materials -SAUSD Writing Notebook -Prentice Hall Writing Coach

*The continuum for English learners at the high school level includes core ELA/ELD placement course recommendations which provide support for EL students as determined by the recommended placement criteria guidance. These courses are designed to provide the linguistic support needed for students at each level of proficiency Therefore, with the exception of ELD A for Newcomers and Special Education students whose IEP indicates the need for a second ELA period, it is recommended that EL students no longer be compelled to lose their elective and take a second, ELA or ELD support class. They will, instead, be provided reinstated access to all elective courses.

All UCOP approved elective courses, by design, must include activities which integrate all four language domains, and support the teaching of the College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening and Language. Providing access to these electives, rather than compelling these students to take a second ELA/ELD class, will continue to support English learners in their acquisition of English proficiency in a personally motivating medium for students.

Supporting ELD Standards Instruction Through Integrated ELD in Content instruction: The ELD standards were meant to be ***taught in tandem*** with content instruction. In fact, the standards include references to core content standards with which they align.

Inclusion of instructional activities in core content classes which align and support the ELD standards is key to supporting English learners at all levels of English proficiency. The purpose of English language development (ELD) instruction is to tailor the specific and explicit teaching of English language to meet the needs of the wide variety of English learners in the district. ELD establishes the foundation for the development of literacy skills in reading and writing which paves and illuminates the pathway for success with cognitive academic English language arts and content area skills and standards for all English learners. Instructional activities to support ELD within core content instruction is essential in providing a well-rounded educational program that meets the unique needs of language learners across the district.

As mentioned earlier, English learner students are provided with free and full access to all content area courses. It is essential to note that the placement guidelines and criteria included in the tables for Newcomer, Continuing ELs and LTELs are *recommendations* based upon providing students at their current language proficiency level with a course of study that provides access to all grade-level content area subject matter and courses, in an environment that also supports them as they are continuing to acquire and learn English.

Providing ELD support in Content Area Courses at Each Stage of Language Development

Recommended Guidelines and Criteria for supporting English Learners in Content Instruction: Newcomers

To meet the goals for English learners to increase their English proficiency and meet the challenging state standards, the following guidelines have been identified to support schools as they work to provide all English learners at all stages of their language development with successful access to grade-level content instruction. Table 3.9, on the following page, provides a student profile and identifying criteria as well as program placement recommendations to support Newcomer ELs in content instruction:

Table 3.9: Supporting ELs in Content instruction--Newcomers

EL Stage	Student Profile and Criteria	Recommended* Core Content Placement Guidance
Newcomer	**Profile:** Newcomer to the country (0-24 months) whose primary language is other than English. • Two or more years below grade level achievement ◆ Often require specialized assistance, tutoring, alternate instructional program/materials **Criteria** • ELPAC: At level ***1, Minimally developed*** • SBAC: No score or ◆ Does Not Meet (1) the Standard • MAP: No score or ◆ Lower than 16 points of the Mean ◆ District Writing Assessment (Secondary): No score or Combined score of 3 or lower	**Newcomer Content** • Students at this level are generally clustered together and, when available, assigned a core content teacher who can provide support with primary language • Content instruction is in English and aligns with the standards of the subject taught. • Supplementary materials and resources in primary language may be employed to build background in content matter while student is continuing to learn English. • Emphasis on instructional tasks which align with the "Emerging" level of ELD Proficiency descriptors

Students at the newcomer level are at the "Emerging" level of English proficiency as defined by the California ELD Standards. The following description of English learners at the Emerging level of proficiency is taken from the California ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

- **Emerging:** English Learners ***entering*** at the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. ***Upon exit*** from the emerging level, students have basic English communication skills in social and academic contexts.

  - **Levels of support needed for students at the Emerging level of English proficiency: *Substantial*** Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be ***moderate or light*** for familiar tasks to topics.

Table 3.10, on the next page, provides guidance on specific, differentiated, ELD-standards-aligned instructional activities which support English learners at the Newcomer/Emerging level of English language proficiency in accessing standards-aligned academic content.

Table 3.10: Differentiating instruction for English Learner Students at the Newcomer stage of language development

Newcomer: Emerging From CDE ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf		
Collaborative Activities	**Interpretive Activities**	**Productive Activities**
1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answer yes/no questions and wh-questions and responding using phrases and short sentences. ***2. Interacting via written English*** Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects using technology as appropriate. ***3. Supporting opinions and persuading others*** Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think...) as well as open responses to express and defend opinions. ***4. Adapting language choices*** Adjust language choices according to the context/social setting (e.g., classroom, community) and audience (e.g., peers, teachers) with substantial support.	***5. Listening Actively*** Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ***6. Reading/viewing closely*** a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate texts presented in various print and multimedia with substantial support. b. Use knowledge of frequently-used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. ***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support. ***8. Analyzing Language Choices*** Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	***9. Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g. providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers. ***10. Writing*** a. Write short literary and informational texts (e.g., description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe). ***12. Selecting language resources*** a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. B Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).

Recommended Guidelines and Criteria for supporting English Learners in Content Instruction: Continuing English Learners

English learner students at the "Continuing English Learner" level are, as the name suggests, continuing on their journey in acquiring English. Students at this level are gaining in their Basic Interpersonal Communication Skills (BICS), but require an instructional environment that provides regular and routine access to activities to practice academic language in speaking and listening. As their exposure to academic language through speaking and listening activities increase, application of the academic language through discipline-specific writing tasks are appropriate. Table 3.11, below, provides a student profile and identifying criteria as well as program placement recommendations to support Continuing ELs in content instruction:

Table 3.11: Supporting ELs in Content instruction—Continuing English learners

EL Stage	Student Profile and Criteria	*Recommended** Core Content Placement Guidance
Continuing English Learner	**Profile:** Continuing English Learners (identified EL for 2-5 years) • Two or more years below grade level achievement • Often require specialized assistance, tutoring, alternate instructional program/materials **Criteria** • ELPAC: At level ***2, Somewhat Developed*** or the early stages of level ***3, Moderately Developed*** • SBAC: Does Not Meet (1) the Standard • MAP: Lower than 16 points of the Mean • District Writing Assessment (Secondary): Combined score of 3 or lower	**SDAIE/EL Content** • Students at this level are generally clustered together, in smaller groups rather than whole class and often integrated with EO, IFEP or RFEP students who also may need additional assistance and instructional support. • While students at this level are more confident with social and interpersonal communicative English, they need particular assistance and support with academic language. An instructional emphasis on activities which support explicit teaching of academic language and specific, along with introductory instruction on understanding academic writing task types should be integrated within all content instruction for students at this level of language proficiency. • Emphasis on instructional tasks which align with the "Expanding" level of ELD Proficiency descriptors.

Students at the "Continuing English Learner" level are at the "Expanding" level of English proficiency as defined by the California ELD Standards. The following description of English learners at the Expanding level of proficiency is taken from the California ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

- Expanding: As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.
  - Levels of support needed for students at the Expanding level of English proficiency: Moderate. Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop more familiarity and ease with understanding and using English, support may be light for familiar tasks to topics.

Differentiating instruction for English Learner Students at the Continuing English Learner stage of language development.

Table 3.12: Differentiating instruction for English Learner Students at the Continuing English Learner stage of language development

Continuing English Learner: Expanding From CDE ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf		
Collaborative Activities	Interpretive Activities	Productive Activities
1. Exchanging information/ ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ***3. Supporting opinions and persuading others*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but…) as well as open responses, in order to gain and/or hold the floor, provide counterarguments and so on. ***4. Adapting language choices*** Adjust language choices according to the purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	***5. Listening Actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support. ***6. Reading/viewing closely*** a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate texts presented in various print and multimedia with moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. ***7. Evaluating language choices*** Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support. ***8. Analyzing Language Choices*** Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.	***9. Presenting*** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g. providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support. ***10. Writing*** a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a. Support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or tem- per statements with familiar modal ex- pressions (e.g., maybe/ probably, can/must). ***12. Selecting language resources*** a. Use a growing number of general academic and domain-specific words, synonyms and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked, He likes, I'm unhappy)

Recommended Guidelines and Criteria for supporting English Learners in Content Instruction:

Long Term English Learners

English learner students who have been enrolled in an English Language Development program for six or more years and have not yet reclassified as fluent are often struggling with a myriad of challenges. Many have mastered the skill of camouflaging their English learner identification, as most only communicate in English. A common area of need with these students is their struggle with academic language. While they are adept at interpersonal communication skills, their struggle with appropriate application of academic language to grade-level writing demands has impeded their ability to reclassify as fluent.

Table 3.13, below, provides a student profile and identifying criteria as well as program placement recommendations to support Long-Term ELs (LTELs) in content instruction:

Table 3.13: Supporting ELs in Content instruction--Long-Term English learners

EL Stage	Student Profile and Criteria	*Recommended** Core Content Placement Guidance
Long Term English Learner (LTEL)	**Profile:** Long Term English Learner (LTEL) Identified English learner for six or more years • At or within two years of grade level achievement • May experience temporary or minor difficulties with academic English • May need periodic individual assistance, re-teaching, additional learning time, additional practice **Criteria** • ELPAC: (Generally) At level ***3, Moderately Developed*** or level ***4 Well Developed*** • SBAC: Nearly Met (2) the Standard or Does Not Meet (1) the Standard • MAP: 15 points or lower of the Mean • District Writing Assessment: Combined score of 3 to 5	**Core content with support** • Students at this level are generally integrated into the mainstream, but can also be grouped in with EO, IFEP or RFEP students who also may need additional assistance and instructional support. • LTELs need particular assistance and support with the application academic language—specifically to grade-level content instruction. An instructional emphasis on breaking down the and scaffolding instruction of discipline-specific writing tasks and applying learned academic language should be integrated within all content instruction for students at this level to support them in their quest for reclassification. • Emphasis on instructional tasks which align with the "Bridging" level of ELD Proficiency descriptors.

From a standpoint of linguistic support, Long Term English learners tend to straddle the Expanding and Bridging proficiency levels. Teachers working with LTEL students need to pay careful heed to the level of language produced orally and in writing (particularly with writing), when considering levels of support needed to the language demands of the assigned tasks.

The following description of English learners at the Bridging level of proficiency is taken from the California ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

- Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Upon exiting the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.
  - Levels of support needed for students at the Bridging level of English proficiency: Light

Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop more familiarity and ease with understanding and using English, support may not be necessary for familiar tasks to topics.

Table 3.14, on the next page, provides guidance on specific, differentiated, ELD-standards-aligned instructional activities which support English learners at the Long-Term English Learner/Bridging level of English language proficiency in accessing standards-aligned academic content. These are taken from the California ELD Standards. https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Table 3.14: Differentiating instruction for English Learner Students at the Long-Term English Learner stage of language development

Long Term English Learner: Bridging From CDE ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf		
Collaborative Activities	Interpretive Activities	Productive Activities
1. Exchanging information/ ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ***3. Supporting opinions and persuading others*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However,...*) as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea and so on. ***4. Adapting language choices*** Adjust language choices according to the purpose, task (e.g., facilitating a science experiment), and audience, with light support.	***5. Listening Actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. ***6. Reading/viewing closely*** a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution, evidence-based argument) based on close reading of a variety of grade-appropriate texts presented in various print and multimedia with light support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. ***7. Evaluating language choices*** Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support. ***8. Analyzing Language Choices*** Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.	***9. Presenting*** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g. providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support. ***10. Writing*** a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register. b. Write clear and concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ***11. Supporting opinions*** a. Support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/ certainly, should/would*) and paraphrasing (e.g., *In my opinion...*). ***12. Selecting language resources*** a. Use a wide variety of general academic and domain-specific words, synonyms and antonyms and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*, I'm uncomfortable. They left reluctant*ly*).

Support for Reclassified English Learners

Once an English learner student has fulfilled the criteria for reclassification and has been formally reclassified as a Reclassified Fluent English Proficient (RFEP) student, the need for linguistic support for this student has not ended. In the California ELD Standards, the state has identified RFEP students as "Life-long language learners" and have provided the following student profile and levels of support needed for these students:

- Life-long language learners: Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts, drawing upon knowledge of contexts.
  - Levels of support needed for students who are Life-long language learners: Occasional
  - Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English

https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Monitoring of Reclassified English Learner students (RFEPs)

Another means of ensuring that RFEP students have the instructional support needed to continue to be successful are the district's established RFEP monitoring procedures. Once a student has been reclassified, the district must monitor the academic progress of these students for four years after they have reclassified.

To be clear: Most reclassified students do very well. In fact, on the whole, RFEP students have historically been the district's highest performing subgroup. There are some students, however, who may need additional, albeit temporary support. The specific procedures, tools and criteria implemented to monitor the progress for reclassified English learners are elaborated upon in detail in Chapter One: Policies and Procedures.

Differentiating Instruction: Instructional Methods and Strategies to Support ELs in Content Area Instruction

There are a variety of research-based instructional methods and strategies designed to differentiate delivery and provide successful access to grade-level content. Below is a summary of the types of methods and strategies employed to support English learners in content area instruction:

Gradual Release of Responsibility: Central to the support of is the instructional model of Gradual Release of Responsibility. The Gradual Release of Responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

The Gradual Release of Responsibility model is an instructional framework for moving from teacher knowledge to student understanding and application. Simply stated it is an "I do—we do---you do collaboratively--- you do independently model of instruction and curriculum delivery." The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success. It is based on four components:

Focus Lessons: *(I do)* This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers and opportunity to build and/or activate background knowledge.

Guided Instruction: ***(We do)*** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

Collaborative Learning: ***(You do collaboratively)*** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did.

Independent work: ***(You do independently)*** As the goal of all instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding.

Adapted from The Effective Use of the Gradual Release Model of Instruction:

https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

While the Gradual Release of Responsibility model of instruction is a means to deliver curriculum, it does support much of the Common Core College and Career Anchor Standards.

Language:

- Knowledge of Language
- Vocabulary Acquisition and Use

Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Reading

- Integration of Knowledge and Ideas

Writing

- Research to Build and Present Ideas

Academic language support: It is universally acknowledged and supported by research that knowledge of both general academic and domain-specific vocabulary is a crucial, underlying factor in a student's ability to achieve language and literacy proficiency. In order to support the goals of students successfully interacting with a wide variety of complex texts and engaging in college-prep expository and narrative writing tasks, as well as expanding, honing and practicing their academic English literacy skills, supporting academic language is a priority. Careful integration of instructional methods, strategies and activities to support and strengthen academic language are, therefore, recurrent throughout all core content instruction for English Learners. Expanding students' knowledge of academic language goes far beyond a mere memorization of vocabulary lists. Examples of supporting academic language acquisition include, but are not limited to:

- Examining how language is used in text and its influence on the differences in text structure and purpose of the text
- Classifying targeted vocabulary into word families to understand their relationships, connotations, shades of meaning and tone
- Examining grammatical patterns of a variety of genres and texts
- Identifying and interpreting the meanings and purpose of figurative language employed in a variety of genres and texts

This does not happen on its own. This must be explicitly taught. Activities to support academic language acquisition are woven into the writing activities of integrated core content instruction. The instructional strategies to support academic language acquisition also align with the following sections of the Common Core College and Career Readiness Anchor Standards:

- Reading: Craft and Structure
- Writing: Production and Distribution of Writing
- Speaking and Listening: Presentation of Knowledge and Ideas
- Language:
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

Collaborative Academic Conversations: As the name suggests, Collaborative Academic Conversations is an instructional method to structure academic conversations and foster academic language development. The origins of this method are a little ambiguous, but elements of collaborative academic conversations have been cited in the works of Marzano (2001); Fisher & Frey (2009); and Zwiers (2007). The five skills of collaborative academic conversations are taught to aid students in developing foundational thinking and communicating skills, and are employed throughout the scope of oral activities in each unit, and when addressing the unit's essential questions. They are employed to support the course goal of providing meaningful opportunities for students to expand, practice and hone their academic English literacy skills. These collaborative conversation activities will assist students in learning how to question and evaluate their own beliefs while empowering them with the skills to participate in, and contribute to meaningful intellectual discussions as well as aid them in learning how to clarify and articulate their own instructional needs.

Five Core Collaborative Academic Conversation Skills (Adapted from Zwiers, 2007)

- **Elaborating, clarifying, and questioning:** To elaborate is to provide more information on a given topic. As part of collaborative conversations, students are expected to predict the level of detail needed to clearly convey and communicate their ideas or positions. When the information provided is too vague or confusing, students are prompted to provide more, specific information as they participate in discussions about what has been read and discussed in class. This elaboration and clarification can happen immediately in the discussion, or can be revisited after a student has had the opportunity to complete research through a variety of media, including digital, to gather further information upon which to craft their answers.

- **Supporting ideas with examples and evidence:** Supporting ideas with examples and evidence is not only a powerful skill used in effective oral presentations; it translates to good writing as well. Students are expected to strengthen their ideas and arguments with examples and evidence. In academic conversations, the emphasis is on steering students towards supporting their ideas and arguments with evidence from the text and the real world, as opposed to just their own experiences. It is permissible to augment with personal anecdotes, but first the evidence or example should be connected to the text.

- **Building on ideas:** This is where the "co" in collaborative academic conversations comes to the fore. Students are to interpret and build upon the ideas presented by their peers. This fosters active listening skills and the ability to develop and craft thoughtful questions. Ideas presented should be built on and connected to each other, and not simply randomly tossed out to replace another student's response.

Students are to address, respect, and thoughtfully build upon all responses provided during the academic conversation process.

- **Paraphrasing:** The ability to keep track of what we are hearing and describe what was said in our own words is paraphrasing. In order to do this, it does require the ability to discern, select and often times infer the speaker's tone and emphasis based upon what was presented and the order in which it was presented. The ability to discern these elements aids in selecting key points to be included in the paraphrased version of what was presented by the speaker. The ability to paraphrase is another academic conversation skill which translates to writing. Recurrent practicing of paraphrasing supports active listening as well as promotes good organizational thinking.

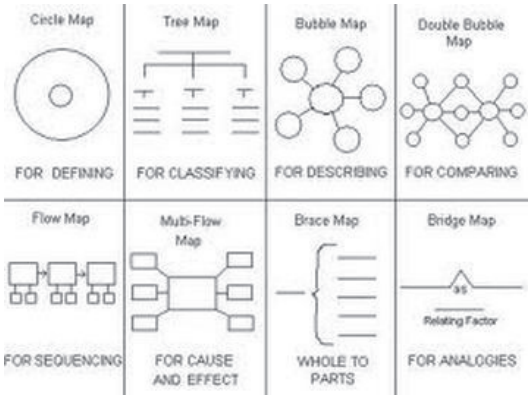
- **Synthesizing key ideas of the conversation:** Often in conversations, extraneous ideas and information can muddle the discussion. Through practicing collaborative academic conversation procedures, students are taught to hone in and discern key points and fit them together to construct a coherent statement. It basically means taking a number of paraphrased chunks of information gathered from previous sections and conversations, winnowing out the irrelevant and unrelated pieces and putting them together in a concise statement.

The instructional method of incorporating the Collaborative Academic Conversations skills within the oral activities of the Advanced ELD course naturally aligns with the Common Core College and Career Readiness Anchor Standards for Speaking and Listening, but it also supports Language and Writing as well, as the paraphrasing, supporting ideas with examples and evidence and synthesizing of key ideas are skills which transfer to those domains:

- Speaking and Listening:
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- Language:
  - Knowledge of Language
  - Vocabulary
- Writing: Production and distribution of writing

Thinking Maps®: An especially effective instructional strategy to assist students with gathering, analyzing, evaluating and organizing information in preparation for writing is the use of Thinking Maps®.

Thinking Maps® are mid-range tools to assist students in "seeing" their thinking in order to organize their thoughts prior to writing. There are eight maps which are used to support eight cognitive skills. Each map is linked to a specific thought process. This connection of a dynamic visual design to a specific thought process enables students to create mental visual patterns for thinking beyond the eight cognitive skills. They may be used in combination to support depth and complexity, and are especially effective with assisting students in the planning and revising stages of the writing process. This strategy supports the course goal of engaging students in substantial, recurrent college prep writing tasks. In addition, they also support the course goal of interacting with complex texts, as they can also be employed to organize information from text read that will be incorporated into their writing. Further, they also support the course goal of expanding, practicing and honing their academic English literacy skills through meaningful activities which support their continuing acquisition of English, as they can be used to help organize information prior to presenting them orally.



The eight Thinking Maps® and the eight cognitive skills linked to each map are:

Map	Cognitive Skill
Circle Map	Defining in Context
Bubble Map	Describing Qualities
Double Bubble Map	Compare and Contrast
Tree Map	Classifying
Brace Map	Part-to-whole relationships
Flow Map	Sequencing
Multi-Flow Map	Cause and Effect
Bridge Map	Seeing Analogies

Use of Thinking Maps® to support students with writing supports the following Common Core College and Career Readiness Anchor Standards:

Writing:

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Reading

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Speaking and Listening

- Comprehension and Collaboration

Text dependent questioning: The instructional strategy of text-dependent questioning involves presenting specific questions which can only be answered by reflecting back to the text being read. Text dependent questions require no particular background information to answer. Nor do they refer to information which is extraneous to the text. They do not depend on students having other experiences or knowledge. Text dependent questions focus solely on the text itself and what students can extract from what was read. They are utilized to facilitate and guide close analytical reading of complex texts.

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text. They help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a guide used to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or "backwards design" process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students' attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words ("Tier Two") that are abstract and likely to be encountered in future reading and studies.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-dependent Questions

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

Adapted from: *The Guide to Creating Text Dependent Questions* from www.achievethecore.org

The integration of text dependent questions as an instructional strategy supports interacting with complex texts as this technique compels students to reflect on and reread sections of the text to make meaning from what was read, and incorporate what was learned effectively into their written work and collaborative academic conversations. They also support the following Common Core College and Career Readiness Anchor Standards:

Reading:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity Language
- Knowledge of Language
- Vocabulary Acquisition and Use

Advancement Via Individual Determination, AVID: Another initiative to support English learners in content instruction is AVID. Advancement Via Individual Determination, or AVID, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS):

- Accelerates student learning,
- Uses research-based methods of effective instruction,
- Provides meaningful and motivational professional learning
- Acts as a catalyst for systemic reform and change.

Although AVID serves all students, it focuses on the least served students in the academic middle. The systematic and instructionally-scaffolded routines and WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies of the program are especially effective for supporting Long Term English learners with effective practice and application of academic English: Essential skills for reclassifying as fluent for English learners at the secondary level.

SAUSD is dedicated to getting all sites "AVID-ized" with all teachers trained on implementing the instructional strategies and routines of the program across all academic disciplines. All comprehensive secondary schools have AVID programs and 27 out of 36 elementary school sites are implementing the school-wide program model.

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Supplementary Materials and Resources to Support English Learners in Core Content Courses

Access to all core content courses are not impeded or denied based upon language proficiency. And while the core instructional curricular materials are the primary sources utilized to implement the program, there are a number of supplemental materials and resources employed to aid in building background and making core content comprehensible and accessible. The following are representative samples of some supplementary resources and materials available to core content teachers which may be accessed to supplement instruction for English learners.

Achieve 3000: This is a web-based program aligned to state and national standards that focuses on core content acquisition while seamlessly reinforcing key literacy needs, including reading comprehension, relevant vocabulary and writing skills.

By providing content and lessons differentiated for five levels of English and in Spanish based on students' specific reading levels, Achieve3000 makes science and social studies content accessible to all learners. By utilizing high quality and highly engaging content, including videos and photos, Achieve3000 connects deeply and viscerally with students. The result: a valuable resource of differentiated, online curricular activities of extraordinary impact and effectiveness—especially for English learners.

Each student receives assignments and vocabulary automatically tailored to his or her reading level while maintaining key concepts and vocabulary. Spanish language support also is available

State standards-based activities utilize the 5E Instructional Model and a proven 5 step process — *Think > Read > Investigate > Review > Apply* — that provides clear and compelling paths to applicable knowledge

Through differentiation, quality content and extensive support, teachers have an additional, supplementary resource to access to build background and support English learners in making grade-level content accessible as they continue to improve in their English proficiency.

Newsela: Newsela is an online Instructional Content Platform that provides teachers with engaging, accessible content with integrated assessments and insights to supercharge reading engagement and supplement learning in every subject. Content on Newsela covers topics students care about, that connect to core curriculum, and are aligned to standards. Each article on Newsela is published at 5 reading levels so that every article is accessible to every student in a class, regardless of reading ability. Thousands of articles are instructionally leveled, providing content that is accessible for early level readers too. Additionally, many articles are available in both English and Spanish.

Assessments are integrated directly into articles to help students engage with the content and to give teachers and principals actionable insights on students' activity. The result is more engaged readers—and engaged readers are better learners.

For core content teachers, especially social studies teachers working to convey complex concepts to students who are still striving to improve their academic language, Newsela has been a very valuable resource to supplement their content instruction and build background and make that content accessible to English learners.

Mind Institute: ST Math A very motivating supplementary program to support math achievement is the Mind Institute's ST Math. ST Math is a supplementary resource to the core math program which students access through an online portal. The program starts by reinforcing the foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Given that this is a very visual supplementary program without language barriers, the problem is accessible to all students, regardless of skill level or

language proficiency background, which makes it an especially valuable resource when working to support English learners with core content support.

Irvine Math Project: The Irvine Math Project partners with local schools and districts to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers. The Irvine Math Project provides a different approach for mathematics instruction in a broad range of schools & districts in the Orange County, San Diego, and LA County area. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. Together they have created a series of hands-on experiential lessons to supplement math instruction which align with common core math standards and support students with providing additional instructional activities where English learners may practice their oral and written academic English skills while strengthening their mastery of grade-level math concepts.

Assessing and Monitoring Progress of English learners at the secondary level: As with English learners at the elementary level progress for ELs at the secondary level is annually assessed utilizing the results of both state (SBAC and ELPAC) and periodically monitored throughout the year utilizing local assessments. These local assessments of progress include progress reports, semester grades, the NWEA Measures of Academic Progress (MAP—administered in the Fall, Winter and Spring) as well as the results of the progress assessments included in the *Study Sync and iLit* ELA/ELD curricular programs.

Progress is also monitored through the continuing improvement needs assessment process conducted at each site. Included in the continuous improvement needs assessment process are local Data Dives and Data Chats with site staff conducted during modified day/early release professional development time and collaboration time. Contained within that time are opportunities for teachers and sites to identify trends by grade level/subject matter and across the site which can be addressed through collaborative planning and adjustments to lessons to include the incorporation of intervention resources and activities which can be utilized within the school day to address areas of need. These data chats also yield suggestions for other, additional interventions which can be forwarded to the SSC and ELAC for consideration in programs and activities identified in the SPSA to support improvement in student achievement for English learners.

Interventions: Utilizing summative data from state and local measures, and formative data gathered from day-to-day student/teacher interactions, teachers can identify students, or groups of students, in need of intervention support. These interventions are first provided as needed in one-on-one and small group teaching opportunities within the classroom using the resources included in the curricular program materials. Other interventions include metered placement in a core replacement curricular program to facilitate "catching up" of literacy and language development skills through highly structured instructional activities which support and facilitate successful access to grade-level content.

EL students in need of more intensified interventions are targeted for additional supports which have been determined through the sites' needs assessment process and provided with intervention support through programs and activities identified in each site's goals to improve English learner achievement of their SPSA and approved by their local SSC and ELAC.

Fulfilling Graduation Requirements and Access to A-G level Courses:

All students are entitled to access to all classes. Period. An EL student is not denied access to any class simply because he/she is an English Learner.

Recommended instructional pathways on the ELA/ELD continuum are provided to support EL students with both acquiring English and successfully accessing grade level content through courses designed to break down, not dumb down grade-level texts and tasks.

Table 3.15 lists the ELA course options, by grade level, available to **all** students. Successful completion of each of these

- Fulfills one year of the four-year ELA requirements towards graduation, and
- Each is approved as an A-G level course

Table 3.15: ELA Course options with graduation and A-G credit information

9th Grade ELA Course Options One year, 10 credits	**10th Grade ELA Course Options** One year, 10 credits	**11th Grade ELA Course Options** One year, 10 credits	**12th Grade ELA Course Options** One year, 10 credits
CP ELA 9	CP ELA 10	CP ELA 11	English 12 ERWC
9th Grade CP ELA: Program 2	10th Grade CP ELA: Program 2	11th Grade CP ELA: Program 2	Film Literature and Composition
Writing for Stage and Screen	Honors ELA 10	Honors ELA 11	AP English Language Arts Can be taken as an 11th or 12th grader
English 1	English 2	AP English Language Arts Can be taken as an 11th or 12th grader	AP English Literature Can be taken as an 11th or 12th grader
Honors ELA 9			

The ***majority*** of EL students at the secondary level are LTELs and are generally enrolled in one of the following two ELA continuums:

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
CP ELA 9	CP ELA 10	CP ELA 11	English 12 ERWC
OR			
9th Grade CP ELA: Program 2	10th Grade CP ELA: Program 2	11th Grade CP ELA: Program 2	English 12 ERWC

High School Courses with an ELD label and how they fulfill graduation requirements

There are two high school classes that include "ELD" in their title which are available to English learner students in grades 9 - 12. Successful completion of each of these classes fulfill one year of the four-year ELA requirements towards graduation, and one is approved by UCOP for A-G credit. Table 3.16, below, illustrates the two high school courses labeled "ELD" and how each fulfills graduation requirements:

Table 3.16: High School Classes with ELD label

High School Courses Labeled ELD	Fulfills HS Grad. Requirements?	UCOP approved?
ELD A: Newcomers	Yes—one year, 10 credits ELA	No
Advanced ELD	Yes—one year, 10 credits ELA	***Yes***

Plan for Supporting Secondary English Learners in "Catching Up"

English learners at the secondary level come to us at different times in their educational journey. Placing an 11th grade newcomer EL student with an interrupted education in his/her primary language in a core, 11th grade ELA class simply because he/she is chronologically an 11th grader does not provide for the student's instructional needs.

SAUSD has established a number of instructional pathways options available to support English learners with access to a program of instruction which implements instructional strategies and materials in core content areas differentiated for English learners at different grade levels, based upon their time in program and level of English language proficiency, rather than placement strictly by grade level.

Below is an example of the ELA/ELD program for that 11th grade newcomer student:

- First year—11th grade: ELD A Newcomer
  - Fulfills one year (10 credits) of the four years' ELA coursework needed for High School graduation
- Second year—12th grade: English 1*
  - Fulfills one year (10 credits) of the four years' ELA coursework needed for High School graduation
  - Also qualifies as a "B" category A- G course completion

By the end of the student's 12th grade year, he/she will have completed 2 of the four years of ELA/ELD needed to graduate. That means the student still has two years of approved ELA coursework needed to graduate.

Resources, options and processes available for EL students to "Catch Up"

SAUSD has a number of options for English learner students who, for a variety of reasons, may be lacking the coursework needed to graduate.

Counselors work with students who are credit deficient to create the most appropriate plan, from the resources and programs available, to make up the missing coursework so that that student may graduate and earn his/her diploma.

Table 3.17, below, provides a comprehensive list of the resources and programs available to students who need are lacking the courses and credits needed to graduate.

Table 3.17: Credit recovery programs and options

APEX Online Courses	There are a number of core classes which can be made up through the APEX program. Students can enroll in APEX classes -While concurrently enrolled in classes during the school year -During the summer school session
Summer School	There are a limited number of courses which can be made up during the summer school session
Bridge Program: Santa Ana College	Santa Ana College provides credit recovery for selected courses and a GED program available to students to access during after school hours on SAUSD campuses as well as the Santa Ana College campus.
SAUSD Alternate Education Programs/ Educational Options	There are a number of Alternate Education Programs/Educational Options in SAUSD available during school hours for students in need of credit recovery. Enrollment in these programs can be a student's primary site, or student can be concurrently enrolled in one of these alternate educational programs while attending a comprehensive high school site. • **Independent Studies Program:** Housed at Saddleback High School • **Lorin Griset Academy** • **Chavez High School** • **Chavez High School P.M. program:** Classes held from 3 p.m. to 8 p.m. to allow for flexible scheduling for students either concurrently enrolled at a comprehensive high school or for students who may have jobs or children and need a flexible schedule to accommodates for those or other concerns

English learners Identified as Special Needs Students

All SAUSD English Learners, including students in Special Education, are entitled to receive appropriate linguistic support services. The District adheres to the state requirements for initially identifying and monitoring the progress of all English Learners (ELs), including those who are also identified as Special Needs.

Individualized Education Programs (IEPs) for English Learners in Special Education specify the linguistically appropriate goals, objectives and programs for those students. IEPs for English Learners in Special Education require the following information regarding the provision of English Learner Program services:

- Students' English proficiency level.
- Primary person(s) responsible for providing program services.
- Collaboration needed to implement the IEP.
- How the student is progressing in acquiring English
- Linguistically appropriate goals and objectives (LAGOs).
- The type of program and services for English Learners.

English Learners in Special Education: 5 Big Ideas

1. Evaluations for EL students must follow guidelines; assessments must be linguistically and culturally appropriate; and placement in special education is not due to lack of education or environmental factors.
2. EL students must have access to all aspects of the general education curriculum.
3. IEPs must include Linguistically Appropriate Goals and Objectives (LAGOs).
4. Special education needs to collaborate with general education and the Teacher on Special Assignment (TOSA) to ensure the student's EL development is addressed appropriately.
5. Location and amount of EL instruction must be documented in the IEP

Assessing English Learners who are identified Special Education Students

The screening process for determining if a student is an English learner or not is the same for identified special needs students as typical students and is fully explained in Chapter One: Policies and Procedures.

Once identified, ELs are placed in appropriate English Learner programs. Close cooperation between the Special Education Department and the English Learner Programs and Student Achievement Department is essential to ensure adequate progress for English Learners in Special Education.

English Learner Assessment for California (ELPAC): The purpose of the ELPAC is to:

- Identify new students who are English learners in TK/kindergarten through grade twelve.
- Monitor English learners' progress in learning English.
- Help determine when English learners can be reclassified as fluent English proficient (RFEP).

There are two ELPAC assessments:

1. The Initial ELPAC, which is only given once to determine if a student is an English learner

and

2. The Summative ELPAC which is given annually to identified EL students to monitor their progress on acquiring English. They continue to take the ELPAC until they fulfill the criteria for reclassifying as fluent.

Both the initial and the summative, or annual, ELPAC assess English proficiency in the following language domains:

- Reading
- Writing
- Speaking
- Listening

The English proficiency skills assessed by the ELPAC align with the English language development (ELD) standards adopted by the State Board of Education.

All students whose home language is listed as other than English on the initial Home Language Survey must take the ELPAC within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are an English learner. Students with disabilities may use accommodations or modifications as specified in Individualized Education Program (IEP) or 504 plans. The ELPAC also must be given once each year to English learners until they are reclassified as fluent English proficient (RFEP).

Students in special education cannot be waived or exempted from taking the ELPAC. All English learners must take the ELPAC at least once before an alternate language proficiency instrument may be used.

Alternate Assessment of English Proficiency: If an IEP team determines that the ELPAC is not an appropriate assessment based upon a student's disability, an alternate assessment may be used to annually monitor and assess English proficiency as long as all domains – Listening, Reading, Speaking and Writing– are tested.

The alternate assessment employed in SAUSD is the Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS). The VCCALPS is used for students in grades kindergarten through grade 12 who have significant needs due to their disability that limits their receptive and expressive language ability. For the student with a significant disability, the student's IEP team makes the decision through the IEP process to determine whether the student will take the ELPAC or the VCCALPS. Alternate assessments provide another means to measure the English language proficiency of students whose disabilities make them unable to participate in one or more parts of the ELPAC even with test variations, accommodations and/or modifications.

The VCCALPS is a Parent Interview (PI) and Primary Language Questionnaire (PLQ) that requires responses from the parent or primary care provider. The interview may be conducted over the telephone because no written responses from the parent are required. The teacher receives training from district Special Education department personnel on administering the VCCALPS and obtains copies of the Interview Instrument and scoring sheets.

Determining if Alternate Assessments Are Appropriate: The CDE Participation Criteria Checklist

The California Department of Education (CDE) has created and disseminated the following checklist to assist IEP teams in determining whether an alternate assessment should be employed to annually assess and monitor a student's progress in acquiring English. This checklist is below.

If the answer to one or more of the criteria is "Disagree," the team should consider administering the ELPAC to the student with the use of any necessary test accommodations or modifications.

Circle "Agree" or "Disagree" for each item

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain and generalize skills necessary for application in school, work, home and community
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the ELPAC, even with test accommodations or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, culture, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Providing Appropriate Language Program Supports for ELs who are Special Education Identified

Program placement to support the linguistic needs of an English learner who is Special Education identified is determined, monitored and reviewed each year at the student's annual IEP meeting. Each IEP must be "linguistically and culturally appropriate." This means that each IEP must include goals and objectives which reflect the individual's cognitive and linguistic development and language of instruction in order to be "linguistically and culturally appropriate." These linguistically and culturally appropriate goals and objectives are referred to as LAGOs.

Linguistically Appropriate Goals & Objectives (LAGOs)

Including LAGOs in the IEPs of English Learners who are special education identified is mandated in the Education code:

EC 56345(b). When appropriate, the individualized education program shall also include, but not be limited to, all of the following: (2) for individuals whose native language is other than English, linguistically appropriate goals, objectives, programs and services.

The ACSA and CARS+ Handbook of Goals and Objectives Related to Essential State of California Content Standards also provide specific examples of using the California Standards as a basis for developing IEP goals and objectives and an ELD proficiency checklist. It is important that this commitment to exposing Special Education students to the same standards as their general education peers is extended to English Learners with IEPs.

General Guidelines

The following guidelines need to be followed in order to ensure that any given goal or objective meets the definition of being linguistically appropriate as specified above:

- It states specifically in what language (English, Spanish, Vietnamese, Tagalog, etc.) the particular goal will be accomplished
- It is appropriate for the student's level of linguistic development and proficiency in that language

Linguistic Considerations

Linguistically appropriate goals and objectives have the following characteristics:

- They are appropriate for the cognitive level of the student
- They are appropriate for the linguistic level of the student
- They match the developmental level of the student's primary or secondary language
- They match the student's general education transition criteria as well as state and district re-designation policy

Cultural Considerations

Culturally appropriate goals and objectives have the following characteristics:

- They access the student's prior knowledge and experiences
- They incorporate culturally relevant materials and experiences
- They affirm the student's cultural heritage

Present Levels of Performance

In order to develop LAGOs, present levels of performance must be determined as the goals are based on that information. The following items should be included in the present level of performance section of the goal page:

- The student's dominant, home and primary language
- The level of language proficiency the student demonstrates. Included are specifics such as the number of English words a student knows (receptive and expressive)
- The assessment(s) that were used to determine proficiency level
- Specialized materials and strategies which are employed to support LAGOs
- Other pertinent information which describes the child's linguistic and cultural needs

Reclassifying Special Education English Learner students

The state has been unambiguous regarding reclassification requirements for Special Education students: They will need to fulfill the same reclassification criteria as their typical peers. SAUSD's reclassification criteria is found in Chapter One: Policies and Procedures.

However, for English learner students whose disability precludes them from taking the ELPAC examination, SAUSD has identified alternate reclassification procedures. The Special Education department has established alternate reclassification procedures which utilize the VCCALPS, rather than the ELPAC. These procedures align with the guidelines for alternate reclassification criteria identified by the California Department of Education. The following page outlines the procedural steps for reclassifying an English learner who is also special education identified using alternate assessments:

Table 3.18: SAUSD Procedures for EL Reclassification Using Alternate Assessments

Step	Action	Who is responsible?	Details
1	Determine need for Alternate Assessment	Site Case Managers	-Must be done through the IEP process -All four boxes (Reading, Writing, Speaking and Listening) of the Participation Criteria Checklist for Alternate Assessment must be checked off with VCCALPS in the text
2	Students are Identified from SEIS	Research and Evaluation Department	-A search is conducted for students with alternate assessment information on SEIS -Information is disseminated to site TOSAs and Testing Coordinators
3	Distribution of Testing Materials (VCCALPS)	Site TOSA or Testing Coordinator	-Based upon information provided by Research and Evaluation (R and E) -Ensure that the list is accurate through consultation with the site case managers
4	Administration and Scoring of VCCALPS	Site Case Managers	-Administer the test adhering to its directions and specifications -Submit test scores to site TOSAs or Testing Coordinators within the established timeframe. -Site TOSAs/Testing Coordinators submit scores to R and E
5	VCCALPS Scores Entered on to Illuminate	Research and Evaluation	none
6	Student is reclassified through the IEP process	Case Managers	-May take place at an annual/ triennial or special addendum meeting within the academic year -Submit the summary of the IEP with confirmation of the reclassification to the Coordinator of Special Education for processing in Aeries student information system.

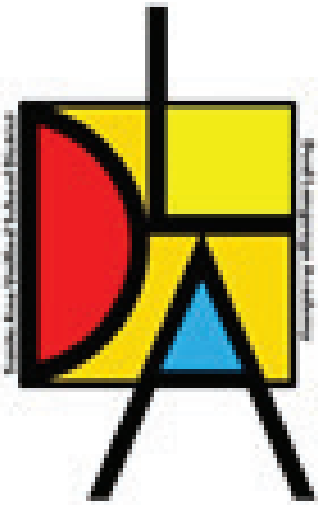
Chapter 4

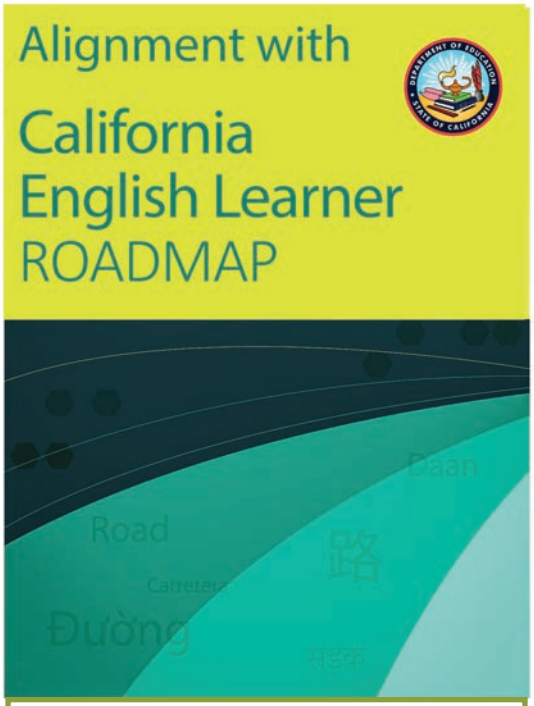
Multilingual Programs

Introduction

The philosophy of Santa Ana Unified School District is to value, promote, and develop biliteracy and biculturalism through multilingual programs.

As part of this process SAUSD is exploring pathways for increasing the number of schools that offer the study of languages in their curricula, knowing that learners with a rigorous language instruction in addition to English will be clearly prepared for our global economic growth and competitiveness.

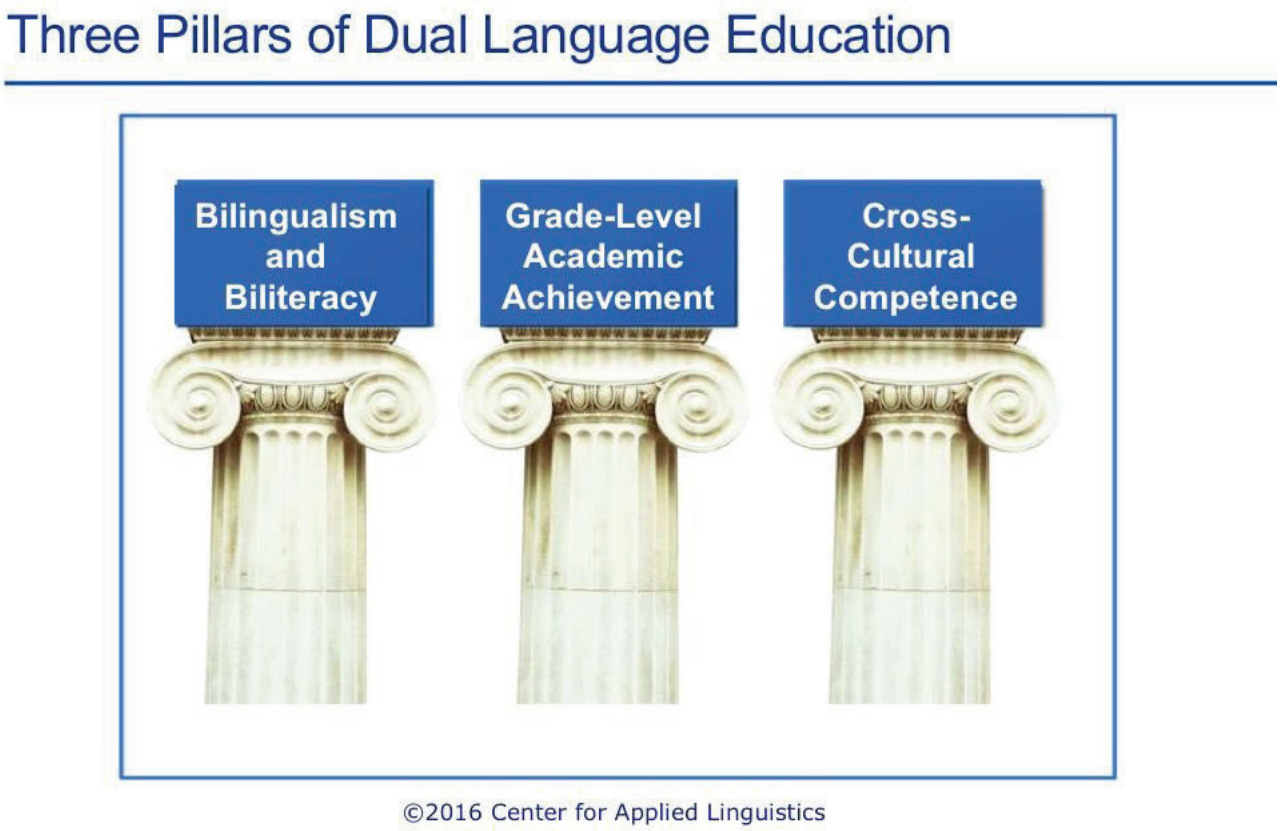




1a: Language and Culture as Assets
2e: Use of Students' Home Languages
2g: Programmatic Choice
3c: Assessments
4a: Alignment and Articulation
4c: Coherency

The district will also strongly support the provision for parent choice to enroll their children in a school that offers these language programs.

Santa Ana Unified School District's Dual Language Educational Blueprint is grounded in research and based upon the three pillars and seven strands of effective Dual Language programs as identified by the Center for Applied Linguistics (CAL):



(Reference: CAL Center for Applied Linguistics; *Guiding Principles for Dual Language Education, 3rd Edition*)

I.2. Seven Strands of Effective Dual Language Programs

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

Benefits of a Multilingual Education

According to the U.S. Department of Education, multilingualism provides educational, cognitive, sociocultural, and economic benefits for those students who attain fluency in more than one language.

Cognitive	Educational	Sociocultural	Economic

• Increased executive function
  • Attentional control
  • Task switching (mental flexibility)
• May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease
• Increased intellectual flexibility
	• Comparable or higher achievement of students in dual language programs as compared to students in English-only programs
	• Improved learning outcomes in various subjects
	• Associated with increased high school graduation rates among children of immigrants
	• Leads to increased levels of creativity
	• Promotes higher levels of abstract thought and reasoning
	• Engenders enhanced metalinguistic awareness to support the learning of languages in the future
		• Greater understanding of other world cultures
		• Increased empathy development
		• Enhanced connection to heritage cultures
		• Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships
			• Greater job opportunities in multiple public and private sectors
			• Greater business opportunities
			• Raises occupational status and earning potential
			• Language skills are in high demand for employment with the Federal Government

Overview of Multilingual Program Options

There are several types of multilingual programs that schools are implementing throughout California. Below is a list of multilingual program options.

Multilingual Program Descriptions

Multilingual programs may include, but are not limited to, the following:

Dual-Language Immersion (Two-Way Immersion) is language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight, but may be offered through grade twelve.

Transitional Bilingual provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. This program is typically found in kindergarten through grade three, but may be offered at higher grade levels.

Developmental Bilingual provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight.

One-Way Immersion provides instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding. This program is typically found in kindergarten through grade eight.

Heritage Language or Indigenous Language provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. This program is typically found in kindergarten through grade twelve.

FLEX: Foreign Language Elementary Experience provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experience. Typically during a designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language. This program is typically found in kindergarten through grade eight.

FLES: Foreign Language in Elementary Schools provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study. This program is typically found in kindergarten through grade eight.

Native Speakers Courses are courses of language study designed for native speakers of the target language, typically offered in grades seven through twelve.

Source: https://www.cde.ca.gov/sp/el/er/multilingualedu.asp

Of the effective models identified by the Center for Applied Linguistics, the SAUSD English Learner Task Force determined that the following model of Dual language would be the most appropriate to meet the unique language needs of all our students in SAUSD:

- Dual Language Immersion

	Dual Language Immersion Program
Overview	This is the current, TK-8 program model in place in SAUSD at the following schools: **TK/K – 5th**: Jefferson, King, Lowell, Monroe **6th - 8th grade**: Carr, McFadden Institute of Technology **Building to a K-8**: Pio Pico, Romero Cruz Academy

Character-istics	• An all-day instructional program for all core content
	• Should include a mix of native speakers of English and native speakers of other languages
	• Target (non-English) language instruction
	  ◆ 90% at the TK/Kindergarten level
	  ◆ Building to a 50/50 English to target language ratio model by 4th/5th grades
	• Non-transferrable skills are explicitly taught

Goals	• Develop high levels of proficiency
	  ◆ in their first language
	  ◆ in a second language
	• Achieve at or above grade-level academic performance for both groups of students
	• Demonstrate positive cross-cultural attitudes and behaviors

Sources: ERIC: https://files.eric.ed.gov/fulltext/ED473082.pdf

Center for Applied Linguistics: http://www.cal.org/twi/guidingprinciples.htm

Improving Second Language Education: https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/heritage.html

History of the Dual Language Immersion Program Development in SAUSD

The Santa Ana Unified School District supports a unique population of students. Over 80% of the student population across the district are either English learners, or reclassified English learners, whose primary, native language is Spanish. This particular language profile present among our student population presented a unique opportunity: The chance to go beyond traditional notions and structures of world language programs, which generally start at the high school level, and create a dual language immersion program (DLIP) continuum starting at the elementary level.

It was clear that as native, heritage speakers of the language, these students' Spanish language instructional needs were very different than traditional notions and structures of world language programs would support. These students, for the most part, were well equipped with very basic "survival" communication skills, also referred to as BICS (Basic Interpersonal Communication Skills). It was determined that a dual language immersion program was the structure which would best provide for the linguistic and academic needs of our students.

The Dual Language Immersion Program has been in place for several years in the Santa Ana Unified School District. The Dual Language Immersion Program is designed to provide integrated instruction in two languages for native English speakers and English Learners in SAUSD Elementary and Intermediate schools. The goal of this program is to promote academic excellence, strengthen biliteracy, and foster positive cross-cultural relationships and experiences. At the same time the program promotes students' leadership, self-confidence and valuable skills to compete in a 21st century global workforce.

Seven Strands of Dual Language in SAUSD

The Santa Ana Unified School District has applied the principles of the seven strands of Dual Language in the planning and implementing of its Dual Language Immersion program across the elementary and intermediate sites currently offering a dual language program model.

Program Structure

SAUSD is fully committed to supporting a Dual Language Immersion Program which ensures equity and access for all students and focuses on

- Biliteracy
- Academic excellence in English and another language
- Socio-cultural competence

Ongoing planning and evaluation for secure, successful program implementation and facilitate assessed refinements to the program will occur annually. Dedicated funding and resources will be apportioned to ensure full and effective implementation.

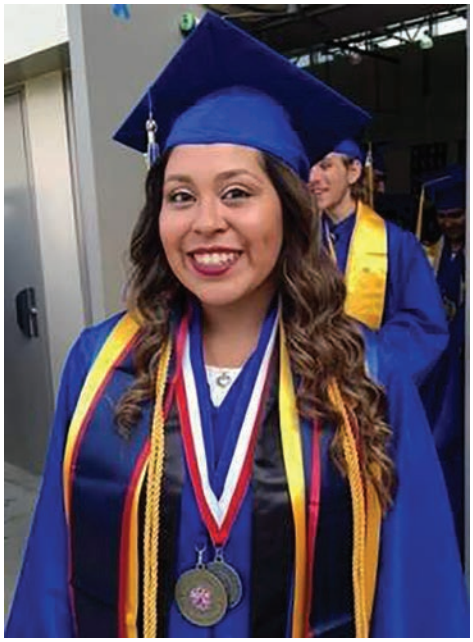
The foundation of the dual language immersion program is grounded in best practices based upon an enrichment instructional model, not a remedial model, and founded on solid, research-based educational pedagogy and methodologies.

Elementary: Preschool – 5th grade Dual language program sites	Intermediate: 6th – 8th Grade Dual language program sites
• Jefferson Elementary • King Elementary • Lowell Elementary • Monroe Elementary • Pio Pico Elementary	• Carr Intermediate • McFadden Institute of Technology
Building to a Full, Dual Language Program	
Romero-Cruz Academy (Preschool – 8th grade) Pio Pico Elementary (Preschool – 8th grade)	

Currently, all sites housing dual language programs are a combination of Dual Language (DLIP) and Structured English Immersion (SEI). Romero Cruz and Pio Pico are working towards being full dual language program school sites. They each began their program during the 2017-18 school year, starting with two dual language kindergarten and two dual-language first grade classes. The plan is for the schools to add new grade levels each year until they are full, Pre-School – 6th grade dual language immersion school at Pio Pico, and a full Preschool through 8th grade dual immersion program at Romero Cruz.

While there are no dual language immersion programs at the high school level, there are instructional pathway options, including the International Baccalaureate (IB) program at Saddleback and AP World Language and Literature courses at all comprehensive sites, for students coming from the dual language program which support their continued linguistic development in high school and attainment of the state Seal of Biliteracy upon graduation.

The Santa Ana Unified School district leads the county in Seal of Biliteracy recipients and is recognized across the state for the impressive number of students who have earned this honor.



Staffing, Support and Resources

Santa Ana Unified School District will recruit, maintain, and train high quality teachers with:

- Appropriate credentials
- Ability to demonstrate 21st century skills in teaching models
- Native or native-like ability in L1/L2
- Knowledge of bilingual education and second language acquisition

All teachers instructing in dual language classes are bilingual and possess their Bilingual, Cross-cultural and Academic Development (BCLAD) certification/ authorization from the state. EL Programs works closely with the dual language program teachers and administrators to provide support through

- Monthly Dual Language Leadership meetings
- Teacher collaboration and planning time. Support school and district-wide vertical and horizontal articulation
- Professional Development based on specific needs and topics such as:
  - Biliteracy Development and Best Practices
  - Assessments: Administration, data interpretation, and instructional implications
- Access to and training on core and supplementary curricular materials and programs

In order to build staffing capacity, SAUSD will work with BCLAD teachers currently working in a Dual language program, and those who are not currently working in a dual program, to provide them with access to a Dual Language Institute. At this institute, BCLAD teachers not currently working at a dual site, and those wishing to refresh their skills will attend training which includes:

- Planning techniques for teaching in two languages
- The what and how of teaching Spanish language arts
- Effective strategies for teaching in a dual immersion program/organizing cross-linguistic skill transfer instruction
- Spanish Language Development for non-Spanish speakers (SLD)

In addition to using curriculum and program specialists to train and facilitate, SAUSD will also partner with organizations such as Fullerton University, the Orange County Office of Education (OCDE), California Association for Bilingual Education (CABE) and Californians Together to seek out and procure training and credentialing opportunities to both strengthen and build capacity for the Dual Language Immersion Program.

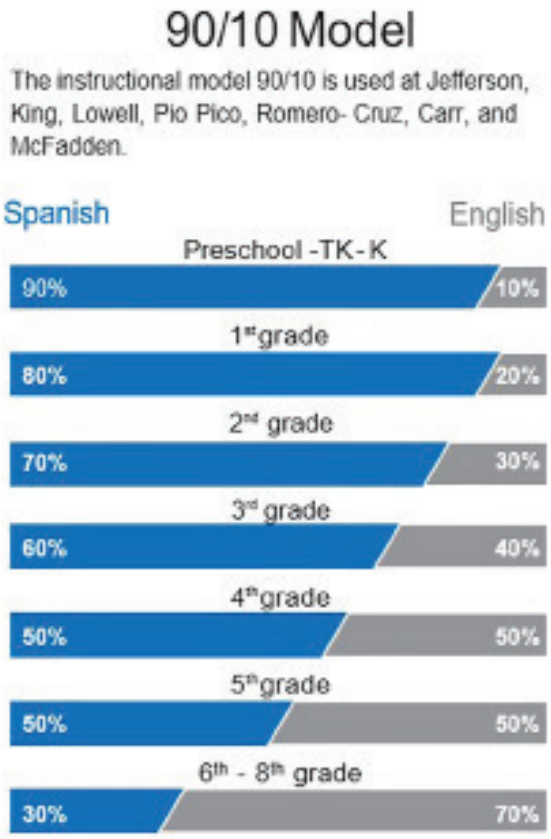
Educational Services and the English Learner Programs department will work in collaboration with the district's Human Resources department to recruit and hire qualified bilingual teachers.

Curriculum and Instruction

Instructional Approaches and Models: The instructional approaches for this program follow pedagogical principles that develop linguistic, academic, and cultural competence. They facilitate exploration, understanding, respect and appreciation of target language cultures. Learning occurs in an environment that allows students to engage in meaningful contexts and facilitate multiple interactions to expand intellectual and problem solving skills, cognitive flexibility and working memory. The program prepares students to qualify for the Seal of Biliteracy upon high school graduation.

This rigorous enrichment program provides core curriculum instruction aligned with the California State standards in both English and Spanish in a 90/10% dual language instructional model (See table 4.1, on the following page).

Table 4.1. SAUSD Dual Language Immersion Instructional Model



Curriculum and Materials: Curriculum and instruction in the dual program reflects and values students' cultures and includes:

- Early literacy and languages development across the curriculum
- Rigorous, relevant, academically challenging, and thematically integrated content
- Technology and cooperative learning
- A variety of instructional techniques that adapt instruction to different learning styles and language proficiency levels
- Appropriate placement and interventions
- Extended enrichment academic programs and activities in art, music, environment, sports, or literature, promoting simultaneously the habit and love for reading as well as good work and study habits.

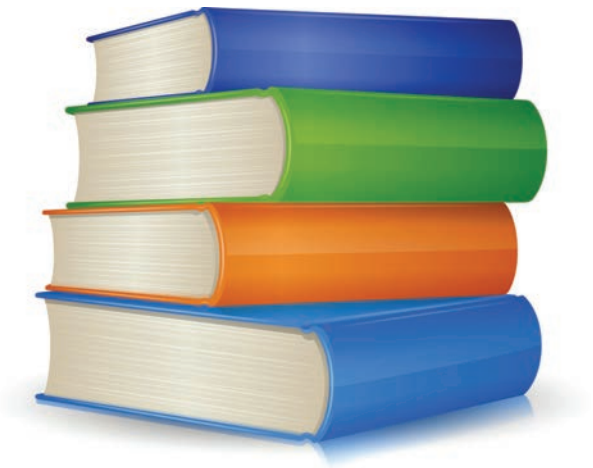
Together, all of these components provide value-added benefits to students and will increase the motivation and capacity to improve their level of academic achievement in all subject areas and broaden their personal and professional opportunities in the future.

The content taught in English in the dual language program employs the same texts and curricular materials utilized in the core, standard Structure English Immersion (SEI) program. For content taught in Spanish, in most cases, the curricular materials used to support instruction in Spanish are the exact same program materials used in the Structured English Immersion program, but in Spanish. Curricular materials will be Common Core Standards Aligned and State and local school board approved. Table 4.2 shows the primary instructional materials used, by grade level, to support standards-based instruction in Spanish,

Table 4.2: Curricular materials utilized in the Dual Language program to provide standards-based instruction in Spanish

Subjects taught in Spanish	Grade Level	Curricular Materials
Spanish Language Arts	Preschool	Benchmark: Preschool *Adelante*
	TK	Benchmark: Pre-kindergarten *Listos y Adelante*
	Kindergarten	Benchmark: Kindergarten *Adelante*
	1st – 6th grade	Benchmark: *Adelante* (by grade level)
	7th and 8th grades	Rinehart, Winston and Holt: *Nuevas Vistas: Curso Uno*
Math	TK	TK ST Math in Spanish Mind Research Institute
	K-5	Houghton Mifflin Irvine Math Project Lessons *Math Expressions* Spanish Pupil Edition by grade level
Science	TK-5	Mystery Science and FOSS - aligned with Benchmark ELA
Social Studies	K-5	Scott Foresman Nuestra Nación
	6th and 7th grades	Pearson: *Mi Mundo Historia*
	8th grade	E Pluribus Unum. The American Pursuit of Liberty, Growth and Equality, 1750-1900

Systematic collaboration with other departments and programs (e.g., GATE, AVID, Special Education, Engage 360, etc.) will be employed to ensure quality of instruction and services provided to students in both languages.



Professional Development

Professional development for teachers and administrators is an essential component in implementing a successful dual language program. Professional development opportunities on topics and skills which are unique to providing instruction in two languages will be the focus of all professional development offerings.

Examples of these types of professional development, unique to meet the needs of teachers and administrators working in a dual language program include:

Literature on Research & Language Education Pedagogy

- Bilingual programs structure, models, and best practices
- Multidimensional, multisensory-linguistic-cultural approaches.
- Reflection on beliefs and dual language theory – Study groups
- Equity and positive teaching-learning environment
- Ensure full access and services for all students
- Differentiated instruction (UDL) and the Intercultural competency development schoolwide

Transferable and non-Transferable Skills between L1 and L2

- Capitalization and punctuation
- Foundational skills: Concepts of print, phonological awareness, spelling
- Morphology and syntax
- Text structures
- Vocabulary: Cognates & false cognates
- Idiomatic expressions, figurative language, and formal and informal registers (cultural competency)

Early Literacy and Numeracy

- Dual preschool programs
  - Development of physical, socio-emotional, cognitive skills
  - Language, literacy and mathematics domains and skills
  - Importance of incorporating play into the activities
  - Alignment with TK-K curriculum
- TK and K curricula
  - Differentiated curriculum, instruction and assessments.
  - Socio-emotional intelligence development and study habits
  - Language development

New Programs Implementation

- Support for teachers
  - Curricular program implementation training
  - Pathways for earning Bilingual Authorization
  - Partnerships with CABE, Californians Together, universities, consulates, and other institutions to support successful Dual language program implementation
  - Intercultural competence development
- Support for administrators
  - Supporting successful Dual language program implementation
  - Fostering parent and community partnerships to strengthen and enhance the dual language program

Assessments and Instruction

- Administration
- Data analysis and interpretation
- Instructional implication
- Progress monitoring

Dual Language Institute

In order to build staffing capacity, SAUSD has partnered with CABE to establish a Dual Language Institute consisting of four modules. Dual teachers and teachers interested in becoming a dual language program teacher attended or participated in the institute trainings over a series of five Saturdays throughout the school year. These sessions are presented entirely in Spanish to help develop teachers' academic Spanish.

Dual Language Institute Modules

- Module A (2-day training): Best Practices in Dual Language Education
- Module B: Academic Spanish for Teachers (the "What" and the "How")
- Module C: Cross-lingual Transfer in a Dual Language Program
- Module D: Examining and Implementing a Dual Language Program Reflection System

In addition to using curriculum and program specialists to train and facilitate, SAUSD will also partner with organizations such as the Orange County Office of Education (OCDE), California Association for Bilingual Education (CABE) and Californians Together to seek out and procure additional training opportunities to both strengthen and build capacity for the Dual Language Immersion Program.

Assessment and Accountability

Assessments

Santa Ana Unified School District has a consistent and systematic comprehensive Data Management System in place in order to shape, improve and monitor program effectiveness. Multiple measures, in the form of both local and state assessments, align with goals, curriculum and instruction, and standards will be used in both languages to track students' performance data over time toward biliteracy. Table 4.3 (below) provides an overview of the state and local assessments to monitor student progress employed in the Dual Language program.

Table 4.3: State and Local Assessments

Employed in the Dual Language Programs to Monitor Student Progress				
	English	**Grades**	**Spanish**	**Grades**
State	SBAC	3-8	CSA (California Spanish Assessment)	3-8
	ELPAC	TK-8		
Local	DIBELS	3-5	MAP Spanish Reading Fluency	K-6
	MAP Reading	3-8	MAP en español	1-8
	BPST	TK-3	Conciencia fonológica K-1	TK-2
			Core Phonics in Spanish 2-5	
	MAP Math	3-8	MAP Math en español	TK-2
	Bewnchmark Advanced	3-5	Benchmark Adelante	TK-6
	DWA (District Writing Assessment)	6-8	DWA (District Writing Assessment)	6-8

Accountability

State, district and classroom assessment outcomes will be disseminated to the appropriate stakeholders. Administrators and teachers will participate in professional development to analyze and interpret assessments data correctly, establish support needed and determine the appropriate expectations for students and the instructional implications in both languages.

Family and Community

Family: Parents are considered as valuable partners in the successful implementation of dual language programs in SAUSD.

The Santa Ana Unified School District is dedicated to ensuring that parents are engaged and involved in their child's acquisition of English and overall academics provided in the dual language program. This begins with providing a welcoming environment for all families and members of the community will be ensured in an effort to collaborate and coordinate resources. All SAUSD sites are encouraged to include parent centers on their campuses to facilitate the following objectives:

- Emphasize the importance of early language development at home especially in regard to the quantity and quality of verbal interactions and the development of the pleasure and love for reading. This will contribute to increase the level of vocabulary and comprehension, and the understanding of the structure of a language.
- Develop good work habits, responsibility, confidence and positive behavior
- Develop awareness of the importance of equity, access, and the benefits of bilingualism to support and advocate for the program.
- Promote a variety of mediums for parent involvement, competence, connectedness and empowerment.

Dual schools will work closely with parents and establishing efficient and active venues for parent contribution and engagement in the dual educational program and learning process of their children.

Community: Embracing the diversity and wealth of resources available in the surrounding community is an effective means of strengthening a dual language program. Santa Ana's central location in Orange County affords us access to a variety of valuable resources to support, grow and build capacity within our dual language program. Community partners are continually sought, and some examples of community partners currently include:

- Colleges and universities
  - Santa Ana College
  - University of California at Irvine
  - California State University, Fullerton
- Other districts, in Orange County and beyond, with Dual Language programs
- Dual Language Network
- Santa Ana Civic Center
- Museums and art/community cultural centers
  - Discovery Center
  - Bowers Museum
  - Kidseum
- Consulates of Spanish or other language speaking countries
- OCDE
- CABE and World Language Associations
- Center for Applied Linguistics (CAL)
- Californians Together
- Local Businesses, Institutions and Organizations

Employing an integrated approach in the incorporation of parent engagement along with the integration of community services and resources that these institutions offer, provides our schools with a desirable broader range of well-planned educational activities and events. In turn, this will provide ample opportunities for deeper, meaningful learning, and prevent many risk factors associated with learning difficulties.

Together, parent engagement and community involvement, are powerful implements in ensuring a high quality global socio-educational system of support for students and parents.

Regulations Regarding Language Program Development

In response to the passage of Proposition 58, Santa Ana Unified School District will adhere to the state's regulations and inform parents about Language programs that are proposed or made available for students with a description of the process to request

them. Parents of pupils in a particular school who have expressed a desire to have their students participate in a language program not offered at that site or in addition to the one offered at that school, can request that one be established at their site.

Schools shall assist parents in clarifying requests (verbal or written) as needed and will keep written records of each including:

- The date of the request;
- The names of the parent and pupil;
- A general description of the request; and
- The pupil's grade level on the date of the request.

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of language program, each school should notify the district immediately. The district then will take the following actions:

1. Notify the stakeholders, in writing, of the parents' requests for a language program after reaching the following threshold:
- Parents or guardians of 30 or more students in a school make a request; or
- Parents or guardians of 20 or more students at a grade level in a school make a request.
2. Identify costs and resources necessary to implement it, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
3. Determine, within 60 calendar days, whether it is possible to implement the requested language program; and provide notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators, of its determination.
4. In the case of an affirmative decision, create and publish a reasonable timeline of actions necessary to implement the language program.
5. In the case that the district determines it is not possible to implement that language program requested by parents, it will provide in written form an explanation of the reason(s) the program cannot be provided, and may offer an alternate option that can be implemented at the school.

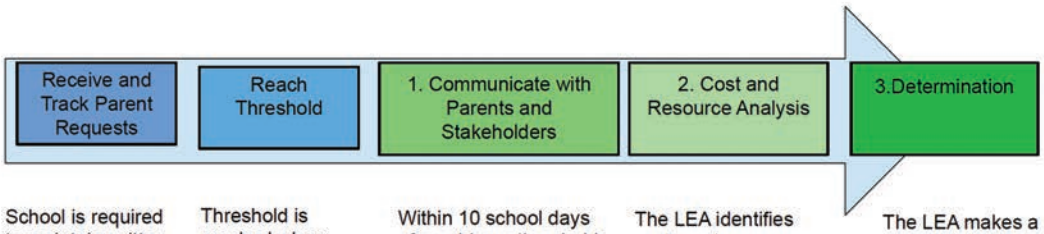
If SAUSD provides a language program or proposes to offer a language program, a process will be established for schools of the district to receive and respond to input from parents and stakeholders regarding the non-English language in which instruction is provided.

All notices and other communications to parents will have to be provided in English and in the parents' primary language to the extent required under Education Code section 48985.

Secondary World Language Programs

To further SAUSD's goal of expanding world language programs as part of the district's language program, at the intermediate level, 6th through 8th grade, SAUSD has included world language courses to the elective options for students at all but two intermediate sites. These world language courses provide instructional pathways for students to fulfill the A – G world language requirements for UC and CSU schools and the skills needed to earn the state Seal of Biliteracy upon graduation.

Process to Request and Respond to Parent Requests for New Multilingual Programs



School is required to maintain written and verbal records of parent requests which include:

- Date of request
- Parent and child names
- Description of request
- Grade level

Threshold is reached when: parents of 30 pupils or more enrolled in a school, or parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language program.

The school responds by notifying the LEA immediately

Within 10 school days of reaching a threshold described, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.

The LEA identifies costs and resources necessary to implement any new language program, including but not limited to:

- Certificated teachers with the appropriate authorizations
- Necessary instructional materials
- Pertinent professional development for the proposed program
- Opportunities for parent and community engagement to support the proposed program goals

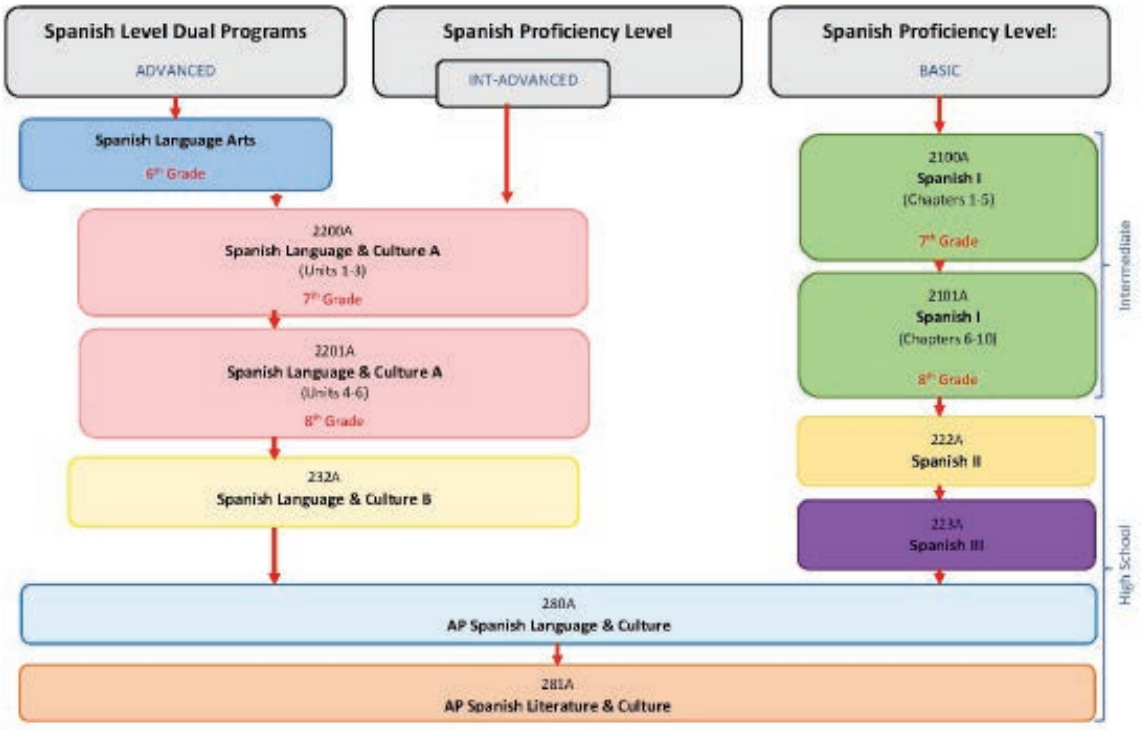
The LEA makes a determination within 60 calendar days and provides written notice to parents of pupils attending the school, the school's teachers, and administrators of its determination.

a. **Determination to implement:**
LEA creates and publishes a timeline of actions and confers with school personnel.

b. **Determination not to implement:**
LEA provides a written explanation of the reason(s) why the program cannot be provided and/or offer an alternate option.

Santa Ana Unified School District

Intermediate + HS Spanish Placement Pathways



Santa Ana Unified School District
Multilingual Education Program Parent Request Form

Proposition 58 Multi-lingual Education Program Parent Request Form

School:	Date of Request:	For School Year:
Parent/Guardian Name:	Parent/Guardian Phone:	
Student Name:	Student's Grade Level (at time of request):	
Languages Spoken by Student:		

LANGUAGE ACQUISITION PROGRAM REQUESTED

☐ **Dual-Language Immersion (DLI) Program:**

A language acquisition program that provides 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. Content instruction is provided in a target language* and English.

*Target language refers to a language other than English.

☐ **Indigenous Heritage Language Program** provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills.

☐ **Other Language Program**: _____

_____

☐ **FLEX: Foreign Language Elementary Experience**
FLEX provides instruction for non-native speakers of the target language, with the goals of exposure, enrichment, and language experience. Typically during a designated period of the school day or after-school program (usually a few times a week) providing basic exposure to a language.

☐ **FLES: Foreign Language in Elementary Schools**
FLES provides instruction for non-native speakers of the target language during a designated period of the school day or after-school program dedicated to language study.

☐ **Native Speakers Courses**
courses of language study designed for native speakers of the target language, typically offered in grades seven through twelve.

Target Language Requested:

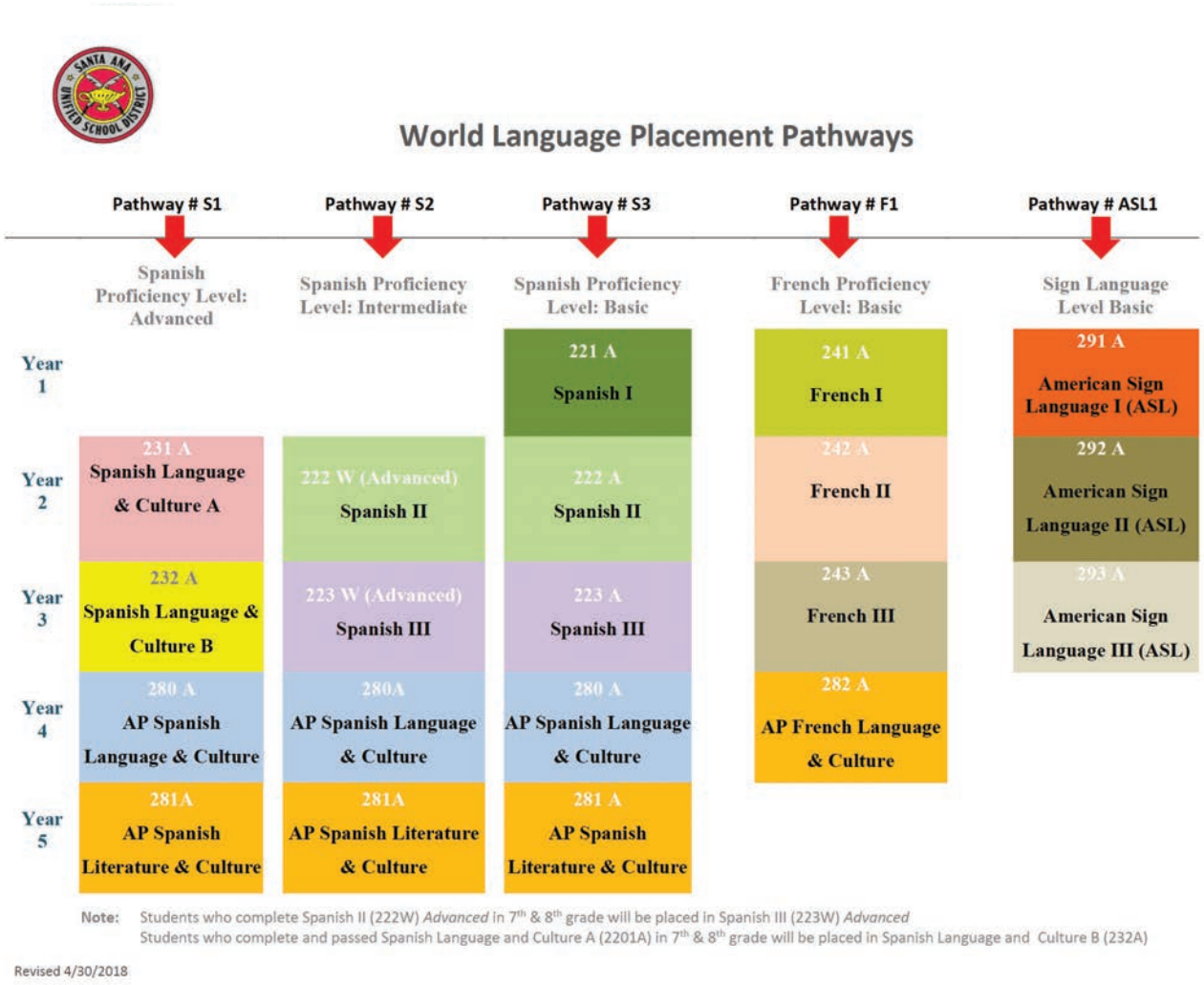
☐ Spanish ☐ Vietnamese ☐ Khmer Other: _____

Parent/Guardian Signature: _____ **Date:** _____

For School Use Only		
Student Language Classification: ☐ EL ☐ IFEP ☐ EO ☐ RFEP		
Request Received By:	**Signature:**	**Date:**

At the high school level, instructional pathways for world language placement include options for native speakers, who have functioning skills in their primary, heritage language, but require explicit instruction on the formal registers and mechanics of the language. The curriculum for all of the courses identified in these instructional pathways are aligned with UC/CSU A-G requirements and articulated with Advanced Placement Language classes. Students are placed based on their overall proficiency level as determined by a local assessment administered to students in January of their 8th grade year.

Table 4.5: SAUSD World Language Pathways for High Schools



Language Program Implementation Action Plan

Using the seven strands of effective language programs, the EL Task Force determined that the following actions would need to be implemented in order to fully and effectively support the continued implementation of Language programs in the Santa Ana Unified School District.

Seven Strands	Actions needed to support implementation
1. Program Structure	• Ongoing planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. Identify clear outcomes and expectations that includes academic achievement, bilingualism and biliteracy, and sociocultural competence • Promote a strong, effective and knowledgeable leadership team that advocates for language programs and supports an ongoing self-reflection and evaluation to ensure continual improvement. • Expansion of language programs following the California Department of Education regulations for language programs of May 2018.
2. Support and Resources	• Schedule visits and collaboration meetings with stakeholders to observe, plan, evaluate and refine language programs in order to foster leadership, motivation, commitment, and quality of instruction • Allocate funding to provide sufficient staff, equipment, and resources in both languages to meet program goals and ensure its effective implementation. • Engage in public relations activities to promote the program to a variety of audiences through effective marketing and outreach efforts.
3. Staffing	• Disseminate a survey for study of capacity and based on results, establish a teacher recruitment and retention plan that is aligned with program goals and long-term needs. • Collaborate with universities and organizations like CABE, CAL, CDE, OCDE, Californians Together, etc. to recruit teachers with Bilingual Authorization (e.g., BCC, BCLAD). • Build capacity within current teaching staff through training and bilingual authorization pathways

Seven Strands	Actions needed to support implementation
4. Curriculum and Instruction	• Develop and implement a high-quality standards-based curriculum that promotes and maintains equal status of both languages and the appreciation of multiculturalism and linguistic diversity. • Integrate effective language development practices with content instruction in both program languages considering the needs of students with different language learner profiles (native speakers, second language learners, newcomers, and bilingual students.) • Coordinate curriculum, instruction and assessment across grade levels addressing the specific needs of all students (English Learners, special education, gifted, Title I...)
5. Professional Development	• Maintain an infrastructure to support PD that is aligned with competencies needed to meet dual language program standards • Partner with professional organization and educational institutions to tailor PD to meet the unique needs of SAUSD's language programs and engage in dual language program networking. • Develop a long-term professional development plan that is comprehensive, inclusive, and differentiated.
6. Assessment and Accountability	• Develop an Assessments and Accountability Plan to inform all aspects of the program. • Monitor program and outcomes to ensure quality and fidelity of program implementation as well as equity and access. • Align formative and summative assessments with goals and standards for both languages of instruction and use data to inform curriculum development and instructional practices

Seven Strands	Actions needed to support implementation
7. Family and Community	• Engender a welcoming, appreciative and positive school climate that helps families and community understand, support, and advocate for the program. • Engage in community building projects and activities with students and families to capitalize on the varied linguistic, socio-economic and cultural services and resources • Plan collaboration and professional development that will contribute to the academic success of the students

Chapter 5

Family and Community Partnerships

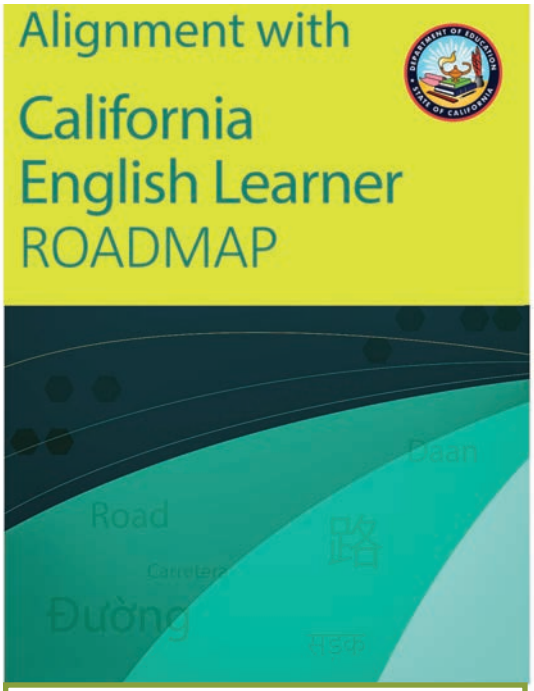
Engagement of Parents of English Learners

From initial identification to reclassification, SAUSD strives to provide meaningful opportunities and programs to ensure that parents of English Learners are active and engaged partners in the process of effectively assisting in their child's acquisition of English and success with rigorous academic content.

The following section details the comprehensive opportunities for parents of English Learners to participate in and advocate for their child's education. SAUSD provides EL parents opportunities to build on parenting strengths, effective modes of communication, opportunities to volunteer, support with learning at home, and opportunities for decision making and advocacy.

Opportunities for Decision Making and Advocacy

SAUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the SSCs and ELACs at the school-site level and the DAC/DELAC District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.



1a: Language and Culture as Assets
1d: Family and School Partnerships
2e: Use of Students' Home Languages
2g: Programmatic Choice
4b: Providing Extra Resources

District Advisory Committee (DAC), and District English Learners Advisory Committee (DELAC)

As a district comprised of 51 or more English Learners, SAUSD is required to form a DELAC which serves as an advisory body to the district. The primary role of DELAC is to advise the district on the needs of English Learners and their parents. This committee exhibits the two-way communication necessary to create conditions for English Learner success. SAUSD has made a commitment to involving these key parent stakeholders and will continue to lean on them for input on English Learner support.

The DELAC is to meet regularly with the district leadership to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs

- The design and development, content, purpose and results of a school-by-school, districtwide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the District
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs

English Learners Advisory Committee

The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration on programs, activities and resources to support English learner achievement. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council and/or Principal for each of the following legally required training topics:

- Comprehensive information about the development and implementation of the School Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
- The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
- EL, IFEP and RFEP populations, reclassification, instructional program participation, and the implications for student achievement
- Information regarding the attendance patterns and trends at the school; in addition to school and District attendance policies in order to understand the importance of regular school attendance

School Site Council

SAUSD will continue to design and implement effective two-way communication practices with families to ensure reciprocal communication and input about children, programs, school activities, and opportunities for involvement. This elected stakeholder group is comprised of parents, teachers, administrators, and students at the secondary level. School Site Councils at each of our sites monitor and oversee the implementation of programs intended to improve the academic achievement of the disadvantaged. Through the annual review process parents are given the opportunity to provide input and feedback on Title I programs.

LCAP Stakeholder Meetings

School-wide LCAP meetings are held at each site in order to garner input on the district's overall vision and how each school intends to reach LEA targets and goals, particularly those set for English Learners.

Annual Title I Meetings

As a Title I District, each school is required to hold annual Title I meetings every fall and detail the specific Title I program for their site and the rationale behind the decision making. Topics covered at these meetings include, but are not limited to:

- An overview of Title I and how funds are used at the school to support disadvantaged learners
- Key improvement initiatives, specifically for Math, Language Arts and ELD
- Parents right to be informed and how schools will communicate with them
- The importance of parent involvement in the education process

Annual Parent Conference

Each year SAUSD host the district-wide Annual Parent Conference to provide parents opportunities to engage and learn about relevant topics in the community. The conference takes advantage of community volunteers and the efforts of district staff to create a self-selected day of classes that parents can attend at their own interest. SAUSD will continue to grow this even to meet parents needs and connect our parents with the wide variety of resources in the community.

The district will plan, coordinate, promote and implement an Annual Parent Conference in conjunction with the City of Santa Ana. The content of all workshops, expertise of all guest speakers, and background of all community resources involved in these conferences will be carefully chosen to meet the current identified needs and priorities expressed by the parents of English learners to assist their students in achieving academic success.

To ascertain the current informational interests and needs of parents in assisting their EL students in achieving academic success, the district will facilitate an annual Needs Assessment Survey. Specific surveys for elementary, intermediate and high school will pinpoint details of needs at each level. Results of this survey, along with an analysis of instructional needs as evidenced through the results of state and district assessments, will direct the selection of topics for parent workshops offered through the district. Topics addressed in the survey will include, but will not be limited to:

- Technology
- Health and Nutrition
- Parenting skills
- Effectively Accessing Community resources

Building on Parenting Strengths and Support with Learning at Home

Parenting Programs

Family and school support for the well-being of children is essential for academic and social success. Effective schools build on parenting strengths and help families to nurture children. SAUSD is seeking to expand its current capacity in this area through various parenting classes and programs such as Padres Unidos and Raising Highly Capable Kids. These programs help to build on the assets that parents provide and create a home environment conducive to academic success.

SAUSD is a district where 80 percent of our student population started their schooling experience as an English Learner. As such, district and site-based parenting programs embed components to support the parents of English Learners. SAUSD will continue to grow in this area and seek to replicate successes to support all parents in their child's academic journey.

Other means to engage parents in the process of improving the educational programs for ELs include:

- Parent education conferences that include sessions on issues relevant to the education of ELs and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career

readiness requirements, and parenting skills.

- Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.
- Support parent participation through attendance at national, state, and local conferences relevant to EL issues

Opportunities to Volunteer

Padres en Acción

The Padres en Accion program is a broadly implemented site-based program that uses parent and community volunteers to work with students during recess and after school time to promote physical fitness and mental well-being. SAUSD will continue to support and grow programs such as these that provide parents the opportunity to participate in their child's schooling and actively volunteer to promote academic success.

Site-Based Opportunities

Each site has various programs that are implemented which are derived from an assessment of needs, intended to increase the success of academically disadvantaged students. These programs include opportunities for parents to volunteer and engage with school staff in meaningful and productive ways.

Wellness Centers: The Santa Ana Unified School District has added Wellness Centers to sites across the district. These Wellness Centers are designed to be a hub for community engagement for families, staff, and community members to collaborate and access resources which benefit students, the school, and the entire school community.

The Wellness Centers exemplify SAUSD's commitment to providing access to educational excellence to the families of the surrounding community. It is understood that in order for students to be academically successful, it is essential to meet the needs of the whole child. The Wellness Centers employ a holistic approach to community outreach, working in collaboration with community organizations to provide families with resources that support access to health education, promoting social-emotional wellness, child development, academic expectations, parenting classes, and personal development. Features of these Wellness Centers include:

- Collaboration with the City of Santa Ana, State and Federal Organizations, Mexican Consulate, Ambassadors of Compassion, and Orange County Department of Education along with outreach to other local and state organizations who are interested in providing resources that support the community.
- Availability of services to the general community.
  - While these centers are located on SAUSD school campuses, there will be separate, public entrance for members of the community to provide access to the services provided by the wellness centers.
- Workshops on a variety of topics including, but not limited to
  - Health education
    - Fitness programs
  - Positive Parenting
  - Social and emotional wellness
  - Programs and support for English learner students
  - Graduation requirements, A – G
  - College entrance requirements and financial aid
- Welcoming environment with access to a variety of resources such as
  - Teaching stations with projectors and screens
  - Access to computers, printers and telephones
  - Resource corner with information about
    - Family services available in the immediate area
    - English language classes

- Volunteering opportunities at schools and the community
- District and community organization planning meetings: Opportunities to be a part of the decision making process

◆ Homework support

Effective Modes of Communication

To assist parents of English learners with understanding program placement, ELPAC results, SBAC assessments, report cards, and other data measures, the district will work in conjunction with schools to provide informational meetings and workshops as well as translated messages sent home to inform parents of student's progress.

- Parent representatives from each site receive information on interpreting assessment information at DAC/ DELAC meetings held at the district
- Parents receive information on understanding ELPAC and SBAC scores at ELAC, SSC and PTA/PTO meetings
- District annual notification letters regarding their child's program placement will be sent home via ELA teachers
- Monthly Title I/ELD meetings for site staff to communicate requirements and reflect on EL practices accordingly

In order to facilitate open communication, parent outreach and encourage participation of parents and the community, the district will employ the use of a wide variety of media to disseminate information about school and district activities and services. To the extent feasible, the district will assist schools with translation services and other accommodations needed to encourage participation of parent/tutors for students with special needs.

- District web page
- Channel 31 (TV)
- Local Media
- District automated phone system

Enhanced instructional opportunities to immigrant students and their families

Most of SAUSD's recent immigrants are secondary students who need specialized support with successfully completing high school and formulating a plan for success beyond compulsory secondary education. To provide for these specific needs of secondary immigrant youth, the enhanced instructional opportunities for these students supported by the immigrant funding will target providing guidance on college and career readiness. This will include:

- Gang Awareness
- Parenting Teens
- Family Literacy
- Cyber Safety
- Local community resources to support
  - ◆ Medical and dental needs
  - ◆ Mental health needs
  - ◆ Family Counseling
  - ◆ Pathways to citizenship

Additional counseling support, training and training materials for immigrant students and their parents on topics including:

- Understanding High School Graduation Requirements including
  - ◆ A-G approved courses
  - ◆ AP courses
  - ◆ College Now/Early College/Dual Enrollment

Extended learning opportunities at their school site

- Tutoring
- Intervention support
- Enrichment opportunities

College Preparedness and Career Readiness

- Understanding College entry requirements

Career certification programs offered through

- The school site/district
- Local community college programs

Chapter 6

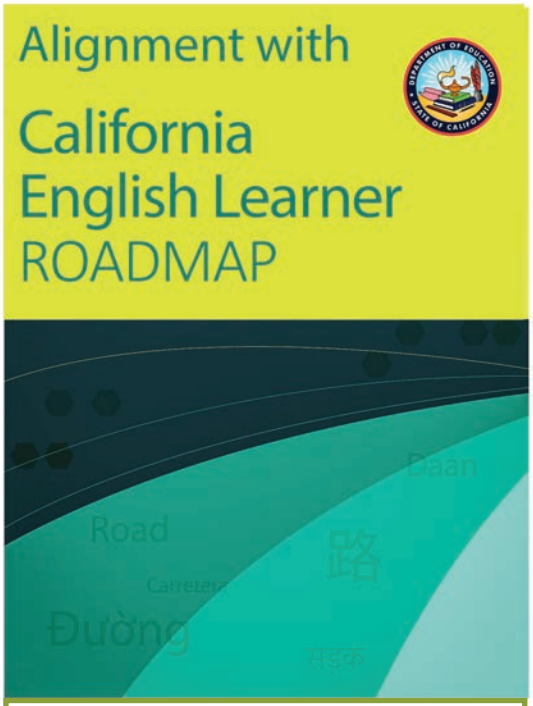
Ensuring Effective Practices to Support English Learner Success

Accountability, Professional Learning and Developing Leadership

Accountability: Ensuring Strong Core Program of Instruction for English Learners at All Levels of Their English Language Development

Accountability for supporting English Learners begins by ensuring that they are provided with a strong core program which is standards-aligned, includes lessons and materials which support students at all levels of their language acquisition journey and incorporates the use of effective, research-based instructional strategies to facilitate successful access to and engagement with rigorous grade level content and skills. The following are programs and activities to provide a strong core program of instruction: The first step in ensuring that sites are supporting English Learners in attaining English proficiency and meeting the challenging State standards:

- Adoption and implementation of standards-aligned ELA/ELD curriculum which includes lessons and materials to support integrated and designated ELD instruction. These adopted materials include lessons and supplementary materials which are designed to help students meet the challenging State academic standards while also providing linguistic support to students at all levels of their English language development:
  - Emerging: Minimally developed
  - Expanding: Somewhat to moderately developed
  - Bridging: Well-developed



1b: English Learner Profiles
1c: School Climate
1d: Family and School Partnerships
2b: Intellectually Rich, Standards-based Curriculum
2c: High Expectations
2d: Access to the Full Curriculum
2e: Use of Students' Home Languages
2f: Rigorous Instructional Material
2g: Programmatic Choice
3a: Leadership
3b: Adequate Resources
3d: Capacity Building
4b: Providing Extra Resources
4c: Coherency

These adopted materials are:

- *Benchmark Advance*: Core ELA/ELD program for grades TK - 5
- *Listos y Adelante/Ready to Advance*: (Pre-K through 6th grade)
- *Study Sync*: 6th -11th grade, core ELA (A Program 2 ELA/ELD adoption with integrated and designated ELD support lessons)
- *Expository Reading and Writing Course (ERWC)*: core 12th grade ELA option
- *iLit 45*: 6th – 10th grade, Program 4 Supplementary ELA intervention
- *iLit ELL*: 6th – 10th grade, Program 5 ELD core replacement

These materials provide:

- A cohesive instructional continuum with pathways to support students at all stages of their English language development: SAUSD has developed an ELA/ELD instructional continuum with Pathways to support the instructional needs English learners at each level of their English language proficiency
  - Newcomers
  - Continuing English Learners
  - Long Term English Learners
- Multi-Tiered Systems of Support (MTSS) to support students with successful access to rigorous, grade-level standards and core content

These instructional pathway continuums, course structure, placement guidance, instructional materials and descriptions of programs along with their alignment with MTSS are elaborated upon in detail in Chapter Three: Effective Instructional Programs for English Learners.

Accountability: Monitoring English Learner Student Progress and EL Program Effectiveness

Tools Used to Guide the Process

The tools used to monitor the English learner progress, EL program effectiveness and ensure that sites are accountable for the academic achievement and attainment of English proficiency as they matriculate from elementary to secondary school incorporate the use of quality data from multiple measures. The first tool employed in that endeavor is the State's Integrated Accountability and Continuous Improvement System, heretofore known and referred to as the "Dashboard."

The State Dashboard

The State Dashboard employs the use of quality data from a number of indicators as an accountability measure to monitor the progress of districts in meeting the educational needs of students. The information provided in the Dashboard includes a district summary as well as a summary for each individual site.

Within the State Dashboard is a program instrument which focuses solely on the progress English Learners. This, along with the other data collected, is one of the tools utilized by the district to monitor whether sites are meeting the needs of English learners in acquiring English proficiency and meeting the challenging State academic standards. The results of the Dashboard provide valuable insights when identifying trends and assessing needs, district-wide, to determine how to best utilize supplementary funding and focus assistance where it is most needed. The following are the indicators and the quality, multiple measure data sources used from the State Dashboard to monitor the program effectiveness for English learners provided by the elementary and secondary schools in SAUSD:

State Dashboard Indicators

- **Suspension Rate:** This is calculated for students who are marked as EL at any time during the academic school year
  - Data Source: CALPADS. Discipline data submitted by the district to the state via CALPADS in the annual End-of-Year report.
- **English Learner Progress:** The data includes results from EL students who take the annual/summative ELPAC or who were reclassified as Fluent English proficient (RFEP) during the prior school year.

- Data Sources: ELPAC data is provided by the vendor, Educational Testing Service (ETS), and RFEP data are extracted from the CALPADS Operational Data Store (ODS) by the CDE

- **Graduation Rate:** This is calculated for students who are marked as EL at any time during the four-year cohort
  - Data Source: CALPADS ODS
- **Academic Progress:** This is calculated for students who were marked as EL during the academic year, and includes students who were reclassified (RFEP) within the past four years. There are two reports: 1.) Grades 3 - 8 and 2.) Grade 11
  - Data Source: SBAC/CAASPP results for English Language Arts and Mathematics extracted from the CALPADS ODS. The indicator tracks the number of EL students who 1.) Made progress from one year to the next and 2.) Met or exceeded the expected standard for each grade level. The report for 11th grade includes a "distance" report which provides information on how far students were from the level 3, or "Met the standard" level on the SBAC/CAASPP

Tables 6.1 and 6.2 Illustrate how the results are provided for each indicator on the State Dashboard, and are reported out through the means of a color-coded grid which classifies the results of the indicators in two categories

Table 6.1: **Status** (vertical): The reported status levels are

Very High	+45 or more points	Blue
High	From+10 points to less than +45 points	Green
Medium	From -5 points to less than +10 points	Yellow
Low	From more than -5 points to -70 points	Orange
Very Low	More than -70 points	Red

And

Table 6.2: **Change** (horizontal): The reported change levels are

Very High	+20 points or more	Blue
High	+7 to less than 20 points	Green
Medium	Maintained or Declined by less than 1 point or increased by less than 7 points	Yellow
Low	- 1 to 15 points	Orange
Very Low	More than -15 points	Red

Results of SAUSD Annual LCAP Metrics Report

Each year the district's Research and Evaluation department compiles the data related and relevant to the measurable achievement objectives. This data is provided to a broad spectrum of stakeholders, from school board members to teachers to parents and community members, for review and input. The results of this annual review are also used when evaluating program effectiveness and holding schools accountable for English learner academic and linguistic achievement.

SAUSD's Key Performance Indicators (KPIs)

SAUSD is in the process of creating a Key Performance Indicator (KPI) system to be used in conjunction with the State Dashboard to hold sites accountable for student achievement, determine program effectiveness and prioritize sites most in need of intervention support by the district to address the needs assessed through the program effectiveness process. The KPI will include all of the same indicators on the State dashboard, and also include information from localized data points included in SAUSD's LCAP metrics to provide an even more detailed assessment of each site's program effectiveness for English learners such as:

- Reclassification (RFEP) Rate: Expectation is that ELs reclassify within five (5) years of placement in a language program. Targeted interventions and supports are provided to students who are Long term English Learners (LTELs) or are at risk of becoming LTELs
- Attendance rates
- Results of local assessments
  - District Benchmark assessments
  - Elementary Performance Task Assessments
  - Secondary Writing Proficiency Assessment
  - Dynamic Indicator of Basic Literacy Skills (DIBELS) for universal reading/literacy screenings of students in Kindergarten through 2nd grade
  - NWEA's Measure of Academic Progress (MAP)
- A-G course completion rates
- Advanced Placement (AP) Exam pass rates
- State Seal of Biliteracy attainment rates

Similar to the State Dashboard, the KPIs will have a rating system to indicate sites which are not making expected progress or at risk of not making expected progress and identify individual students in need of targeted interventions. Together the results of the State Dashboard, the Annual LCAP Metrics and the district's KPIs, sites will be targeted for additional assistance and guidance from the district to address the areas identified as most in need of intervention.

Accountability Processes: Supporting Sites Who Are Not Making Expected Progress

Those sites whose status and change indicators are "in the red" and not making expected progress are identified as "Superintendent Schools," and are prioritized for interventional assistance from the district. These results, along with those of the district's Key Performance Indicators are used to hold sites accountable for student achievement, determine program effectiveness and prioritize sites most in need of intervention support by the district to address the needs assessed through the continuous improvement process.

These identified "Superintendent Schools" are provided with additional support and resources in order to address the areas which are most in need of intervention and close the achievement gaps therein. The following are the steps in the process to support these sites:

- **Create an improvement plan:** Each site identified as a "Superintendent School" must create and submit for review and approval an improvement plan for utilizing the additional resources and support which will be provided by the district. Title III funded personnel are available for support and consultation in formulating the improvement plan.
  - At the elementary level, the improvement plan includes the integration of paraprofessionals whose task is to specifically support these sites with meeting Early Literacy goals and objectives—a district priority.
- **Monitor the improvement plan:** Each "Superintendent School" is assigned a district-level intervention team to regularly
  - Visit the site
  - Meet with the administrators to gauge their views on the progress of the site in implementing the actions of the plan

- Observe classroom instruction and additional interventions outlined in the school's improvement plan
- Follow up with administrators on their observations of the progress of the plan

- **Provide additional resources, if deemed necessary, to support the plan:** Should the follow up meetings with the administrator indicate that additional resources are needed to meet the objectives of the site's improvement plan, additional district level staff, including Title III funded staff, may be deployed to provide specialized support for teachers and administrators
- **Evaluate the effectiveness of the plan:** The effectiveness of the improvement plan will be evaluated utilizing the results of the State Dashboard, LCAP Metrics and the district Key Performance Indicators.
  - The Instructional Leadership Cycle, located in "Leadership Development" addresses and provides details on the steps of the annual process of evaluating program effectiveness

Supplemental Activities to Support Students Most in Need of Interventions

All sites, not just those in the red on the State Dashboard and identified as most at risk on the district's Key Performance indicators, are expected to provide targeted support to students who are in need of interventions. Identification of students in need of interventions within and beyond the core instructional program is facilitated through the regular process of analyzing the results of the aforementioned multiple measures of EL student performance on progressing with acquiring English and achieving success with the challenging State standards.

At the site level, individual schools are provided with contractually protected professional development time in the form of modified days to support regularly scheduled data chats by grade and subject to analyze state and local assessment results, inform instruction and monitor program effectiveness. Further, through the sites' needs assessment process, sites establish priorities to support ELs in acquiring English proficiency and meeting the challenging State standards through their needs assessment process and determine how to best meet the needs of the students at their sites. Programs, services, personnel and supplementary materials identified to meet those needs and close the achievement gap for ELs are documented in the site's School Plan for Student Achievement (SPSA).

The following are a variety of targeted services and programs within the school day and beyond the school day are available to support the lowest performing student groups with improving achievement in reading/language arts. These services, programs and activities are supplemental to all other funding sources and include:

- In class interventions utilizing supplementary materials which model the Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI) strategies and methodologies.
- Targeted, small group and one-on-one instruction with intervention teachers utilizing Universal Access and intervention materials from the core ELA/ELD adopted program of instruction
- Metered placement into supplementary reading/language arts intervention programs to address academic deficiencies and accelerate learning
  - SIPPS: Elementary
  - Pearson's iLit 45/iLit ELL: Secondary
- After school extended learning tutoring with classroom teachers
- Summer School Enrichment Programs: K - 8
- 9th – 12th Grade Credit Recovery programs
  - Summer School
  - Online Learning
  - Bridge Program at Santa Ana College
  - Alternate Education Programs

Outreach to Stakeholders

To further support the monitoring of program effectiveness and facilitate effective accountability protocols, Educational Services and the Office of Research and Evaluation will work together to provide sites and district leadership with the latest results of state and local assessments utilizing the district's student data information systems: Illuminate and Aeries. These results will be analyzed throughout the year as the basis of each site's and the district's evaluation of program effectiveness and needs assessment process by a variety of stake-holders at the district and site levels including:

- Site-based Instructional leadership teams (ILTs)
- School Site Councils (SSC)
- English Learners Advisory Councils (ELAC)
- LCAP Site-based Stakeholders meetings
- District Instructional Leadership Team (DILT)
- District English Learner Advisory Council (DELAC)

In addition to determining areas of strengths and weaknesses of programs and inform instructional decisions regarding any necessary revisions or interventions needed to support EL students with acquiring English proficiency and achieving success with grade-level content and skills, these meetings with site and district-based stakeholder groups provide opportunities for participants to voice sincere concerns and have those concerns genuinely considered and addressed. The annual revisions to the district LCAP and sites' School Plan for Student Achievement (SPSA) then become the vehicle to address the needs assessed through these consultations with the aforementioned stakeholders.

Professional Learning

With over 80% of its K – 12 student population comprised of "ever ELs" (English learners and Reclassified English Learners), the lens through which all professional development is created and implemented in SAUSD is ever-focused on supporting English Learners. Integrated within and throughout all of the following professional development opportunities, is an emphasis on effective implementation of the tenets of the ELA/ELD framework and standards, and understanding how to refine instructional techniques/methodologies in supporting English learners.

Professional Development for Teachers

Training on implementing scientifically research-based strategies and activities which have proven effective and engaging for English learners will be included and integrated into all professional development offerings and opportunities for teachers. Implementation of these strategies and activities are expected to result in increasing teachers' subject matter knowledge and teaching skills, as well as support positive and lasting teacher performance in the classroom in their support of the English learners entrusted to their care and education:

- GATE Depth and Complexity models
- Project-based Learning
- Guided Language Acquisition Design (GLAD)
- Release of Responsibility
- Response to Intervention (RtI)
- Multi-tiered Systems of Support (MTSS)
- Universal Design for Learning

EL teachers, Administrators, program and curriculum specialists will be provided opportunities to attend national and statewide conferences that address current research, strategies, and materials to support ELs, including, but not limited to the following professional educational organizations:

- Orange County Department of Education (OCDE) EL trainings
- National Association for Bilingual Education (NABE)
- California Association for Bilingual Education (CABE)
- International Reading Association (IRA)

- California Reading Association (CRA)
- California Reading and Literature Project (CRLP)
- California Association of Teachers of English for Speakers of Other Languages (CATESOL)
- National Center for Transforming School Counseling
- WestEd: Quality Teaching for English Learners (QTEL)
- Council of Great City Schools (CGCS)
- National Consortium of Urban School Transformation (NCUST)

Professional Development in Response to Assessed Needs from Monitoring Program Effectiveness

To support the monitoring of program effectiveness, Educational Services and the Office of Research and Evaluation will work together to provide sites and district leadership with professional development support on effective use of the district's student data information systems: *Ellevation*, Aeries and the District Data Warehouse. In order to monitor student progress on mastering grade level standards and skills, sites will be provided the latest results for ELs on state and local assessments. Professional development time to support English learners will also include time to analyze the results of these assessments to identify strengths and areas for improvement.

SAUSD utilizes federal funds to close the achievement gap for English Learners and facilitate successful access to rigorous, standards-based ELA/ELD curricular programs. This will include Professional Development for teachers and administrators on

- How to support the achievement of ELs and effectively monitor the implementation of research-based, effective ELD instructional strategies
- Development of follow-up training to refine the use of effective instructional strategies for ELs
- Project-based learning
- The use of state and local assessment results to monitor EL student progress, inform instruction and assess school-wide instructional needs

At the secondary level, professional development on the establishment and implementation of distinctive instructional pathways, programs, and supplementary materials for the following levels of English learners will be in place and supported:

- Newcomer English Learners (ELs less than 24 months in U.S. Schools)
- Continuing English Learners (ELs enrolled two to six years in U.S. Schools)
- Long Term English Learners (ELs enrolled more than six years in U.S. Schools)

Additionally, SAUSD will provide professional development and follow up support for teachers on the following state and local board of education approved K-12 ELD programs and supplementary materials which outline and support both integrated and designated ELD instruction which implement effective, scientifically research-based instructional strategies and activities which emphasize improving academic English, accelerate English acquisition and to close the achievement gap for English learners:

- Benchmark Advance: PreK - 5th grades
- Benchmark Adelante: Dual Language sites: Pre-K through 6th grade
- Study Sync: 6th -11th grade, core ELA (A Program 2 ELA/ELD adoption with integrated and designated ELD support lessons)
- Expository Reading and Writing Course (ERWC): Core 12th grade ELA option
- iLit 45: 6th – 10th grade, Program 4 Supplementary ELA intervention
- iLit ELL: 6th – 10th grade, Program 5 ELD core replacement

AVID and AVID Excel training

Advancement Via Individual Determination, (AVID) SAUSD will continue to build the AVID School-wide College Readiness system at secondary sites and expansion into elementary schools, utilizing WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and student self-efficacy strategies, which parallel effective research-based instructional strategies to support English Learners. AVID EXCEL, is an AVID instructional model designed specifically for EL students, at the intermediate school. It provides similar training to the AVID program, with additional supports to facilitate meaningful interaction with academic language and activities which instructionally scaffold standards-based writing tasks: Two skills which often impede EL students from reclassifying at the secondary level.

Dual Language Institute Training

SAUSD will partner with CABE to provide all teachers providing instruction in a dual language program with a five-day professional development institute, with follow up support through collaboration and planning sessions, provided over the span of a school year. The training modules are

- Best Practices in Dual Language Education (two-day module)
- Academic Spanish for Teachers (The "what" and the "how")
- Cross-linguistic Transfer in a Dual Language Program
- Examining and Implementing a Dual Language Program Reflection System

Professional Development through Professional Collaboration Time

SAUSD recognizes the essential link between successful implementation of effective instructional programs and professional collaboration time. To support this, professional collaboration time is an additional form of professional development support implemented to improve educational practice. This form of professional development is provided through a variety of mediums:

- Weekly, contractually protected, early release days at the elementary and intermediate level and monthly early release days at the high school level are scheduled in to the academic calendar to facilitate professional collaboration time
- Monthly secondary level department chair meetings to collaborate with district curriculum specialists
- Monthly elementary curriculum meetings to collaborate with district curriculum specialists
- Pull-out days at the site level for grade/subject-alike teams to collaborate

Technology to Support English Learners

As both an effective and motivating medium to improve instruction and support English learners, SAUSD will provide professional development to teachers to increase student access to educational technology. Professional Development will be provided on the integration of the following programs and instructional materials to support English Learners:

- Achieve 3000
- Imagine Learning
- Mind Institute: ST Math
- Rosetta Stone
- Lexia
- Student and teacher online components of core mathematics program

*Note: Software is subject to change

Professional Development for Administrators

As administrators are also instructional leaders, the majority of the aforementioned professional development opportunities available to teachers are also available to administrators. The difference in the PD versions for administrators is the inclusion of methods which outline their leadership role in implementing and supporting these programs and activities school-wide.

In order to ensure a sites are providing an instructional program that meets the needs of the ELs at their specific sites, each site administrator will be provided with professional development support in order to complete the following steps necessary to creating a site-specific professional development plan:

- Site Based Needs Assessment: Through the analysis of various available data, sites will formulate a needs assessment whose results will assist in identifying the areas of focus for site based professional development opportunities.
- Site Based PD Planning: Site administrators will work collaboratively with their instructional leadership teams to create a professional development plan that focuses on the results of the needs assessment and integrates effective research-based strategies for ELs.

In addition to the PD available to teachers, to increase administrators' instructional awareness in the goal of supporting English learners, district administrators will meet at least once a month with site administrators. Each meeting will include a segment previewing key upcoming professional development being provided to teachers within the next month based on

- Standards-based/standards-aligned curriculum being implemented in their schools
- Scientifically research-based, effective instructional and improvement practices to support English learners

Area leadership support: In addition to monthly plenary meetings for administrators, SAUSD schools, K-12, have been arranged by area into Learning Pathway Teams. Each area team facilitates site visitations and is provided with professional development and guidance from district administrators to support their development of plans to implement academic pathways such as:

- STEM
- CTE academies
- Visual and Performing Arts
- Science

Professional Development for Other Site-Based Personnel

Supporting the diverse needs of the English learner students in SAUSD is a team effort. Therefore, providing professional development to the following support personnel is included in the district's complete professional development plan to provide support to English learners:

- District Program and Curriculum Specialists
- Site Counselors
- Site Outreach coordinators
- Site ELD Coordinators
- Site TOSAs
- Site Office Managers
- Site Paraprofessionals (Special Education, Bilingual Instructional Assistants, BIAs)

These personnel are usually the first in line to provide answers to parents regarding programs to support English learners. These support personnel are provided professional development and informational training on the following programs, as they apply to their roles at the district and individual sites:

- Migrant Education program
- Homeless and Foster Youth student support
- Individual Education Plans (IEP) and parent rights
- Parent education opportunities
- After school intervention/enrichment tutorial and support programs—including summer school and online learning
- Dual Language Program
- Advanced Placement Courses (AP)
- International Baccalaureate (IB) program
- Advancement Via Individual Determination (AVID)
- ELD Continuum and Program Placement Options

Developing Leadership

SAUSD's Instructional Leadership Cycle

The Santa Ana Unified School District's Instructional Leadership Cycle addresses the continuous progress evaluation cycle for core and supplementary programs for students, including English learners, and the intervention support for sites who are exhibiting particular struggles with closing the achievement gap for their students.

The visual representation/poster of the Instructional Leadership Cycle is provided on the following page (Figure 6.4). Table 6.3, below, is a breakdown of the information included in the poster: Table 6.3

When	Elements	Activity
Summer Start of the school year	Launch: • Program verification • Staff Professional Development • Student Welcome Set Your Course • Leadership: Step Back and Reflection • Principal Summit with Instructional Problems of Practice • Critical Feedback Refill Your Tank • Leadership Symposium • Self-select professional learning • Time with family	Principals' Summits
Late Summer – Fall Cycle 1	Take Action • Implement Problem Solve and Get Help • Network consultancy • Systems Mapping • Principal meetings Build Coherence • Talk about your instructional problems of practice every time you can	1st: Key Performance Indicator Visit (November)
Winter Cycle 2	Take Action • Keep pushing your action plan Instructional Rounds Visits • Push deep into your instructional problem of practice Revise and Iterate • Make adjustments based on KPI data, instructional rounds, recommendations, etc.	2nd: Key Performance Indicator Visit (Late February/Early March)
End of the School Year: Finish Strong Cycle 3	Energize • Reinforce bell to bell and start to finish Think Forward • Start thinking about focus for next year and prime team members Assess • Engage in growth mindset activities around summative assessment window	End of the Year Reflection/ Evaluation

Figure 6.4: SAUSD Instructional Leadership Cycle

Instructional Leadership Cycle Overview

The SAUSD Instructional Leadership Cycle is designed to continually draw focus back to the district's core responsibility as instructional leaders. It is designed to put a structure to the theory of improvement. It involves reviewing progress data as the year unfolds, making adjustments and revisions to improvement plans as the district

- Observes and tests what is working
- Determines where and what efforts are failing to make expected progress
- Uses what has been learned from these processes to
  - Build upon what was determined to was working to improve student achievement
  - Discontinue programs and practices which were apparently not supporting student achievement or closing the achievement gap for students targeted for intended support

Elements of the Instructional Leadership Cycle

Key Performance Indicators

When considering means, methods and activities to affect improved student achievement, not everything can be improved all at once. Key Performance Indicators (KPIs) are a combination of a number of data points, from both local and state assessment results, which provide specifics on where deficits exist and lend insights determining where to prioritize resources when considering areas of improvement upon which to focus.

KPIs do not only monitor numbers. They can be used to monitor process improvements as well. They provide the first steps in identifying priorities, ensuring that all staff members receive needed resources, including professional development, to effect the desired positive impact in improving student achievement.

District and Site Level Areas of Focus

KPIs provide information, at both the district and site level, on areas of focus. Each year, district leadership analyzes the results of the state and local data included in the KPIs and provides an outline of the KPI areas of focus for that school year. In addition, sites have the opportunity to use the KPIs to identify areas of focus that are potentially unique to that school site. In selecting and identifying areas of focus, sites provide details of what each is working on and establish what metrics of success will look like.

KPI Visits

KPI's refer to a moment in time to formatively assess progress. Part of the Instructional Leadership Cycle are the KPI visits. Each school is assigned a cross-divisional KPI team, led by a district administrator who coordinates the KPI team and facilitates the KPI visits. Configuration of teams are determined and established in a manner that district administrators and specialists are well matched to the programmatic needs of each school.

There are two formal KPI visits during the school year, when a district team will visit a school to discuss progress and engage in problem solving protocols. The visits are similar to consultancies meant to address Problems of Practice that sites have determined they are facing with regards to the implementation of their improvement agenda. While this is a form of accountability, it is designed to provide genuine support and give site leadership teams a formal space and forum to monitor progress and get feedback and support from key district staff.

The visit is facilitated by the KPI lead in partnership with the school principal. The visits are designed to last approximately 2 hours at the site. The primary components of the visit are as follows:

- **Self-Reflection & Data Gathering** - prior to the day of the visit, the Instructional Leadership Team (ILT) at the school will complete a self-reflection and fill out the KPI data rubric. For any quantitative measures, the SAUSD Research & Evaluation department will

be supporting with a data dashboard where teams can access data. At the request of the ILT, KPI leads can work with the team when questions arise with regards to the status of KPIs.

- **Data Review** - the first 45 minutes of the visit are dedicated to a data chat using the KPI data rubric that has been completed by the ILT. The team will collaboratively reflect on areas strength and potential areas of weakness in terms of KPI progress.
- **Consultancy Protocol** - for the next 45 minutes, the team will engage in a consultancy protocol designed to help the ILT think through a problem of practice related to their improvement work. In general terms, the ILT shares a challenge they are facing, and the visiting team engages in a diagnostic brainstorming session to explore root causes and potential strategies to address the concerns.
- **Classroom Visits** - for the final 30 minutes, the KPI team walks the campus and classrooms as an opportunity to learn more about the school, interact more broadly with the school, and see firsthand the improvement work unfolding at the school.

Instructional Leadership Meetings

Monthly Instructional Leadership Meetings are designed to rigorously focus on enhancing the instructional leadership capacity of certificated administrators in SAUSD. As part of the Instructional Leadership Cycle, this monthly meeting becomes the space where administrators learn together, build collective capacity to lead, and diagnose implementation challenges.

The meetings are structured and intentional, yet designed to be informal and engaging, providing participants with protected time to reflect on their leadership, plan future action, collaborate with colleagues, and celebrate successes together.

A few of the learning strategies employed in these instructional leadership meetings include:

- Connections: Warm-up activities designed to engage and build community
- Peer to peer discussions: Topic-based table discussions led by fellow school leaders
- Pathway Workshops: Pre-planned learning sessions over the course of the cycle
- Keynotes: Outside speakers who provide new insight, information and inspiration
- Consultancies: Problem-solving oriented discussion protocol
- Preparations for Instructional Rounds: Protocol for administrators to utilize during their site-based Instructional Rounds visits

Instructional Rounds

In an Instructional Rounds visit, site administrators take their identified Problem of Practice to the classroom. Using a rigorous observation and discussion protocol, administrators have the opportunity to gain insight into what is happening across their schools in terms of a specific areas of instructional focus. The instructional rounds visit provides meaningful feedback which not only builds up to recommendations based on actual classroom observations, but has the potential to build coherency and momentum around each site's area of focus.

It is essential to clarify what the purpose of Instructional Rounds are, and what they are not. Figure 6.5 provides an overview of the purpose of rounds:

Figure 6.5 – Defining the Purpose of Instructional Rounds

What Instructional Rounds are	What they are not
• A process of professional practice • Learning to describe and identify effective teaching practices • Opportunity to dive into and learn specifics about an instructional problem of practice • Collaboration to create coherence • A community of practice where members are expected to learn from and push each other	• A program • Teacher evaluation • Implementation check • Supervision training • Passive

Instructional Rounds visits are designed to support not only the hosting school in their work to address an instructional problem of practice, but to deepen the learning and instructional lens of all participants in the experience. In this sense, it is a networked learning opportunity, where host schools and visitors alike benefit from the process of observing instructional practice with the lens of a particular area of focus identified by the school ILT.

Principal Summit

The Principal Summit is the public face of each site's plans for improvement and formally launches each school year's Instructional Leadership Cycle. The view from the summit captures each site's vision and outlines the strategic improvement plan to address the focus areas outlined in the KPIs. It is a high level overview which provides principals with the opportunity to practice and refine how they talk about their schools and communicate focused efforts to improve. The summit provides specifics on what each site is working on, why the site is working on it, and what the site is planning to do. It is the principal's opportunity to set the stage and generate excitement for what lies in store for the coming school year.

The main components of the principal summit are as follows:

1. An introduction of the school community, demographics, unique history and school identity, etc.

2. Analysis of data reflecting on identified KPI focus areas

a. Goal Area I - Core Academic Program

Elementary: MAP Reading and Math Growth, SBAC ELA/Math results-CA Dashboard, DIBELS

Intermediate: MAP Reading and Math Growth, SBAC ELA/Math results-CA Dashboard, LCAP EL Reclassification Rate—on target?

High School: SBAC ELA/Math results-CA Dashboard, College & Career Readiness: A – G Enrollment, AP Course completion and pass rate, LCAP EL Reclassification Rate—on target?

All schools will include a measure of English Learner progress using a variety of data sources.

In addition Dual Sites will use the following assessments: MAP Reading and Math Growth in Spanish, California Spanish Assessment (CSA), MAP Fluency in Spanish.

b. Goal Area II - Engagement & Community

c. Goal Area III - School Culture & Safety

d. Goal Area IV - System of Interventions & Supports

e. Goal Area V - Site Specific Goals (discussed in #3)

3. Present the Plan for the Upcoming Year

a. What are the action plans to address the areas of focus outlined in the KPI goals?

b. Specifically, what are the site-specific goals for the upcoming school year?

c. What evidence led up to choosing those goals?

d. What are the intentions to address them?

e. What indicators/results will determine if the goals of the action plan have been successful?

Each site's assigned KPI team, evaluator and principal peers of each KPI group will attend their principals' summits. Board members will be invited to attend the Principal Summits and appear as their schedules permit.

School Plan for Student Achievement (SPSA)

Each site's SPSA is its roadmap to establishing focus areas, determining priorities and identifying resources to support the plans for program improvement and closing the achievement gap for English Learners. It is a document which should clearly and precisely outline how each site intends to align resources and efforts to drive improvements in student achievement - and it runs throughout the Instructional Leadership Cycle.

Procuring SPSA Input from Stakeholders: Sites are expected to work to ensure that the KPIs are inclusive of key focus areas that are universal to the SPSAs. Further, sites must effectively share and communicate these focus areas with a variety of stakeholders for input regarding prioritizing of resources to support their improvement plan and goals of the SPSA to support the improvement plan.

School leadership teams are expected to integrate their site-specific KPI areas of focus into their SPSAs, and assist parents, staff members, School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) with understanding the data and processes employed to identify areas of priority which are the focus of resource expenditures intended to close the achievement gap for English learners.

While SPSAs are an accountability requirement for Title I allocations, to ensure that these SPSAs living, meaningful and useful documents, it is essential that they align with the focus areas and priorities identified through the KPI process, and reflect the views and visions of each site's collective stakeholders in meeting the needs of English learners.

Evaluation of Efficacy of Programs to Address Annual Areas of Focus

This same KPI data which is considered when determining the focus areas of a site's improvement plan is also utilized to evaluate the effectiveness of programs. Each year sites are required to evaluate the effectiveness of the programs and resources identified in their SPSAs to support English Learner student achievement. It is part of each site's Annual Review process.

Annual Review: Each SPSA includes goals specific to supporting identified academic areas and student subgroups, including English learners. There are specific goals articulated in each site's SPSA identified and resources allocated to target support for English learners. As part of the cycle of improvement associated with the annual creation, review, revision and approval of each site's SPSA is the Annual Review.

Included in the template for each SPSA are questions which compel sites to analyze the effectiveness programs and activities implemented to must be answered as part of the annual review. The process of addressing these analytical questions, as part of the annual review, align with the federal requirements for the accountability of the use of categorical funds to supplement and enhance the core program of instruction and close the achievement gap for struggling learners—including English learners.

Table 6.6, below, summarizes the analytical questions that sites must address each year for ***each goal*** in their SPSA as part of the process of evaluating the effectiveness of the programs and activities targeted to support English learners

Table 6.6: Annual Review Questions for Evaluating Effectiveness of Programs

Annual Review: SPSA Goal_____ **SPSA Year Reviewed:** _____ Respond to the following prompts relative to this goal.
ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Response:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Response:
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Response:

Recommendations

The outcome of the process of the annual review informs the process of revising the SPSA for the following year regarding:

- Which programs and activities met expectations and which did not met expectations
- Changes made to the
  - Goals
  - Activities and strategies:
    - Continuing with those which met expectations/yielded positive change.
    - Eliminating or revising/adjusting those which did not meet expectations or yielded mixed/ negative results
  - Expenditures of categorical funds to meet the goals for the following year

The information yielded through the process of the Annual Evaluation provides guidance regarding recommendations to revisions of the site's SPSA goals, activities, strategies and resources to support English learner students in the following year's School Plan for Student Achievement.

Bringing the Instructional Leadership Cycle Full Circle

The final stage of the Instructional Leadership Cycle is the End of the Year Reflection/ Evaluation: The "Finish Strong" finale of the year's events. This is where the events of the year and information resulting from all phases of the leadership cycle and the SPSA evaluation brings the cycle full circle and sets the stage for the following year. In finishing strong, administrators are to

Think Forward

- Start thinking about focus for next year and prime team members

Assess

- Engage in growth mindset activities around summative assessment window

This puts a period at the end of one school year, and sets into motion the cycle for the upcoming school year to start again at the beginning of the Instructional Leadership Cycle.

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