SANTA ROSA CITY SCHOOLS
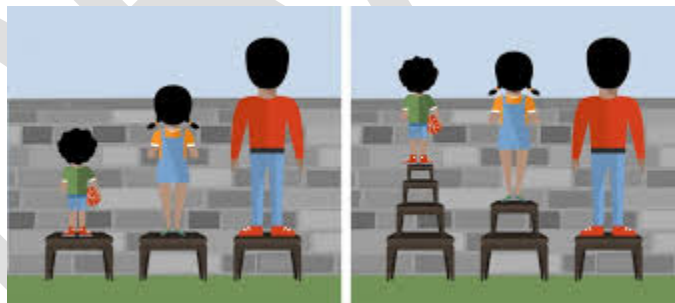Excellence is our Common Ground

English Learner Master Plan

Equality   Equity

Every Student. Every Possibility. No Matter What!

Preparing students for college and career!

Santa Rosa City Schools

Master Plan for English Learners

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Superintendent's Message
June 2017

Our first district goal is to ensure all students are prepared for college and career. Readiness for college and career means mastering the California and Next Generation Science Standards, building on the linguistic and cultural assets of our students. For our English Learners, we expect mastery of a rigorous course of study in addition to acquiring a new language.

More than a quarter of our students speak a language other than English. Just like every other parent, our immigrant parents send their children to school with assets, including their home language and cultures, and with dreams for their children's futures. To prepare English Learner students for a successful future, a dedicated plan for teaching, learning, and strategic intervention must be in place in each of our schools.

The English Learner Master Plan represents our unwavering commitment to support every English Learner and is the roadmap to the "what" and "how" that ensures our English Learners reach the highest levels of learning and full proficiency in English. The results of the dedication to this plan will be evidenced in the success of our English Learners.

In SRCS, we believe that all students can learn at high levels, no matter their language proficiency, and it is our commitment to engage every child, every day in that endeavor. Our dedicated teachers, support staff, community, and parents make SRCS an educational community that can ensure every student succeeds.

Thank you to all who participated on the EL Master Plan Task Force. Your contributions to EL Master Plan is a long standing commitment to the success of our English Learners,

Sincerely,

Diann Kitamura
Superintendent

Introduction

As the largest and most populous district in Sonoma County, Santa Rosa City Schools (SRCS) is made up of an Elementary District and a Secondary District that together serves over 16,000 students. At the elementary level, 47% of the 5, 315 students are identified as English Learners (EL), while at the secondary level, 16% of the 11,263 students are EL (based on 2016-17 demographic data). Although Spanish is the primary language of the vast majority of our EL students, SRCS serves EL students that speak many other languages (approximately 38 other languages).

SRCS is in a unique position to provide leadership and serve as an example for other districts to follow. The success of ELs and former ELs, students who have reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for the District. SRCS is committed to providing the highest quality educational programs and services that are soundly based on current research evidence.

The U.S. Department of Education (ED), the U.S. Department of Justice (DOJ) and the Office of Civil Rights (OCR) remind states, school districts and schools of their obligations under federal law to ensure that English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential. Collaboratively, they created the following resources which have been used extensively as guides in the creation of Santa Rosa City Schools' English Learner Master Plan: ***English Learner Toolkit for State and Local Education Agencies*** (SEAs and LEAs), the ***Newcomer Toolkit***, and the ***Dear Colleague Letter***.

SRCS recognizes that ELs have a double curricular load-they shall become proficient in academic English, and they shall 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 shall receive excellent first teaching in the core content and shall be provided services above core instruction to ensure that their linguistic and academic needs are met.
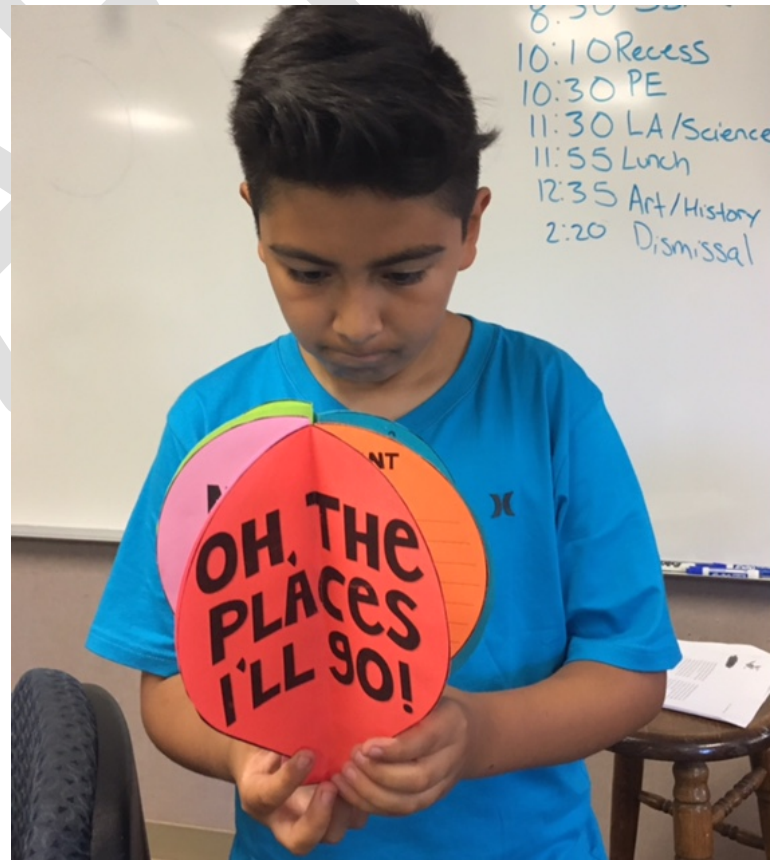
We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

The purpose of this plan is to provide a framework of instruction for English Learners and to acquaint their teachers, administrators, and parents with federal, state, and district policies as well as programs, resources, and staff/parent development opportunities.

SRCS personnel at the district and school level: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures specified in the English Learner Master Plan. With this in mind, the following goals have been established:

- Develop English proficiency as quickly and efficiently as possible
- Provide English Learners with a smooth transition into the core (a-g graduation requirements at the secondary level), standards-based curriculum, and ensure academic success by continuing to develop academic English
- Provide equal access to the core (a-g graduation requirements at secondary level) standards-based curriculum
- Develop a positive self-concept among English Learners
- Establish standards-based instruction and evaluation procedures by aligning district programs with the California English Language Development Standards and benchmarks
- Provide staff and parents with a comprehensive overview of instructional practices and program options for English Learners
- Achieve standardization of instructional programs for English Learners district-wide
- Provide staff and parents with standards-based professional development opportunities
- Provide district personnel and parents with an accessible and usable English Learner Master Plan
- Develop awareness of student biculturalism, bilingualism, and biliteracy through the Two-Way Language Immersion Programs, which are also referred to as Dual Language (DL) programs (parent choice)

To better serve our English Learners, SRCS shall establish (e) or continue (c) the following:

- ❖ Department of English Learner Services (c)
- ❖ Achieving Language Acquisition and Academic Success (ALAAS) Advisory Council (e), composed of administrators, teachers, counselors, classified staff, including family engagement facilitators, parents/guardians, and community members with the purpose of monitoring and evaluating this plan and EL services
- ❖ Language Acceleration Review Committee (LARC) at each school site (e) composed of the site administrator, SOLL counselor or counselor, minimally two teachers, including the EL Specialist, and the Family Engagement Facilitator (FEF) with the purpose of analyzing student data to determine a student's readiness for the reclassification process or to make decisions about student supports needed and placement
- ❖ Family Engagement Facilitators at each site (bilingual) (c)
- ❖ Supporting Our Language Learner Counselors (SOLL) at the secondary sites (c)
- ❖ District English Learner Teachers on Special Assignment (DTOSA) (one for elementary and one for secondary support) (e) with the purpose of providing support to site English Learner Specialists and school sites implementing EL services
- ❖ English Learner Specialists- Teachers on Special Assignment (TOSA) at each site with at least a 15% EL student population. Those sites with fewer than 15% may share an EL Specialist/TOSA (e) with the purpose of monitoring EL student data, providing professional development and/or coaching opportunities to staff, and to support the site's EL programs and services
- ❖ English Learner Green Folders in the CUM file which contain the following: English Language Proficiency assessment results, reclassification documents, progress monitoring documents, etc.

Guiding Principles

The following guiding principles describe SRCS' beliefs and philosophies for educating English Language Learners:

- We believe that English Learner Students shall be provided equal access to all Common Core courses (a-g courses at the secondary level) and all programs, without exception. Therefore, we will provide systems and structures to ensure students are making adequate academic and linguistic growth to be college and career ready.

- We believe English Learner Students shall be held to the same rigorous expectations of learning established for all students. Therefore, we will provide challenging, culturally relevant academic content to meet performance standards in all content areas, with support as needed.

- We believe the academic success of ELs is a responsibility shared by all educators, the family, and the community. Therefore, we will hire and retain personnel who are culturally proficient, knowledgeable about second language acquisition, and willing to continuously learn to improve the outcomes for ELs.

- We believe in social-emotional wellness. Therefore, we will foster relationships with ELs and their families based on respect, kindness, empathy, and inclusivity

This EL Master Plan is designed to put into practice the idea that language learning and content learning are most powerful when they happen together, which is at the heart of the 2012 California ELD Standards and 2014 California ELA/ELD Framework.

This document makes clear our critical legal obligations to ELs, but we also recognize that SRCS educators are less interested in mere compliance with the law than in doing whatever is necessary to remove all obstacles and ensure our ELs are college and career ready. And this task could not be more urgent when ELs are the lowest performing of any student group in the district while making up more than 25% of our student population.

Essential Practices for EL Achievement

The Five Essential Practices for EL Achievement organize and focus our support of ELs in SRCS, and they are woven throughout this plan. The practices are guided and informed by the research-based Six Key Principles for EL Instruction from Understanding Language at Stanford University and by New York State's Blueprint for EL Success.

If we work collectively and relentlessly to enact these practices, then ELs in SRCS will graduate college and career ready. We summarize the Essential Practices below:

1. **Access and Rigor:** Ensure all ELs have full access to and engagement in the academic demands of the California Standards (a-g courses at the secondary level), Next Generation Science Standards, and California's 2012 English Language Development Standards.
2. **Designated and Integrated ELD:** Ensure ELs receive daily Designated ELD an Integrated ELD in every content area.
3. **Data-Driven Decisions:** Make programmatic, placement, and instructional decisions for ELs that are grounded in a regular analysis of evidence.
4. **Asset-Based Approach:** Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.
5. **Whole Child:** Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELs' ability to thrive in school.
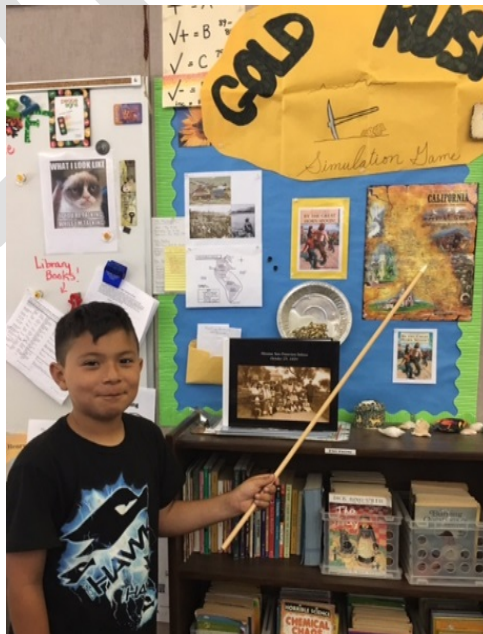
Chapter 1
Initial Identification, Assessment, Parent Notification, Program Placement and Transfer Students

Chapter Overview

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for Santa Rosa City Schools (SRCS) is standardized for consistency and equity throughout the District. This is responsive to the educational needs of EL students and the preferences of parents and guardians. The process is described in this chapter and illustrated on the document titled "Identification, Assessment, & Program Placement Flow Chart".

The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

In the fall, all students will receive a copy of the Information Handbook which includes an explanation of the Uniform Complaint Procedures to ensure that all parents understand how to address any potential concerns with staff. Extra copies are located in the office throughout the school year.

Initial Identification

Enrollment Process

The enrollment process begins when a parent takes his/her student to the neighborhood school. The main office of each school is designed to be a warm and welcoming place for parents and students. Each school office should have a staff member available to provide consistent information about the instructional program options offered to EL students. Our goal is to provide information in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents.

Home Language Survey

During the enrollment, parents will fill out a Home Language Survey (HLS). The HLS will only be used if this is the student's first year in education. If the student has attended school, the language acquisition status will be verified by the student's cum and the California Longitudinal Pupil Achievement Data System (CALPADS), a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. More information is noted in the *Transfer Student* section.

Upon initial enrollment, parents complete the HLS section on the District's Student Registration Form, 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. Parents may receive, upon request, an explanation regarding the HLS purposes and uses. Students may be given an assessment to measure their English language proficiency level. It is important to convey to parents that the HLS is not used to determine a student's language classification and/or immigration status.

The survey is completed by the parent or guardian at the time of the student's initial enrollment in the District. 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 District's Student Information System (SIS) and the student's cumulative record (CUM).

The HLS consists of the following three questions:
1. Which language/dialect did your child learn when he/she first began to talk?
2. What language/dialect does your child most frequently use at home?
3. What language/dialect do you use most frequently to speak to your child?

The questions in the HLS are used to determine a student's home language status as follows:

Kinder Academy (KA) Students

- If "English" is written on all 3 questions, the student is identified as English Only (EO). The student's primary language is determined to be English.
- If there is a language other than English for any of the 3 questions, the student's identification is To Be Determined (TBD).
- Copies of the student registration form of all students who are identified as TBD are provided to the Family Engagement Facilitator (FEF) for further processing.
- FEFs will determine the student's identification (EL, IFEP).

Enrolling KA Students during the School Year

- If a student has been at a prior school, the students will be entered as TBD on the student's English Proficiency screen in the SIS, until further processing.
- A copy of the student registration form identified as TBD is provided to the Family Engagement Facilitator (FEF) for further processing.
- FEFs will determine the student's identification (EO, EL, IFEP).

Kinder – 12th Grade

- All new incoming students will be identified on the English Proficiency screen as TBD.
- Copies of the student registration form of all students who are identified as TBD are provided to the Family Engagement Facilitator (FEF) for further processing.
- FEFs will determine the student's identification, (EO, EL, IFEP, RFEP).
- If the FEF determines that the student is an EO, an EO Student Classification Form will be completed and given to the Elementary School Office Manager (ESOM) or Registrars at middle schools and high schools to change the student's classification from a TBD to EO.

English Only (EO)

The student is classified as "English Only" if the answers to the three questions on the HLS are "English" and the student's cum and CALPADS documentation supports this.

<u>English Learner (EL)</u>

A student *may possibly* be classified as "English Learner" 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 student's English proficiency shall be assessed to measure his/her current performance level in English and to identify the student's language acquisition status.

The following additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment:

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

If there is evidence of significant non-English exposure, then the student shall be administered the state English Language Proficiency Assessment, currently known as the California English Language Development Test (CELDT) and/or the English Language Proficiency Assessment of California (ELPAC). The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

When reasonable doubt is established, the school shall annotate the HLS to document the reasons for CELDT and/or ELPAC administration. The school administrator/designee shall sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the CELDT and/or ELPAC and is identified as an English Learner, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT and/or ELPAC administration, the school shall 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.

Parents who enroll their student in SRCS shall complete the HLS as part of the enrollment process. The first HLS (e.g., Kinder Academy or Kindergarten) 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 the SIS and CALPADS.

English Language Proficiency Assessment

At the time of publication of this document, California will continue using the CELDT and/or ELPAC. With the implementation of the California State Standards (CSS) and the corresponding English Language Development (ELD) standards, the English language proficiency assessment will be updated to address these new standards. California is currently transitioning into a new assessment the English Language Proficiency Assessments for California (ELPAC).

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 shall 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 shall be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

In accordance with Education Code (EC), initially enrolled students identified by the HLS as potential EL students may not be exempt from taking the state-adopted English language proficiency assessment.

Initial Language/Classification Status

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English or classification status. It is also used on an annual basis to measure progress in acquiring English. Based on a student's overall

performance on the CELDT and/or ELPAC, the student may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student.

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

English Learner (EL)

The overall performance level on the initial CELDT and/or ELPAC is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (Grades K and 1), or in Listening, Speaking, Reading or Writing (Grades 2-12).

Initial Fluent English Proficient (IFEP)

The overall performance level on the initial CELDT and/or ELPAC is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). 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.

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, often identified as English Only (EO).

Initial CELDT and/or ELPAC assessments shall be pre-scored at the school site so that an interim language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

	Student Classified as ELL	Student Classified as IFEP
Kindergarten - 1st	Overall 1-3 on CELDT	Overall 4-5 on CELDT
2nd - 12th	Overall 1-3 on CELDT or Overall 4-5 with 1 or 2 on at least one subtest	Overall 1-3 on CELDT or Overall with all subtest at 3+

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official CELDT and/or ELPAC results. The CELDT and/or ELPAC results are to be accurately and permanently recorded in the District's SIS and student CUM. If there is a discrepancy between the unofficial pre-scored English language proficiency results and the official score provided by the test vendor, the official score overrides the unofficial pre-scored results.

Once a student is identified as an EL, the student shall be annually assessed with the state's English Language Proficiency Assessment (i.e. CELDT and/or ELPAC) until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

English Learner Students with Individualized Education Programs (IEP)

EL students with disabilities shall be assessed with the initial or annual CELDT and/or ELPAC. EL students 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 shall document in the student's IEP any accommodations or modifications used, and these shall not deviate from those approved by CDE. All EL students with disabilities will be assessed with the CELDT and/or ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

An alternate assessment to the CELDT/ELPAC may be designated by the IEP team for students receiving special education services. At this time, the CDE does not have an approved, recommended alternative assessment to CELDT/ELPAC for students with moderate to severe disabilities that the IEP team determines may not be able to take CELDT/ELPAC in order to identify their level of English proficiency.

If the IEP team determines that a student should take an alternate assessment to CELDT/ELPAC, they shall ensure that the student is assessed in all four domains of

English proficiency: listening, speaking, reading, and writing.

Research states that the five most common language proficiency tests administered across all states are:

- The Language Assessment Scales (LAS),
- The IDEA Language Proficiency Tests (IPT)
- The Language Assessment Battery, and
- The Basic Inventory of Natural Language (BINL)

All of the tests above address listening, speaking, reading and writing according to research; however, these assessment tools are similar to the CELDT and may not be appropriate for students with moderate to severe disabilities (CAPA level).

The following are assessment tools that may be utilized as alternatives to CELDT/ELPAC for students functioning at the CAPA level:

- ALPI (only tests listening and speaking and shall be supplemented)
- Basics 2 (assesses functional listening, speaking, reading, and writing)
- Sandi (assesses functional listening, speaking, reading, and writing)

Newly Enrolled EL Students with IEPs

If a new student classified as EL enrolls in school from another Special Education Local Plan Area (SELPA) with an IEP, the student shall be placed in an interim 30-day placement. The student is automatically eligible for special education services upon entry. An IEP meeting to determine if the placement and services are appropriate shall be held within the 30 days. (E.C. 56329)

Parent Notification of Initial and Annual Assessment Results and Program Placement

Parents of EL students will be notified each year of their student'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.

Parents of students (EL and IFEP) who are administered the initial CELDT and/or

ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement (See Chapter 2)

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

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification or program exit criteria (see Chapter 4)
- Instructional program for EL students with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students and IFEP students are informed of the above information via the District's Initial Parent Notification Letter which includes language assessment results and program placement options. Parents are advised to contact the student's home school if they should need additional information.

Annual Language 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. SRCS ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the Annual Parent Notification Letter which includes most recent CELDT and/or ELPAC results and program placement options. All attempts are made to provide parents the official CELDT and/or ELPAC assessment results in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT and/or ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

Parents of EL students who are administered the annual CELDT and/or ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Annual English language proficiency level (provisional, then official when results

become available) and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents shall also receive information regarding:
- English language proficiency level from annual assessment and how it was assessed
- Various instructional program options, 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 EL students 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 EL students

Parents of EL students are informed of the above information via the District's Annual Parent Notification Letter which includes the most recent CELDT and/or ELPAC results and program placement options. Parents are advised to contact the student's home school if they should need additional information.

Parent Rights

Parent Confirmation of Program Placement

Parents are informed of the initial CELDT and/or ELPAC results and the instructional program that has been selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the CUM.

Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. ***School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.*** *Chapter 3, Providing a Quality Core Progam for Opted Out English Learners* provides procedures, timelines, and protocols to guide sites when a parent exercises this right.

Transfer Students

Transfers between Santa Rosa City Schools

Intra-district transfers are initiated by the parent during the District Open Enrollment window. Refer to District policy for further information. The receiving school shall request the student's cumulative record from the previous school. Upon receipt, the site is responsible for reviewing the accuracy of the student's records, including information in the SIS. Our goal is to ensure that the student is properly placed in the appropriate instructional program as specified in the student's cumulative records.

Transfers from Other California Public School Districts

Students transferring into the District from another public school district within California shall present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT and/or 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 District 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 and meet with the parent to discuss instructional program placement options. If the information is not available, staff shall contact the previous district to request the student's information.

Transfers from Out-of-State or from another Country

The initial identification and assessment process is to be used for students entering the District 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 Mexico enrolled in a Texas public school on February 9, 2010, and moved to California in 2011. On September 20, 2011, the student enrolled in a

Santa Rosa City School. The District enrollment date is September 20, 2011, while the U.S. enrollment date is February 9, 2010.

Santa Rosa City Schools' 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 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 District from a private school. The student's district enrollment date is entered into the 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.

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for Santa Rosa City Schools (SRCS) is standardized for consistency and equity throughout the District. This is responsive to the educational needs of EL students and the preferences of parents and guardians. The process is described in this chapter and illustrated on the document titled "Identification, Assessment, & Program Placement Flow Chart".

The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

IDENTIFICATION, ASSESSMENT & PROGRAM PLACEMENT FLOW CHART

Home Language Survey

Home Language other than English

English Only (EO)

Assess English Language proficiency using CELDT and/or ELPAC

Place in the mainstream program

Grades KA – 12

Assessed in Listening, Speaking, Reading & Writing

English Learner (EL)

Initially Fluent English Proficient (IFEP)

Place in the appropriate EL Program (see Ch. 2)

Place in English Mainstream
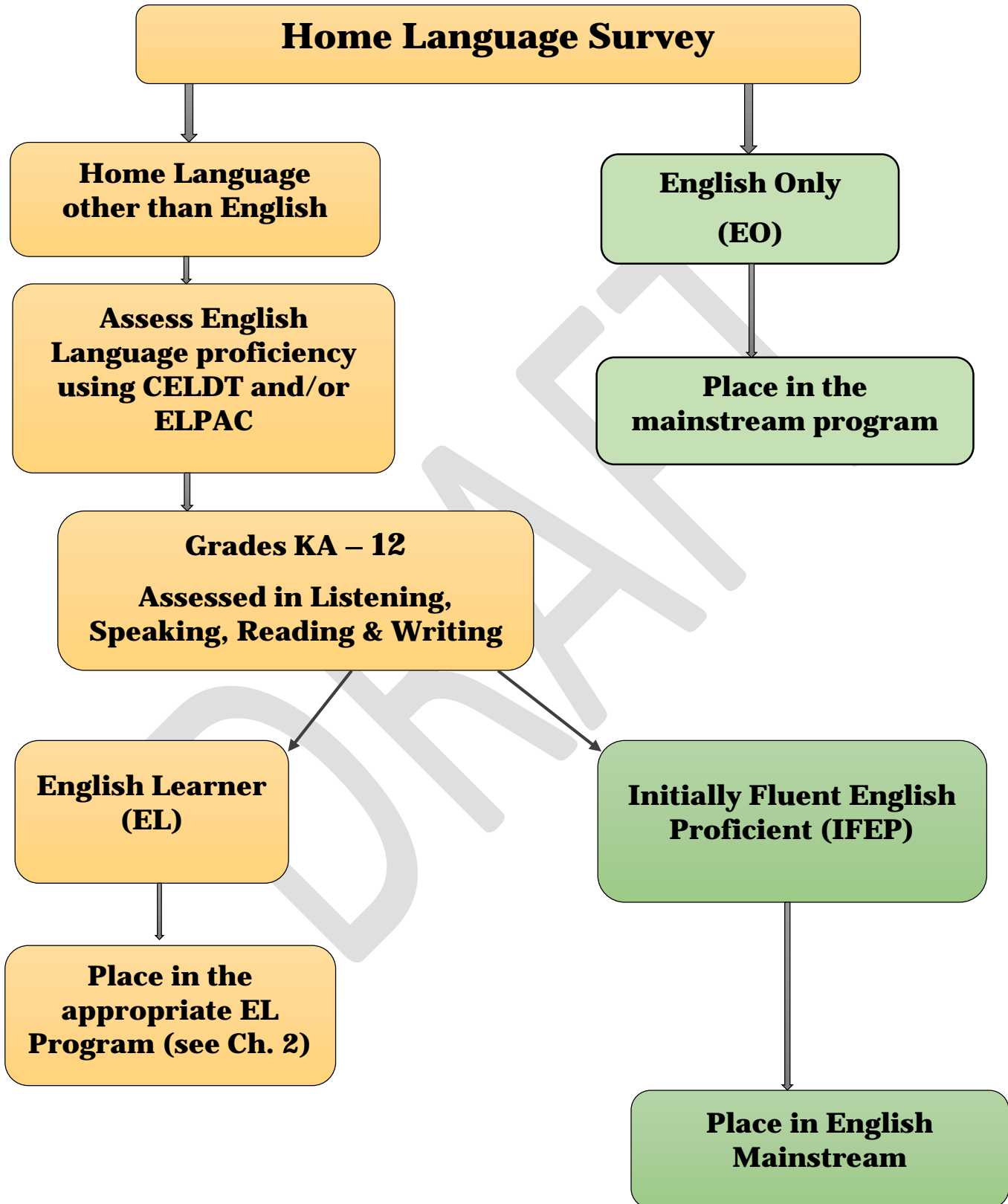
Chapter 2
Instructional Programs and Models

Chapter Overview

After ELs have been identified using a valid and reliable English Language Proficiency Assessment (ELPA), SRCS will provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." SRCS will also provide Advanced Learner Programs and Services (ALPS) as well Special Education Services to ELs who have been identified to warrant such services. These will be explained in greater detail in this chapter.

According to the Dear Colleague Letter, from the U.S. Department of Education and the U.S. Department of Civil Rights, for an EL program to be reasonably calculated to ensure EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the school district should offer EL services that would enable her to earn a regular high school diploma in four years. In addition, EL students in high school, like their never-EL peers, should have the opportunity to be competitive in meeting college entrance requirements. For example, a school district should ensure that there ar not structural barriers within te design of its academic program that would prevent EL students who enter high school with beginner-level English proficiency from graduating on time with the prerequisites to enter college.

SRCS will provide appropriate EL services and programs that meet civil right requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. SRCS will offer appropriate EL Services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process explained in Chapter 4.

To determine which EL services and programs are best suited for a student identified as an EL, SRCS will consider the student's (1) English proficiency level, (2) grade level, and (3) educational background, as well as (4) language background for bilingual programs. Other child-centered factors that SRCS will consider include the student's native

language literacy; acculturation into U.S. society; and age he or she entered the United States.

For new arrivals and Students with Interrupted Formal Education (SIFE), SRCS will establish newcomer programs. These programs offer specialized services and classes to help these students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts), and prepare them for the other EL programs offered to other ELs. Newcomer programs are short-term, typically lasting no longer than one year.

2013 California Education Code 313.1. a &b defines a Long-Term English Learner (LTEL) as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test. SRCS will provide a designated program for LTELs to focus on their unique needs, including academic language and writing until they meet the reclassification criteria.

SRCS' instructional programs for ELs are the core of our mission to ensure ELs are college and career ready. The purpose of our instructional programs is to teach ELs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high-quality education and the opportunity to achieve their full academic potential. SRCS' instructional programs for ELs are:

- Clearly defined
- Research based
- Aligned with rigor of Common Core State Standards, New Generation Science Standards, California ELD Standards and California ELA/ELD Framework
- Driven by the theory of action laid out in the Essential Practices for ELL Achievement
- Designed to address the needs of each EL subgroup
- Strongly supported and resourced at the site and district office level
- Effectively monitored

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated ELD.
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups.
- Describe Special Education Services for ELs.
- Describe the Advanced Learner Program and Services (ALPS) for ELs.

The graphic below summarizes SRCS' instructional programs for ELs. Notice that English Language Acceleration Program (ELAP) is the base program for all EL programs. The three specialized programs include all the elements of ELAP with specific additions and changes.

English Language Acceleration Program (ELAP)
Base program for all sites and classrooms serving ELs
Strengthens grade-level instruction for ELs and ALL students
Includes Integrated and Designated ELD
All sites and staff shall have the skills and resources to effectively deliver

Newcomer Support and Programs	Long-Term English Learner Support	Dual Language (DL) Programs
• ELAP plus: • Intensive support in language & content learning, cultural knowldege building, & social emotional learning • Includes both universal supports and intensive Newcomer Program versions • Students in U.S. 3 years or less	• ELAP plus: • Targeted support in academic language and literacy • Students classified as ELs >6 years	• ELAP plus: • All students in program become fully biliterate • Integrated and Designated Language Development in BOTH English and target language • Special staffing and training • Chosen by families of EL, EO, IFEP and RFEP students

Designated and Integrated English Language Development (ELD)

Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all SRCS ELs, schools with ELs shall:

Provide a minimum 30 minutes a day of Designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards.
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.
- At the secondary level
  - Includes at least one period of Designated ELD per school day as long as the student is an EL, with two periods for newcomers.
  - Is part of a comprehensive Designated ELD Course sequence, including
  - Academic Language Acceleration (Secondary only, LTELS and At-risk ELs) that includes intentional language development along with reading instruction.

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content-Language Objectives.
- Provides students appropriate levels of language-focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.), a practice sometimes referred to as Discipline-specific and Academic Language Expansion (DALE).
- Requires ample oral and written production of language.
- Intentionally incorporates the Three High-Impact Language Practices (Using Complex Text, Fortifying Complex Output, and Fostering Interaction) into content area instruction and core routines such as Reading and Writing Workshop.

Effective provision of Designated and integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELs in their classrooms, KA-12:
   - Shall be skilled at providing Integrated ELD, including careful consideration of the language demands of a task (see Content-Language Objectives) and carefully planned language learning embedded in engaging content and activities.
   - Shall be skilled at providing content-embedded Designated ELD when they teach this period or course.
   - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

2. The District and School Sites shall:
   - Ensure effectively Integrated ELD is provided in all elementary and secondary classrooms.
   - Provide ongoing professional development that allows ALL teachers KA-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
   - Ensure all ELs receive at least 30 minutes per day of Designated ELD until they reclassify.
   - Ensure elementary schools as a whole and individual teachers reach Stage III: Consistent Implementation on the Descriptors for Stages of Designated and Integrated ELD Implementation (See Appendix)

Scheduling Designated ELD in Elementary

A protected minimum 30-minutes-a-day Designated ELD time needs to be set aside for all EL students at the elementary level. Scheduling this time can be a complex task in elementary. In the document Sample Schedules for Designated ELD in Elementary, we provide guidance for schools as they roll out and refine their Designated ELD practices.

Building capacity to provide high-quality Designated ELD embedded in content takes time. Teachers and sites may temporarily use supplemental materials to address the ELD Standards until the district creates Designated ELD lessons tied to the core content at the elementary level and purchases an ELD curriculum for secondary sites.
The goal is for all schools to move toward the goal of providing EL students content-embedded Designated ELD within a two-year period. See *Descriptors for Stages of Designated and Integrated ELD Implementation* in the Appendix.

As schools and teachers move through the stages of ELD implementation, the goal is that they depend less and less on supplementary Designated ELD curriculum and more and more on skillfully planned and implemented content-embedded Designated ELD.

Scheduling Designated ELD in Secondary

As long as a student is classified as an EL, s/he shall receive at least 30 minutes a day of protected Designated ELD. At the middle and high school level, this means that at least one course in a student's day shall be a Designated ELD course.

Instructional Programs for English Learners

This section describes each of the instructional programs available to ELs in SRCS. The Programs are:

- English Language Acceleration Program (ELAP)
- Long Term English Learner (LTEL) Support
- Universal Newcomer Supports and Newcomer Programs
- Dual Language Programs (DLP)

A. English Language Acceleration Program (ELAP)

English Language Acceleration Program (ELAP)
Base program for all sites and classrooms serving ELs
Strengthens grade-level instruction for ELs and ALL students*
Includes Integrated and Designated ELD
All sites and staff shall have the skills and resources to effectively deliver

Because every site and nearly every classroom in SRCS will serve ELs at some point during the year, all sites and teachers shall be equipped to provide the required base program for ELs, the English Language Acceleration Program (ELAP). The ELAP instructional program will benefit all students because of its focus on building disciplinary language and general academic language. The other three supporting instructional programs for ELs are special versions of the ELAP base program that provide additional benefits and/or more targeted instruction for certain groups of students.

*When possible, this is accomplished through a collaborative model of instruction where the EL Specialist pushes in and works collaboratively with the classroom teacher. In this model, both teachers have a separate but collaborative function. Instruction where students are convened in small groups, generally homogeneous groups, provides the opportuntity for each teacher to take the lead role for the group they are working with. Common goals and objectives are set and the teachers agree to use similar teaching methods. The group convened by the EL Specialist may include not only ELs, but also students who may need extra support. Instruction by the EL Specialist should be supplemental to that provided by the classroom teacher rather than replacing an opportunity for these students to participate in instruction provided by the classroom teacher. Careful coordination of instructional goals will be necessary in order to minimize the need for additional planning time.

Program Features of the English Language Acceleration Program (ELAP)

Students Served and Exit Criteria
1. The program serves ELs from Pre-Emerging to Bridging (CELDT Levels 1-5). EOs, IFEPs, and RFEPs enrolled in an ELAP classroom will also receive the supports provided by Integrated ELD in the ELAP model. 2. Once ELs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other supports provided in ELAP, including robust Integrated ELD. 3. Interested parents are fully informed of the option to request an appropriate Dual Language Program in lieu of the ELAP instructional program.

Program Components
1. For Designated ELD: 　• Minimum 30 minutes per day as a protected time for Focused Language Study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELs. See *Designated English Language Development Course Descriptions for Secondary ELs for secondary Designated ELD* course sequence. 　• Teachers should use district-recommended supplemental materials to support Designated ELD when teachers or sites are at Stage II: Beginning Implementation or Stage III: Consistent Implementation for Designated and Integrated ELD. 2. Both Integrated and Designated ELD will feature: 　• Standards-based instruction with differentiation and language development strategies in all content areas including: 　　o Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use 　　o The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction

- o SDAIE, GLAD and other strategies for making content instruction understandable, listed on the document Strategies for Designated and Integrated ELD
- o Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
- o Partner and group work to foster content and language learning, social-emotional learning and cultural competence
- o Use of both core and supplemental curriculum
- o Leveraging of primary language for content and language learning. See the document: Leveraging Primary Language to Accelerate ELL Achievement
- o Routines that are clear, predictable and supportive of CCSS-aligned rigor and high student engagement
- Monitoring of ELs to ensure progress towards reclassification within 5 years, and monitoring of RFEPS for two years
- Intensive monitoring of newcomers, LTELS, and ELs at –risk of becoming LTELs, including twice-yearly assessment and creation of action plans by the site based Language Acceleration Review Committee (LARC)
- For ELs with IEPs, clear articulation and consistent implementation of IEP language development goals

3. Family Engagement activities, bilingual support staff, and strong community partnerships will support the educational experience of ELs.

B. Newcomers

"Newcomer" is an umbrella term that includes various categories of immigrants who are born outside of the United States. It's important to note, however, that not all immigrants are ELs; some are fluent in English, while others speak little or no English. In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers. With this understanding, the newcomer population has increased markedly in recent years in SRCS, including unaccompanied minors.

It's important to keep in mind that the challenge of integrating into their new home is compounded for newcomers who attend school, since they shall learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differs from their prior experience (Jacoby, 20014; Suarez-Orozco & Suarez-Orozco, 2009).

Newcomers and their families have four basic needs:

1. A welcoming environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students
3. Social-emotional support and skills development to be successful in school and beyond
4. Encouragement and support to engage in the education process

By recognizing these needs and developing strategies to meet them, schools can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success.

Emerging levels of language proficiency or gaps in a student's education (particularly for SIFE students) need careful attention since newcomers have less time to achieve the goal of graduation and college and career readiness. The urgency of preparing students for graduation within a compressed timeline means that sites and teachers should also be vigilant for signals that a student's learning trajectory is notably different than that of their newcomer peers. If this is the case, the site may consider whether further investigation or referral for testing for a learning disability is necessary.

At the same time, sites and teachers should bear in mind that newcomer language proficiency and academic gaps can give a false impression that a student has a specific learning disability. This is especially true in secondary, where the difference between expected academic achievement and the language proficiency and academic achievement levels of SIFE students may create a more stark contrast.
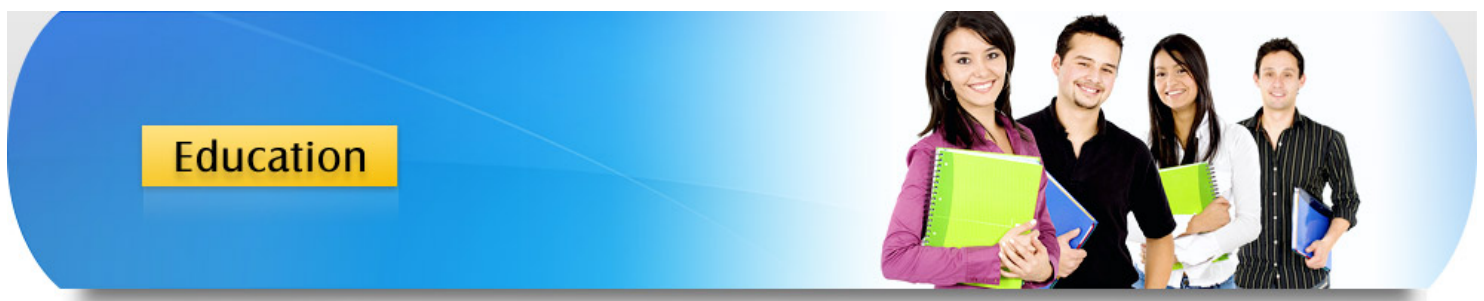
B. Universal Newcomer Supports

All newcomers at SRCS sites shall receive baseline *Universal Newcomer Supports*, which consist of additions to the baseline ELAP instructional program. For example, *Universal Newcomer Supports* include a more robust intake process at the site and additional Designated ELD each day.

Features of Universal Newcomer Supports

Students Served and Exit Criteria
1. Universal Newcomer Supports serves students 2nd through 12th who have been in the U.S. three years or less with a Pre-Emerging to Emerging (CELDT 1/low 2) level of language development. Generally, KA, K and 1st grade and some 2nd-grade students who are also newcomers will receive lighter Universal Newcomer Support, including more targeted instruction and differentiation within their regular classroom. As ELs with beginning levels of English proficiency, newcomer students are placed in the ELAP instructional program, but are fully informed of their option to request an appropriate Dual Language instructional program if they are Spanish or French dominant. 2. Generally, students will exit the extra period of Designated ELD after one year, but students will still receive the other Universal Newcomer Supports for at least two years and for up to four years as needed. For greater detail, see the document *Newcomer Entry and Exit Criteria*

Program Components
In addition to the Program Components from the ELAP instructional program above, *Universal Newcomer Supports* should include these components: 1. A robust newcomer intake process at the site, including transcript analysis to identify prior schooling as well as proficiency levels in math, home language, and literacy, and the flagging of any newcomer who might have or need an IEP 2. Special attention to literacy development and early reading skills as needed

3. At least 2 periods daily of specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.
   - For elementary, a period is defined as a discrete block of at least 30 minutes.
   - For secondary, one of the periods should be a course from the ELD course sequence.

4. Independent computer-based learning is in addition to, not in lieu of, the minimum 2 periods of Designated and Integrated ELD mentioned.

5. When possible, leverage primary language:
   - To develop content knowledge and aid in the comprehension of English texts and class discussions.
   - To provide content area instruction in the primary language when resources are available, especially at sites with appropriate *Dual Language* instructional programs.

6. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs

7. Additional steps for access to the core (a-g graduation requirements at the secondary level) over and above the points listed in "Standards-based instruction with differentiation and language development strategies in all content areas" in the ELAP Instructional Program Components including:
   - Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs
   - More targeted scaffolding and differentiation including additional small group work, plus use of language partners

8. Extend Learning Opportunities including summer school and after school programs that specifically target newcomers at the secondary level

9. Counseling and other services, both within and outside of the school, to support newcomer students who have experienced trauma or who are unaccompanied minors

10. Family engagement activities, bilingual support staff, and strong community partnerships to provide extra support

C. LTEL Support: Academic Language Acceleration Course (Secondary Only, LTELS and At-Risk ELs)

The *Academic Language Acceleration* course is designed to explicitly address the language and literacy gaps that impede academic success for LTELs and At-Risk ELs while meeting a-g requirements for ELA course rigor. However, the Academic Language Acceleration course is still taken IN ADDITION to a core ELA class, not in lieu of it, and it meets the minimum 30 minutes per day Designated ELD instruction required for ELs.

The course focuses on academic language and literacy development and emphasizes student engagement, expository text, goal setting, and empowering pedagogy. Writing from evidence, vocabulary development, and reading of increasingly complex text and text-based academic discussions are key components. *At sites with more than 20 LTELS, an LTEL course shall be offered.*

Features of LTEL Support: Academic Language Acceleration Course

Students Served and Exit Criteria
1. Students are enrolled in the program if they have been ELs for more than six years or if they are at-risk of becoming LTELs and have finished the other courses in the ELD course sequence. In order to fully access, with scaffolds, the course texts, it is recommended that these students achieve a score of at least 450 on a lexile assessment for grades 7 to 8, and at least 700 on a lexile assessment for grades 9 to 12. If they have not, students should also enroll in a reading intervention course, and this course should include the language development features that are standard for Integrated ELD across all content areas. 2. Students are exited from the program when they reclassify as Fluent English Proficient (RFEP). They may stay in the program during part or all of their two years of RFEP monitoring if the data demonstrates they are not making adequate progress as indicated by the Key Performance Indicators.

Program Components
In addition to the Program Components bullets from the ELAP instructional program above, the *Academic Language Acceleration Course* should include these components: 1. The program is designed to explicitly address the language and literacy gaps that impede academic success for LTELs.

2. A smaller class size to reduce the student-teacher ratio when possible is recommended.

3. The site monitors progress throughout the course using curriculum-embedded benchmark assessments.

4. Overall progress is monitored annually through CELDT/ELPAC, SBAC, or LGL

5. The curriculum emphasizes rich oral and written academic language development and work with complex text.

6. Instruction is designed to provide appropriate supports and scaffolds without undermining "productive struggle."

7. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.

8. Goal-setting around language development and reclassification is emphasized.

9. Each LTEL is assigned to a SOLL counselor, teacher or TOSA to monitor progress across all content areas.

10. For LTELs with IEPs, clear articulation and consistent implementation of IEP language development goals are provided.

D. Dual Language Programs (DL)

These programs are designed to support EL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. Two-Way programs provide instruction for at least 50% of the time in the target language (e.g. Spanish). SRCS is engaged in the multi-year process of fully building out our Dual Language programs.

Dual Language Two-Way Immersion Program

The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, EOs, and IFEP/bilingual students. This model is open to students of all language backgrounds, however, students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language in order to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in a collaboration that values both languages equally.

The Dual Language Two-Way Immersion Models offered in SRCS are:

- 90/10— 90% instruction in the target language, 10% instruction in English in kindergarten.
- Each year English increases reaching 50% target language and 50% English by 4th grade. In secondary, English may increase to 70%.

Program Features of Dual Language Two-Way Immersion Program

Students Served and Exit Criteria
1. ELs of any proficiency level, including newcomers and students with disabilities, as long as they have proficiency in the target language, currently Spanish or French. Note that for students with certain disabilities, such as language processing disabilities, special supports may be necessary in order for the Dual Language program to be successful. 2. After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language. 3. Since Dual Language is being built out to a full KA-8 education program, there is no "exit" apart from graduation. In the event that a family chooses to discontinue their child's participation in the Dual Language instructional program, parents shall be informed of the negative effects of changing language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the ELAP instructional program. 4. Each class has ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent).

Program Components
In addition to the Program Components bullets from the ELAP instructional program above, the ***Dual Language Two-Way Immersion Model*** should include these features: 1. Clearly articulated.KA-8 Dual Language Pathway 2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) for all students 3. Daily Focused Language Study for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated SLD 4. Purposeful and strategic separation of languages during the instructional day

Special Education Services for the English Learner

English Learners have access to Special Education services just as all other students in the district. A careful review by the Student Study Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications, and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status will be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP will document the provision of these services. English Learners in grades KA–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and ELAP instruction in conjunction and collaboration with the general education teacher.

Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language upon request as required by state law.

Advanced Learner Programs and Services (ALPS)

Santa Rosa City Schools is committed to ensuring equity in the Advanced Learner Programs and Services (ALPS) program. The district ensures equal access to all English Learners through its identification, referral process, and testing and teaching methodologies in its ALPS program. It is the intent of the ALPS program to ensure identification of students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested starting in Grade 3 (or per teacher or parent request) through teacher and/or parent referral. Site administrators and/or designee ALPS coordinators work with school staff and parents to inform all about the ALPS referral process, testing process, and ALPS services. The district ALPS administrator and the site administrators monitor ALPS services. All ALPS requirements will follow to the Federal Program Monitoring (FPM) regulations and local board policies.

ALPS
Advanced Learner
Programs & Services

Chapter 3
Providing a Quality Core Program for
Opted Out English Learners

Parent Rights

As mentioned in Chapter 1, any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. ***School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.***

Process for Opting Out of EL Services

Parents are informed of the initial CELDT and/or ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program.

- If the parent chooses to opt the student out of EL services, a *Parental Request for Opting Out of EL Services Form* shall be signed by the parent and school administrator. However, it is important to note that any student whose parent opts the student out of the ELD program and related services still retains their English Learner status. SRCS is still obligated to take the affirmative steps and appropriate actions required by Civil Rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. SRCS shall then continuously monitor the opted-out student's academic progress on a regularly scheduled basis, no less than twice per year. A copy of the signed form opting the students out of EL services is to be filed in the CUM.

Progress Monitoring

Progress monitoring should include using a combination of different data sources. These sources include local assessments, state assessments, classroom grades, courses taken, observations of student engagement, attendance, and parent meeting notes, along with comparisons to the progress of other ELs of the same English Language Proficiency. The site-based LARC shall analyze this information at specifically targeted points throughout the school year and be able to make recommendations based on the student's current EL proficiency level and their ability to perform at grade level.

If the LARC finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student's English Learning Program, notifying the student's parents about the student's lack of progress, encouraging the parents/guardians to opt the student back into English Language Development programs and services, and providing designated supports for the student's English language acquisition. Such supports can include, but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

English Proficiency Assessment

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the Reclassification Process. After the student exits EL status, the LARC shall continue to monitor the student's academic progress for a minimum of two years.

Program Maintenance

The following checklist should be followed to assure and maximize program maintenance:

- The District shall inform parents of their student's EL status and their right to opt their student out of EL services and programs;
- Parents shall be informed about EL services and provided information and counseling regarding EL status, EL programs, and services;
- Schools shall ensure that parents do not opt their students out of EL programs due to scheduling conflicts with other programs (e.g. Special Education) or insufficient offerings;
- Schools shall provide parents with surveys annually regarding the quality of EL programs and services in an effort to continually improve programs and services;

- The district and schools shall provide information in the parents' home language;
- The school shall use a *Follow-Up Monitoring for Opted Out EL Students Form* to assist in monitoring opted out EL students. This tool shall track key indicators such as class grades, attendance, behavior, local assessment results as well as document communication with EL parents/guardians;
- The LARC shall use a parent conference or SST process to review grades lower than a C or 2 on report cards and academic challenges of opted out ELs and to revisit the parents' decision to opt out of services, inviting them to reinstate services.
- Annually, the parents and the school administrator will meet to review the parent's desire to Opt Out of EL Services or to reinstate EL Services. A *Parental Request for Opting Out of EL Services Form* will be completed annually by the parent and school administrator.

Chapter 4
Monitoring Student Progress and Reclassification

Chapter Overview

School Districts have an obligation to monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs or services, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and measuring their performance in grade-level content areas. SRCS is striving to create a systematic, cyclical series of common assessments and tools specifically to monitor ELs progress over time, to determine when students are not making appropriate progress, and to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge. We will ensure that we are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi-Tiered Support System (MTSS) in order to ensure that EL students do not incur irreparable academic deficits.

Once students demonstrate proficiency on the state's ELP, either CELDT or ELPAC, the EL student should be able to effectively participate in grade-level content instruction in English without EL services. This does not mean that students must score proficient on a content assessment (e.g. reading/language arts) in order to exit EL status; indeed, there are never-EL/EO students who are in the general education program who do not score proficient on these content assessments.

Santa Rosa City Schools uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP). See the Reclassification Criteria in the Appendix.

Exiting EL students either too soon or too late raises civil rights concerns. El students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school.

After students have exited the EL program, schools shall monitor their academic progress for at least two years.

Monitoring Student Progress

Guiding Principles from the California Department of Education's (CDE) English Language Arts/English Language Development Framework

EL progress should inform EL program evaluations and we believe that if we centrally support rigorous diagnostics combined with deep learning and implementation rooted at individual schools, we will get the best possible results over the mid and long term for students, families, and staff.

Before we begin to discuss minimum progress expectations for ELs and how we will monitor their progress, we'd like to call attention to the Guiding Principles from the *California Department of Education's (CDE) English Language Arts/English Language Development Framework* which states the following:

1. **Potential** ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELs] to achieve the standards for college-and-career readiness" (NGA Center & CCSSO, 2010b, p. 1).

2. **Funds of Knowledge** ELs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELs.

3. **Diversity in EL Progress in Acquiring English Language Proficiency** A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. **Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development.** For example, "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered the program, initial English proficiency level, native language

literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. **"Research has shown that ELs can develop literacy in English even as their oral proficiency in English develops** (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. **Scaffolding** ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

5. **Students with Limited or Interrupted Formal Education (SIFE's)** ELs with limited or interrupted formal education shall be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCSS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSSO, 2010) for this purpose.

6. **Special Needs** ELs with disabilities can benefit from English language development services (and it is recommended that language development goals be part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

7. **Access Supports and Accommodations** Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the access supports and English Language Proficiency Standards with Correspondences to the K-12 Practices and Common Core State Standards 2 accommodations that should be considered for ELs and ELs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider EL needs in relation to receptive and productive modalities.

8. **Multimedia, Technology, and New Literacies** New understandings around literacy (e.g., visual and digital literacies) have emerged around the use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology,

aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELs.

Minimum Progress Expectations

Clear minimum progress expectations allow individuals, sites and other stakeholders in the system to hold themselves accountable for the quality of instruction for ELs in SRCS. In this section, we provide graphics detailing the minimum progress expectation for each instructional program, model or specific support.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section Titled: ***Interventions within MTSS for ELs Not Meeting Minimum Progress***. To understand the minimum expectations tables (below), follow the different students across multiple years, bearing these points in mind:

1. No matter the English proficiency level of a student when s/he enrolls in a particular instructional program, reclassification is expected to occur by the time s/he reaches the far right column of the table.

2. All the English proficiency and academic achievement indicators in the columns are "end-of-year" expectations.

3. The assumption is that a student begins the year about "one year's growth" behind the end-of-year target. For example,

> • A student expected to finish the year at "High Pre-emerging/Low Emerging" (the far left column for English proficiency in the table below) would have begun the school year knowing almost no English.

> • A student expected to finish the year at "High Expanding" would have begun the school year at the "High Emerging" level (which is the column to the left of "High Expanding").

4. A student's first year in an instructional language program in SRCS can happen at any grade level or at any English proficiency level, depending on the student's history.

ELAP Instructional Program Minimum Progress Expectations for ELs

	High "Pre-Emerging" to Low Emerging (High CELDT 1 to Low CELDT 2)	High Emerging (High CELDT 2)	High Expanding (High CELDT 3)	Low Bridging (CELDT 4 or 5)	Mid to High Bridging and reclassification (CELDT 4 or 5)
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3			Student A	Student B	Student C
End of Year 4				Student A	Student B
End of Year 5					Student A

Other End of Year Minimum Progress Academic Achievement Indicators					
English Reading	1 to 3 grade levels below DRA or LGL	1 to 2.5 grade levels below DRA or LGL	1 to 2 grade levels below DRA or LGL	1 to 1.5 grade levels below DRA or LGL	1 to less than 1 grade level below (meet or exceed SRCS' Reclassification Criteria)
Math	1 to 2 grade levels below ADAM	1 to 1.5 grade levels below ADAM	1 grade level below ADAM	.5 grade level below ADAM	On grade level in ADAM
SBAC ELA & Math	Standard Not Met	Standard Not Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met

Assessments and Process to Monitor Progress of EL Students

At least twice yearly, the site-based LARC shall meet to review the progress of ELs, LTELs, ELs at risk of becoming LTELS, newcomers, and ELs with IEPs. The Committee's purpose is to create action plans to accelerate academic language development and academic achievement of struggling EL students.

In order to effectively educate ELs, teachers shall assess each student's' academic and language development needs and tailor their instruction accordingly. Teachers also need to closely monitor student progress. Schools and SRCS shall use appropriate and reliable evaluations and testing methods to measure ELs knowledge of core subjects and language proficiency.

EL Progress monitoring is based on a set of district-adopted and State-mandated assessments, which will be refined after further review. SRCS is striving to create a systematic, cyclical series of assessments and tools specifically designed to qualify and quantify the outcomes of those assessments such that EL student growth is accelerated well beyond foundational literacy.

A schedule of assessments is determined by both state and district timelines. Some are annual and some are a response to intervention, as indicated by the LARC. Assessments used to determine English language proficiency and evaluate students' academic performance include, but are not limited to:

- English Language Proficiency Assessment (i.e. CELDT and/or the ELPAC)

- ELD Curriculum - with embedded benchmark assessments

- ELA Curriculum - with embedded benchmark assessments

- Math Curriculum - with embedded assessments

- Language Arts Assessments (i.e. District Writing Assessment, DIBELS (K-2), Developmental Reading Assessment [DRA], DORA/Spanish, Let's Go Learn)

- SBAC

- California Standards Test in Spanish (STS)

Transcripts/Assessment results will be maintained in the district's SIS. This allows district administrators, principals, teachers, EL Specialists, and the LARC rapid access to results used for a variety of purposes, including, but not limited to, information that

relates to the identification, placement, progress towards reclassification and identification of students in need of additional supports.

Those who are not closely monitored do not receive follow-up support and, as recorded in overwhelming volumes of statistics and research, they lose necessary traction in their academic pursuits as well as their lives. Support of our English Language Learners through a looping feedback of data is the single greatest deterrent to the nationwide issue of underserved Long Term English Language Learners. Consistent communication and systematic use of data gathering and review ensure that the largest number of students are eligible for reclassification as a result of their hard earned academic gains.

It is also strongly recommended that every EL student has a digital portfolio which houses assessment results, possibly audio files documenting language growth and also, comments from all stakeholders related to growth and progress.

Reclassification

Reclassification Process

At least twice per year, in the fall and spring, the LARC at each school site collect and review test results, the latest official CELDT scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, the LARC will identify those students who are eligible for reclassification (see Appendix: SRCS' Interim Reclassification Criteria). The reclassification criteria include multiple measures:

- English language proficiency, including listening, speaking, reading, and writing

- Demonstration of basic skills measured in English

- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion)

- Parent consent

A member of LARC will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian is not able to attend this meeting, the members of the LARC shall make every attempt to involve the parent/guardian in the Reclassification Process through the avenues of parent letters, phone calls, and if possible, home visits.

The site may elect to take the following additional steps for involving parents/guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/student met all the criteria to be reclassified

Progress Monitoring Reclassified Students

SRCS will monitor and regularly assess the progress of all Reclassified English Learners for at least two years to ensure that they have not been prematurely exited from the ELAP and other EL support programs and that they are meaningfully participating in the district's standards-based educational programs comparable to their never-EL peers. At the elementary level, this is done after the first and second trimester. At the secondary level, this is done three times per year, in the first quarter, second quarter (semester), and the third quarter.

Detailed, tiered interventions should be documented in the Post Reclassification Follow-Up Monitoring Form when a student scores "Standard Not Met" on the SBAC, or if the student receives less than a "C" or "2" in any core subject area. SRCS is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, the school should document this through the *EL Student Classification Form* and process, which includes a revised Parent Notification Letter presented to the parents in a ***face-to-face meeting*** to ensure parent consent of reentry to EL status.
Interventions within MTSS for ELs Not Meeting Minimum Progress

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will craft a plan to accelerate this student's achievement. The Multi-Tiered Support System (MTSS) provides a strong frame for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

MTSS is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability is the result of inadequate instruction and progress monitoring. For ELs, the issue of proper identification of specific learning disabilities is critical. The unfortunate pattern nationally shows ELs over-identified for a specific learning disability when in fact poor program design and delivery, particularly around language development, are the culprits.

The Three Tiers of the MTSS Pyramid

The three tiers in the MTSS Pyramid detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:
  - Universal Design for Learning (UDL)
  - Small group work and differentiation
  - Integrated and Designated ELD for all ELs
  - Social-Emotional Learning
  - Newcomer Support for all newcomer ELs as part of their core "Tier 1" program
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.
- In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

Chapter 5
Parent and Community Engagement

Chapter Overview

SRCS believes that parents, as the child's first teachers, are essential partners in the education of a child. SRCS is committed to promoting family and community engagement to achieve academic success for all English learners.

SRCS has identified Family and Community Engagement as one of its strategic priorities. Specifically, SRCS aims to build strong communication and relationships between parents/guardians, community, and schools by promoting proactive involvement in students' academic and personal growth.

This chapter describes the various ways through which families and the school community can be more involved in the SRCS EL program. The Director of EL Services will provide guidelines and support to ensure that school sites follow best practices and strategies. The principal or his/her designee administers, supervises and evaluates the effectiveness of the family and community engagement.

Communication with Parents/Guardians

Trust is the foundation of any partnership. To build and maintain a trusting relationship between SRCS, families and school communities, communication is key. To ensure that a two-way meaningful communication exists, SRCS shall strive to make the dissemination of information timely, transparently, and clearly using a language that is understood by the majority of the families and members of the school community.

SRCS and school sites will inform the parents as to how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

Each school site will provide a **_Resources Brochure_** for all parents outlining the school and community resources along with contact information for school stakeholders. If possible, a school site staff will review the brochure with parents to discuss school resources and leadership/parent opportunities that are available. See sample brochure in _Appendix._

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services in individual school sites and the district office as the situation warrants. Under state law, schools shall 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). This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes.

Specifically, when 15% or more of the student population at a school site speak a single primary language other than English, all notices, statements and records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language of the parents. Staff will be informed of this policy via professional development, implementation of the EL Master Plan, and during annual presentations /meetings.

To ensure shared decision-making and program satisfaction, a ***Parent School Experience Survey*** will be conducted after the first quarter and before the end of the second quarter. The principal and all English Learner stakeholders will review data from the survey and will address findings with staff, ELAC, and all EL parents. Each school site shall set aside funds to pay for activities and materials related to family and community engagement. In addition, a specific plan to improve its partnership with parents shall be written in each school's Single Plan for Student Achievement (SPSA), and communicated to the school's faculty, staff and parents.

Translation Services

The district office provides all translation services for district facilitated activities and IEP meetings; however, sites shall budget to cover translation services needed at the site level (e.g. meetings, assessments, home visits, conferences, etc.). Sites with extraordinary needs can also request district level coordination, but in some cases, the site will have to bear responsibility for the incurred costs.

In addition, the district provides and finances unlimited over the phone translation support available on demand in more than 200 languages. Face-to-face translation is always preferable to over-the-phone translation, but in urgent or complicated situations this resource is of utmost importance in maintaining communication with parents.

The district provides an annual workshop on translation to all bilingual SOLL counselors and Family Engagement Facilitators for the purpose of maintaining high-quality translation in all sites. All district-level support is coordinated by the District Translation Supervisor, who fields requests and provides support as needed.

Translation headsets can be checked out from the State and Federal Programs Office and/or the District Translation Supervisor, allowing the translators to provide simultaneous wireless translation in the field during meetings. A maximum of two foreign languages is able to be simultaneously translated using the two different headset systems.

Schools may use their own interpreters or request district office guidance to provide appropriately trained specialists. American Sign Language, for the purposes of this section, is considered another foreign language and support can be arranged for staff, students and parents as needed.

If a parent requests bilingual support it shall be provided regardless of language. Every school should keep a binder at the front counter in the office with the Language Identification Chart, the Translation Protocol for Administrators and the Language Line instruction form, thus allowing any staff member to communicate in almost any language at all times.

Required Parent Notifications

The District will provide written notification to parents of all EL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual CELDT/ELPAC levels
- Reclassification Criteria
- High school graduation and a-g requirements

In addition, the school site will assure that parents are notified in writing if the following applies:

- Progress expectations in any area are not being met
- Criteria for reclassification have not been met
    - Interventions available at the school and their purpose

EL student progress 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.

Parent, Guardian, Community Involvement

DELAC (District English Learner Advisory Committee)

Districts having 51 or more English Learners are required by the California Department of Education to form a district-level advisory committee. SRCS meets these criteria and has an established functioning DELAC. The DELAC is to meet regularly with the Director of English Learner Services to identify training topics needed to assist the committee members in carrying out their legal responsibilities. In order for the committee members to make informed recommendations, SRCS shall provide the following training to DELAC members:

- Goals, rationale, structure, and outcomes of the instructional programs for ELs in SRCS.
- Data included in the annual CALPAD's Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents or ELs (Enrollment, Notification of Test Results, Annual Notifications)
- Ensure that current information for parents of ELs is distributed and used uniformly throughout the District at all sites.
- Invite all community organizations, non-profits and other entities with curricula specific to parents of ELs, to present such curricula throughout the school year.

> "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."
> - Jane D. Hull

ELAC (English Learner Advisory Committee)

Each school having 21 or more English Learners is required by the California Department of Education to form an English Learner Advisory Committee. The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee members as their children represent the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

An election of ELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving two-year terms are selected from these elected members. Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

The important functions of the ELAC include:

- Advising the school site council on the school's program for English Learners
- Advising the principal and staff on the school's program for English Learners
- Assisting in the development of the school's: needs assessment, Language Census Report, and effort to make parents aware of the importance of regular school attendance.
- School sites and SRCS will provide ELAC with training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

The following documentation is collected and reviewed by the Director of English Learner Services.

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

Collaborating with Families and School Community

Our civic and community organizations collaborate with us to promote family engagement and the well-being and success of our students. Each school site shall implement outreach to parents of English Learner students. It is essential for school sites to recognize the background and culture of families in order for them to be actively engaged in their children's education. Parents will provide valuable input and participate in making important decisions about our academic and enrichment programs.

School sites will also provide training activities to parents on how they can be involved and become active participants in assisting their children to:

- Attain English proficiency
- Achieve at high levels in core academic subjects
- Meet challenging state academic content and achievement standards expected of all students

The District will collaborate with the parent advisory committees to train parents to become effective advocates for their children. The goal is to build the capacity of the leadership of the parent advisory committees to contribute to their children's education and their school's continual improvement.

Chapter 6
Evaluation and Accountability

Chapter Overview

SRCS should apply the same standards that OCR and DOJ apply when evaluating whether their chosen EL services and programs meet civil rights requirements. These standards, established in Castañeda v. Pickard, include a three-pronged test: First, is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy? Second, are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively? Third, does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time? Evaluation of Santa Rosa City Schools EL program is guided by principles outlined in the US Department of Education "English Learner Toolkit for State and Local Education Agencies."

According to this document, successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time the District shall modify the EL program. The evaluation is also guided by the principle that a successful EL program will avoid unnecessary segregation.

Program Evaluation

Program evaluation should:

- Determine whether our system is providing the EL services described in Ch. 1 through 7
- Determine whether we are achieving satisfactory results for SRCS ELs
- Be integrated into all EL program activities
- Focus on policies, procedures, programs, practices, resources, staffing, and student outcomes
- Consist of collaborative efforts to improve systems, services, and student outcomes

SRCS will implement an **Achieving Language Acquisition and Academic Success (ALAAS) Council,** made up of a team of teachers, counselors, FEFs, classified staff, parents, and administrators. The ALAAS Council is designed to ensure the participation of all district stakeholders in the implementation, monitoring, and evaluation of the EL Program. Meetings will occur regularly throughout the school year. The ALAAS Council will facilitate modifying the plan as needed to include research-based academic programs for ELs and the development of cohesive, sustained systems of support.

Nine Goals for SRCS' EL Program

The evaluation of SRCS' EL program will consist of monitoring program effectiveness in the following areas:

1. EL programs are fully implemented across the district
2. Identification and monitoring of EL students and appropriate placement in the instructional program
3. EL students attaining full English proficiency within 5 years.
4. EL students attaining parity of participation in the standard instructional program within 5 years.
5. EL students having access to specialized and accelerated programs including Honors, AP, IB and Charter Schools
6. Engaging ELs in meaningful cultural, social and academic activities
7. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never-ELs.
8. EL students participating in dual immersion programs attaining bi-literacy
9. Ensuring adequate communication with parents regarding all aspects of the program in an effort to achieve meaningful parent participation

Accountability and Support

If a school's data indicates achievement goals are not being met and past collaborative efforts have not led to the desired outcomes, the district will work with the site to provide greater support in order to achieve strong outcomes for ELs. Below are some sample triggers that may lead to needed tiered supports at a site:

- A school is in the red band on the English Learner Progress Report on the California School Dashboard.
- A school spends two or more years in the orange band on the English Learner Progress Report on the California School Dashboard.
- A school is in the red band on the Graduation Rate Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the Graduation Rate Report for English Learners on the California School Dashboard.
- A school is in the red band on the English Language Arts Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the English Language Arts Report for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

SRCS' Checklist for Addressing and Implementing the EL Master Plan

<u>District Office</u>

- Provide adequate support for sites to:
    - Fully develop and implement a site EL program including curriculum, student support systems, and monitoring capabilities
    - Develop extended learning opportunities (e.g. summer school)
    - Provide sites with comprehensive, disaggregated student data relevant to monitoring student progress
    - Provide sites with longitudinal achievement data
- Provide for effective, high-quality professional development regarding all aspects of the EL program
- Periodically evaluate and audit all aspects of district and site EL programs
- Provide translation for all district meetings
- Provide a system that allows for input and evaluation from all stakeholders
- Continue supporting site ELACs through the DELAC
- Establish a District Advisory Council Achieving Language Acquisition and Academic Success Council (ALAAS)
    - Reviews and coordinates EL programs and issues
    - Ensures that the district adheres to the standards and procedures of the EL Master Plan
    - Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative program-solving.
    - Provides a forum for evaluating and determining that practices and resources are being used effectively to implement the district program(s) for ELs
    - Makes recommendations regarding meaningful effective and adequate data reports.
    - Ensures communication and integration for clarity, consistency and continuing improvement to the SRCS programs for ELs.
    - Ensure coordination with district Equity Initiative
- Ensure adequate staffing in site EL programs (appropriate funds will be provided to ensure adequate staffing to EL programs)
- Ensure LCAP/LCFF goals are aligned with SRCS EL Master Plan.
- Monitors compliance and EL procedure at the site and district level

Site Administration

- Monitor site implementation of EL Master Plan
- Inform site staff of relevant EL data including district and site Dashboard data
- Identify EL students for teachers and provide academic information
- Monitor student progress and ensure students not achieving adequate progress are provided support and intervention
- Ensure timely and correct placement of students in core classes
- Ensure all ELs are provided Integrated and Designated ELD.
- Provide translation for all site meetings
- Monitor RFEP students
- Compare academic progress of ELs and RFEPs to "never ELs" or EOs
- Ensure process for parent contact regarding EL student academic progress
- Establish an English Language Advisory Council (ELAC)
- Provide evaluation and feedback to district office regarding site EL programs
- Monitor EL student participation in extra- and co-curricular activities
- Monitor attendance rates, GPA, graduation rates, suspension/expulsion rates for EL students

Instructional Staff

- Provide ELs with Integrated and Designated ELD
- Utilize data to monitor student progress and modify instruction
- Determine and implement differentiated strategies for EL and RFEP students
- Participate in professional development
- Provide feedback to site administration and district office regarding effectiveness of EL programs, curriculum, and support
- Advocates for support services for students when needed

Counseling Staff

- Provide timely and correct placement of students in core classes
- Ensure all English Learners are provided Designated ELD
- Monitor individual EL student academic progress
- Facilitate college and career readiness for all EL students
- SOLL Counselors facilitate and inform parent/student of reclassification progress
- Collaborates with parent and teacher to facilitate student progress

Student

- Attends school daily and works for high achievement
- Participate in school activities
- Communicates regularly with parents, teachers, and site staff

Parent

- Monitors/promotes EL's progress in academics, homework, attendance, and behavior
- Supports ELs in activities to promote student achievement
- Communicates regularly regarding student progress with students, teachers, and school site
- Attends parent conferences and school functions (e.g. Open House, conferences)
- Participates in school committees (e.g. ELAC, Site Council, PTA, etc.)
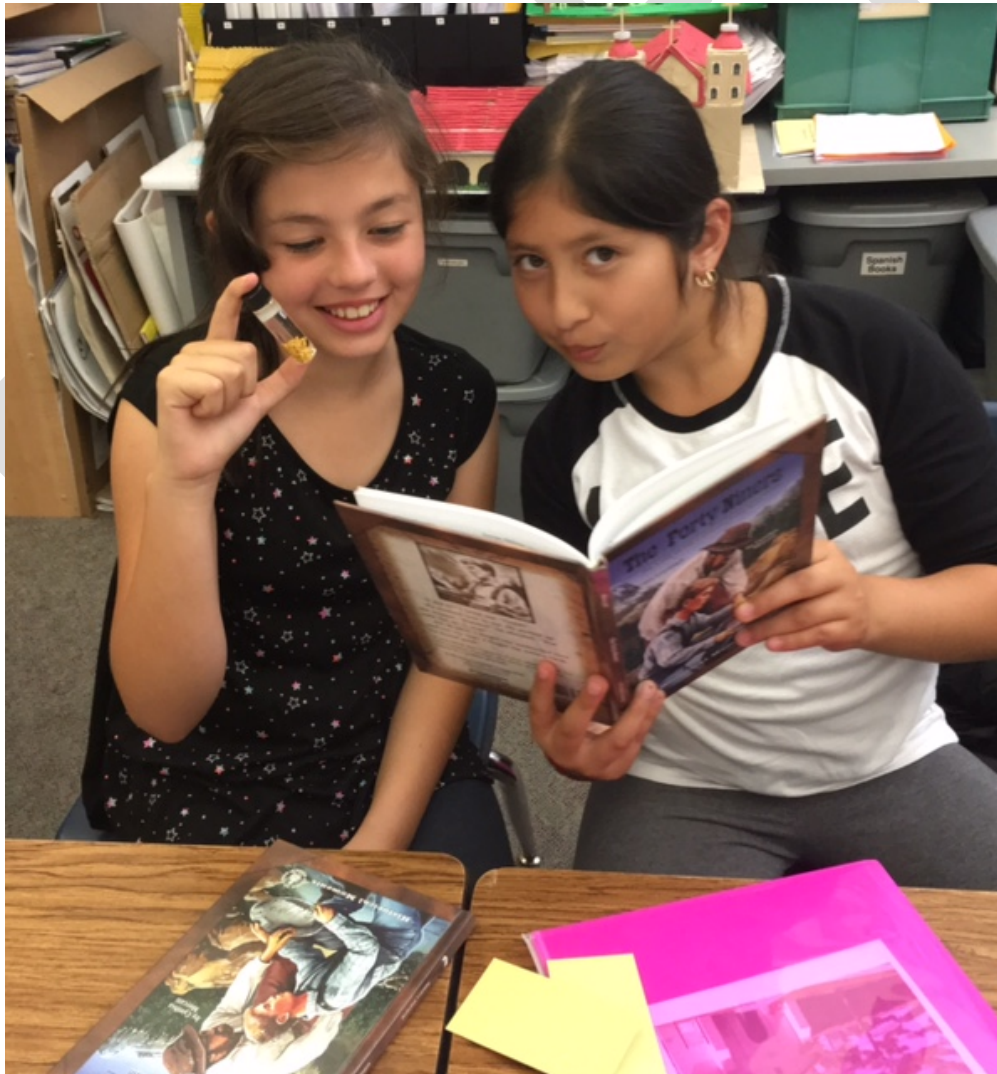
Accountability for Implementation and Monitoring

Goal	Evaluation Questions	Program Monitoring
1. **Implementation:** ELL programs are fully implemented across the district.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the EL Master Plan a useful guiding document for stakeholders?	• EL Master Plan is available and accessible to all stakeholders • District office will provide timely support and necessary professional development for EL program implementation • District office staff will confirm implementation through school site visits • Site administration monitors and verifies full site EL Plan implementation • Conduct stakeholder surveys regarding implementation and effectiveness of plan
2. **Identification and monitoring:** Identification and monitoring of EL and RFEP students and appropriate placement in the instructional program	2.1 To what extent are ELs identified and assessed within the first 30 days of school? 2.2 To what extent are parents notified of EL placement within the first 30 days of school?	• File and Record Audit of: a. Date of enrollment b. Home Language Survey c. English Assessment d. Placement

	2.3 To what extent are EL students placed in academically appropriate courses within the first 30 days of school? 2.4 Upon reclassification to what extent are counselors and stakeholders notified to ensure proper academic placement? 2.5 To what extent is the academic progress of EL, LTEL and RFEP students monitored?	• Audit of student schedules • Evidence of reclassification notification to parents, teachers, and counselors • Evidence from site administration that RFEP students are being monitored academically.

3. **English Proficiency:** EL students will attain full English proficiency within 5 years	3.1 Do EL's meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English?
	
	3.2 Do ELL's meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency?
	
	3.3 Are there overall proficiency gains on all subtests on the CELDT/ELPAC for students:
	  • 1-3 years in U.S. schools?
	  • 4-5 years in U.S. schools?
	  • more than 5 years in U.S. schools?
		• An analysis of English language acquisition benchmark progress and English language proficiency attainment will be conducted by the district, school, language group, and program.
		
		• Data from ELPAC, SBAC ELA and Let's Go Learn will be provided for the following cohorts: Students in US schools 1-3 years Students in US schools 4-5 years Students in US schools more than 5 years
		
		• Reclassification rates for EL and LTEL

	What are the overall gains in the cohort group? 3.4 Is there a decrease in the number of students identified as LTELs? 3.5 Is there an increase in the reclassification rate for LTEL students?	
4. **Academic progress:** EL students will attain parity of access and participation in the standards-based instructional program within a reasonable period of time	4.1 Are increasing percentages of ELs making steady academic progress on LGL and SBAC-ELA? 4.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math? 4.3 Are ELs in need of academic support being identified and appropriately served? 4.4 Do ELs and RFEPs meet the state's Title 1 accountability system target in English Language Arts and Math? 4.5 To what extent are ELs and RFEPs represented in the following categories: ▪ Meeting UC/CSU (a-g) course requirements at	• Review of SBAC-ELA and SBAC-Math comparing data by EL, RFEP and Never -EL. District-wide and site-specific data provided to each site. Disaggregated data by the number of years in district and placement. • Review of site procedures for identification and monitoring of EL students in need of academic support. • Review of site EL student support programs and extended learning opportunities. • Review of EL student course completion rates and GPA.

	high school graduation ▪ Taking and passing college placement examinations 4.6 Are ELs at high school gaining access to academically rigorous core classes?	• Review of EL student transcripts.
5. **Academic Access:** EL students will have access to specialized and accelerated programs including Honors, AP, IB, and Charter Schools	5.1 To what extent do EL students have access to accelerated programs K-12? 5.2 To what extent do EL students have access to specialized programs and pathways? 5.3 To what extent do EL students have access to district charter schools? 5.4 To what extent do EL students concurrently enroll in college courses?	• Monitor EL/RFEP enrollment in Honors courses by district and site • Monitor EL/RFEP enrollment in AP/IB by district and site • Review EL student transcripts • Review of EL enrollment data in district charter schools • Review of EL enrollment data in specialized programs and pathways • Review of EL rates for concurrent enrollment in college course
6. **Student Engagement:** Engage ELs in meaningful cultural, social and academic activities	6.1 To what extent do ELs and RFEPs receive and participate in district programs and services?	• Sites monitor participation rates in site-selected activities

	6.2 To what extent do ELs/RFEPs respond to opportunities at school (e.g. extracurricular activities, committees, etc.)?	
7. **Increase Student Success:** Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for Never ELs/EOs	7.1 Is EL and RFEP representation proportional to Never-ELs in the following categories: • Suspensions, expulsions, other discipline • Retentions in grades K-6 • Dropouts 7.2 Are EL and RFEP attendance rates similar to those of Never ELs? 7.3 Are ELs and RFEPs in high school making expected progress towards graduation? 7.4 Is EL and RFEP representation proportional to Never-ELs in alternative education programs?	Review of the following: • Suspensions, expulsions, other discipline • Retentions in grades K-6 • Dropout rates • Attendance • GPA • Credit deficiency rates • Non- graduation rates • Alternative education program enrollment
8 Bi-literacy: EL students participating in Dual Language	8. To what extent do EL students in Dual	• What percentage of EL students participating in these programs

Programs will attain bi-literacy	Language Programs attain bi-literacy?	score at/above proficient on target language assessments?
9 Parent Communication: Ensure adequate communication with parents regarding all aspects of the EL program in an effort to achieve meaningful parent participation.	9. Are parents of ELs and RFEP's as likely as parents of Never-ELs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 9.2 Is the rate of EL and RFEP parent participation increasing? 9.3To what extent do parents participate in ELAC and DELAC meetings?	• Bilingual communication protocol is in place and utilized • All stakeholders are made aware of protocol • Sites will monitor parent participation in site activities

This information will be used to measure program effectiveness and to guide decisions about program and support modifications.

English Learner Online Accountability System

Schools are responsible for submitting accurate and timely information to the SIS each year. The system is one way to ensure that there is a consistent and effective procedure in place throughout the District for enrolling, assessing, identifying and placing ELs, as well as notifying parents of ELs regarding their rights and options.

Staffing

Recruiting, developing, and retaining excellent educators is essential in order to ensure that SRCS provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification, such as CLAD, BCLAD, or equivalent, to provide necessary instructional services to English Learners. The district will actively seek out teachers who hold a BCLAD.

The District's Human Resources staff will not hire any teacher that is not English Learner authorized with a CLAD (or equivalent certification).

The district will provide and designate staff who will:

- inform and assist parents with school choice and enrollment

- do intake surveys and initial assessments

- identify long-term English Learners (LTELs) and Newcomers

- determine the linguistic and academic needs of ELs, create an Individualized Language Plan (ILP) to meet those needs, and communicate the plan to the student, parents, teachers, and the principal.

- provide pull-out or push-in professional support to meet those needs.

- continually monitor and update the ILP

- reclassify and monitor students who are making sufficient linguistic and academic progress.

Overseeing Staffing Needs & Recruitment Procedures

The Director of English Learner Services works closely with the Assistant Superintendent of Human Resources and the Human Resources Division on issues of recruitment, interviews, and recommendations to site administrators, in addition to ensuring that staffing is satisfactory to meet the goals of the EL Master Plan (e.g. Director of EL Services, two District EL TOSAs, English Learner Specialists-TOSAs, SOLL Counselors, FEFs).

Professional Development

Santa Rosa City Schools is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Having EL teachers who are well prepared and effectively employing their training in the classroom will help ensure that the EL program model successfully achieves its educational objectives. In addition, staff who register students and manage student records will receive training on the legal requirements and District procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan. 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 of determining the appropriate instructional program for their children.

8 Core Principles of Professional Development

Excellent professional development to meet the needs of English Learners will...

1. Build on a foundation of skills, knowledge, and expertise: Those leading training will ascertain the existing experience and expertise of the participants and will use this information to construct learning that builds upon the foundational knowledge already in place.

2. Engage participants as learners, present materials in a hands-on manner, and allow time to try out new methods in a safe environment before moving on to a new subject or implementing in the classroom.

3. Provide content specific ELD training for Integrated and Designated ELD.

4. Provide practice, feedback, and follow-up with a constructivist approach, allowing participants to link and build on prior knowledge, apply new skills in the classroom and receive constructive feedback.
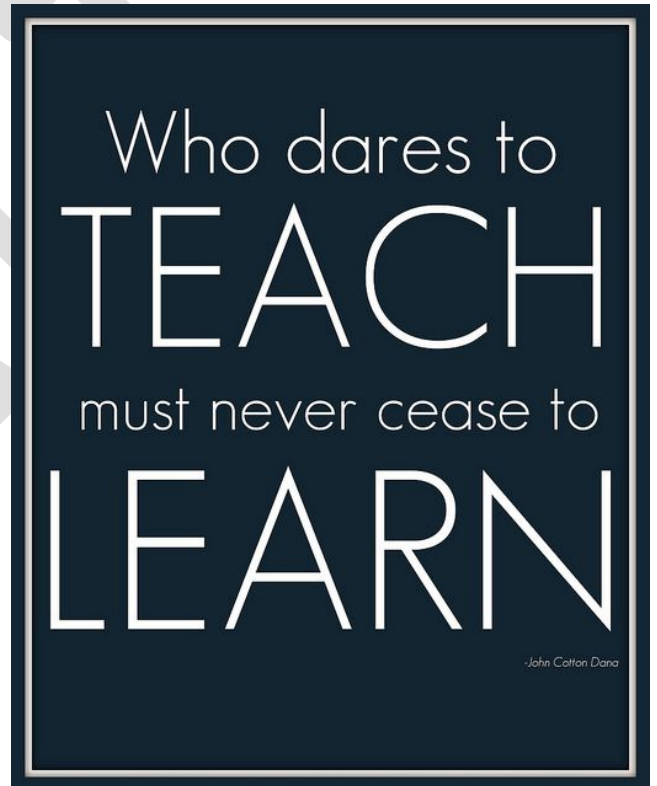
5. Have in place a practice to measure growth in teacher implementation of effective practices in working with English learners.

6. Have in place a practice to monitor changes in student performance by linking it to measurable outcomes, behavior, and/or achievement highlighting student work samples.

7. Because cultural sensitivity is foundational in helping to advance our EL students, all staff members who work with English Learners will participate in unconscious bias training.

8. Promote vital communication with students and families, by making Spanish classes available to educators.

There will be an annual review of the EL Master Plan to consider revisions. This will ensure that there will be constant vigilance in keeping the EL Master Plan current and a commitment to faithful and high-quality implementation.

English Learner Services, in partnership with site administrators and staff, will develop a three to five-year professional development plan that addresses the implementation of the Master Plan for English Learners as well as offer training and collaborative opportunities that focus on instruction and student learning related to our English Learners' needs.

Santa Rosa City Schools is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for English Learners.

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

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

1. Santa Rosa City Schools District Board Policies
2. LCAP Goals
3. Title I, Title II, and Title III Plans
4. Single Plans for Student Achievement
5. Federal Program Monitoring (FPM) corrective actions
6. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD programs/materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Categorical Funding

Both the state and federal governments provide supplemental funds through categorical funding (e.g. Title III) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table below provides information on the appropriate and inappropriate use of supplemental funds.

Funding Source	TITLE III
Funding Description	• A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards
Students to be Served	• English Learners, K–12
INAPPROPRIATE EXPENDITURE EXAMPLES	
	• Supplanting general funds
EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE	
Support for English Language Arts, ELD, and Math	• Academic interventions & P.D. • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions & P.D. • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support & P.D. • Primary language materials & P.D. • Provision of "high-quality language instruction educational programs" • Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for English Learners by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures • Extended Learning Opportunities (e.g. Summer School)
Support Personnel	• Teachers on Special Assignment/EL Specialists • English/Language Arts/Math/ ELD coaches Intervention teacher • Instructional Aide/Paraeducators • Multilingual parent advisor • Multilingual community liaison • EL Specialists

Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education	• Instructional materials and equipment • Professional Development • Extended Learning Opportunities (e.g. Summer School)
Capacity Building/ Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends/Extended Day Pay • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period •
School Climate, Parent Engagement, Family Support and Learning Environment	• Food for parent meetings & trainings • School Site Council expenditures • Parent-training/education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation • Support Personnel • Attendance Incentives • Home Visits • Parent Orientations

Appendix

Glossary of Terms

A

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

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

(ALAAS) Achieving Language Acquisition and Academic Success Advisory Council: Chaired by the Superintendent or designee and facilitated by the Director of English Learner Services with representation from teachers, administrators, classified staff, parents, and community members at all levels which convenes to plan and coordinate implementation of English Leaner services throughout the district and modify the EL Master Plan.

(ALPS) Accelerated Learner Programs and Services: a program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district established criteria.

Alternative Program: A program option for English Learners whose parents choose to participate in a program that is taught overwhelmingly in a language other than English. The Alternative Program models in SRCS include the Charter Specific Two-Way Immersion Programs at Cesar Chavez Language Academy, where primary language instruction in Spanish is provided, or at the French American Charter, where primary language instruction in French is provided. In both of these programs daily leveled ELD, and SDAIE instruction in English is also provided.

(AMAO) Annual Measurable Academic Objective: An accountability measure no longer used by the state related to the education of English Learners. AMAO targets had to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT). A new accountability system is being put in place through the Every Student Succeeds Act (ESSA).

B

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

(BTSA) Beginning Teacher Support & Assessment: The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to.provide an effective transition into the teaching career for a first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

(BICS) Basic Interpersonal Communication Skills: Language used in everyday social interactions.

C

(CABE) California Association for Bilingual Education.

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

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

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

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

(CELDT) California English Language Development Test: A state assessment given to initially identify English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

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

(CSS) California State Standards - State education chiefs and governors in 48 states came together to develop the California State Standards (CSS), a set of clear college- and

career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 45 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

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

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

(CTC) California Commission on Teacher Credentialing: A commission that oversees the certification of all teachers in the state of California. SEE: www.ctc.ca.gov/

(CTEL) California Teacher of English Learners examination, that leads to CLAD authorization**.**

Cultural Proficiency: The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and are supportive of people in cross-cultural settings.

D

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

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

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

(DTOSA) District English Learner Teachers on Special Assignment: A district teacher-on-special-assignment who supports EL Specialists and the Director of English Learner Services in the implementation of the English Learner Master Plan, including the

organization and delivery of staff development, supporting parental involvement, and other duties as assigned.

E

(EL) English Learner: A classification used to identify a student who is not currently proficient in English and whose primary language is not English; (also called Limited English Proficient {LEP} student).

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

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

(ELAP) English Language Acceleration Program: The base program for all EL programs designed to strengthen grade-level instruction for ELs and ALL students. Includes Integrated ELD and Designated ELD delivered by staff with the necessary skills and resources to get the desired outcomes from our ELs.

(ELAP) English Language Acceleration Program: The base program for all English Learners designed to strengthen grade-level instruction for ELs, which includes Integrated ELD in all content areas and minimally a 30 minute uninterrupted daily Designated ELD block of instruction.

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

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

(ELPAC) English Language Proficiency Assessment of California: The new English Language Proficiency Assessment that will replace the CELDT in Spring 2018.

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

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

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

F

(FEF) Family Engagement Facilitator: A Family Engagement Facilitator supports EL families and students. They administer the ELP to students and follow protocols to identify and record the students' language status. They also facilitate the Reclassification process and the Post Reclassification Monitoring process. Their other role is to support families in ways that help them to become more actively engaged in their child's learning.

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

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

H

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

I

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

(I-FEP) Initially Fluent English Proficient: A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

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

(LARC) Language Acceleration Review Committee: A site-based team made up of the site principal, a SOLL counselor or school counselor, minimally two teachers, and the Family Engagement Facilitator with the purpose of analyzing student data to determine a student's readiness for the reclassification process or to make decisions about student supports and placement.

LARC Conferences: Meetings facilitated by the site principal in which teachers analyze data and discuss academic progress, set goals and identify interventions for students as needed

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

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

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

(LGL) Let's Go Learn: Let's Go Learn is an online reading assessment and math assessment to diagnose fundamental skills for children and adults.

Less Than Reasonable Fluency: A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

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

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

(LTEL) Long-Term English Learner: An LTEL is an English Learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the U.S. for more than six years, has remained at the same English language proficiency level for two or more consecutive years.

M

(MTSS) Multi-Tiered System of Supports: In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

N

(NABE) National Association for Bilingual Education.

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

Newcomer: A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months). In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers

O

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

P

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

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

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

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

Primary Language Instruction: The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Charter Specific Two Way Immersion program model.

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

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

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

R

R-30 Language Census Report: A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English learners.

Reasonable Fluency: A level of proficiency in English when a student's overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

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

(RSP) Resource Specialist Program: Classes for students, who have been identified as Individuals with Exceptional needs who spend the majority of the school day in a regular program, but receive instructional support from an RSP teacher for specific learning disabilities.

(R-FEP) Reclassified Fluent English Proficient: A classification given to students who were once identified as English learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

S

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

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

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

(SIFE) Students with Interrupted Formal Education: SIFE students are those who meet at least one of the following two categories:
1. Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
2. Are immigrant students who enter a school in the U.S. after grade 2

   And meet the following conditions:
   a. Have had at least two years less schooling than their peers; *and,*
   b. Function at least two years below expected grade level in reading and in mathematics; *and,*
   c. Maybe pre-literate in their native language.

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

(SOLL) Supporting Our Language Learners Counselors: SOLL Counselors support ELs and Foster Youth at the secondary level. They ensure they [EL and FY students]are receiving the necessary supports and that they are making academic gains. They also support these students' social-emotional well-being.

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

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

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

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

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

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

(STS) Standards Test in Spanish: a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

T

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

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

Legal References

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

Federal Law
20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009–1013; Gómez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110
January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law
EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement
Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class-action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: http://www.cde.ca.gov/fg/fo/profile.asp?id=1040

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District Forms & Resources

![Santa Rosa City Schools logo] **SANTA ROSA CITY SCHOOLS** — Excellence is our Common Ground

Parental Request for Opting Out of EL Services

_____ _____ _____ _____

Student Name   Date of Birth   Home School   Grade

I. Present Placement and Services:

My child is presently placed in the following program:
____ English Language Acceleration Program (ELAP)
   Base program for all sites and classrooms serving ELs. Strengthens grade-level instruction for ELs and ALL students. Includes Integrated and Designated English Language Development (ELD).

____ Newcomer Support and Program
   ELAP plus intensive support in language & content learning, cultural knowledge building, & social-emotional learning. Includes both universal supports and intensive Newcomer Program versions. This program is designed for students in the U.S. 3 years or less.

____ Long-Term English Learner Support
   ELAP plus targeted and intensive support in academic language and literacy. This is designed for students classified as ELs for 6 or more years.

II. Request for Opting Out of EL Services:
   I request that my child no longer receives EL services. I understand that my child will continue to have his/her language proficiency assessed, however, until he/she meets the Reclassification Criteria and is no longer an English Learner.

Parent Signature:_____ Date: _____

- -

II. FOR SCHOOL USE ONLY:

Your request for a change in placement has been:
_____ **approved**.
_____ **approved with reservation** because
_____

The new program placement begins on _____
           (See attached for new schedule for High School students)

Principal:_____ Date: _____

(Copy to be placed in EL folder in student's cum.)
This form needs to be completed annually.

Essential Practices for EL Achievement

The mission and vision of the SRCS is to work collaboratively with all stakeholders to provide English Learners (ELs) with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.
SRCS provides two pathways for our ELLs to reach this goal:

> *●A Dual Language Pathway supporting students to develop academic and linguistic proficiency in two or more languages and earn the California Seal of Biliteracy upon high school graduation.*
> *●Integrated English Pathway: A Language-rich core curriculum plus content-integrated English Language Development courses*

*In the current context of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), our ELs are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. The challenges are great, but so are the opportunities. The following essential practices are designed to both guide and hold accountable all SRCS educators as we take **collective** responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.*

1.ACCESS & RIGOR: All English Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California's 2012 English Language Development Proficiency Standards.

- *Ensure instruction for all ELs is aligned to grade-level standards in all content areas.*
- *Provide complex texts and tasks for ELs in all content areas. Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.*
- *Ensure ELs receive both English Language Arts and English Language Development.*
- *Use the English Language Development (ELD) standards and the ELA/ELD Framework to inform Designated and Integrated ELD instruction.*
- *Minimize isolation of ELs; maximize inclusion in mixed fluency-level settings.*
- *At the high school level, ensure ELs have full access to A-G credit bearing classes.*
- *Provide high-quality instructional and support services to ELS with disabilities in alignment with their IEPs.*

2.DESIGNATED AND INTEGRATED ELD: *ELs receive daily Designated ELD and Integrated ELD in every content area.*

- *Provide Integrated ELD that*
  - *has clear articulation, instruction, and assessment of **content and language** objectives.*
  - *provides students appropriate levels of language-focused scaffolds in content area instruction.*
  - *intentionally develops students' development of academic language and literacies specific to that discipline (language of math, science, history, etc.).*
  - *requires ample oral and written production of language.*
- *Provide daily Designated English Language Development that:*
  - *is aligned to the new ELD standards.*
  - *is embedded in or explicitly connected to grade-level content or topics.*
  - *emphasizes **Focused Language Study** to help students understand how language works in meaningful contexts.*
  - *includes systematic development of academic vocabulary.*
  - *requires students to spend at least 50% of instructional time producing oral and written language.*

- *Provide ALL teachers school-wide professional development and on-going coaching on language instruction (e.g., focused language study, developing language and content objectives and designing aligned instruction, new **ELD standards**, **Constructing Meaning,** Results: Academic Language and Literacy Instruction, **Content Area Language and Literacy, Quality Teaching for English Learners**).*

3. DATA-DRIVEN DECISIONS: *Programmatic, placement, and instructional decisions for English Learners are grounded in regular analysis of evidence.*

- *Ensure ELs are placed in courses based on **multiple** factors – including CELDT, LGL, years in US schools, and EL subgroup (newcomer, at-risk, progressing, Long-term ELL).*
- *Establish clear entrance and exit criteria for ELD or intervention courses and use data to make ongoing, flexible placement decisions.*
- *Offer courses that reflect the specific needs of subgroups of English Learners such as Academic Language and Literacy for LTELs, Intensive language and literacy for newcomers, and Foundational literacy for Students with Interrupted Formal Education (SIFE).*
- *Engage all ELs and their families in reflection and goal-setting at least 1X/year.*
- *Monitor progress of ELs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.*
- *Partner with Resource Specialists and psychologists to ensure timely and accurate identification of student with disabilities.*

4. ASSET-BASED: *Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning a California Seal of Biliteracy upon high school graduation.*

- *Provide opportunities to use and develop academic language and content knowledge in both English and the home language.*
- *Provide rigorous bilingual education programs for ELs aimed at fostering biliteracy (e.g., Two-way Dual Language).*
- *Provide alternate pathways to bilingualism and biliteracy for those students not enrolled in a bilingual program (e.g., after school enrichment, internships utilizing bilingual skills)*
- *Educate the community on the merits of and criteria for the California **Seal of Biliteracy**. Encourage ELs to set a goal for the attainment of the Seal of Biliteracy (e.g. 9th grade plan).*
- *Increase offerings of World Language Advanced Placement (AP) courses. Offer heritage language classes such as EPH (Español para Hispanos) as a bridge to AP courses.*
- *Foster the teaching community's awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).*

5. STUDENT ENGAGEMENT: *Instruction ensures all ELs are active and productive contributors to their own learning and that of their classroom community.*

- *Incorporate collaborative group work and academic discussion into daily instruction.*
- *Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.*
- *Provide ongoing and high quality professional learning and coaching on fostering student interaction, designing meaningful prompts and tasks, ensuring equitable participation, and using appropriate levels of scaffolding.*
- *Use student-focused observation protocols such as the 5x8 cards or **EL Shadowing** to monitor engagement, participation and language use of ELLs.*

6. WHOLE CHILD: *Leverage the interconnected nature of student achievement, physical, mental, social and emotional well-being, and family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELs' ability to thrive in school.*

- *Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.*
- *Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices.*

- *Partner with social service and mental-health organizations to integrate school and community-based support for long-term and newcomer ELs and their families. Ensure services are culturally sensitive.*
- *Engage families as active participants, contributors and cultural liaisons to the school community.*
- *Provide families accessible and thorough information and engage them in making informed decisions about program options for their children.*
- *Ensure families are aware of district and community-based resources available to them and are connected with the Family Engagement Facilitator at the site-level.*
- *Support newcomer families in understanding the U.S. school system and in becoming advocates for their children.*
- *Utilize the after school program to provide extended learning and increased opportunities for student engagement and language development.*

Adapted from Oakland Unified School District Informed by Understanding Language's Six Key Principles for ELL Instruction and the New York State Blueprint for ELL

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that English Learners (ELs) meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, EL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS---aligned instruction for ELs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

1. ***Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.*** *Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.*

2. ***Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.*** *ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.*

3. ***Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.*** *Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.*

4. ***Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.*** *ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers will be attentive to these differences and design instruction accordingly.*

5. ***Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.*** *ELs will learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks will be designed to ultimately foster student independence.*

6. ***Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.*** *These assessment practices allow teachers to monitor students' learning so that they may adjust instruction*

accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

These principles explicitly reference the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, the Common Core State Standards for Mathematics, and a Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas.

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