English Learner Master Plan

LA MESA-SPRING VALLEY SCHOOLS

English Learner Master Plan

La Mesa-Spring Valley Schools

2023 - 2026

2023 Board of Trustees

Rebecca McRae, *President*
Minerva Martinez Scott, *Vice President*
Tiffany Caitlin*, Clerk*
Nathaniel Allen, *Member*
Brianna Coston, *Member*

Superintendent: David Feliciano
Deputy Superintendent, Educational Services: Deann Ragsdale
Assistant Superintendent, Human Resources: Meg Jacobsen, Ed.D
Assistant Superintendent, Business Services: Jennifer Nerat

Introduction

We are honored to serve the children, families, and staff that represent the La Mesa-Spring Valley Schools community. We are a learning community dedicated to leading children to realize their fullest potential. Our mission as a public school district encompasses far more than academics, as we seek to nurture the character and heart of the students we serve.

Fred Rogers once said: “Love is at the root of everything, all learning, all relationships, love or the lack of it.” As a school district, we believe that love is at the root of everything we do.

La Mesa-Spring Valley (LMSV) families bring a variety of languages and cultures to our schools for which we are extremely grateful. We believe the diversity of our student population is a tremendous asset and improves the culture and learning environment of every school campus. We wholeheartedly welcome English Learners (ELs) and their families to our district community, and we’re dedicated to supporting ELs on their journey toward English-language proficiency and high levels of achievement in the grade-level California Content Standards.

This Master Plan describes how LMSV identifies and supports ELs in accessing the core curriculum and in the acquisition of the English language. It serves as an operational guide for all LMSV educational partners (students, parents, teachers, support staff, principals, district management and board members) to ensure that consistent, coherent services are provided to every EL.

The Master Plan defines how ELs are identified, the different program options available to them, and the pathway to becoming proficient in English. It delineates the process for monitoring student progress from the point of identification through Reclassification as Fluent English Proficient (RFEP). It also describes the continued four-year monitoring of RFEP students ensuring that they continue to achieve academically.

Table of Contents

Chapter 1: Identification, Assessment and Program Placement

1. Introduction
2. Language Group Definition **6**
3. Assessment, Identification and Program Options **7**

A. Initial Intake and Home Language Survey 7

B. Correcting Errors in the Home Language Survey 7

C. Initial Assessment and Classification of Students 6

D. Initial Parent Notification Letter 7

E. Informing Parents and Guardians of Language Acquisition Program Options 7

F. Process for Choosing a Language Acquisition Program 8

G. Annual Parent Notification Letter 10

H. Annual (Summative) ELPAC 10

I. Parent's Right to Opt Out of Language Acquisition Programs 10

3. Reclassification of EL's **10**

A. Reclassification of English Learners with Disabilities 11

B. Monitoring of Reclassified English Learners 11

Chapter 2: Instructional Programs for English Learners

1. Introduction **12**

2. Designated and Integrated ELD: A Framework for EL Instruction **13**

A. Provide Daily Designated English Language Development instruction 13

B. Provide Integrated ELD across content areas 13

3. Scheduling Designated English Language Development (ELD) **14**

A. Scheduling Designated ELD in Elementary School 14

B. Scheduling Designated ELD in Middle School 14

C. Designated ELD Instruction Model 14

4. Instructional Programs Serving ELs **15**

A. Structured English Immersion (SEI): 15

B. Dual Language Two-Way Immersion Program 16

C. Newcomer Supports 18

D. LTEL and At-Risk EL Support 19

E. Leveraging Primary Language in EL Instruction 19

F. Monitoring and Supporting EL's not meeting minimum expectations 19

Chapter 3: Family and Community Engagement

1. Introduction **21**

2. District Parent Advisory Committee (DPAC) **21**

3. Site English Learner Advisory Committee (ELAC) **22**

4. Family Participation and Parent Involvement **22**

A. Parent Involvement 22

B. Communication 22

C. Volunteering 23

D. Decision Making and Advocacy 23

E. Relationship Building/Collaborating with the Community 23

Chapter 4: Monitoring, Evaluation and Accountability

1. Four Main Structures for Reflection and Improvement **24**

A. The Site EL Review 24

B. The EL DataDive 25

C. The School Plan for Student Achievement (SPSA) 25

D. The District EL Review 26

Glossary 28

La Mesa-Spring Valley gratefully acknowledges the work and influence of Oakland Unified School District in the creation of this master plan.

1 Identification, Assessment and Program Placement

1. Introduction

In this chapter we describe the protocols and procedures for ensuring accurate and timely identification, assessment and placement of English Learners (ELs) in LMSV. We also describe the process for reclassifying ELs as Fluent English Proficient (RFEP). To begin, we clarify the language group definitions for ELs that will be referred to throughout this ELL Master Plan. There is a glossary at the end of this document as well.

2. Language Group Definition

English Language Learner (EL): Student whose home language survey indicated languages other than English utilized within the student's family AND whose initial ELPAC (English Learner Proficiency Assessment of California) assessment scored a 1 or 2 out of 3, indicating the need to receive ELD (English Language Development) instruction.

Recently Enrolled EL: English Language Learner who has been enrolled in U.S. schools for 1 year or less and may or may not be a newcomer student. For example ALL kindergarten ELs are recently enrolled ELs, but not all are newcomers.

Progressing EL: An English Language Learner who has been enrolled in US Schools at least 3 years but not more than 6 years, and is demonstrating adequate progress in language and academic development.

Long-Term EL (LTEL): A student who has been classified as an EL for more than 6 years and is not making adequate progress.

EL at Risk of Becoming (LTEL): An EL who has been enrolled in U.S. school at least 3 years, but not more than 6 years, and who is not demonstrating adequate progress.

Newcomer: Newcomers are students born outside the U.S. who have been in U.S. schools for 1 full school year or less, and receive intensive language development and other support services.

Students with Interrupted Formal Education (SIFE): Immigrant students who come from a home in which a language other than English is spoken and 1) entered a United States school after the second grade; 2) have had at least two years less schooling than their peers; 3) function at least two years below expected grade level in reading and mathematics; and 4) may be pre-literate in their first language.

Refugee:
A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015).

Asylees:
Asylees are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, on business, or with “undocumented” status (U.S. Department of Health and Human Services [HHS], n.d.a).

Initially Fluent English Proficient (IFEP): A student who, upon enrollment in U.S. schools, has demonstrated proficiency on an English Language Proficiency Assessment.

Reclassified Fluent English Proficient (RFEP): A former EL student who has met established criteria to be "reclassified" as fluent English proficient. RFEP students will be monitored for four years to ensure they continue to maintain grade-level achievement.

Long-term Proficient RFEP: An RFEP who was redesignated more than 4 years ago.

English Only (EO): A student whose primary home language is English according to the home language survey.

3. Assessment, Identification and Program Options

This section describes the stakeholders responsible and the time-bound steps of intake, assessment, identification, and placement. ***These procedures are mandated by Federal law, and designed to ensure that ELL services are available to all qualifying students.***

A. Initial Intake and Home Language Survey

Upon entry to the District, parents fill out an enrollment packet. As part of the enrollment packet, parents complete the **Home Language Survey (HLS)** to determine the primary language of the entering student. Currently, the four questions on the Home Language Survey are as follows:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 1 through 3, the student must have his or her **English language** proficiency assessed with the Initial English Language Proficiency Assessment for California (Initial ELPAC). This is a required test that must be given to students whose primary language is a language other than English.
NOTE: The first HLS filled out by a parent supersedes an HLS filled out at any later date.

EXAMPLE: Parents filled out the HLS form for their child when the child enrolled in the San Diego Unified School District in the 2019-20 school year. The form indicated the student had a home language other than English, and the English language proficiency assessment resulted in a classification of EL. Upon arrival at LMSV during the 2021-22 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The original HLS from San Diego Unified supersedes the HLS filled out in LMSV. The EL classification stands until the student meets the criteria for reclassification.

B. Correcting Errors in the Home Language Survey

In cases where families fill out the HLS incorrectly, resulting in an inappropriate administration of the Initial ELPAC or Initial Alternate ELPAC and resulting designation as EL, a parent may, between the time of the Initial ELPAC or Initial Alternate ELPAC and the Summative ELPAC or Summative Alternate ELPAC (beginning in February and ongoing through May), petition EL Program staff to have the EL designation changed.

In cases where an HLS has indicated a student is English Only (EO) but district staff have collected evidence that the student needs EL services, the EL Program staff will follow a protocol of collaboration with the site and the parent to modify the HLS to reflect that a language other than English is spoken at home and the student will take the Initial ELPAC or Initial Alternate ELPAC to determine English proficiency.

The EL Program staff will take into account the information provided by the parent regarding language use in the home, the Initial ELPAC or Initial Alternate ELPAC, and the results of any literacy assessment taken

by the student that might demonstrate the student's language proficiency level. If, based on evidence, the EL Program staff determine the classification of EL versus the original classification of EO is appropriate to ensure the student receives support services, the EL Program staff will coordinate the change in the district's student information system.

C. Initial Assessment and Classification of Students

If the parents or guardians of a student list a language other than English on any of questions 1-3 on the Home Language Survey, the students will be given the Initial English Language Proficiency Assessments of California (Initial ELPAC) or Initial Alternate ELPAC to determine English language proficiency. These assessments are administered within 30 days of the student's start date. Prior to the administration of the Initial ELPAC or the Initial Alternate ELPAC the parent or guardian is informed in writing of the upcoming assessment.

The assessment is administered by a trained district employee. Assessment will take into account the needs of students with learning disabilities, including the California **English Language Proficiency Assessment for California Accessibility Resources**.

Scores are entered into the LMSV Student Information System. Classification of students as EL or not EL is based on the following cut points established by the state of California:

Initial ELPAC

Score	Score Description	Student Classification
100 - 375	**Novice**	**EL**
376 - 439	**Intermediate**	**EL**
440 - 999	**Initially Fluent English Proficient**	**IFEP**

Alternate Initial ELPAC

Score	Score Description	Student Classification
101-143	**Novice**	**EL**
144-159	**Intermediate**	**EL**
160-199	**Initially Fluent English Proficient**	**IFEP**

D. Initial Parent Notification Letter

Within 30 calendar days after the student's initial date of California enrollment, the student's English language proficiency is assessed, and the parents are notified of their child's results and language acquisition program options via the **Initial Parent Notification Letter**. Based on ELPAC test results, students are classified as EL or IFEP.

- For students classified as EL: English Learner Program with daily Designated ELD and Integrated ELD across all subject areas throughout the day is provided.
- For students classified as Initial Fluent English Proficient (IFEP) or English Only (EO): The general education mainstream program without daily Designated ELD is provided.

The *Initial Parent Notification Letter* is in English and Spanish and includes:

- The reasons for the student's assessment

- The student's assessment scores
- A description of the language acquisition programs available in the district and how they will help the student become fully proficient in English
- Information about parents' rights to request language acquisition programs, and to opt out of certain services for ELs, and
- Reclassification criteria to exit from the EL program.

E. Informing Parents and Guardians of Language Acquisition Program Options

Parents are informed of the instructional program options available to their students, and they may choose a language acquisition program that best suits their child.

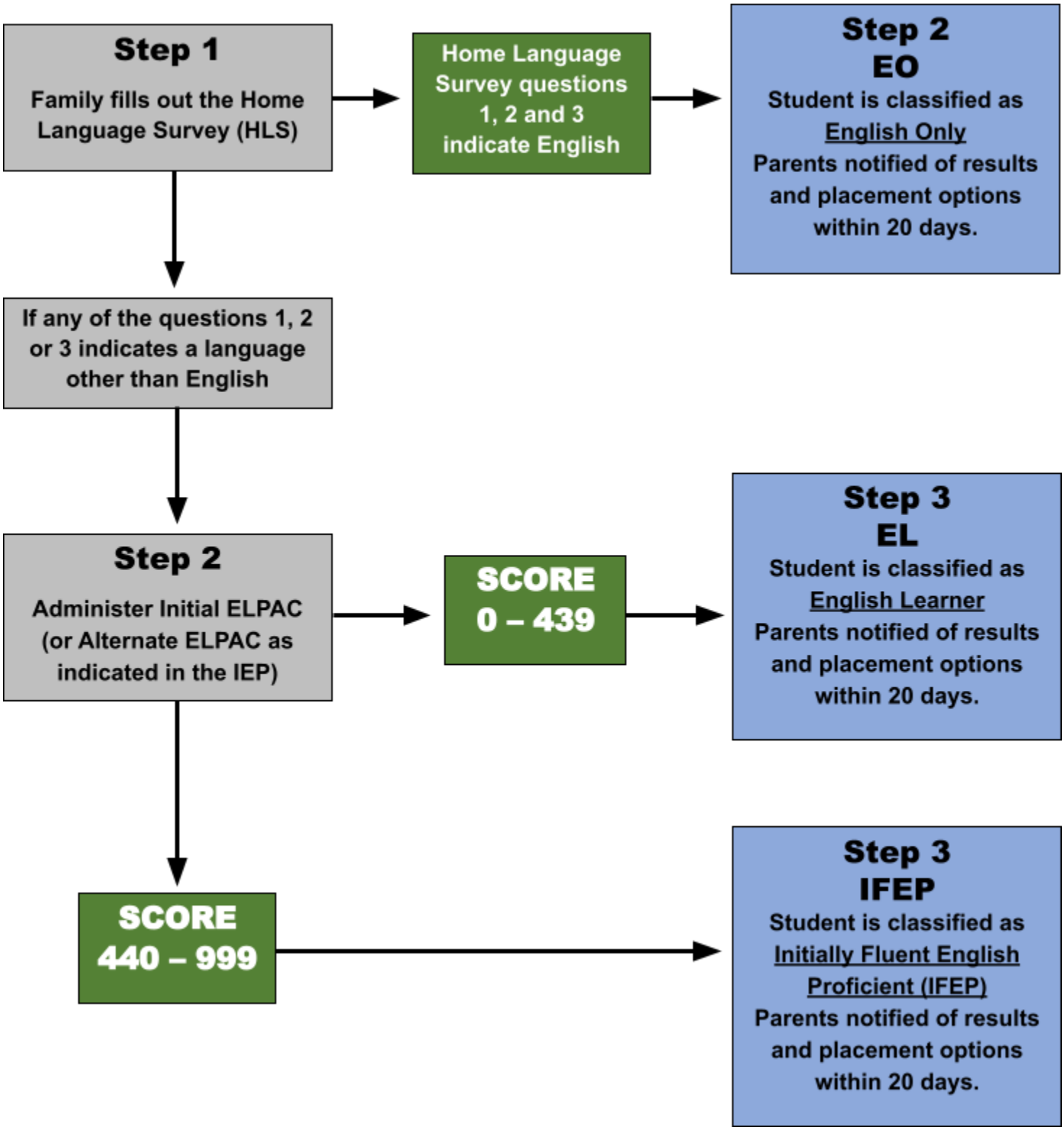
LMSV provides a structured English immersion (SEI) program for English Learners. In addition, the district offers a two way Dual Immersion Program which is currently available in grades K-6 at Kempton Literacy Academy.

All parents receive an explanation of the language acquisition programs available in the district through the Parent Handbook. English Learner parents also receive information as part of the Initial and Annual Parent Notification process for English Learners.

F. Process for Choosing a Language Acquisition Program

All parents (EO and EL) may request a language acquisition program. If, during the last three years, a total of 20 parents of students at the same grade level or 30 in the school have requested a particular language program, the district must follow a time-bound process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site. Parents who want to choose Dual Immersion must visit the school sites that offer it and request a transfer (if the program is not offered at their school of attendance).

Graphic Overview: Intake, Assessment and Program Placement



G. Annual Parent Notification Letter

Within 30 calendar days of the first day of school, EL parents receive an **Annual Parent Notification Letter**. The *Annual Parent Notification Letter* provides the same information as the *Initial Parent Notification Letter*, with the addition of the most recent English Language Proficiency Assessment (ELPAC) results and academic achievement scores.

H. Annual (Summative) ELPAC

To measure progress towards English proficiency, assist in informing instructional placement, and to determine if a student may be ready to reclassify, the Summative ELPAC or Summative Alternate ELPAC are administered during the ELPAC testing window (Feb 1 -May 31).

Students who are classified as ELs must continue to take the entire Summative ELPAC or Summative Alternate ELPAC every year until meeting reclassification criteria. Parents may not opt students out of ELPAC testing.

Parents are notified of test results within 30 days of receipt from the testing publisher through the district's Student Information System Parent Portal and again through the Annual Parent Notification Letter.

The Summative ELPAC is administered by trained staff, typically at the school site. Staff follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in the document linked on this webpage: English Language Proficiency Assessment for California Accessibility Resources. ELs with IEPs and 504 Plans must also take the Summative ELPAC, unless the IEP team designates the Summative Alternate ELPAC for students with significant cognitive disabilities.

I. Parent's Right to Opt Out of Language Acquisition Programs

Parents have the right to opt their children out of daily Designated ELD. However, "opting out" runs counter to best practice and parents are counseled against this option. If a family opts out of Designated ELD, students maintain the EL classification until they are reclassified. Schools remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all EL students.
- Careful monitoring of EL progress in the acquisition of English.
- Alerting the parents and providing additional support if the student is not meeting minimum progress expectations.
- Ensuring that the student continues to take the Summative ELPAC until reclassifying as RFEP.

All of these features are part of the baseline EL Program that all teachers and sites must provide.

4. Reclassification of EL's

Students who take the **Summative ELPAC** must meet all of the following criteria*:

- Summative ELPAC: Overall score of 4 out of 4
- Comparison of Performance on Basic Skills:
    - SBAC ELA score of 3 or 4 (grades 4-8) OR
    - District assessment ELA score at grade level (grades 1-3)
- Teacher Evaluation – based on district ELD assessment in speaking and writing
- Parent Opinion and Consultation

Student data is reviewed for reclassification during September and January. Sites receive a file of **Reclassification Worksheets** for potential reclassification candidates. If the student meets all test criteria

to reclassify, parents are notified and consulted in person, by phone or in writing in order to provide their opinion.

Students who take the **Summative Alternate ELPAC** must meet all of the following criteria*:

- Summative Alternate ELPAC: Overall Performance Level of 3 out of 3 (pending approval by the State Board of Education)
- Comparison of Performance on Basic Skills:
    - The IEP Team applies the Comparison Chart of Language Differences vs Disabilities to examine student performance compared to English only students with similar disabilities and needs. Determination is that performance is due to disability rather than language.
- Teacher Evaluation – Alternate reclassification measures
- Parent Opinion and Consultation

Student data is reviewed for reclassification by the IEP team throughout the year.

A. Reclassification of English Learners with Disabilities*

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code for reclassification of English learners. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

In LMSV, students with disabilities may reclassify according to the process and criteria explained above or an alternative process and set of criteria. The IEP team determines which process will be used, based upon appropriate measures of English language proficiency and basic skills such that the measures are equivalent to a native English-speaking peer, with similar disabilities, in the same grade level.

To decide if an alternative reclassification process is needed, the IEP team will consider past ELPAC performance over time, the student's specific disability/ies as defined in the student's IEP, and how the disability/ies affect the student's progress in General Education. The IEP team uses this Comparison Chart from the CA Guide for Educating English Learners with Disabilities (California Department of Education) while assessing whether the student's ELPAC scores are a result of a learning difference or a language difference.

B. Monitoring of Reclassified English Learners

Students who are reclassified are monitored for a period of at least four years following reclassification, on a trimester basis. For RFEP students not meeting grade level expectations (in any content area(s)) the site administrator meets with the classroom teacher to discuss possible interventions. The teacher and site administrator work together to identify best teaching practices and curricular differentiation strategies in support of the RFEP student(s) needing intervention. Once a student has been reclassified, they will never again be identified as an English Learner in a California public school.

2 Instructional Programs for English Learners

1. Introduction

The purpose of LMSV's instructional programs for English Language learners (ELs) is to effectively empower students to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high-quality education and the opportunity to achieve high academic achievement.

LMSV instructional programs for ELs are:

- Clearly defined;
- Research based;
- Aligned with the rigor of the Common Core State Standards, Next Generation Science Standards, California ELD Standards and the California ELA/ELD Framework;
- Designed to address the needs of each EL student group;
- Aligned to the Spanish equivalent of all standards within Dual Language Programs
- Strongly supported and resourced at the site and central office level;
- Effectively monitored.

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD;
- Provide guidance for the scheduling and implementation of Designated ELD;
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups;
- Articulate minimum progress expectations for students enrolled in the instructional programs;
- Explain how we monitor and support ELs who are not meeting minimum progress expectations;
- Provide guidance on using an EL's primary language as a learning resource;
- Outline the professional development that supports effective instruction for ELs.

<table>
<tr><th colspan="3">English Learner Program</th></tr>
<tr><td colspan="3">Base program for all sites and classrooms serving ELs
Strengthens grade-level instruction for ELs and ALL students
Includes Integrated and Designated ELD
ALL staff of English Learners must have the skills, certification and resources required to deliver an effective English Learner Program</td></tr>
<tr><td>Dual Language Program</td><td>Newcomer Support
Students in US schools
1 year or less</td><td>Long-Term English Learner Prevention and Support
Intermediate level or below
More than 6 years in US schools</td></tr>
<tr><td>English Learner Program, plus:</td><td>English Learner Program, plus:</td><td>English Learner Program, plus:</td></tr>
<tr><td>• All students on the path to become full biliterate
• Integrated and Designated Language Development in BOTH English and Spanish
• Special staffing and training
• Chosen by families of ELL, EO, IFEP and RFEP students</td><td>• Support in language and content learning
• Support in cultural knowledge building
• Support in social emotional learning</td><td>• Targeted support in academic language and literacy
• Targeted support for students at-risk of becoming LTELs (ELs at intermediate level or below and >4 years in US)</td></tr>
</table>

2. Designated and Integrated ELD: A Framework for EL Instruction

Research supports the idea that people learn language best when they can use it in meaningful ways to engage with interesting content. Informed by both the California ELD Standards and the California ELA/ELD Framework, Integrated and Designated ELD instruction support the goal of linking English language development with meaningful and engaging learning.

In order to deliver quality Integrated and Designated ELD to all LMSV ELs, schools with ELs must:

A. Provide Daily Designated English Language Development instruction that:

- Is at each student's specific EL proficiency level, with student work groups especially focused on one particular proficiency level
- Is aligned to, incorporates and explicitly teaches the California ELD Standards
- Focuses on communication, meaning making and academic proficiency, not solely discrete grammar instruction
- Addresses speaking, listening, reading and writing, with the bulk of instruction focused on providing opportunities for oral and written language practice
- Is embedded in or explicitly connected to grade-level content or topics
- Includes systematic development of academic vocabulary
- At the middle school level: Includes at least one period of Designated ELD with the same characteristics above

B. Provide Integrated ELD across content areas that:

- Engages students with texts or tasks that require critical thinking and/or application and are aligned to grade-level standards

- Is aligned to, incorporates and explicitly teaches the Common Core standards and California ELD standards
- Ensures students access language resources and other scaffolds to support their understanding
- Fosters student use of language to explain ideas, express understanding and negotiate meaning
- Intentionally develops students' academic language and literacies specific to each discipline (language of math, science, history, etc.)
- Provides ample oral and written production of language

Effective provision of Designated and Integrated ELD rests on the specific investments detailed as follows. All teachers with ELs in their classroom, TK-8 must:

- Provide skilled Integrated ELD, including careful consideration of language demands of a task and carefully planned language learning embedded in engaging content and activities.
- Provide skilled Designated ELD when they teach this period or course.
- Attend any required ongoing training in effective planning and delivery of Designated and Integrated ELD.

The District and School Sites must:

- Ensure effective Integrated ELD is provided in all elementary and middle school classrooms.
- Provide ongoing professional development that allows ALL teachers to become experts in the delivery of effective Integrated ELD as well as Designated ELD.
- Monitor and verify all EL's receive at least 30 minutes per day (elementary) or one period per day (middle school) of Designated ELD until they reclassify.

3. Scheduling Designated English Language Development (ELD)

A. Scheduling Designated ELD in Elementary School

A protected minimum 30 minutes a day Designated ELD instruction must be set aside for all ELs at the elementary level (all ELPAC levels, including ELs with disabilities).

The district adopted ELA/ELD curriculum is utilized to provide sequential, intentional, explicit instruction that is based on California's ELD standards for daily Designated ELD. Additionally, teachers have the option and are encouraged to use a 5-day cycle with any curricular resources, through which they address the three critical principles of the CA English Language Development (ELD) standards: *Interacting in Meaningful Ways, Learning About How English Works,* and *Using Foundational Literacy Skills.*

B. Scheduling Designated ELD in Middle School

For as long as students are classified as an EL, they must receive 30 minutes of daily Designated ELD. At the middle school level, this means that at least one course in a student's day must be a Designated ELD course. In all Designated ELD settings, students are grouped based on ELPAC levels. In each group there should not be more than two levels of proficiency in the group in order to effectively meet the specific language needs of each EL in the group. For example: Level 1 and Level 2 students could be in an instructional group, or Level 2 and Level 3 students; however, there should not be a group of Level 1 students with Level 3 students or Level 2 students with Level 4 students.

C. Designated ELD Instruction Model

To provide a routine for teachers that focuses on ELD standards, ELPAC task types, and the productive aspects of language acquisition, the district recommends a 5-day cycle for Designated ELD instruction. The Key Components of an Effective ELD Lesson (aka 5-Day Cycle), is built on the 5 Key Themes of ELA/Literacy and ELD Instruction, which include:

1. Meaning Making

2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills

The focus for each day of the 5-day cycle is on productive language and giving English learners the opportunity to engage in meaningful conversations. Each day is structured around a central instructional point that provides intentional opportunities for academic discourse and collaborative conversations. The components of each of the days in the 5-day cycle are:

1. Revisit a Text
2. Multi-tiered Vocabulary Development
3. Foundational Skills/Language
4. Collaborative Language
5. Presentation Literacy

4. Instructional Programs Serving ELs

This section describes each of the instructional programs available to ELs in LMSV. The English Learner programs are: Structured English Immersion (SEI) and Two-Way Dual Language. The Two-Way Dual Language Program is also open for English Only (EO) students. Newcomers, LTELs and ELs At-Risk of becoming LTELs receive additional support within these two programs.

A. Structured English Immersion (SEI):

The purpose of the SEI program is to assure all English learners reach language proficiency within five years or less to empower the students to be reclassified as fluent in English. Because all school sites in LMSV will serve ELs at some point during the year, teachers must be equipped to provide the required base program for ELs. The SEI Program provides Designated ELD to ELs and Integrated ELD to ALL students in every class that includes ELs. English learners must also have full access to the standard instructional program, which consists of Core curriculum courses (reading/language arts, mathematics, science, and history/social science).

The Structured English Immersion (SEI):

- Includes a base program for all sites and classrooms serving ELs
- Strengthens grade-level instruction for ELs
- Includes Integrated ELD and Designated ELD

<u>Students Served and Exit Criteria:</u>

1. The SEI program serves ELs of all proficiency levels (Summative ELPAC Levels 1-4). EOs, IFEPs and RFEPs enrolled in a classroom with English learners will also receive the support provided by the Integrated ELD in the SEI Program model.
2. Once ELs are reclassified and become RFEP, they are “exited” from Designated ELD but they continue to receive all other support provided in the SEI Program, including robust Integrated ELD.
3. Parents are fully informed of the option to request the Dual Language Program in lieu of the base SEI Program.

<u>Program Components</u>

1. Designated ELD for a minimum of 30 minutes a day is provided to ELs with a focus on developing English language proficiency. For middle schools, one designated ELD period a day is provided.
2. Both Integrated and Designated ELD feature standards-based instruction with differentiation and language development strategies in all content areas including:
    - High expectations for both content and language mastery and use

- Use of complex text and fostering of linguistic interaction
- SDAIE, GLAD and other strategies for making content instruction understandable
- Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
- Partner and group work to foster content and language learning, social emotional learning and cultural competence
- Use of core curriculum
- Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement
- Monitoring of ELs to ensure progress towards reclassification within 5 years
- Intensive monitoring of newcomers, LTELs and ELs at-risk of becoming LTELs, including trimester data analysis and goal setting.
- For ELs with IEPs, clear articulation and consistent implementation of linguistically appropriate goals.

3. Family engagement activities, school staff proficient in the languages spoken by families when feasible, and strong community partnerships support the educational experience of ELs.

<u>Staffing, Credentialing and Professional Development</u>

1. All teachers:
    - Are offered specific professional learning on effective ELD instruction, including the 5-Day Cycle and SDAIE strategies.
    - Have Appropriate Multiple-Subject or Single-Subject Credential with the English Learner (EL) Authorization and Crosscultural, Language, and Academic Development (CLAD) Certificate or Bilingual Authorization certification.
    - Receive ongoing district-sponsored professional development in Designated and Integrated ELD, and effective practices for newcomers, LTELs and ELS at-risk of becoming LTELs.
    - Consult with special education staff regarding progress of ELs with disabilities.

<u>Family Information</u>

1. During the enrollment process, parents must be fully informed about other language program placement options. Once a student is placed in the EL Program (or other instructional program), parents must be informed of the placement in writing.
2. EL students and their families meet with the teacher and review the CatchUp Plan and other data sources to:
    - Review student's progress and set goals for meeting reclassification criteria and/or academic progress targets.
    - Identify strategies that will allow the student to meet the goals.
3. The teacher of LTELs, ELs at risk of becoming LTELS, newcomers and ELs with IEPs will hold meetings with a family member at least once in the fall with a special focus on reviewing program placement and accelerating language and academic outcomes.

B. Dual Language Two-Way Immersion Program

The goal of the Dual Language Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, English Only (EO) students, Initial Fluent English Proficient (IFEP) students and reclassified ELs (RFEPs). Though this model is open to students of all language backgrounds, students who enroll in a Dual Language Program after first grade need to demonstrate a minimum level of competency in Spanish to ensure they have the language ability necessary to be successful with this model of instruction. Classes are composed of an even balance of EOs, ELs/RFEPs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally.

The Dual Language Two-Way Immersion Model offered in LMSV is 50/50: 50% daily instruction in Spanish and 50% daily instruction in English beginning in Kindergarten.

Features of Dual Language Two-Way Immersion

Students Served and Criteria for Measuring Success

1. LMSVD's Spanish-English dual language two-way immersion program serves students in grades K-6, including EL's , newcomers, students with disabilities, EO, IFEP and RFEP students. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary to ensure success in the Dual Language program.
2. After the end of first grade, families of students who wish to enroll in a Dual Language program must agree to have their child assessed to demonstrate a minimum level of competency in Spanish.
3. In the event that a family chooses to discontinue their child's participation in the Dual Language instructional program, parents must be informed of the negative effects of changing language programs from one year to the next. Accordingly, ELs should be monitored to ensure their academic success if transitioned from Dual Language into the SEI instructional program.
4. Each dual language class has ELs and non-ELs (ideally 50 percent of EOs and 50% Spanish-proficient ELs, or a minimum of 33 percent of bilingual, EO and Spanish dominant students).

Program Components

In addition to the Program Component bullets from the EL instructional program above, the Dual Language Two-Way Immersion Model should include these features:

1. Clearly articulated K-6 Dual Language pathway
2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) for all students
3. Daily study focused on language development for all students in BOTH languages: Designated ELD for ELLs, Designated SLD for EOs/IFEPs
4. Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages, including appropriate Translanguaging Practices.

Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets from the EL instructional program above, the Dual Language Two-Way Immersion Model should include these features:

1. Multiple Subject Credential with Bilingual Authorization.
2. Ongoing District-sponsored or approved professional development in Dual Language instruction.
3. For students with disabilities, a special education teacher provides consultation to the Designated ELD teacher, or co-teaching with the Designated ELD teacher.

Family Information

1. EL students are placed in the EL instructional program unless, by family choice, a student is placed through the enrollment process in a Dual Language instructional program.
2. Families have a right to request a Dual Language instructional program at their site. See procedures for accepting and responding to these requests in the document Parent Requests for Language Programs Procedures.
3. Families meet with the teacher and use various data sources to:

- Review program placement and progress
- Set goals for meeting reclassification criteria and academic progress targets in both languages

C. Newcomer Supports

The newcomer population is increasing in LMSV. Newcomers in LMSV are defined as students who were not born in the U. S., and have been in U.S. schools for less than one full school year. In order to provide immediate support when newcomers enroll, LMSV has developed a **Newcomer Protocol** that galvanizes resources as soon as possible.

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

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

In addition to the EL Program, Newcomers in LMSV receive more intensive support in:

- Early language acquisition
- Carefully scaffolded content learning
- Cultural knowledge
- Social emotional learning and support

Features of Newcomer Support

Students Served and Exit Criteria

1. Newcomer Supports serve students 2nd through 8th who have been in the U.S. two years or less with a "pre- Emerging" to Emerging (ELPAC 1 to 2) level of language development. Generally, TK, K and 1st grade and some 2nd grade students who are also newcomers will receive lighter Universal Newcomer Support, including more targeted instruction and differentiation within their regular classroom. As ELs with beginning levels of English proficiency, newcomer students are placed in the EL instructional program, but are fully informed on their option to request the Two-Way Dual Language instructional program.
2. Generally, LMSV does not consider students to be newcomers once they complete their second full year in U.S. Schools. At that point they must continue to participate in the SEI program until they reclassify as RFEP students.

Program Components

In addition to the Program Components of the SEI instructional program above, Newcomer Supports should include these components:

1. Specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.
2. Independent computer-based learning is in addition to, not in lieu of, the minimum periods of Designated ELD mentioned.
3. Additional steps for access to the core include:

- Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs. Note that separation of SIFE students from their peers except during Designated ELD is not a recommended practice.
- More targeted scaffolding and differentiation including additional small group work, plus use of language partners.

4. Counseling and other services, both within and outside of the school, to support newcomer students and families in the case of newcomer students who have experienced trauma or who are unaccompanied immigrant youth.
5. Family engagement activities, bilingual staff, community liaison staff and strong community partnerships to provide extra support.

D. LTEL and At-Risk EL Support

In addition to the above English Learner programs, Long-Term English Learners (LTELs) or students At-Risk of becoming LTELs also receive additional support to help them become reclassified as fluent English proficient.

Monitoring and intervention includes:

1. Timely identification of At-Risk of Becoming a Long-Term English Learner or Long-Term EL status so that classroom teachers can provide targeted instruction to meet the unique needs of these students. Targeted strategies during ELD instruction include:
    - Focus on accelerating progress towards English proficiency with enriched ELD and literacy development instruction to address the language and literacy gaps in academic success for LTELs.
    - Increased opportunities for active engagement, with a focus on oral and written language development.
2. Emphasis on student engagement that is encouraged through consistent instructional routines that hone in on structured speaking opportunities.
3. Opportunities for small group tutoring on the essential components of reading, spelling, grammar and academic vocabulary to create a broader understanding of the English language.

E. Leveraging Primary Language in EL Instruction

All of LMSVs instructional program options highlight the use of the student's primary language as a tool for learning content and language in English, while addressing important aspects of Social-Emotional Learning and culturally responsive teaching. Use of primary language builds on linguistic and cultural knowledge ELs already possess.

- In the English Learner Program and Newcomer Support, learning is accelerated with strategic leveraging of the primary language.
- In the Dual Immersion program the purposeful use of two languages builds full biliteracy and strong cultural and socio-emotional competences.

Leveraging primary language knowledge for content and language learning depends to a large degree on the knowledge of the teachers and staff at a site. This knowledge can be supported and built over time with simple and widely available tools (e.g., charts that show similarities and differences in the phonemes and sound letter correspondences between English and other languages).

F. Monitoring and Supporting EL's not meeting minimum expectations

In the first month of each school year, EL Program staff collect achievement and certain demographic data for every English Learner. Data including CAASPP and ELPAC performance levels, district benchmark data, and the number of years in a US school. This data is presented to sites in a "Catch Up Plan" for the purpose of monitoring student progress toward learning English and meeting standards in English

Language Arts. School personnel analyze the data to determine whether students are achieving at the expected levels, based on their years in a US school.

When EL's are not at expected levels on the Catch Up Plan, the classroom teacher develops an intervention plan that is shared with parents at a parent-teacher conference. The Intervention Plan may include, but is not limited to, steps such as:

- individualized instruction
- small group assistance
- research-based intervention strategies
- student engagement strategies
- additional progress monitoring
- increased differentiation strategies
- increased visual supports
- increased auditory supports

If the student fails to demonstrate sufficient progress through classroom instruction accommodations, the student is referred to the SST for additional recommendations. In addition, the SST consults with the parent.

3 Family and Community Engagement

1. Introduction

Our schools and classrooms are most effective when family and community educational partners actively influence and contribute to the District mission of college, career and community readiness. In the case of English Learner (EL) families and community leaders, this involvement is of particular importance because it helps immigrant and EL families experience ownership in an educational system that might be unfamiliar.

To support involvement, LMSV's structures and practices to support EL family and community participation must:

- Be clearly defined and well-advertised in a parent friendly format, at both the site and district level.
- Be welcoming and culturally and linguistically responsive.
- Provide a space for parents and families to both learn about and contribute to
  - -the specific needs of ELs including all EL subgroups.
  - -the educational needs of all LMSV students and subgroups .
- Fully engage parents representing all EL subgroups in site-level and district-level governance structures, particularly within the School Site Council (SSC), District Parent Advisory Committee (DPAC) and Site English Learner Advisory Committees (ELAC).
- Ensure clear communication and connection between the parent governance structures at the site level and the parent governance structures at the district level.
- Be supported by dedicated Community Liaisons and resources at the site, and district level.

The following sections of this chapter describe the ways EL parents are supported to be informed and involved in the education of their children.

2. District Parent Advisory Committee (DPAC)

The District Parent Advisory Committee (DPAC) functions both as the LMSV's parent advisory committee (DAC), per Education Code (EC) 52063, as well as the district's English learner advisory committee (DELAC), per EC 52176. DPAC's primary purpose is to foster open communication between the school district and school-based parent advisory committees (SSC, ELAC), parents, and community members.

The following list outlines the functions of DPAC:

- Serves in a parent/guardian advisory capacity to the La Mesa-Spring Valley School District.
- Is informed on the development and review of current state and federal funding programs.
- Advises on the development of the district's annual budget and Local Control Accountability Plan (LCAP).
- Advises on the equitable use of state and federal resources.
- Advises on district goals, objectives, grants and programs for English learners and all students
- Advises on written notifications required to be sent to parents and guardians.
- Advises on the school district reclassification procedures for English learners.
- Advises on the development of a district master plan for education programs and services for English learners in consideration of individual school site master plans.
- Advises on needs assessments on a school-by-school basis in relation to English Learners.
- Advises on plans to ensure compliance with any applicable teacher or staff requirements in relation to English learners.

- Reports out to SSC and ELAC (if applicable) on information learned at DPAC meetings.
- Promotes communication and support for SSC, ELAC, and other relevant school and district committees and parent/community groups.
- Enhances the development of leadership roles for parents by encouraging and advocating parent participation/engagement in local, regional, and state conferences that promote and support parents of all language/ethnic groups.

3. Site English Learner Advisory Committee (ELAC)

California Education Code requires sites with more than 20 ELs to have a committee to ensure the input of EL families and guardians and to advise the School Site Council (SCC), particularly on EL matters relating to the School Plan for Student Achievement (SPSA). In LMSV, this committee is known as the ELAC.

- Parents/guardians of ELs shall constitute at least the same percentage of ELAC membership as their children are part of the student body.
- Members are elected by parents/guardians of ELs at or before the first meeting of the ELAC, which must be advertised and convened by the site administrator by September 30th.
- The structure, roles and procedures of the ELACs are determined by the members of the ELACs with the assistance of the principal and SSC Chair.
- The ELAC is required to meet on a regular basis throughout the school year.
- All ELACs advertise their meetings to their school community. They provide agendas and meeting notes to attendees and members of the ELAC, SSC and Instructional Leadership.
- The ELAC is responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- The ELAC advises the principal and staff in the development of a site plan for ELs and submits the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
- The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- Each ELAC has the opportunity to elect at least one member to the District Parent Advisory Committee (DPAC).

4. Family Participation and Parent Involvement

There are many ways that parents/guardians are involved in their child's education. Five areas in particular have proven to be helpful.

A. Parent Involvement

Families provide basic support for children's health, growth and development. Schools assist by providing information to aid parents in better supporting students' developmental ages and stages from preschool through high school. Some district/school sponsored events that distribute information are:

- Back-to-School and Open House Nights
- District & site sponsored parent trainings and workshops
- School Site Councils
- District & site English Learner (Parent) Advisory Committees
- District & site family events
- Monthly School Board meetings

B. Communication

Clear, two-way communication is the basis of all effective and sustained action. Communication with all EL families in their primary language is an essential practice that helps ensure their full involvement. To the extent possible, families with limited English proficiency must be provided opportunities to participate

equally in District and school programs and activities, and should have full access to and understanding of the education process. Translation and interpretation services are provided by LMSV Translation Services, as well as by staff at individual sites and departments. Staff may reference and access interpretation services through the processes described in the Updated Interpretation/Translation 22-23.docx

C. Volunteering

Both the district and sites provide opportunities for parents and the community to volunteer. Some activities are:

- Parent Teacher Association (PTA)
- School-wide functions
- Classroom volunteering
- Event planning

D. Decision Making and Advocacy

Educators and parents work as a team when developing educational opportunities for the students of the district. Educational decision making occurs in many ways, but formally in committees such as: DPAC, ELAC, SSC and other specific committees.

E. Relationship Building/Collaborating with the Community

Establishing a welcoming school environment, celebration events and activities create positive relationships among and between families and school staff, as well as our community. LMSV continues to build strong collaborative relationships with its families and the community at large.

4 Monitoring, Evaluation and Accountability

1. Introduction

There are four main structures that support our continuous improvement of services to ELs:

- Site EL Review
- EL DataDive
- School Plan for Student Achievement (SPSA)
- District EL Review

Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the EL Review and the EL DataDive, provide critical recommendations that allow the third, the SPSA, to fully support robust and effective EL services at the site level. The fourth structure, the District EL Review, collects and analyzes data, including recommendations from the site EL Reviews, EL Data Dives and SPSAs, and synthesizes them into an annual report to drive improvements in EL programs and services.

It is important to note that while these structures are tied to the district level, the first three occur at the site level. We believe that the best outcomes for ELs occur at the site level with support from the district level.

2. The Site EL Review

The EL review is a site-based process facilitated by the site Principal to gather data about implementation of EL instruction and services at a site and create action plans based on the data. The EL Review occurs at all school sites that have ELL students.

Site EL Review	Support improvement of EL services at the site and across the District through a process of reflection and planning facilitated by the EL Program staff.
External EL Review	Scenario: By request of school based on data analysis
Before the External EL Review: Data Analysis	● Reclassification Rates ● CA State Dashboard – English Language Progress Indicator (ELPI) results ● SPSA data analysis ● EL Professional Learning participation ● EL Academic review (CAASPP, iReady, district benchmarks, etc.) ● Grades 6 - 8: occurrence of grades of D or F in any core subject area
During External EL Review:	Data collection using selected instruments, including: ● Interviews with teachers and students ● Classroom observation of Designated and Integrated ELD ● Discussion and collaboration with site ELAC committee, staff and students
After External EL Review:	1. Presentation of data, discussion of current conditions, and action planning with EL Program staff 2. SPSA revisions, if necessary 3. Follow-up with EL Program staff

Participants:	• Principal • EL Program staff • Site EL lead teacher (if applicable) • Parents • Teachers • Students

3. The EL DataDive

The EL DataDive is a yearly analysis of key data points to monitor EL instructional programming, EL resource allocation and EL and RFEP academic progress. The EL DataDive should result in an action plan to enhance the core instructional program for ELs. This action plan, similar to the EL Review, drives changes and refinements to the school's SPSA.

EL DataDive Goals	• Ensure effective implementation of instructional programs for ELs at the site. • Improve programs and services to ELs and RFEPs at the site. • Ensure that the SPSA explicitly reflects the needs of ELs and RFEPs.
Specific Activities Related to the EL DataDive	• Monitor progress of all ELs, with special attention to Newcomers, LTELs and students who are at risk of becoming LTELs • Monitor progress of RFEPs for four years following reclassification • Monitor program efficacy of program implementation for ELs • Make recommendations for changes and refinements to the site's SPSA • Provide information to the ELAC
Participants	The team should include the site administrator, the site EL lead teacher, if applicable, and the Instructional Leadership Team/Guiding Coalition.
High Value Data Sources	• Reclassification Rates • CA State Dashboard - English Language Progress Indicator (ELPI) results • SPSA data analysis • EL Academic review (CAASPP, Lexile, writing assessments, etc.) • Grades 6 - 8: occurrence of grades of D or F in any core subject area
Frequency	At least once a year to inform the review, drafting and revision of the SPSA. More frequent EL Data Dives are a powerful tool to help monitor progress and inform programs and instruction.

4. The School Plan for Student Achievement (SPSA)

ELs attend every school in the district. Since the SPSA is the plan for the school as a whole, it must include specific attention to the needs of ELs and all EL subgroups. In the following table, the SPSA process is outlined with steps on the left and specific questions to consider with an EL lens, along with relevant data sources and key stakeholders.

Note that the review of the SPSA should happen multiple times during the year, with support from district-level leadership and include meaningful input from ELACs. An Ed Services manager will review and confirm that the SPSA review process incorporates the needs of ELs and that the SPSA was revised according to the EL site review and in alignment with the District EL Review.

SPSA Step	Inquiry Questions to Bring an EL Lens to each Step
Begin with key data sources. Work with the SSC, ELAC, and other school stakeholders to identify areas of growth and areas where goals were not met. Review current SPSA priorities and determine whether you should continue to focus on these areas or if you should shift to new priorities. For each of the three priorities you choose, examine current strengths, challenges, and root causes. For each priority, revisit your existing goal or craft a new goal. Also review the major strategies from your existing plan and identify which practice from your previous year's plan have been implemented and which have not. For practices that are in place, assess how effective each practice seems to be, bearing in mind that some practices may take several years to yield measurable results. For practices that are not in place, identify the barriers that prevented their implementation (e.g., funding, staffing, change in priorities, etc.).	**1A.** What does the EL data tell you, when you consider: ● EL DataDive data analysis and recommendations ● EL-related dashboards, including: ○ Reclassification rates ○ CA State Dashboard ELPI results ○ Academic performance levels ○ Local measurements **1B.** As you look at each priority, ask what the data tells you about ELs. Do any of the priorities need revising in order to include ELs at your site in a more explicit way? **1C.** Are the program components of the EL Program and other instructional programs at your site (e.g., Dual Language, Developmental Bilingual) being fully implemented? **1D.** Did any of the practices address EL and EL subgroup needs in an effective way? How can practices be refined with an EL lens?
Determine which practices should continue into the coming year and, where necessary, identify new practices to meet your goals. If needed, identify new major improvement priorities and/or new strategies and practices.	**2A.** Do any of the goals, strategies, or practices need to be revised to address the needs of ELs and EL subgroups explicitly? **2B.** What are the highest value components of the English Learner Program you might focus on?
Based on your budget for the coming year, prioritize you practices and determine which you will fund. Discuss with your SSC how Title I funds will be spent. Also, discuss with your SSC and ELAC how LCFF funds will be spent.	**3A.** Do a significant number of actions and budget items specifically use LCFF unrestricted, supplemental or concentration funds to address LCAP goals that focus on ELs? **3B.** Has your ELAC committee been afforded adequate opportunities to review the SPSA budget and give feedback about how the LCFF funds are being used?

5. The District EL Review

The District EL Review is a central office annual review that analyzes data and implementation to highlight strengths and concerns and plan needed improvements in EL services and programs. The District EL Review provides reporting on LTEL and reclassification numbers, longitudinal data for EL achievement on state tests and District progress on meeting LCAP goals related to ELs.

District EL Review Goals	Support improvement of EL services across the District through a centrally supported analysis of a data trends and the publishing of an Annual EL Roadmap Report
Data sets to be analyzed	A District-level analysis of: ● LCAP Goals, Strategies and Measurable Outcomes ● Trends in SPSA goals and metrics ● EL-related dashboards, including: ○ Reclassification Rates ○ EL Progress Indicator (state dashboard) ○ Number of LTEL and AR-LTEL
Analysis	● Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement ● Presentation of data and proposed action to DELAC and Governing Board
Frequency	Once a year
Participants	1. District English Learner Program staff 2. Executive Director of Educational Services 3. Representation from area principals and EL teachers 6. DPAC Representation

Glossary

504 - a general education plan that describes the accommodations that will be provided to a student with a specific disability

AR-LTEL - At Risk of Becoming a Long Term English Learner (See page 5)

California Common Core State Standards - a description of what students should know and be able to do in English Language Arts and Mathematics

California Education Code - laws that apply to California public and charter schools

Catch Up Plan - a process for monitoring the academic growth of English Learners in order to provide support if adequate progress is not being made

CLAD - Cross Cultural, Language, and Academic Development certificate - a certificate that permits a teacher to provide instruction to English Learners

Community Liaison - district staff who are dedicated to providing resources to families and serve as a connection between the school and home

DAC - District Advisory Committee - a district committee where parent representatives provide advice on student services

DPAC - District Parent Advisory Committee - a district committee that combines the District Advisory Committee members and the District English Learner Advisory Committee members

Dual Immersion - (See page 17)

EL - English Learner (See page 5)

EL Roadmap

ELPAC - English Language Proficiency Assessment for California (See page 6)

EO - English Only (See page 5)

GLAD - Guided Language Acquisition Design - a set of teaching strategies that teachers use with English Learners to increase achievement

HLS - Home Language Survey (See page 6)

IEP - Individualized Education Program - a plan that describes the special education, supports and services a student needs to thrive in school

IFEP - Initially Fluent English Learner (See page 5)

Initial ELPAC - Initial English Language Proficiency Assessment for California (See page 6)

Intermediate English Learner - a student who has developed some oral and written skills in English

LCAP - Local Control Accountability Plan - a district planning document with goals, action steps, and resources to support the goals

LCFF - Local Control Funding Formula

Lexile - a measure of a student's reading ability

LTEL - Long Term English Learner (See page 5)

Newcomer - (See page 5)

Next Generation Science Standards - a description of what students should know and be able to do in science

Novice English Learner - a student who is beginning to develop oral and written skills in English

RFEP - Redesignated Fluent English Proficient (See page 5)

SBAC - Smarter Balanced Assessment Consortium - a required test for English Language Arts and Mathematics (grades 3-8)

Scaffolded Learning - the process of breaking instruction down into smaller chunks

SDAIE - Specially Designed Academic Instruction in English

SEI - Structured English Immersion - a program for English learners in which nearly all classroom instruction is provided in English with curriculum and lessons designed for students who are learning English (See page 15)

SIFE - Students with Interrupted Formal Education (See page 5)

SPSA - School Plan for Student Achievement - a school plan to coordinate site resources and services to improve student achievement (similar to the LCAP but at a site level)

SSC - School Site Council - a team made of staff, parents and administrator who develop and monitor the school improvement plan (SPSA)

SST - Student Study Team or Student Success Team - a group of teachers, administrators and support staff who meet to discuss concerns about a student and put supports in place