



2018-2019

The Accelerated School

EL Plan

THE ACCELERATED SCHOOL

EL MASTER PLAN 2018-2019

Charter schools, like all public schools, must timely identify English learners and provide them with an effective program of English language acquisition that also affords meaningful access to the school's academic core curriculum. The District's affiliated charter schools will implement the provisions of the District's Master Plan for English Learners. Those charter schools designated as independent are expected to either implement the Master Plan or submit to the District for approval, an alternative EL services program will effectively meet the language needs of ELs.

Under federal civil rights law, charter schools, like all public schools, must timely identify national origin minority students who have limited proficiency in reading, writing, speaking, or comprehending English, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content. While independent charter schools authorized by the District are not required to adopt the District's Master Plan for English Learners, any instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials; and (3) periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Annually, independent charter schools authorized by the District must submit to the District Charter Schools' Division a certification indicating whether the school is going to implement the District's Master Plan or adopt and implement another instructional plan for English learners. If the independent charter school chooses to adopt its own plan, it must submit a certification to the Charter School's Division with the following information:

- How EL's needs will be identified?
- What services will be offered?
- How, where and by whom the services will be provided?
- How is the program for ELs evaluated each year?
- How the services will be assessed?
- How the results of the assessment will be used to improve those services



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INTRODUCTION

The Accelerated School (TAS) is a public, charter and Accelerated School founded in 1994, serving grades TK-8. TAS is based on the beliefs that all children can learn and achieve, that parental involvement is key to children's success, and that good schools transform communities. All students are treated as gifted and exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience.

Students at TAS are selected through a random lottery process. The majority of students that TAS serves are from low income homes. Our 2017-2018 meal applications indicated that 98% of our students were eligible for Free and Reduced Price Lunch. The average class size at The Accelerated School is 24:1 at the Transitional Kinder-3rd grade level and 35:1 at the 4-8 level with a total K-8 student population of 789. TAS has a demographic comprising of 96% Hispanic students, 1% African-American students, 3% other.

The Accelerated School is built on the belief that high-quality schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a prosperous, fulfilling life and the regeneration of our communities. The Accelerated School's main institutional goal is to graduate students who are prepared to succeed at the University of their choice; who will enter the workforce as informed and productive employees, entrepreneurs, and community leaders; and who will act as socially aware and responsible citizens.

Under federal civil rights law, charter schools, like all public schools, must identify English learner students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

OUR BELIEFS

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon.

We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders.

We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

GOALS:

The success of English Learners (ELs), Standard English Learners (SELs) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for TAS. TAS is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At TAS, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful, and modified when the program is not successful.

This *English Learner Master Plan* outlines the systems that are in place serving ELs AND SELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at TAS have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California. We recognize that ELs have a double curricular load—they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. ELs and SELs are given excellent first teaching in the core content and are given services above core instruction to ensure that their linguistic and academic needs are met.

The goals set forth in this plan will be used for evaluation and future guidance of our program.

Goal #1: Implementation

TAS's EL plan will be implemented during the 2018-2019 academic year. Teachers, staff and families will receive orientation to the plan, training on plan implementation, and serve on committees to guide and evaluate the effectiveness of the plan. TAS English Learner plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by English Language Proficiency Assessment for California (ELPAC), CAASPP, English Language Development (ELD) portfolios, curricular, and local assessments.

Goal #2: English Proficiency

TAS EL's and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.

Goal #3: Academic Progress

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic achievement.

Goal #4 Reclassify English learners

Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.

Goal #5: Monitoring Plan & Staff development

Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

Goal #6: Parent Involvement

Parents will gain increased knowledge of language and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

Goal #7: Cultural competence

The school environment will show evidence of home language and culture affirmation and all TAS students and families will develop greater sense of multicultural awareness and competence.

SECTION 1**GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS**

- TAS ensures that teachers utilize the SBE-adopted or approved basic core and *Universal Access* materials to support English learners in ELA.
 - All teachers providing instruction to ELs and SELs in ELD are appropriately authorized to deliver ELD instruction.
 - TAS ensures that teachers employ research-based instructional strategies within the context of the SBE-adopted/approved materials in ELA and ELD to help ELs and SELs progress through proficiency levels on the English Language Proficiency Assessment (ELPAC).
 - The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored.
 - TAS monitors staff use of the research-based instructional strategies in ELA and ELD designed to help ELs and SELs progress through proficiency levels on the ELPAC.
 - The ELA and ELD program for English learners utilizes SBE-adopted materials at grades TK-8 including all ancillary materials and SBE-approved, standards aligned materials.
 - The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs and SELs.
- The ELA and ELD instruction for ELs is aligned with the Essential Program Components, the Reading/Language Arts Framework and the CA English-Language Arts Standards and Common Core State Standards.
- Criteria are clearly defined for placing ELs and SELs in appropriate mathematics classes including interventions if needed. English learners are placed in grade appropriate mathematics classes including algebra for eighth graders.
 - English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings.
 - The mathematics program for ELs and SELs utilizes SBE-adopted materials at grades K-8 and SBE-approved, standards-aligned materials. The SBE-adopted instructional materials including ancillary materials and other SBE-approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs and SELs.
 - Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners
- Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs and SELs in R/LA to ensure that ELs and SELs have meaningful access to grade appropriate core curriculum
 - All teachers providing SDAIE to ELs and SELs are appropriately authorized to do so.
 - Teachers of ELs and SELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics.
- TAS ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified.
 - English learners at the emerging/expanding levels are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE-adopted and approved materials.
- The criteria for grouping ELs and SELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored.
 - TAS provides teachers with detailed information about their ELs and SELs including English proficiency, academic achievement data and time in U.S. schools.
 - These data are provided in a timely fashion and inform instructional decisions.
 - TAS uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes.
- In secondary departmentalized settings, criteria for placing ELs and SELs in separate ELD classes are clearly defined, implemented and monitored.
- Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD.
- TAS ensures that the teaching and counseling/administrative staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA.
- *Formative assessments* are used on an ongoing basis to monitor the progress of ELs and SELs in ELD.
- *Summative assessments* are used periodically to monitor the progress of ELs and SELs in ELD.

- *Student Reclassification Process Evaluation Sheet* to increase EL student awareness and accountability to make incremental growth towards meeting the Reclassification Criteria.

SECTION 2

OVERVIEW

TAS' process for initial identification, parent notification, assessment and program placement of ELs and SELs is aligned with that of LAUSD and is standardized for consistency and equity. This process is responsive to the educational needs of ELs and the preferences of parents and guardians.

THE ENROLLMENT PROCESS

The enrollment process begins when a parent brings his/her child to The Accelerated School. The main office is designed to be a warm and welcoming place for parents and children. The office always has a staff member available to provide consistent information about the instructional program offered to ELs. All information is provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

HOME LANGUAGE SURVEY

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status. The survey is completed by the parent or guardian upon the student's initial enrollment in the school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) – PowerSchool - and in the student's cumulative record.

The Home Language Survey consists of the following four questions:

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

These questions are used to determine a student's home language status as follows:

- English Only (EO) - If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English Learner (EL) - if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.
- However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:
 - Parent/guardian requires an interpreter to communicate in English
 - Parent/guardian speaks to their child in a language other than English
 - The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
 - Student initiates interaction with their parents/guardians in a language other than English
 - It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
 - Student, after having been enrolled in the Mainstream English Program designed for students with

fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessment for California (ELPAC).). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided. The parent has the right to amend the HLS at any time. However, if the student has already been administered the ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior. If the parent amends the HLS after the Initial ELPAC administration but before the Summative ELPAC administration then the school Administrative team must meet with the parent to come to an agreement regarding the language designation of the student.

Parents who enroll their child in Transitional Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., TK) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the initial HLS are documented permanently in SIS.

TRANSITIONAL KINDERGARTEN ORIENTATION AND ENROLLMENT

Prior to the beginning of the school year, TAS will hold orientation meetings for parents of newly enrolling Transitional Kindergarten students. The purpose of this orientation meeting is to provide parents with information that will assist them in making meaningful decisions about instructional program placement for their children, with translation/interpretation services provided as needed. The orientation meeting will be held at different times of the day in order to accommodate parents' various work schedules. These meetings are to provide families an opportunity to receive information that describes the instructional program, the minimum progress expectations benchmarks, and the curricular materials used. TAS will ensure that parents of transitional kindergarten transfer students and newcomers who were not able to attend the orientation receive comparable information.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. In California, the Initial ELPAC is the state-adopted language proficiency assessment. ACES, an LEA, will locally produce the official score for an initial assessment using the Initial ELPAC. Based on this initial assessment, the student may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP). Once a student is identified as an EL, the student must be assessed annually with the Summative ELPAC in the spring, until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP). Prior to ELPAC administration, all test examiners must obtain annual certification through ELPAC professional development. Classroom teachers are responsible for administering the ELPAC or portions of the ELPAC. When this is not possible, the EL coordinator or Administrative Coordinator, or other fully trained staff will administer the ELPAC.

- Elementary: Students are to be tested in their assigned classrooms by their teachers & ELPAC trained subs.
- Secondary: Students are to be tested in their grade-level English Language Development classrooms & by ELPAC trained subs.

TAS will provide support to teachers during testing for the individually administered Speaking (TK-8) and Listening (TK-1) components of the ELPAC that require one-to-one administration. Initial ELPAC assessments must be locally scored at the school site so that an *official* language classification can be identified for each student assessed. This score is used to determine appropriate instructional placement for students identified as ELs within our Dual Language Program. The language acquisition program must be communicated to the parent within 30 calendar days of initial enrollment. The locally scored results are to be accurately and permanently recorded in each students' cumulative record and the school's SIS (PowerSchool).

NOTE: ELs with disabilities must be assessed with the initial ELPAC. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications as needed, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the Initial and Summative ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – ANNUAL ASSESSMENT

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*. TAS ensures that each EL is assessed annually. The official Summative ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the Summative ELPAC results is available in various languages. Parents may request a meeting to discuss the Summative ELPAC assessment results.

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as follows:

- **English Learner (EL)** - The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as an English Learner (EL).
- **Initial Fluent English Proficient (IFEP)** - The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as initial fluent English Proficient (IFEP). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Classification of English Learner (EL) or initial fluent English proficient (IFEP) based on the official score, will be entered into our student information system (SIS) which will feed into the California Longitudinal Pupil Achievement Data System (CALPADS).

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

ANNUAL LANGUAGE CLASSIFICATION/STATUS

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

PARENTAL NOTIFICATION OF INITIAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of students (ELs and IFEPs) who are administered the initial ELPAC must receive official notification, within 30 calendar days of enrollment, informing them of their child's:

- Language acquisition program
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

At this point the parent/guardian or LEA may request a classification review prior to Summative ELPAC administration. Please see California Code of Regulations, Title 5, Section 11518.20(a) for specific ELPAC procedural details that will be followed. The regulations can be found at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc>.

PARENTAL NOTIFICATION OF ANNUAL ASSESSMENT RESULTS AND PROGRAM PLACEMENT

Parents of EL students who are administered the annual Summative ELPAC should receive official notification within 30 calendar days of the school receiving the results or 15 days after the beginning of the school year if the results were received after the last day of instruction for the school year, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement (dual language program)

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's *Initial Parent Notification of Language Test Results* letter and the *Parent Notification of Reclassification Criteria*. Parents are advised to contact the school if they should need additional information.

PARENT CONFIRMATION OF PROGRAM PLACEMENT

After parents have been informed of the Initial ELPAC results and the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator or administrative coordinator to discuss the information contained in the letter.

TRANSFER STUDENTS

The receiving school must request the student's cumulative record from the previous school. Upon receipt, the site administrators at the receiving school are responsible for reviewing the accuracy of the student's records, including information in the Student Information System (SIS), and ensuring that the student is properly placed in the appropriate instructional program as specified in the student's current records. The LEA may also check the California Longitudinal Pupil Achievement Data System (CALPADS) for language status for the student.

TRANSFERS FROM OTHER CALIFORNIA PUBLIC SCHOOL DISTRICTS

Students transferring into ACES from another public school district within California must present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the school does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS (PowerSchool). If the information is not available, staff must contact the previous district to request the student's information.

NOTE: Due to student confidentiality requirements, student records can only be transmitted via fax or U.S. mail. *Student records cannot be sent via email.*

TRANSFERS FROM OUT-OF-STATE OR FROM ANOTHER COUNTRY

The initial identification and assessment process is to be used for students entering the school from another state or country. Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

District Enrollment Date - The student's first day of attendance is the official enrollment date with the District.

U.S. Enrollment Date - The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

For example, a student from Argentina enrolled in a Pennsylvania public school on February 9, 2010 and moved to California in 2011. On September 20, 2011, the student enrolled in TAS. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010. The LAUSD initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school or (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

TRANSFERS FROM PRIVATE SCHOOLS

The initial identification and assessment process is to be used for students entering the school from a private school. The student's district enrollment date is entered into the Student Information System (SIS) as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

TAS will provide ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental
- exception waiver process

Those who must participate in the training include but are not limited to: Site administrators, teaching staff, counselors, community liaisons, Parent Center Coordinators, staff members who work with ELs' student records, office staff

members responsible for registration, EL specialists, special education teachers, paraprofessionals and specialists, and other support staff as necessary. All staff members responsible for student enrollment, including all site administrators, will be mandated to complete this training every year. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process. Training for site staff must take place at least annually, prior to or within 10 days of the opening of the schools for the year, or when new staff members have been employed.

RECLASSIFICATION

TAS is aligned with the CDE academic criterion for reclassification and reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition to grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

CRITERIA USED FOR RECLASSIFICATION

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California *Education Code* Section 313 and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

In order for an English Learner to be reclassified as fluent English Proficient at ACES, they must meet all four (4) criteria requirements:

1st: Assessment of English-Language Proficiency Examination (Summative ELPAC):

- Overall level of Moderately or Well Developed (3 out of 4)
- Oral Language level of Moderately or Well Developed (3 out of 4)
- Written Language level of Moderately or Well Developed (3 out of 4)
- If the student meets this criterion move to criterion #2; if it is not met the student remains an English Learner.

2nd: Standardized Language Arts assessment:

- Student has scored in the Basic range or higher on most recent iReady assessment) or other standardized literacy skills assessment (Gr. 2-8)
- If the student meets this criterion move to criterion #3; if it is not met the student remains an English Learner.

3rd: Teacher/Administrator evaluation of a student's academic performance:

- Students must have an overall passing score of 3 (“B”) or better (Gr. TK-5) and “C” or better (Gr. 6-8) in English Language Arts (ELA) on their recent report card.
- Teacher/Administrator recommends reclassification based on student’s ELA academic performance
- If the student meets this criterion move to criterion #4; if it is not met the student remains an English Learner.

4th: Parent consultation and agreement

- The parent has agreed that his/her son/daughter is ready to be reclassified as Reclassified Fluent English Proficient (RFEP) and signs the agreement form
- If the student meets these four criteria move to formally reclassify student

RECLASSIFICATION PROCESS

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The administrator/designee must generate rosters from the SIS database of EL students who have met the ELPAC criteria. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period (elementary):

1. Administrators or the EL Coordinator review the rosters for accuracy and missing data (e.g. missing ELPAC scores for a specific language domain).
2. Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
3. Parents must review and sign the *Notification of Reclassification*.

MONITORING PROGRESS OF RECLASSIFIED STUDENTS

The ELD Committee (administrators and related staff) meets to review the performance and progress of RFEP students. The committee members include the principal or designee or Assistant Principal, Administrative Coordinator, classroom teacher(s), and other personnel as appropriate, such as specialist teachers, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place two times throughout the school year: after official Summative ELPAC scores have been received, at the end of the school year and after the 1st semester when mid-year report card and Lexile levels/literacy skills are determined. In addition to monitoring the progress of students not meeting proficiency benchmarks, the committee will maintain a report to keep an ongoing record of RFEP student progress that will include, but is not limited to, data on CAASPP/ SBA scores, periodic assessment and benchmark results, curriculum embedded assessments and other teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students while attending ACES are monitored at the end of each reporting period for a minimum of three years following reclassification.

If a student is not making satisfactory progress after reclassification, the committee must meet with the classroom teacher(s) to develop an instructional intervention plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After-school tutoring/academic support
- Targeted reading, writing, or math instruction
- Content-based language development instruction
- Intervention/Intersession classes

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria apply to EL Special Education students being considered for reclassification. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the

criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

SECTION 3

The school provides an instructional program tailored to meet the diverse needs of ELs. The program guarantees access to a comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of the program is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. The program also ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP.

The following pages briefly describe the components of each instructional program option, and summarize the following in table format: Related goals; Program models (if applicable); Students served; Key program components; Staff credential requirements; and Relevant parent information. Additional tables delineate the expectations for a student's linguistic and academic progress for each instructional model by time in the District.

Elementary Instructional Program (Grades TK-5)

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADES TK-5 (ELEMENTARY)

Grades TK-5 - Acquire English language proficiency and grade-level academic content through a combination of core content instruction via ELD and differentiated instruction in English and the use of appropriate supports.

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

- Target/Eligible Student Population
- Create Program Goals and Objectives
- Identify Key Instructional Strategies for EL's (1-2 Emerging), (3 Expanding, EL (4-5 Bridging), RFEP, IFEP, and EO students
- Provide ELD instruction using SDAIE strategies.

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Program Goals: Ensure EL students continue to progress toward meeting ELD and content standards, via ELD and scaffolded content instruction. Ensure RFEP students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs "reasonably fluent in English".

- Teachers will provide 30-45 minutes of daily ELD instruction at the students' assessed level of English language Proficiency focused on academic language development.
- Platooning for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency
- Access to instruction in all curricular areas aligned to content standards
- Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-adopted, district approved, standards-based and supplemental material

All Students both EL and EO in grades TK-1st grade take a United To Read- A2i Reading placement test to identify students' individual foundational reading needs and prescriptive, targeted lessons are identified for teachers. These

lessons aligned with the District Adopted Curriculum as well other supplemental instructional resources that are available to teachers. Students will take benchmark assessments to measure quarterly growth and inform teachers of students' instructional needs.

Secondary Instructional Program (Grades 6-8)

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADES 6-8 (SECONDARY)

The goal of this program is to ensure that secondary ELs continue to progress linguistically and academically to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college prepared and career ready. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.

Program Goals: Ensure ELs continue to progress towards meeting ELD proficiency and grade level content standards. Ensure RFEP students' linguistic and academic skills are comparable to the performance of their native-English speaking peers.

- One ELD period of 45-50 minutes of daily focused instruction on academic language development will be provided.
- Mainstream Language Arts course with EO/RFEP/IFEP students
- Access to instruction in all curricular areas aligned to content standards using SDAIE methodology in SDAIE designated courses.
- Differentiated instruction and SDAIE strategies used in content classes for access to grade-level content standards.
- State-adopted, district-approved, Common Core Standards-based curriculum and supplemental materials are used.
- Instruction overwhelmingly in English

INTERVENTIONS FOR STUDENTS FOR ALL STUDENTS

TAS has adopted iReady, an online intervention ELA and Math program designed to identify individual students ELA and Math conceptual strengths and weaknesses. It provides an individualized program that intuitively adjusts as it analyzes a student's mastery of the concepts within a set of standards that are taught and reinforced through online lessons. It is also prescriptive in providing teachers with a host of mini lessons that can be delivered to an individual or groups of students who may be struggling with the same standards and/or concepts. This program is also designed for students who are on grade level and above grade level. All TAS students will receive a minimum of 1-2 – 45 min. periods of iReady online intervention supplemented by small group teaching as needed.

Teachers regularly monitor iReady student data and Benchmark assessments will be administered and analyzed quarterly to identify the measurable growth students have made in both ELA & Math against the projected growth data points.

INTERVENTION FOR STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as the intervention(s) that are being provided. The progress benchmarks described in this Master Plan are annual benchmarks, but students must be monitored much more frequently to ensure that academic deficits do not develop. It is important to examine the achievement of the student's "true peers" (similar language

proficiencies, culture and experiential background) to determine if they are progressing or not. If several “true peers” are struggling, this is an indication that the core instruction is less than optimal for that entire group of students. When the progress of a particular student is substantially slower than the students’ true peers, the student requires additional support in the form of an intervention.

SECTION 4

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES FOR ELs

TAS commits to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of both language and content.

The EL instructional program at TAS is designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status.

The instructional program contains the following required components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs
- Well-articulated, standards-based, differentiated instruction using SDAIE to ensure full access to the core curriculum
- On-going assessments used to evaluate student progress and to evaluate the program in an effort to improve services

WHAT IS ENGLISH LANGUAGE DEVELOPMENT?

ELD is separate from but complementary to English-language arts instruction. English language arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction *in addition* to a standards-based program in reading and language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. ELD instruction focuses on all components of the English language is not likely to be acquired adequately or efficiently in other instructional or social settings such as sheltered content classrooms, mainstream English instruction settings, and in daily school, family and community interactions. ELD instruction is research and standards-based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELs learn English within a reasonable amount of time. It is planned and delivered targeting specific language objectives. ELD instruction at TAS explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies). There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms.

TAS endorses the following guidelines for effective ELD:

- A separate block of time is devoted to daily ELD instruction.
- ELD instruction emphasizes listening and speaking although it can incorporate reading and writing.

- ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
- ELD instruction is planned and delivered with specific content and language objectives for each lesson.
- ELD instruction integrates meaning and communication to support explicit teaching of language.
- ELD instruction includes carefully planned interactive activities among students.
- ELD teachers attend to communication and language-learning strategies during instruction.
- ELD instruction emphasizes academic language as well as conversational language.
- ELD instruction continues until students meet reclassification criteria.
- ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day.
- On-going assessments used to evaluate student progress and to evaluate the program in an effort to improve services

THE IMPORTANCE OF ORAL LANGUAGE DEVELOPMENT IN ELD

ELD addresses all domains of language – listening, speaking, reading and writing – but the emphasis is on speaking and listening. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every ELD class. As students’ progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in all academic content areas.

EL STUDENT DIVERSITY AND GROUPING FOR ENGLISH LANGUAGE DEVELOPMENT

While many ELs at TAS are making expected progress toward language and academic goals, we must also address the needs of those who have not made adequate progress toward language and academic goals and who are Long-Term ELs. ELD instruction is differentiated to meet the specific needs of students. TAS will ensure that ELD is delivered to all ELs according to the guidelines outlined in this document. ELD instruction is differentiated by the student’s level of English language proficiency and is geared towards their strengths in the four areas of Listening, Speaking, Reading, and Writing.

MANDATORY TIME FOR ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

ELD instruction occurs daily for all ELs until they are RFEP. The following breakdown shows the minimum daily ELD instructional time recommended by the California Department of Education, and these reflect the requirements for TAS.

Grade and English Language Proficiency Levels Required Daily Minutes of Instruction

Elementary ELD LEVELS 1-3: 30-45 minutes per day *in addition to* grade-level *core* reading/language arts

Elementary ELD Levels 4 & 5: 30-45 minutes per day minimum *in addition to* grade-level *core* grade-level *core* English-language arts

Secondary ELD - 1 period minimum per day *in addition to* grade-level *core* reading/language arts

Sufficient time should be allocated to instruction in ELA/literacy and, as appropriate ELD, as well as to instruction in other content areas. For self-contained classrooms, this means that adequate time is allocated to the language arts so that students gain proficiency in the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards.

The administrators are responsible for ensuring all ELs are appropriately scheduled into ELD classes and monitors that ELD instruction follows the guidelines described in this plan. At all grade levels, a site administrator is to conduct periodic walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

ELD INSTRUCTIONAL GROUPING

The ELD groups are identified by the classroom teachers at the school site utilizing student performance on the ELPAC, ELD progress assessments, and curriculum-embedded assessments. Classrooms are created heterogeneously or with students of many different English proficiency levels grouped together. Grade level teachers collaborate and regroup students at the same grade levels to create ELD sections that contain the fewest ELD levels together per group so that ELD can be delivered within the classroom.

PROGRESS MONITORING FOR ELD AT ELEMENTARY SCHOOLS

Monitoring progress of the acquisition of English is essential. During each reporting period throughout the year, the TAS site administrators, along with ELD Committee members, must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. Regular assessments that measure English language proficiency above and beyond curriculum embedded assessments, and those assessments included with the adopted curriculum – are administered regularly to all elementary ELs. EL student development is monitored by using:

- ELPAC Scores
- ELD Portfolios or other progress monitoring systems
- Internal Assessments/Common Benchmark Assessments i.e. A2i Reading and iReady assessments
- Curriculum Embedded Assessments

The Administrators, Teacher and the /ELD Committee will collaborate to review the ELD Portfolio's at each grading period to ensure accurate and current information on the English language proficiency progress of their students. The results of the ELD Portfolios are compared to the Minimum Progress Expectations by instructional program and when students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other intervention supports to help the student quickly accelerate to the expected level of English proficiency.

Elementary school teachers will receive feedback on their ELD Portfolios throughout the year for all of their EL students and they will meet with site administrators to discuss:

- Progress toward Minimum Progress Expectations by instructional program
- Overall ELPAC results for current and previous years
- CAASPP/District Benchmark scores in ELA and in Mathematics for current and previous years
- Current Benchmark Scores for ELA
- Current ELD grades for all domains including ELD portfolio progress and documentation
- Additional risk factors such as attendance, suspensions, below grade-level report card marks

These regular meetings serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data do not change over the school year, it is imperative that teachers review and monitor this information closely in order to intervene in a timely manner if adequate progress is not being made. Periodic walkthroughs by elementary site administrators utilizing the ELD observation protocol will be done to ensure that ELD instruction is occurring in each designated ELD classroom in the manner described in this document.

At least twice yearly, the ELD Committee meets to review the progress of each EL who is not making adequate progress, according to the expectations outlined. The ELD Committee includes the principal or designee, classroom teacher(s), and others, including specialist teachers, intervention teachers, or other personnel.

ELD INSTRUCTION FOR MIDDLE SCHOOL STUDENTS (GRADES 6-8)

TAS offers a systematic program of ELD designed to meet the language needs of ELs at all proficiency levels. At the middle school level, ELD instruction is provided in a semester course at each grade level, that is standards-based and progresses along a developmentally appropriate path. Each course has clear expectations of which standards, forms and features of the English language are taught at each level. In this way, the sequence of course objectives for each class

remains the same regardless of the curricular materials used. Offering ELD by semester allows multiple entry points to the program and opportunities for regrouping at a semester interval if a student demonstrates mastery of the learning objectives of the course.

PROGRESS MONITORING FOR ELD AT THE MIDDLE SCHOOL LEVELS

During each reporting period throughout the year, site administrators at the middle school must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. If an EL student is not meeting the minimum benchmarks of progress for his/her particular instructional program, we must identify specific student needs and provide appropriate interventions to accelerate the student's progress.

Monitoring progress of the acquisition of English is essential. Regular assessments that measure English language proficiency – over and above curriculum-embedded assessments, and those assessments included with the adopted curriculum – are administered regularly to all ELs in grades 6-8. TAS monitors EL student development of English using:

- ELPAC Scores
- ELD Portfolios and other progress monitoring systems
- Internal Assessments/Common Benchmark Assessments i.e. iReady assessments
- Curriculum Embedded Assessments

The teacher and the Principal/ELD Committee will collaborate to review the ELD Portfolio's at each grading period to ensure accurate and current information on the English language proficiency progress of their students. The results of the ELD Portfolios are compared to the Minimum Progress Expectations by instructional program and when students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Middle school teachers will receive feedback on their ELD Portfolios throughout the year for all of their EL students and they will meet with site administrators to discuss:

- Progress toward Minimum Progress Expectations by instructional program
- Overall ELPAC results for current and previous years
- CAASPP/ District Benchmark scores in ELA and in Mathematics for current and previous years
- Current Curricular/Benchmark Scores for ELA
- Current ELD grades for all domains
- Current GPA
- Additional risk factors such as attendance, suspensions, below grade-level report card marks

ELD FOR ENGLISH LEARNERS WITH DISABILITIES

As with all English learners, ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content using SDAIE.

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities should receive ELD in the general education classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instruction and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD. In order to determine whether a student is making adequate progress in ELD, the IEP team

will use the EL student's progress monitoring data. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use the EL student progress monitoring data toward meeting their IEP language development goals.

INTERVENTIONS TAILORED TO STUDENT NEED AT ALL GRADE LEVELS

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. TAS has many different support structures in place to meet the academic and linguistic needs of ELs who struggle. This supplemental instruction is **in addition** to the time allowed for core instruction.

In all interventions the curriculum addresses the student's specific learning needs and progress is carefully monitored and reported. All TAS interventions have the following in common:

- Initial meeting with Student Success Team to discuss teacher concerns about the student's progress. The site will invite the parent/guardian to meet with the Team.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Frequent progress monitoring to ensure the effectiveness any interventions.
- Systematic and explicit instruction with modeling, multiple examples and feedback
- Option of receiving different curriculum from the core program with increased time and intensity of instruction.

SECTION 5**PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, NEW ELD STANDARDS, ENGLISH LEARNER MASTER PLAN, AND EDUCATOR GROWTH AND DEVELOPMENT****PROFESSIONAL DEVELOPMENT FOR ELD**

TAS is committed to providing regular, ongoing professional development for all teachers on serving EL students, including the terms and implementation of this Master Plan. Our professional development plan gives emphasis to supporting all English Language Learners while supporting the academic success of all students. Our plan for Professional development encompasses a variety of trainings for Teaching Staff that is responsive to teachers needs for strategies and tools to make the core curriculum accessible to all students, with attention to the unique needs of English Language Learners. As a result of ongoing training and staff development, TAS teachers and support staff will have the knowledge and cultural awareness to respond effectively to English Learners and their families.

SITE ADMINISTRATORS

All site administrators are trained on the components of the Master Plan and observations of ELD classes using the ELD observation protocol. Administrators are trained in ways to support teachers who are struggling with ELD instruction and are made aware of the resources available to support teachers who are experiencing difficulty. Elementary administrators are taught grouping requirements for ELD. All administrators are trained in the minimum progress expectations by instructional program to allow them to monitor the effectiveness of programs at their sites.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

SDAIE is a methodology (a set of specific strategies) centered around four elements—content, connections, comprehensibility, and interaction—and designed to make instruction comprehensible and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3 (Emerging/Expanding/Bridging), the teacher must incorporate the use of additional research-based strategies, techniques and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, particularly what is called academic language, or the language of the discipline. This is the essence of SDAIE instruction: Where use of the primary language is not possible, instruction is “sheltered” (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

All teachers in TK-8th grade will continue to receive training in Guided Language Acquisition by Design (Project GLAD strategies). TAS has an ELD instructional coach, who has been trained as a Trainer of Trainers to provide professional development training and support to teachers in the planning, delivery and evaluation of the 60+ research based strategies that promote language development, cognition, comprehension and writing for our EL and SEL students. Professional development opportunities are provided based on teacher self-reflection surveys regarding their understanding and expertise in using the New ELD standards, monitoring and documenting student progress against the standards, their ability to provide differentiated instruction, questioning & strategies focus when planning for and delivering instruction across all content areas.

PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS, ENGLISH LEARNER MASTER PLAN, AND EDUCATOR GROWTH AND DEVELOPMENT

Outcomes and Goals

1. Continue development of teacher classroom and assessment practices for the California State Standards and Smarter Balanced Assessment and ensure teachers' growth and improvement
2. Build deep understanding of and commitment to the California State Standards and assessments
3. Support teachers with planning, goal setting, deep professional development, and implementation of The English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework), *Next Generation Science Standards (NGSS)*, and the *History-Social Science Framework* as they relate to ELs
4. Adjust curriculum to address the new requirements to identify gaps to ensure ELs have access to content through specific differentiated instruction and assessments
5. Enhance current instructional and assessment practices to increase capacity at the classroom level so instruction develops foundational skills in English and enables ELs and SELs to participate fully in grade-level coursework
6. Develop and implement a process to monitor ongoing adherence to plans and goals for ELs and SELs

SECTION 6

Standard English Learners (SELs) are those students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English. TAS is committed to serving the needs of students not yet proficient in Standard or academic English.

GUIDING PRINCIPLES FOR INSTRUCTIONAL SERVICES TO ELS AND SELS

TAS commits to implementing the following three guiding principles in all of its instructional services for ELs and SELs:

- Focused instruction for these students builds on their cultural and linguistic strengths, and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers are teachers of both language and content.

INSTRUCTIONAL GOALS

The goal of TAS is that every student, transitional kinder through adult, will receive quality, standards-based instruction in all content areas to enable them to graduate college prepared and career ready. Central to this goal is the acquisition of Standard American English and academic English. Additionally, all students are provided equitable and meaningful access to the core curriculum. Meaningful access is more than providing all students with the same instructional strategies and the same materials. If students are not able to comprehend those materials and learn through those strategies, they are effectively denied an equal opportunity to learn.

Instruction for SELs is *additive, not subtractive*. That is, learning standard and academic English without a focus on eliminating children's home language. It is critical to note that once we understand that the child has a rule-governed language system, then we realize that our objective is not to correct, but to facilitate the acquisition of this new language form. We move from language correction to second language acquisition, from language eradication to language addition.

Socio-cultural perspectives and attitudes need to be taken into consideration in educating SELs, particularly in middle school. Some SEL students approaching adolescence exhibit resistance to and/or skepticism about the value of learning Standard English. Some students may need support to learn that it is possible to acquire mastery of Standard English without rejecting the language used by their parents in the home. The students in these upper grades will need help in understanding that what is appropriate in one setting is not appropriate in another, so that they can shift easily and competently between varieties in different social contexts.

DEFINING THE SEL POPULATION

The category and term SEL includes students that speak a nonstandard language variety as their primary language. This is why it is said that Standard English is not native to SELs.

SELs include students from the following groups:

African American students who speak African American language variety or what is often referred to as African American Vernacular English (AAVE), a highly rule governed and widely studied linguistic system. African American students comprise about 2% of the student population at TAS.

Mexican American or Chicano students who speak Mexican American language variety or what is often referred to as Chicano English, a highly rule-governed and studied linguistic system. 96% of the students at TAS identify themselves as Latino. 80% of the Latino population in L.A. County is of Mexican descent.

Hawaiian American students who speak Hawaiian American language variety or what is referred to as Hawaiian Pidgin English, a highly rule-governed and widely studied linguistic system.

American Indian students who speak American Indian Language or what is often referred to as American Indian English, a language variety which has unique linguistic features that have evolved over centuries of interaction between American Indians and European and other immigrants to the U.S.

ACADEMIC SCREENING

Teachers who identify students' use of non-standard English home language features and below proficient performance on standardized tests may identify students as probable SELs. SELs may perform at various levels on standardized achievement tests in reading, English-language arts, and mathematics. Limited proficiency in standard and academic English may contribute to lower academic performance on assessments given in Standard English, however educator's lack of understanding about the linguistic differences that SELs exhibit and possible negative attitudes towards these differences can often be an antecedent to academic failure.

To prevent adverse academic deficits from occurring, it is imperative that teachers understand linguistic differences as differences – and potential metalinguistic assets – not deficits. It is also important for teachers to engage in frequent progress monitoring and multi-tiered instructional support for SELs. Culturally and linguistically responsive interventions should be part of an effective pedagogical approach for SELs. The use of universal screening tools, periodic assessments, and formative and summative data are essential to developing an effective monitoring plan.

CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

Culturally and linguistically responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to impart knowledge and skills, and to change attitudes.

DEFINITION AND PURPOSE

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. Students that come from a cultural background that is different from the mainstream Anglo-centered culture encounter difficulties when the curriculum does not represent their history, culture, or background in any way, shape, or form.

There are four fundamental principles to keep in mind when considering the infusion of students' history and culture into the curriculum:

- Language is an integral part of one's identity and culture.

- The dignity of a person is not guaranteed unless the dignity of her or his people is preserved.
- The unique history, culture, and language of each student must be recognized and respected.
- Teaching methodology must accommodate the culture and language of the student.

The teacher must possess more than a cursory knowledge of the cultures (and their respective histories) represented in the classroom. Only then can real infusion take place, as opposed to the separate and supplemental "curriculum" that has characterized much of the attempts, at multicultural education.

ENSURING ACCESS TO CORE ACADEMIC CONTENT

Student mastery of content area subject matter is a primary objective of educators charged with facilitating the mastery of Standard English. Sheltered instruction, SDAIE, and Contrastive Analysis are strategies that facilitate meaningful access to the core.

PROGRAM EVALUATION

As with all instructional programs, TAS is committed to an annual review of the effectiveness of our EL programs. The evaluation process focuses on the results from the CAASPP/Curriculum Benchmark in English language arts and mathematics and, where possible, the results of common standards-based assessments such as Local Periodic Assessments or Core K-8.

The results of the program evaluation will be shared with all stakeholder groups. Based on the results of the evaluation, modifications to the practices and professional development components will be made. Data will be collected for the two new online programs that support in the areas of ELA and/or math and growth points will be reported to stakeholders.

SECTION 7

PARENTAL INVOLVEMENT

From its inception The Accelerated School has held firmly to the widely researched concept that parental involvement and engagement is a leading factor in student success. The TAS Family agreement signed by all TAS families upon enrollment is an agreement on the part of the school to provide opportunities to families to be active and present in the daily life of the school as well as receive opportunities to gain insight into the teaching and learning process by strong partnerships between teachers and families. This agreement places a high emphasis on student attendance, readiness to learn, and active parent presence at the school. This reciprocal relationship between families and the school provides a particularly strong opportunity to support English Language learners and their families in this learning community. The following elements below describe the variety of ways that The Accelerated school family of school strives to involve families of English language learners:

- Parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teachers to receive information about grade level academic standards, their child's progress learning, classroom activities and ways to support learning at home. Translation is provided. Families gather for larger whole group presentations where text and or speaking points are translated. Topics that address school readiness, test preparation, healthy living, community safety and awareness, and parenting, provide families with tools to be successful in their home and school life.
- Home-school connections are also enhanced through Student Led Conferences yearly as well as Parent conferences each year to meet students' parents at the beginning of the school year. Teachers strive to foster positive communication through the act of listening to families and Parents embrace the opportunity to learn more about school. Both parents and teachers meet as equal partners in a familial setting to build a relationship around a child's growth and development, expectations are shared with each particular child in focus, and parents are empowered as parents gain tools to support their child's academic success.

- Formation of the ELAC (English Language Learner Advisory Council). Because The Accelerated School has a particularly high number of English Language Learners, the schools will have English Language Learner Advisory Council, which will include participation of parents of EL students as well as parents of all language groups in the school. The goal of this committee will be to ensure that the goals and objectives set forth for English Language Learners are met.
- Building Investment and Involvement of all stakeholders in the EL Programs and evaluations. Staff throughout the school will receive training on ways to support ELD strategies in their interactions with English Language Learners. Staff will model for parents and other community partners who collaborate with teachers, and staff on the school site how to strengthen language development.
- Increasing opportunities to increase Parent English language acquisition, Literacy in English and workforce development offerings. On-going English classes give Families of English language learners the opportunity to become more empowered to reach higher levels of success.

COMMUNICATION WITH PARENTS/TRANSLATORS AND INTERPRETERS

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). All written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes are done in both Spanish and English.

Oral communications with parents must be provided in the parent's primary language. Oral interpretation by staff is provided at all school meetings.

REQUIRED PARENT NOTIFICATIONS

TAS provides written notification to parents of all EL students concerning the following:

- Initial identification
- Progress expectations for each grade level
- Initial ELPAC or Summative ELPAC level and CAASPP/ SBA
- Reclassification criteria
- Graduation requirements

In addition, TAS provides, as appropriate to the individual student, written notification of the following:

- Progress expectations in any area that are not met
- Criteria for reclassification that have not been met
- Interventions available at the school and their purpose
- Interventions provided
- Individual Culmination Plan

Each school year parents of EL students are advised of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the minimum progress expectations for English learners is discussed at the elementary level during regular individual parent-teacher conferences and at the secondary level on an annual basis through parent meetings with designated site staff.

ACCOUNTABILITY FOR IMPLEMENTATION OF FAMILY AND COMMUNITY INVOLVEMENT

In order to ensure accountability for implementing effective family and community involvement for ELs, TAS has established a Parent Center, a parent suggestion box, sends out a weekly parent reminder, and has a parent liaison.

SECTION 8

STANDARDS, ASSESSMENT & ACCOUNTABILITY

As members of the school community at TAS, all personnel, teachers, staff and administrators will be accountable for ensuring that EL Programs are optimally effective.

The TAS School Based Council serves as the decision-making body and will conduct an annual evaluation of programs and services for English Language Learners. The evaluation process will focus on key questions that will be administered to staff, and parents in the form of a survey. An SBC meeting will focus on the analysis of these results and post recommendations for improvement.

The TAS EL program will undergo Categorical Program Monitoring conducted by the CDE (California Department of Education). The CDE monitors for compliance with requirements of each categorical program including fiscal requirements. In preparation for this review, TAS will develop ways to self-monitor the EL program with support of the SSC.

The monitoring process will establish high expectations for all students, promote full involvement of all stakeholders (administrators, teachers, parents, and students), involve guideline set forth by the CDE for Program monitoring under NCLB and ensure that program evaluation in an integral part of school improvement activities.

PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

TAS is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

- Monitor implementation of instructional program services, educator/stakeholder roles and duties, and administrative processes as defined in the *English Learner Master Plan*
- Determine effectiveness of programs, services processes in promoting EL linguistic and academic success, and college and career readiness
- Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
- Support continuous improvement in the implementation of instructional and support services, program designs and approaches, and administrative policies and processes, and identify needed modifications
- Foster internal accountability of all educators and stakeholders for implementation, outcomes, and continuous improvement of both.

EL PROGRAM GOALS AND RELATED EVALUATION QUESTIONS AND MEASURES

TAS administrators will evaluate the following related to EL programs:

- Implement the *English Learner Master Plan* fully and consistently
- Ensure steady progress toward and attainment of academic English language development per expected timeframes.
- Ensure steady progress toward and attainment of grade level academic proficiency per expected timeframes.
- Decrease risks of linguistic and academic failure, low English language proficiency, grade retention, and dropping out.
- Increase access to and participation in advanced academic program opportunities.
- Strengthen parent/guardian participation and engagement in students' academic development.
- Reduce disproportional referral to and identification of ELs for special education services.

USING PROGRAM MONITORING AND EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND STRENGTHEN PROGRAMS

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data:

ELD Committee will:

- Review outcomes of EL and SEL student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Support teachers in using the new ELD standards when lesson planning, delivering instruction and assessing student's language needs. Priorities for professional development will be identified that support that all teachers to effectively and efficiently incorporate the new ELD standards into their instruction and to monitor students' performance against the standards.
- Examine patterns of EL and SEL student performance relative to expected linguistic and academic progress, as well as findings regarding program implementation. Instructional leadership and EL leadership will together determine professional development and other program support priorities, and develop and provide PD and program support focusing on the needs identified by *English Learner Master Plan* monitoring and evaluation.

Administrators will:

- Review school EL program implementation and evaluation findings, and work with ELD Committee members to identify key school-wide priorities for professional development, budget priorities and program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria, the school will identify additional measures, including the development of additional courses if appropriate, to address this issue. Administrators will support the ELD Committee/SSC/ELAC members in prioritizing and addressing key issues and areas of improvement identified by *English Learner Master Plan* monitoring/evaluation.
- Review findings of annual *English Learner Master Plan* monitoring/evaluation reports using the ELSSA or other progress indicators as well as address issues of policy related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

ACCOUNTABILITY FOR IMPLEMENTATION OF INSTRUCTION

In order to ensure accountability for implementing effective instructional services for ELs, TAS specifies the following duties for which it will hold itself responsible:

TEACHERS

- Consistently implement with fidelity, the ELD curriculum as outlined in the *English Learner Master Plan*
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development sessions
- Monitor student progress in ELD and access to Core for progress towards minimum expected benchmark achievement
- Refer to ELD Committee for intervention when students do not make adequate progress; participate in ELD Committee processes and implement ELD Committee recommendations
- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

SITE ADMINISTRATORS

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through Guided Language Acquisition by Design & SDAIE methodologies
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE support are being delivered in the manner outlined in the *English Learner Master Plan*
- Evaluate program objectives and outcomes of all relevant staff
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Keep record of all walkthrough and reflection data
- Review placement of ELs in ELD instruction prior to the beginning of each semester and monthly, and correct any inconsistencies with the Master Plan
- Monitor the progress of RFEPs each reporting period and intervene as necessary
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE support
- Conduct monthly/semester ELD progress reviews with teachers to identify student progress and plan for acceleration and/or intervention according to evidence from data
- Ensure that SSPT meetings occur for all EL students who do not make adequate progress, and that ELD Committee/SSPT recommendations are fully implemented
- Ensure that interventions are designed and delivered consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, and EL progress monitoring

ELD Committee

Provide professional development to all stakeholders, which support the Master Plan program implementation. This may include but is not limited to:

- Identification and placement of ELs
- Effective instruction and intervention services for ELs
- Effective ELD, SDAIE, and access to core methodologies
- Use of ELD Portfolios
- Reclassification criteria process and procedures
- Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA /LCAP and address the linguistic and academic needs of ELs
- Conduct demonstration lessons and facilitate classroom observations to improve instruction for ELs
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

ASSISTANT PRINCIPALS

- Ensure appropriate placement for ELs in the development of the Master Schedule
- Conduct monthly EL placement audits to ensure proper course placement and correct any inconsistencies

- Monitor the progress of RFEs each reporting period and intervene as necessary
- Collaborate with EL Site Coordinator, parents, students and others to monitor ELs' progress toward reclassification and ensure appropriate student programming
- Collaborate with parents, students and others to monitor the progress of ELs toward meeting graduation and college admission requirements.
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as individual designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students

SECTION 9

AUTHORIZATION TO TEACH ENGLISH LEARNERS TEACHER AUTHORIZATION

TEACHER AUTHORIZATION

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC).

A full list of the current authorizations is found in Appendix B of this document. The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and Bilingual Authorization.

TAS requires all teachers, including out-of-classroom teacher positions, to possess an appropriate authorization to teach ELs in order to be eligible to receive an offer of employment or to continue in an existing assignment. An EL Authorization allows the teacher to provide instruction (ELD and SDAIE) to ELs.

TEACHER MISASSIGNMENT

Teachers are assigned according to instructional program needs and established certification/authorization guidelines. Teachers who do not hold an appropriate authorization for their current assignments will receive notice from Human Resources informing them that completion of the required authorization is necessary. If not pursued and completed within established timelines, the teacher will be reassigned, displaced, or dismissed.

Teachers of EL students who do not hold approved authorizations and/or designations will be identified as misassigned according to the Williams Settlement and the State Assignment Monitoring Report. The misassignments are reported annually to the Board of Education, Los Angeles County Office of Education (LACOE) and the CTC.

K-12 teachers, coordinators and coaches who are unwilling to avail themselves of the steps necessary to obtain the appropriate authorization may be subject to displacement (transfer to another school), issuance of an unsatisfactory service act, assignment to a paid-as-worked status, an unpaid suspension, and possible dismissal by the Board of Education.

ADMINISTRATOR AUTHORIZATION

All employees who apply for, or who are assigned to, entry-level TK-12 certificated administrator positions must have completed two semester units each (a total of six semester units) of culture, language, and bilingual-ESL methodology or the equivalent. An entry-level position is defined as an employee's first assignment on the Master Salary Table, including an assignment in any Temporary Adviser classification. In the rare instance when a site administrator must be assigned without an EL authorization, intensive professional development on EL programs, services and teaching strategies will be provided by the District. Participation in this professional development is required.

SCHOOL LEADERSHIP FRAMEWORK

The School Leadership Framework provides guiding principles which when implemented fully, will create schools that have a focus on improving EL instruction. The notable areas of the School Leadership Framework that address ELs include:

- **Supervision of Instruction:** This domain sets high expectations for school leaders to engage in ongoing and coherent guidance for implementation and continuous improvement of teaching and learning. Specific elements focus on assessment of pedagogical practices and building teacher effectiveness in supporting learning of all students, supporting culturally relevant and responsive pedagogy in response to diverse learners, and differentiation and intervention based on student need.
- **Culture of Learning:** School Leaders are responsible for creating culturally responsive environments which support diverse groups of students and leading staff through self-awareness of understanding their own world views and how experiences shape their instructional practices.
- **Systems and Operations:** This domain requires that School Leaders appropriately budget based on student need; set goals based on student data; develop monitoring systems for student achievement; align resources appropriately, and comply with state, federal or District policies in regards to EL learners.

SECTION 10

GENERAL FUNDS

The school receives general funds to provide core curriculum and services to all students. It utilizes these general funds to ensure that every student, TK -8 grade, receives quality, standards-based instruction in all content areas to enable all students to graduate ready for college and career.

General funds are used to pay for core resources that include, but are not limited to, teacher and administrator salaries, state-adopted district-approved textbooks, and services such as transportation, facilities, library, and student meals.

General ADA funds are also used to support systems to evaluate program implementation and monitor student progress, provide English Learners with appropriate academic instruction, which includes but is not limited to textbooks, supplemental materials and services in the same ratios as native English speakers.

CATEGORICAL FUNDS

The school applies for supplemental categorical funds annually via the Consolidated Application. Categorical funds are granted to districts and schools for specific program purposes and are above and beyond the general funds used to support the core program. Supplemental funds are not used to replace, or supplant the core, base program and activities. Categorical funds allocated to support the English Learner Program must be: (1) used to assist ELs with acquiring English beyond the core ELD program and meeting Federal and State accountability requirements, (2) linked to EL need as measured by analysis of student data, and (3) directly aligned to the Single Plan for Student Achievement (SPSA).

In addition to general funds, Title III funds will be also used to provide instructional materials and resources for English Learners designed to help English learners better access the core curriculum, meet state curriculum standards while becoming proficient in Academic English Language. Title III provides supplemental funding to enhance ELD programs and to enhance access to core in order to assist ELs in attaining English proficiency.

These funds will be used toward professional development for teachers to build competency in meeting the unique needs and supports required of English Learners.

Categorical funds received by TAS are used to supplement and not supplant general funds to support the delivery of effective instruction for English Learners.

Those supplemental supports include, but are not limited to the following.

- Professional development focusing on English Learners
- Supplemental instructional materials for English Learners
- Bilingual paraprofessionals for focused classroom instruction
- Parental education

In addition to categorical funds received specifically for English Learners, other identified funding sources include the following:

- Title I - to meet the academic needs and narrow the educational achievement gap for socioeconomically disadvantaged students, including ELs.
- After School Education and Safety Programs (ASES)

To reach the goal of accelerating student achievement rates, the District has established the following instructional priorities for Title I programs:

- Provide effective, research-based professional development
- Provide support for at-risk students, including ELs, with social and emotional behaviors
- Promote personalization via reduced student-to-teacher ratio and reduced student-to counselor ratio
- Provide supplemental materials for targeted interventions
- Build effective school, family and community partnerships

BUDGET PROCESS FOR FUNDS DEDICATED TO ENGLISH LEARNERS

The budget at a school site is spent based on the needs of the student population as identified through achievement data analysis and the annual needs assessment. Title III and Economic Impact Aid (EIA) Limited English Proficient (LEP) budgets are spent based on the District's program priorities, meeting the needs of the EL population, as determined by student data and the identified needs of the instructional programs (LFCC/LCAP).

State supplemental funds must be allocated before federal Title III funds. Title III funds must not be used to fund any state mandated activity for ELs such as ELAC work. The purpose is to provide the additional support ELs need to develop proficiency in English and master the core content required of all students in California.

The budget process must be followed with regard to Title III and EIA-LEP funds. The ELACs must have opportunities to review the budget development process and provide recommendations on how to best use these funds to meet the needs of ELs. These recommendations are then shared in official written documents with the SBC via ELAC minutes.

Subsequently, the SBC analyzes and discusses the same data, along with the ELAC's recommendations and makes decisions on how the funding will be spent.

The Single Plan for Student Achievement (SPSA) requires schools to monitor school programs annually through comprehensive needs assessments and program evaluation results. The data on monitoring and assessment findings must include examination and disaggregation of ELs and be aligned with Title III accountabilities. All expenditures must be documented on a Budget Justification Page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA/LCAP. If the expenditure is not described and justified in the current SPSA/LCAP, then an *update page* must be inserted in the existing plan.

It is important that the budget process be followed dutifully to ensure transparency of expenditures for all stakeholders. The budget process is a safeguard to ensure all schools are compliant in spending EL designated funds to maximize the impact of the supplemental services for ELs. Categorical funds cannot be used to supplant general funds expenditures, or to serve students who are not identified as ELs or former ELs.

MONITORING EL CATEGORICAL EXPENDITURES

Monitoring of funds helps guide the appropriate and effective use of allocated resources to ensure adherence to established District, State and Federal program mandates.

The District and schools are held accountable for using categorical funds appropriately through the annual Single Audit, as required by the California Education Code. Expenditures are also monitored annually by District categorical and fiscal staff. If Title III or EIA-LEP funds are expended inappropriately and contrary to District, state, and federal guidelines, schools will be required to reimburse the misused program funds out of the school's unrestricted general funds. The District's goal is to ensure fiscal responsibility, foster budget transparency, and maximize the use of EL categorical funds to supplement the core program for ELs.

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APPEAL PROCESS

