



English Learner Master Plan

Campbell Union School District

Pending Board Approval on November 7, 2019

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English Learner Master Plan

Chapter 1: English Learner Master Plan

Campbell Union School District aligns all programs and initiatives to our Local Control and Accountability Plan (LCAP).



LCAP Goals:

1. Provide high quality teaching and learning that promotes opportunity for applying knowledge.
2. Ensure that students are college and future ready by equipping them with the 21st Century learning skills aligned to the Profile of a Graduate (Self-Directed, Innovative, Critical Thinker, Collaborative, Empathetic). Close all the identified achievement gaps.
3. Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.
4. Fully engage parents/guardians, students and the community in support of student educational outcomes.

With these LCAP Goals each school and the LEA identify and prioritize the needs- Action steps with budgets for each goal are then identified. School leadership in partnership with School Site Council and other stakeholder groups develop the goals, actions, and services to support the Instructional Vision (High Leverage Activities HLAs). All students receive services from general fund resources. However, identified at-risk students, qualifying for special programs, receive supplemental services through categorical funds and special general fund allocations. All expenditures from additional revenue streams are approved by to the Assistant Superintendent for Instruction. In this way, we closely monitor that resources are allocated to support the goals established to help identified at-risk students.

It is possible for some students to qualify for assistance from several programs. In such cases, stakeholders groups review highest priority areas for intervention and ensure that services are directed toward those ends.

Chapter 2: Purpose of the Master Plan

The Purpose of the Master Plan for English Learners

The purpose of the Campbell Union School District Master Plan for English Learners is to provide clear direction to district staff regarding programs for English Learner (EL) students. A common understanding of goals and procedures will ensure that English Learners receive consistently implemented services designed to meet their linguistic and academic needs. The plan is organized into the seven dimensions of effective programs as identified by the California Department of Education: Involvement, Governance and Administration, Funding, Standards, Assessment, and Accountability, Staffing and Professional Development, Opportunity and Equal Educational Access, and Teaching and Learning. Each dimension provides specific expectations for English Learner program implementation based on research-based pedagogy and practices, district board policies, and state and federal laws.



Chapter 3: Desired Outcomes

1. English Learners acquire full proficiency in English as rapidly and effectively as possible.
2. English Learners meet state standards for academic achievement.
3. Through effective program implementation, the district will work to eliminate the achievement gap between English Learners and English only students.



Chapter 4: Involvement

Involvement – Parents/Guardians, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Campbell Union School District (CUSD) is committed to building an effective school-family-community partnership and supporting the involvement of English Learner parents in the academic achievement of their children. CUSD recognizes that parents are their children’s first and most influential teachers and that parent involvement is an integral part of supporting student success. The district provides parents of English Learners multiple opportunities to be participants in assisting their children to become English proficient and reach grade level academic standards.

The Local Education Agency (LEA) shall implement outreach to parents of English Learners that includes the following:

Campbell Union School District’s outreach and support to parents of English Learners includes the following actions:

- CUSD sends notice of and holds regular parent meetings for the purpose of formulating and responding to the parents’ input.
- CUSD informs parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - a. Attain English proficiency
 - b. Achieve at high levels in core academic subjects
 - c. Meet challenging state academic content and achievement standards expected of all students
 - CUSD staff will provide continuous professional development opportunities for teachers, administrators, paraprofessionals, and parents with a focus on assisting students in mastery of state content standards.

Meaningful Parent Engagement:

District Community Liaisons will provide district-wide support for ESL parents in the following areas:

- Health and Nutrition classes
- Community resource information

- Home visits
- Translation services for all school sites
 - a. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). Although the individual school site is responsible for translating any school communications, the district ELD department has qualified translators who are made available to sites. The district is responsible for all district level communications.
 - b. Whenever possible, translation and interpretation is provided for all other language groups.
 - c. Translators and interpreters are made available by the district for school events, parent/teacher conferences, Student Study Team (SST) and Individual Education Program (IEP) Meetings, school advisory committee meetings, suspension and expulsion conferences and hearings and for all due process actions held at the district level.

- Bilingual Community Liaisons will continue to provide support and information for parents through parenting classes, translation services, community resource information, and help with assessments
 - a. The district employs Spanish bilingual community liaisons. Community liaisons provide support services for students and their families to better understand the school system and how to help their children. The liaisons specifically assist district personnel to support English Learner parent involvement in school community activities and communicate social service opportunities.
- The district will continue to provide various parenting classes and English as a Second Language (ESL) classes to parents district-wide, as resources allow
- Project Cornerstone classes will continue to be set up at selected sites to train and mobilize adults to intentionally work to develop healthy, caring, and responsible youth through programs that strengthen families, neighborhoods, communities, and schools
 - a. Both the district and some individual school sites provide parent workshops throughout the year specifically targeted to English Learner families. Workshops include, but are not limited to, Parent Literacy, ESL, and Parenting. Parent education opportunities:
 - I. Are meaningful to parents and support student achievement
 - II. Provide information in the primary language of families
 - III. Use a combination of communication systems, i.e., conferences, meetings, newsletters, online resources

IV. Provide workshops and events for families, i.e. family literacy events, community events, assemblies, ways to academically support your student, nutrition, etc.

- The district will continue to offer State preschool and Special Education preschool
- Other programs supported in CUSD: Family Literacy, Advancing Latino Achievement Success (ALAS), College Nights, Digital Literacy and Media Safety
- The LEA provides ongoing parent communication in the following ways:
 - a. Online through district website
 - b. Newsletters
 - c. E-mails
 - d. Phone calls
 - e. Mailed letters

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

1. Parents or guardians of English Learners elect parent members.
2. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body.
3. The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (2).
4. The ELAC advises the School Site Council (SSC) on the development of the Local Control Accountability Plan (LCAP).
5. The ELAC advises the principal and staff on the school's program for English Learners.
6. The ELAC assists in the development of the school's:
 - a. LCAP
 - b. Needs Assessment
 - c. Efforts to make parents aware of the importance of regular school attendance
7. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
8. Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups.

9. The ELAC has the opportunity to elect at least one member to the District English Language Advisory Committee (DELAC) or has participated in a proportionate regional representation scheme when there are 31 or more English Learner parent advisory committees in the district.
10. All qualifying schools have a functioning English Learner Advisory Committee (ELAC) where parents have an opportunity to become active participants in their child's education.

Additional Information:

- All site ELAC documentation including agendas, minutes, calendars of dates and sign in sheets are kept at the school site. Copies of documentation are sent to the district ELD Department.
- Every site's ELAC meets at least four times a year and meeting dates are publicized in advance.
- The school principal is responsible for planning the ELAC agenda in collaboration with the ELAC president. District ELD Department staff is available to support the site implementation of ELAC meetings.

Each LEA with 51 or more English Learners must form a District English Language Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing district-wide advisory committee.

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

1. Development of a district master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the (Local Control Accountability Plan) LCAP
2. Conducting of a district-wide needs assessment on a school-by-school basis
3. Establishment of district program, goals, and objectives for programs and services for English Learners
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
5. Review and comment on the school district's reclassification procedures
6. Review and comment on the written notifications required to be sent to parents and guardians
7. Under the local control funding formula, LEAs with at least 51 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP. If the DELAC acts as the ELAC, the DELAC shall also review and comment on the development or annual update of the LCAP

Campbell Union School District provides training materials and training, planned in full consultation with committee members, to appropriately assist members in carrying out their legal advisory responsibilities.

The District English Learner Advisory Committee (DELAC) meets quarterly to provide training and acts as a communication forum for ELACs.

The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

Additional Information:

- The DELAC meeting dates are published in advance. ELD Department staff serve as liaisons to the DELAC. ELD Department staff assists with agendas, translations, meeting notices, meeting arrangements, minutes and communication.
- DELAC communication to the Governing board will be given via the ELD Coordinator or designee.
- All DELAC documentation including agendas, minutes, calendars of dates, and sign in sheets are kept on file at the District Office.



Chapter 5: Governance and Administration

Governance and Administration – Policies, plans, and administration of categorical programs that meet statutory requirements.

Identification, Assessment, and Notification - CUSD properly identifies, assesses, and reports all students who have a primary language other than English.

Campbell Union School District's outreach and support to parents of English Learners includes the following actions:

A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language.

- Parents or legal guardians of all pupils new to a California public school complete this survey. The survey meets the requirement for the initial identification of English Learners (ELs). The student's primary language is considered to be other than English if at least one of the four questions on the HLS indicates a language other than English. The original California HLS is the one that will be used to determine initial identification.
- Parents or legal guardians are responsible for completing the home language survey. The enrollment center will notify parents, if the survey is incomplete. If needed, an employee from the English Language Development Department can explain the purpose of the survey is to help the school better meet the needs of their children.

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency using the Initial English Proficiency Assessment for California (ELPAC). Prior to taking the assessment, the families will be notified that their child will be taking the test. The assessment conducted follows all of the publisher's instructions.

- All CUSD testers are trained yearly and are qualified to administer the assessment. The assessment includes listening, speaking, reading, and writing language domains.

After the Initial ELPAC has been administered, a locally produced official score is reported in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.

- Parent notification includes:
 - a. Initial language designation
 - b. Primary language proficiency assessment results (when applicable)
 - c. English proficiency level
 - d. Program placement
 - e. Program options
 - f. Reclassification criteria
- Based on the outcome of the Initial ELPAC assessment, a student is determined to be an English Learner or Initially Fluent English Proficient (IFEP).
 - a. English Learner: Overall Level on the Initial ELPAC is an Intermediate Level or below
 - b. IFEP: Overall Level of IFEP

For school districts receiving Title III funds, parents/guardians of English Learners are informed annually, no later than 30 days after the beginning of the school year, a written explanation of their child's identification and placement. The written explanation includes all state requirements for:

- Their child's English proficiency level (based on Summative ELPAC or alternate assessment, as appropriate for Students with Disabilities (SwD))
- How such level was assessed (Summative ELPAC)
- The status of their child's academic achievement based on district assessments
- Their child's language designation based on the HLS
- Descriptions of program options and educational materials to be used in each program which will help their child learn English
- The method of instruction the student will receive (This will include the types of ELD instruction.)
- Reclassification criteria
- How the program will meet the language needs of an EL with disabilities. Objectives will be included in the Individualized Education Program (IEP) of the child focusing on language

Reclassification Criteria for Campbell Union School District

Each English Learner is annually assessed for English language development and academic progress (5 CCR 11306)

- Initially Fluent English Proficient Criteria:
 - 1st time taking the English Language Proficiency Assessments for California (ELPAC) – Initial ELPAC Assessment
 - Grades TK-8
 - ELPAC Results: Within the Test Operation Management System (TOMS), the Local Scoring Tool (LST) will be used to determine if a student is an Initial Fluent English Proficient Student
- Reclassification criteria for 2nd Year Kindergarteners (either attended TK or repeated K) – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results for all bullets:
 - At or above grade level on a foundational skills assessment
 - At or above grade level on a district English Language Arts assessment given in fall and/or spring
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for grade 1 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results for all bullets:
 - At or above grade level on a foundational skills assessment
 - At or above grade level on ELA iReady Diagnostic assessment given in fall and/or spring
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grades 2-4 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results
 - At or above grade level on ELA iReady Diagnostic assessment given in fall and spring
 - OR**
 - Smarter Balanced Assessment Consortium (SBAC) Level 3 or 4 in English Language Arts (Grade 4 only)

- Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
- Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grade 5 – Timeline: Fall and Spring:
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results:
 - SBAC Level 3 or 4 in English Language Arts
 - OR**
 - One grade level below or above on ELA iReady Diagnostic assessment given in the fall and spring
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grades 6-8 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results:
 - SBAC Level 3 or 4 in English Language Arts
 - OR**
 - Two grade levels below or above on ELA iReady Diagnostic assessment given in the fall and spring
 - Teacher recommendation: ELA teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation

Additional Information:

- The original HLS, primary language assessment data (when applicable), and copies of all parent notifications are filed in the student’s blue Individual Learning Plan (ILP) Folder in the cumulative record, which is maintained at the school site. A copy of the HLS is kept at the district office in the English Language Development files. The HLS data and primary language assessment is entered into the student’s online data file by the ELD Department. ELPAC data is uploaded into the district’s online system by the Student Information Department and/or the ELD Department. School and district staff can access HLS and ELPAC data through the district’s online student data system.
- All currently enrolled English Learners are assessed for English language proficiency by administering the Summative ELPAC during the annual assessment window.
- Each English Learner with disabilities is assessed for English Language Development using accommodations or modifications for the Summative ELPAC, as specified in the pupil’s IEP or Section 504 Plan. When a pupil’s IEP

or Section 504 Plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.

- When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP using the alternate assessment.
- Parents/guardians of English Learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

Programs and Activities -

- **Designated English Language Development (ELD)** - Designated English Language Development (ELD) is a component of a Comprehensive ELD program designed to serve the specific curriculum that addresses the teaching of the English language according to the level of proficiency of each English Learner (EL).

- **Integrated English Language Development (ELD)** – When ELs are learning content instruction, they need to have language support to equip them to construct and express meaning. A teacher must prepare the students for both the cognitive and linguistic demands of each lesson. Through individual and collaborative planning, teachers can identify the strategies needed to meet both demands.

The teaching of grade level academic subject matter in English is designed for ELs that have intermediate level of fluency who possess basic literacy skills in their primary language. Specially Designed Academic Instruction in English (SDAIE) is academic language development and core curriculum differentiated to all learners. SDAIE incorporates a variety of instructional strategies such as standards-based instruction, scaffolding, cooperative learning, and comprehensible input (visuals) to help make core academic instruction in English understandable for English learners. SDAIE assumes that teachers are trained and certified to provide instruction through SDAIE. Within all our middle schools, specific courses provide ELs SDAIE instruction that gives access to ELs in the core subject areas.

- **Dual Language Immersion (DLI) Program** - The TK-6 Dual Language Immersion Program is implemented at Sherman Oaks Community Charter School. Priority for placement in the two-way Program has been given to ELs who reside within the site's boundaries. Parents of ELs who reside within the district, but not within Sherman Oaks boundaries are given the opportunity to apply for placement in the dual language program during Open Enrollment. The biliteracy program develops both the students' skills in English and in Spanish. Students have access to the core curriculum in both

languages. ELs, regardless of fluency level, who are placed in this program, receive Comprehensive ELD and primary language instruction (delivery of instruction, materials and student work in students' primary language (L1)). Students may receive content through SDAIE. Program materials include district adopted texts, district curriculum guides, grade level standards, district curriculum, and supplemental materials.

Implementation, Monitoring & Revision of the Title III Plan

Campbell Union School District (CUSD) annually updates, implements, and monitors a Title III plan for the use of funds in a subgrant year.

- CUSD uses these funds to implement effective approaches and methodologies for teaching ELs. CUSD uses Title III funds to:
 - a. Increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
 - I. English language proficiency
 - II. Student academic achievement
 - b. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - I. Designed to improve the instruction and assessment of ELs
 - II. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula assessment practices and measures, and instructional strategies for ELs
 - III. Effective in increasing children's English language proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills of such teachers
 - IV. Of sufficient intensity and duration to have a positive and lasting impact on teachers' performances in the classroom
 - c. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
 - I. Shall include parent, family, and community activities
 - II. May include strategies that serve to coordinate and align related programs

- CUSD considers uses these funds yearly to:
 - a. Upgrade effective EL instructional strategies
 - b. Improve EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures
 - c. Provide to ELs:
 - I. Tutorial and academic education
 - II. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
 - d. Develop and implementing elementary language instruction programs coordinated with other relevant programs and services
 - e. Improve the English language proficiency and academic achievement of ELs
 - f. Provide community participation programs, family literacy services, parent and family outreach, and training activities to ELs and their families to:
 - I. Improve the English language skills of ELs
 - II. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children
 - g. Improve the instruction of ELs, which includes ELs with a disability by providing:
 - I. The acquisition or development of educational technology or instructional materials
 - II. Incorporation of resources into curricula and programs

Additional Information:

The LEA uses Title III, other categorical funds, and general funds to provide the following supplemental services to targeted EL students:

- Response to Intervention (RTI) Plan - Each school site creates and implements a RTI plan that includes assessments and interventions for each tier. Students are assessed, placed into a tier, and receive targeted intervention appropriate to their specific need.
- Intervention Materials/Programs - The district has purchased intervention materials and programs to use during targeted intervention periods. These materials are aligned with each school site’s LCAP.

Goals for English Learners (ELs):

1. ELD: Progress on ELD standards mastery as evaluated by each teacher

2. ELA: Progress in English Language Arts, as measured by district assessments
3. Math: Progress in grade level standards' mastery as measured by district math assessments

Instruction for English Learners (ELs):

- Each EL, including those with disabilities, will receive 150 minutes weekly of coherent Designated ELD Instruction.
- Vertical clustering for ELD instruction will be considered if it will better meet the needs of the students in each proficiency group.
- Students will receive language support while learning content through the use of effective ELD Strategies, including GLAD strategies. The district will provide teachers ongoing training in how to make the academic language of content areas comprehensible to students.
- District Adopted Curricula Benchmark and HMH Designated ELD are used to teach Designated ELD. These core curricula include language functions, language tools, including grammatical forms and vocabulary, and instruction & applications, which are tied directly to the ELA core content materials. California ELD Standards are used to drive Designated ELD Instruction.
- Supplemental ELD: District teachers have access to Systematic ELD Materials & AVID Excel. Both are used to supplement the core ELD curriculum.
- Intervention: Title III Funds are used to purchase supplemental materials to use during targeted intervention periods. These materials are aligned with each school site's intervention or ELD plans.

Actions and Implementation:

- All ELs are provided a coherent instructional Designated English Language Development (ELD) program at their proficiency level for 150 minutes per week from a certificated teacher.
- Sites develop ELD plans collaboratively with the ELD Coordinator. Plans include ELD schedules, curriculum, criteria for placement, identification of the ELD teacher for every EL student, actions to help ELs acquire language, actions to help ELs reach grade level standards, as well as, how to improve the overall English Learner Program at the site.
- All coaches and ELD teachers will be trained in Understanding Language (district created professional development).
- Students that qualify will be given the Alternate Assessment in lieu of the Summative ELPAC.
- All sites will continue to collaborate with district administrators to develop a comprehensive district RTI plan with identified programs, cut scores, and staffing.

- Equity Training will continue in order to understand the underlying causes of low achievement and the achievement gap.
- Each site's Leadership Team will train and support site level understanding of equity practices and the ways in which schools can contribute to closing the achievement gap.

Tracking Academic Progress:

- District & site administrators will visit classrooms monthly to observe ELA/Math instruction to ensure that all ELs have access to the core ELA curriculum.
- Long Term English Learners (LTELs), including those with disabilities, will be identified by name at each site and data will be disseminated to sites throughout the year by the ELD department. Action steps to meet these students' needs will be identified in each site's EL Plan.
- EL students with disabilities will be identified at each site and monitored by the administration, coaches, and/or Special Education staff. When necessary, specific intervention plans will be created to support the needs of the students.
- Sites will look at Summative ELPAC data over the years to predict potential LTELs (PreLTELs). Early identification will allow teachers to make plans to meet students' needs. Action steps may be included in each site's EL Plan to support the needs of these students.
- Reclassification rates will be monitored and reclassified students' academic progress will be monitored for 4 years.

EL Program Inclusion in the Local Control Accountability Plans (LCAPs)

School Site Council Develops and Approves LCAP - For all programs funded through the Consolidated Application and Reporting System including programs for English learners, Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the LCAP, including proposed expenditures.

To help English Learners meet challenging achievement academic standards, each LCAP shall include:

1. Analysis of academic performance assessments to determine if students are meeting the state academic achievement standards, the progress students are making, and to identify students' needs
2. Administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL

- students and program needs, including evidence-based strategies, actions, or services to reach goals
3. School goals to meet the identified academic needs of students
 4. Description of programs and activities to reach school goals that improve the academic performance and social, emotional well-being of students
 5. Description of how school sites will be held accountable for evaluating and monitoring implementation and progress toward accomplishing program goals. Sites will focus on:
 - a. Annually measuring the English proficiency of English Learners
 - b. English Learners making adequate yearly progress on meeting state academic content and academic achievement standards
 6. Description of how school sites will promote parental and community participation in programs
 7. Expenditures of funds allocated to the school through the Consolidated Application and Reporting System to meet goals
 8. Metrics annually for evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students and those at risk of not meeting state academic content standards

CUSD's Governing Board reviews and approves each school's LCAP annually and whenever there are changes to the plan.

Translation Notices, Reports, Statements, and Records - The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

Additional Information:

- Whenever possible, translation and interpretation is provided for all other language groups.
- Translators and interpreters are made available by the district for school events parent/teacher conferences, SST and IEP meetings, school advisory committee meetings, suspension and expulsion conferences and hearings and for all due process actions held at the district level.

- The district employs Spanish Bilingual Community Liaisons. These liaisons provide services between district schools and students and their families. The liaison specifically assists district personnel to support English Learner parent involvement in school community activities and communicate social service opportunities.
- Both the district and individual school sites provide on-going parent workshops throughout the year specifically targeted to English Learner families. Workshops include, but are not limited to Parent Literacy, ESL, and Parenting Skills.

Inventory - For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds including Title III. The record describes the acquisition by:

1. Type/Description
2. Model/Name
3. Serial number
4. Funding source
5. Acquisition date
6. Cost
7. Location
8. Title holder
9. Current condition
10. Transfer, replacement, or disposition of obsolete or unusable equipment

Physical checks of all inventory of equipment within the past two years and reconciled the results with inventory records.

Chapter 6: Funding

Funding: Allocation and use of funds meet statutory requirements for allowable expenditures.

Campbell Union School District (CUSD) allocates funds following the federal and state regulations and district policies. CUSD uses general funds for core instruction of English Learners (ELs) and Title III funds for services that supplement the core. District expenditures are monitored by the district's business department and by annual external auditors. Site and district expenditures are tied directly to the LCAP.

Adequate General Funds; Supplement Not Supplant - Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English Language Development (ELD), and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. These services and programs must not be contingent on the receipt of state or federal supplementary funds.

For Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds.

- Title I: Title I is a federal program that provides supplementary funding to improve instruction in high poverty schools. School wide Title I programs use funds to support the academic achievement of all students.
- Title III: Federal Title III funding provides supplementary services and programs for English Learners. Title III supports instructional support services related to ELD as well as practices that ensure that ELs have access to grade level content areas. Title III funding provides for staff development, parent education, and curriculum specifically for English Learner needs.
- After School Intervention and Summer Programs: CUSD's after school and/or summer school programs support students who have academic needs that require

additional instructional minutes. Qualified personnel provide instruction in both ELA and math.

- Beginning Teacher Support and Assessment (BTSA): CUSD's temporary and probationary teachers take part in the BTSA program for induction. Professional development for new teachers including Comprehensive ELD is provided throughout the new teacher's BTSA induction process.

Supplement Not Supplant with Title III - Beginning with the fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations.

The LEA disburses categorical funds, including Title III, in accordance with the approved Consolidated Application and Reporting System (CARS).

For programs funded by Title III, the LEA utilizes no less than 98 percent of those apportionments on direct services to English Learners and may not use more than two percent of such funds for the cost of administering this program.

Properly Assesses Costs for Salaries - The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity for duties of the employee.

Time and Effort Requirements (Title III)

CUSD properly assesses charges for direct and indirect costs of Title III Limited English Proficient (LEP) for salaries and wages in proportion to the allowable and identified quantity and duties of the employee

Each employee paid in part from Title III and in part from a second funding source, or any employee paid from multiple cost objectives, must provide support for the distribution of their salary or wages among specific activities or cost objectives, or an approved sampling method must be used.

Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment.

Chapter 7: Standards, Assessment, and Accountability

Standards, Assessment, and Accountability: Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Campbell Union School District determines the effectiveness of its program for English Learners and modifies the program as needed. The accountability measures developed by the district are aligned with the three English Learner program goals as well as federal and state goals for English Learner achievement.

EL Program Evaluation - The LEA develops and implements a process and criteria to determine the effectiveness of programs for English Learners, including:

- A means to evaluate how programs for English Learners produce within a reasonable period of time:
 - a. English language proficiency comparable to that of average native speakers of English in the district
 - b. Academic results indicating that English Learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- The effectiveness of programs and activities district-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English Learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible
- Necessary improvements to programs and activities for which Title III funds have been used for ELs
- Whether to eliminate specific EL activities proven to be ineffective

Additional Information:

Multiple Measures to Assess and Monitor Student Achievement

CUSD monitors and evaluates English Learner achievement through:

- Annual CAASPP performance data in English Language Arts and Mathematics summary reports are prepared at the district and site levels. Data is disaggregated and analyzed

- Claim analysis of CAASPP data are used to help determine staff development needs
- Analysis of District standards-based benchmark assessments and grade level created common formative assessments in English Language Arts and Mathematics
- Analysis of ELPAC data by each language domain and overall score
- Reclassification data is collected and disaggregated by school site
- 3rd grade reading data to ensure every child a reader by 3rd grade

Reclassification - The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery. The term “teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student
3. Parent consultation and involvement during the reclassification process
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

Additional Information:

The LEA maintains in the pupil’s placement record (regardless of the physical form of such record) and to ensure transfer of documentation of the following:

- Language and academic performance assessments
- Participants in the reclassification process
- Decisions regarding reclassification

Reclassification Criteria for Campbell Union School District – Pending Board Approval on November 7, 2019

Reclassification Criteria for Campbell Union School District

Each English Learner is annually assessed for English language development and academic progress (5 CCR 11306)

- Initially Fluent English Proficient Criteria:
 - 1st time taking the English Language Proficiency Assessments for California (ELPAC) – Initial ELPAC Assessment

- Grades TK-8
- ELPAC Results: Within the Test Operation Management System (TOMS), the Local Scoring Tool (LST) will be used to determine if a student is an Initial Fluent English Proficient Student
- Reclassification criteria for 2nd Year Kindergarteners (either attended TK or repeated K) – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results for all bullets:
 - At or above grade level on a foundational skills assessment
 - At or above grade level on a district English Language Arts assessment given in fall and/or spring
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for grade 1 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results for all bullets:
 - At or above grade level on a foundational skills assessment
 - At or above grade level on ELA iReady Diagnostic assessment given in fall and/or spring
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grades 2-4 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results
 - At or above grade level on ELA iReady Diagnostic assessment given in fall and spring
 - OR**
 - Smarter Balanced Assessment Consortium (SBAC) Level 3 or 4 in English Language Arts (Grade 4 only)
 - Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grade 5 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results:
 - SBAC Level 3 or 4 in English Language Arts
 - OR**
 - One grade level below or above on ELA iReady Diagnostic assessment given in the fall and spring

- Teacher recommendation: Teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
- Parent consultation: Parents must be consulted on the recommendation
- Reclassification criteria for Grades 6-8 – Timeline: Fall and Spring
 - Summative ELPAC Results: 4 Overall on the ELPAC
 - Comparison of Performance in basic skills results:
 - SBAC Level 3 or 4 in English Language Arts
 - OR**
 - Two grade levels below or above on ELA iReady Diagnostic assessment given in the fall and spring
 - Teacher recommendation: ELA teachers will consult the reclassification rubric to ensure the student has reached the level of “Working Towards Expectations” or higher in ELA for all Essential ELA Standards
 - Parent consultation: Parents must be consulted on the recommendation

Reclassification Procedures:

1. ELD Administrative Assistant and/or ELD Clerk at the District Office reviews California Assessment of Student Performance and Progress (CAASPP), district assessments, and English Language Proficiency Assessments for California (ELPAC) scores for students meeting the criteria and fills out Reclassification Forms.
2. Teachers review Reclassification Forms from the district stating that the student has met the district expectations, growth, and target rates. Each teacher reviews pertinent data and the reclassification rubric to determine if reclassification is appropriate.
3. The principal reviews the progress and records of students who are eligible for reclassification. Appropriate signatures are collected.
4. The Reclassification Forms are sent back to Administrative Assistant and/or ELD Clerk and original is filed at the District Office. An ELD Department staff member changes the students’ classification in the district data system and California Longitudinal Pupil Achievement Data System (CALPADS).

Four-Year Progress – CUSD monitors for a minimum of ~~two~~ four years the progress of pupils’ reclassifications to ensure correct classification, placement, and additional academic support, as needed. This monitoring is designed to ensure that academic progress is maintained:

1. Reclassification Follow-Up Procedures – The ELD Secretary Administrative Assistant and/or ELD Clerk elicits creates the 1-year and 2-year follow-up forms for all four years. The Reclassification Forms are sent to teachers to review the

progress of each student and certify that each student is making adequate growth. The ELD Department will include annual CST data in order to monitor achievement.

2. Teachers will review consider current performance data, classroom performance, district assessments, and/or state achievement information to determine if each student is making adequate progress. If a student is making adequate progress, the teacher will sign, date, and return the form to the ELD Department at the District Office.
3. If a student is failing to make adequate progress, the teacher is required to complete the all sections of the Reclassification Form where support is needed, which will identify the support that the student needs. The student's progress will be monitored at the site level to ensure that the student's instructional needs are being addressed.

Campbell Union School District maintains in each pupil's permanent records documentation of the following:

- Language and academic performance assessments
- Reclassification paperwork
- Decision regarding reclassification
- Reclassification form with follow up indicated



Chapter 8: Staffing and Professional Development

Staffing and Professional Development: Staff members are recruited, trained, assigned, and supported to ensure the effectiveness of the program.

Teacher EL Authorization - Teachers assigned to provide Designated English Language Development Instruction or Integrated ELD which provides access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an appropriate EL authorization.

A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage.

Professional Development - The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- Designed to improve the instruction and assessment of English Learners
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners
- Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom

The goal of Campbell Union School District's professional development plan is to ensure that teachers continue to grow professionally and personally to become masterful teachers and teacher leaders who will close the achievement gap and promote increased student achievement and equity for all students specific to the implementation of programs for ELs.

Many of the trainings are specifically designed to support teachers and administrators in meeting the needs of their ELD students (effective ELD Strategies to support Designated and Integrated ELD and Universal Design for Learning). Other trainings are in the area of assessment, which allows teachers to identify, monitor, and redesign their instruction, based on the specific strands of their English Learners. Training will be offered to support all content area teachers. These trainings will outline how teachers can

differentiate curriculum in order to help English Learners access core content regardless of their ELD level.

CUSD provides sufficient PD to effectively implement the EL program.

Specific ELD Professional Development for Administrators:

CUSD administrators are trained on English Learner programs, ELD Standards, second language acquisition, pedagogy, and methods of instruction.

Professional Development across the Curriculum with English Learner Strands:

- Writing: Writing By Design, Integrated ELD training from the Santa Clara County Office of Education, and support from district literacy coach
- Reading: DIBELS, Foundational Reading Skills, Integrated ELD training from the Santa Clara County Office of Education, LETRS, Adolescent Reading Courses, and support from district literacy coach
- Mathematics - Elementary Sites: Additional Bridges Training, Integrated ELD training from the Santa Clara County Office of Education, and support from district math coach
- Mathematics - Middle Schools: Consultant from Santa Clara County Office of Education and Integrated ELD training from Santa Clara County Office of Education
- Science: New Generation Science Standards aligned with grade level resource bank, Mystery Science, and Integrated ELD training from the Santa Clara County Office of Education
- Social Studies: Integrated ELD from the Santa Clara County Office of Education
- ELD: Guided Language Acquisition Design (GLAD) Strategies, ELD Standards, Understanding Language PD (to equip our teachers to develop the English proficiency and academic development of our English Learners), Effective ELD Strategies, and AVID Excel
- Visual and Performing Arts: Art Connections, Montalvo Arts, Orff Music, and Integrated ELD training from the Santa Clara County Office of Education
- District Initiatives: MTSS, Technology, PBIS, Equity training, Preschool-Early Intervention for School Success (EISS), Project Cornerstone, Thinking Maps, Meeting the Needs of All Learners (UDL), Profile of a Graduate, Innovation, Student Engaged Assessment, and Social Emotional Learning
- Beginning Teacher Support and Assessment induction program for Year I and II teachers offer specific professional development supporting English Learners

Assessment methods and systems supporting English Learners:

- Common Formative Assessments created in Professional Learning Communities (PLC)
- DIBELS
- iReady
- Datazone (warehouse for all state assessments)

- Local Control Accountability Plan (LCAP)
- District math assessments

Leadership Development – building skillful school and district leaders to guide continuous instructional achievement in an equitable, safe school climate.

- Trainer of Trainers Model for Thinking Maps
- Professional Learning Communities (PLCs)
- Principles of Improvement Science

Building Professional Learning Communities (PLCs) – Organizing adults in learning communities to meet site and district goals

- District Leadership Team (DLT)
- Site based Instructional Leadership Teams (ILTs)
- Professional Learning Communities (PLCs)
- Beginning Teacher Support and Assessment (BTSA)

Hiring – All Campbell Union School District teachers who provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized. Before hiring, the Human Resources Department determines that all new teachers hold an appropriate credential to teach English Learners.

Additional Information:

District Teachers on Special Assignment, teachers and/or administrator teams will attend various EL conferences in the state to better support ELs.

Paraprofessionals will receive ongoing trainings on best ways to assist ELs in the classroom.

Chapter 9: Opportunity and Equal Educational Access

Opportunity and Equal Educational Access: Participants have equitable access to all programs provided by the local educational agency, as required by law.

Campbell Union School District (CUSD) provides on-going notification to parents of English Learners about program choices and placement, including the opportunity to apply for a waiver. All students are placed in English Language classrooms unless a parental exception waiver has been granted for an alternative program.

Appropriate Student Placement - All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

In CUSD, English Learners are placed in structured English immersion (SEI) program setting, unless they are attending our dual language immersion school.

CUSD has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language.

Additional Information:

- Parental rights allow parents to not enroll or withdraw their child from the program, but not the services. Parents have options to send their children to our traditional school campuses, our dual immersion Spanish school, our school of innovation, or our parent participation school in alignment with our open enrollment policy.

Note: Parents with Spanish as a primary language will receive notification in English and Spanish.

- Parent notification, taking place within 30 days of the beginning of each school year, includes complete program descriptions, options, and parental/guardian rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. In addition to parent notification of assessment results and program participation, Title III and other state budgets and grant funds support additional parent meetings to ensure their children are being properly included in all possible school services. These meetings may also serve

to provide a forum for parents of EL children to share their recommendations for program design and goals.

For students who enroll after the beginning of the school year, this process will take place within the first two weeks of program placement.

Parental Exception Waiver – Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

CUSD’s procedures for granting parental exception waivers include the following:

- a. Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the language acquisition programs offered in the district. Language acquisition program refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD Standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.
- b. Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade can request a language acquisition program designed to provide language instruction. The program must be offered to the extent possible.
- c. When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements are met by the LEA.
- d. In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

Equitable Services to Private Schools – For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families.

- a. Identification of students’ needs
- b. What services and/or materials will be offered

- c. Service delivery options, including services through a contract with a third-party provider
- d. Assessment and improvement of services
- e. The size and scope of services and the proportion of funds allocated
- f. Program delivery options
- g. Reasons for not using a contractor preferred by private school officials
- h. The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official
- i. On an annual basis, the LEA has consulted with all private schools within its boundaries, as to whether the private schools' students and teachers will participate in the Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Program as part of the ESEA programs available to them
- j. Parents participate on an equitable basis in parental involvement services and activities
- k. The LEA assesses identified students annually for English language proficiency using a valid and reliable instrument



Chapter 10: Teaching and Learning

Teaching and Learning: Participants receive core and categorical program services that meet their assessed needs.

ELD – Each English Learner (EL) receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities for ELs.

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated as effective in overcoming language barriers.

Comprehensive ELD (Designated and Integrated ELD) Instruction is provided for all Campbell Union School District's (CUSD) ELs. ELD Instruction begins in Transitional Kindergarten and is intended to prepare students to communicate effectively in English. All instruction for ELs is based on the California English Language Development (ELD) Standards for Designated ELD and content and ELD Standards for Integrated ELD. In order to develop receptive and expressive skills students need explicit instruction in all language domains. The explicit language instruction is emphasized during the Designated ELD block and serves as a bridge to the content instruction that the students receive. Designated ELD is a specific content area, which provides practice and instruction with the goal for students to acquire English. The purpose of Designated ELD instruction is to teach specific vocabulary, language functions, grammatical forms/structures, and how to interact in meaningful ways, which will support students in other content areas.

Designated ELD instruction includes:

- The development of both language functions and forms/structures
- Opportunities to develop oral and written language fluency in meaningful ways
- Provides language instruction that supports the language that the students will be using in another content area.

Tracking Academic Progress:

- District & site administrators will visit classrooms monthly to observe ELA/Math instruction to ensure that all ELs have access to the core ELA curriculum.
- Long Term English Learners (LTELs), including those with disabilities, will be identified by name at each site and data will be disseminated to sites throughout the

year by the ELD department. Action steps to meet these students' needs will be identified in each site's EL Plan.

- EL students with disabilities will be identified at each site and monitored by the administration, coaches, and/or Special Education staff. When necessary, specific intervention plans will be created to support the needs of these students.
- Sites will look at Summative ELPAC data over the years to predict potential LTELs (PreLTELs). Early identification will allow teachers to make plans to meet students' needs. Action steps may be included in each site's EL Plan to support the needs of these students.
- Reclassification rates will be monitored and reclassified students' progress will be monitored for 4 years.

Additional Information:

- Equity TOSAs will continue to support teachers and/or students in using best practices to support learning.
- Administrators will observe, coach and give observational feedback around best practices.
- Ongoing Teacher Collaboration to Support English Learners: Teachers engage in ongoing Professional Learning Communities (PLCs) to review assessment and plan instruction for English Learners in both the Core Curriculum and during ELD instruction. Formative assessments help to guide collaboration time and to ensure that individual student needs are addressed. PLCs ensure that teachers utilize classroom data to inform their practice. It also helps develop instructional coherence across grade levels.

Access to Standard Instructional Program – Academic instruction for ELs is designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

CUSD has a Title III Plan to assist all English Learners to achieve at high levels in the core academic subjects so that students can meet the same challenging state academic content and achievement standards all children are expected to meet.

CUSD ensures that ELs in middle school are not denied participation in the standard instructional program, which at a minimum, means:

- a. Enrollment in the standard instructional program, which, at a minimum, consists of:
 - i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science)
 - ii. Courses required for middle school promotion
- b. Enrollment in a full course load of courses that are part of the standard instructional program

CUSD monitors student academic progress and provides additional and appropriate educational services to ELs in TK-8 for the purpose of overcoming language barriers that impede equal participation by its students in its instructional programs. CUSD has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English.

Programs and Activities:

- **Integrated English Language Development (ELD)** – When ELs are learning content instruction, they need to have language support to equip them to construct and express meaning. A teacher must prepare the students for both the cognitive and linguistic demands of each lesson. Through individual and collaborative planning, teachers can identify the strategies needed to meet both demands.

The teaching of grade level academic subject matter in English is designed for ELs that have intermediate level of fluency who possess basic literacy skills in their primary language. Specially Designed Academic Instruction in English (SDAIE) is academic language development and core curriculum differentiated to all learners. SDAIE incorporates a variety of instructional strategies such as standards-based instruction, scaffolding, cooperative learning, and comprehensible input (visuals) to help make core academic instruction in English understandable for English learners. SDAIE assumes that teachers are trained and certified to provide instruction through SDAIE. Within all our middle schools, specific courses provide ELs SDAIE instruction that gives access in ELs to the core subject areas.

- **Dual Language Immersion (DLI) Program** - The TK-6 Dual Language Immersion Program is implemented at Sherman Oaks Community Charter School. Priority for placement in the two-way Program has been given to ELs who reside within the site's boundaries. Parents of ELs who reside within the district, but not within Sherman Oaks boundaries are given the opportunity to apply for placement in the dual language program during Open Enrollment. The biliteracy program develops both the students' skills in English and in Spanish. Students have access to the core curriculum in both languages. ELs, regardless of fluency level, who are placed in this program, receive Comprehensive ELD and primary language instruction (delivery of instruction, materials and student work in students' primary language (L1)). Students may receive content through SDAIE. Program materials include district adopted texts, district curriculum guides, grade level standards, district curriculum, and supplemental materials.

Tracking Academic Progress:

- District & site administrators will visit classrooms monthly to observe ELA/Math instruction to ensure that all ELs have access to the core ELA curriculum.
- Long Term English Learners (LTELs), including those with disabilities, will be identified by name at each site and data will be disseminated to sites throughout the

year by the ELD department. Action steps to meet these students' needs will be identified in each site's EL Plan.

- EL students with disabilities will be identified at each site and monitored by the administration, coaches, and/or Special Education staff. When necessary, specific intervention plans will be created to support the needs of these students.

