



2020-2021 **MASTER PLAN** FOR ENGLISH LEARNERS

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GREEN DOT ELD VISION

Green Dot Program Vision

All Green Dot educators will foster the development of English Learners' identity as Emerging Bilingual students by valuing home language and life experiences. We will create equitable and rigorous instructional and school experiences for all ELs in order to prepare them for college, career, and the 21st century.

We will achieve this by...

- Enhancing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich, and challenging content.
- Valuing family and community members as partners, capitalizing on the language, skills, culture and experiences they bring to the table.
- Ensuring all stakeholders feel a sense of ownership and urgency to serve the needs of ELs.
- Empowering all teachers as Integrated ELD teachers in coordination with content curriculum teams and through professional development that focuses on our Integrated Instructional Principles.
- Ensuring all Integrated and Designated teachers know how to teach with the CA ELD Standards, ELA/ELD Framework and prepare students for the ELPAC.
- Helping schools use multiple data sources to accurately monitor, place and support ELs throughout their schooling.
- Providing schools with curriculum and PD that help English Learners build confidence and communication skills in order to advocate for themselves and take ownership of their learning.
- Ensuring that cultural and linguistic identities of English learners are affirmed in the curriculum.
- Encouraging and modeling the use of curriculum and texts that celebrate English Learner identities.
- Developing an EL Master Plan that effectively codifies supports and services for ELs as well as compliance to Title III requirements.
- Collaborating with the Sped department to support teachers to write and implement IEP ELD goals, prioritize ELs' language needs, and support the reclassification of ELs with IEPs.
- Supporting cross-departmental and school-wide conversations about the social-emotional needs of English Learners and ways to address them.

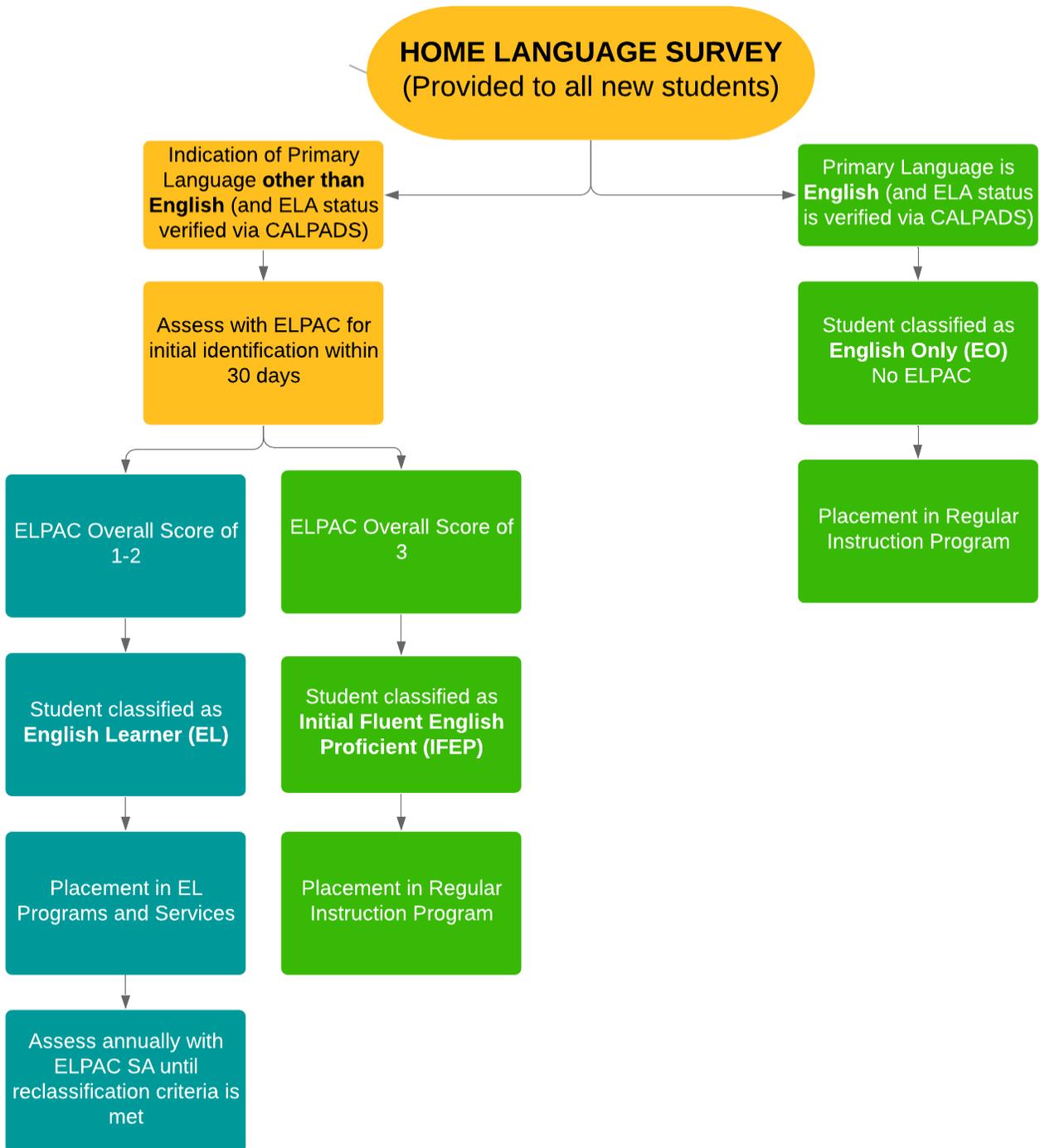
CHAPTER 1: IDENTIFICATION, ASSESSMENT & PLACEMENT

Green Dot Public School’s process for initial identification and placement of students into an appropriate instructional program is shown in Table 1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment takes place at the school sites by trained staff members.

Step 1: Procedures For Initial Identification

- Parents complete a Home Language Survey at the time of first enrollment at a GD school. This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet at all schools, and all four questions must be answered.
- All students (including migrant, special education, and continuation school students) with a language other than English on the Home Language Survey must be assessed for English language proficiency at the school site. If the Home Language Survey indicates another language other than English, the school site will administer the English Learner Proficiency Assessment for California Initial Assessment (ELPAC IA), a language proficiency assessment. The completed Home Language Survey in the parent’s primary language must be kept on file in the student’s permanent cumulative folder.
- Results of the Home Language Survey are coded on PowerSchool on the student language census page under “custom screens.”

Initial Identification Flow Chart



Green Dot Home Language Survey

HOME LANGUAGE SURVEY/ENCUESTA DEL IDIOMA NATAL EN CASA:

Public schools are required to determine the language(s) spoken in the home of all students. This information is very important for providing adequate instructional programs and services. Please answer the following questions with only one language per line/Las escuelas publica para determinar el idioma(s) hablado en el hogar de todos los estudiantes. Esta información es muy importante para poder proporcionar los programas y servicios adecuados a nuestros estudiantes. Por favor conteste las siguientes preguntas con solo un idioma por línea.

75. What language did your child learn when he/she first began to talk (check one only)?/ English Spanish Other: _____
 ¿Qué idioma aprendió su hijo/a cuando él/ella comenzó a hablar (marque uno sólo)?

76. What language does your child use most frequently at home (check one only)?/ English Spanish Other: _____
 ¿Qué idioma utiliza su hijo/a más frecuentemente en casa (marque uno sólo)?

77. What language do you use most frequently to speak to your child (check one only)?/ English Spanish Other: _____
 ¿Qué idioma utiliza usted más frecuentemente para hablar con su hijo/a (marque uno sólo)?

78. What language is most often spoken by the adults in your home? (check one only)?/ English Spanish Other: _____
 ¿Qué idioma utilizan los adultos más frecuentemente en su casa (marque uno sólo)?

79. Has the student ever received any formal English language instruction in an "English as a second language ("ESL") or "English language development" ("ELD") program?/¿Ha recibido el estudiante cualquier instrucción formal del idioma ingles en el programa de "ingles como segundo idioma" ("ESL") o "desarrollo del idioma ingles" ("ELD")? Yes/Sí No

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Step 2: English Language Proficiency Assessment

- Within 30 calendar days of initial enrollment, the school site administers the ELPAC IA to all students based on the Home Language Survey for grades 6-12. The students' language classification is also verified in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to assessment to ensure the student has not been previously classified as an English Learner in a former district. Based on results of the ELPAC, parents will be notified that their child has been identified as:
 - **English Learner (EL)** - minimally developed in English, recommended for Structured English Immersion (SEI) program placement
 - **English Learner (EL)** – somewhat or moderately developed in English and recommended for English Language Mainstream (ELM) program placement
 - **Initial Fluent English Proficient (IFEP)** recommended for the district's regular instructional program
 - **English Learner Students with Disabilities (EL SWDs)** - will be registered according to their Individualized Education Program (IEP)

Step 3: Primary Language Proficiency Assessments

When requested by the school, the district also assesses each English learner for primary language reading proficiency. The primary language assessment can be used to determine a student's language skills in their home language. To assess primary language proficiency in Spanish, the district uses a primary language reading assessment called Las Links. Students are placed into the following proficiency levels: beginner, early intermediate, intermediate, early advanced and advanced. For students with a home language other than Spanish, informal language assessment in the primary language is given using the Student Oral Language Observation Matrix (SOLOM) by a qualified native speaker (if available).

Step 4: Parent Notification

Families of students whose primary language is not English will receive the following notifications:

- Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)
 - The reason for the student's classification as English language learner
 - The level of English proficiency
 - Reclassification criteria
 - Graduation rate (high school only)

- A description of the program for English language development instruction, including a description of all of the following:
 - The manner in which the program will meet the educational strengths and needs of the student
 - The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title II funds are used for students in secondary schools
 - Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
- Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
- Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
- Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)
- Within 30 days of initial enrollment, parents of English Learners with an Individualized Education Program (IEP), will be informed by the school how the current program will meet the objectives of the IEP.



**English Language Proficiency Assessments for California
Initial ELPAC**

Dear Parent/Guardian:

You indicated that your child's primary or home language is not English when registering your child for school. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results, **your child will be assessed with the Initial ELPAC.**

You are an important part of your child's education. To help your child get ready for the test, you can:

- Read to your child, or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>.

You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact the school.

Sincerely,

Principal

**COLLEGE.
LEADERSHIP.
LIFE.**

Notification of English Language Learner Program Placement or Continuation

Date Mailed: 06/01/2020

Notification of Initial English Language Program Placement

Student: Abel Training
Grade Level: 7
LTEL: No
Newcomer: No

School: Training School
EL Term Status: EL

Our school district provides a program of language instruction for English Language Learners (EL Terms) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Abel took the **ELPAC** on **2/28/2020** and their results are listed below:

Composite	Scale Score	Performance Level
Overall	1606	4
Oral	1617	4
Written Language	1594	3

Additional factors used to determine your child's program eligibility:

- Teacher's recommendation
- Classroom performance
- Parent consultation
- RI (Lexile) Score

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 8 years. Your child's English language development will be assessed annually until he/she achieves: a score of at least 4 on the ELPAC, a score of at least C or higher on the Current ELA Grade Report, a score of at least 800+ on the RI Assessment (Grade 6), a score of at least 850+ on the RI Assessment (Grade 7), a score of at least 900+ on the RI Assessment (Grade 8), a score of at least 925+ on the RI Assessment (Grade 9), a score of at least 950+ on the RI Assessment (Grades 10-12), and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

	Yes , I approve of this placement for my child.
	No , I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP

Green Dot Public Schools

Date Mailed: 06/01/2020

assessment until he/she attains English proficiency.

Please sign and date this letter below and return it to _____.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

This letter informs you of certain rights you have as a parent or guardian. Contact the school if you have specific questions concerning these rights.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Newcomer Program

Newcomer Program: A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

Structured English Immersion

Structured English Immersion: The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

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Notification of English Language Program Exit (for annual assessments)

Date Mailed: 06/01/2020

Notification of English Language Program Exit

Student: Aaron Training
Grade Level: 4
LTEL: No
Newcomer: No

School: Training School
EL Term Status: EL

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

Aaron took the **ELPAC** on **2/28/2020** and their results are listed below:

Composite	Scale Score	Performance Level
Overall	1533	3
Oral	1535	4
Written Language	1530	3
Listening		3
Speaking		2
Reading		2
Writing		3

Additional factors used to determine your child's program exit:

- Teacher's recommendation
- Classroom performance
- Parent consultation
- RI (Lexile) Score

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for 4 years from the time English language proficiency was attained.

If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

	Yes , I approve of this placement for my child.
	No , I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development.

Please sign and date this letter below and return it to _____.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

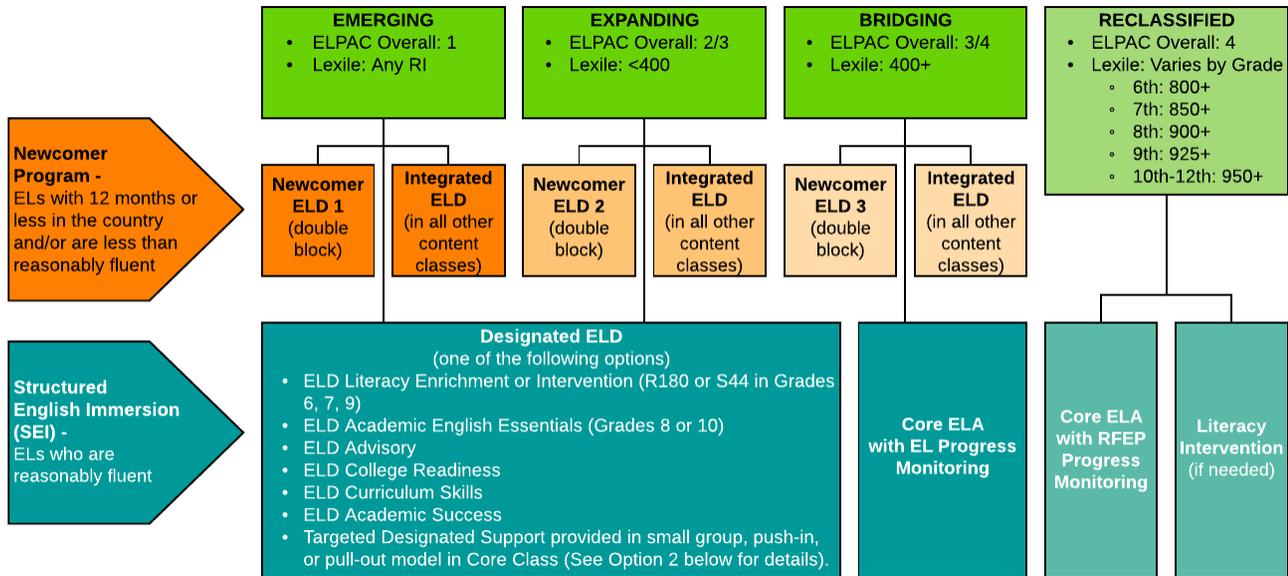
This letter informs you of certain rights you have as a parent or guardian. Contact the school if you have specific questions concerning these rights.

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Step 5: Program Placement

- Students will be provided Designated Supports according to the chart below. For further details, please reference Ch. 2.

EL Placement Chart



Note: Ideally, all students with fewer than 12 months in the country and minimally developed oral (listening and speaking) and written (reading and writing) English skills should be placed in a Newcomer Program. Schools with too few students to offer a Newcomer ELD program may include ELs in the most appropriate Designated course and ensure that students receive supplemental instruction appropriate to their proficiency level with curriculum such as Imagine Learning.

Parental or Guardian Choice of Language Acquisition Program

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a language acquisition program (Education Code 310; 5 CCR 11309):

- a. Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.
- b. If a school district implements a language acquisition program pursuant to this section, it shall do the following:

Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program.

All Green Dot parental notification letters include the following section:

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Newcomer Program
Newcomer Program: A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

Structured English Immersion
Structured English Immersion: The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Professional Development for Staff and Administrators on Initial Identification, Placement, Parental Rights and Informed Consent

The school site will provide ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this English Learner Master Plan including:

- Initial identification
- Placement options and procedures
- CA ELD Standards and Designated and Integrated ELD Instruction
- Parental rights and informed consent.

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Those who participate in the training include but are not limited to: district and site administrators, teaching staff, district staff, office staff members responsible for registration, English Learner program facilitators, special education teachers, and other support staff as necessary.

CHAPTER 2: INSTRUCTIONAL PROGRAMS

Understanding Secondary English Learners

Adolescent English Learners enrolled in secondary schools bring a variety of educational and cultural assets to their classes.

According to federal law governing Elementary and Secondary Education, the Every Student Succeeds Act (2015), an EL is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in) an elementary or secondary school
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English
- Who was born in the U.S. and whose native language(s) is a language(s) other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in a classroom where the language of instruction is English; or the opportunity to participate fully in society. (ESEA Section 8101[20])

Types of Language Learners

In order to develop and implement an effective program it is critical to identify each student's level of language proficiency, both in English and in their native language. It is also important to distinguish between different types of English learners based on their experience learning language and the length of time they have been classified an EL. There are four types of ELs enrolled in Green Dot Schools at the secondary level. These include:

1. Newcomers with formal schooling
2. Newcomers with limited formal schooling
3. Long Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program
4. English Learner "At Risk" of Becoming an LTEL (ARLTEL)

Characteristics & Instructional Requirements by EL Type

Type of EL	Characteristics	Instructional Requirement
Newcomers	<ul style="list-style-type: none">• Recent arrival in the U. S. (1 year or less)• Little or no English fluency	<ul style="list-style-type: none">• Minimum 2 periods of ELD (if school has an Edge/Inside

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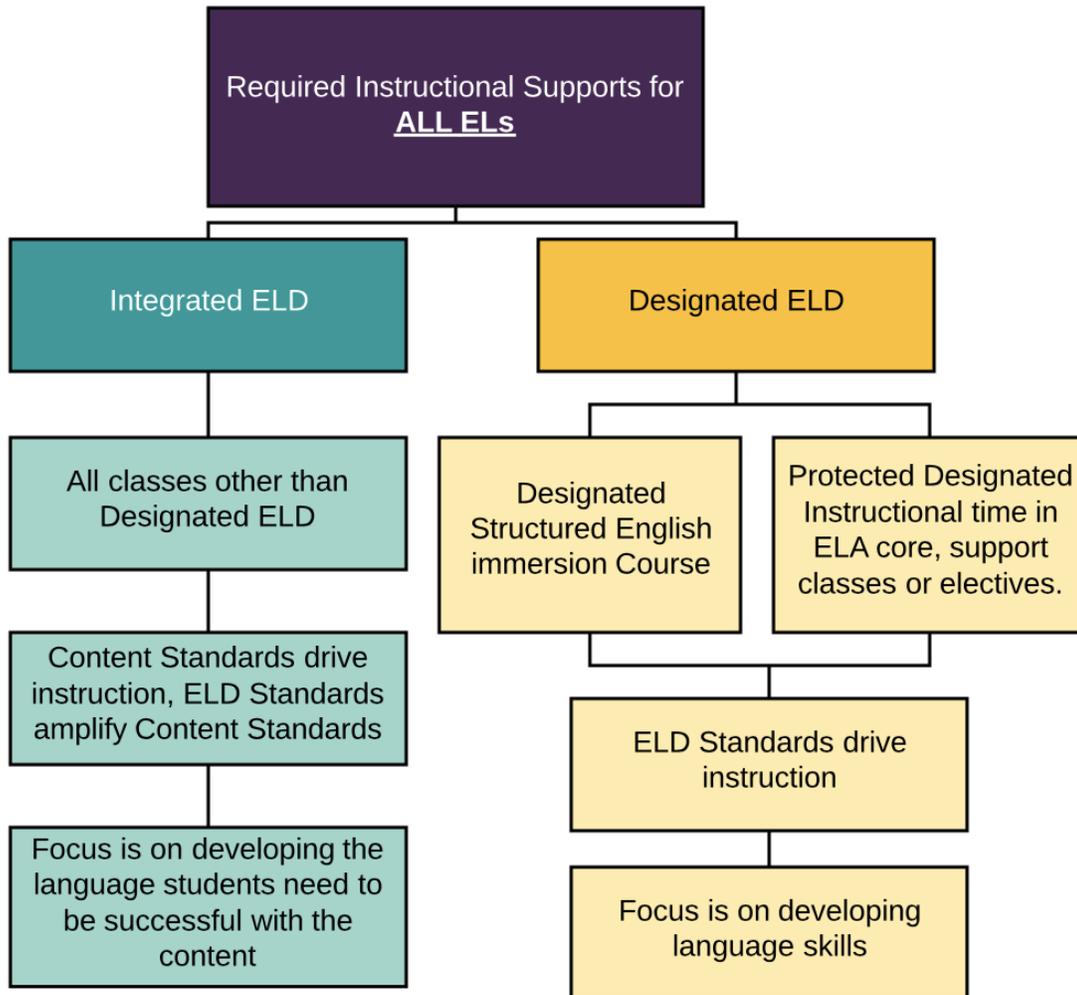
	<ul style="list-style-type: none"> • Adequate formal schooling in native country, at grade level or beyond in primary language • Bilingual • Often highly motivated, may seek additional support and resources • Easily transfers academic concepts with language support • Low performance on standardized tests when administered in English • In some cases, require an additional year of high school or the opportunity to transition to other programs such as Adult School. • In all cases, it is important that these students are counseled correctly, made aware of the challenges ahead of them, and given a defined learning plan that enables them to successfully complete high school and post graduate studies. 	<p>program) OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA</p> <ul style="list-style-type: none"> • ELD standards and features of Integrated ELD in content classes with adequate primary language support when available • Enrollment in electives required for graduation
<p>Students w/ Limited Formal Schooling (SLIFE)</p>	<ul style="list-style-type: none"> • Recent arrivals to U.S. (1 year or less) • Schooling in native country inadequate or interrupted • Minimal literacy skills in primary language • Require additional time to become accustomed to school routines and educational expectations in United States • Strong survival and life skills, intuitive learners, cooperative workers • Low performance on proficiency exams and standardized tests • Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School, are essential 	<ul style="list-style-type: none"> • Minimum 2 periods of ELD (if school has an Edge/Inside program) AND/OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA • Native language reading support when available • ELD standards and features of Integrated ELD in content classes with adequate primary language support when available • Enrollment in non-English language dependent electives (when applicable) required for graduation
<p>Potential Long Term English Learners (PLTELS)</p>	<ul style="list-style-type: none"> • enrolled in grades 3 to 12 • has been enrolled in a U.S. school for 4-5.9 four or five years • has scored at the intermediate level or below on the prior year’s English language development test • has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year 	<ul style="list-style-type: none"> • Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts • Explicit direct language instruction including academic vocabulary in all

	administration of the CAASPP- ELA.	<p>core courses</p> <ul style="list-style-type: none"> • Explicit instruction in study skills, meta-cognitive and cognitive learning strategies • ELD standards and Integrated ELD Principles in content classes
Long Term English Learners (LTELs)	<ul style="list-style-type: none"> • 6 or more years in the U.S. • Language proficiency remains stagnant for two or more years • High functioning social language (strong oral English skills) • Limited academic language; vocabulary general and imprecise • Significant deficits in reading and writing skills • Struggles academically (low grade point average and score Below and Far Below Basic in ELA and Math on state assessments) • Difficulty with content classes and academically challenging text • Mixture of primary language and English spoken in the home 	<ul style="list-style-type: none"> • Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts • Explicit direct language instruction including academic vocabulary in all core courses • Explicit instruction in study skills, meta-cognitive and cognitive learning strategies • ELD standards and Integrated ELD Principles in content classes
Reclassified Fluent English Proficient (RFEP)	<ul style="list-style-type: none"> • ELs who have met the criteria to demonstrate proficiency in English. 	<ul style="list-style-type: none"> • Non-Designated Mainstream English instruction.

Instructional Program Descriptions for English Learners (6-12)

The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners' (ELs) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. Green Dot provides a Structured English Immersion Program and all English Learners in Green Dot will be served in Comprehensive ELD based upon the provisions cited in California Education code section 300 and further outlined below. All English Learners will receive *both* Designated ELD and Integrated ELD. All Integrated and Designated teachers receive ongoing professional development to effectively implement these standards, program goals are monitored through administrator, EL lead, and EL Coordinator walkthroughs, and individual EL supports are monitored throughout the year on our ELlevation progress monitoring platform.

Comprehensive ELD: Integrated and Designated ELD



Designated English Language Development (ELD)

Designated instruction is a planned, deliberate, and specific component of the total education of an English Learner. Instruction is based upon the 2012 ELD Common Core aligned standards appropriate to student’s language proficiency level and guided by the Green Dot Designated ELD Principles listed below. The Green Dot Designated ELD Instructional Principles were developed to focus on the Essential Features of Integrated and Designated ELD outlined in the [2014 California ELA/ELD Framework](#).

Green Dot Designated ELD Instructional Principles

 <p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p>	 <p>3. A clear language focus amplifies content learning.</p>	 <p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p>	 <p>7. Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students based on their individual proficiency levels.</p>	 <p>9. Teachers not only acknowledge but leverage students’ assets in instruction.</p>
 <p>2. Scaffolding should be strategically structured to support access to content and build independence.</p>	 <p>4. Language must be explicitly taught, not simply caught.</p>	 <p>6. Academic discourse should facilitate interactive and engaging learning.</p>	 <p>8. Students have extended opportunities to practice in all four language domains with a focus on English works, based on purpose, audience, context, topic, and text type.</p>	 <p>10. Students’ identities and home cultures are valued and used to make connections to content and celebrate class community.</p>

Designated ELD Requirements

- Separate and distinct class time each day
- 2012 ELD standards are utilized as the primary instructional guide
- Explicit instruction in the comprehension and production of academic language as described in the ELA/ELD Framework.
- Instruction delivered by an ELA Credentialed and CLAD authorized teacher
- ELs should not be removed from other core content instruction in order to receive designated ELD instruction.
- Designated ELD must be provided in addition to all core content instruction during the school day.

- ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English.

Designated Program Options

The Green Dot Designated Program includes both specific Designated course sections as well as Targeted Designated Supports within Core or Elective courses. English learners at the middle and high school have diverse needs, and our EL populations vary in size and type at each school, so we offer several models of designated instruction to ensure the instructional program meets individual students' needs. All ELs are assigned a Designated Program (course and/or targeted supports) based on their language proficiency and other academic performance data. With the exception of the Newcomer Program, ELD courses do not replace core English classes. Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform.

Option 1: Designated ELD Course

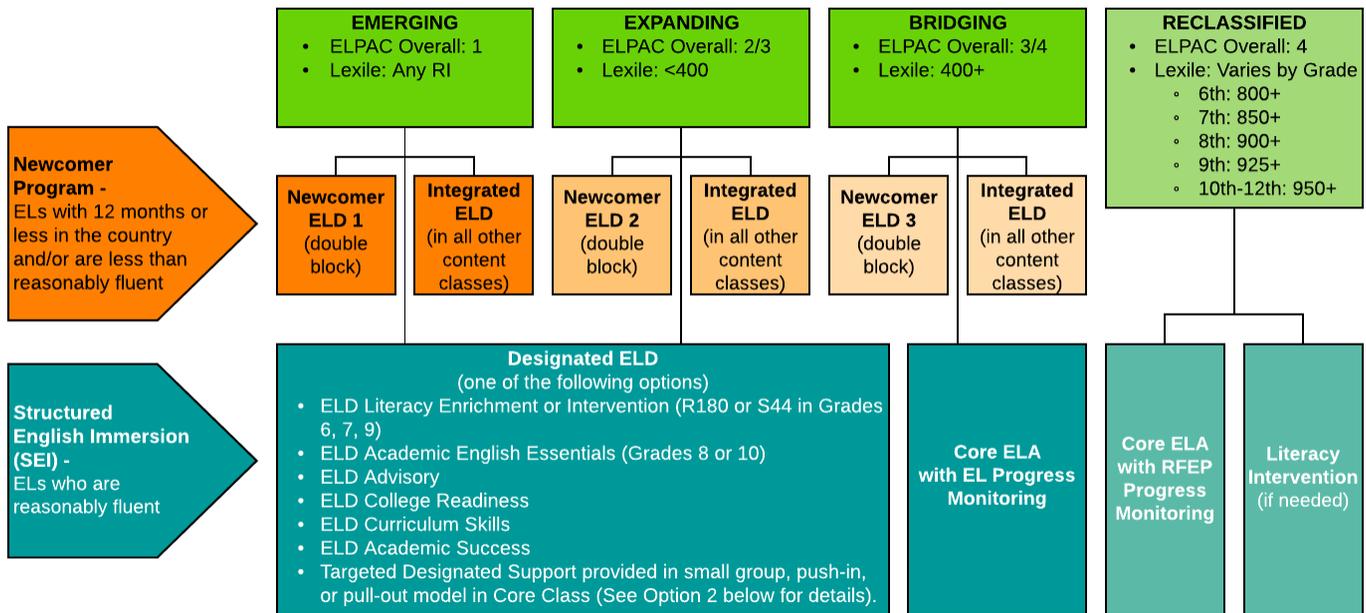
Designated courses focus on intentional language development, guided by the ELD standards and the designated Principles above, along with other literacy needs based on student data.

Option 2: Targeted Designated Support within a Core or Elective Course.

Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and designated principles listed above, during a designated time within the block period. In each case, ELs will have full access and support with the core instruction. Where ELD is included in an ELA or Elective block, the classes are monitored to ensure ELD instruction is effectively implemented.

- **Small group instruction:**
 - ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period.
- **Push in or Pull out:**
 - A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by pushing in or pulling out ELs for targeted designated instruction driven by the ELD standards.

EL Placement Chart



Note: Ideally, all students with fewer than 12 months in the country and minimally developed oral (listening and speaking) and written (reading and writing) English skills should be placed in a Newcomer Program. Schools with too few students to offer a Newcomer ELD program may include ELs in the most appropriate Designated course and ensure that students receive supplemental instruction appropriate to their proficiency level with curriculum such as Imagine Learning.

Option 1: Designated ELD Courses

ELs may receive one or a combination of the courses listed below. With the exception of the Newcomer Program, ELD courses do not replace core English classes.

Course Title	Placement Considerations	Instructional Model
Newcomer ELD	<ul style="list-style-type: none"> Newcomer ELs ≤ 12 months in the country and/or whose data shows they need intensive EL support Separate sections for ELD 1, 2 and 3 based on ELPAC scores, lexile and portfolio data (see EL Placement Chart above). Students are enrolled in 2 sections of newcomer ELD* per day in lieu of core ELA and literacy intervention. 	<p>Teachers use a rotation model to ensure students get software time, small group direct instruction, and independent work or reading time each week. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> Core: High School: <i>Edge</i> Middle School: <i>Inside ELD</i> Supplemental: <i>Imagine Learning</i>

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<p>ELD Literacy Enrichment</p>	<ul style="list-style-type: none"> • Els with lexile and language proficiency data that illustrates a combination of reading support and language support is needed. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>Teachers use a rotation model to ensure students get S44 or R180 software time, small group direct instruction, and independent reading time with books in their lexile range each week. Small group instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt’s S44 and Read180 Universal curriculum with ELs receiving targeted language support in small group • <i>Imagine Learning</i> software for Newcomers who are not yet ready for S44 or R180 Software
<p>ELD Academic English Essentials</p>	<ul style="list-style-type: none"> • ELs with lexile and language proficiency data that illustrates a need for academic language and literacy support • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course is driven by instructional routines that build high-utility academic vocabulary. Students engage in speaking, listening and writing incorporating specific language forms and functions for different audiences and purposes. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt’s English 3D curriculum • Imagine Learning software for newcomers
<p>ELD College Readiness</p>	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and benefit from more general academic support toward college readiness. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program <p><i>Offered in High School only</i></p>	<p>This course focused on preparing students to prepare for college expectations with a specific focus on the supporting ELs with college readiness. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • <i>AVID</i> or similar program • Imagine Learning software for newcomers

<p>ELD Advisory</p>	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and would benefit from more general academic support and/or social-emotional support as an EL. • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course provides students with an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory aims to promote the desired school culture through the College, Leadership and Life Framework. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • <i>Second Step</i> or Similar curriculum • Imagine Learning software for newcomers
<p>ELD Academic Success</p>	<ul style="list-style-type: none"> • ELs with IEPs • Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program 	<p>This course supports ELs with IEPs by providing academic coaching by a teacher in the areas of organization, reading, writing, math and transition. The teacher provides students with support to progress in the general education curriculum and meet IEP goals by providing differentiated support and individual and group re-teaching. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p>
<p>ELD Curriculum Skills</p>	<ul style="list-style-type: none"> • ELs who do not need a literacy enrichment course and would benefit from more general academic support. • May include both LTELs and newcomer ELs if the school does not offer newcomer ELs 	<p>Students are provided with a structured, quiet work environment to continue coursework from other classes with the guidance and support of a teacher. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • Course uses grade level content curriculum to provide support to ELs with content courses

Option 2: Targeted Designated Support within a Core or Elective Course

Course Title	Protected Designated Time	Targeted Designated Support
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<p>Core ELA English Course</p> <p><i>Or</i></p> <p>Elective Course</p>	<p>Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and designated principles, during a protected designated time within the block period. In a core ELA course, ELs will have full access to core instruction. If ELs are pulled out for designated ELD, they will not be removed from whole group instruction. These classes are monitored to ensure ELD instruction is effectively implemented. Protected designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform.</p>	<p>Students will acquire English language proficiency through differentiated instruction and appropriate grouping.</p> <ul style="list-style-type: none"> ● Small group instruction: <ul style="list-style-type: none"> ○ ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period. ● Protected time <ul style="list-style-type: none"> ○ A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by having a staff member providing targeted designated instruction driven by the ELD standards. If ELs are pulled out, they will not be removed from whole group instruction.
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Levels of Linguistic Support

The following chart can be used to support decisions about individual student placement and whether a designated course or targeted designated supports within a core or elective course will be most appropriate.

Level of Linguistic Support	ELPAC	Lexile	
	Overall	Grades 6-8	Grades 9-12
Light	4 Bridging	>900L	>1000L
Moderate	3 Expanding	>850L	>950L
Substantial	≤ 3 Emerging or low expanding	<800L	<900L

*Students who perform in the ELPAC high expanding and bridging range and who have a 1000L or greater may receive their designated instruction within a ELA core class, where the teacher is required to provide ELD and ensure progress toward reclassification.

Imagine Learning Software

Imagine Learning is a differentiated online program which is adaptive and designed to support newcomer ELs with a focus on vocabulary and basic English skills. The software is intended to be used at a minimum of 40 minutes per week and can be incorporated in several ways:

- ELD R180: Newcomers can use Imagine Learning to replace the Independent Reading rotation.
- ELD Advisory: ELs can also use the software in 20-minute sessions (40 min/week).
- Pull-Out Support

The Imagine Language & Literacy Benchmark Test is a computerized, adaptive screening instrument for identifying students who are at risk for not meeting expected outcomes in literacy development.

The test is made up of subtests that measure letter recognition, phonemic awareness, word recognition, basic reading vocabulary, sentence cloze, beginning book comprehension, leveled book comprehension, and cloze. The test is administered at the beginning, middle, and end of the school year. Teachers can use the assessment results to assign targeted practice in the student's area of need.

Green Dot's Imagine Learning Quick Start Guide can be accessed via this [link](#).

Integrated English Language Development (ELD)

Instruction in Integrated ELD is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction based on content Common Core, NGSS History and other content standards in conjunction with the CA ELD Standards and Green Dot's Integrated ELD Principles listed below. Various instructional support resources designed to support teachers with realizing these Instructional Principles can be found in our [Green Dot Integrated ELD Handbook](#).

Green Dot Integrated ELD Instructional Principles

 <p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p>	 <p>3. A clear language focus amplifies content learning.</p>	 <p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p>
 <p>2. Scaffolding should be strategically structured to support access to content and build independence.</p>	 <p>4. Language must be explicitly taught, not simply caught.</p>	 <p>6. Academic discourse should facilitate interactive and engaging learning.</p>

ELD Instructional Principles with Rationale and Look Fors

ELD Principles	Rationale/Explanation	Look Fors
<p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p>	<ul style="list-style-type: none"> English learners may have limited language skills, but have unlimited cognitive ability and skills. Students need to be provided with intellectually challenging and purposeful tasks, along with the support to learn those tasks. Complex texts and tasks motivates students to use language in increasingly sophisticated ways Highly challenging and interactive tasks supports all learners in seeing productive struggle as a part of the learning process. 	<ul style="list-style-type: none"> The level of cognition articulated in the objective pushes students toward mastery of the content standard. Classroom tasks match the level of rigor in the content standard so that students build and practice the language they will need to produce independently. Complex texts build on background knowledge and provide a model for the academic language students need to master the content.
<p>2. Scaffolding should be differentiated by proficiency levels and intentionally structured to</p>	<ul style="list-style-type: none"> Appropriate scaffolding requires knowledge of students' individual differences and needs. Scaffolding is planned in advance and provided just in time. 	<ul style="list-style-type: none"> Language scaffolds are intentionally planned to support students based on individual language proficiency. Scaffolds address specific challenges in textual features or content in order to provide access to materials.

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<p>enable individual students to access and interact with content.</p>	<ul style="list-style-type: none"> • Scaffolds do not reduce the rigor or type of thinking students are asked to do. • Scaffold students toward independence with complex tasks; do not scaffold by simplifying text language and task complexity. • Amplify, do not simplify language. 	<ul style="list-style-type: none"> • Sentence frames/starters are provided to build independence and removed for less complex tasks. A variety of complex sentences are modeled before student discourse.
<p>3. A clear language focus amplifies content learning.</p>	<ul style="list-style-type: none"> • Acquiring the skills to develop academic English in listening, speaking, reading and writing for <i>all</i> students. • ELD standards drive what language needs to be explicitly taught in order to successfully meet a content standard and Common Core skills. 	<ul style="list-style-type: none"> • Lessons are designed using the content standards to create a lesson objective. • The level of cognition of the objective helps articulate the level of rigor and the purpose (function) for language to master the standard. • The criteria for success in a lesson articulates the specific language skill or format of language (form) students must process, practice, and produce, to meet the content objective.
<p>4. Language must be explicitly taught, not simply caught.</p>	<ul style="list-style-type: none"> • Protected time for explicit language instruction includes direct instruction, modeling, student practice, assessment and feedback. • Lessons and units are carefully planned and sequenced in order to strategically teach language skills. 	<ul style="list-style-type: none"> • Lesson experiences explicitly support students in processing, practicing, or producing the language they need to meet the content objective. • Direct instruction supports students in meeting the language criteria for success.
<p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p>	<ul style="list-style-type: none"> • All students need academic discourse opportunities to process complex texts, make meaning of complex concepts, and prepare for writing. • English learners need ample, meaningful opportunities to practice newly taught language with high accountability for application. 	<ul style="list-style-type: none"> • Every student is given an opportunity to speak an average of every 10-15 minutes (partner discourse, choral reading, and whole group). • Students are able to carry on natural conversations for a variety of purposes with little or no prompting.
<p>6. Academic discourse should</p>	<ul style="list-style-type: none"> • Students thrive in a classroom where meaning is constructed 	<ul style="list-style-type: none"> • Students make meaning of content by building on and/or

<p>facilitate interactive and engaging learning.</p>	<p>collaboratively and student contributions are valued.</p> <ul style="list-style-type: none"> • Students need appropriately structured opportunities to practice language to become independent active participants in learning. • Listening and receptive language skills, not just productive language skills, should be explicitly taught and assessed. 	<p>challenging one another’s ideas, engaging in arguments that are supported with evidence.</p> <ul style="list-style-type: none"> • Students interact with text in speaking and in writing using the language of the discipline (Tier III) and academic vocabulary (Tier II). • Students use language independently to clarify meaning. • Students are given a purpose for listening and a variety of tasks that build listening skills and allows the teacher to assess listening ability.
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* Synthesized from English language development principles from Unbound Ed, E.L. Achieve, Stanford’s Understanding Language, and the CAELA/ ELD Framework

Integrated ELD Program Requirements

- All English learners will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on the ELD Standards, Integrated ELD Principles, the CA ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area, developing language criteria for success and explicit language instruction.
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

Access to Grade Level Core Curriculum

English Learners are provided with access to well-articulated, standards-based core curriculum. In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction.

Integrated and Designated ELD makes use of the following features to help make instruction comprehensible and meaningful to students:

- Use of content objectives with appropriate and specific language criteria aligned to the objective and ELD Standards – Content objectives identify what students will know and be able to do at the end of a lesson. Teachers must also incorporate language criteria in their lesson planning activities with direct language instruction, modeling, student practice and assessment that support students’ academic language development for the content objective. Based upon the proficiency of students, language criteria may be written from any one of the four domains: listening, speaking, reading or writing. As with content objectives, language criteria should be stated clearly at the beginning, middle and end of a lesson, and students should be informed of them both orally and in writing as well as be able to articulate them.
- Contextualized instruction—liberal use of non-verbal language, visual support materials, realia, Thinking Maps, graphic organizers, and verbal amplification in order to provide students with a variety of resources they can use to construct meaning
- Explicit instruction and use of language structures and vocabulary that are comprehensible to students
- Use of accommodations in the learning environment (such as appropriate wait time, pacing, or repetition) in order to maximize the number of students able to access the content
- Providing multiple opportunities in every class period for academic discourse using sentence frames or group structures such as precision partnering
- Frequent checks for understanding
- Integrating ongoing assessment of student progress through observations, portfolios, journals and analysis of student work
- Literature within the student’s appropriate Lexile level range, available in classroom and school libraries
- Using ELPAC data, Lexile scores, SBAC results, among other data sources to inform instruction, group structures, and progress monitoring

English Learners with an IEP

The requirements in a student’s IEP take precedence over EL programming. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students’ special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction. If a student with an IEP is placed in an ELD course, it is recommended that the ELD teacher collaborate with the students’ IEP case manager to ensure that instruction effectively meets the student’s IEP goals.

Comparison of Language Acquisition Needs Versus Learning Disabilities

Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit

Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a lack of understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions, or does not speak much	Lacks expressive language skills in English; it may be the silent period in 2 nd language acquisition	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student doesn't remember letter sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to a visual/auditory memory deficit or low cognition
Student is unable to blend letter sounds in order to decode words in reading	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit

Reading Comprehension and Vocabulary

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student does not understand passage read, although may be able to read w/ fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words/phrases; poor comprehension	Lacks understanding of vocabulary and meaning in English	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Writing

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Errors made with punctuation/capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Spelling

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student misspells words	Student will “borrow” sounds from L1; progress seen over time as L2 proficiency increases	Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning and ending sounds only; may be due to a visual memory or processing deficit
Student spells words incorrectly; letters are sequenced incorrectly	Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Mathematics

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student manifests difficulty learning math facts and/or math operations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
Student has difficulty completing multiple-step math computations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student forgets the steps required to complete problems from one day to the next, even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
Student is unable to complete word problems	Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability

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Handwriting

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student is unable to copy words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit

Behavior

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicator of a Possible Learning Disability
Student appears inattentive and/or easily distracted	Student does not understand instructions in English due to level of proficiency	Student is inattentive across environments even when language is comprehensible; may have attention deficits
Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
Student does not turn in homework	Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Sample ELD PLP and ELD Goal For ELs with IEPs

Below is an example of a process for planning to write an ELD goal in a student's IEP. The present level of performance (PLP) is used to write the ELD Goal. ELD goals can be viewed in PowerSchool under the IEP Logo.

Performance Area	English Language Development
Assessment/Monitoring Process Used	Review of records, work samples, classroom observation, general education teacher reports,
State/District assessment results	ELPAC- Level 3, RI 713, SBAC English- Nearly Met Standard

Strengths:

James scored Level 2 in the areas of reading and writing on the ELPAC (English Learner Proficiency Assessment of California). He was able to comprehend detailed information using fewer contextual clues and wrote fully developed paragraphs. James scored a 3 on the speaking component of the ELPAC assessment which means he can communicate effectively on a wide range of topics and speaks with near native fluency. His general education teacher reports that James comprehends simple multi-step instructions with the aid of visual supports. According to work samples, he writes complete paragraphs, but makes multiple grammatical errors in most sentences. These errors do not interfere with meaning. James nearly met standard on the SBAC (Smarter Balance Assessment Consortium) in the areas of listening, writing, and research and inquiry.

Areas of Need:

James scored 713 on the Reading Inventory assessment he took at the beginning of the school year, which places him at approximately a third grade level. On the ELPAC, he scored a 1 in the area of listening. He was unable to comprehend directions due to difficulty with complex vocabulary. Special education teacher observed James in his general education classroom and noted that he required step-by-step directions in order to complete an independent task. General education teacher reports having to repeat instructions and provide visual supports in order for James to follow directions.

Impact of Disability: James' Specific Learning Disability impacts his ability to access the general education curriculum in the area of English Language Development.

ELD Goal

In the general education setting, James will demonstrate understanding of 3-step oral instructions containing Tier 2 vocabulary by following the instructions in the correct sequence in 4 out of 5 trials.

CHAPTER 3: STAFFING & PROFESSIONAL GROWTH

Appropriate Teacher Authorization

Teachers assigned to instruct English learners are appropriately authorized and ELA credentialed or are actively given professional development and coaching supports. Green Dot also provides appropriate professional development for staff responsible for the education of English learners.

Recruitment of Bilingual Cross-Cultural Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) Teachers

1. Dissemination of Job Announcements: When Green Dot determines the number of new teaching positions estimated to be available during the next school year job announcements are sent to:
 - a. EDJOIN web site
 - b. Educational placement centers at private, UC and CSU campuses with teacher training programs
 - c. The listed school site (on Greendot.org) until the vacancy is filled (when appropriate)
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Career Day: Green Dot sends representatives to colleges and universities to participate in “Career Day” activities.
4. Adelante Accelerated Teacher Credential Program: Through this Green Dot partnership with LMU, Adelante fellows work as full-time teachers while taking required university coursework to earn a credential. Fellows receive courses designed to support literacy and language instruction across content areas.

Interviews and Hiring

NONDISCRIMINATION IN EMPLOYMENT (BP 4030) The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district’s complaint procedures instituted pursuant to this policy.

Job applications, eligibility interviews, and processing procedures are handled at the Green Dot home office. Job interviews are held at the local school site.

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Staffing

In an effort to provide our students with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Green Dot Public Schools actively recruits and hires teachers who are fully EL Authorized with a BCLAD, CLAD or equivalent certification. If candidates who hold an EL -Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency Permit. The employee is given a maximum of two school years to obtain a full EL authorization. Teachers who are new to Green Dot and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the CLAD requirement. Annual progress towards becoming EL Authorized is monitored by the Credential Specialist.

California Commission on Teacher Credentialing Authorizations

Teachers who provide instruction to English Learners must have one of the following documents with the appropriate EL Authorization

Document	Designated ELD	Integrated ELD	Primary Language Instruction
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	X	X	
Multiple or Single Subject Teaching Credential with English Learner Authorization or BCLAD Emphasis	X	X	X
Education Specialist Instruction Credential with English Learner Authorization	X	X	
Bilingual Cross-cultural Specialist Credential	X	X	X
CLAD Certificate	X	X	
Bilingual Authorization	X	X	X
Language Development Specialist (LDS) Certificate	X	X	
BCLAD Certificate	X	X	X
Bilingual Certificate of Competence (BCC)	X	X	X
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL	X		

Teachers who provide instruction in English Language Development (ELD), or to EL students in Mainstream English, must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified. If in a self-contained setting, SB 1969/395 is also appropriate.

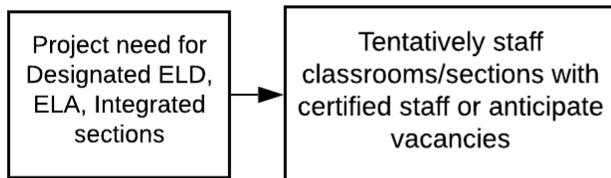
Teachers who provide SDAIE instruction in content areas must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified, SB 1969/395 or in training. Content teachers must also be credentialed by the California Commission on Teacher Credentialing (CCTC) in their subject area.

Teachers who do not have English Learner Authorization must complete one of the following options to earn a California English learner authorization or CLAD Certificate: 1) Commission-approved CTEL program (requires recommendation from the program sponsor) 2) Pass the CTEL examinations (applicants applying by this option may apply directly to the Commission) 3) A combination of a Commission-approved CTEL program and CTEL examination(s) (requires recommendation from the program sponsor) 4) Provide a photocopy of a professional-level out-of-state teaching credential with a comparable English learner

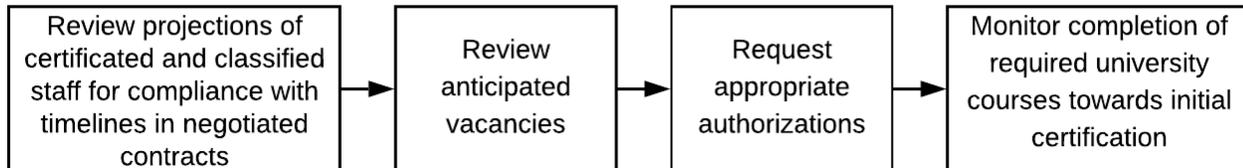
Overall Procedures For Assuring Sufficient Qualified Staff

In the spring of each year, the following steps must take place:

SCHOOL SITES



HOME OFFICE



Professional Development for Educators of EL Learners

The Green Dot ELD Department provides English Learner leads and instructional leadership teams the training and presentation materials required to deliver a professional development series focused on supporting English Learners. This ensures that all Green Dot teachers understand how to identify and support English Learners and learn about the most current resources and requirements for supporting English Learners.

This PD series meets the following goals:

- Invest in a shared responsibility to meet the needs of English Learners.
- Learn how to access and use EL Passports, ELD standards, and instructional resources to support ELs.
- Understand EL Proficiency levels and how to differentiate supports based on data.
- Evaluate and apply ELD strategies to support English learners
- Utilize Green Dot's Integrated ELD Instructional Principles
- Plan and execute Integrated ELD lessons with language objectives (criteria for success) and explicit language instruction.

In addition, all schools are provided with the following supports:

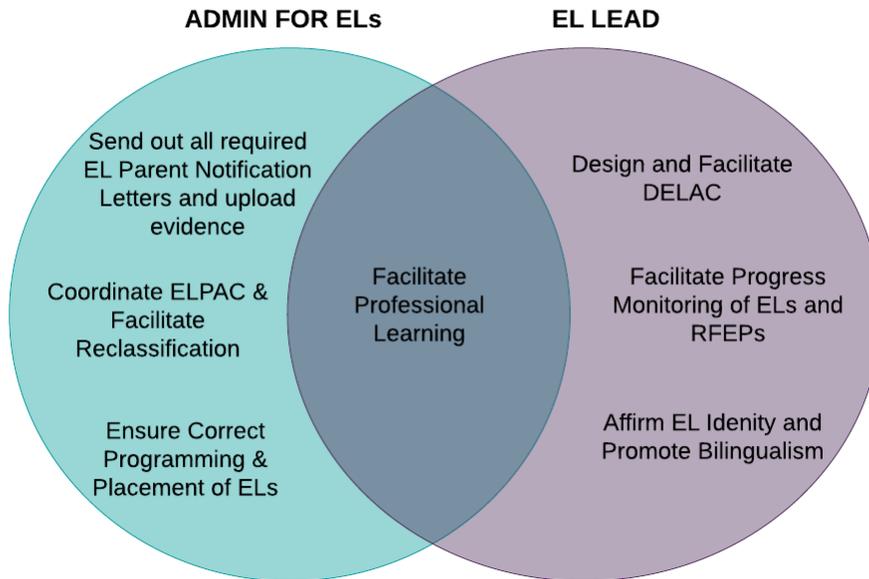
- ELPAC training and certification of examiners
- Curriculum and program implementation guidelines
- Instructional coaching support
- School site trainings or PDs as requested
- DELAC meeting PPT and progress monitoring data tools and resources
- Support for Categorical Program Compliance
- ELD Integrated Handbook with orgwide EL strategies and instructional planning resources
- Resources available on the Green Dot EL CONNECT page, our org-wide intranet and file-sharing services
- Reclassification training and review of all reclassification paperwork submitted
- Oversight on Title III budgets
- Translations, both written and oral, as requested by sites, other departments and district office personnel

Each school has an **English Learner Lead**, a teacher who receives a stipend, and focuses on the following areas:

1. School Site Professional Development
2. Progress Monitoring of English Learners and RFEPs
3. DELAC and EL Parent Engagement

EL Leads receive professional development in the form of a summer PD pullout days for professional development during the school year, and regular individual meetings with the district EL Coordinator.

The division and shared responsibilities of the Administrator for ELs and EL Lead are shown below:



All **Designated ELD teachers** receive professional development in the following ways:

- How to plan daily lessons with the CA ELD standards, write language objectives and teach language explicitly
- Strategies to teach academic vocabulary, academic discourse, grammar, language functions, and corrective feedback.
- Individual coaching with the ELA Curriculum Specialist or EL Coordinator

CHAPTER 4: MONITORING OF STUDENT PROGRESS & RECLASSIFICATION

Monitoring of Student Progress

Student progress is monitored and based on a set of CMO-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate students' academic performance.

Assessment results are maintained in electronic form in ELLevation. ELLevation allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another and reclassification.

The following assessments are utilized as part of a comprehensive testing plan to determine the progress of English Learners.

Comprehensive Assessment Program Details

Assessment	Description	When Administered	Who Administers
ELPAC Initial Assessment (IA)	<ul style="list-style-type: none"> Assessment given to any student who is new to the country, state or coming from Private schools and answers yes to any question on the home language survey. ELA status is verified in CALPADs to ensure a student has not been previously classified as EL. Determines the ELA Status to be either EL or IFEP 	Within 30 days of enrollment for students who have never been ELPAC tested before	Trained Staff Person
ELPAC Summative Assessment (SA)	<ul style="list-style-type: none"> Assesses Listening, Speaking, Reading and Writing in English State-mandated Used to measure adequate 	February-March	Trained Staff Person

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	yearly progress		
SBAC	<ul style="list-style-type: none"> Common Core aligned Assessment in ELA and Math. Contains a performance task and is computer-based. Given to 6th-8th and 11th graders 	April/May	Trained Staff Person
EL Language Proficiency Benchmark	<ul style="list-style-type: none"> District designed assessment that mirrors the skills of the ELPAC Exam Given to ELs in their Designated ELD Classes 	Fall	Designated ELD Teacher
Reading Inventory	<ul style="list-style-type: none"> Computer assessment to determine a student's Lexile (reading level) 	3 times per year for all students or 5 times per year for students in ELD Read180	Read180 Teacher
Phonics Inventory	<ul style="list-style-type: none"> Computer assessment to determine students' need for additional phonics support 	3 times per year in System 44	Read180 Teacher
Sheltered ELA Benchmark Assessments	<ul style="list-style-type: none"> Benchmark exams which are embedded in MyPerspectives ELA curriculum Given to all students as part of their ELA course 	Quarterly	Sheltered ELA Teacher
Imagine Learning	<ul style="list-style-type: none"> Differentiated online program which is designed to support newcomer ELs Assessment is given to determine placement in the software and students' progress over time 	3 times per year	Newcomer ELD teacher

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use the above assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. ELPAC data and RI are used for instructional grouping and student placement in appropriate ELD courses in the middle and high schools.

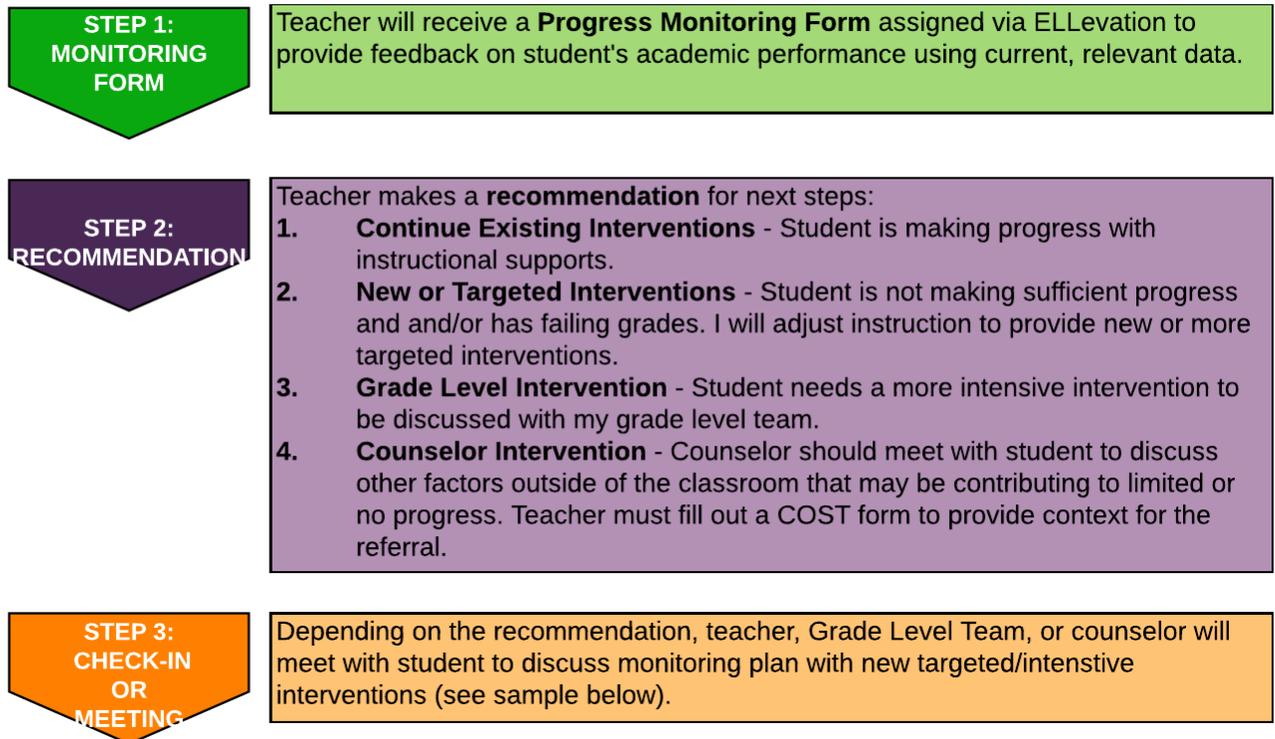
Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

1. School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
2. Green Dot EL Leads meet to examine school site data including but not limited to SBAC, ELPAC, RI, reclassification rates, graduation rates, and academic performance. EL Leads are tasked with developing a progress monitoring plan with their Admin and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socio-emotionally.

EL Progress Monitoring Plan

It is a state requirement that progress monitoring of ELs takes place to ensure ELs are progressing and to provide additional supports for students who are not adequately progressing. The plan below is coordinated by the Administrator for English Learners and the EL Lead and is customized by school sites based on need.

Progress monitoring occurs three times a year using the process below:



Targeted Interventions for some ELs

Possible supports may include....

- Increase language scaffolds for this student in the classes he/she is struggling in (see EL Handbook or EL passport for ideas)
- Coordinate with designated teacher to add opportunities for the student to practice the language skill(s) he/she needs more support with during designated time
- Ensure student attends office hours (contact parent if necessary)

Intensive Interventions for a few ELs

Possible supports may include...

- Parent meeting to determine other needs this student may have
- Evaluate student's program to determine if there are additional Designated ELD classes to place the student into
- Align all teachers' scaffolds to target student's specific needs.
- Consider an additional software program such as Imagine Learning, additional time on Read180 software or a take home Kindle to read high interest novels at home
 - A push-in aide during Designated time to give the student more one-on-one support

EL Monitoring Form in ELlevation

EL Progress Monitoring

EL Progress Monitoring • 6/02/2020

Student #: training119

Student: Training, Abel;

Teacher Name	Michelle Ahn	Due Date	6/30/2021
Teacher Subject	ELD Literacy 7	Submitted Date	6/2/2020

This student is an English Learner (EL). In accordance with existing CA and Federal regulations, all ELs are required to be "monitored" and as this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically. This monitoring form is to be filed in the student's cumulative folder at the end of the year. If the student receives Special Education Services, a copy must also be given to the case manager to file.

Student Information

Student Name	Training, Abel	Grade Level	7	Student #	training119
Local ID	training119	IEP	No	School	Training School
Home Language	English				

Test Scores

ELPAC (Grade:)		Date: 2/28/2020
	Scale Score	Performance Level
Overall	1606	4
Listening		3
Speaking		3
Reading		2
Writing		3

ELPAC (Grade:)		Date: 3/1/2019
	Scale Score	Performance Level
Overall	1625	4
Listening		3
Speaking		3
Reading		3
Writing		2

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Course Grades

Monitoring Questions

1. Designated Supports Please check off all designated supports that this student receives.					
	Enrolled in an ELD Course (i.e. ELD R180, ELD AEE, ELD Curriculum Skills, ELD Advisory, etc...); Comment Below				
✓	Small Group Designated ELD Instruction in Core Class				
✓	Push-In Designated ELD Instruction in Core Class				
	Pull-Out Designated ELD Instruction				
	Special Designated ELD Workshop (i.e. ELPAC Bootcamp); Comment below.				
	One-on-One ELD Tutoring				
	Other (Comment below)				
2. Comment If you selected "Other" above, please specify the ELD course, workshop, or other support.					
3. Monitoring Questions (based on teacher observation) Provided with the appropriate linguistic support at their current ELP level (Emerging, Expanding, Bridging), is the student making adequate growth and progress for this time of the year in the following domains?					
		Never	Seldom	Sometimes	Often
LISTENING	comprehension skills to participate in classroom activities				•
ORAL	communication & speaking skills to participate in classroom activities				•
READING	comprehension skills to access grade level texts in the classroom			•	
WRITING	skills to write for a specific audience and purpose.			•	
4. Reason for D or F in ELA class. If the student earned a D or F, please select the primary reason(s) for that D or F. If the student does not currently have a D or F, please select N/A for this question.					
	Work Habits				
	Attendance				
	Academics				
	Behavior				
	Other (Comment below)				
✓	N/A - Student has a C or higher				
5. Comment If you selected "Other" above, please write reason below.					

6. What are the student's academic gaps and deficiencies?

	Lack of command of the English Language
✓	Poor reading skills
✓	Poor writing skills
	Lack of attention and participation
	Failure to turn in assignments that demonstrate mastery
	Poor assessment results

7. What specific intervention strategies or scaffolds have you used this year to address the previously noted academic gaps and deficiencies?

Note: Most of this list is taken from the ELD Passport/Integrated ELD Handbook. It is also recommended that you integrate any appropriate EL support strategies embedded in the course curriculum.

✓	Use of EL support strategies embedded in course curriculum
	Visuals
	Manipulatives
	Activate Prior Knowledge and Experiences
✓	1:1 Instructions/Additional Guiding Qs
✓	Thinking Maps/Graphic Organizers
	Alternative Assessments
	Precision Partnering/Preferential Seating
	Explicitly Teaching Tier 2/3 Vocab
	Vocabulary Bank
	Extra Time
✓	Modeling
✓	Multi-Step Checklists
✓	Sentence Frames (specific to ELP level)
	Audio Book
	Chunking Text
	Color Coding
	Bilingual Dictionary/Native Language Support
	Explain/Use Cognates
	Total Physical Response (TPR)
✓	Other (Comment below)

8. Comment

If you selected "Other" above, please write the strategy below.

I provide model written samples of all writing assignments for the student to reference.

9. Intervention Results

Indicate the success of the interventions AND any modifications/changes that need to be made if the student is still unsuccessful.

Student is still working on his writing to ensure he is clear and concise and using appropriate academic vocabulary. So far, the model responses have been successful so I will continue that intervention and monitor progress.

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend (check option below):

Select one

<input checked="" type="checkbox"/>	1 - Continue Existing Interventions - Student is making progress with instructional supports.
<input type="checkbox"/>	2 - New or Targeted Interventions - Student is not making sufficient progress and/or has failing grades. I will adjust instruction to provide new or more targeted interventions.
<input type="checkbox"/>	3 - Grade Level Intervention - Student needs a more intensive intervention to be discussed with my grade level team.
<input type="checkbox"/>	4 - Counselor Intervention - Counselor should meet with student to discuss other factors outside of the classroom that may be contributing to limited or no progress. Teacher must fill out a COST form to provide context for the referral.

Any Additional Comments

Signatures

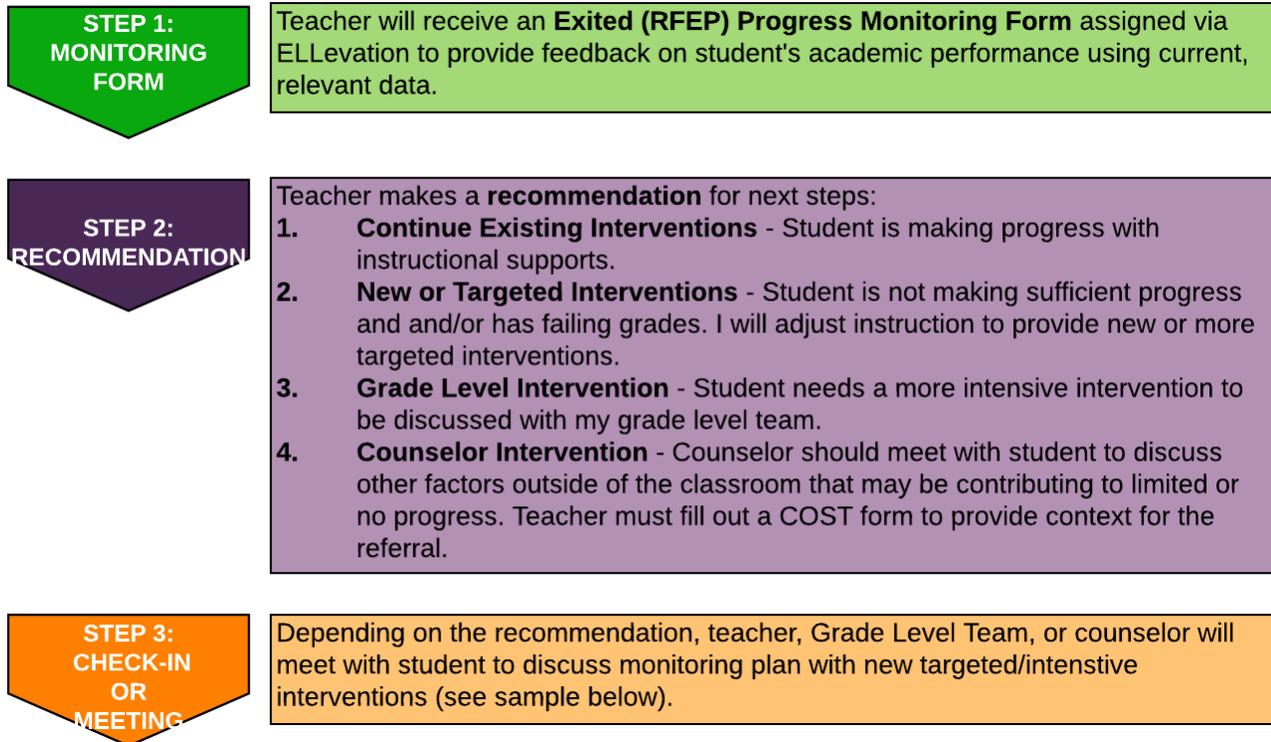
Michelle Ahn:
ELD Literacy 7

Michelle Ahn

Date: 6/2/2020

RFEP (Reclassified) Student Progress Monitoring Plan

Students who have been Reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring for a minimum of four years after reclassification. It is important to note that students who have exited the "Bridging" English language proficiency level benefit from occasional linguistic support in their ongoing learning of English. The process for monitoring is identical to the monitoring of ELs and will occur twice a year:



Exited (RFEP) Monitoring Form in ELlevation

RFEP Monitoring

Exited Student Monitoring • 6/03/2020

Student #: training119

Student: Training, Abel;

Teacher Name	Michelle Ahn	Due Date	6/30/2021
Teacher Subject	ela 7	Submitted Date	6/3/2020

This student is a former English Learner (EL) who has exited the EL program. In accordance with existing CA and Federal regulations, all former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically. This monitoring form is to be filed in the student's cumulative folder at the end of the year. If the student receives Special Education Services, a copy must also be given to the case manager to file.

Student Information

Student Name	Training, Abel	Grade Level	7	Student #	training119
Local ID	training119	Exited LEP		IEP	No
School	Training School	Exited Monitoring Status			

Test Scores

ELPAC (Grade:)		Date: 2/28/2020
	Scale Score	Performance Level
Overall	1606	4
Listening		3
Speaking		3
Reading		2
Writing		3

ELPAC (Grade:)		Date: 3/1/2019
	Scale Score	Performance Level
Overall	1625	4
Listening		3
Speaking		3
Reading		3
Writing		2

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Course Grades

Monitoring Questions

1. Monitoring Questions (based on teacher observation)				
	Never	Seldom	Sometimes	Often
Student's LISTENING comprehension skills are adequate for participation in classroom activities.				●
Student's ORAL communication and speaking skills allow for participation in classroom activities.				●
Student's READING comprehension skills allow for access to grade level texts in the classroom.				●
Student's WRITING skills allow for writing for specific purposes and audiences.			●	
2. Reason for D or F				
If the student is earning a D or F in your class, please select the primary reason(s) for that D or F. If the student does not currently have a D or F, please select N/A for this question.				
<input type="checkbox"/>	Work Habits			
<input type="checkbox"/>	Attendance			
<input checked="" type="checkbox"/>	Academics			
<input type="checkbox"/>	Behavior			
<input type="checkbox"/>	Other (Comment below)			
<input type="checkbox"/>	N/A - Student has a C or higher			
3. Comment				
If you selected "Other" above, please write the reason below.				
4. What are the student's academic gaps and deficiencies?				
<input type="checkbox"/>	Lack of command of the English Language			
<input type="checkbox"/>	Poor reading skills			
<input checked="" type="checkbox"/>	Poor writing skills			
<input type="checkbox"/>	Lack of attention and participation			
<input type="checkbox"/>	Failure to turn in assignments that demonstrate mastery			
<input type="checkbox"/>	Poor assessment results			
5. What specific intervention strategies or scaffolds have you used this year to address the previously noted academic gaps and deficiencies?				
Note: The list is taken from the ELD Passport/Integrated ELD Handbook. Students who have exited the "Bridging" English language proficiency level benefit from occasional linguistic support in their ongoing learning of English.				
<input type="checkbox"/>	Visuals			

	Manipulatives
✓	Activate Prior Knowledge and Experiences
✓	1:1 Instructions/Additional Guiding Qs
✓	Thinking Maps/Graphic Organizers
	Alternative Assessments
	Precision Partnering/Preferential Seating
	Explicitly Teaching Tier 2/3 Vocab
	Extra Time
	Modeling
	Multi-Step Checklists
✓	Sentence Frames
	Other (Comment below)
6. Comment If you selected "Other" above, please write the strategy below.	
7. Intervention Results Indicate the success of the interventions AND any modifications/changes that need to be made if the student is still unsuccessful.	
Student does fine with following along on in-class assignments, but when it comes to longer written assessments, he has trouble following written conventions and responding to all portions of the prompt for a complete analysis. I have limited evidence of mastery when it comes to his writing.	
Modifications/changes: I will need to provide model written responses for him to use as a guide prior to written assessments.	

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend (check option below):

Select one	
	1 - Continue Existing Interventions - Student is making progress with instructional supports.
X	2 - New or Targeted Interventions - Student is not making sufficient progress and/or has failing grades. I will adjust instruction to provide new or more targeted interventions.
	3 - Grade Level Intervention - Student needs a more intensive intervention to be discussed with my grade level team.
	4 - Counselor Intervention - Counselor should meet with student to discuss other factors outside of the classroom that may be contributing to limited or no progress. Teacher must fill out a COST form to provide context for the referral.

Any Additional Comments
Will provide more model writing samples for student.

Reclassification Process

An English Learner (EL) is eligible for reclassification when he/she has met the district and state established criteria (EC 313[d] [1]). The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in content area courses. Site administrator, ELA teacher, and a parent/guardian must participate in the reclassification process.

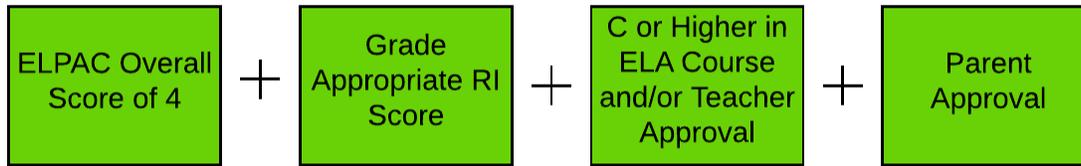
District and School Site Responsibilities for Reclassification

The Green Dot Home Office provides each school with a list of students who are eligible for reclassification. This happens three times per year (September, November, May)

School site does the following:

- Invite ELA teachers to provide a recommendation for reclassification
- Notify the parent/guardian of the right to participate in the reclassification process and provide an opportunity for a "face to face" meeting regarding the student's reclassification
- Sends notification letters to parents
- Get parent approval for reclassification
- Approve teacher recommendation for reclassification (by Administrator over ELs)
- Inform Green Dot Home Office of final reclassification decision to update student's language status in PowerSchool SIS and CALPADS.
- Monitor the academic progress of students who were reclassified for 4 years

Reclassification Criteria



ELs must meet the following criteria for reclassification:

1. Earn an **overall score of 4** on the ELPAC
2. **Grade appropriate RI** Score (see chart)
3. Teacher approval and/or earn a grade of **C or higher** in most recent English course
4. **Parent or guardian must approve** in writing, face-to-face meeting, or phone call

ELPAC Proficiency	RI Score	Teacher Evaluation	Parent Approval
Overall ELPAC Score of 4	Language proficient RI range: <i>Automatically qualifies for reclass</i> 6th ≥ 800 7th ≥ 850 8th ≥ 900 9th ≥ 925 10th-12th ≥ 950	<ul style="list-style-type: none"> Grade of C or better in ELA and Teacher Approval <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition 	Yes
	Low RI range: <i>Requires teacher override to reclass</i> 6th: 650-799 7th: 650-849 8th: 650-899 9th: 750-924 10th-12th: 800-949	<ul style="list-style-type: none"> Grade of C or better in ELA <u>OR</u> Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> Provide evidence for why the RI does not reflect language proficiency. 	

*Students who have an RI score **below the Low RI range** are not eligible for reclassification.

Teacher Input Form for Reclassification in ELlevation

Teacher Input for Reclassification (RI & Grade Override Required)

Teacher Input for Reclassification (RI & Grade Override Required) • 6/03/2020

Student #: training119

Student: Training, Abel;

Teacher Name	Leona Matthews	Due Date	6/30/2021
Teacher Subject	Sheltered ELA 7	Submitted Date	5/13/2020

To qualify for reclassification, a student must meet ELPAC, Grade, and RI requirements along with teacher approval. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide your recommendation for reclassification. Reclassified students are subject to occasional progress monitoring for four years after reclassification.

Student Information

Student Name	Training, Abel	Grade Level	7	Student #	training119
Local ID	training119	IEP	No	School	Training School

Test Scores

ELPAC (Grade:)		Date: 2/28/2020
	Scale Score	Performance Level
Overall	1606	4
Listening		3
Speaking		3
Reading		2
Writing		3

ELPAC (Grade:)		Date: 3/1/2019
	Scale Score	Performance Level
Overall	1625	4
Listening		3
Speaking		3
Reading		3
Writing		2

Course Grades

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Monitoring Questions

1. Teacher Recommendation to Override RI Criteria

Based on the evidence above, the student passed the ELPAC, but did not meet the RI requirement. To override a student's unmet RI criteria, please check a box below to denote why the RI is not reflective of the student's English skills.

<input type="checkbox"/>	The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations.
<input checked="" type="checkbox"/>	The student is making satisfactory progress in English assignments and assessments. Errors do not interfere with the comprehension of the student's writing.
<input type="checkbox"/>	Other reason (Comment below)

2. Comment

If you selected "Other reason" above, please write the reason.

--

3. Teacher Recommendation to Override Grade Criteria

Based on the evidence above, the student did not meet the grade requirement. To override a student's unmet grade criteria, please check a box below to denote why the student did not meet the requirement.

<input type="checkbox"/>	Incomplete assignments
<input type="checkbox"/>	Behavior
<input checked="" type="checkbox"/>	Attendance
<input type="checkbox"/>	Other reason (Comment below)

4. Comment

If you selected "Other reason" above, please write the reason.

--

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, my recommendation is to (check option below):

Select one

<input checked="" type="checkbox"/>	Reclassify - Student is reclassified to Fluent English Proficient.
<input type="checkbox"/>	Do Not Reclassify - Student is NOT reclassified (Comment required).

Comment

If you selected #2 above, please denote why a student was not recommended for reclassification. Note: Deficits in motivation and academic success unrelated to English language proficiency DO NOT preclude a student from reclassification.

--

Signatures

Leona Matthews:
 Sheltered ELA 7 _____ Leona Matthews _____ Date: _____ 5/13/2020 _____

LTEL Reclassification Process for Students with an IEP

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the district procedures for reclassifying students with disabilities.

English Learners who have IEPs may be eligible for Reclassification based on progress towards their ELD goals or through comparisons on assessments (RI, SBAC, Classroom) compared to their peers who have similar disabilities but are not designated as English Learners. The Special Ed provider along with the IEP team will review all data relevant to this decision and will make a recommendation during the annual IEP meeting.

Special Ed providers will utilize the process below to determine if a Long-Term English Learner with an IEP is eligible for reclassification.

LTEL Reclassification Procedures for Students with IEPs

This procedure is only for LTELs (ELs for 6+ years) with IEPs. To access the list of students who meet this criteria, navigate to this saved “view” from Ellevation:



BEFORE IEP MEETING

Welligent or SEIS	Ellevation
<ul style="list-style-type: none"> <input type="checkbox"/> Draft ELD Present Level of Performance (PLP) addresses all four language domains (listening, speaking, reading, and writing.) <input type="checkbox"/> Draft ELD Goal page should include a statement regarding reclassification rather than a goal. <input type="checkbox"/> Complete and Upload the completed Ellevation monitoring form to the Attached Documents section of the IEP Management screen in Welligent or in SEIS. 	<ul style="list-style-type: none"> <input type="checkbox"/> From the student’s screen, navigate to the “Monitoring” tab and assign the monitoring form, “LTELs with IEP Reclassification”. <input type="checkbox"/> Complete and submit the form. <input type="checkbox"/> Download the form for Welligent/SEIS

DURING IEP MEETING

Convene IEP team meeting and ensure an EL representative participates (Can be EL Lead, student’s Designated ELD teacher, or Admin for EL who can directly speak on the student’s progress in English Language Development).

Welligent or SEIS	Ellevation
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Participation must be indicated. <i>Note: Parent/Guardian participation via phone is acceptable.</i> <input type="checkbox"/> Notes section of IEP must include a statement regarding reclassification and the IEP team’s determination. <i>Ex. “A discussion was held regarding reclassification and the IEP determined that student no longer needs ELD services and can reclassify. See Attachments.”</i> <input type="checkbox"/> Meeting Sign-In must reflect EL Representative’s participation in the IEP meeting. <input type="checkbox"/> Upload the completed Ellevation meeting worksheet, “IEP Team Reclassification Worksheet” to the Attached Documents section of the IEP Management screen in Welligent or in SEIS. 	<ul style="list-style-type: none"> <input type="checkbox"/> From the student’s screen, navigate to the “Meetings” tab and schedule/perform the meeting called “IEP Team Reclassification Worksheet”. <input type="checkbox"/> Complete the form during the IEP Meeting. <i>Note: This form may be drafted prior to the IEP meeting, but do not click “Finalize” until it is reviewed in its completion at the meeting with the parent/guardian. Responses are automatically saved without finalizing.</i> <input type="checkbox"/> Click “Finalize” and print the form to be signed by IEP meeting participants.

AFTER IEP MEETING

- [CASE MANAGER] File the following into the student’s **blue Master Plan folder** in their cumulative record.
 - “LTEL Student Records Review” form
 - Signed “IEP Team Reclassification Worksheet”
 - Signed Reclassification Letter
- [ADMIN] Once student’s ELA status has been changed in PS/CALPADs, EL Coordinator will inform Admin when the parent **Notification of English Language Program Exit** letter has been generated. Admin signs and saves a copy in District EL Drive before mailing home.

Case Manager Input Form in ELlevation

LTEL Student Records Review for IEP Reclassification

LTEs with IEP Reclassification • 6/03/2020

Student #:
Student: ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

As this student's case manager, your feedback is invaluable. Please complete this records review and upload to the "Attached Documents" section of the IEP Management screen in Welligent. Please also file the original copy into the student's blue Master Plan folder in their cumulative record.

Student Information

First Name		Last Name		Local ID	
Student #		Date of Birth		Grade Level	
School		IEP			

Monitoring Questions

1. Primary Eligibility

Please select one.

<input type="checkbox"/>	Autism
<input type="checkbox"/>	Deafness
<input type="checkbox"/>	Emotional Disturbance
<input type="checkbox"/>	Hard of Hearing
<input type="checkbox"/>	Intellectual Disability
<input type="checkbox"/>	Orthopedic Impairment
<input type="checkbox"/>	Other Health Impairment
<input type="checkbox"/>	Specific Learning Disability
<input type="checkbox"/>	Speech or Language Impairment
<input type="checkbox"/>	Traumatic Brain Injury
<input type="checkbox"/>	Visual Impairment
<input type="checkbox"/>	Multiple Disabilities (Comment Below)

2. Comment

If you selected "Multiple Disabilities" above, please specify below.

--

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3. Impact of Eligibility on Language Acquisition

Impact statement on how the student's specific learning disability impairs their ability to read, write, listen, and speak. Include how the disability impacts the student's involvement and progress in the area of English Language Development.

--

4. Most Recent ELD Goal

Copy and paste from previous IEP.

--

5. Did the student meet their ELD Goal?

Check one and comment below.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Partially Met

6. Comment

Please elaborate on your selection above.

--

7. ELD Curriculum Used

Check all that apply.

<input type="checkbox"/>	Edge
<input type="checkbox"/>	Imagine Learning Software
<input type="checkbox"/>	The Oxford Picture Dictionary (OPD)
<input type="checkbox"/>	MyPerspectives with ELD instruction
<input type="checkbox"/>	Read180 with ELD instruction
<input type="checkbox"/>	English 3D with ELD instruction
<input type="checkbox"/>	Other (Comment below)

8. Comment

If you selected "Other" above, please comment below.

--

9. Frequency & Setting of Curriculum Usage

Example: ELD R180 3x a week, Newcomer ELD Program double blocked daily

--

10. Instructional Accommodations Used

Copy and paste from previous IEP.

--

11. Instructional Modifications Used

Copy and paste from previous IEP.

12. Instructional Strategies Used

Note: The list is taken from the ELD Passport/Integrated ELD Handbook. Students who reclassify still benefit from occasional linguistic support in their ongoing learning of English.

Visuals
Manipulatives
Activate Prior Knowledge and Experiences
1:1 Instructions/Additional Guiding Qs
Thinking Maps/Graphic Organizers
Alternative Assessments
Precision Partnering/Preferential Seating
Explicitly Teaching Tier 2/3 Vocab
Extra Time
Modeling
Multi-Step Checklists
Sentence Frames
Other (Comment below)

13. Comment

If you selected "Other" above, please write the strategy below.

14. Assessment Measures Used

Formal Academic Battery
Curriculum-Based Measures
Review of Records
Teacher Reports
Work Samples
Classroom Observations
State Assessments (i.e. ELPAC, SBAC, CAA)
Other (Comment below)

15. Comment

If you selected "Other" above, please specify the assessment measure used.

--

Recommendation

As the IEP Case Manager for this student, I acknowledge I have conducted this review of student progress using student-specific and current data.

Select one

<input type="checkbox"/>	Yes - I acknowledge the records review is accurate.
--------------------------	---

Signatures

Subject _____ : _____ Date: _____

IEP Team Reclassification Worksheet in ELlevation

Student #: training063
 Date: 6/3/2020
 Time: 10:14 AM

Student Meeting Report

Green Dot Public Schools

Student: Training, Aaron
 Report: SDC02Standard
 Page: 1

Purpose: IEP Team Reclassification Worksheet

Meeting Date: 5/12/2020

Training, Aaron # training063

School: Training School
Grade Level: 4
LEP Status: EL
Gender: M
DOB: 7/11/2011
LTEL : No

Enrolled US: 8/2/2015
ELL Entry US: 8/2/2015
HLS Date:
Parent Refused ESL: No
Asylee/Refugee: No
Newcomer : No

Years in US Schools: 4
IEP: No
SIFE: No
ELL Teacher:
 :

ELP Assessment Results

Test	Date	Listening	Speaking	Reading	Writing	Overall
		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
ELPAC (3/ /Grades 3-5 /Summative)	2/28/2020	3	2	2	3	1533

Standardized Test Scores

No Standardized Test scores exist.

Student Course Grades

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
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No course grades exist for this student

Criterion 1 (A): Assessment of English Language Proficiency

Student met language proficiency level criteria as assessed by the ELPAC (Overall ELPAC Score is 3+). *Note: If student is assessed using the VCCALPS (Alternate curriculum only), check "No" and continue to Part B.

- Yes - Proceed to Criterion 2
 No - Continue to Part B

Criterion 1 (B): Determination

If student did NOT meet language proficiency level criteria as assessed by ELPAC OR is assessed using the VCCALPS (alternate curriculum only), the IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities when compared to English-only peers with similar disabilities; therefore, proficiency was determined using other indicators as follows (check one or more):

- Analysis of growth in English Language Development areas (listening, speaking, reading, and/or writing) from one year to the next per student's IEP. (Present Level of Performance and Goal/Objectives Achievement)
 Comparison of student's formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level.

Criterion 2(A): Teacher Evaluation of Student Academic Performance

Student met academic performance indicators set by the District (C or better in grade-level English OR LTEL course). *Note: If student uses Alternate Curriculum, a passing grade in that course will not meet Criterion 2; check "No" below and continue to Part B.

- Yes - Proceed to Criterion 3
 No - Continue to Part B

Criterion 2(B): Determination

If the student did not earn a C or better in grade-level English or LTEL course OR participates in an Alternate Curriculum, the IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level; therefore, proficiency was determined using other indicators as follows (check one or more):

- Progress towards meeting ELA/ELD goals as determined in the student's IEP.
 Progress on curriculum-based measures or formative assessments.
 Student artifacts/work samples.

Criterion 3(A): Comparison of Performance in Basic Skills

Student met academic performance indicators set by the District (Grade appropriate RI). Grade 6: 800+, Grade 7: 850+, Grade 8: 900+, Grade 9: 925+, Grades 10-12: 950+ *Note: If student takes the CAA (Alternate curriculum only), check "No" and continue to Part B.

- Yes - Proceed to Criterion 4
 No - Continue to Part B

Criterion 3(B): Determination

If the student did not meet academic performance indicators for RI OR took the CAA, the IEP team has determined the student has received ELD services for more than six years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Yes

Criterion 4: Parent/Guardian Opinion and Consultation

The student's parent/guardian has been notified of the right to participate in the reclassification process and has had an opportunity for a "face to face" meeting regarding the student's reclassification.

- The parent/guardian participated in this discussion and approves of the recommendation to reclassify.
- The student is 18+ years old, has educational rights and participated in this discussion to approve the recommendation to reclassify.

IEP Team Determination (This section can only be completed at the IEP meeting.)

The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Yes, student is recommended to be reclassified as Fluent English Proficient.

Meeting Notes

No notes were recorded for this meeting.

Attendee Signatures:

Parent/Guardian/18+ Student other:		Date: _____
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EL Lead Michelle Ahn:		Date: _____
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Site Administrator other:		Date: _____
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IEP Case Manager other:		Date: _____
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Notification of English Language Program Exit (for annual assessments)

Date Mailed: 06/01/2020

Notification of English Language Program Exit

Student: Aaron Training
Grade Level: 4
LTEL: No
Newcomer: No

School: Training School
EL Term Status: EL

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ELPAC, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

Aaron took the **ELPAC** on **2/28/2020** and their results are listed below:

Composite	Scale Score	Performance Level
Overall	1533	3
Oral	1535	4
Written Language	1530	3
Listening		3
Speaking		2
Reading		2
Writing		3

Additional factors used to determine your child's program exit:

Teacher's recommendation
 Classroom performance
 Parent consultation
 RI (Lexile) Score

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for 4 years from the time English language proficiency was attained.

If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

<input type="checkbox"/>	Yes , I approve of this placement for my child.
<input type="checkbox"/>	No , I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development.

Please sign and date this letter below and return it to _____.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

This letter informs you of certain rights you have as a parent or guardian. Contact the school if you have specific questions concerning these rights.

Green Dot Public Schools

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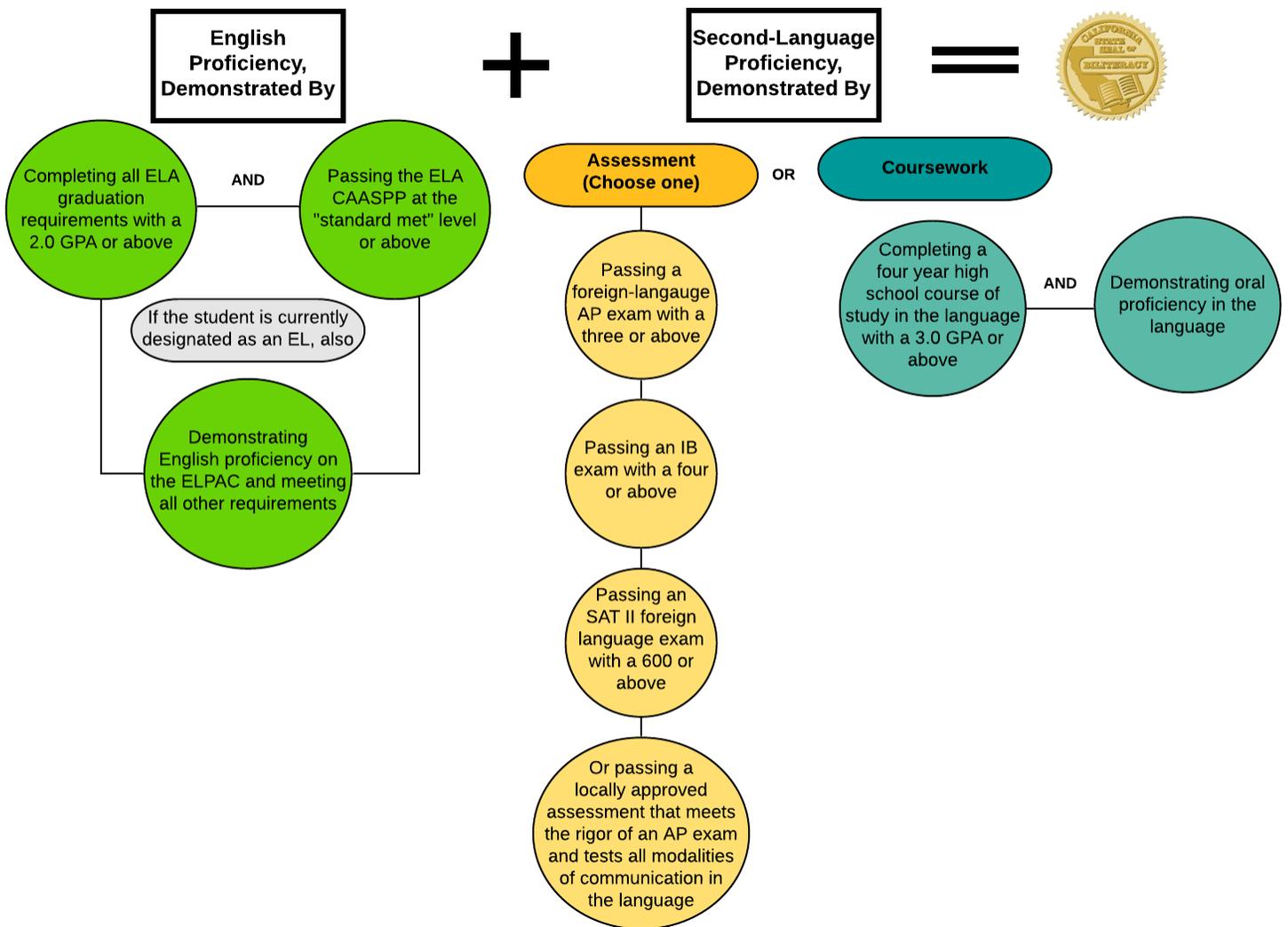
California State Seal of Biliteracy Criteria

What is the State Seal of Biliteracy?

The State Seal of Biliteracy (SSB) is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

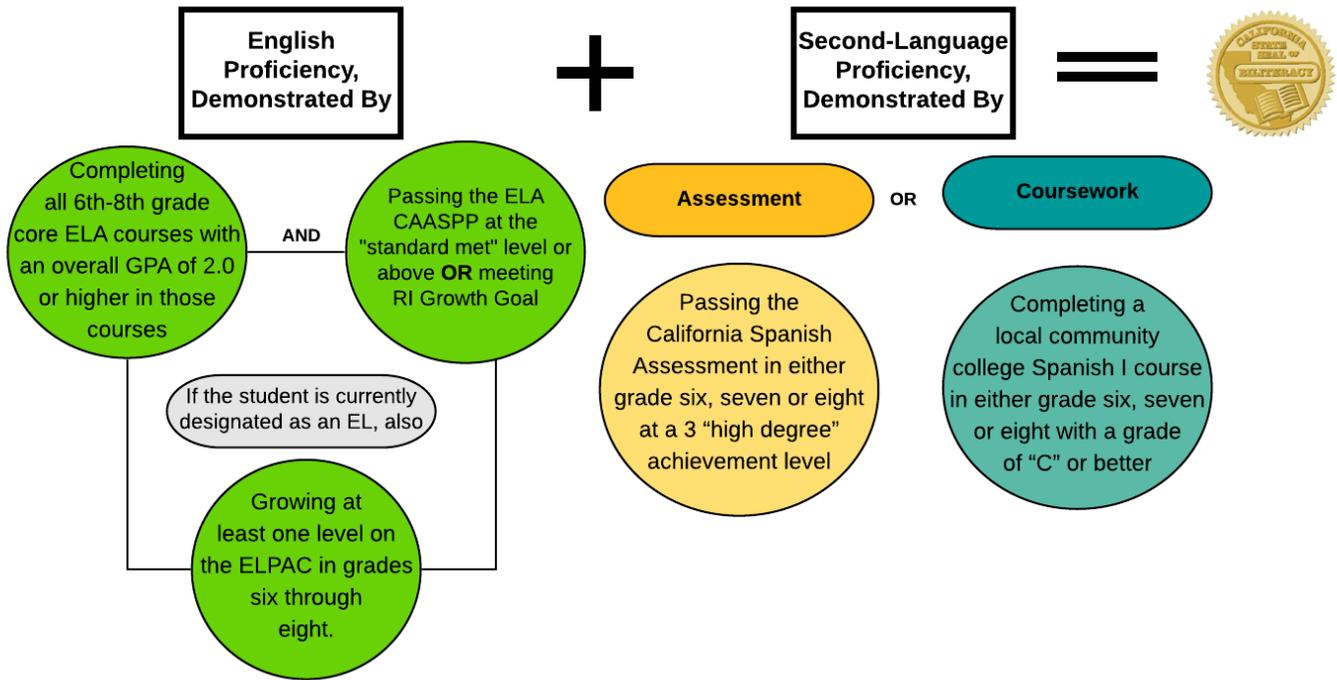
High School Requirements

Green Dot’s Knowledge Management Team will generate a report for each school, listing all seniors who qualify. The diagram below can be a helpful tool for schools to use beginning in 9th grade so students have a clear understanding of what they need to accomplish to receive the SSB and to facilitate progress monitoring and student goal-setting.



Middle School Requirements

Green Dot offers a Middle School Pathway to the State Seal award to 8th grade students who have met the following requirements:



CHAPTER 5: PARENT AND COMMUNITY INVOLVEMENT

Green Dot Public Schools' outreach to parents of English Learners includes the following actions:

- Sends notices and holds regular meetings of each school site's School Advisory Council (SAC) and District English Learners Advisory Committee (DELAC). These meetings allow parents the opportunity to provide input and make recommendations to the school site.
- Parent workshops are held at school sites to assist parents in learning ways to help their children attain English proficiency, achieve academically, and meet state standards.
- When 15 percent of students enrolled in a public school speak a single primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, and records sent to parents of such students are written in the primary language and in English.

District English Learners Advisory Committee (DELAC)

Requirement

Whenever there are 51 or more English Language Learners at the school site, there will be an active District English Learners Advisory Committee (DELAC) (Administrative Code Title 5 Section 4312). The DELAC will establish and adhere to the bylaws as approved by the Board of Education. The majority of members should be parents of EL students.

Responsibilities

The DELAC advises the school site governing board on all of the following tasks:

1. Development of a school site master plan for education programs and services for English learners.
2. Conducting of a school wide needs assessment
3. Establishment of school site program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Training

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

Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee. Other members can include school staff, students, and community members, including non-EL parents.

Elections

Each school shall have the opportunity to elect at least one of its members to be a site representative DELAC member.

DELAC Scope & Sequence

2020-21 DELAC Scope & Sequence

*Adapt schedule and [PPT decks](#) if doing 4-5 meetings or more than 6 meetings

Category	1st Meeting Beginning of Sept	2nd Meeting Beginning of Oct	3rd Meeting Beginning of Dec	4th Meeting Beginning of Feb	5th Meeting Beginning of March	6th Meeting Beginning of May
Roles/Responsibilities	-Introduce roles -Create meaningful responsibilities	-Select Roles -Create committees	-Check in on roles and support needed to accomplish tasks/build capacity for parents to lead meetings	-Parents in specific roles lead portions of meeting (requires meeting with those parents ahead of time)	-Parents in specific roles lead portions of meeting (requires meeting with those parents ahead of time)	-Refine roles for upcoming year
Official Business	-Establish who the required parent representative will be -Review, amend and approve bylaws -Review DELAC Meeting Calendar - Introduce EL Master Plan and review chapters related to Ch. 1 Identification, Assessment & Placement, Ch. 2 Instructional Programs and Ch. 5 Parent & Community Involvement (CDE Requirement #1) -Review & provide input on Designated ELD course and ELD Program (CDE Requirement #3) - Review & comment on parent notification letters (CDE Requirement #6)	-Explain election process - Elect chairperson and secretary -Establish who the required parent representative will be if not determined during 1 st meeting Review EL Master Plan Ch. 3 Staffing and Professional Growth (CDE Requirement #1) -Conduct Needs Assessment (CDE Requirement #2) - Discussion of teacher & aide requirements and plan for compliance (CDE Requirement #4)	-Review ELPAC Data and evaluate performance on ELPAC Goals - Introduce ELPAC parent resources Review EL Master Plan Ch. 4 Monitoring of Student Progress and Reclassification (CDE Requirement #1) -Review Reclassification criteria & reclass rates (CDE Requirement #5) - Review LCAP/SSD Plan (CDE Requirement #7)	-Additional School Site Parent Involvement Opportunities - Review Title III budget and spending	-Make recommendations for Title III budget for upcoming year and approve - Additional School Site Parent Involvement Opportunities -Recommend changes to EL Program for SAC	- Make recommendations for program changes for LEA goal 2
Empowering Parents to Support Students' Academic Success	Review their student's EL Passport data Literacy Focus: -What is RI? Support school with 1st semester activities such as parent conferences Ideas for Customization: Incorporate a parent reading related to literacy OR	Math focus: -What is Quantile score/iReady? -Math strategies to support students at home Ideas for Customization: Incorporate a parent reading related to math OR Invite Math Dept Chair or teacher to	Overview of ELPAC as a placement and progress monitoring language assessment Ideas for Customization: Incorporate a parent reading about goal setting with students OR Invite Designated ELD teacher to share more about the goals of Designated ELD	Literacy Focus: School site literacy strategy Ideas for Customization: Provide examples of how parents can incorporate the school site literacy strategy at home OR Continue sharing ELPAC parent	Ideas for Customization: Parent reading about supporting students to prepare for college OR Invite your school counselor to discuss how parents can support their students on the road to college	Literacy Focus: Supporting students with reading during the summer Support school with end of year activity Ideas for Customization: Share a summer reading leveled book list with parents and explain how to obtain

	Invite ELA Dept Chair or teacher to share strategies for supporting students at home with literacy	share strategies for supporting students at home with math	courses and how they support ELs with English language acquisition	resources OR Conduct classroom walkthroughs		public library cards OR Present information about different summer program options parents can consider or invite someone from a summer program to discuss options
Data & Resources Needed	-EL Master Plan -RI data -EL Parent Notification	-EL Master Plan -Quantile Data -Needs Assessment	-EL Master Plan -ELPAC data -Reclass data -ELPAC parent resources -Progress monitoring tool- school data -LCAP & goal 2	-Title III Budget	-Title III Budget	-Title III Budget
Homework	-Survey 3 Parents -Bring 1 extra parent to next meeting -Determine role or committee to participate in -Bring food to next meeting	-Begin Literacy conversation with student -Work with committee to support a 1st semester school activity	-Work with committee to support a 2nd semester school activity -Discuss ELPAC with student	-Support student at home using school literacy strategy	-Check in with Student about ELPAC	-Work with committee to support an end of year activity

English Learner Advisory Committee (ELAC) District English Learner Advisory Committee (DELAC) Bylaws

ARTICLE I TITLE

Each school with 21 or more English Learners shall establish an elected English Learner Advisory Committee (ELAC). Each school with 51 or more English Learners will establish an elected District English Learner Advisory Committee (DELAC).

ARTICLE II PURPOSE

The purpose of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

The DELAC/ELAC shall be responsible for the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting 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/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

ARTICLE III MEMBERSHIP

Section 1: Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Other Committee Members: A good faith effort must be made to recruit membership from the following groups:

- o School site staff
- o Administration
- o Community members
- o Other parents (not necessarily of EL students)

Section 2: Each member shall have one vote.

Section 3: Every officer will be elected for a term of one year. All other members are encouraged to participate for the length of their students' stay at the school.

ARTICLE IV OFFICERS

The officers of this Committee shall consist of a chairperson, vice chairperson and secretary. Any member of an DELAC/ELAC is eligible to be an officer of the Committee.

ARTICLE V ELECTION OF PARENT MEMBERS & OFFICERS

SECTION 1: The parents or guardians of English learners shall elect the parent members of DELAC/ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

- Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including--but not limited to--mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
- Each school should have at least 12 parents present in order to conduct the DELAC/ELAC parent election.

SECTION 2: All officers shall be elected democratically. A Quorum must be established prior to the election. A simple majority shall constitute a quorum.

SECTION 3: Election of members and officers are concluded by the last week of October.

ARTICLE VI MEETING

6 regular meetings shall be held during the school year. If fewer meetings are held, all of the legal requirements must still be covered across all meetings.

- The Committee shall decide the date, time, and place of the meeting.
- The agenda and reminder of each meeting will be posted.
- All meetings shall be open to the public and publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted the home language of the majority of the members. Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

ARTICLE VII BYLAWS & AMENDMENT

Section 1: Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. The bylaws will be valid when adopted by a simple majority vote of the entire membership.

Section 2: The bylaws may be amended at any regular meeting with the approval of majority vote.

ARTICLE VIII DUTIES OF OFFICERS

Section 1: It shall be the duty of the chairperson to preside at all meetings.

- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the Committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program (with approval of the committee).

Section 2: In the event of the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

- Assists the chairperson in conducting the ELAC meetings.

Section 3: Should both the chairperson and vice-chairperson be unavailable, the recording/corresponding secretary shall keep the minutes of all meetings, send notices of meetings and/or agendas, attend to correspondence, and send out publicity as directed.

- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

ARTICLE IX TERMINATION OF OFFICERS

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

ARTICLE X ADMINISTRATIVE RESPONSIBILITY

- The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. The election meeting must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

ARTICLE XI SUBCOMMITTEES

Subcommittees shall be appointed as needed to promote the objectives of the English Learner Advisory Committee.

SECTION 1:

- The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site’s advisory council for English Learners (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).
- This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

SECTION 2: The process for delegating authority to a SAC must include the following:

- Elect a DELAC/ELAC with identifiable members.
- DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
- At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
- This decision is recorded in the DELAC/ELAC minutes.
- At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.
- Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

Date of Draft By-Laws Presented

Date of Adoption

DELAC/ELAC Chairperson

DELAC/ELAC Co-Chair

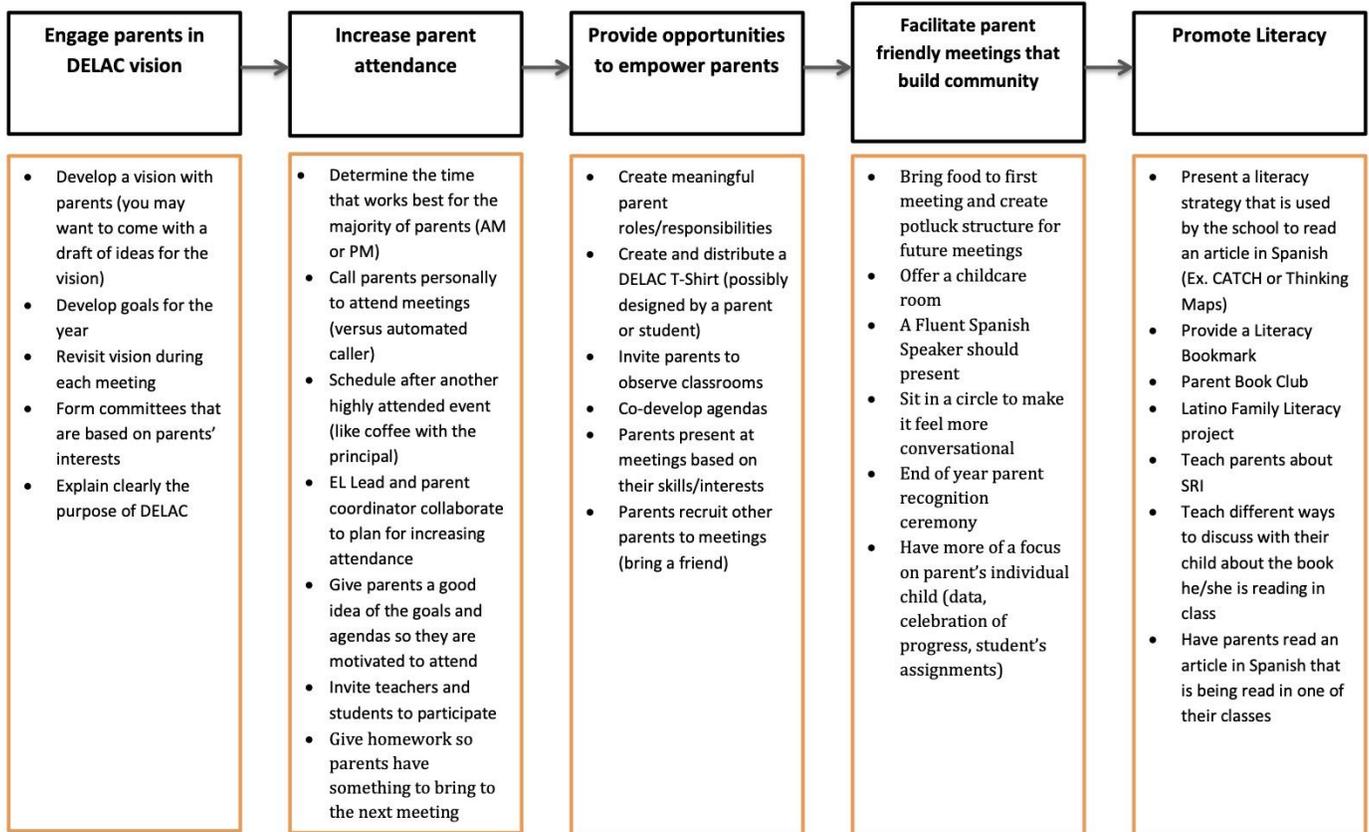
School Principal

Best Practices for DELAC Implementation



Best Practices for Meaningful Parent Engagement in DELAC

DELAC is a required school site advisory council that is comprised of English learner parents as majority members. Through the work of the EL Leads this document was created to give schools ideas for how to increase and sustain meaningful participation from parents.



Guidance and Best Practices for Virtual DELAC Meetings

The DELAC best practices below were designed to align with recent California and LA County Education office guidelines for DELAC meetings during school closures. Governor Newsom signed executive orders N-29-20 (March 17, 2020) and N-56-20 (April 23, 2020) require that LEAs **still meet** ELPAC/DELAC requirements, that meetings be **synchronous** (they cannot be pre-recorded and posted) and that schools must provide advanced notice, the **agenda, time, and teleconferencing information** ahead of time.

