



Fremont Unified School District
Instructional Services Division
Department of Federal and State Projects

ENGLISH LEARNERS MASTER PLAN K-12

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Introduction

The ultimate goal of the Fremont Unified School District English Learner Program is to develop English language literacy in each English Learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. The District recognizes that this goal can be accomplished through programs that are standards-based, rigorous, and well designed so that students can access the entire curriculum while acquiring English.

The District will:

- Develop English fluency and proficiency in each student as effectively and efficiently as possible.
- Provide equal access for academic achievement, which may include primary language instruction.
- Promote students' positive self-esteem.
- Promote cross-cultural understanding.

The Fremont Unified School District's English Language Development programs are based on the District philosophy as well as the latest research on first and second language acquisition. It reflects the beliefs and philosophy of the staff who implement the programs. Fremont Unified School District is committed to programs that encourage all children to maximize their potential and allow equal access to the curriculum promoting their abilities, dignity, and self-worth.

CHAPTER 1

Initial Identification, Assessment, and Program Placement

Governance and Administration (CPM: II:EL 4; II:EL 10)

Initial Identification and Assessment

Step 1: Home Language Survey (CPM II: EL 4)

At the time of enrollment, all parents/guardians complete and sign a Home Language Survey (HLS) form which is used to determine the primary language of the student. The Home Language Survey is available in English, Spanish, Chinese, Hindi, Farsi, and Vietnamese. All students, including English-Only students, have a completed HLS on file.

If any of the first three responses to the HLS questions indicate a language other than English, the original HLS is sent to the Language Assessment Center (LAC) while a copy of this survey remains in the student's cumulative file. If this is the first time the student enters the California public school system, LAC then assesses the student in English using the California English Language Development Test (CELDT) in the areas of listening, speaking, reading, and writing. The results of these assessments determine the English language proficiency classification of the student.

For students who are transferring from another California school district, LAC staff will request the student's English Proficiency classification and documents from the student's former school/district. For placement purposes, while this information or the cumulative student records are in transit, the student shall be assessed for English language proficiency through the CELDT as explained below. Upon the receipt of student transfer records, the student's English proficiency classification as determined by the originating district shall be honored. (However, if the previous district failed to administer the CELDT and the student does have a language other than English, then the student takes the initial CELDT and gets classified accordingly.)

Step 2: English Language Proficiency Assessment

All students whose Home Language Survey (HLS) indicate a language other than English is used in the home are required by the state to complete English language proficiency testing within 30 calendar days of initial enrollment. The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). This assessment determines the student's overall English language proficiency level (1, 2, 3, 4 or 5). The CELDT is given once for initial identification and once each year thereafter for annual progress monitoring. The assessment is conducted only by District qualified and trained assessors.

Students in kindergarten and first grade take only the speaking and listening sections of the CELDT. For students in grades 2-12, the test also includes reading and writing assessments, which are administered as group tests. An Overall Score is then calculated by combining the sub-scores from the Speaking, Listening, Reading, and Writing (each subtest comprises 25 percent of the Overall Score).

For students taking the CELDT for the first time, Language Assessment Center (LAC) staff determines the English proficiency classification for the student based on the initial CELDT results. To be considered Initially Fluent English Proficient (I-FEP), the student must score Early Advanced (4) or Advanced (5) in Overall CELDT and in each skill area. Students who do not meet the District criteria upon taking the initial CELDT are then classified as English Learners (EL).

LAC informs parents/guardians of the results of the initial CELDT and the recommended program placement through a parent/guardian conference or by mailing a Parent/Guardian Notification Letter (PNL) home. LAC staff then enter the student's English Classification and other pertinent data in the District's student information system, School Max. LAC staff also complete a yellow language assessment folder with all the original documents that is sent to the school to be kept in the student's cumulative file. These documents include the CELDT score sheet and PNL. LAC keeps a copy of this yellow folder at the LAC office for five years. After five years, only a copy of the PNL is kept on file for an additional five years.

For students coming from other California districts, LAC staff determine whether or not the student needs an initial or an annual CELDT administration. LAC staff process and assess students as needed. A PNL is mailed home to parents/guardians notifying them of the results and program placement.

Grade	CELDT Overall Score	English Language Proficiency
K - 12	1	Beginning
	2	Early Intermediate
	3	Intermediate
	4	Early Advanced
	5	Advanced

Step 3: Primary Language Assessment

State law requires that English Learners be assessed for primary language proficiency within 90 calendar days of enrollment. When there are 10 or more newly identified ELs in a certain language, the district hires primary language testers for that language. Currently, the District has primary language testers for the following languages: Spanish, Mandarin, Cantonese, Vietnamese, Korean, Farsi, Dari, Pashto, Hindi, Punjabi, Gujarati, Telugu, Tamil, Kannada, Urdu, Malayalam, Tagalog, Japanese, and Burmese. For students whose primary language is Spanish, the District-designated, state-recognized instrument is the

Language Assessment Scales-Spanish (LAS-S). The LAS-S is designed to assess the student's language proficiency in speaking and listening at grades K-1. For students in grades 2-12 the test includes speaking, listening, reading, and writing assessment. After completion of the test, the assessor determines the student's overall language proficiency level and subtest scores (1, 2, 3, 4, or 5).

For students whose primary language is other than Spanish, the Student Oral Language Observation Matrix (SOLOM) is used by primary language testers in lieu of a formal assessment. Students in kindergarten and 1st grade are assessed in basic oral communication and listening skills. In grades 2 - 12, they are also assessed in silent reading comprehension and writing.

The results of these assessments are included in the student's yellow assessment folder for teachers to review and provide appropriate support for instruction.

Step 4: Parent/Guardian Notification of Results and Placement

After newly registered students are processed by the Language Assessment Center (LAC), the Parent/Guardian Notification Letter (PNL) is either explained in person to parents/guardians or mailed to them. This initial PNL includes the results of the initial California English Language Development Test (CELDT) or the student's English Proficiency classification received from the previous District (PNL for Students from Previous California Schools). The PNL also includes the student's initial placement and all programs offered in the District. The method of instruction used in each program is described indicating how it will help the child learn English and meet academic achievement standards for grade promotion and graduation. Parents/guardians are informed of the program exit requirements, parents'/guardians' rights, and the parental/guardian waiver option. The notification is provided in English, Spanish, and Chinese.

Parents/guardians of EL students continuing in the District will also receive Annual PNL within 30 days of the opening of the school year with all mandated information included.

Step 5: Program Placement (CPM VI: EL 10)

The State of California has adopted English Language Development (ELD) standards which provide a description of student expectations for each grade level and proficiency level. California law requires that all English Learners be placed in English language classrooms unless a parental/guardian exception waiver has been granted for an alternative program. (An exception is Special Education where an IEP team determines placement.)

Once the Language Assessment Center (LAC) notifies the school of the English Proficiency classification of a student, the student is placed accordingly. In grades K-12, students identified as Initially Fluent English Proficient (I-FEP) or reclassified by their previous district/school (R-FEP) are placed in a classroom with no ELD or specially designed academic instruction in English (SDAIE) instruction required for those students. Students identified as English Learners are placed according to the following guidelines:

Grades K-6 EL Placement Recommendations based on English Language Development (ELD) Levels:

- Students with an overall CELDT score of 1, 2, or 3 must be placed with an EL authorized teacher in a Structured English Immersion (SEI) program
- Students with an overall CELDT score of 4 or 5 must be placed with an EL authorized teacher in an English Language Mainstream (ELM) classroom

Grades 7-12 EL Placement Recommendations based on overall CELDT scores and ELD Levels:

Overall CELDT Score and ELD Levels (LAC Code First Number)	Placement Recommendation
Level 1 Beginning	3 periods self-contained ELD; SDAIE in core content areas
Level 2 Early Intermediate	2 periods self-contained ELD; SDAIE in core content areas
Level 3 Intermediate	1 period self-contained ELD; SDAIE in core content areas
Level 4 or 5 Early Advanced or Advanced	ELD in mainstream English class; SDAIE in core content areas

Program Options

Structured English Immersion (SEI)

(CELDT Overall Score and ELD Level: Beginning, Early Intermediate, Intermediate Levels)

Structured English Immersion is a program of intensive English instruction taught by EL-authorized teachers. Students in this program receive English Language Development (ELD) daily as well as grade-level core subject instruction using materials and strategies appropriate to the student's level of English proficiency. Some students may receive primary language support.

English Language Mainstream (ELM)

(CELDT Overall score and ELD Level: Early Advanced, Advanced Levels)

English Language Mainstream (ELM) includes English Language Development (ELD) and academic courses taught by an EL-authorized teacher using the Specially Designed Academic Instruction in English (SDAIE) approach. Students in this program receive ELD daily, grade-level classroom instruction in English, including additional services to meet their English language and academic needs until they are reclassified as Fluent English Proficient (R-FEP). The student must have a "reasonable level of English fluency" to be placed in this program. Some students may receive primary language support.

Spanish Dual Immersion Program (K-6)

In the Spanish Dual Immersion (SDI) program English Learners and fluent English students develop literacy in Spanish first with the gradual addition of English taught by a Bilingual Cross-cultural Language Acquisition Development (BCLAD) authorized teacher. Students in this program receive core subjects in both Spanish and English. EL Spanish-speaking students also receive English Language Development (ELD) daily. Initially the majority of instruction is in Spanish (90 percent in kindergarten). English is added gradually with formal English reading beginning in third grade. By the fifth and sixth grades, 50 percent of the instruction is in Spanish and 50 percent in English.

All EL students enrolled in the SDI program must have a signed Parental/Guardian Exception Waiver on file at the school and at the District office. Parents/guardians must go to the school personally to sign the waiver and receive information about the program. All new students must receive Structured English Immersion (SEI) for the first 30 days. This can be accomplished by instructing students in English for 50 percent of the instructional day for the first 30 days, using the District-adopted curriculum materials including: *Open Court* EL support and intervention materials, *Intensive English*, *Into English*, etc. All fluent English students enrolled in SDI must have a signed District “Bilingual Program Request Form.”

All students, Spanish-speaking ELs, and fluent English speakers (this may include English-Only and Fluent English Proficient students) are accepted in grades kindergarten and first grade. Spanish-speaking EL students may enter the program at any grade level unless they have been enrolled in an English Language Main (ELM) or Structured English Immersion (SEI) program for more than one year. If the student has been in such a program, an exception may be made after assessing the student’s abilities in both Spanish and English. However, students that come from an immersion program within or outside of Fremont schools may be accepted at any grade level when space is available. Beginning at the second grade, exceptions are made on a case by case basis according to the following criteria:

- The student has proficiency in both languages
- The student is performing academically at or above grade level
- The parents/guardians agree to support their child’s bilingual development at home
- The decision to enroll a student who does not meet the criteria mentioned above is made at the site with input from the site principal, staff, parents/guardians, and District office staff

Characteristics of the SDI program include the following:

- Classes are balanced between Spanish and English Learners to the extent possible
- Students are regrouped by language for instructional purposes according to program design
- Focus of instruction is to develop proficiency in English and Spanish
- ELD instruction is a critical and required program element

Program Requirements:

- With approved Parental/Guardian Exception Waivers for a Bilingual Program, all English Learners who are under 10 years of age must participate in a Structured English Immersion Program (SEI) for a minimum of 30 calendar days, as defined in SEI program.
- Students participating in this program must have a signed Parental/Guardian Exception Waiver as required by law.
- The 30-day requirement for participation in the SEI program is limited to the first year of enrollment.
- Core instruction in language arts, math, science, and social science is conducted in Spanish using the District-adopted materials.
- Core subject instruction is conducted in English using Specially Designed Academic Instruction In English (SDAIE) methodology when appropriate.
- All ELs receive English Language Development (ELD) daily using District-adopted materials taught by an appropriately certified teacher.
- Upon parent/guardian request, a school site must offer an alternative language program (ALP) when there are 20 or more ELs representing a single language in a given grade level at that site.
- Upon parent/guardian request, a school site may offer an ALP if there are fewer than 20 ELs representing a single language in a given grade level at that site or must allow the parents/guardians to transfer their ELs to another site where such a program is offered.

Staffing:

- All teachers delivering primary language instruction must be appropriately certified, such as BCLAD or an equivalent.
- In instructional teaming situations, teachers providing ELD must be EL-authorized to provide that instruction.

Materials:

- *Foro Abierto*
- *Estrellita* (Phonics support K-1)
- *Harcourt Mathematics*
- Scott Foresman *Estudios Sociales* (K-5)
- Holt *Estudios Sociales* (6)
- Houghton Mifflin *Ciencias*
- Santillana *Intensive English* (ELD)
- Scholastic Transitions (3)
- A Navegar

Spanish Dual Immersion Language of Instruction Ratio

<u>Grade</u>	<u>Spanish</u>	<u>English</u>
Kindergarten	90%	10%
First	80%	20%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth	50%	50%
Sixth	50%	50%

Chapter 2

Monitoring of Student Progress and Reclassification

Standards, Assessment and Accountability (CPM IV: EL 6)

Monitoring of Student Progress

Students' progress is monitored annually, based on a set of District-adopted and state-mandated assessments. These assessments are used to determine English language proficiency, and evaluate students' language growth and academic performance. Formative assessments to monitor students' ELD progress are given throughout the school year in listening, speaking, reading, and writing.

State and District Assessments

English Learners (EL), English-Only (EO), Initial Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP) students are all required to participate in state-mandated assessments. These assessments for K-12 students include the STAR tests: California Standards Test (CST), California Achievement Test (CAT6), Standards Test-Spanish (STS), California Modified Assessment (CMA) and the California High School Exit Exam (CAHSEE). The California English Language Development Test (CELDT) is taken each year by English Learners to monitor their language development.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress every six to eight weeks, planning modifications in instruction and classroom interventions as appropriate. CELDT and other data are used for instructional grouping in ELD at the elementary level, and placement in appropriate ELD courses at the secondary level. Formative assessments in ELD are used by teachers to identify areas of progress for all groups of students. Instruction is modified to meet the students' needs as revealed by the examination of these data. CST test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic, and intensive interventions and assign them to appropriate instructional schedules. Staff also review schoolwide data, including disaggregated data for English Learner groups, AMAOs, and long-term English Learner student data.

Annual Review of Student Progress

- Each fall, the principals, teachers, and support staff at each school site collect and review the STAR test results, the latest CELDT scores, other assessment data, student grades, and teachers' recommendations for all EL students.

English Language Development (ELD) Supplementary Progress Reports Grades K-12

The *ELD Progress Reports* were developed based on the State English Language Development Standards, and approved for use by the FUSD Board of Education. The reports provide information useful for students, parents/guardians, and staff regarding the student's progress in acquiring English. All teachers are encouraged to use this supplementary report for their EL students. It is highly recommended that teachers use the report for students who are performing at ELD levels 1, 2, and 3.

The following information is provided to assist teachers in completing the report:

- The reports are used as supplementary to the regular District report card, which is required for all students, including English Learners
- There are separate reports for grades K, 1-2, 3-5, 6-8, and 9-12. The grade spans are aligned with ELD standards
- K-6 teachers may choose not to give English Language Arts grades if a student meets BOTH of the following two criteria:
 - Level 1, 2, or 3 on the LAC code
 - Has not completed two full academic years in Fremont Unified School District.
- Teachers are provided a reference guide to the standards to assist them in completing the reports. The charts provide examples and specific information to use for evaluating English language progress appropriately for the grade spans
- The EL progress reports have been translated into Spanish and Chinese for parents/guardians in our two largest language groups. These do not need to be filled out, but just attached for parents'/guardians' reference. For other languages, a brief explanation of the purpose of this report is provided for parents/guardians

Fremont Unified School District

Benchmarks for English Language Learners

Summative Benchmarks

The District has set annual goals for English Language Learners in the area of ELD, reading/language arts. Growth is measured by the following state summative assessments:

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced/Advanced	Reclassification
Timeline toward reclassification, based on CELDT level at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year
		1 st year	2 nd year	3 rd year	4 th year
			1 st year	2 nd year	3 rd year
				1 st year	2 nd year
					1 st year
California ELA Standards Test	Far Below Basic	Below Basic	Basic	Basic	Proficient

Catch-Up Plan

EL students who do not meet the District benchmarks and/or Title III Annual Measurable Achievement Objective (AMAO) 1, which requires one level growth in Overall CELDT every year, must have an individual intervention plan including specific EL goals.

Formative Benchmarks

The District has set interim goals for EL learners. For formative assessments, the District uses state-adopted program assessment and grade-level performance tasks and set benchmarks. The students are grouped for differentiated instruction as well as for intervention purposes as follows:

1. Intensive Group

Students who score very low on formative assessments and need intensive intervention to accelerate their growth.

2. Strategic Group

Students who score low on formative assessments and need some intervention to assist them in reaching benchmarks.

3. Benchmark Group

Students who reach benchmark scores showing proficiency in the area assessed and need support for their continued growth.

4. Challenge Group

Students who score above benchmark and need to be challenged through enrichment activities with focus on depth and complexity.

Reclassification and Follow-Up Intervention

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require reclassification as Fluent English Proficient (R-FEP) for each English Learner who has demonstrated English language proficiency comparable to that of the average native English speaker, and can participate effectively in a curriculum designed for pupils of the same age whose native language is English. Fremont Unified School District recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all-English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

- Teacher evaluation of the student's classroom performance,
- Objective assessment of the student's English language proficiency (CELDT), and
- Core content achievement as measured by the California Standards Tests (CST).

Reclassification Criteria

District personnel review each student's CELDT and CST results to determine if the student is ready to be reclassified from English Learner (EL) to Fluent English Proficient (FEP) status. Although there is no reclassification in kindergarten through second grade, students in grades 3-12 will be reclassified as Fluent English Proficient when they meet all of the following criteria:

- Overall CELDT at the Early Advanced (4) or Advanced (5) level
- Each skill area in CELDT at Intermediate (3) level or above (Listening, Speaking, Reading, and Writing)
- CST English Language Arts (ELA) Performance level at Proficient (4) or Advanced (5)
- Teacher recommendation based on classroom performance

Reclassification Procedure

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring. However, the process may be initiated by the classroom teacher, administrators, or parents/guardians at any time.

- Language Assessment Center (LAC) personnel review and identify students who meet reclassification criteria and send completed forms to schools
- School principals and English teachers consider and decide the course of action that is in the best interest of each student candidate for reclassification: whether to reclassify the student as Fluent or to deny reclassification and continue designation of student as an English Learner.

A. Procedure to Reclassify

1. School principals and English teachers notify parents/guardians of the decision to reclassify students using the standard Fluent English Proficient (FEP) Reclassification Checklist form. Consultation of the student's parents/guardians will be done by at least one of the following: personal conference, in writing, or by telephone. A face-to-face conference with the student's parents/guardians is the optimum and desired method of consultation.
2. Principals, teachers, and parents/guardians sign the pre-printed Fluent English Proficient (FEP) Reclassification Checklist forms and return them to LAC.
3. School principals ensure that a copy of this form is placed in the LAC yellow folder as part of the student's cumulative folder.

B. Procedure to Deny Reclassification

1. Teachers who recommend non-reclassification in spite of a student's proficiency in CELDT and CST-ELA must complete and follow the directions listed on the District's Documentation for Non-Acceptance of Recommendation for Reclassification form.
2. For students who received an Intermediate (3) score in any one of the CELDT subtests (Speaking, Listening, Reading, or Writing), teachers who recommend non-reclassification need only to indicate this as the reason and no additional documentation is required.
3. For students who score 4 or 5 in all areas of CELDT and CST ELA, teachers must show strong evidence to support their non-acceptance of the District's recommendation for reclassification. Two pieces of documentation and a brief explanation are required.
4. This completed Documentation for Non-Acceptance of Recommendation for Reclassification form and any required documentation must be sent together with the Fluent English proficient (FEP) Reclassification Checklist to LAC for the student to be denied reclassification.

Follow-Up Intervention

Newly Reclassified Fluent English Proficient (R-FEP) students are then monitored for three years. If reclassified students perform Below Proficient in CST English Language Arts at any time during these three years, they are placed on an R-FEP Follow Up Intervention Program designed by the student's teacher. LAC sends the R-FEP Follow-Up Intervention form to teachers who then indicate the type of intervention to be given to these students. These forms are then returned to LAC. A copy is placed in the LAC yellow folder within the student's cum file.

Chapter 3

Staffing and Professional Development

CPM: V: EL7; V:EL 8

Staffing

To best provide for the needs of English Learners, the District requires that all teachers hold valid EL-authorizations from the state. The District employs EL-authorized teachers by working closely with the Alameda County Office of Education and local universities, by attending job fairs/career days, and through a variety of job announcements. All teachers are required to be EL-authorized as a condition of employment.

Professional Development

The Instructional Services Division, including the Department of Federal & State Projects, provides ongoing professional development opportunities to administrators, teachers, and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of English Language Development (ELD) instruction, comprehensible core content instruction, District program designs, District curriculum expectations, District processes and services for English Learners, and cultural proficiency. Staff development opportunities include, but are not limited to, the following:

- Equity, diversity, and cultural proficiency
- Building leadership capacity and sustainable systems and structures
- Teaching to the ELD Standards
- ELD strategies, techniques, assessments, and data analysis
- English language and literacy development
- Specially Designed Academic Instruction in English (SDAIE) strategies and techniques
- Differentiated instruction
- California Association for Bilingual Education (CABE) Conference
- California Teachers of English to Speakers of Other Languages (CATESOL)
- GLAD training (Guided Language Acquisition Design)
- SIOP training (Sheltered Instruction Observational Protocol)
- District program designs (site accountability)

Chapter 4

Parent/Guardian and Community Involvement

CPM: I-EL 1; I-EL 2; I-EL 3

Involvement

The goal of the parent/guardian advisory committees is to promote positive collaboration between parents/guardians and the District. Through such committees, Fremont Unified School District can:

- Include parents/guardians and community members in the decision-making, planning and evaluation of programs for English Learners
- Develop a working partnership between parents/guardians and the schools to provide equal access to education for all students
- Promote open communication with parents/guardians, community members, and the District

English Learner Advisory Committee (ELAC)

California Education Code- Section 52176(b) states, “Each school with more than 20 (21 or more) pupils of limited English proficiency shall establish a school level advisory committee on which parents/guardians or both, of such pupils constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school. The school may designate for this purpose an existing school level advisory committee, or subcommittee of such an advisory committee, if the advisory committee, or subcommittee where appropriate, meets the criteria stated above.”

In addition, the law is clear that “the parents/guardians of English Learners shall elect the parent/guardian members of the school advisory committee (or subcommittee, if appropriate).”

The committee advises the principal and School Site Council (SSC) on the development of the components of the school’s Single Plan for Pupil Achievement (SPPA) which impact education services for English Learners. The ELAC must certify that it has provided advice to the SSC regarding the Single Plan prior to its formal approval. In addition, the ELAC advises the principal on at least the following:

- Development and results of the school’s needs assessment
- Administration of the school’s annual language census
- Ways to make other parents/guardians aware of the importance of regular school attendance

Purpose of the ELAC

The purpose of the ELAC is to provide parents/guardians of English Learners opportunities to:

1. Learn more about the programs offered to their children
2. Participate in the school's needs assessment of students, parents/guardians, and teachers
3. Provide input on the most effective ways to support full participation of English Learners in all school activities
4. Provide input on the most effective ways to ensure regular school attendance

ELAC Members' Duties

- Follow the school's ELAC bylaws when conducting meetings and carrying out other responsibilities
- Advise the principal and school staff of the needs of English Learners, including instructional and support needs
- Advise the principal and school staff on the development of the school plan and budget
- Review the R-30 Language Census each spring
- Review information and recommend actions to support regular school attendance
- Elect a representative to the District English Learner Advisory Committee (DELAC)
- Send to, and receive information from, DELAC
- Participate in training provided by the school and the District

District English Learner Advisory Committee (DELAC)

Fremont Unified School District, having more than 51 English Learners, has established a District English Learner Advisory Committee (DELAC), in which at least 51 percent of the members are parents/guardians of English Learners who are not employed by the District. Each school committee shall have the opportunity to elect at least one parent/guardian member for the District English Learner Advisory Committee. The District should also offer training materials and training, developed in consultation with the committee and appropriate to assist parent/guardian members in carrying out their responsibilities.

Purpose of the DELAC

The purpose of the DELAC committee is to assist and advise the District in the development of programs for English Learners. This committee brings together representatives from the local school and the community, for the purpose of sharing ideas and suggestions regarding the educational needs of students who are acquiring English as a second language.

Responsibilities of DELAC

The DELAC has the opportunity to advise the District and the board on the following:

- Development and/or revision of a District Master Plan for students who are acquiring English as a second language
- Conducting a District-wide needs assessment on a school-by-school basis
- Establish District goals and objectives, services, and programs for English Learners
- Development of a plan which ensures EL compliance with site staffing requirements
- Administration of the annual language census (R30)
- Review and comment on the District's reclassification procedures
- Periodically provide communication with the local Board of Education regarding the needs of English Learners
- Review or comment on the written notifications required to be sent to parents/guardians

District Supports ELAC/DELAC meetings by:

- Establishing convenient meeting times
- Providing translation of notices
- Providing childcare and translation during meetings, if needed

The District/school administration shall:

- Notify parents/guardians of all English Learners of the opportunity to elect ELAC members and /or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted

- Provide all relevant information, documentation, and training regarding school programs and services for English Learners, including but not limited to:
 - A draft, prior to its formal approval, of the Single Plan for Pupil Achievement (SPPA)
 - School budgets and planned expenditures which may impact English Learners
 - Results of the annual language census
 - A draft and results of an annual school needs assessment
 - Goals and objectives for each program for English Learners offered at the school
 - Information on the ongoing achievement of program goals and objectives
 - Evaluations of each program for English Learners offered at the school

Each parent/guardian committee must:

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site and District administration, school site council, and District local governing board
- Provide feedback to the site/District administration as to the coordination and provision of training

Parent/guardian committees do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Pupil Achievement (SPPA)

Chapter 5

Opportunity & Equal Education Access

CPM: VI:EI 9;VI:EI 10

Notification of Programs and Waiver Option

All parents/guardians of English Learners, regardless of their child's proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a full written description of programs, including educational materials used in these programs and their entitlement to request an alternative program. The information must be provided in a language the parents/guardians understand. Such a notification shall accompany the parent/guardian notification of assessment results within 30 days of the beginning of the school year.

Waiver Process

The new enrollment and annual letter describing the parental/guardians program selection process shall be provided to parents/guardians of all English Learners. Parents/guardians of new students unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. In order to submit a waiver, parents/guardians of new students must personally visit the school. At that time, the school must provide:

- A written (oral, if requested) description of the educational opportunities available to their children (see above)
- A description of the educational materials used in the programs
- An explanation of the program selection process
- An explanation of the process for parents/guardians to appeal if a waiver is denied.

Parental/guardian exception waivers are granted unless the principal and educational staff determine that an Alternative Bilingual program would not be better suited for each student for whom the waiver is denied and evidence is provided to support such a claim. Schools are required to offer an Alternative Bilingual program if there are 20 or more approved requests for the same language at one grade level. Students with approved parental/guardian exception waivers shall be placed in an Alternative Bilingual program. If no space is available in the Alternative Bilingual program, the child's name is added to a waiting list and other instructional options are discussed with the parents/guardians. A significant number of English Learners on such a waiting list will be appropriately placed by adding another Alternative Bilingual class. At any time during the school year, parents/guardians may request that their child be placed in a Structured English Immersion (SEI) or Mainstream English classroom.

Waiver Appeal Process

If parents/guardians wish to appeal a waiver denial, they may submit a request for a review of the denial to the office of the Assistant Superintendent of Instruction. If they are not satisfied with the decision of the office, they may request a review by the District's Board of Education. Such a request to the Board should be submitted at least three weeks prior to the meeting.

- Parental/guardian exception waivers shall be granted unless the school principal and educational staff have and provide substantial evidence that the Alternative Program requested by the parent/guardian would not be better suited for the pupil
- Parents/guardians shall be fully informed of their right to agree to or refuse a waiver
- Parents/guardians will be informed in writing of the reasons for denial of a parental/guardian exception waiver and will be advised of any procedure available to appeal
- All parental/guardian waivers shall be acted upon within 20 instructional days of submission to the school principal

Fremont Unified School District *Parent/Guardian Exception Waiver Guidelines*

Parent/guardian must visit school to apply for a waiver.

Parent/guardian will receive a written (and oral if necessary) description of the following:

- Structured Immersion Program (SEI)
- Mainstream English Program (ELM)
- Alternative Bilingual Program (Spanish Dual Immersion Program is the only Alternative Bilingual Program available in Fremont Unified School District)
- All educational opportunities
- Instructional materials to be used in the different program options

The District Superintendent or designee must approve the waiver pursuant to guidelines established by the school board.

Exception Waivers shall be granted under one of the following circumstances:

- Children already know English and possess good English language skills EC311(a)

- Children 10 years or older and it is the informed belief of the school principal and the educational staff that an alternate course of educational study would be suited to the child's rapid acquisition of basic English language skills EC311(b)
- Children with special needs EC311
- It is the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological or educational needs that an alternative course of educational study would be better suited to the child's overall educational development. Placement in a structured English Immersion class for 30 calendar days is required
- A written description of these special needs will be provided and any such decision is to be made subject to the examination and approval of the Superintendent or designee under guidelines established by the school board.

The District's programs for English Learners include:

Grades K-6	Grades 7-12
Structured English Immersion (SEI) (Beginning, Early Intermediate, and Intermediate Level)	Structured English Immersion (SEI) (Beginning, Early Intermediate, and Intermediate Level) ELD 1 (3 periods) ELD 2 (2 periods) ELD 3 (1 period)
Mainstream English Classes (Early Advanced and Advanced Level)	Mainstream English Classes (Early Advanced and Advanced Level)
Alternative Language Programs: Spanish Dual Immersion Program	Content Classes (SDAIE) Math Social Studies/History Science

Core Program Access

All students must have access to grade-level core curriculum. Instructional programs for English Learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- English Language Development (ELD)
- Structured English Immersion (SEI)
- Primary language support
- Primary language instruction
- Specially Designed Academic Instruction in English (SDAIE)

English Language Development (ELD)

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In K - 6, in order to teach at the proficiency level of each student, teachers may combine or divide their students into groups within their classrooms or regroup students with other grade-alike teachers. In 7 - 12, students are placed in level-specific ELD sections.

This focused ELD time generally occurs as a daily segment of the language arts block. ELD is taught daily for 30 minutes in grades K - 6. In grades 7 - 12, students at ELD/CELDT levels 1-3 are enrolled in 1, 2, or 3 periods of self-contained ELD classes. Students at levels 4 - 5 receive their ELD in SDAIE English or mainstream English classes. The curriculum is based on the California English Language Development Standards and the following instructional materials:

- **Elementary Level (K - 6)**
 - SRA- McGraw Hill *Open Court* English Language Support Guide
 - Santillana *Intensive English* (supplemental)

- **Secondary Level (7 - 12)**
 - Hampton Brown *High Point*
 - Santillana *Intensive English* (supplemental) (grades 7-8)
 - Oxford Picture Dictionary (supplemental)
 - *Great Source Access* (Newcomer science, mathematics, etc) (supplemental)
 - *National Geographic, Windows on Literacy*
 - Adapted novels

These are supplemented with additional English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade-level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. By the end of the early advanced proficiency level, students are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from the ELD curriculum, the ELD Progress Report and teacher observation are considered to determine progress.

Access to Core Content Instruction

Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum.

The District's programs for English Learners are designed to help English Learners acquire English and learn grade-level academic content. Students enrolled in any of the program models are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas.

English Learners in Special Education

Individual Education Plan (IEP) teams will ensure that all English Learners receive appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency, ELD standards, and the student's particular disabilities. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental/guardian exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Language Program.

Chapter 6

Teaching and Learning

CPM: VII: EL11; EL 12

Program Implementation and Monitoring

In order to ensure that English Learners are receiving a program of instruction in accordance with parent/guardian choices and District design, Fremont Unified School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the District. District staff from the Department of Federal and State Projects trains all school principals and staff in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Differentiated instruction
- District designs for SEI, Mainstream, and Alternative Bilingual programs

Instructional Programs K-12

Students receive a sequential instructional program that meets the goals for English Learners. The following charts describe the instructional framework, components, and programmatic requirements for implementing that instructional program for kindergarten through grade 12 for English Learners.

Staff Responsibilities for EL Programs

TITLE	RESPONSIBILITY
Superintendent/ Associate Superintendent/ Assistant Superintendents or their designees (Directors)	Evaluate principals for program implementation and accountability.
Principals	<p>Coordinate appropriate placement of students in the instructional program and monitor student progress.</p> <p>Implement federal and state requirements to meet the educational needs of English Learner students and their parents/guardians.</p> <p>Provide ongoing updates to the CPM (Categorical Program Monitoring) documentation box to monitor changes in site EL data and programs.</p>
Classroom Teachers	<p>Implement and monitor the instructional program that meets the state framework and standards.</p> <p>K-6:</p> <ul style="list-style-type: none"> - 30 min. ELD daily - Use of the District-adopted ELD curriculum - Implementation of SDAIE strategies all day - Differentiated instruction targeting EL linguistic needs - Close monitoring of progress <p><u>Note:</u> See specific District ELD expectations on <u>District ELD Plan</u> document (differentiated by CELDT Level) in this chapter</p> <p>7-12:</p> <ul style="list-style-type: none"> - English Learners receive a minimum of 1 period of ELD daily - Use of District-adopted ELD curriculum - Implementation of SDAIE strategies in all content areas - Close monitoring of progress
Paraeducators	Assist with implementation of programs and provide primary language support to students when necessary and at the direction of, and under the direct supervision of, a certificated teacher.
Director of Federal & State Projects	Oversees implementation of the District's policies and programs for English Learners, provides assistance and services to sites, monitors student progress and program compliance, coordinates training and curriculum development to meet the needs of English Learner students.
Categorical Program Managers	Provide training to staff, mentor new teachers, oversee school and district EL budgets, approve expenditures, provide technical assistance in curriculum and instructional strategies, monitor assessment, supervise Teachers on Special Assignment, and consult with Special Services and other District departments.
Teachers on Special Assignment	Provide coaching and other support to classroom teachers, mentor new teachers, provide technical assistance and professional development, assist with compliance and data analysis.
Alternative Language Program Teachers	Provide instruction to students in alternative <i>Spanish Dual Immersion Program (SDI)</i> .
Structured English Immersion Teachers and English Mainstream Teachers	Provide ELD/SDAIE instruction to English Learners.

Fremont Unified School District
Department of Federal and State Projects
Elementary K-6 English Language Development Plan

CELDT LEVELS	Level 1	Level 2	Level 3	Level 4	Level 5
During ELD Instruction, students need:	<ul style="list-style-type: none">• <i>Oral language development</i>• <i>Opportunities to practice oral language</i>• Vocabulary development• Listening to proficient models• Listening skills• <i>Survival language</i>• Access to content through visual support, realia, graphic organizers, etc.• Academic language (Sheltered)• Safe environment	<ul style="list-style-type: none">• <i>Opportunities to practice academic oral language</i>• Academic/social language• Survival Language<ul style="list-style-type: none">-Idioms/slang• Power Vocabulary• Listening skills +1• Move towards grade level in phonics, sight words, reading, writing• Leveled readers• Access to content through visual support, realia, graphic organizers, etc.	<ul style="list-style-type: none">• <i>Opportunities to practice academic oral language</i>• Academic Vocabulary Development +1• Power Vocabulary• Listening skills +1• Access to content with visual support, realia, graphic organizers, etc.• Variety of sentence structures for writing• Reading<ul style="list-style-type: none">-Comprehension-Fluency-Oral Discussions• Visual support, realia, graphic organizers, etc.	<ul style="list-style-type: none">• <i>Opportunities to practice and express critical thinking skills/ higher level questioning</i>• Vocabulary Development +1• Power Vocabulary• Listening skills +1• Access to grade level content• Writing on grade level-close approximation to peers• Reading on grade level• Opportunities to practice academic oral language• Explicit instruction in grammatical systems/linguistic patterns	<ul style="list-style-type: none">• <i>Access to grade level content with expectations in all subject areas aligned with state standards</i>• Use Power Vocabulary effectively• Grade level content vocabulary• Opportunities to express critical thinking skills +1• Presentation skills• • Writing on grade level-close approximation to peers• Research strategies• Explicit instruction in grammatical systems
ELD/SDAIE Requirements	30-45 minutes daily of ELD instruction Grades 1-6. Kindergarten 20 minutes daily. (This will change for 2009/10 to 30 minutes daily.) Sheltered Instruction (SDAIE) all day in all content areas.		30 - 45 minutes of ELD instruction specific to students needs based on CELDT subtests. SDAIE all day in all content areas	30-45 minutes daily of ELD instruction SDAIE all day in all content areas Close monitoring of progress High expectations of students	
Modification of Expectations Based on Student Performance			If proficient on STAR ELA: 30 - 45 min of ELD instruction intervention emphasis based on CELDT subtests, & close monitoring of progress	AMAO’s missed for 2 years (no growth) = 30 - 45 minutes of ELD required Long-Term ELs = 30 - 45 minutes of ELD required Not proficient on STAR CST = 30 -45 min. intensive ELA intervention with ELD standards addressed.	
Curriculum	Santillana <i>Intensive English</i> Required, <i>Carousel of Ideas</i> optional.		Santillana <i>Intensive English</i> and Open Court EL Support Guide required	Santillana <i>Intensive English</i> , Open Court EL Support Guide Other support materials to build academic vocabulary and comprehension	
Assessment/Data	CELDT Data – Keeping in mind that the data is from the October test window Formative assessments – Reading Lions, ELD assessments, teacher observation, ELD standards, other classroom assessments		CELDT CST, District writing Formative assessments – Reading Lions, ELD assessments, teacher observation, ELD standards, other classroom assessments For long term EL diagnostic assessment to determine and address specific needs		

**Fremont Unified School District
Department of Federal and State Projects
Secondary 7-12 English Language Development Plan**

CELDT/ELD Levels	Level 1	Level 2	Level 3	Level 4	Level 5
During ELD Instruction, students need:	Oral lang. development Vocabulary development Listening to proficient models Survival language Access to content Access to core literature Academic language Visual support, realia, graphic organizers, etc. Smaller group instruction Opportunities to practice oral language	Vocabulary development +1 Power vocabulary Listening +1 Survival language Idioms/ slang Academic/ social language Opportunities to practice academic oral language Reading -Comprehension -Fluency -Oral discussions Visual support, realia, graphic organizers, etc.	Vocabulary development +1 Power vocabulary Listening +1 Access to grade-level content Writing instruction Reading -Comprehension -Fluency -Oral discussions Opportunities to practice academic oral language Visual support, realia, graphic organizers, etc.	Vocabulary development +1 Power vocabulary Listening +1 Opportunities to practice and express critical thinking skills Access to grade level content Writing on grade level close approximation to peers Reading on grade level Opportunities to practice academic oral language	Power vocabulary Grade level content vocabulary Opportunities to express critical thinking skills Access to grade-level content with expectations in all subject areas aligned with state standards
ELD/SDAIE Recommendations	3 periods of ELD daily (self-contained class) SDAIE in all content areas Close monitoring of progress	2 periods of ELD daily (self-contained class) SDAIE in all content areas Close monitoring of progress	1 period of ELD daily (self-contained class) SDAIE in all content areas Close monitoring of progress	ELD daily in SDAIE or mainstream English class SDAIE in all content areas Close monitoring of progress	
Curriculum and Materials for ELD	Hampton Brown's High Point Adapted Novels from the Grade-Level Core Reading Lists Supplemental Materials: Santillana Intensive English (Grades 7-8) Great Source Access Oxford Picture Dictionary National Geographic Windows on Literacy			Prentice Hall Timeless Voices, Timeless Themes- Grades 7-8 Holt Literature and Language Arts -Grades 9-12	
Assessment / Data	CELDT Data High Point Diagnosis and Placement Inventory			CELDT CST	

Program Evaluation and Modification

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, the Fremont Unified School District provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the District's academic content and performance standards.

Through the District's assessment program, staff from the Assessment, Instructional Services, and Federal & State Projects Departments carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, the District is able to determine to what degree English Learners are achieving English proficiency and meeting District academic achievement goals.

District-wide Assessment		
Assessment Instrument	Target Population	Purpose
STAR: STS (Grades 2-11)	All Spanish-speaking English Learners, grades 2-11 enrolled in a CA school less than 12 months. All Spanish-speaking English Learners enrolled in the Alternative Program.	State Requirement District Accountability
Language Arts Multiple Measures - CST - STAR: CAPA (Sp. Ed.) -Reading Lions (1 – 6)	All students, grades K-12	State Requirement District Accountability
Mathematics Multiple Measures -CST -STAR: CAPA (Sp. Ed)	All students, Grades K-12	State Requirement District Accountability
California English Language Development Test (CELDT)	All English Learners, Grades K - 12	State Requirement District Accountability Initial Identification Annual Monitoring Reclassification
District Writing	All students, Grades K - 9	District Accountability
CAHSEE	All students, Grades 10-12 (Taken until minimum requirements are met)	State Requirement District Accountability

The District's assessment practices with respect to English Learners are designed to:

- Determine effects of the instructional program on language development by program.
- Determine the effectiveness of each EL program option by disaggregating results for each program
- Assess academic achievement in both the first and second language.
- Assess the strengths and weaknesses of each instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent/guardian input based on the conclusions found

Assessment data are compiled, analyzed and reported annually by the Assessment, Instructional Services, and Federal & State Projects Departments. This report is then analyzed by Federal & State Projects staff to produce a set of suggested program modifications which are then shared with the local Board of Education, principals, District administrators, and DELAC members. The Assistant Superintendent annually distributes performance-based assessment results to principals and the directors of special education and categorical programs for monitoring and evaluation.

Using the "EL Instrument for CPM" and the "OPSET" (Ongoing Program Self-Evaluation Tool for CPM), sites further review their programs for student progress and evaluate procedures for every Categorical Program Monitoring (CPM) item with support from the Department of Federal and State Projects.

The District annually determines the number and percentage of English Learners (ELs) reclassified to fluent English Proficient (R-FEP) when completing the annual Language Census R-30 Report. The R-30 reports the actual count of EL, FEP, and R-FEP students during the calendar year as well as the number of teachers providing appropriate instruction for English Learners.

Monitoring and Overcoming Academic Deficits of ELs

Training/ Support offered to school sites may include:

GLAD (Guided Language Acquisition & Design) - *with professional trainers*

SIOP (Sheltered Instruction Observation Protocol) – *with professional trainers*

ELD/ SDAIE Overview (Referencing the District ELD Plan) – *Federal & State staff*

ELAS (English Language Arts Support)

Schools whose data indicate that they have not met their Annual Measurable Achievement Objectives (AMAOs), have been offered the following additional support to create systems & structures to better support EL students and subgroups who are falling behind:

- Implementation of schoolwide and grade level COI (Cycle of Inquiry)
- Data analysis (systematized based on the COI)
- Grade-level release days provided (analysis, strategizing & monitoring of EL progress/ELD implementation)
- Priority given for GLAD Training

EL Liaison and Spanish Dual Immersion (SDI) Meetings

Each school has a designated EL Liaison. The Department of Federal & State Projects provides training and updates to EL Liaisons as well as SDI Teachers regarding data, materials/resources, strategies and procedures several times a year.

CPM

The Department of Federal & State Projects has provided each school site with a CPM documentation box to self-monitor their EL students and programs. The Federal & State Teachers on Special Assignment (TSAs) are assigned to specific sites to provide support. The CPM box monitoring and evidence of interventions for EL Students include (but are not limited to) the following pieces of evidence:

- SPPA (Single Plan for Pupil Achievement)
- Catch-up Plans
- Classroom Schedules/ Lesson Plans/ Observations (indicating ELD/Interventions)
- IEPs with EL Goals
- Intervention Plans

Chapter 7

Funding and Resources

CPM: III:EL 5

Funds are allocated following the funding mandates prescribed by the Education Code, state and federal regulations and District policies. Economic Impact Aid (EIA), English Learner Acquisition Program (ELAP), Title III and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund.

The following is the process used to develop plans for program operations and improvement, and the consequent allocation of funds:

- 1 The School Board approves the District *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students.
- 2 The Superintendent's Cabinet identifies and prioritizes needs, based on the *Superintendent's Goals and Objectives* and data analysis, and allocates funds and other resources to support those needs.
- 3 The Director of Federal and State Projects allocates funds based on the Consolidated Application and monitors expenditures throughout the year. Department Program Managers provide oversight by reviewing and approving every expenditure submitted by each school, assuring not only adequate funds, but also appropriate use of funds and adherence to budget plans.
- 4 The principal coordinates the development of school-level plan and prioritization of needs based on data, then meets with School Site Council (SSC) and English Learner Advisory Committee (ELAC) groups before they approve the school plan and budget. The principal ensures that parents/guardians and staff are informed about funding and the site plan.
- 5 Site and District Advisory Committees take the following roles:
 - A. The School Site Council provides input regarding school plan development/ revision and approves the school-level plan
 - B. ELAC members advise and give input on the school-level plan
 - C. DELAC gives input on the District-level plan

General Funds Resources

Adequate basic General Fund resources are available to provide each English Learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts (including primary language texts in the Spanish Dual Immersion classes) and instructional materials are purchased with General Funds. The District-adopted core program also includes ELD materials.

EIA/ELAP Funds

The Economic Impact Aid (EIA) (K-12) and the English Language Acquisition Program (ELAP) (grades 4-12) funds are used to meet the academic needs of English Learners, and do not supplant the District's General Fund. Each school site receives EIA funds in amounts that correspond to the total amounts described in the District's Consolidated Application to the California Department of Education. EIA and ELAP funds are spent for supplemental services and materials including, but not limited to, the following:

- Supplementary materials and instructional activities for English Learners
- Staff development for instructing English Learners
- ELAC/DELAC meetings
- Bilingual support staff (classroom use only)
- Parent/guardian education, training, and involvement
- Interventions, including summer school support