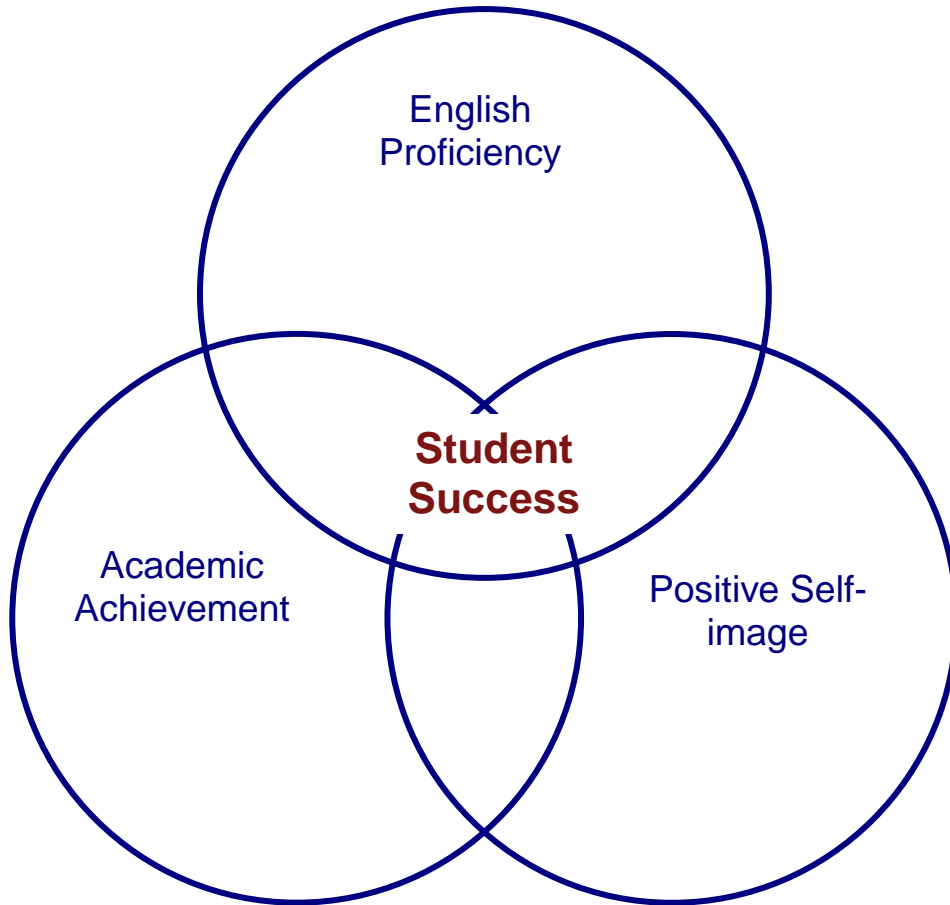


English Language Development

Burbank Unified School District



Academic Language

Access to Core Curriculum

Master Plan for English Learners

Educational Equity

Burbank Unified School District

Master Plan for English Learners



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Acknowledgements

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Statement of Purpose

The Master Plan for English Learners is designed to be a dynamic document, which will change as District needs change and as our understanding of effective instruction grows. The plan clarifies the issues of program design and delivery and serves as a guide for programmatic decision making for EL students. This document is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights), the requirements of Coordinated Compliance Review, and the mandates of the federal legislation as outlined in No Child Left Behind. The District, in writing this document, intends to provide an excellent program for its English Learner population. Students in the program will learn to speak, understand, read, and write English as quickly and effectively as possible, and while doing so, will be provided with access to the core curriculum. This simultaneous method of ensuring student success will help to alleviate the possibility of them incurring any irreparable academic deficits. The plan assures that all students are provided integrated and coordinated programs based on their needs, in addition to teaching practices that are educationally sound and legally acceptable.

Introduction

Burbank Unified School District (BUSD) is an ethnically, culturally, and linguistically diverse learning community striving to meet the unique needs of its approximately 15,000 student population; 1,647, or more than ten percent (10%), are English Learners. English Learners represent a variety of cultural and linguistic backgrounds. The largest language group comes from Spanish speaking backgrounds and constitutes 45% of the total number of English Learners. The second largest language group is Armenian speaking students, which constitutes approximately 39% of the total number of English Learners. The remaining 16% of the English Learner population includes over 70 other languages. The district has eleven elementary school, three middle school, two comprehensive high schools, and various alternative programs.

The first Master Plan for Limited English Proficient Students was developed in 1995 by a group of teachers, administrators and parents, in an effort to meet the federal requirements of providing services to English language learners. In addition to following legislative mandates, the Plan was based on sound educational theories and effective instructional evaluation practices for teaching English Learner (EL) students. The Plan has been reviewed and revised annually as needed to reflect current state and federal regulations. This revision to the Master Plan for English Learners reflects changes in compliance required by the California Education Code, the state's Categorical Program Monitoring, and the federal legislation found in No Child Left Behind. Education Code references are annotated throughout the document.

The Plan serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. It describes how Burbank Unified School District identifies, serves, and supports English Learners to ensure access to the core curriculum and acquisition of the English language. It assists all schools in providing every identified student an instructional program that includes daily

English Language Development, access to the core curriculum, and the promotion of multicultural understanding.

The Master Plan for English Learners demonstrates a collaborative effort among all departments to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together, we can devise compelling and powerful programs for our English Learners.

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Part I.

Identification,

Assessment,

Parent Notification,

and

Program Placement

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student (*EC 52164.1[a]*). In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school aged children. The HLS is part of the Burbank Unified School District's (BUSD) registration packet. The HLS information will assist schools in providing appropriate instruction for all students.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. (The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled, but does not mandate assessment.)

If the answers to items 1, 2, 3 on the HLS are only "English", the child is classified as Initially Fluent English Proficient (IFEP), unless there is some question about his/her fluency. A statement entered in the comment section of the home language screen in the district student information system (Aeries) will indicate that the student is a "category 4" student and this signifies that no assessment data is required.

If the answers to items 1, 2, 3, & 4 on the HLS are only "English", the child is classified as English Only (EO). English Only students are placed in a Mainstream English Program. Special Note: If there is evidence that conflicts with the Home Language Survey, and the school has reason to believe that the student is an English learner, then as a matter of good educational practice, the CELDT may be administered.

Assessment

English Language Proficiency Assessment

For students who have a primary language other than English, the state approved assessment instrument, the California English Language Development Test (CELDT), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators) (NCLB Title I. section 1111[b][7] and Title III, 2002; *EC 52164.1 [b]*; 5 CCR 11307[a], 11511). A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). The CELDT is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing. The student receives a CELDT score for each section of the test as well as an overall score.

Initial Assessment Results and Language Classification

- Any student in grades kindergarten and first whose overall score is below the Early Advanced Level on CELDT should be identified as an English Learner (EL).
- Any student, K-12, whose overall scale score is in the upper end of Intermediate, **and** other test scores, grades, and input from teachers/parents indicate the student is succeeding, should be identified as Initially Fluent English Proficient (IFEP).
- Any student in grades 2-12 who has an overall proficiency level below the Early Advanced Level on CELDT **or** whose overall proficiency level is Early Advanced or higher, **but** one or more of the skill area proficiency levels is **below** Intermediate, should be identified as an English Learner (EL).

Provisions for Special Education Students

If an Individual Education Plan (IEP) team has determined that a student is unable to take all parts or part of the CELDT, the student will be given an alternative assessment (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

Notification

Notification of Initial Assessment Results and Student Placement

Parents whose children speak a language other than English must be notified no later than 30 calendar days after enrollment of their child's initial English proficiency and program placement recommendation. Results of initial assessments are shared with the parent(s) in order to explain the English proficiency assessment results, program options, and recommended student placement. Using the assessment information and program placement recommendation, the principal and EL Specialist/EL Coordinator will place the student in the most appropriate instructional setting. The site principal or EL Specialist will clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations. Parents are asked to sign, initial, and date the Parent Notification of Initial Program Placement. The parents of IFEP students are also informed of the result with the Parent Notification of CELDT Results: Fluent-English-Proficient letter. (See Part Two for program descriptions)

Language proficiency, program placement, and services are entered for each student in the District's student information database by the site EL Specialist, Coordinator, or clerk. In addition, the results are provided to the child's teacher(s). All information related to language testing and program placement is placed in the students' EL Green Folder by the EL Specialist/Coordinator or clerk. The EL Green Folder is a part of the student's cumulative record file and should include:

- ◆ A copy of the ELD screen from Aeries
- ◆ A copy of the Home Language Survey (HLS)
- ◆ California English Language Development Test (CELDT) results
- ◆ Parent Waiver Forms, if applicable
- ◆ Reclassification Documentation
- ◆ Monitoring of Progress of Reclassified Students Form
- ◆ Writing Samples
- ◆ ELD Records from other schools/districts

Updated screens are printed for:

- ◆ Students who exit the school
- ◆ Students matriculating to middle or high school
- ◆ Students who reclassify

If a student is identified as "initially fluent" (IFEP), a copy of the screen, CELDT results, and HLS are stapled together and placed directly into the student's cumulative folder (no green folder).

The principal and EL Specialist/Specialist are responsible for monitoring the accuracy of language proficiency, program placement and services data.

Notification of Annual Assessment Results

The CELDT is administered annually to all previously identified English Learners during the state's annual assessment testing window (5 CCR 11306; 5 CCR 11511.1[b]). Parents are notified of CELDT annual assessment results within 30 days of receipt of test results from the state test contractor. The annual CELDT assessment results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

Annual Notification of Program Placement

Parents of students identified as English Learners must be notified of their child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. (EC 52164.1[c]; 5 CCR 11511.5) Parents are sent a copy of the Annual Parent Notification of Program Placement. This written notification is available in English, Spanish, and Armenian. Parents may request a conference with the site administrator and/or site EL Specialist/Coordinator to clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations. Language proficiency, program placement, and services are reviewed by the EL Specialist/Coordinator for each student in the student database system and any changes will be entered by the EL Specialist/Coordinator or clerk. In addition, the results are provided to the child's teacher(s). When received from the publisher, a copy of the CELDT result is placed in the students' EL Green Folder by the site EL Staff. The EL Green Folder is a part of the student's cumulative record file. The site administrator and EL Specialist/Coordinator are responsible for monitoring the accuracy of language fluency, program placement and services data.

Program Placement

Placement of Students

Burbank Unified School District uses three program models to serve students who are English Learners. Placement of English Learners is based upon provisions of former Proposition 227, now cited in California Education Code (Sections 300–340). All English Learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative (bilingual) program. Students enter with varying levels of English language proficiency; therefore, it is imperative that each English Learner be placed in the instructional program that is best suited for his or her needs. We work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success.

Choices of Instructional Programs

Upon initial enrollment, site EL Specialists/Coordinators and administrators make recommendations for the English Learner's program placement based on CELDT results and district assessments. The principal, EL Coordinator, or counselor place the student in the most appropriate instructional setting.

Criteria for Placement

Factors considered for program placement of English Learners include: English language fluency, years of schooling, prior program placements, primary language proficiency, documented special educational needs, and other factors. English language fluency is a critical factor in determining program placement of English Learners. BUSD determines that a child has *reasonable fluency* in English when his or her **overall CELDT proficiency level is at the Intermediate level**. It is determined that a child has *less than reasonable fluency* in English when his or her **overall CELDT proficiency level is at a beginning or early intermediate**

level. The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria

If a child has less than reasonable fluency in English by the above criteria, then the default placement is the Structured English Immersion (SEI) program. In SEI, the instruction is nearly all in English. Primary language support and other types of support services are provided as needed and as resources allow (see Part Two for support services descriptions). Daily English Language Development (ELD) is required. The student is assigned to an appropriate program with consideration given to parent input.

If a parent elects to have his/her child who has “less than reasonable fluency” placed in the English Language Mainstream program rather than in a Structured English Immersion program, the district will honor the parent’s informed preference.

English Language Mainstream (ELM) Program Placement Criteria

If the child has reasonable fluency in English by the above criteria, then the default placement is in the English Language Mainstream (ELM) program. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include daily English Language Development (ELD).

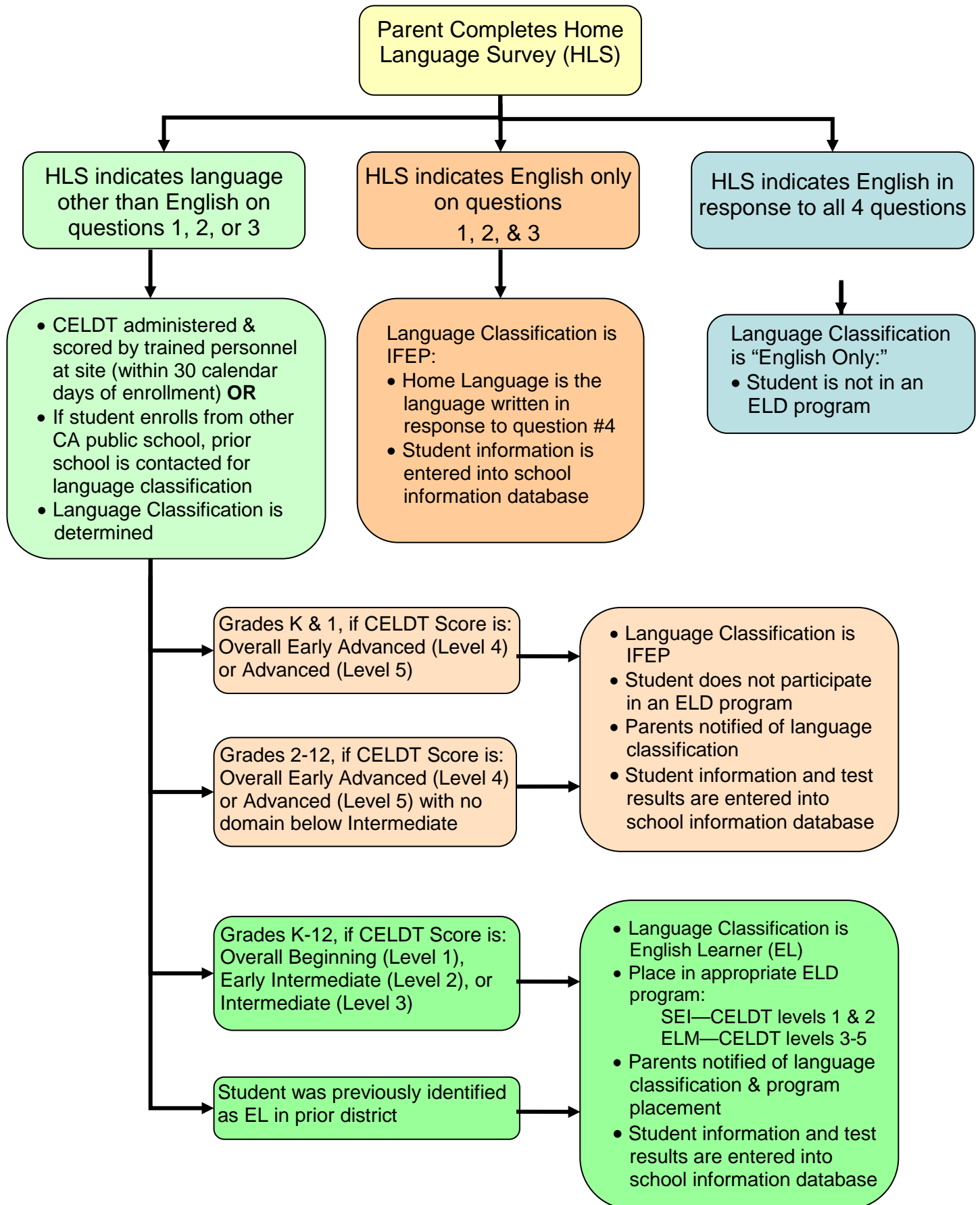
Alternative Program Criteria

If the parent selects an alternative (bilingual) program, then the parent must go in person to his or her child’s school site to complete a Parental Exception Waiver request form. All waiver requests from the parents are processed by the site principal, and then forwarded to the Instructional Services Department at the District Office. Parental Exception Waivers must be requested and approved annually. Parental exception waivers are granted unless it is determined that an alternative program would not be in the best interest of the student for his or her overall educational development. Approved annual waivers for students placed in an alternative program model are kept on file in the student’s EL Green folder, and this information is entered into the district student information system.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with a variety of instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Mainstream program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is extremely important that students receive the services appropriate to that program (e.g. ELD instruction and SDAIE techniques for accessing the core curriculum). This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed (see Part Two for program descriptions).

Figure 1.1: Initial Language Proficiency Assessment, Identification, & Placement Process



Transfer Students

In order to ensure appropriate placement, each student's relevant language assessment and placement information must be entered into the student data system within fifteen (15) calendar days of enrollment by the site EL staff. Information is entered on the language screen for all students who have been assessed for language fluency (whether they are EL, IFEP, RFEP, or as yet to be tested).

Transfers between BUSD Schools

Parent-initiated Intradistrict Transfer requests can be made through the District's Student Services Department. The receiving site's EL Staff will request current District EL benchmark data to facilitate placement. All data regarding the student's English Learner assessment history are sent to the receiving school with the cumulative record file. The site administrator, EL staff, and secondary counselors (at the receiving school) are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from Other California Public Schools

Students transferring into BUSD from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including the CELDT, and an initial language status (EO, IFEP, EL). If the parent provides the student's records, staff will use this information to make an appropriate initial placement. In addition, the site EL Staff will contact the former district in order to obtain information by phone, fax, e-mail or mail. Once records are obtained from the previous school or district, the appropriate information is entered into the BUSD's record keeping system by the site's EL staff, and shared with the classroom teacher(s). **If a student has been previously identified as an English Learner and has not been reclassified before enrolling in BUSD, he or she shall continue as an EL and receive the appropriate placement and services until he/she meets BUSD's criteria for reclassification.** *This is true even for students whose parents' responses on the HLS filled out for BUSD conflict with a prior HLS and classification from a previous district (e.g. English is the response to questions 1-4 on the BUSD HLS, but student was an EL with a foreign language on the HLS from the previous district; therefore, the student continues as an EL until reclassified by BUSD.)*

The district of origin will be encouraged to expedite the process of sharing information by faxing the records or by providing information by telephone. If these records cannot be acquired at the time of enrollment, the identification/notification /placement process is implemented per the above description. The site administrator and/or EL Specialist/Coordinator, and secondary counselors (when appropriate) are responsible for reviewing all student information to make sure the student is properly placed in his or her new class(es).

Transfers from Private Schools, Out of State or from Other Countries

The language assessment, classification, and placement process described previously will be followed for students entering the district who enter BUSD from a private school, or are new to the state, or from another country. The student's U.S. school enrollment date is entered into the student database system as well as the date the student first enrolled in a California public school.

Placement in Classes at the Elementary School Level

When a new student arrives with a Home Language Survey indicating a language other than English, the student will be placed in a class with a teacher who has the appropriate EL teaching authorization. In addition, every effort will be made to place the student in a class with an EL cluster. If the student is found to be an English Learner (either by being previously identified in another district, or as determined by BUSD administering the CELDT), the student will receive ELD instruction from an authorized teacher, with SDAIE strategies taught to help him/her access the core curriculum.

Placement in Classes at the Middle School and High School Level

When a new student arrives with a Home Language Survey indicating a language other than English, and the student does not have documentation from a previous district with English proficiency information, the Systematic ELD “Express” Assessment, in conjunction with a reading comprehension and writing assessment, should be administered to determine his/her initial placement. This is only a temporary measure until more information is received about the student’s previous placement, or until the CELDT is administered. The student’s classes may change after the school receives more information about his/her language proficiency level.

II.

Overview

of

Instructional Programs

The Burbank Unified School District is committed to a program that assures equal educational opportunities for all students. The purpose of the program for English Language Learners (ELs) is to provide equal access to the District's core curriculum. The District acknowledges that there are various pedagogical approaches that may accomplish this purpose including English language development (ELD), specially designed instruction in English (SDAIE), primary language support, and primary language instruction. The State of California English Language Development standards are utilized along with all content standards to provide an outstanding program for EL students. The goals for EL students in the Burbank Unified School District are to:

- ❖ Achieve English proficiency
- ❖ Achieve academic success
- ❖ Develop a positive self-image and an understanding and respect for cultural diversity

The district offers the following program options to English Learners:

- (1) Structured English Immersion (SEI)
- (2) English Language Mainstream (ELM)
- (3) Transitional Bilingual Education (TBE)

Each of these options is designed to ensure that students acquire English language proficiency and to prevent and address any academic deficits that may have developed in other areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-based and researched-based differentiated English Language Development (ELD) instruction, specifically designed for ELs.
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content, and/or Specially Designed Academic Instruction in English (SDAIE).
- Appropriate, differentiated strategies and materials are used to promote educational equity in the classroom, to develop cultural proficiency and positive self-esteem, to foster intercultural understanding, and to validate students' families, languages, and cultures.

The manner in which each student's program is composed to meet these goals is based on his/her identified needs. (Refer to Part I, "Identification, Assessment, Parent Notification, and Program Placement")

Instructional Settings for English Learners

English Language Programs

Program 1: K–12 Structured English Immersion (SEI)

This model provides instruction for all subjects in English for students who are considered to have less than reasonable fluency in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects "overwhelmingly," but not exclusively in English. English Learners will receive daily, leveled ELD instruction. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic

subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Table 2.1: K–12 Structured English Immersion (SEI) Program Components

| Type of Setting | Program Recipients | Program Elements | Staffing |
|---|--|--|---|
| <p>Structured English Immersion (SEI)</p> | <p>English Learners</p> <ul style="list-style-type: none"> • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) | <ul style="list-style-type: none"> • Core instruction taught overwhelmingly in English with primary language (L1) support • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and to further language development • Daily, leveled ELD instruction—20 minutes in Kindergarten and 30 minutes in Grades 1-5; at least two periods per day (Grades 6–12) • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources • Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials | <ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is typically the optimal method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support (as needed) in the content areas |
| <p>Special Support Options for English Learners in SEI Programs:</p> <ul style="list-style-type: none"> • Additional ELD instruction • Other appropriate services • Specialized instruction by personnel with literacy and EL expertise • Participation in interventions • Other appropriate services | | | |

Program 2: K–12 English Language Mainstream Program (ELM)

This model is designed for students with reasonable fluency in English; it provides all instruction in English with additional and appropriate services. All English Learners will receive daily, leveled ELD instruction. In grades six through twelve, English Learners will be assigned to at least one section of ELD instruction until the student has acquired proficiency in English (English Learners at levels 4 and 5 may receive ELD instruction within mainstream English Language Arts classes where the teacher is required to provide ELD and ensures progress toward reclassification). Where ELD is integrated into the English Language Arts classroom, the classes are monitored to ensure that ELD instruction is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program, ensuring that content knowledge is comprehensible to the student.

Table 2.2: K–12 English Language Mainstream (ELM) Program Components

| Type of Setting | Program Recipients | Program Elements | Staffing |
|--|--|---|---|
| English Language Mainstream (ELM) | <ul style="list-style-type: none"> • CELDT Levels 3 (Intermediate), 4 (Early Advanced), and 5 (Advanced) • English Learners at any level, whose parents request a mainstream placement | <ul style="list-style-type: none"> • Core instruction taught in English SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled ELD instruction—20 minutes in Kindergarten and 30 minutes in Grades 1-5; at least one period (Grades 6–12) • Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD curriculum • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials | <ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification |
| <p>Special Support Options for English Learners in Mainstream English Programs:</p> <ul style="list-style-type: none"> • Specialized instruction by personnel with literacy and EL expertise • Participation in interventions • Other appropriate services | | | |

Alternative English Learner Programs

Program 3: Transitional Bilingual Program

This model is an option for all English Learners. Enrollment is contingent on the application and approval of a Parental Exception Waiver, pursuant to State Education Code 310-340 (Proposition 227). The three types of waivers are for: Children who already know English, Older children (10 years and older), and Children with special needs (physical, emotional, psychological, or educational – NOT Special Education).

The goal of this program is for students to transition into mainstream English instruction as quickly as possible. This program is designed to provide content instruction for at least two subjects in the students' primary language. Additionally, students receive intensive, daily, leveled ELD instruction and SDAIE. As students acquire English, instruction in content areas is transitioned from the primary language to English. Each year, the percentage of English instruction gradually increases, until students receive instruction in English 100% of the time within three to four years.

Table 2.3: K–5 Transitional Bilingual Program Components

| Type of Setting | Program Recipients | Program Elements | Staffing |
|--|--|---|--|
| <p>Transitional Bilingual Program (3–4 years)</p> <p>Note: Program offered when 20 or more students at a given grade level and at a given site have approved waivers.</p> | <ul style="list-style-type: none"> All CELDT Levels | <ul style="list-style-type: none"> Core instruction beginning primarily in Spanish, with increasing instruction in English SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum All lessons shall include language objectives to help access the core curriculum and for further language development Daily, leveled ELD instruction—20 minutes in Kindergarten and 30 minutes in Grades 1-5. Instruction must include listening, speaking, reading, and writing Promotion of multicultural competency and positive self-esteem District-adopted, standards-aligned ELD curriculum Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials | <ul style="list-style-type: none"> All teachers must be appropriately certificated with a BCLAD or equivalent |
| <p>Special Support Options for English Learners in Transitional Bilingual Programs:</p> <ul style="list-style-type: none"> Specialized instruction by personnel with literacy and EL expertise Participation in interventions Other appropriate services | | | |

Parental Exception Waiver

A Parental Exception Waiver is a request for exemption from the state law that indicates that English Learners are to be provided instruction overwhelmingly in English. When approved, the waiver provides for the student to be transferred to an alternative program (i.e., classes where they are taught in English and their primary language through a bilingual instruction model).

Guidelines Regarding Exception Waivers

As per Sections 305, 306, 310, 311 of the California Education Code, English-only instruction may be waived by parent request; thus, parents can waive into a bilingual program.

1. It is required by the State of California that every district must have a waiver procedure and an alternative program design/description. The waiver requirement and process is not required for English Only or Fluent English Proficient students, nor is it required of special education English Learners whose Individual Educational Plans call for primary language instruction or primary language support.
2. Exception waivers are not required in order for students to receive primary language support within SEI or mainstream programs, as long as these programs are provided overwhelmingly in English.
3. Parents must be provided with written notification (English/Spanish or English/Armenian) of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver into a Bilingual Transitional Program.

Circumstances When Exception Waivers Will Be Granted

Education Code Sections 305, 306, 310, 311 allows parents or guardians to waive the English-only instruction in three situations:

- Children who already possess good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, and writing, in which the child scores at or above the statewide average for his or her grade level, or at or above the fifth grade average, whichever is lower. *(Response to this waiver request will be within twenty (20) instructional days of the request. If the waiver is denied, parents will be informed in writing of the reasons for the denial.)*
- Children age ten (10) or older where the school principal and educational staff find that an alternative course of educational study would be better suited for the child's rapid acquisition of basic English language skills. *(Response to this waiver request will be within twenty (20) instructional days of the request. If the waiver is denied, parents will be informed in writing of the reasons for the denial.)*
- Children with special needs where the student, as required, has spent thirty (30) calendar days in an English language classroom. If it is the finding of the principal and educational staff that the child has special physical, emotional, psychological, or educational needs after that time, an alternative course of educational study might be better suited to the child's overall educational development. The District Superintendent must approve the waiver pursuant to guidelines adopted by the Board of Education. School personnel will have to document in writing the reasons they believe the student should have an alternative placement and that the parent was informed of his or her right to refuse to agree with the school's position. *(Response to this waiver request must be acted upon either no later than ten (10) calendar days after the expiration of the thirty (30) days spent in an English language classroom placement, or within twenty (20) days of submission of*

the waiver to the school principal, whichever is later. If the waiver is denied, parents will be informed in writing of the reasons for the denial.)

Process for Parental Exception Waiver

- Parents must visit the school in person to apply for a waiver.
- Parents will be provided with a written description of the Structured English Immersion program, other alternative programs, and the text materials used in each program. If requested, the information will also be presented verbally.
- The waiver request must be completed on the Parent Waiver form prior to any change in the student's educational program.
- Parental exception waivers shall be granted unless the educational staff or the school has determined that an educational program offered at the school is not better suited to the student's overall educational development than the program in which the student is enrolled.
- Parents must renew the waiver annually in person.

When 20 or more students at a grade level at a school receive parental exception waiver requests for the same type of program, the school is required to offer such a program if the program was previously offered at the school. If the program is not available at the school, parents will be offered the opportunity to transfer to a school where such a program is available providing space is available and the parent is willing to transport the child.

In cases where a parental exception waiver pursuant to Education Code sections 311(b) and (c) is denied, the parents and guardians will be informed in writing of the reason(s) for the denial. A denial may be appealed to the Board of Education.

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student participation, in and through the primary language. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is used in the alternative programs as the primary method to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are acquiring English. During periods of primary language instruction, some relatively minor amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates or to make connections with other content studied, but teachers should take care to avoid code-switching (mixing of languages).

Primary Language Support

Primary language support *is not* the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided within the Structured English Immersion or English Language Mainstream Programs. Primary language support is provided by a teacher who is bilingual, a trained bilingual paraprofessional, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior

knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Where available, students should be encouraged to take home materials in the primary language that they can review with parents and other family members. In addition, when 15 percent or more of students are speakers of the same language, schools must translate all materials for parents into the primary language.

English Language Development (ELD) K-12

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English Learners' acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of the linguistic competencies that native English speakers possess when they enter school and continue developing throughout life.

Overview of English Language Development (ELD)

The English Language Development (ELD) component of all instructional program models is research based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction of academic language are necessary for this development to occur. It may take ELs seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his or her own pace, depending on a multitude of environmental, personality, learning and educational factors. ELD is a component of all instructional programs designed to serve the needs of English Learners. Further, ELD is taught using a specific curriculum based on the California ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach English Learners to communicate effectively in English. ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English.

Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or "realia," props, visuals, facial expressions, and/or gestures)

English Language Development (ELD) Standards and Assessments

The ELD Standards provide expectations and descriptions of achievement at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced proficiency levels for English Learners. ELD Standards address skills English Learners must acquire in initial English learning to enable them to become proficient on the English Language Arts (ELA) Standards. The ELD Standards are designed to supplement the ELA Standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading. A number of assessments are used to track our students' progress through the ELD Standards. These assessments include, but are not limited to, the following:

- Curriculum embedded assessments
- Teacher created assessments aligned with the ELD Standards
- CELDT outcomes
- District-created benchmark assessments aligned to the ELD Standards

English Language Development (ELD) Materials

Students will be taught using the most current district-adopted ELD curriculum materials.

Table 2.4: K–12 ELD Instructional Materials

| | Core/Adopted Materials | Supplemental Materials | Assessments |
|------|--|---|---|
| K-5 | Houghton Mifflin Anthology H.M. Handbook Support for ELs Houghton Mifflin Leveled Readers Grade level texts for math, science, social studies | <ul style="list-style-type: none"> ▪ <i>Carousel of Ideas</i> ▪ <i>English to a Beat</i> ▪ <i>On Our Way to English</i> ▪ <i>English at Your Command</i> ▪ <i>Into English</i> ▪ Reader's Theater ▪ Picture Card Collection ▪ Rigby books ▪ Wright Group books ▪ <i>Oxford Picture Dictionary</i> | <ul style="list-style-type: none"> ▪ District benchmarks in ELD and ELA |
| 6-8 | <u>ELD 1-4</u> <i>High Point</i> or <i>Keystone</i> <u>Transitional English</u> <i>The Language of Literature</i> | <ul style="list-style-type: none"> ▪ <i>The Language of Literature</i> ▪ <i>Language!</i> ▪ <i>English Yes!</i> ▪ <i>Go For It</i> | <ul style="list-style-type: none"> ▪ District benchmarks in ELD for writing ▪ District benchmarks in ELA ▪ Curriculum-embedded assessments |
| 9-12 | <u>ELD 1-4</u> <i>Edge</i> or <i>Keystone</i> <u>Transitional English</u> <i>Elements of Literature</i> | <ul style="list-style-type: none"> ▪ <i>Thoughts & Notions</i> ▪ <i>Oxford Picture Dictionary</i> ▪ <i>Focus on Grammar</i> ▪ <i>Weaving It Together</i> ▪ <i>Facts & Figures</i> ▪ <i>Cause & Effect</i> | <ul style="list-style-type: none"> ▪ District benchmarks in ELD for writing ▪ District benchmarks in ELA ▪ Curriculum-embedded assessments |

Grouping for English Language Development Instruction

ELD can occur in a variety of instructional settings. Each school site determines how students are to receive ELD based on information about the students' language and literacy levels. All of the settings may use in-class ELD support provided by an ELD assistant, where available. This support must be based on student and teacher need and approved by the principal.

ELD must be a part of the daily program for every English Learner. Law requires that each EL receive daily ELD instruction as part of their **core curriculum**. ELD must be a planned, specific, intentional, and explicit component of the total education of each English Learner. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL receives the minimum of ELD per day: 20 minutes in Kindergarten, 30 minutes in Grades 1-5, and at least one period per day in middle and high school.

Throughout the year, progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. Interim assessment data as well as CELDT, classroom grades, and writing samples are used to place students. At the secondary level, the school's master schedule will vertically align ELD courses to allow year-round flexibility in moving/scheduling students.

Accessing the Core Curriculum in Content Areas K-12

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. English Learners in SEI should be grouped together by language for primary language content support from a bilingual instructional aide (when appropriate). Students enrolled in an alternative program (Transitional Bilingual Education) receive full access to grade-level core curriculum by means of direct instruction in their primary language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

What is SDAIE?

English Learners access the core curriculum through classes that "shelter" the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learners
- Facilitating English Learners in accessing the same core curriculum as that of English only students
- Language-sensitive and culturally sensitive content teaching
- Developed through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- An ideal place to use language for communication
- A natural vehicle through which to teach English

- Instruction encouraging the active use of language and the emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development
- Built-in language modifications such as wait time, questioning, pacing, and highlighting

Guidelines

EL students should not be dispersed to more than one classroom for instruction in the (core curriculum) unless **at least six to eight students can be clustered in each classroom** (i.e. two Geo Science classes each have a cluster of seven ELs). A cluster is not 1-2 students: having only one to two ELs in a class is not in the best interest of the students or the teacher, who is expected to differentiate the curriculum to meet the unique learning needs of the ELs. A second option is to have a full class of all ELs in a content area course.

It is expected that ELs will be able to keep up with native English speakers in the core subjects because they are receiving specialized instruction. When students fall behind in core subjects, appropriate interventions will be implemented, and District Board Policy 5123 on “Promotion/Retention/ Acceleration” will be followed. These interventions will be designed, developed, and implemented by teachers who are certified to teach English Learners using strategies that are appropriate for the language and literacy levels of the students and that have been proven to be educationally sound for second language learners.

Gifted and Talented Education (GATE)

Burbank Unified School District is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are used to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested in Grade 3. After that, teacher may request testing. Site administrators and/or site designee GATE coordinators work with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. The district GATE administrator and the site administrators monitor GATE services. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and local board policies.

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team of all referrals takes place first. This review includes SST referral forms, classroom modifications, research-based interventions, examination of student records, verification of current hearing and vision testing, parent interviews and an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student’s second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an English Learner needs to be assessed (whether it be speech, academic, or cognition), testing will be initiated upon parent’s written approval. When appropriate, assessments are conducted in the

primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Individual Education Program (IEP) Students

Instructional decisions related to a student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will also include goals that address ELD. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services, including ELD instruction.

Credentials and Qualifications

All linguistic and academic services for English Learners with disabilities described in their IEP's (or Section 504 Accommodation Plans) must be provided by qualified teachers who have or are in-training for credentials that authorize instruction to students with disabilities and English Learners. Special Education instruction must be provided by teachers with both a special education and the credential or certificate to work with EL students.

Special Education staff, including Special Day Class (SDC) staff, receives the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. Through the IEP team meeting, parents can select alternatives to the SEI or ELM programs for their student. The Special Education department and the site work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law.

III.

Instructional Programs

at

Elementary

and

Secondary

EL Programs in Grades K-5

All English Learners receive an English Language Development (ELD) program based on their identified academic and linguistic needs. ELD must be a part of the daily program for every English Learner. Law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional, and explicit component of the total education of each English Learner. Students receive ELD until they are reclassified. At the elementary level ELD instruction is provided for a minimum of thirty minutes per day (except in Kindergarten classes where a minimum of 20 minutes per day is provided). District approved texts are used along with supplemental materials. These materials use themes and grade level content to build, widen, and deepen language across the curriculum.

The state of California English Language Development Standards and the English Language Arts Standards are used to guide instruction for ELs at their appropriate level. The goal of the ELD program is to develop fluency in English as effectively, efficiently, and quickly as possible. The criteria for placement in the ELD program are defined in Part I of this document, "Student Identification and Reclassification."

Grouping for English Language Development

ELD can occur in a variety of instructional settings:

- A cluster of ELs in a self-contained classroom where the teacher uses differentiated strategies to meet the instructional needs of several proficiency levels
- A grouping of students with adjacent proficiency levels and the same grade level
- A grouping of students at the same proficiency level across grade levels

Based on the students' language and literacy levels, each school site determines how students are to receive ELD. All of the settings listed above may use in-class ELD support provided by the ELD Specialist and/or ELD Assistant. This support must be based on student and teacher need and approved by the principal.

District-created benchmark assessment data, CELDT scores, classroom grades, and writing samples are all used to organize classes at the end of the school year for placement and grouping in classes for the following year. Progress in ELD is monitored informally throughout the year, and formally at each grading period, using benchmark assessments. Reorganization of ELD groups is considered as students make progress to ensure an optimal instructional setting.

Access to the core curriculum

EL students should be clustered in groups of at least six to eight students in each classroom. They are taught using SDAIE strategies and primary language support as needed. English learners receive specialized instruction in order to access the grade level curriculum in English language arts, science, social science, and math. When students fall behind in core subjects, appropriate interventions are implemented based on the site's Response to Intervention (RtI) plan. RtI is designed, developed, and implemented by teachers who are certified to teach English Learners, using research-strategies appropriate for the language and literacy levels of the students.

Table 3.1: Elementary Program Responsibilities

| Person Responsible | Duties |
|---|---|
| Principal | Oversees and is responsible for the placement of students in appropriate programs. Validates and evaluates implementation and effectiveness of programs. Assigns appropriate personnel to programs at site and evaluates them. |
| Curriculum Specialist | Assists in validating implementation of programs and placing students correctly. Assists in providing professional development for certificated and classified staff. Provides ongoing assistance to classroom teachers. |
| Classroom Teacher | Implements the EL program. Provides appropriate instruction to students in language and literacy using State ELD/ELA Standards. Assesses and evaluates student progress on a regular basis and differentiates instruction appropriately. |
| Instructional/ELD Assistants | Assists teacher with program implementation. Provides appropriate instruction as directed by the teacher. |
| ELD Specialist | Assesses identified students in a timely manner. Assists with appropriate placement of EL students. Provides assistance to classroom teachers. Assists in providing ELD professional development for certificated and classified staff. Provides and maintains data regarding students in the EL program. |
| District Administrator in Charge of EL Programs | Oversees EL program at all elementary schools, including staffing and training. Monitors program compliance. Facilitates curriculum development and provides services to sites. Evaluates Principals and TOSA: District ELD Coordinator for program implementation. |
| TOSA: District ELD Coordinator | Assists District Administrator in overseeing the EL program at elementary schools. Provides training and support to teachers, assistants, and parents. Monitors program compliance and provides assistance to schools, as necessary. |

EL Programs in Grades 6-12

As outlined previously, the goals for all EL students are rigorous at every level K-12. The middle and high school program models provide flexibility, yet aim to ensure a consistent and cohesive academic program that is compliant, addresses the needs of EL students, and promotes students' positive self-image. ELD courses at the secondary level are designed to follow the State ELA/ELD standards. It is understood that students will receive grade-level appropriate courses. These provide EL students with a rich linguistic environment. They have frequent opportunities to listen, speak, read, and write in meaningful contexts. The variety of listening and speaking activities students experience are integrated with reading and writing in ways that are comprehensible and meaningful for students of different language backgrounds. Courses are designed to build on students' prior knowledge and recognize the importance of skills learned in the primary language. Literature used in the courses represents many perspectives, diverse styles and cultures, and points of view.

The expectations for EL student achievement at the secondary level are *the same* as those for native English-speaking students. This implies that all EL students will meet course requirements that lead to high school graduation, giving students opportunities for post-high school study, including admission to college or specialized vocational training. All students will need to complete all graduation requirements, including passing the California High School Exit Exam (CAHSEE). The older the new student, the greater the chances will be that the student will have completed some of our graduation requirements before enrolling. It may be necessary for an enrolling English Learner to take an additional year of study in order to complete graduation requirements.

Descriptors

- The **Beginning and Early Intermediate level ELD (Program 1/SEI)** emphasizes all forms of basic communication. It integrates listening, speaking, reading, and writing in order to develop basic reading comprehension, thinking skills, and written expression. This class extends communicative competence through instruction in basic phonics and writing mechanics. Oral communication revolves around essential vocabulary that includes content area vocabulary to provide access to the core curriculum. It also includes expressions aimed at providing students with the ability to understand and be understood in everyday situations in the school and local communities, and using English to communicate in socially and culturally appropriate ways.
- The **Intermediate level ELD (Program 2/ELM)** is an integrated reading/writing based curriculum aimed at developing reading comprehension, thinking skills, and oral and written expression. Grammar is taught through context, dialogue, and stories. The course focuses on building academic vocabulary and concepts.
- **Early Advanced and Advanced level EL students (also, Program 2/ELM)** are approaching grade-level standards, therefore instruction is focused on filling in gaps, improving writing and reading comprehension skills, building academic language and vocabulary, and explicitly teaching text structures. Students at this level should be close to meeting reclassification criteria.

Middle School Programs

At the middle school, Beginning, Early Intermediate, and Intermediate level students receive two periods of ELD instruction per day. Early Advanced and Advanced level students receive one period of ELD instruction. Support in the student’s primary language (“L1”) during content area instruction is provided to students at the Beginning and Early Intermediate levels, when available.

High School Programs

At the high school, Beginning and Early Intermediate students receive two periods of ELD instruction daily, which includes one period of content-based ELD. Intermediate, Early Advanced, and Advanced receive one period of ELD instruction (these courses meet the UC’s *a-g requirements*). Support in the student’s primary language (“L1”) during content area instruction is provided to students at the Beginning and Early Intermediate levels, when available.

The following table provides sample programs that reflect typical program schedules for high school EL students by language levels. It should be noted that although the District has a two-year science requirement, science enrollment can be found under the “elective” heading as there are no set years in which the courses must be taken. This also holds true for Practical and Fine Arts, Foreign Language, and Spanish for Spanish Speakers, which is not a requirement for Spanish speakers, but is strongly recommended. The District recognizes the importance of primary language instruction and, therefore, recommends that all beginning level EL Spanish speaking students be placed in Spanish for Spanish Speakers while they are learning English. In these courses, students will be able to continue to develop their listening, speaking, reading, and writing skills in Spanish through a thematic approach that utilizes works of Hispanic authors. The skills learned in these courses will facilitate learning in English, as well as increasing the students’ self-concepts.

Table 3.2: Sample Instructional Schedule, High School

| ELD 1 | ELD 2 | ELD 3 | ELD 4 | Transitional English |
|--|-------|--|-------|----------------------|
| Two periods ELD | | One period ELD | | |
| SDAIE w/ L1 support: Math, Health/ Careers, Science, History/ Social Science | | SDAIE support: Math, Health/ Careers, Science, History/ Social Science | | |
| Fine or Practical Art or Elective(s) | | Fine or Practical Art or Elective(s) | | |
| Physical Education | | Physical Education | | |

At the high school level, ELD 1 and 2 students receive two periods of ELD instruction daily, which includes one period of content-based ELD. ELD 3 and 4 students receive one period of ELD instruction (these courses meet the UC’s *a-g requirements*).

Students may be placed in courses based on their scheduling needs and/or readiness levels, rather than placement based primarily on grade level. For example, although World History is generally a 10th grade course, EL students may take the course when it is appropriate in their four-year graduation plan, and not be restricted to 10th grade only.

SDAIE and Primary Language (L1) Support

English Learners who require primary language support and are at CELDT Beginning or Early Intermediate Levels (ELD 1 and 2), may receive support from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the direction of the teacher. Preview-review in primary language is recommended for students who are at this level. This instructional configuration provides comprehensible instruction in English utilizing SDAIE strategies.

Completion of ELD Courses

- Students who meet the District's reclassification criteria at any time during the ELD program are moved to mainstream classes and the Site ELD Coordinator monitors their progress for two years. Appropriate interventions are utilized should the EL student need extra support.
- Students who do not meet reclassification requirements at the advanced level, continue to receive the following support:
 - Transitional English (Advanced ELD) at the appropriate grade-level
 - SDAIE Math, History/Social Science, Health/Careers, and Science
 - Interventions as appropriate to assist the student in meeting reclassification requirements
- Reclassification Option 3 is an option used when it is determined that factors other than language proficiency are responsible for low performance.

EL Students who enter the District in 12th grade

It is unlikely that the Beginning or Early Intermediate level student entering 12th grade will be able to graduate by the end of the 12th grade year. Obviously, the more comprehensive the student's transfer credits are, the more realistic the possibility of graduation becomes within a one or two year period. The District has a provision for an additional year of instruction for high school EL students. This is available to those students who are within 60 credits of graduation and who can realistically attain this goal with the addition of one year of study on the high school campus. However, all Burbank Unified School District graduation requirements must be fulfilled including the passage of the California High School Exit Exam (CAHSEE). Students must also complete Health/Careers and three years of history/social science. In the event entering 12th grade EL students cannot graduate within a two-year period, they will be referred to either our Adult School or to the Community College system, both of which have comprehensive high school graduation programs for students over the age of 18.

12th grade students who enter at the Intermediate, Early Advanced, or Advanced levels are enrolled in one period of ELD/SDAIE English plus SDAIE core classes as appropriate. Depending upon the number and areas of transfer credits, it is possible for these students to meet graduation requirements, pass the CAHSEE, and therefore, be able to graduate in the June following their enrollment.

Table 3.3: Placement of English Learners in ELD Classes at the Secondary Level

The following chart represents a profile of EL students at each of the proficiency levels, based on expected progress in acquiring English. Students are moved from level to level using these criteria as well as teacher judgment. It may be necessary to move students at the semester if they are ready for the next level of ELD.

| | ELD Classes | | | | |
|---|--|---|--|--|---|
| | ELD 1 | ELD 2 | ELD 3 | ELD 4 or English T | English T |
| # Years in Program | 0-1 | 1-2 | 2-3 | 4-5 | 5-7 |
| Reading Grade Level* | 4 yrs. or more* below grade level | Approximately 3 yrs. below grade level | Approximately 2-2 ½ yrs. below grade level | Approximately 1-1 ½ yrs. below grade level | Less than 1 yr. below (approaching grade level) |
| Writing Score (4 pt. rubric) | 0-1 | 1-2 | 2 | 2-3 | 2-3 |
| CELDT Overall | Beginning or Early Intermediate | Early Intermediate | Intermediate | Early Advanced or Advanced | Early Advanced or Advanced |
| CST-ELA Scaled Score | Below 300 | | | 300-325 | 325 or above |
| Textbook level used | Longman: <i>Keys to Learning</i> <i>High Point</i> : Basics <i>Edge</i> : Fundamentals | <i>Keystone</i> : Level A <i>High Point</i> : Level A <i>Edge</i> : Fundamentals & Level A | <i>Keystone</i> : Level B <i>High Point</i> : Level B <i>Edge</i> : Levels A & B | <i>Keystone</i> : Level C <i>High Point</i> : Level C <i>Edge</i> : Levels B & C ELA grade level text | ELA grade level text |

* The use of “or more” includes a very broad range. For example, a beginning level proficiency student who enters BUSD in grade 12 may be significantly more than 4 years below grade level in English reading.

Table 3.4: ELD and SDAIE support for EL students in Middle School

| Program 1 Structured English Immersion | | | Program 2 English Academic Mainstream | | |
|---|------------------|---------------------------|--|--------------------------------|----------------------|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| English Class | ELD 1 | ELD 2 | ELD 3 | ELD 4/ Transitional English | Transitional English |
| Additional period of ELD? | Yes | Yes | Yes | | |
| Science | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |
| Social Science | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |
| Math** | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |

Table 3.5: ELD and SDAIE support for EL students in High School

| Program 1 Structured English Immersion | | | Program 2 English Academic Mainstream | | |
|---|------------------|---------------------------|--|--------------------------------|----------------------|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| English Class | ELD 1 | ELD 2 | ELD 3 | ELD 4/ Transitional English | Transitional English |
| Additional period of ELD? | Yes | Yes | | | |
| Science | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |
| Social Science/ History | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |
| Math** | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |
| Health | SDAIE* | SDAIE* | SDAIE | SDAIE | SDAIE |

*w/ L1 support, if available

**Some students may be able to take advanced math courses without SDAIE support (e.g. Honors Algebra or AP Calculus).

Table 3.6: Secondary Program Responsibilities

| Person Responsible | Duties |
|---|---|
| Principal | Oversees implementation of programs. Assigns qualified personnel to programs at site and evaluates them. |
| Assistant Principal | Oversees placement of students in appropriate programs. Assists in evaluating personnel as assigned by principal. Oversees IEP/SST process for EL students. |
| Classroom Teacher | Implements the District program for ELs. Provides appropriate instruction to students and access to core curriculum. Confers with site ELD Coordinator on an ongoing basis regarding student progress and program design. |
| Paraprofessional | Assists teachers with implementation of EL program. Provides primary language assistance and appropriate instruction as directed by the teacher and based on student need. |
| Site ELD Specialist/ Coordinator | Tests identified students in accordance with State regulations. Assists with appropriate placement of ELs and monitors their progress. Interfaces with administrators and organizes ELAC meetings. Makes recommendations about the purchase of materials. Provides assistance to classroom teachers. Maintains and provides data about students in the EL program. Provides support and guidance to students. |
| Clerical Support Staff | Administers State mandated tests. Keeps records of EL students. Sends home parent letters of assessment results and reclassification. Contacts parents to attend ELAC meetings. |
| Counselor | Coordinates services for special needs students. Assigns EL students to appropriate classes as outlined in the Master Plan and in conjunction with the site ELD Coordinator. |
| District Administrator in Charge of EL Programs | Oversees EL programs including staffing and training. Monitors program compliance. Facilitates curriculum development, articulation meetings, and text adoption. Evaluates principals for program implementation. |
| TOSA: District ELD Coordinator | Assists District Administrator in overseeing the EL program at elementary schools. Provides training and support to teachers, assistants, and parents. Monitors program compliance and provides assistance to schools, as necessary. |

IV.

**Monitoring of
Student Progress**

District-Level Performance Expectations for English Learners

Annual Growth Expectancies on CELDT

EL students are expected to gain one proficiency level annually until they reach proficiency (level EA or A). This means that a student who enters at the Beginning level on the CELDT will reach proficiency within 5-6 years. The District also recognizes that students achieve English proficiency at various rates depending on several variables: age at entry, language and literacy levels in primary language, prior former schooling, presence of learning disabilities, and motivation. Some students may gain two or more levels after the first year, and spend more time at the intermediate level, but will still achieve proficiency by the fourth year in the program. Students who begin at the Intermediate level may take two years to reach the Early Advanced or Advanced level.

Reclassification Rate

The District reclassification rate will be at least three percentage points above the State average. This information is reported annually in the Site EL Program Evaluation document.

Rate of Participation of EL/RFEP Students in GATE, Honor, and Advanced Placement Courses

The participation of EL students in these programs will be proportional to the number of EL/RFEP students in the school-wide population. This data is recorded annually in the Site EL Program Evaluation document.

Monitoring of Student Progress

Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year (minimum of 3 times a year). Progress will be monitored by the site principal, the ELD Specialist/Coordinator, and secondary counselors in conjunction with classroom teachers.

Assessments Used in the District

Student progress is monitored based on a set of district-adopted and State-mandated assessments. The assessments we use are shown in Tables 4.1–4.2. They determine English language proficiency and evaluate students' academic performance. These assessments include:

- California English Language Development Test (CELDT)
- ELD curriculum-embedded benchmark assessments
- ELA curriculum-embedded benchmark assessments
- Math curriculum-embedded assessments
- Grades/Transcripts
- California Standards Test (CST)
- California Standards Test in Spanish (STS)
- California High School Exit Exam (CAHSEE)

Assessment results are maintained electronically in the district database. This allows district administrators, principals, and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, placement in an ELD program, progress towards reclassification, and identification of students in need of intervention.

Table 4.1: English Language Development (ELD) Assessments

| Assessment Instrument | Grade Level | Description | When Administered | Who Administers |
|--|--------------------|--|--|-----------------------------------|
| California English Language Development Test (CELDT) | K–12 | <ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III | <i>Initially:</i> At registration (Legal allowance—within 30 calendar days from date of enrollment) <i>Annually:</i> July–October | Trained staff at each school site |
| District Benchmarks | K-5 | Assesses listening & speaking | At the end of each trimester | Classroom Teacher |
| High Point or Keystone | 6-8 | Curriculum-embedded ELD assessments | According to Pacing Guide | Classroom Teacher |
| Edge | 9-12 | Curriculum-embedded ELD assessments | According to Pacing Guide | Classroom Teacher |

Table 4.2: Assessments Measuring Academic Achievement

| Assessment Instrument | Grade Level | Description | When Administered | Who Administers |
|---|--------------------|--|--|------------------------|
| California Standards Tests (CST) | 2–11 | <ul style="list-style-type: none"> Criterion referenced tests assessing student’s mastery of grade level standards in English Language Arts, Math, Science and Social Studies State mandated instruments Used to measure Adequate Yearly Progress for federal No Child Left Behind Accountability Included in the Academic Performance Index | Annually in Spring | Teacher |
| English Language Arts assessments | K-5 | Curriculum-embedded assessments | Periodically throughout the year (e.g. end of theme) | Teacher |
| District Benchmarks | K-12 | Standards-based end of tri/semester benchmarks in reading, writing, & math (K-12), as well as science, and social studies (6-12). | At each trimester (K-5) or each semester (6-12) | Teacher |
| California High School Exit Exam (CAHSEE) | 10-12 | <ul style="list-style-type: none"> Criterion referenced test which is state mandated Used to measure Adequate Yearly Progress for federal No Child Left Behind Accountability Included in the Academic Performance Index | As scheduled throughout the year | Site test coordinators |

Provisions for Students on Individualized Education Programs (IEPs)

In some circumstances, students with IEPs may be given alternative assessments in place of the CSTs, CELDT, and district benchmark tests. The current state-approved alternative assessment to the CSTs is the California Alternative Performance Assessment (CAPA).

Use of Assessment Data for Instructional Planning and Scheduling

Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress after each testing window, for planning differentiated instruction, and to provide classroom interventions or enrichment as appropriate. CELDT data (supplemented by ELD curriculum-embedded assessment results) is used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the secondary schools. CST test results are used in conjunction with benchmark assessments (in language arts and mathematics) to identify students in need of benchmark, strategic, and intensive interventions, and to assign them to appropriate instructional schedules. Students who exceed grade level benchmarks for growth on these assessments will be considered accelerated and moved to more advanced groups/classes.

Ongoing Monitoring of Student Progress

At least twice a year, grade level and/or department teams, including the site principal (or designee) and site ELD Specialist/Coordinator will meet to examine student data on the assessments used in order to determine short-term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate interventions/ enrichment. These meetings may result in the development of an Intervention Support Plan for students not meeting ELD or academic achievement growth expectations.

English Learner (EL) Intervention Support Plan

English Learners' academic performance is monitored in grades K–12 using formative assessments in order to identify academic needs and develop action plans and goals for student academic improvement. This monitoring of academic and language proficiency will ensure that students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students who may be struggling or who need to be challenged. The district will integrate interventions for ELs with systems and procedures to be used throughout the district for any student not making expected growth targets.

Table 4.3: E. L. Intervention Plan Responsibilities

| Persons Responsible | Duties |
|---|--|
| Principal | Responsible for the process at school. |
| ELD Specialist / Coordinator | Processes rosters of students meeting criteria that indicate a need for academic support. Attends meetings and completes the follow-up monitoring. |
| Classroom Teacher | Provides Tier 1 and/or 2 intervention instruction. Monitors and reports progress to the ELD Specialist/Coordinator. |
| District TOSA: Coordinator of ELD Services K-12 | Supports site personnel in developing support plans and in monitoring student progress. |

The table below indicates the time in program benchmarks for EL students in English language development and core curriculum areas.

Table 4.4: Proficiency Benchmarks for English Learners by Time in Program

| Level of Proficiency at Time of Enrollment in ELD Program | | | | | | |
|---|-----------------|--------------------|--------------|--|--|--|
| ELD Benchmark Levels: CELDT | Beginning | Early Intermediate | Intermediate | Early Advanced/Advanced (Not English Proficient) | Early Advanced/Advanced (English Proficient) | Reclassified Fluent-English-Proficient |
| Core Curriculum Benchmark Levels: CST | Far Below Basic | Far Below Basic | Below Basic | Basic | Basic to Proficient | Basic to Advanced |
| Time in ELD Program | Year 1 → | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | Year 1 → | Year 2 | Year 3 | Year 4 | Year 5 |
| | | | Year 1 → | Year 2 | Year 3 | Year 4 |
| | | | | Year 1 → | Year 2 | Year 3 |

EL students who do not meet these benchmarks will need a plan for intervention plan. In general this will include EL students: 1) who are more than one year below the expected time in program expectation in EL proficiency and/or 2) whose CST scores fall outside the expected benchmarks for proficiency in English as assessed by the CELDT.

At elementary, these students should have Individual Learning Plans (ILPs). As part of these plans, students will be assigned to targeted interventions that address both language and academic needs.

At secondary, students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student’s level of ELD, or an intervention class that addresses both language and literacy skills
- Instruction in the core academic subjects provided through SDAIE strategies by an appropriately credentialed CLAD or BCLAD teacher
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day)

Support Process

Criteria for identification include the amount of time in the ELD program and lack of progress in demonstrating English proficiency as determined by CELDT scores, results from the California Standards Test in English Language Arts (CST-ELA) that indicate “far below basic” or “below basic,” test scores from curriculum based assessments that are two grade levels below current grade level standing, poor attendance, discipline issues, teacher recommendation and parent input. EL students who are in need of support will receive intervention instruction according to the school site’s Response to Intervention (RtI) plan.

In addition to the intervention program, these students will also receive access to grade level English Language Arts instruction and grade level ELD instruction. After-school programs and tutoring may also be available and also use supplemental research based materials proven effective in meeting the specific linguistic needs of English learners.

The goal of intervention is to bring students within the benchmarks for adequate achievement in English language development and in the core curriculum areas. For an intervention to be considered successful, *students would be expected to make more than a year's growth within a year's time*. If after one or more years of documented support a student does not show adequate progress, the teacher, counselor and/or ELD Specialist/Coordinator will refer the student to the Student Study Team. It is considered at that point that the educational needs of the student exceed specific language development interventions.

Table 4.5: Response to Intervention

| Tier | Criteria | Description |
|--------------------------|---|---|
| <i>Tier 1: Benchmark</i> | (for students less than 1 year below grade level) | Students identified in Tier 1 receive standards-based instruction that incorporates research-based strategies to differentiate content in order to meet the individualized needs of students. Student receives instructional support through differentiation within their assigned instructional setting (SEI, ELM or Alternative Program). |
| <i>Tier 2: Strategic</i> | (for students 1 to 1.9 years below grade level) | Students identified in Tier 2 receive targeted strategic instruction beyond, and in addition to, the core program. This occurs in smaller targeted instructional groups. Instructional interventions in Tier 2 are designed to accelerate specific identified skills or skill sets. Student's progress is closely monitored for appropriate modifications and regrouping. |
| <i>Tier 3: Intensive</i> | (2 or more years below grade level) | Students identified in Tier 3 receive instruction using state and district adopted intensive intervention curriculum designed to accelerate students in reading and language development. This replaces the core instructional program. Students receive intensive intervention instruction designed to move students to grade-level as quickly as possible. |

V.

Reclassification

Process and

Monitoring

Reclassification

Definition

Each former English Learner who has been reclassified as Fluent English Proficient (R-FEP) has demonstrated English language proficiency comparable to that of average native English speakers, and can participate equally with average native speakers in the school’s regular instructional program.

Purpose

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school’s regular instructional program. Once students are reclassified they are designated as Reclassified Fluent English Proficient (R-FEP).

Criteria for Reclassification

The following criteria are used to determine when English Learners have demonstrated English Language proficiency comparable to that of average native English Speakers, can participate equally with them in the school’s regular instructional program, and have developed the English language skills necessary to succeed in an English-only setting. These students should be reclassified as Fluent English Proficient (R-FEP).

Table 5.1: Reclassification Criteria

| Area | Data Gathered | Reclassification Criteria |
|------------------------------|---|--|
| English Language Proficiency | Most recent CELDT test or Alternative Assessment (ELs with IEPs) | Overall level: Advanced or Early Advanced (with no domain below Intermediate level) |
| Academic Achievement | Most recent state test results: <ul style="list-style-type: none"> • CST in English Language Arts • CMA in ELA (ELs with IEPs) • CAHSEE (grades 10-12) | CST/CMA-ELA: Basic with a scaled score of 325 or higher CAHSEE: Passing with a score of 350 or higher |
| Teacher Evaluation | Reclassification worksheet, student writing sample, and current report card | ELD Staff completes the reclassification worksheet with state testing data and teacher input. Grades 1–5: <ul style="list-style-type: none"> • Report card indicates that student is meeting grade level standards • Student is meeting ELA benchmarks on district tests • The student has a passing score on the grade level writing sample Grades 6–12: <ul style="list-style-type: none"> • Minimum of “C” in content areas (except math) on most current report card • The student has a passing score on the grade level writing sample. <i>If there are any deficits, the teacher agrees that:</i> <ul style="list-style-type: none"> • The student is performing successfully in academic areas per IEP goals and/or any deficits in motivation or performance are unrelated to English language proficiency |
| Parent Consultation | Description of results and consultation with parent | After having reviewed the data and received an appropriate explanation, the parent signs the form. |

Reclassification Process

Step: 1

The reclassification process is initiated with the receipt of official CELDT results, or after local scoring is complete, and CST Language Arts test results. The site ELD Specialist/Coordinator will run reports using Aeries or Data Director to collect and analyze state test data. EL students who meet the state criteria for reclassification are identified as potential candidates for reclassification. Then, the site EL staff completes the most recent state English Learner data on a reclassification worksheet. The form includes the following data for English Learners:

- CELDT Scores
- CST, CMA, or CAHSEE
- Demographic information
- District Benchmark Scores (ELA, Math, ELD, Writing)
- Progress toward IEP goals, when applicable
- Discipline, attendance, and prior interventions (only in cases where there are deficits in motivation or performance that are unrelated to English language proficiency)

Step: 2

The site ELD Specialist/Coordinator meets with student's core subject classroom teacher(s) to discuss the reclassification process for the identified English Learners. The classroom teacher(s) provide the District benchmark data and grades for the Reclassification Worksheet.

Step: 3

The site's Language Assessment Team, consisting of the principal, the ELD Specialist/Coordinator, and student's core subject classroom teacher(s) reviews the student data to determine which students meet reclassification criteria. (Other optional team members may include school counselors, other resource teachers, and any other appropriate personnel that have direct knowledge of the student's academic progress.)

Step: 4

The EL Specialist will consult with parent/guardian of the EL identified as ready for reclassification. This consultation can be in writing, over the phone, or in person. The parent/guardian will be given a copy of the assessment results. The parent/guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent/guardian signs the Reclassification Worksheet, or the tear-off portion of the Notice of Language Reclassification letter indicating that they agree their child's reclassified to R-FEP status. The parent communication will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent/guardian does not attend a consultation meeting or objects to the reclassification.

Step: 5

The site English Learner staff will change language fluency and enter reclassification data in the site database (Aeries). The site EL staff will file all reclassification forms in student EL student cumulative record (CUM) folders and remove the EL Green Folder. The EL Specialists/Coordinators must verify that all data in the student record is current regarding language fluency, language services, and program.

Note: In order to ensure proper placement in 6th and 9th grades, reclassification for 5th and 8th grade ELs must be completed before the end of the school year. The site EL staff provides a list of continuing EL and reclassified students to the ELD Coordinator and school counselors at the

appropriate receiver schools in sufficient time to assure the best placement of EL and R-FEP students at the secondary levels.

Table 5.2: Roles and Responsibilities for Reclassification

| Persons Responsible | Duties |
|-----------------------------------|--|
| Site Administrator | Oversees for the reclassification process at school. |
| ELD Coordinator/ Specialist | Initiates, monitors, and completes the reclassification process, contacts parents, requests translators, and monitors academic progress of R-FEP students for two academic school years. |
| Teacher | Identifies students for reclassification and monitors R-FEP students. Assists EL Specialist/Coordinator in classroom and district data collection. |
| TOSA: District ELD Coordinator | Monitors the reclassification process and provides guidance in the decision making process. |

Reclassification Monitoring

R-FEP Follow-up Monitoring

Students who have been reclassified as R-FEP must be monitored by the site English Learner staff for two years. The ELD Coordinator/Specialist monitors each student using the R-FEP Monitoring form as a tool to monitor academic progress at least 2 times per year. The R-FEP Monitoring Form is filed student’s cumulative record folder. If the student’s grades fall below grade level (2) in grades K–5 or below “C” in grades 6–12 in any core content class, the site ELD Specialist/Coordinator meets with the student’s teacher(s) to insure that interventions are put into place. Follow up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:

- Response to Intervention support provided at school
- Additional academic counseling
- Referral to a Student Study Team
- Additional diagnostic assessment

Reclassification Provision for Special Education Students

All students with IEPs must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess to determine if factors other than language (e.g. specific learning disability) are responsible for the lack of progress. The EL Specialist/Coordinator at the school site will complete the Reclassification Option 2 worksheet and review it with the students’ case carrier, teachers, counselor (at secondary), and site administrator to determine appropriate classification and support.

VI.

Staffing

and

Training

Staffing and Training

Table 6.1: Responsibilities for Staffing

| Person Responsible | Duties |
|---|--|
| Site Administrator | Determine staffing needs; evaluates staff; makes requests for teachers and paraprofessionals |
| Director of Human Resources | Recruits/hires/places staff; facilitates contract issues |
| District Administrator in Charge of EL Programs | Coordinates District training; monitors all training; determines paraprofessional need; monitors programs for EL students at the elementary level; assists with recruitment, hiring, and placement of staff; monitors budget expenditures. Monitors programs for EL students at the secondary level; assists with recruitment, hiring, and placement of staff. |
| TOSA: District ELD Coordinator Site ELD Specialists/Coordinators | Provides District and site training for teachers and paraprofessionals |

The Burbank Unified School District complies with the Commission on Teacher Credentialing (CTC) standards and requirements for teacher authorization in California. All ELD, primary language, and SDAIE instruction is delivered by teachers with the appropriate authorization to teach ELs issued by the CTC. In addition, teachers with a Certificate of Completion of Staff Development for SDAIE (as authorized by SB 1969/395 and AB 2913) shall also be considered certified and competent to provide ELD instruction. (BUSD Board Policy 4112.22)

Staffing Needs

Each school determines the type of programs necessary to meet the needs of their EL students, taking into account the number of students at each level by language. Students are placed into appropriate programs and assigned to teachers with the necessary credential or authorization for teaching ELs. This includes special education teachers who work with EL students. They are expected to have appropriate CTEL, CLAD, SB 1969/395, AB 2913, or BCLAD certification in addition to their special education certification.

Recruitment and Hiring

All District and school administrators take an active role in recruitment efforts. The District intent is to hire and retain highly qualified CLAD trained teachers. All new hires are notified of training requirements before contracts are signed. (Administrative Regulation 4112.22)

Training

New teachers who have obtained their credentials in California will have CLAD training through their teacher training program. Thus, their preliminary credentials will have the necessary authorizations for them to work with English learners. In addition, through an induction program (like BTSA), they receive additional training on the ELD program in our particular District.

Teachers who received their credentials from other states have until March of the second probationary year to complete the CLAD authorization.

The administrator(s) in charge of programs for EL students coordinates and monitors on-going professional development in the district and/or at school sites. This includes, but is not limited to: data analysis and planning for instruction, engagement strategies for students, and research-based strategies for teaching ELs.

Paraprofessionals

ELD paraprofessionals attend District staff development days and receive training at their school sites. Schools are encouraged to send paraprofessionals to Multidistrict Paraprofessional Institutes (MTPI) sponsored by the LACOE. In addition, the Burbank California Association for Bilingual Education (CABE) chapter offers scholarships to bilingual paraprofessionals who are pursuing teaching credentials.

VII.

Basic

and

Supplemental

Resources

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office, Director of Categorical Programs and by external auditors. The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds:

1. The School Board approves the District's Superintendent's Goals and Objectives. This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The Director of Categorical Programs allocates funds based on data collected from the Consolidated Application for federal funds, meets with school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. Site principals coordinate development of their school level plans and prioritize the needs of their students based on data. Principals meet with the School Site Councils and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
 - The School Site Council develops the school site plan and annually reviews and updates it.
 - ELAC members advise and are expected to actively participate in the development of the school level plan.
 - DELAC actively participates in the development of the district level plan.

Each fall, the district and site budgets are shared with the DELAC and site ELACs.

Information about these budgets is provided to parents during the fall trimester. In the spring, in preparation for the development of each school's Single Plan for Student Achievement and the District's Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs. The Master Plan for English Learners is aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels. These include but are not limited to:

1. Burbank Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Corrective Action Plans
4. Local Educational Area (LEA) Plan
5. Single Plans for Student Achievement
7. Federal Program Monitoring (FPM) corrective actions
8. All additional relevant federal, state and local directives

General Fund Resources

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

program also includes district adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. Expenditures include, but are not limited to:

- Instructional assistants for ELD or primary language support
- EL assessment instruments
- Supplemental instructional materials.

These categorical funds should not be used to supplant general funds or other state or local resources.

Table 7.1: Basic and Supplemental Resources

| Person Responsible | Duties |
|--|--|
| District Administrator in charge of EL Programs | Informs principals of regulations and requirements for appropriate expenditures of EIA/LEP and Title III and Immigrant funds. Approves all requisitions expending EIA/LEP, Title III and Immigrant funds |
| Principals (in consultation with ELD Specialists/Coordinators) | Orders supplemental materials for programs for EL students |
| District Administrator in charge of EL Programs | Chairs curriculum committees to revise curriculum and adopt core curriculum materials |
| Principals District Administrator in charge of EL Programs Fiscal Services Department | Monitors and manages budgets for EIA/LEP and Immigrant funds |

VIII.

**Parent and
Community
Engagement**

Burbank Unified School District believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Advisory Committees for EL Students

English Learner Advisory Committees at both the school and the District levels provide an integrated school staff/parent/community group to ensure that the program for EL students is well planned, effectively implemented, and provides for success achieved by EL students commensurate with the success achieved by native English speakers.

Site English Learner Advisory Committee (ELAC)

Legal Requirements

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC) to meet the following legal requirements:

- The ELAC advises the school principal and staff on the school's program for English learners.
- The ELAC advises the School Site Council on the development of the *Single School Plan for Student Achievement*.
- The ELAC assists the school principal and staff in the following:
 - The school's needs assessment.
 - The school's annual language census (R-30).
 - Efforts to make parents aware of the importance of regular school attendance.

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English Learners must at least equal the percentage of English Learners enrolled in the school.
2. Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents).
3. All parents/guardians of English Learners have an opportunity to vote and elect ELAC officers.
4. ELAC officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position.
5. Elections for ELAC officers will be conducted at each school site by October 31.
6. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate selected by October 31 of each year.
7. The ELAC will appoint one member to attend school site council meetings and report back to the ELAC on development and implementation of the school site plan. School sites will provide translation of documents and interpretation during meetings, as needed.
8. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

1. The site principal is responsible for establishing the ELAC.
2. The site principal is responsible for ensuring that regular meetings of the ELAC take place (at least two times a year).

3. The principal and/or EL Specialist/Coordinator will coordinate meetings, communication, and documentation (i.e. calendar, topics covered, members) between the site and the District's Instructional Services Department.
4. The principal and/or an EL Specialist/Coordinator will arrange an agenda planning session with the ELAC chairperson prior to each meeting.
5. The principal and EL Specialist/Coordinator will attend the meetings and assist the ELAC chairperson in running the meetings in a consistent manner throughout the year.
6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting).
7. ELAC meetings will be conducted with agendas and minutes.
10. The principal and/or EL Specialist/Coordinator will maintain all ELAC documentation (calendar, fliers/meeting notices, agendas, sign-in sheets and all handouts) on site, and provide copies of agendas, minutes, and sign-in sheets to the District Administrator in charge of EL Programs.

Training for ELAC Members

Each year, the school and/or district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities by November 30. This training will include a description of both the opportunities and limitations on actions members may take. ELAC members will provide input into the selection of training content. The site principal and/or EL Specialist/Coordinator will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

Legal references: 20 USC 6312[g][4]; E.C. Sections: 62002.5; 35147; 52176 and 52168; and Title 5. CCR, Section 11308

District English Learner Advisory Committee (DELAC)

Legal Requirements

The Burbank Unified School District has more than 51 English Learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English Learners:

1. Development or revision of a district Master Plan for English learners.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the annual language census (R-30) (e.g., procedures and forms)
6. Review and comment on the district's reclassification procedures.
7. Review and comment on the written notifications required to be sent to parents and guardians.

DELAC Membership Guidelines

1. At its first or second meeting of the year, each site ELAC will elect one representative and one alternate representative (usually the ELAC Chairperson) to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected by October 31 each year.

2. The DELAC representatives serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.
3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.
4. The DELAC representatives will elect a DELAC Chairperson and Vice-Chairperson and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year.

DELAC Implementation Guidelines

1. The DELAC will meet at least twice a year and will operate according to guidelines contained in state and federal regulations.
2. Agendas and minutes of DELAC meetings will be posted at the District and made available at each school site.
4. The District Administrator in charge of EL Programs or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
5. The DELAC Chairperson will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the Chairperson's absence, resignation or inability to perform the duties, the Vice-Chairperson will assume these duties.
6. The DELAC Chairperson will assist with the preparation of the agenda and will conduct the meeting. The Vice-Chairperson will conduct the meeting in the absence of the Chairperson.
7. The Instructional Services Department will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other reasonable expectations).
8. The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the District Administrator in charge of EL Programs.
9. Once per year the DELAC will make a presentation to the Superintendent and the Governing Board.

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties; DELAC members will have input into the content of training each year. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting. It is the responsibility of site DELAC representatives to share information between ELAC and DELAC.

Legal References: California *Education Code*, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a); California *Code of Regulations*, Title 5, sections 11308 (b) and (d); 20 *United States Code* Section 6312 (g) (4)

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states that there are six types of parental involvement:

1. Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Events designed to foster this are:

- District-wide Parent Training Series ("Parent Academy")
- School Site Parent Education Workshops

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs and choices. BUSD recognizes it is critical that parents understand the content presented at meetings and in writing, allowing them to make informed decisions concerning their children. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. In addition, all documents sent home to parents from the District Office will be translated for significant populations. Should any parent who speaks another language request an explanation of a document, the District will locate someone who can provide that information in a language the parent can understand.

Translators will be made available for all parent/teacher conferences; school meetings; SST, IEP, and retention meetings; suspension and expulsion hearings; and for all due process actions held at the district level. Activities intended to encourage communication include:

- Informal gatherings of parents at school (e.g. Welcome Breakfasts, Coffee Club, Muffins for Moms, Donuts for Dads)

3. Volunteering

Develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- PTA/PTSA
- School-wide functions
- Classroom volunteering

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Parent-teacher conferences
- Back-to-School nights

5. Decision Making and Advocacy

Educators and parent leaders work together in advisory/decision making groups. Develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC
- PTA/PTSA
- Site Council
- District Committees
- Other community based organizations

6. Relationship Building/Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and the community. These can serve to build and strengthen long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights

The district provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The District's LEA plan and school plans will outline measurable goals, objectives and activities that promote parent involvement.

Figure 8.1: Sample ELAC Agenda

**Burbank Unified School District
English Learner Advisory Committee**

Sample Agenda

- I. Welcome and Introductions
- II. Purpose of the Committee
The Committee advises the school principal and staff on at least the following:
 - Development of the school plan for English learners.
 - Development of the school's needs assessment.
 - Administration of the school's annual language census (R-30 Report).
 - Ways to make parents aware of the importance of regular school attendance.
- III. Election of Officers for the Committee
- IV. Election of Members to the District English Learner Advisory Committee (DELAC) (at least one member)
- V. Training for Carrying out Legal Responsibilities of the ELAC
 - Discussion with members on what type of training they would like to receive throughout the year to assist them.
- VI. Future Meetings
 - Topics
 - Dates
 - Speakers
- VII. Other Possible Topics
 - How can parents help make their children succeed at school?
 - How can parents be a partner with the school?
 - Report Card Explanation
 - Parent visits to the computer lab, library, classrooms, career center
 - Sexual Harassment Policy
 - Gender Equity
 - Student assessment data
 - Reclassification Process
 - Program Placement

Figure 8.1: Template for ELAC Minutes

**Burbank Unified School District
English Learner Advisory Committee Meeting
(ELAC)**

School _____
Minutes for _____ / _____ / _____

Members Present: See attached list, which represents _____ parents,
_____ school staff, and _____ guests.

Legal Requirement/Training Covered at this meeting:

| | |
|--|---|
| | 1. Development of the school plan for English learners. |
| | 2. Development of the school's needs assessment. |
| | 3. Administration of the Annual Language Census (R-30). |
| | 4. Ways in which the school can provide information to parents regarding the importance of school attendance. |

The meeting was called to order at _____ by the Chairperson, _____. The Chairperson welcomed all present to the _____ School English Learner Advisory Committee and asked everyone to introduce him/herself.

Meeting Minutes: The Secretary _____ read the minutes from the _____ meeting. It was moved by _____ and seconded by _____ that the minutes be approved as written (or as corrected/amended).

Legal Requirements: The following is a summary of the discussion/action(s) taken on any of the four above-described legal requirements (what and by whom).

Legal Requirements: Parent Input/Advice: The following is a summary of the advice/input parents offered on _____ legal requirement(s).

Other Presentations or Guest Speakers: The following is a summary of the presentation on _____, given by the guest speaker _____.

Follow-up on Topic(s): _____

Action by whom? _____

Meeting adjourned at _____.

Respectfully submitted,

Secretary, English Learner Advisory Committee

IX.

**Program
Evaluation
Design**

Accountability

Accountability Goals

The District and school sites will take the following actions to ensure that the Master Plan for English Learners is effectively implemented so that students:

1. Achieve English proficiency;
2. Achieve academic success; and
3. Develop a positive self-image and an understanding and respect for cultural diversity.

Accountability work is everyone’s responsibility. This includes students, parents, and all personnel at the school and district levels—teachers, counselors, instructional assistants and administrators. We consider it part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

Evaluation Design and Goals

The district will conduct an annual review of programs and services for English Learners. Programs and services for English Learners are structured around five goals. The review process will allow each site to assess their program using the questions listed in the following table.

Table 9.1: Evaluation Design—Goals and Evaluation Questions

| Goals | Addressed in Annual Review: | Questions for discussion: |
|---|---|--|
| 1. English Learner programs are fully implemented as described in the <i>Master Plan for English Learners</i> | Part 1: Teacher Qualifications & Class/Course lists Part 2: Site Team Discussion | <ul style="list-style-type: none"> • Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (e.g. placement of students in appropriate classes) |
| 2. English Learners will have full access to the core curriculum | Part 2: Site Team Discussion Part 3: Classroom Visits | <ul style="list-style-type: none"> • Are English Learners given full access to core instruction? • Are English Learners receiving daily ELD leveled instruction? |
| 3. All English Learners will master the English language as efficiently and effectively as possible. | Part 6: Student Progress | <ul style="list-style-type: none"> • Are English Learners making adequate progress on ELD benchmark assessments? • Do English Learners meet the state’s Annual Measurable Academic Objective with regard to English Learner gains on the CELDT test? • Are 75% or more of English Learners reaching reasonable fluency on the CELDT in 5 years or less? • Are 75% or more of English Learners reclassified within 6 years? |

Table 9.1: Evaluation Design—Goals and Evaluation Question, continued:

| Goals | Addressed in Annual Review: | Questions for discussion: |
|--|---|---|
| <p>4. English Learners will achieve academic success comparable to EOs.</p> | <p>Part 5: Participation in Special Programs Part 6: Student Progress (AMAO 1 and District Assessments) Part 9: Student Progress (AMAO 3)</p> | <ul style="list-style-type: none"> • Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)? • Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts? • Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in Mathematics? • Are English Learners proportionally represented in Special Education? • Are English Learners (and R-FEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> ◆ Passing the CAHSEE ◆ Enrollment in AP/Honors classes ◆ Meeting UC/CSU requirements at high school graduation |
| <p>5. Parents of English Learners and R-FEPs participate meaningfully in their children’s education.</p> | <p>Part 7: Parent Involvement</p> | <ul style="list-style-type: none"> • Do parents of English Learners and R-FEPs participate in school activities (parent-teacher conferences, volunteer in class, etc.) as much as parents of EOs? • Is the rate of parent engagement increasing? |

Monitoring Program Implementation

Goal 1: Program implementation as described in the *Master Plan for English Learners*
 District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners.

The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the *Master Plan for English Learners* every five to six years

Monitoring will consist of the following activities:

- *Data Analysis (adapted from State-Designed Self-Study instruments)*
The data analysis review instruments will be designed based on the categories and information found on the State's English Learner Subgroup Self-Assessment (ELSSA) and the District's common assessments for ELD, ELA, and math. Findings will be compiled by site EL Specialists/Coordinators and reported to the site self-review team. It will determine the next steps for school improvement work.
- *Ongoing coaching and staff development support*
EL Specialists/Coordinators will help organize site staff development and assist with classroom coaching and/or demonstration lessons. They will assist with the collection and review of data, class placements, organizing for ELD instruction, and preparing the annual ELD Program Review. The District English Learner TOSA will have lead responsibility for organizing in-depth reviews and any needed follow-up.
- *Annual ELD Program Reviews*
The review will be conducted by a team consisting of site administrators, site EL Specialists/Coordinators, and (at elementary) the curriculum specialist. Findings will be compiled and used to determine next steps for school improvement work. The team will review placement of EL students in core content areas, ELD groupings by language proficiency levels, and data review and analysis. The team will also discuss the program evaluation questions outlined in figure 7.1.

Goal 2: English Learner Access to Core Curriculum

Each site principal is responsible for ensuring that English Learners have access to core curriculum:

- Secondary principals will work closely with counselors and site ELD Coordinators in the development of the Master Schedule to ensure that sections reflect the needs of English Learners. The District Administrator in charge of EL Programs will work closely with site administrators and ELD Coordinators to determine appropriate placements of English Learners.
- Elementary principals will work with site EL and Curriculum Specialists to determine appropriate placement and instructional setting for English Learners. EL Specialists will assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The District Administrator in charge of EL Programs will work closely with site principals to review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

Goal 3: Mastery of English

The District Administrator in charge EL Programs, principals, EL Specialists/ Coordinators, and classroom teachers will analyze annual CELDT results, ELD benchmarks, and other assessment results used to measure progress toward meeting criteria for reclassification.

Goal 4: Academic Success

Each site principal will review and analyze CST performance data in English Language-Arts and Mathematics. The data will be disaggregated by language proficiency (EL and R-FEP). Principals will also analyze District benchmark data with site staff to determine trends and areas of need, and to develop action plans.

Goal 5: Parent Engagement

Sites will report to the district on parent activities (including ELAC) implemented during the year. A Parent Participation Survey will be completed every other year and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analysis performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site Level Use of Information

The site review will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Classroom visitations conducted by administrators will provide an additional perspective on classroom implementation of recommended instructional practices. Individual teachers and grade/department level teams may use the ELD Classroom Visitation form to complete self-assessments on program implementation. After gathering and discussing the information, each site will develop an action plan for professional development that establishes needs, yearly goals and types of training experiences that are needed to improve instruction. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Putting outcome data together with the site reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the School Board in the fall of each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance on the indicators specified in Table 9.1.

Table 9.2: Evaluation And Accountability: Roles and Responsibilities

| Role | Responsibilities |
|---------------------|--|
| Student | <ul style="list-style-type: none">• Attends school daily, arrives on time, and works for high achievement• Participates in school activities• Communicates regularly with parents, teachers, and support staff |
| Parent/ Guardian | <ul style="list-style-type: none">• Monitors and promotes English Learner's progress in academics, homework, attendance, behavior• Supports English Learner in activities to promote student achievement• Communicates regularly regarding student progress with student, teachers and school• Attends parent conferences and school functions• Participates in school committees—ELAC, Site Council, etc. |

Table 9.2: Evaluation And Accountability: Roles and Responsibilities, continued:

| Role | Responsibilities |
|---|---|
| Classroom Teacher | <ul style="list-style-type: none"> • Implements specific English Learner's programs as described in the <i>Master Plan for English Learners</i> and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of SDAIE strategies • Monitors English Learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English Learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs • Assists in the development of Individual Learning Plans (elementary) and Individual Intervention Plans (secondary) for students not making expected progress |
| Principal | <ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in English Learner programs, according to the Master Plan • Ensures that EL students are assigned to teachers with appropriate training/certification • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English Learners at the school • Monitors placement of English Learners and oversees reclassification process • Reports periodically to district administrators on implementation of English Learner programs and services • Provides leadership in all aspects of the educational program • In collaboration with SSC and ELAC, develops, implements, and monitors the Site's Single Plan for Student Achievement • Regularly observes that the use of appropriate strategies are being used for instruction of EL students |
| District Teacher on Special Assignment (TOSA): ELD Coordinator (K-12) | <ul style="list-style-type: none"> • Trains and supports all sites in the implementation of the <i>Master Plan for English Learners</i> • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has lead responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL Specialists with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students • Is supervised by the District Administrator in charge of EL Programs |

Table 9.2: Evaluation And Accountability: Roles and Responsibilities, continued:

| Role | Responsibilities |
|---|---|
| Elementary ELD Specialist and Secondary ELD Coordinator | <ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring process and procedures for monitoring and documenting English Learner progress, including annual testing and language reclassification • Maintains accurate data for English Learners, reclassified students, and initially fluent students in the school computer database (Aeries) • Monitors progress of English Learners toward meeting language and academic benchmarks • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Study Team and during Parent-Teacher Conferencing. • Provides input on staff development opportunities and needs for teachers of English Learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners • Is supervised by both the Principal and the District Administrator in charge of EL Programs • Assists in the development of Individual Learning Plans (elementary) and Individual Intervention Plans (secondary) for students not making expected progress |
| Counselor (Secondary Schools) | <ul style="list-style-type: none"> • Works in collaboration with site ELD Coordinator with class/program placements • Monitors progress of English Learners toward meeting language and academic benchmarks • Collaborates with teachers, the site ELD Coordinators and others in devising individual program modifications and interventions, as needed • Meets with students and parents to review academic program and progress • Assists in the development of Individual Learning Plans (elementary) and Individual Intervention Plans (secondary) for students not making expected progress |
| District English Learner Advisory Committee (DELAC) | <ul style="list-style-type: none"> • Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English Learners in the district |
| English Learner Advisory Committee (ELAC) | <ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English Learners (including advising in the development of the school plan) • May review site data on program effectiveness and student achievement |
| Directors of Elementary and Secondary Education | <ul style="list-style-type: none"> • Analyze district and school site data • Provide overall support for English Learner Programs • Meet with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborate with district staff and parent groups on annual program evaluation |
| Director of Human Resources | <ul style="list-style-type: none"> • Recruits and monitors placement of English Learner staff in collaboration with principals and the District Administrator in charge of EL Programs • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Learners in collaboration with the District Administrator in charge of EL Programs • Ensures that all teachers working with English Learners have the appropriate authorizations/credentials to teach ELs |

Table 9.2: Evaluation And Accountability: Roles and Responsibilities, continued:

| Role | Responsibilities |
|---|---|
| District Administrator in charge of EL Programs | <ul style="list-style-type: none"> • Supports sites in implementing the <i>Master Plan for English Learners</i>; reviews district and site English Learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Works closely with EL Specialists/Coordinators • Meets with principals to review site plans for services to English Learners • Monitors compliance and English Learner procedures at the site and district levels • Works with other administrators to provide ongoing training for site EL Specialists/Coordinators, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with principals and Assistant Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments • Works with District TOSA for ELs to prepare the English Learner program annual review • Monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners • Monitor school plans and budgets for services to English Learners • Monitor grants and evaluations for services to English Learners • Keeps the Superintendent informed of all procedures, programs, and activities related to EL services • Shares results of program evaluation with stakeholders (Superintendent, Executive Board, and School Board) |
| Superintendent | <ul style="list-style-type: none"> • Evaluates District’s goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability |
| Los Angeles County Office of Education | <ul style="list-style-type: none"> • Provides staff development for CTEL/CLAD and BCLAD certification • Provides pertinent information about EL programs from the California Department of Education |

X.

Appendix

Assessment: The process by which information is gathered and used to systematically describe a person, group, or organization. The assessment process generates information needed for evaluation.

Benchmark: A set of objectives that define what is expected of a student in a particular area.

BCLAD (Bilingual Crosscultural Language Academic Development): Certification that qualifies teachers to work in primary language instruction programs in the state of California.

Bilingual Education: A program designed for children of limited English proficiency to provide instruction both in English and the student's native language.

CELDT (California English Language Development Test): A state test instituted by Assembly Bill 748 Escutia (Chapter 636/1997) that requires districts to administer it to students whose home language is not English. It has been refined and expanded by Senate Bill 638 Alpert (Chapter 678/1999) and is included in *Education Code* sections 313, 60810, and 60812.

CLAD (Crosscultural Language and Academic Development): Certification that qualifies teachers to work in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in English programs in the state of California.

CTEL (California Teacher of English Learners): Certification that qualifies teachers to work in ELD and SDAIE in English programs in the state of California. (Takes the place of CLAD as of June 2006).

Content Area: A subject matter course or curriculum, such as mathematics, science, history, etc.

Cooperative/Collaborative Learning: A teaching approach that utilizes a structured form of group work that allows students to develop social and academic language.

CCR (Coordinated Compliance Review): A state review of the legal compliance of a number of categorical programs including the program for English Learners.

Criteria: The guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion Referenced Test (CRT): This kind of test is based on what students have been learning, whether from teacher lessons or textbooks. It is not based on norms, as are norm-referenced tests.

Critical Thinking: Use of higher-order mental processes, such as analyzing arguments, seeing different points of view, evaluating alternatives, and reaching sound conclusions.

Differentiated Instruction: A philosophy that enables teachers to plan strategically in order to reach the unique needs of the diverse learners in their classrooms.

EIA (Economic Impact Aid): A state funded program that provides supplementary funds to districts to be used for compensatory education services for English Learners and transient students.

ELD (English Language Development): Developmental second language instruction which leads to native-like proficiency in English in the areas of listening, speaking, reading, and writing.

ELD Screen: A computer screen that is specially designed to record data for English Learners. The screen includes all initial and annual test scores along with information from the Home Language Survey (HLS).

English Learner (EL): Students who have a primary language other than English, and who have limited oral and/or literacy skills in English, as demonstrated by their performance on the California English Language Development Test (CELDT). This term is used synonymously with LEP (Limited English Proficient).

English Language Mainstream Classroom: A classroom in which the students are native English speakers or students who have already acquired reasonable fluency in English. This term is defined in *Education Code* section 306.

Evaluation: Interpretation of assessment data regarding the quality, value, or worth of student responses, products, or performances. Evaluations are usually based on multiple sources of information.

FEP (Fluent English Proficient): A term applied to students whose primary language is not English and who have met district criteria for proficiency and literacy in English (listening, speaking, reading, and writing).

Higher-order Thinking Skills: These are relatively complex operations, such as concept formation, analysis, and problem solving that commonly employ one or more skills.

Home Language Survey (HLS): A required state survey completed upon enrollment indicating languages spoken in the home by students and/or adults; the answers trigger an assessment of English and the primary language to determine if the student is limited in English.

IIP (Individual Intervention Plan): A middle school document designed as a communication tool to develop and implement a plan of remediation for students to reach grade level standards and to involve parents as partners in the literacy and math education of their children.

ILP (Individual Learning Plan): An elementary document designed as a communication tool to develop and implement a plan of remediation for students to reach grade level standards and to involve parents as partners in the literacy and math education of their children.

L1 (Primary Language): This refers to the native language, the language learned first by students, and to the type of instruction typical of bilingual programs where students receive content instruction in their primary language while they are learning English.

L2 (Second Language): This refers to the second language the student is learning, usually English.

Language Minority: In the United States, an individual who comes from an environment where a language other than English is spoken, or whose native language is not English.

Learning Strategies: Thoughts or behaviors students and teachers use that assist comprehension, learning of new material, or language production.

LEP (Limited English Proficient): This term is used interchangeably with EL, but predominately by the Federal Government when referring to students from non-English backgrounds who are in the process of becoming proficient in English, in the areas of listening, speaking, reading, and writing.

L-TEL (Long-term English Learner): An “L-TEL” is an EL who is enrolled in the United States for six or more years and scores low on the language proficiency and English language arts state tests.

Natural Approach: An approach to teaching second language to students, which includes classroom activities focused on acquisition, de-emphasis on correction of oral errors, acceptance of student responses in the primary language and/or English. The principles that guide the approach are: comprehension precedes production, production emerges in stages, and the curriculum consists of communicative goals.

Norm-referenced Test (NRT): This kind of test tells how each student and each group of students measure up against the original group that took the test by distributing the range of scores along a continuum. It tells how a given score compares with scores of other students at the same age or in the same grade. The norms give meaning to an individual score, and tell if the score is average, above average, or below average.

Office for Civil Rights (OCR) (LAU Review): A federal review conducted to assess the legal compliance of programs for LEP students.

Preview/Review: This is an approach used by bilingual personnel to help EL students at the beginning levels of learning English to understand content. The introduction to a lesson and key concepts and vocabulary are presented to students in their primary language (preview). The students then listen to the same lesson in English and finally the lesson is reviewed using the primary language to check for comprehension of concepts.

Primary Language Instruction: The process of teaching students in their primary language using primary language materials; this type of instruction includes instruction in English (ELD). As students become more proficient in English, they receive less instruction in the primary language.

Primary Language Support: The process of offering primary language assistance to students who are learning in English but may need some support in their primary language to understand directions and key concepts.

Proposition 227 (Ed. Code Sections 300-340): A 1998 California law that states that all children shall be taught primarily in English and limits primary language instruction for students unless a parent waiver request is approved for 20 or more students who speak the same language at a grade level at a school.

Pull-in ELD Program: This is an educational program taught by specialists and/or their assistants in the regular classroom setting. It assists the teacher with students who are learning English as another language (ELs).

R-30 Language Census Report: A state report completed each March which identifies all LEP and FEP students in the District and the languages they speak and upon which state funding is based.

Realia: Real objects that are used in a lesson to increase EL student comprehension of key concepts, vocabulary, etc.

Redesignation/Reclassification: The process by which EL students show proficiency in listening, speaking, reading, and writing in English to such an extent that they can compete academically with native English speaking students; redesignation/reclassification measures include, but are not limited to the CELDT, the SOLOM, NRT scores, and writing assessments.

Rubric: A measurement scale used to evaluate a student's performance. Rubrics consist of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome.

SB 1969/395/AB 2913: These senate bills are alternative certification procedures to the CLAD for teachers who meet the requirements. They authorize teachers to teach EL students in the areas of ELD (in a self-contained classroom) and SDAIE.

Scaffolding: Temporary assistance provided by the teacher, determined by an analysis of a student's needs, for accomplishing a specific task; the scaffold must provide the minimum amount of support needed and then be removed when the student is capable of independence.

SDAIE (Specially Designed Academic Instruction in English): A type of instruction in the content areas that uses simplified English, gestures, pictures, graphic organizers, pre-taught vocabulary, and other specialized techniques to provide EL students access to the grade-level core content. (Formerly known as "Sheltered Instruction")

Standards (Content): The knowledge and skills expected of students at important developmental stages. Standards should be academically sound, broadly conceived, and assessable. Standards are not curriculum, but guide the development of curriculum. California has developed ELD standards for EL students. The ELD standards are tied to the English Language Arts (ELA) standards.

Standards (Performance): The level of accomplishment that will demonstrate progress toward meeting the content standards and how good task performance has to be in order to reach them. Content standards are what students should know and be able to do; performance standards describe how they should show their learning and the level their performances much reach.

Structured English Immersion (SEI): An English language acquisition process in which nearly all classroom instruction is in English with the curriculum and teaching methods designed for EL students.

SOLOM (Student Oral Language Observation Matrix): A teacher observation tool for measuring student oral language proficiency in comprehension, fluency, vocabulary, pronunciation, and grammar.

Title III: These are Federal provisions on educating LEP and immigrant students under the No Child Left Behind Act.

TPR (Total Physical Response): A second language teaching method that emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. Concept development is enhanced by “acting” and situating language in action.

Transitional Bilingual Education Program: A program that uses students’ primary language for instruction while students are learning English. As students gain English proficiency, they begin to receive SDAIE instruction in the more concrete areas of the curriculum such as math and science. Students make an eventual transition to the regular English program.

University of California’s A-G Requirements: Courses designated at high schools as preparation for college (at the University of California and the California State University System): (a) History, (b) English, (c) Mathematics, (d) Laboratory Science, (e) Foreign Language, (f) Fine Arts, (g) Elective Courses.

Legal References

State and Federal Law

The complete description of State and Federal regulations or other legal mandates governing the program are not included within this document. Following are a list of federal and state laws that form the foundations for EL programs in Burbank Unified School District.

| Source | Legislation | Purpose |
|---------|--|--|
| Federal | U.S. Constitution – 14th Amendment | Forbids states to deny any person equal protection of the law. |
| | Title VI of the Civil Rights Act (1964) | Prohibits discrimination on the basis of students' language minority status. |
| | OCR Memorandum (1970) | Requires districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students. |
| | Equal Educational Opportunity Act (1974) | Requires districts to take appropriate action to educate English Learners. |
| | <i>Lau v. Nichols</i> (1974) | Declared that classes taught in English that provide no assistance in learning English deny EL students equal educational opportunity. |
| | <i>Castañeda v. Pickard</i> (1981) | Requires districts to effectively teach English and provide access to academic content instruction. |
| | <i>Gomez v. Illinois State Board of Education</i> (1987) | Requires state educational agencies to provide oversight and guidance to districts. |
| State | California Constitution | Equal Protection Clause similar to that in the Federal Constitution |
| | California Education Code | Various sections address the requirements for school districts in providing equal opportunity for EL students. |
| | California Code of Regulations, Title 5 | |
| | Comité de Padres Settlement Agreement (1985, 1996) | Required the state department of education to monitor districts' programs for English learners. |
| | Proposition 227 (1998) | Requires that instruction for EL students be overwhelmingly in English except for parental waiver for alternative instruction. |

Specific citations for these rulings are:

Federal Law

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

Public Law 107–110

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

State Law

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

Williams Settlement

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

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