ENGLISH LEARNER MASTER PLAN



2022–2023

SAN LEANDRO UNIFIED SCHOOL DISTRICT

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FROM SUPERINTENDENT MICHAEL MCLAUGHLIN, ED.D

San Leandro Unified is a culturally rich and linguistically diverse school district. Our students come from vibrant communities that speak over 38 languages. More than a quarter of those students are English Learners. With this in mind, we have the duty and privilege to ensure our multilingual students become proficient in English while also mastering or surpassing the state standards across all content areas.

While many of our learners face significant challenges in learning a new language while meeting their academic goals, we know they bring abundant cultural and linguistic strengths. Our charge is to nurture these abilities as they learn and grow in our schools and community. Our English Learner Master Plan supports this growth with clear, adaptive educational pathways to bilingualism and biliteracy for all our multilingual students.

Effective implementation of this plan requires authentic partnerships with our families and students. Partnerships are built through communication and collaboration, but they are strengthened with love and care. I hope that you will see and feel those values throughout this plan. I encourage you to stay in community with us as we learn more together about what our students need to live their lives with passion and purpose. Thank you for being on this journey with us.

FROM SONAL PATEL, ED.D ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

As the Educational Services Division leader, I am proud of the work behind developing, implementing, and refining this rigorous roadmap for our multilingual learners. I want to thank the deeply committed educators and community members for their feedback and labor of love! I know that many hands, hearts, and minds collaborate to foster multilingualism through high-quality programs and services. As a former English language learner, now proudly trilingual (Gujarati, Spanish, English), I value the passion and critical lenses of our staff and community. It takes relentless effort to counter the legacy of monolingualism in public education. I am grateful to be in such tireless company.

We embrace continuous, inquiry-based improvement. This plan offers the refinements and enhancements we believe will better serve our multilingual community. Beyond reclassification and attaining the California State Seal of Biliteracy, our ultimate hope for our multilingual students is to harness the unique strengths and abilities they bring to our classrooms to prepare them for continued success beyond our schools.

This plan, with its compilation of best practices and procedures, is a touchstone for our students and their families. But our continued improvement also depends heavily on our community's understanding of their role in implementation. I invite you to thoroughly and thoughtfully review this document and share your perspectives as we work together to serve our students.

ACKNOWLEDGEMENTS

We acknowledge the dedicated effort and collaboration of the District's teachers, administrators, staff, parents, and external experts. We thank all who dedicated their time and input in providing feedback that helped guide the contents of the plan and supported the work of the group.

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INTRODUCTION

San Leandro Unified School District enrolls English Learners (ELs) in varying concentrations across eight elementary schools, two middle schools, one comprehensive senior high school, one alternative high school and a TK-12 San Leandro Virtual Academy. This *English Learner Master Plan* outlines the systems that are in place in every school to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs in SLUSD have access to rigorous and joyful school experiences to meet the goals of the SLUSD Graduate Profile, graduating as critical thinkers who communicate and collaborate around being ethical and cultural leaders.



SLUSD recognizes that English Learners have a double curricular load. They must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and access the full curriculum in a way that makes instruction comprehensible and meaningful. ELs receive instruction in all core content areas and are provided with additional services to ensure that their linguistic and academic needs are met.

Fluency in academic English is an issue of access, equity, and social justice. SLUSD believes that a student's education cannot be determined by race, ethnicity, linguistic background, or socioeconomic status. We know these characteristics are strengths that make every student unique. In this plan, we ensure teaching practices and strategies that respect, affirm, and build on the home language and culture and offer families instructional program options.

SLUSD prioritizes multilingualism and pathways toward biliteracy. We believe that we can prepare multilingual students to compete in a diverse global economy while building cross-cultural understandings to address the challenging issues facing our country. That can be done best when they have the opportunity to learn rigorous linguistic, academic, and sociocultural skills and work with people who speak or learn differently than they do. These skills are essential to succeed in our complex, interconnected world. Research has shown that learning two languages while simultaneously learning academic content leads to cognitive advantages for emergent bilingual learners (Marian & Shook, 2012).

Historical Context

We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision, whose essence was codified into federal law through the Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f) of this act that declares: "No state shall deny educational opportunities to an individual on account of his or her race, color, sex, or national origin by … (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

The passing of California's Proposition 58, The California Multilingual Education Act, which passed in 2016, supports the idea of English learners being emergent bilinguals that not only learn a second language but also leverage their native language as an asset to their success.

SLUSD recognizes that the key to providing equitable educational opportunities for English learners to meet our goals is to have a clear plan understood and implemented at all layers of our organization.

This updated *English Learner Master Plan* provides guidance and direction to administrators, teachers, support staff, and families regarding the options available to students and the district's expectations for each school and classroom. It offers a practical guide for all staff to ensure consistent, coherent services are provided to every English learner in our district. All educators are expected to implement this plan with fidelity and hold each other accountable while continuously improving our services and outcomes.

This Master Plan was developed to ensure that all ELs in SLUSD attain optimal linguistic and academic success. The plan describes the identification of ELs, available program options, and the path to English proficiency through full access to challenging academic curricula. It describes the systems for monitoring student progress from the point of identification through their reclassification to Reclassified Fluent English Proficient (RFEP) status. While reclassification is an important milestone for all ELs, it is not the journey's end. SLUSD continues to closely monitor the progress of RFEP students who have met reclassification criteria to ensure that they continue to achieve, putting in place appropriate linguistic and academic support as needed.



GUIDING PRINCIPLES

The California English Learner Roadmap from the California Department of Education aligns four principles that guide our work to ensure access and achievement for English learners. These principles serve as the vision and the foundation for the collective responsibility we share for our English learners. We have adapted and expanded them for use in SLUSD.

1 *Assets-based Education: Schools and educators foster asset-oriented environments grounded in sociocultural competence.*

Each student is valued for the cultural and linguistic capital they bring to the classroom. This not only empowers students and families to develop positive attitudes towards their linguistic and cultural identities but also highlights the benefits of embracing the diversity, biliteracy, and multilingualism they add to the community. Teachers acknowledge that every student comes to school with skills and knowledge that contribute to growth opportunities for all learners. This asset-based mindset includes culturally responsive teaching, translanguaging practices, and developing personal efficacy.

2 *Rigorous Academics for All: Students engage in academically rigorous learning that cultivates high achievement and prioritizes bilingualism and biliteracy.*

Instruction is intellectually rich, relevant, and standards-based, with ample opportunities for critical thinking and linguistic growth. Teachers promote inquiry through real-world problems and leverage high-level academic vocabulary across the curriculum. Not only do all students have access to rich learning experiences that lead to high levels of English proficiency, but their home language is also recognized, respected, and valued as a vehicle for success.

3 *Systematic Support: Leaders and educators provide systematic, tiered support that includes data-driven assessment for continuous improvement and ongoing capacity building for all teachers and staff.*

Every level of the organization provides resources to support strong EL programs and build the capacity of our educators. All staff is provitded with research-based professional development that helps leverage students' strengths and targets their needs. Leaders are responsive to the community and their needs when making fiscal decisions. There is shared responsibility by all staff for the support, monitoring, and success of English learners.

4 *Alignment and Articulation: Programs are articulated and aligned across students' entire educational experiences and provide a coherent pathway in preparation for college and career in the 21st century.*

English learners are provided access to a full curriculum at all grade levels regardless of their English proficiency. There is a consistent approach to ELD pedagogy, beginning with a strong foundation and continuing through reclassification, graduation, and beyond.

CHAPTER 1: INITIAL IDENTIFICATION, ASSESSMENT & PLACEMENT



San Leandro Unified School District is responsible for assessing and identifying students who have a primary language other than English to ensure we provide proper educational programming and support. This process starts with reviewing the Home Language Survey data provided by each family or legal guardian.

Identification

The Home Language Survey (HLS)

When a parent or legal guardian enrolls their child in a California public school for the first time, they must complete a Home Language Survey (HLS) to determine the languages spoken at home by the student and family. This survey is completed online as part of the district's centralized enrollment procedure.

If information is inaccurate on the HLS, the parent or guardian may request to change it only if the child has not already been assessed. The parent or guardian must contact the school site to complete a new HLS.

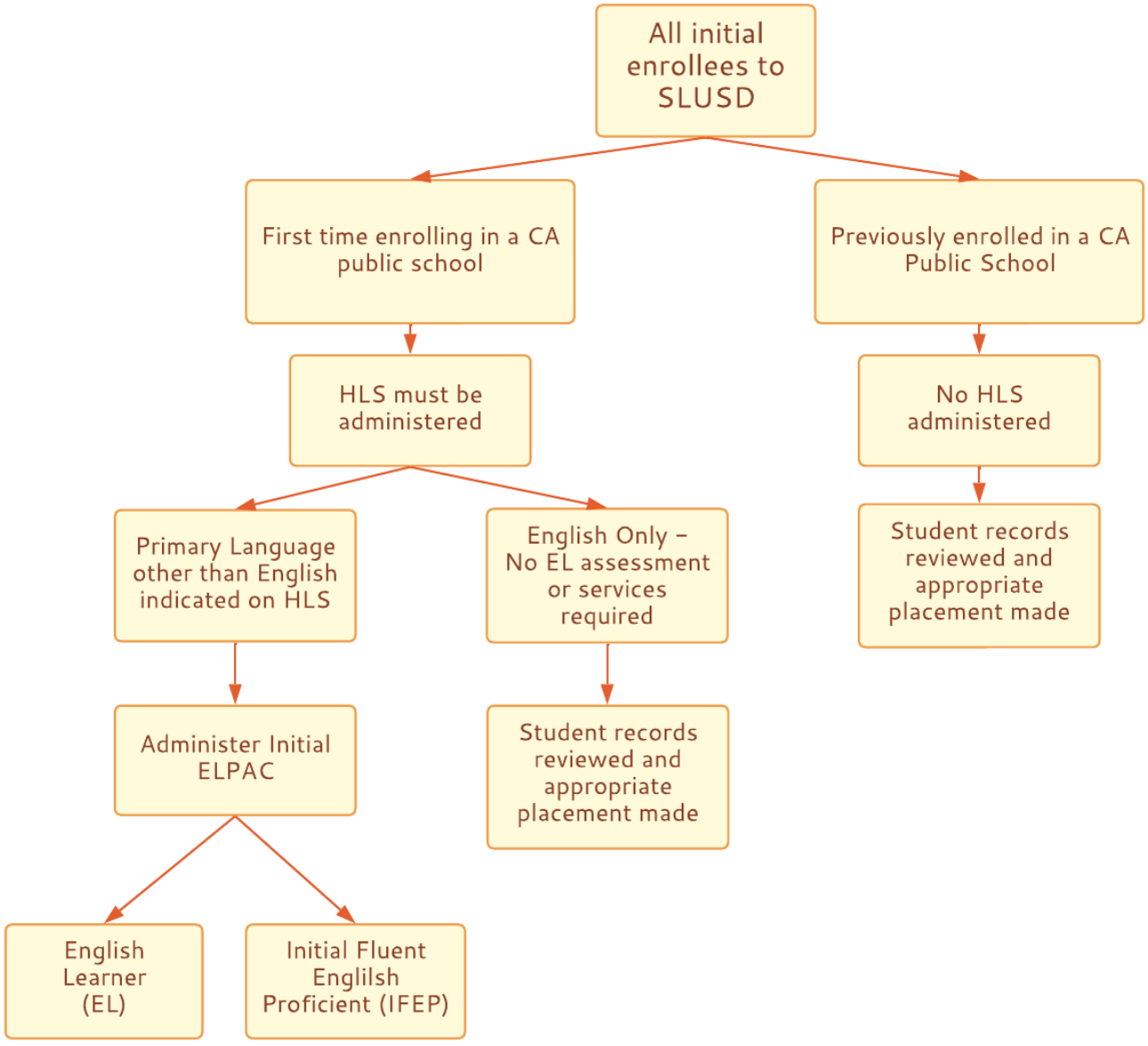
The information provided on the *original* HLS takes precedence over any subsequent HLS that may be completed after a student has been assessed or identified as an English learner.

The HLS consists of the following four questions:

- What language did this student learn when he or she first began to speak?
- What language do you use most frequently to speak to this student?
- What language does this student most frequently use at home?
- What is the language most often spoken by the adults at home?

If the answers to all four questions on the HLS are "English," the child is identified as English Only and will not be assessed for English language proficiency. If the answers to any of the first three questions on the HLS indicate a language other than English, the district notifies the family that the child will be assessed using the Initial English Language Proficiency Assessments for California (IELPAC). The results of this assessment determine whether or not the student qualifies for placement in an EL program and requires EL services.

Initial Enrollment and Identification



Assessments

Initial English Language Proficiency Assessments For California (IELPAC)

The IELPAC is a criterion-referenced test based on the English Language Development (ELD) Standards that assess proficiency in listening, speaking, reading, and writing. For details, see the fact sheets from the California Department of Education for teachers and staff or families (English, Spanish). For Special Education students, the Individualized Education Plan (IEP) team may specify English proficiency be assessed using the Initial Alternate ELPAC.

Based on the overall performance on the IELPAC, students are designated as either an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Students classified as IFEP are not eligible for English learner programs or services and are placed accordingly. Students identified as ELs are placed in an appropriate EL program and receive EL services. Students designated as EL are assessed annually using the Summative ELPAC until redesignated as Fluent English Proficient (RFEP). See Chapter 3 for more details.

Once Initial ELPAC results are available, the district notifies families in the Parent Notification Letter of the following:

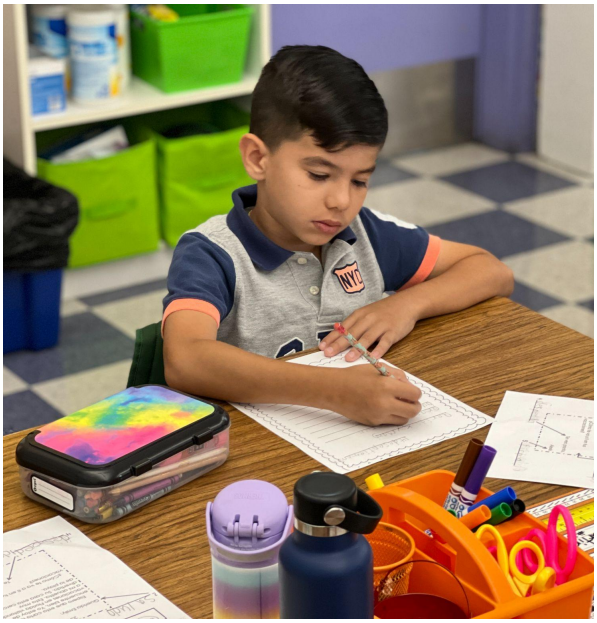
- IELPAC score: Novice, Intermediate, or Fluent
- The student's EL status (Novice or Intermediate) or IFEP (Fluent)
- Program Options

This process is completed within the first 30 days of the student's first day of school (or as required by CDE.)

CALIFORNIA ENGLISH LEARNER CONTINUUM OF PROFICIENCY LEVELS				
Summative ELPAC (Overall)	Level 1 (Minimally Developed)	Level 2 (Somewhat Developed)	Level 3 (Moderately Developed)	Level 4 (Well Developed)
Initial ELPAC	Novice	Intermediate		IFEP (Initially Proficient, Not EL)
Proficiency Descriptors	Emerging	Expanding		Bridging

Additional Assessments and Screeners

Sometimes additional assessments or screeners are needed to make decisions for appropriate placements.



Spanish Idea Proficiency Test (IPT)

Students enrolling in the Dual Language Immersion or Spanish Biliteracy programs with Spanish as primary language

Initial Newcomer Screener

An informal intake interview at the school site is conducted with the parent or student with an interpreter, if necessary. Questions include information about prior schooling history.

Transfers From Other California Schools

Students transferring from another district within California should have a record of a Home Language Survey (HLS), scores on the mandated assessments, and language status in the state data system (CALPADS). These students do not need to undergo the district's initial identification process. The information provided on the original HLS in CALPADS precedes any information provided on subsequent surveys.

Out Of State/Country Transfers

Students entering the district from another state or country are identified and assessed according to the district's initial identification process. (See initial enrollment chart.) All relevant assessment, academic progress, and placement information will be entered into the Student Information System (AERIES) at the time of enrollment. The student is placed in the grade level aligned with the student's age and/or transcripts. Schools review transcripts to determine the student's prior placements and academic history. This same procedure applies to students transferring to California public schools from private schools for the first time.

Transfers Between SLUSD Schools

Parent-initiated intradistrict transfer requests are made through the centralized enrollment department. The centralized enrollment services personnel will notify the receiving school's site of the transferring student so they can follow up with the family. The site is responsible for reviewing the information in AERIES (EL assessment history, current scores, current placement, records of academic progress, and interventions) to ensure the student is properly placed in an appropriate program at the new school.

Program Placement

The language acquisition programs offered by SLUSD schools are designed to meet the educational needs of English learners. As part of the initial enrollment process, families receive information about the instructional programs for English learners. (See Chapter 2).

ELEMENTARY PROGRAMS	SECONDARY PROGRAMS
Structured English Immersion (SEI) Alternative Program (ALT) • Dual Language Immersion (DLI) • Spanish Biliteracy Program	Structured English Immersion (SEI) • Additional Newcomer Pathway

Students in all programs receive daily ELD instruction and parents/guardians of English learners may choose a language acquisition program that best suits their child. Families may opt-in or opt-out of a program for their student, and these decisions are made at the school site. However, families cannot opt-out of the state requirement that the official California assessment for English learners be administered yearly until the student is reclassified with fluent status.



To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered (ED Code 310.)

Considerations for Specific Groups

There is not one single EL profile in SLUSD, and we must be responsive to the various academic and social-emotional needs of each EL student. To best support the diverse needs of our students, we consider the various typologies of our EL students. It is important to identify specific characteristics of particular typologies to ensure proper placement (US Dept of Ed).

Newcomers

A newcomer in SLUSD is defined as a student born outside of the U.S. who is enrolled in a U.S. school for three years or less and is at an emerging level of English proficiency (Level 1 or 2 on the ELPAC). Identifying students is intended to help sites gather student information

and assist with program placement and support. Programming for these students requires specialized, focused support as there is a commitment to the mastery of English and the acquisition of academic language while providing access to grade-level content learning. Students may be offered extended learning and enrichment opportunities including but not limited to: extended year/summer school, targeted counseling, mentoring, tutoring, primary language support, and adult school.

Characteristics of Newcomers include:

- May need support to access district proficiency exams due to English proficiency.
- Emerging level performance on state standardized tests when administered in English.
- May have experienced disruptions in their educations in their native countries; varied formal educational backgrounds.
- Literacy levels in native language vary.

Long-Term English Learners (LTEL)

LTELs are students who have been enrolled in U.S. schools for six years or more and are still classified as English learners. Students identified as LTELs may or may not be born in the U.S. These students often demonstrate proficiency in social English. Yet, for various reasons, they have not yet achieved or demonstrated levels of academic English proficiency. The district also identifies students enrolled in U.S. schools for four or five years as at risk of becoming LTELs.

Characteristics of Long-term English learners (LTELs) include:

- Enrolled in grades sixth through twelve.
- Enrolled for six or more years in U.S. schools.
- Have not met reclassification criteria.
- Remained at the same proficiency level for two or more years.
- May score at Standard Nearly Met (Level 2) or Standard Not Met (Level 1) on the English language arts state assessments.
- Often orally fluent in English, yet do not demonstrate proficiency in all domains (listening, speaking, reading, writing).

Characteristics of students at risk of becoming LTELs include:

- Enrolled in grades five to eleven.
- Enrolled for 4 or 5 years in U.S. schools.
- Score at the emerging or expanding levels on the ELPAC.
- Score in the fourth year at the Standard Nearly Met (Level 2) or Standard Not Met (Level 1) on the English language arts state assessment.

Students Identified For Special Education Services

When a student enrolls who has been identified to receive Special education services with a previously established Individualized Education Program (IEP), the same initial identification procedure for English learner services occurs. (See Enrollment Chart) If it is determined that a student must take the Initial ELPAC, important considerations must be made.

For students with specific learning disabilities, the IELPAC is administered with appropriate universal tools, designated supports, and accommodations. Any accommodations must be documented in the student's IEP. (See California Accessibility Resources Matrix)

For students with the most significant cognitive disabilities, the Alternate IELPAC is used to identify possible EL status (assessment assignment determined by the student's IEP team). All appropriate universal tools, designated supports, and accommodations must be selected and documented in the IEP. (See Initial Alternate ELPAC Fact Sheet)

If based on the results of the IELPAC or the Alternate IELPAC, if a student with an IEP is identified as an English learner, then the Special Education team must review the student's IEP to determine that IEP goals and objectives are linguistically appropriate based on English language proficiency level. These dually identified students, regardless of their placement within Special Education programs, must receive ELD instruction and services, as do all ELs, in addition to the Special education services they require.



CHAPTER 2: INSTRUCTIONAL PROGRAMS

SLUSD provides various instructional program options tailored to meet the diverse needs of English learners across our schools. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. In the development and maintenance of the instructional programs offered, the district will actively incorporate opportunities for English learners to interact with native English speakers throughout their day. Each EL program supports our EL students in graduating from SLUSD ready for college and careers, fully meeting the goals of the Graduate Profile.

San Leandro Unified School District offers the following program options to English learners:

GRADE BAND	ENGLISH LEARNER PROGRAM OPTIONS
Elementary Schools (grades TK-5)	Structured English Immersion (SEI) - Instruction in the SEI program is in English, with primary language support, when available.
	Alternative OPT-IN Program: Dual-Language Immersion (DLI) - Instruction is in English and Spanish with the class composition of 50% Spanish speakers and 50% English dominant speakers. (Currently offered at Washington and Jefferson Elementary)
	Alternative OPT-IN Program: Spanish Biliteracy Program - Instruction is in Spanish and English, with the class composition of native Spanish speakers. (Currently offered at Jefferson and Halkin Elementary schools)
Middle Schools (grades 6-8)	Structured English Immersion (SEI) - Instruction in the SEI program is in English, with primary language support when available.
	Newcomer Pathway - Designed for students in the United States for three or fewer years and scoring at emerging levels of English proficiency. Parents/guardians may opt-out at any point.
	Alternative OPT-IN Program: Dual-Language Immersion (DLI) *Coming soon to Bancroft
High Schools (grades 9-12)	Structured English Immersion (SEI) - Instruction in the SEI program is in English, with primary language support when available.
	Newcomer Pathway - Designed for students in the United States for 3 or fewer years and scoring at emerging levels of English proficiency. Students can enroll in content classes that provide additional EL support. Parents/guardians may opt-out at any point (currently at San Leandro High).

All SLUSD TK-12 instructional programs for English Learners share the following elements:

Designated English Language Development (ELD)

The district provides all English Learners with a protected time during the regular school day for focused instruction using the state-adopted ELD standards, supported by state-adopted academic content standards. This instruction supports English learners in developing critical English language skills necessary for academic content learning in English.

Integrated ELD

Students also receive instruction via Integrated ELD, in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. This occurs during all content area instruction, e.g., English language arts, social studies, math, and science.

Elementary Instructional Programs



Elementary sites offer three instructional programs: Structured English Immersion and two Alternative Bilingual Programs

Structured English Immersion (SEI) Program

The SEI program aims to develop proficiency in English and mastery of all grade-level core curriculum standards. Instruction is provided in English with primary language support, when available, for students at the emerging, expanding, and bridging levels of English language proficiency to support full access to rich content learning and to develop academic English across the disciplines. Students receive Integrated ELD during all content instruction and daily Designated ELD instruction. Access to core content is accomplished through instructional strategies that enable English Learners to access grade-level subject matter in all academic subjects.

SEI Program Requirements

- Core instruction in English language arts, math, science, and social science is taught in English via Integrated ELD.

- Primary language support in the content areas can be provided by the teacher, bilingual paraeducator, or digital program support whenever possible.
- All ELs in grades TK-5 shall receive a minimum of 30 minutes of daily Designated ELD instruction during a protected time as reflected in their schedule.
- All students participate in activities that lead to cultural proficiency and promote a positive self-image.
- Classroom composition is structured to strengthen opportunities for cultural and linguistic integration.

Dual Language Immersion (DLI) Program

The DLI program aims to produce bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English-dominant students. Instruction is delivered in both English and the target language with the class composition of 50% ELs and 50% English dominant speakers. The DLI program currently operates at the elementary level in an 80/20 instructional model with Spanish as the target language, and students learn to read first in Spanish.



LANGUAGE	GRADE K/1	GRADE 2	GRADE 3	GRADE 4/5
Spanish	80%	70%	60%	50%
English	20%	30%	40%	50%

DLI Program Requirements

- Core instruction is provided to all students in both languages with purposeful and strategic use of both languages throughout the day.
- At least 50% of the instructional day is in the target language.
- Students receive daily Integrated ELD instruction across content areas as appropriate.
- Differentiated instruction in all content areas using instructional strategies for language learners of each language, utilizing state-adopted, district-approved core and supplemental materials.
- All ELs in grades TK-5 shall receive a minimum of 30 minutes of daily Designated ELD instruction during a protected time as reflected in their schedule.

- All students participate in activities that lead to cultural competency and promote a positive self-image.
- Classroom composition is made up of 50% Spanish speakers and 50% English dominant speakers from diverse backgrounds.

Spanish Biliteracy Program

The Spanish Biliteracy program is designed with the goal to ensure English learners who are native speakers of Spanish achieve grade-level academic competency and develop high levels of English and home language proficiency and literacy. The district currently operates a Developmental Spanish Bilingual Program that designates the language of instruction for each content area by grade level. Grade-level content instruction is provided in the student's primary language and English via Integrated ELD strategies.

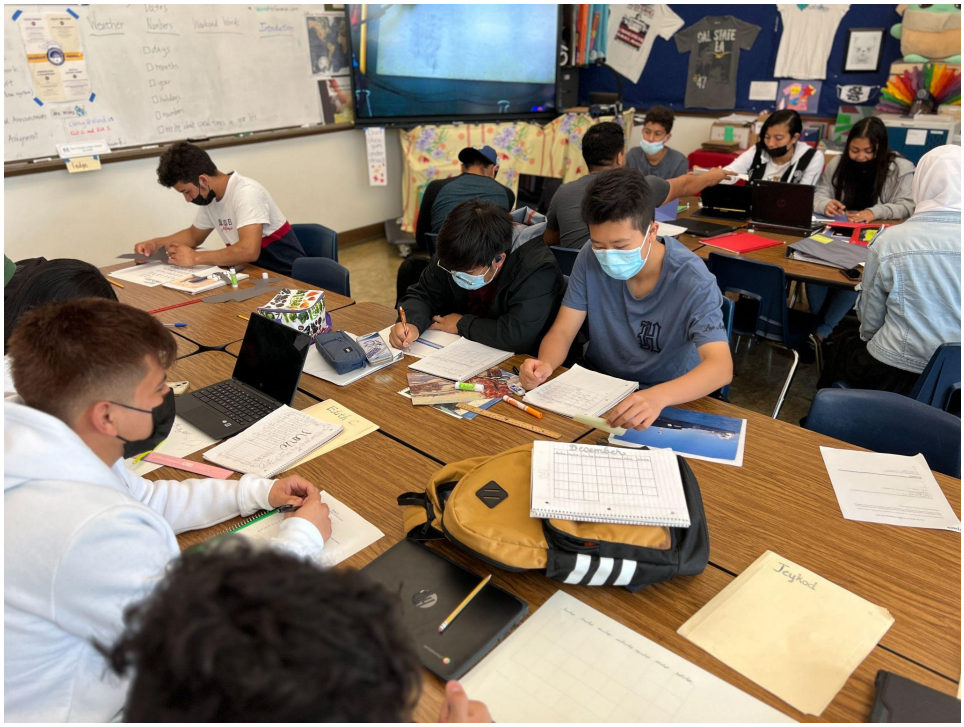
LANGUAGE	K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
Spanish	90%	80%	70%	50%	40%	30%
English	10%	20%	30%	50%	60%	70%

Spanish Biliteracy Program Requirements

- Core instruction is taught in Spanish and English, strategically designed to ensure English learners develop high levels of English and primary language proficiency and literacy.
- Students receive daily Integrated ELD instruction across content areas as appropriate.
- All ELs in grades TK-5 shall receive a minimum of 30 minutes of daily Designated ELD instruction during a protected time as reflected in their schedule.
- Students participate in activities that lead to cultural competency and promote a positive self-image.
- Classroom composition is made up of students who are native speakers of Spanish.
- An integration component that includes teacher-structured activities in content areas to strengthen opportunities for cultural and linguistic integration.



Secondary Instructional Programs



Secondary sites offer two options for English learners: the Structured English Immersion (SEI) program and the Newcomer pathway. The SEI program provides Integrated and Designated English Language Development to ELs throughout the day for a path to reclassification while mastering content learning and full access to A-G course completion. The Newcomer pathway is supplemental to the SEI program and provides additional support that focuses on acquiring English as rapidly as possible.

Structured English Immersion (SEI) Program

At the secondary level, English learners are enrolled in the SEI program and receive their entire instructional program in English, with primary language support as needed and as available. Students are in A-G content courses (i.e., English, math, science, history) with other English learners and English-only students taught in English via Integrated ELD. This program also includes standards-based leveled ELD courses designed specifically to target the development of language proficiency.

SEI Program Requirements

- Standards-based core instruction in English language arts, math, science, and history is taught in English via Integrated ELD.
- Access to grade-level instruction in all content areas with differentiated instruction.
- All ELs receive Designated ELD during a protected period.
- All students participate in activities that lead to cultural competency and promote a positive self-image.
- Classroom composition is structured to strengthen opportunities for cultural and linguistic integration.

Newcomer Pathway

The optional Newcomer pathway includes a multicultural and multi-linguistic community of learners. This pathway supports English learners who are new to the United States and at emerging levels of English proficiency. SLUSD believes Newcomers play an important role in weaving our nation's social and economic fabric, and schools play an important role in helping newcomers adapt and contribute to society.

The pathway is designed to enhance student knowledge, skills, and potential, to transition successfully into the U.S. school system. The goal is the rapid acquisition of English, access to all content classes, and cultural competency. These students need an accelerated ELD program that is rigorous yet flexible. They must be able to progress at their own rate with opportunities to move between levels. In some cases, they will require an additional year of high school or will get an opportunity to transition to other programs such as Adult School. In all cases, students meet with a counselor to determine a learning plan that will enable them to successfully complete high school with college or career options and the confidence to engage productively in a diverse world.

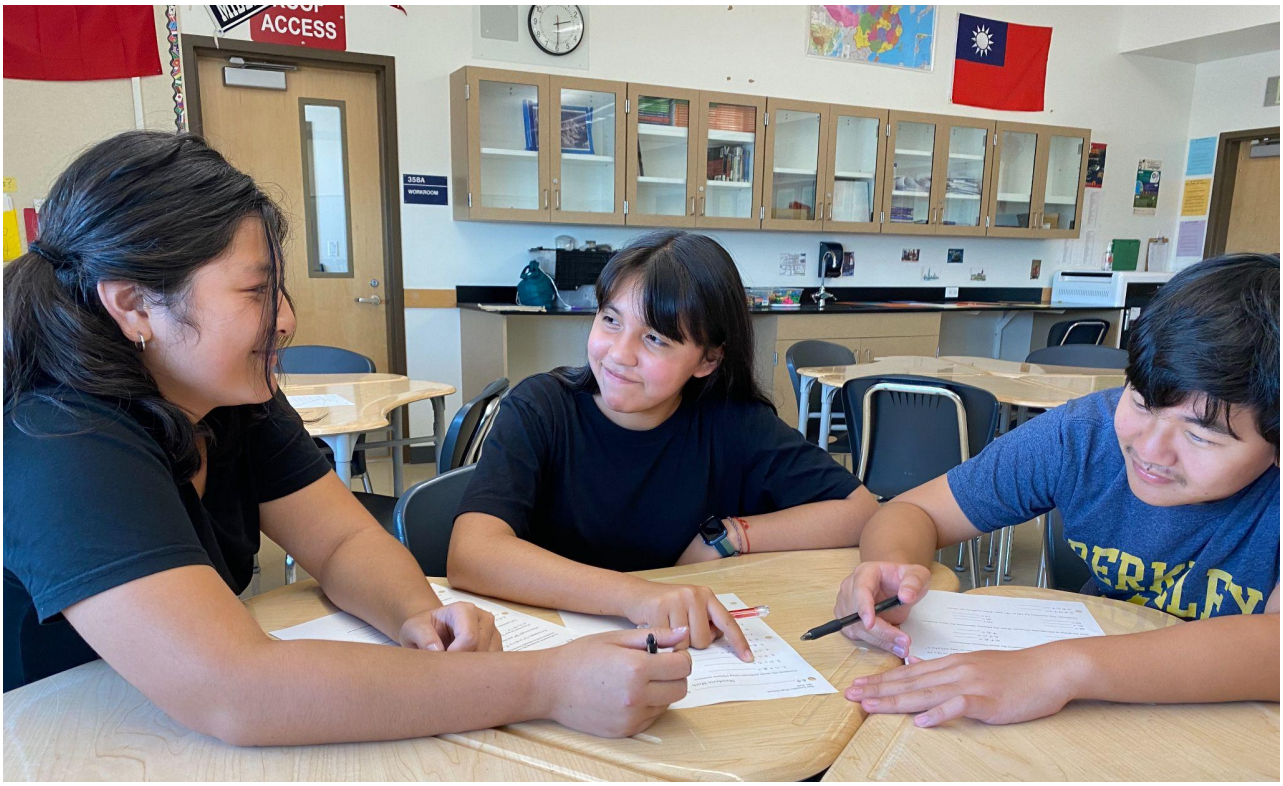
Newcomer Pathway Requirements



- Designed to serve students who have been in the United States for three or fewer years and are scoring at emerging levels of English language proficiency.
- Participation is limited to a maximum of two years (see chart below).
- Daily designated ELD course paired with a specially designed ELA course.
- Option to enroll in an additional content course specifically designed for Newcomers (San Leandro High School only).
- Content courses are taught in English via Integrated ELD.
- State-adopted, district-approved, standards-based materials and supplemental materials are used.
- All students participate in activities that lead to cultural competency and promote a positive self-image.
- Student schedule ensures opportunities for students to enroll in courses with English proficient peers to strengthen opportunities for cultural and linguistic integration.

SECONDARY NEWCOMER PATHWAY COURSE ENTRY AND EXIT CRITERIA			
ENTRY CRITERIA A student who meets BOTH criteria below is enrolled in the Newcomer Pathway (parent/guardian may opt student out at any point)		EXIT CRITERIA A student who meets ANY SINGLE criterion below should be exited from the Newcomer Pathway (D-ELD and I-ELD will continue to be provided)	
Time in U.S. Schools	ELPAC Scores	Time in US Schools	ELPAC Scores
0-3 years	Summative: Overall 1-2 Initial: Novice	3 or more years *	Summative: Overall 3+

*Students with Interrupted Formal Education (SIFE) may be considered for continued support in Newcomer Pathway



Middle School Course Placement Overview For English Learners

This chart is a guide to inform class placement of multilingual students identified as English Learners (ELs) at the middle schools. All EL students are provided access to grade-level content material and Integrated ELD within all of their courses.

MIDDLE SCHOOL PLACEMENT CHART FOR ENGLISH LEARNERS				
ELPAC Level	ELPAC Level 1 or Initial ELPAC Novice	ELPAC Level 2 or Intermediate Initial ELPAC	ELPAC Level 2-3	ELPAC Level 3-4
D-ELD Courses (Designated)	ELD 1	ELD 2	ELD 3	ELD 4
Years in U.S. Schools	0-3		n/a	
ELA Courses	Newcomer English Language Arts 6-8th grade		English Language Arts 6th, 7th, 8th grade ELA	
Other Content Courses	Grade level content courses with all peers			



San Leandro High School (SLHS) Course Placement Overview

This guide informs class placement of multilingual students identified as English Learners (ELs) with careful consideration of:

- Transcript analysis (including home country if outside the U.S.) with SLHS graduation requirements and college eligibility standards.
- Family communication about rights to multilingual programming and rights to decline.
- Family communication about graduation opportunities, including, but not limited to a 5th year.

SLHS PLACEMENT CHART FOR ENGLISH LEARNERS					
ELPAC Level	ELPAC Level 1 or Initial ELPAC Novice	ELPAC Level 2 or Intermediate Initial ELPAC	ELPAC Level 3	ELPAC Level 4	ELPAC Level 1-3 (LTEL)
D-ELD Courses (Designated)	ELD 1	ELD 2	ELD 3	ELD 4	Oral Interpretation
Years in U.S. Schools	0-3		n/a		
ELA Courses*	Newcomer ELA 9th = EL Eng 1 10th = EL Eng 2 11th = EL Eng 3 12th = EL Eng 4		ELA 9th= Eng 1 10th= Eng 2 11th= Eng 3 12th= Eng 4		
Other Content Courses*	Newcomer Content** Math, Science or History with Primary Language Support (if available)		Standard Program Content Courses		
PE and Electives*	PE/Electives with all peers				

*All EL courses are A-G approved and combined with Integrated ELD.
**Newcomer content classes will be expanded in the following years. The 2022-23 School year offers Newcomer Algebra and Geometry.

English Language Development (ELD)



Comprehensive ELD is provided for all EL students through Designated and Integrated ELD instruction. All teachers must attend to the language learning needs of their ELs in strategic, differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English using CA ELD Standards.

There are three parts to the CA ELD Standards: Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works, and Part III: Using Foundational Literacy Skills. Instruction is based on these standards to strengthen the abilities of ELs to use academic English successfully in school while also developing critical content knowledge through English.

Designated ELD

Designated English language development instruction is defined in the California ELA/ELD Framework as a protected time during the regular school day when teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

Expectations:

- Protected time in the regular school day for targeted academic English language instruction based on English proficiency levels from a qualified teacher.
- Parts I & II of the CA ELD Standards are the focus standards used within the curriculum.
- Foundational Literacy Skills (Part III of the CA ELD Standards) should be addressed during ELA instruction based on literacy assessments used to inform and monitor instruction.

Expected Student Learning Outcomes:

- Engage in various academic collaborative interactions (independent, paired, small group, and whole group) and discussions about content and complex text.

- Develop academic vocabulary and various grammatical structures from complex texts and tasks.
- Build language awareness of how English works and is used to make meaning in complex texts and tasks.
- Use language skillfully when writing different text types and in different content areas.

Designated ELD



Elementary Sites

Ideally, students are grouped for designated ELD by English language proficiency levels. However, schools need to consider their particular student population and make appropriate decisions about grouping. Following the California ELA/ELD Framework, sites will make decisions about the specific Designated ELD implementation structure that best serves their EL students and maximizes the opportunity for ELs to move between ELD clusters mid-year if they are advancing quickly. The district supports sites in determining the appropriate structure.

Secondary Sites

Students are placed in ELD classes according to their proficiency levels and years in U.S. schools. The expectation is that students will progress through the courses in sequence by demonstrating proficiency on the state English language proficiency assessment (ELPAC). High school EL students can apply 20 credits of ELD coursework towards the graduation requirement of 40 credits of English.

Integrated ELD

Integrated English language development is academic English language instruction provided throughout the instructional day across all disciplines, designed to support access to rich content knowledge and develop academic English across the disciplines. Teachers of English learners use the CA ELD Standards in concert with their focal content standards to support the linguistic and academic progress of English Learners. Effective integrated ELD instruction requires intentional practices for English learners and regular academic interactions and conversations as the key drivers to access and master core, grade-level academic content.

Expectations For Integrated ELD:

- Teachers use the CA Content Standards in tandem with the CA ELD Standards.
- Teachers create authentic, action-based learning opportunities that require students to interact in meaningful ways in grade-level disciplinary text and tasks.
- All teachers support English learners' linguistic and academic progress.

Expected Student Learning Outcomes:

- Use and develop academic English while simultaneously learning content knowledge through English.
- Engage in meaningful interactions with others using intellectually rich content, texts, and tasks that require interpretation and discussion of informational texts.
- Write (both collaboratively and independently) a variety of different text types and justify opinions by persuading others with relevant evidence.
- Use language as a meaning-making resource in discussion and writing based on discipline, topic, task, purpose, audience, and text type.
- Demonstrate growth in English language acquisition as demonstrated on state and district assessments.

Considerations for Specific Groups

Special Education

English learner students with disabilities, including severe cognitive disabilities, are provided with access to both designated and integrated ELD and resources, as are all English learners in SLUSD. When an EL student is considered for referral to Special Education, it is important to carefully distinguish between language differences versus possible language disability (CA Practitioners Guide for Educating English Learners with Disabilities). Special Education referrals of English learners require a careful review by the Student Study Team to determine whether:

- Special Education assessments (speech, language, social, emotional, academic, and/or other related areas) are warranted.
- OR if student performance and/or behaviors are related to expected patterns of second language acquisition.

Once it is established that an English learner needs to be assessed to determine if special education services are required:

- Testing will be initiated upon the parent's written approval.
- When appropriate, the assessment will be conducted in both English and the primary language of the student to ensure that linguistic and cultural differences are taken into consideration when determining eligibility.

If a student is found eligible for Special Education:

- Instructional decisions related to a student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's

English Language Development program relates to the need for Special Education services.

- The IEP must include a goal that addresses English Language Development.
- Any testing accommodations necessary must be included in the IEP.

Consistent collaboration between Special Education teams and English learner staff is paramount to the success of English learners with IEPs. English learners in grades TK–12 with an IEP receive both designated and integrated ELD instruction from authorized teachers or a team of teachers. Special Education staff will receive the same training as general education staff in working with ELs.

Gifted And Talented Education (GATE)

SLUSD ensures equal access to all students through its identification, referral process, testing, and teaching methodologies in its GATE programs. Criteria are employed to ensure that giftedness and talent are not overlooked due to emerging levels of English language proficiency or among students who may not be experiencing academic success. This allows students from all ethnic groups to be identified for the services provided through the GATE Program. All third-grade students are tested for GATE and provided differentiated instruction.

All English learners participating in the GATE Program must continue to receive Integrated and Designated English Language Development to provide access to the core curriculum.



Biliteracy Pathway Recognitions

SLUSD offers three different opportunities to recognize and honor our Multilingual students' bilingual and biliteracy skills.

- Elementary Biliteracy Award
- Middle School Home Language Development Recognition
- High School California State Seal of Biliteracy



Elementary Biliteracy Award

The Spanish Biliteracy Recognition Award is designed to celebrate high levels of biliteracy attainment in the elementary grades. This award is also meant to encourage students to continue their course of language study at the secondary level and be on course to obtain the state-awarded State Seal of Biliteracy. The Spanish Biliteracy Recognition Award is given to 5th-grade students who submit an application and have met the criteria.

Middle School Home Language Development Recognition Award

The Home Language Development Recognition Award celebrates multilingual students in middle school who demonstrate that they continue to develop their home language outside of school. This award is designed to celebrate students' heritage languages and encourage students to continue the course of language study in high school and be on course to obtain the state-awarded State Seal of Biliteracy. Home Language Development Certificates are awarded to 8th-grade students who have completed the application and met the criteria.

High School California State Seal of Biliteracy

The State Seal of Biliteracy recognizes high school graduates who have attained high levels of proficiency in speaking, reading, and writing one or more languages in addition to English. California Education Code Section 51460(b) states the purposes, which include (but are not limited to) encouraging pupils to study languages; providing employers with a method of identifying people with language and biliteracy skills, strengthening inter-group relationships, affirming the value of diversity, and honoring the multiple cultures and languages of a community. When students earn the State Seal of Biliteracy, a gold seal is affixed to their high school diploma.

GANE SU SELLO DE BILITERACIA DE CALIFORNIA

努力去取得加州雙語言能力認證徽章

EARN YOUR CALIFORNIA SEAL OF BILITERACY

QUÉ • 什麼 • WHAT

ESTE SELLO ESTATAL ES UN PREMIO PRESTIGIOSO EN LA ESCUELA SECUNDARIA DIPLOMAS PARA RECONOCER PERICIA ESTUDIANTIL EN DOS O MÁS IDIOMAS DEL MUNDO.

這個加州印章是高中畢業文憑上的一項殊榮，確認學生有雙語或更多的世界語言能力及達到熟練水平 。

THIS STATE SEAL IS A PRESTIGIOUS AWARD ON HIGH SCHOOL DIPLOMAS TO RECOGNIZE STUDENT PROFICIENCY IN TWO OR MORE WORLD LANGUAGES.

PORQUÉ • 為什麼 • WHY

EL DOMINIO MULTILINGÜE PERMITE UNA COMUNICACIÓN SÓLIDA EN DIVERSAS COMUNIDADES Y ES UNA HABILIDAD VALIOSA PARA EL ÉXITO UNIVERSITARIO, PROFESIONAL Y DE POR VIDA.

精通多種語言，可以在各個社區之間進行強大的溝通，並且是大學職業和終身成功的寶貴技能。

MULTILINGUAL MASTERY ENABLES STRONG COMMUNICATION ACROSS DIVERSE COMMUNITIES AND IS A VALUED SKILL FOR COLLEGE, CAREER, AND LIFELONG SUCCESS.

QUIEN • 誰人 • WHO

TODOS LOS ESTUDIANTES QUE SE GRADÚAN DE LA ESCUELA SECUNDARIA QUE CUMPLEN CON LOS CRITERIOS DE ALFABETIZACIÓN, FLUIDEZ Y GPA EN DOS O MÁS IDIOMAS DEL MUNDO, INCLUIDO EL INGLÉS.

所有應屆高中生在兩種或以上的世界語言(包括英語)的讀寫，流暢和GPA(成績平均分)達到標準的要求。

ALL GRADUATING HIGH SCHOOL STUDENTS WHO MEET LITERACY, FLUENCY, AND GPA CRITERIA IN TWO OR MORE WORLD LANGUAGES, INCLUDING ENGLISH.

CÓMO • 如何 • HOW

HABLE CON SU CONSEJERO ACADÉMICO O DIRECTOR PARA VER SI CALIFICA.

與您的學術顧問導師或校長會談，計劃您的雙語路徑。

TALK TO YOUR ACADEMIC COUNSELOR OR PRINCIPAL TO PLAN YOUR BILITERACY PATHWAY.

DISTRITO ESCOLAR UNIFICADO DE SAN LEANDRO
SAN LEANDRO聯合校區
SAN LEANDRO UNIFIED SCHOOL DISTRICT
WWW.SLUSD.US

CHAPTER 3: MONITORING AND RECLASSIFICATION

The ultimate goal of the English learner programs in SLUSD is for our multilingual learners to achieve proficiency in English and succeed academically across all content areas. To achieve this goal, we strategically focus on how students' language skills are advancing through multiple measures.



Monitoring English Learner Progress

Teachers and administrators monitor EL students' English language development in listening, speaking, reading, and writing, along with their academic performance. The district uses ELLevation, a web-based platform specifically designed to sync with the Student Information System (AERIES) to provide a systematized way of consistently monitoring EL student achievement and tracking data. This system gives administrators, counselors, specialists, and teachers rapid access to EL data. This information is used for many purposes, including but not limited to:

- Monitoring student progress during the school year and instructional planning.
- Identification of students who need additional tiered support.
- Monitoring student progress towards reclassification.
- Placement of English learners in appropriate programs.
- Determination of whether schools and the district meet state and federal accountability criteria.

The assessments used include state-mandated assessments, such as the English Language Proficiency Assessments for California (ELPAC) and the Smarter Balanced Assessment Consortium summative assessment (CAASPP), as well as district and curriculum embedded assessments. Student data reviews are done by site administrators, counselors, specialists, and teachers to continuously monitor English learners' progress toward meeting language development and academic content learning goals.

English Proficiency Assessments of California (ELPAC)

One of the measures used to monitor English learner student progress is the state-adopted English Learner Proficiency Assessments of California (ELPAC). Students with English learner status must be assessed yearly using the ELPAC until they are reclassified as Fluent English

Proficient (RFEP). The Summative ELPAC measures how well English learner students progress with English language development within four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is administered every spring, and the results help determine whether a student is making progress toward English proficiency and ensure that students continue to receive the support they need to be successful in school (ELPAC Parent Guide).

When administering any ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations per the student's individualized education program (IEP) or Section 504 plan. When an IEP team determines that a student has a significant cognitive disability, that student may be eligible to take the Alternate ELPAC (Alternate ELPAC Parent Guide).

Reclassification



The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency in developing English. Students are considered for reclassification from EL to Redesignated Fluent English Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer necessary for ELs to be successful at a level commensurate to non-ELs. Reclassified students have the opportunity to earn the Seal of Biliteracy upon graduation.

The reclassification criteria include multiple measures outlined by the California Department of Education (CDE). See SLUSD criteria below.

ELEMENTARY SCHOOL RECLASSIFICATION CRITERIA	
CDE REQUIRED CRITERIA	SLUSD CRITERIA
Assessment of English Language Proficiency (ELPAC)	Overall ELPAC proficiency level of 4 (taken once a year in Spring)
Teacher Evaluation	Classroom teacher uses district and classroom assessments to provide input on student's academic achievement and English language development progress
Parent/Guardian Opinion and Consultation	Parent/guardian provide input and consultation with school staff
Student Performance on Assessment of Basic English Skills	Kindergarten and 1st Grade STAR Early Literacy: at or above 40th percentile (administered three times a year at minimum)
	2nd Grade STAR Reading: at or above 40th percentile (administered three times a year at minimum)
	3rd, 4th and 5th Grade STAR Reading: at or above 40th percentile (administered three timesa year at minimum) OR SBAC: performance level 3 or 4 (taken once a year in Spring)

SECONDARY SCHOOL RECLASSIFICATION CRITERIA	
CDE REQUIRED CRITERIA	SLUSD CRITERIA
Assessment of English Language Proficiency (ELPAC)	Overall ELPAC proficiency level of 4 (taken once a year in Spring)
Teacher Evaluation	ELA/ELD teacher uses district and classroom assessments to provide input on student's academic achievement and English language development progress
Parent/Guardian Opinion and Consultation	Parent/guardian provide input and consultation with school staff
Student Performance on Assessment of Basic English Skills	STAR Reading: at or above 30th percentile (administered three timesa year at minimum) OR SBAC: performance level 3 or 4 (taken once a year in Spring)

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Following federal and state laws, local IEP teams may address the individual needs of each English learner with a disability, using multiple criteria in concert with the four reclassification criteria above. They may determine appropriate performance measures in basic skills equivalent to an English proficient peer with similar disabilities.

Steps to Reclassification

All reclassification forms are housed in ELLevation.

1. Site administrator or designee reviews which students have met the criteria to become candidates for reclassification.
2. Teacher evaluation forms are assigned to teachers for input and recommendation on students who have met the criteria.
3. Parent input and opinion are solicited.
4. Site administrators or designee approves reclassification and uploads documents to AERIES.
5. District staff updates AERIES to reflect new RFEP status.
6. RFEP students are monitored for four years following the status change.

Monitoring Reclassified Students

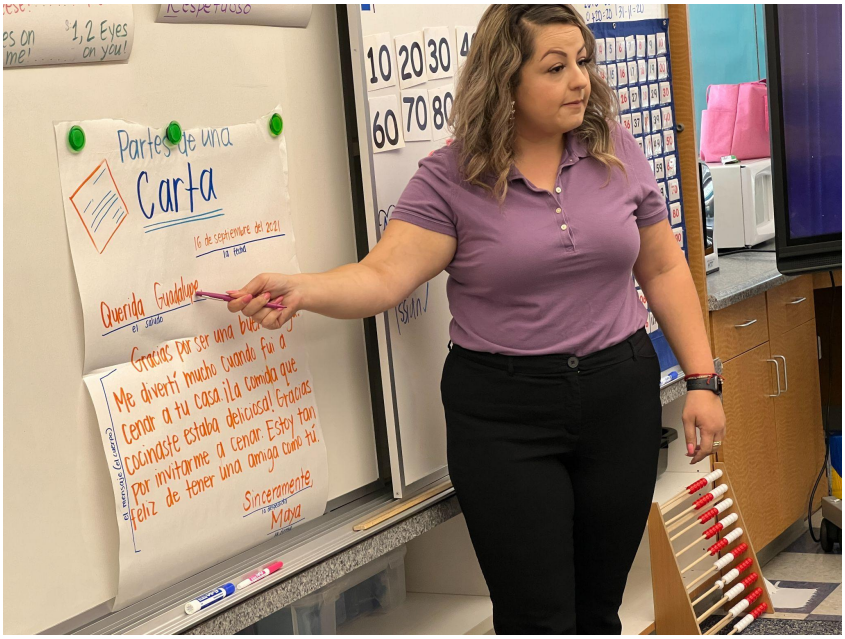
Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be regularly monitored for a minimum of four years, as required by state and federal guidelines. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency.

ELLevation, the web-based platform that houses the district's EL data, maintains a roster of RFEP students who must be monitored three times each year in concert with district assessment windows. Teachers are sent an *RFEP Monitoring Form* from ELLevation to document student progress and academic achievement. This form is also used to recommend students for intervention.

Reclassified students having difficulty in the core curriculum will have access to the tiered support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the *Multi-tiered Integrated Intervention Support System*. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site administrator or designee will convene a meeting with support staff and/or instructors to evaluate the student's progress.

The progress of ELs and Reclassified students are examined annually in comparison with the data of the average native English speaker, and this student achievement data is included in the CA Dashboard data for the school district.

CHAPTER 4: STAFFING AND PROFESSIONAL DEVELOPMENT



The San Leandro Unified School District ensures that all English Learners are taught by highly qualified teachers that embrace an instructional vision that delivers rigorous and joyful learning pathways for career and college readiness. To do this, the district hires appropriately credentialed teachers and provides focused, effective, and research-based professional development to all administrators, teachers, and staff that empowers educators to ensure that all students graduate as critical thinkers who communicate and collaborate as they become ethical and cultural leaders.

Staffing

Teacher Certification and Authorizations

The Personnel Services Department oversees and monitors the district's plan to hire teachers. Hiring and placement decisions are based on student and program needs, including EL enrollment data. Each year, the district assesses the need for qualified teachers and develops a staffing plan. Where shortages exist, the district develops a plan to recruit, hire, and train qualified teachers.

All teaching staff in San Leandro Unified are responsible for teaching English Learners and must hold appropriate certification to provide necessary instructional services. Teachers assigned to provide ELD and primary language instruction must be properly authorized or actively pursuing authorization, meaning that the teacher is making annual progress that will result in their authorization. SLUSD audits teachers credentials and authorizations and provides an annual staffing report each Spring.

TEACHER AUTHORIZATION	
TYPE OF INSTRUCTION	REQUIRED AUTHORIZATION
Designated ELD	Elementary: • Credential + Crosscultural Language and Academic Development Certificate (CLAD) Secondary: • Credential + EL Authorization 1 or CLAD
Integrated ELD	Options: • Credential + CLAD • Credential + EL Authorization 1 • Credential + EL Authorization S
Dual Immersion and Spanish Biliteracy Programs	• Credential + Bilingual Crosscultural Language and Academic Development Certificate (BCLAD)

EL Paraeducator Staffing



To support student access to the core curriculum, the district employs qualified EL paraeducators. The district oversees that these staff members reflect the high-priority home languages and that they receive high-quality, ongoing professional development. EL paraeducators must be assigned to school sites based on the percentages of English learners.

Site administrators and district staff plan staffing schedules for EL paraeducators based on the number of ELs at each site and the need for primary language support. EL paraeducators provide support to the instructional program in assigned classrooms with specific responsibility for assisting in the development of students' English

language acquisition. EL paraeducators support different components of the EL program by working closely with the full instructional team to plan for the needs of EL students. EL paraeducators can provide primary language support to clarify, direct, support, and explain facts and concepts to English learners during core content instruction in English/Language Arts, Math, Social Studies, and Science.

Annual Staffing Report

An annual staffing report is compiled each spring by Personnel Services. It is shared with the Educational Services Division as it pertains to the number of appropriately credentialed teachers who work with ELs and is presented to the DELAC and kept on file. The report monitors the district's progress toward full certification of all teachers working with English learners and is also shared with site administrators to verify that all teachers are appropriately placed.

Professional Development Plan

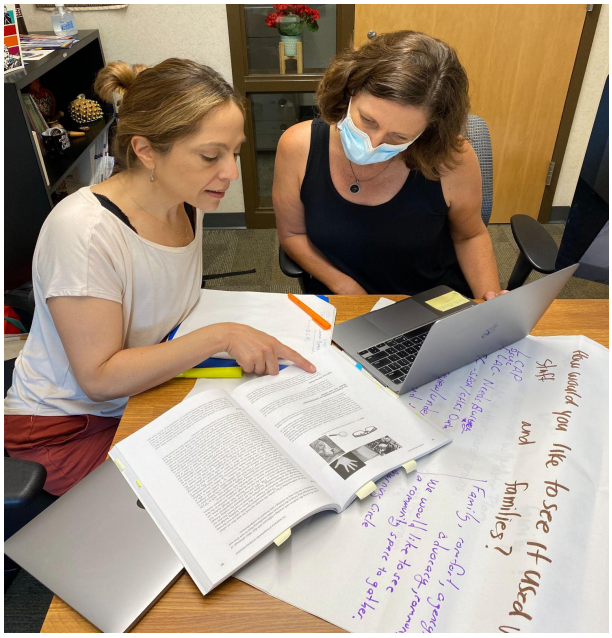
To build staff capacity to leverage the strengths of English learners, SLUSD supports professional learning and collaboration at all levels of the school system including, but not limited to, teachers, site leaders, parent facilitators, counselors, specialists, and district leaders. Professional development is designed to provide research-based methodologies and practical application of the EL Master Plan.

This ongoing professional development aims to increase staff awareness and sensitivity to the cultural and linguistic diversity of our student population, as well as to services necessary to ensure equal access of all students to the core curriculum. Ongoing training is based on the role of individual staff members in meeting the needs of English learners. This training is correlated with instructional programs outlined in the Master Plan and models implemented district-wide.

Because teachers hold the tremendous responsibility of differentiating instruction and monitoring student progress, a variety of resources and support are available for them:

- Administrative coordination of Designated ELD instruction, which may include a universal Designated ELD time and shared teaching of students.
- Appropriate training and coaching in ELD standards and instruction.
- Supplemental materials and resources to provide Designated ELD instruction.
- Training to assess and review students' progress in English proficiency.
- Professional time to collaborate with colleagues to design and review instruction and assessments.

Professional Development Components



Professional development is provided to all district and site administrators, site teachers, and support staff who have a shared responsibility for implementing high-quality instructional programs for English learners. Professional development sessions are delivered at each site, district-wide, and online, supported by the Teaching, Learning, and Educational Equity Department, as part of a multi-year plan that builds on prior professional development efforts to support and improve instruction in English Language Development. This ensures widespread understanding of, and commitment to, high-quality implementation and instruction. Professional development includes:

EL Master Plan:

- Guiding principles and objectives
- Resources needed
- Solutions for potential barriers to effective implementation
- Alignment of EL Master Plan to site and district strategic goals
- Evidence of implementation
- Understanding program placements for English learners
- ELAC and DELAC trainings for administrators

Training to support instruction and student learning:

- Designated English Language Development (ELD)
- Integrated ELD
- Understanding and implementing program models and teaching methodology

Dual Language Immersion and Spanish Biliteracy programs:

- Culturally and Linguistically Relevant Teaching (CLRT)
- Universal Design for Learning (UDL)
- Guided Language Acquisition Design (GLAD)
- Digital Platforms that target language and literacy

Training around English learner assessment and monitoring:

- ELPAC training
- EL data analysis and implications for instruction

- Reclassification
- EL Software Platform training with ELLevation

Professional Development Monitoring

The Educational Services Division reports regularly on professional development opportunities offered and reviews staff participation in training with the district leadership team. This ensures that all staff working with English learners participate in ongoing training and that the district continues to provide quality and relevant professional development to support instruction, climate, and culture across the district.



CHAPTER 5: FAMILY ENGAGEMENT



SLUSD recognizes and values the linguistic and cultural diversity that English learner families bring to the school community. We believe families are essential partners who contribute unique perspectives to their children's overall success and we seek innovative opportunities to work with them. SLUSD is committed to strong, collaborative relationships that support the exchange of information, purposeful interactions, and meaningful participation that strengthen student learning and achievement. As a part of this commitment, many schools have a Parent Facilitator that works closely with the Principal(s) to ensure that families, including those that have English learner students, feel welcome and are introduced to the school procedures, resources, and program options when they first enroll in one of our schools.

Communication

English learner families need to be informed about district and site opportunities, activities, and programs that impact their children. There are many ways families can keep in communication with their school and the district. To facilitate communication, SLUSD is committed to offering interpretation and translation to ensure accessibility of information to all families, as required by law and when possible. (Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English.) The following tools are available to all families:

- ParentSquare
- Interpretation and translation
- District, site, and classroom newsletters and bulletins
- Parent facilitator communication
- Official family notifications (report cards, annual notices, etc.)
- Social Media

Meaningful Participation

In order to provide an integrated experience for families across multiple programs, there are four avenues for participation that SLUSD offers:

- Volunteer opportunities
- Community events
- Family Learning Workshops and Parent Facilitator engagement sessions
- Advisory Committees



Volunteer Opportunities

School sites across the district welcome families to volunteer in classrooms, at school-wide activities and district level events. To volunteer, families can contact the parent facilitator or site administrator to get information about procedures and requirements.

Community Events

The languages and cultures English learners and their families bring to our schools are important contributions to our learning communities. Sites host social and cultural events, including carnivals, family nights, awards, holiday events, and heritage celebrations. The district encourages participation in city and community events that celebrate and showcase the diversity of our San Leandro community.

Family Learning Workshops and Engagement Sessions

As an educational institution, SLUSD believes in lifelong learning and capacity building. In addition to staff, this includes our families and educational partners. There are multiple opportunities for families to engage in continuous learning and pathways for developing parent leaders at sites and at the district level.

Some of the offerings include workshops that support parents in understanding and navigating the school system and leadership series that focus on effective advocacy. Learning series are offered at school sites and the district level on many topics including, but not limited to: affinity groups, technology, safety, policy, parenting, etc. The goal is to

strengthen EL parent leadership capacity in order to ensure that EL families have a strong voice in district programs and policies.

In addition, San Leandro High School has College and Career programs and events supported by the district and site staff. Counselors, College and Career coordinators, and parent facilitators support families and students navigate through A-G requirements, course selections, internships, work-based learning, and other community programs. These staff members ensure that newcomers are welcomed into the school community and know what opportunities exist for English learner success at the secondary level.

Parent Advisory Committees (SSC, ELAC, DELAC)

Meaningful participation at an advisory level is a critical component of our students' education. As part of the district's effort to systematically involve families of ELs in the education of their children, the district establishes policies and procedures for School Site Councils (SSC), English Language Advisory Committees (ELAC) at the school-site level, and the district ELAC (DELAC) at the district level. At each committee level, families of ELs have opportunities to be involved in their child's education, collaborate with district staff, receive training, evaluate instructional services and provide recommendations.

School Site Council (SSC)

The responsibility of the SSC involves oversight of programs supporting all students, including ELs. In collaboration with the site administrator, the SSC reviews and approves the School Plan for Student Achievement (SPSA), which includes funded programs and allocation of resources to the site. Membership includes site administrators, teachers, other school staff, families, and community members. All families are welcome to attend SSC meetings.

English Learner Advisory Committee (ELAC)

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision-making councils, nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

The ELAC is responsible for the following tasks:

- Advising the site administrator in the development of a site plan for English Learners and submitting the plan to the SSC for consideration of inclusion in the School Plan for Student Achievement (SPSA).
- Assisting in the development of a schoolwide needs assessment.
- Discussing ways to make parents aware of the importance of school attendance.
- Electing a member to the District English Learner Advisory Committee (DELAC).

ELAC Membership Guidelines:

- ELAC Membership will include parents and school staff. There must be more parents than staff members on the committee.
- The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However, if the percentage of EL students at a school is greater than 51 percent, the percentage of EL parents on the ELAC must match or exceed the percentage of the school's total EL population.
- Members of the ELAC are elected parents or guardians of ELs or of Reclassified students who are within the 4 years of monitoring.
- School staff representatives are selected by the staff, and parent members are elected by parents/guardians of ELs.

Guidelines for Implementation of the ELAC

A detailed description of the procedures for establishing an ELAC is outlined in the SLUSD ELAC Handbook that is distributed annually to site administrators.

- The principal (or designee) is responsible for establishing the ELAC and for ensuring that the ELAC meets at least quarterly.
- The principal (or designee) will meet with the ELAC president to plan the agenda before each ELAC meeting and assist the ELAC president in running the meetings.
- Meeting dates will be determined and publicized in advance. Parents should receive at least 72 hours' advance notice of ELAC meetings.
- ELAC meetings will be conducted with agendas and minutes.
- The ELAC will adopt bylaws that accommodate the unique features and needs of the school.
- Each site will provide interpretation and childcare for the meetings.
- The principal (or designee) will maintain all ELAC records (calendar, flyers/announcements, agendas, minutes, sign-in sheets) at their site.
- ELAC members will be provided with appropriate training, materials, and information to assist them in carrying out their responsibilities.

- The district will hold schools accountable and ensure compliance with these procedures and related legal mandates, policies, and guidelines.

Delegation of ELAC Authority

Each school's ELAC may delegate its authority to an established School Site Council (SSC), provided that the ELAC has first been duly constituted, trained on the mandated requirements, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

For ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

- Is the school's EL population less than 50% (elementary) or 25% (secondary)?
- Has ELAC been duly constituted?
- Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?
- Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?
- Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?
- Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
- Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?
- Did the school obtain written approval from the Assistant Superintendent or designee?

If the decision has been approved to delegate authority, the ELAC subcommittee must provide advice to SSC on the EL programs and services, and specifically on reclassification, SPSA, the school needs assessment, the importance of school attendance, and categorical budgets, including Title III and Title I.

District English Learner Advisory Committee (DELAC)

Since there are 51 or more English Learners in this district, there is a functioning District English Learner Advisory Committee (DELAC). The DELAC provides parents the opportunity to advise the Board of Education on programs and services for English learners and to advocate for the quality of their education.

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

DELAC Membership Guidelines

- Each site ELAC will elect a representative and alternate to the DELAC who is a parent of an English learner or a reclassified student who is in the four-year window of monitoring.
- The term of service for DELAC members is two years and representatives can be re-elected for one more term if they still qualify (refer to Bylaws).
- If a member must be replaced during the year, the replacement will serve for the remainder of the year. An election must be held at the beginning of the following year to fill the position.
- Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings of the school's ELAC.
- The DELAC representatives will elect the following officers each year:
  - ☐ A president who will lead all meetings
  - ☐ A vice-president to conduct meetings in the absence of the president
  - ☐ A secretary who will be responsible for the minutes

☐ A parliamentarian will be responsible for keeping to the agenda topics

Guidelines for Implementing the DELAC

- The DELAC will meet 6-8 times per year and will operate according to guidelines contained in state and federal regulations and in its bylaws.
- Agendas and minutes of DELAC meetings will be posted on the district's website at least 72 hours prior to meetings.
- The district administrator or designee will serve as district liaison to the DELAC. This person will assist the DELAC Board with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The DELAC President will preside at meetings and sign all letters, reports, and other committee communications, with prior approval of the membership. In the President's absence, resignation, or inability to perform the duties, the Vice-president will assume these duties.
- The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the district administrator or designee.
- DELAC members will be provided with appropriate training, materials, and information to assist them in carrying out their responsibilities and any required duties.

CHAPTER 6: EVALUATION AND ACCOUNTABILITY



San Leandro Unified School District is committed to working in concert with students, parents, teachers, support staff, administrators, and community-based educational partners to provide effective instructional programs for English learners (ELs). How SLUSD systematically monitors programs and engages in continuous reflection and improvement across the district's schools is foundational to success.

Evaluation

The CA EL Roadmap Guiding Principles and Elements act as the primary touchstone for goal setting, monitoring, and evaluation. The principles and elements set forth by the California Department of Education are not meant to serve as a checklist, but rather as a set of research- and practice-based considerations in promoting EL success, and college and career readiness.

Listed below are SLUSD's EL Guiding Principles and Elements that have been adapted from the CA EL Roadmap Guiding Principles and Elements.

EL Guiding Principles

Principle 1: Assets-based Education*: Schools and educators foster asset-oriented environments that are grounded in sociocultural competence.*

Elements:

A. Assets are valued and built upon in culturally responsive curriculum and instruction.
B. Programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.
C. School climates and campuses are affirming, inclusive, and safe.
D. Schools value and build strong family and school partnerships.

E. Schools and districts develop a collaborative framework for identifying English learners with disabilities.

Principle 2: Rigorous Academics for All: *Students engage in academically rigorous learning experiences that cultivate high achievement and prioritize bilingualism and biliteracy.*

Elements:

A. Language development occurs through Designated ELD and Integrated content-based ELD.
B. Students are provided a rigorous, intellectually rich, standards-based curriculum
C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking.
D. ELs are provided access to the full curriculum along with the provision of EL supports and services.
E. Students' home language is valued as a foundation for developing English.
F. Rigorous instructional materials support high levels of intellectual engagement and language development.

Principle 3: Systematic Support: *Leaders and educators provide systematic, tiered support that includes data-driven assessment for continuous improvement and ongoing capacity building for all teachers and staff.*

Elements:

A. Leadership establishes clear expectations and commitments to EL access, growth in academic and English proficiency, and participation across the district.
B. The school system invests adequate resources to support EL needs.
C. The district maintains a system of culturally and linguistically valid and reliable assessments.
D. Capacity building and continuous professional development occur at all system levels, including the recruitment of educators skilled in addressing EL needs.

Principle 4: Alignment and Articulation*: Programs are articulated and aligned across students' entire educational experiences and provide a coherent pathway in preparation for college and career in the 21st century.*

Elements:

A. EL approaches and programs are designed for continuity, alignment, and articulation across grade levels.

B. Schools plan schedules and resources to provide additional support for ELs.
C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Accountability

To ensure high-quality implementation of all aspects of the EL Master Plan, SLUSD identified rubrics and assessment tools to use at all levels. Student progress monitoring and evaluation consist of disaggregated (school, grade level, language group, race/ethnicity, program status) data analysis (in staff and parent spaces) of these assessments multiple times during the year:

- ELPAC
- District standards-based benchmark assessments (i.e., STAR reading and math, FastBridge)
- California Assessment of Student Performance and Progress (CAASPP) in ELA, Math, and Science
- Reclassification data
- Teacher progress reports, report card data
- Referrals for academic or behavioral support

Rubrics also support monitoring programs and instructional support systems. These rubrics are not meant to be used as checklists but as a set of tools that guide continuous improvement for our multilingual students. While some of the tools are considered aspirational by many educational agencies, SLUSD believes that the rigor and responsiveness of EL programming highlighted in this rubric should be the standard to ensure educational equity for multilingual students. The findings from evaluations using these rubrics are shared with educational partners throughout the year.

District Level

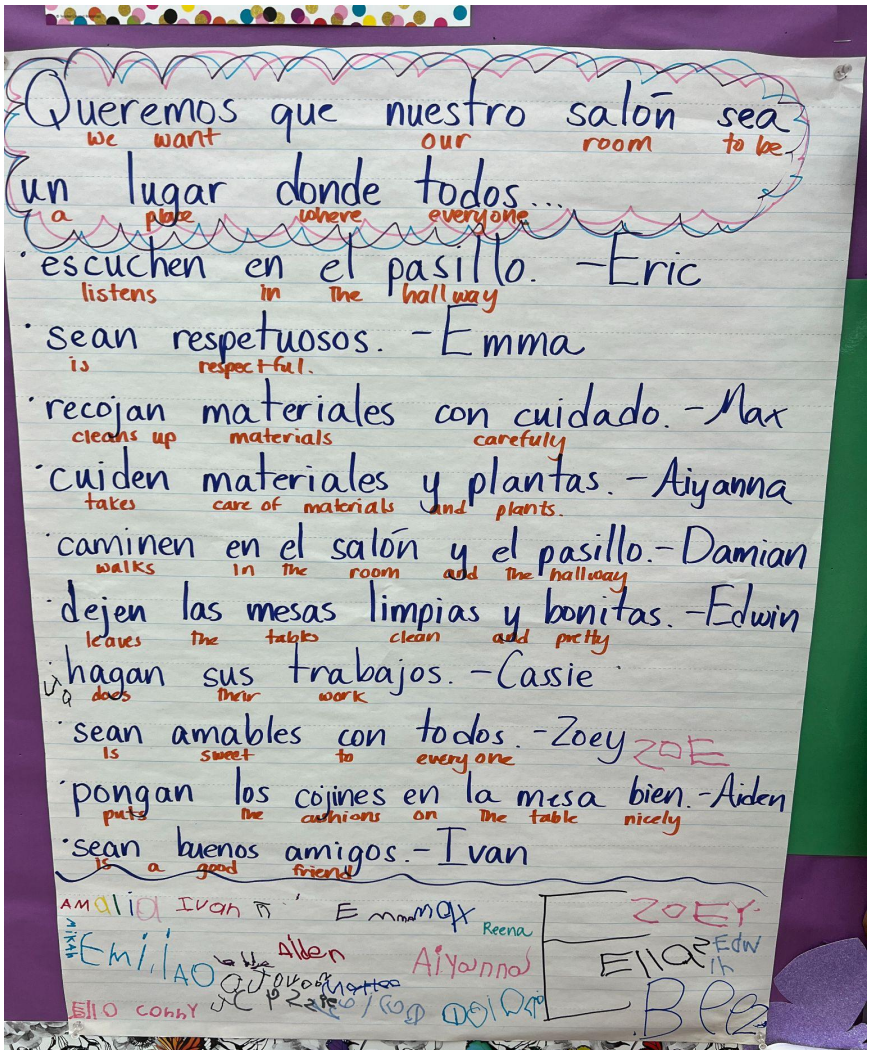
SLUSD uses aspects of the correlated CA EL Roadmap Self Reflection Rubric to inform the SLUSD Strategic Plan and Local Control Accountability Plan (LCAP) during the annual development, implementation and evaluation timelines embedded in those plans. The rubric offers specific criteria which SLUSD uses as an evaluation tool in monitoring the progress of programs and determining the efficacy of initiatives, interventions, and administrative policies intended to raise ELs student achievement.

School Level

Schools use aspects of the CA EL Roadmap Self Reflection Rubric as it applies to school-level programming. This evaluation will occur when designing and monitoring site-based professional learning and services related to EL programs and students. This rubric will also be used in the development and monitoring of School Plans for Student Achievement (SPSAs) and to monitor progress towards goals set by school-level advocacy groups, such as the ELAC. This process of utilizing this rubric within various structures of school-level planning is intended to provide useful feedback to inform modifications and actions to programming for ELs while also having strong coherence to district-level goals and outcomes.

Classroom Level

Aspects of the CA EL Roadmap Teacher Toolkits from Californians Together are used with the district's teacher evaluation system to monitor classroom level practices, support continuous improvement, and identify needed modifications to inform classroom instruction and staff development priorities and goals. This occurs within staff evaluation timelines and during job-embedded professional learning and collaboration spaces.



CHAPTER 7: FUNDING

Local Control Funding Formula



In California, school districts are funded through the Local Control Funding Formula (LCFF). The LCFF model allows more freedom in how funds are spent but also requires developing a Local Control and Accountability Plan (LCAP). This plan links spending to specific district goals for student achievement. The LCFF is an important opportunity for families to shape the vision for their children's education. The LCFF requires school districts to involve parents in planning and decision-making in developing the LCAP.

The LCFF also:

- Requires school districts to focus on the eight key areas that help all students succeed.
- Provides extra funding for students with greater challenges.
- Gives districts more flexibility to spend their money to improve local schools.

Under this system, school districts receive a uniform base grant for every student, adjusted by grade level. School districts receive additional *supplemental grant funding* for students with greater challenges, defined as

1. Low-income students
2. English learners
3. Foster youth

Districts receive additional *concentration grant funding* when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment. These students are commonly referred to as unduplicated students.

Within LCFF, districts receive *base grant funding* to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, and other district services (e.g., custodial, clerical) and support systems for monitoring program implementation and student progress and program evaluation.

Local Control Accountability Plan (LCAP)



The LCAP is the spending plan that accompanies each district's budget. This three-year plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. All local education agencies must develop and submit their first LCAP with an approved budget. In a school district, the governing board adopts the LCAP, and the County Superintendent reviews and approves the LCAP. All districts must address the specific instructions in the State Board of Education's adopted template which includes a description of improved services for foster youth, low-income students, and English Learners.

The LCAP is a comprehensive planning tool to help all students succeed.
Each three-year plan must describe

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.

- Expected progress toward meeting the goals, and as part of a district's required annual update of the plan, the district must describe actual progress made toward meeting the goals and any adjustments to be made.

- Expenditures required to implement each of the goals and actions, including a description of how additional funds for low-income students, English learners, and foster or homeless youth will be used to increase or improve services for these students. These students are referred to as "unduplicated students" because even if they are in more than one priority group, they are only counted once.

- The process used to involve parents, students, community members, school employees, and other stakeholders in developing, reviewing, and supporting the implementation of the LCAP. Specifically, the district must engage English Language Learner parents in an advisory group to provide input and feedback on the LCAP.

Supplemental Funds

School districts also receive funding through federal programs such as Title I, Title II, and Title III. These funds are used to supplement the basic education program (provide additional resources and services) and not to supplant (replace) general funds. The State Department of Education administers funding for categorical programs through the Consolidated Application ("ConApp"). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical monies are to supplement and enrich the core educational program to meet the specific needs of English Learners associated with acquiring the English language and making the core program accessible.

Title 1, Part A: Improving Academic Achievement



Title I funds provide Federal supplemental resources to be used to narrow the educational gap between low-income disadvantaged students and non-disadvantaged students. School-wide programs under Title I, Part A, permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Such schools can flexibly use Title I funds as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all students according to a comprehensive plan to help students meet the state's challenging standards.

Schools that receive Title I funding must create a School Plan for Student Achievement (SPSA) through the School Site Council (SSC). The SSC monitors school programs annually through data and assessments, including the disaggregation of ELs to be aligned with Title III accountabilities. All expenditures must be documented on a budget page, which must clearly show evidence of how the programs funded are directly tied to the goals of the SPSA. The budget process must be followed dutifully to ensure transparency of expenditures for all educational partners.

Title II: Supporting Effective Instruction

Title II is a federal program to increase the academic achievement of all students by helping schools and districts:

- improve teacher and principal quality through professional development and other activities.
- ensure all teachers are highly qualified.

Title III: Limited English Proficient (LEP) and Immigrant Funds

The Federal Title III resources provide funds for supplementary programs and services for English Learners. EL Services oversees the use of Title III funds to ensure compliance according to state and federal regulations and guidelines.

- Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum that allows English Learners to meet grade level and graduation requirements.
- Programs must provide staff development opportunities to school staff assigned to English Learners.
- Title III funds may also be used for various instructional support, curriculum development, parental involvement, and related EL program activities.

ELs enrolled in private schools may receive Title III services provided by public schools within their geographical jurisdiction. The district must reach out to private schools to determine eligibility and ensure comparable services that meet Title III provisions. Families should contact their local private school for more information.

Title IV, Part A: Student Support and Academic Enrichment

These funds are intended to increase the capacity of local educational agencies (LEAs) to meet the goals of the Every Student Succeeds Act (ESSA) by

- providing all students with access to a well-rounded education
- improving school conditions for student learning
- improving the use of technology to improve the academic achievement and digital literacy of all students.



FOR MORE INFORMATION ABOUT THE SLUSD EL MASTER PLAN, CONTACT:

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