Board Approved
August 21, 2019

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2019
(Revision of 2018)

This plan and forms related to English Learner services in the Oxnard School District are available at www.oxnardsd.org
Acknowledgements

The Oxnard School District Master Plan for Services to English Learners was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the 2016 Oxnard School District’s Board of Trustees: Veronica Robles-Solis, Debra Cordes, Denis O’Leary, Albert Duff Sr., and Ernie Morrison. It is due to their vision, support, and commitment to the children of Oxnard that this document came to be.

We thank all who dedicated their time and insight to the development of our Master Plan by participating on the Oxnard English Learner Master Plan Advisory Committee, from September 2014 to June 2016.

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Valuable input was also provided by parents participating on the District English Learner Master Plan Advisory Committee.

Finally, we are thankful to the parents and staff who provided feedback by submitting their input via surveys. Due to the effort and commitment of these stakeholders, and likely others not mentioned here, the Oxnard School District English Learner Master Plan is now our guiding document for improving the delivery and implementation of programs for English Learners.
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Chapter ONE

Superintendent’s Message, English Learner Master Plan Goals, Mission, Vision, and Guiding Principles
Chapter 1: Superintendent’s Message, English Learner Master Plan Goals, Mission, Vision, and Guiding Principles

Overview

This chapter includes a message from the Superintendent and identifies the district’s mission, vision, goals and guiding principles that are reflected in the Oxnard English Learner Master Plan. It also provides the purpose of the plan, collaborative development processes, and expectations for district-wide implementation.

Message from the Superintendent

It is our commitment to serve all children in our community and ensure successful support along their educational experience. Particularly, it is imperative to serve our English Learner students (ELs) and develop systems of support to achieve their reclassification status and expected goals.

In addition to helping our ELs acquire academic literacy, we are preparing them to navigate college, the job market and to become global citizens. It is our duty and obligation to do whatever we can to help our students connect learning with real life and emphasize the three types of 21st Century Skills that prepare students to succeed in the informational age. The three types of skills and abilities are listed below.

<table>
<thead>
<tr>
<th>Learning Skills</th>
<th>Literacy Skills</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical Thinking</td>
<td>• Information Literacy</td>
<td>• Flexibility</td>
</tr>
<tr>
<td>• Creative Thinking</td>
<td>• Media Literacy</td>
<td>• Initiative</td>
</tr>
<tr>
<td>• Collaborating</td>
<td>• Technology Literacy</td>
<td>• Social Skills</td>
</tr>
<tr>
<td>• Communicating</td>
<td></td>
<td>• Productivity</td>
</tr>
</tbody>
</table>

https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills
The main drive of the Oxnard English Learner Master Plan is to provide educators with critical information related to the linguistic and educational needs of EL students, as well as the legal requirements for serving these students. Recognizing that ELs bring a wealth of knowledge and talent that will benefit our Oxnard community, we expect that this plan will be used to guide the implementation of best instructional practices for ELs and for driving systemic changes required to ensure the academic success of linguistically diverse learners. In order to ensure this, the plan uses as a guide the new policy for English Learners, The English Learner Roadmap, adopted by the State Board of Education in 2017. Oxnard School District understands that serving English Learners is a central responsibility of each and every educator and that our prosperity in California depends on the success of immigrants and their children.

The plan provides information on the following areas related to the linguistic and educational needs of English Learners:

- Understanding and meeting federal and state legal requirements
- Maintaining high-quality, standards-based language instruction leading to full academic engagement
- Acquiring 21st century skills in curriculum and instruction
- Reporting and using data to manage instruction
- Monitoring and evaluation of program implementation
- Valuing, honoring, and embracing native heritage and cultural assets
- Engaging, informing and supporting the family and community

Our educators work tirelessly to make sure the needs of ELs are met; their experience, expertise, and understanding of the specific needs of ELs are our priority. Our goal is to support them in providing the best instruction possible for students, and in meeting and exceeding the policies, procedures, and compliance items addressed in this document, in order to ensure continued success for English Learners in school and in life.

In order to address the ever-changing and expanding needs of English Learners, we will review and update this document annually.
**District Context**

As the largest enrolling K-8 district of ELs in Ventura County, the Oxnard School District strives to be a leader and model in serving ELs. The Oxnard School District (OSD) is committed to providing the highest quality educational programs and services that are based on the latest educational research.

The OSD enrolls over 16,000 students in twenty-one schools serving TK-8 and preschool. Our English Learner Master Plan outlines the systems that are in place in every school serving ELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs in OSD have access to rigorous curriculum in order to become fluent in English and master all the content standards required in the state of California as a foundation for college and career readiness. It is our commitment that all ELs are given excellent first teaching in the core content and receive responsive language strategies ensuring that their linguistic and academic needs are met.

**District Mission/Vision**

**Vision Statement**

“Empowering All Children to Achieve Excellence”

**Mission Statement**

“Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.”

**Guiding Principles and Goals for Educating English Learners**

The Oxnard School District’s Master Plan for Services to English Learners serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. Several guiding principles for English Learner Instruction guide the work and approach toward meeting the needs of ELs. These key principles, developed by the Understanding Language project at Stanford University (2013) are in line with the adoption and implementation of Common Core State Standards (CCSS) and the need to strategically plan for ELs to meet rigorous, grade level academic standards. They are intended for teachers, coaches, EL specialists,
curriculum leaders, school principals, district administrators, parents, and community members and are detailed in Table 1.1 below.

<table>
<thead>
<tr>
<th>Table 1.1 Understanding Language: Key Principles for ELL Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.</td>
</tr>
<tr>
<td>2. Instruction leverages ELs’ home language(s), cultural assets, and prior knowledge.</td>
</tr>
<tr>
<td>3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</td>
</tr>
<tr>
<td>4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.</td>
</tr>
<tr>
<td>5. Instruction fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</td>
</tr>
<tr>
<td>6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.</td>
</tr>
</tbody>
</table>

Retrieved from [http://ell.stanford.edu/content/six-key-principles-ell-instruction](http://ell.stanford.edu/content/six-key-principles-ell-instruction)

The Oxnard English Learner Master Plan describes how we identify, serve and support thousands of students who initially enroll in the Oxnard schools with limited proficiency in the English language. The plan sets forth six goals for this work:

1. English Learner programs will be fully implemented.
2. Parents of both active English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children’s education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and RFEP students will be at no greater risk for school failure than EO students.
6. Students enrolled in alternative programs will master language skills in English and another language.

Staff should frequently consult this plan to ensure consistency in the delivery of the highest quality of services to English Learners and their families. The plan is published simultaneously in hard copy and on the district website and will be translated into all appropriate languages. Unique features include links that provide instant access to all district English Learner forms and form letters.
Purpose of the Master Plan

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked from September 2014 to June 2016 to ensure that the very best pedagogy, practice and procedures for English Learners will be used in the Oxnard schools. As such, it should be relatively accessible and efficient for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard English Learner student access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Oxnard School District will ensure that programs and services for English Learners will be of the highest quality.

Master Plan Development Collaborative Process

The Oxnard School District English Learner Master Plan was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input. We are indebted to the Oxnard School District’s Board of Trustees: Debra Cordes, Dr. Jesus Vega, Monica Madrigal Lopez, Verónica Robles-Solis, and Denis O’Leary. We thank them for their vision, support, and commitment to the children of Oxnard.

We thank all who dedicated their time and insight to the development of our Master Plan by participating on the Oxnard English Learner Master Plan Advisory Committee, from September 2014 to June 2016. The new Oxnard English Learner Master Plan was revised through input from stakeholders, which included administrators, school and district staff, and DELAC during the 2018-19 school year.

Oxnard Community Expectations for Implementation of the EL Master Plan

All of the District’s decisions and actions are rooted in core beliefs about student achievement; what defines student success and the necessary components. The values listed below reflect the
mindset of District leadership, educators, employees, and program partners. All stakeholders are expected to embody and instill them in students.

**Student Success**
Oxnard School District strives to equip all students, children, and adults with the academic, social, and emotional skills necessary for success.

**Quality Instruction**
Oxnard School District believes common core curriculum, data tracking and analysis drive student achievement and empowers educators to innovate and collaborate to identify best practices for culturally and linguistically diverse students. Rigorous training, support, and development for educators strengthen teacher effectiveness and accelerate student achievement.

**Collective Ownership**
Oxnard School District believes all stakeholders are fundamental to creating and maintaining safe and effective learning environments. Stakeholders in Oxnard School District include teachers, coaches, curriculum leaders, school principals, district administrators, parents, and community members. In order to provide every student with a high-quality education, Oxnard School District relies on continuous participation and feedback from stakeholders.

**High Expectations**
Oxnard School District believes that every student can succeed at a high level and expects them to excel in the classroom, in a career, and in life. Similarly, the District expects all stakeholders to operate at the highest level and to continuously seek out the best strategies to ensure success.

**Accountability**
The Oxnard School District is dedicated to a culture of transparency and maintaining open lines of communication. Oxnard School District recognizes that data and metrics are essential for effective decision-making.

*EL Roadmap ~ Principle 1C (School Climate)*
Leadership

Oxnard School District is committed to developing classroom, school, and community leaders with the vision and skill set to execute the District’s mission.

Diversity

Oxnard School District celebrates the diversity of the Oxnard community and values the strength in varying perspectives, beliefs, and backgrounds.

In the Oxnard School District, we embrace collective ownership of our ELs and take full responsibility for their success. Every stakeholder group has an opportunity and responsibility to ensure that our ELs are successful and achieve expected goals. Our District looks to best practices and cutting-edge innovations to help prepare ELs for the 21st century.

The Oxnard School District will conduct an annual review of the plan to ensure that adherence to current federal and state requirements are met. Professional development for district/site leadership, teachers, staff, and parent leadership organizations will be an integral part of the annual review. Additionally, district leadership is committed to providing administrators with guidelines, procedures, tools, and support for the implementation and monitoring of programs for English Learners.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure allows for ensuring that ELs in Oxnard School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. The district leadership intends to incorporate the recommendations from California’s *ELA/ELD Framework* (Chapter 11 - Figure 11.7, pp. 992-993) which provides a Sample District-wide Plan for Monitoring ELD Progress outlining local accountability and responsibility for monitoring and supporting the ELD progress of ELs. All district personnel are responsible for the education of English Learners and for the success of EL programs. As such, designated roles are under the auspices of the Superintendent and Assistant Superintendent, Educational Services. The Director of English Learner Services provides district-wide leadership and consults with the Superintendent and Assistant Superintendent, Educational Services to
coordinate services. District-wide decision-making and support systems address the education of English Learners as a priority and as such all Directors are responsible for supporting ELs in Oxnard School District. See Chapter 9 for additional information about collective responsibility for program implementation and monitoring.

**State and Federal Guidelines**

This Master Plan ensures the proper identification, program placement and instructional program, assessment, monitoring and reporting of students whose primary language is other than English. Additionally, the plan ensures that parents and guardians of English Learners are informed of the placement of their children in an English-language classroom. Parents of ELs are provided timely information in their primary language about student assessment and progress while being afforded opportunities for collaboration and engagement in decision-making and support roles. This Master Plan provides equal access to education for ELs in accordance with all federal and state laws, court decisions, and California State Board of Education regulations that define the requirements for educational services for ELs and immigrant children and youth.

Our district has the responsibility for and is committed to ensuring that we meet these requirements at every school site in order to provide quality, equitable instruction for English Learners, simultaneously complying with legislation and rulings pertaining to educational services for ELs.
Chapter TWO
Identification, Assessment and Placement
Chapter 2: Identification, Assessment and Placement

Overview of Chapter 2

This chapter details Oxnard School District’s policies and procedures for initial identification, assessment and student placement in order to ensure the implementation of consistent and compliant processes. Specific information regarding types of English Learners and transfer students is provided, along with a description of professional development for staff and administration on initial identification, placement and parental rights/informed choice.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 06: English Learner Identification and Assessment
6.1 A home language survey (HLS) must be used at the time of initial enrollment to determine the student’s primary language. (5 CCR §§ 11510(k), 11511(a)

6.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current California English language proficiency assessment. The assessment conducted must follow all of the publisher’s instructions. (5 CCR §§ 11307(a), 11511.)

6.3 Each LEA must annually assess the English language proficiency and academic progress of each English learner. (EC §§ 313, 60810) (5 CCR § 11306.) *

6.4 All currently enrolled English learners must be assessed for English language proficiency by administering the California English language proficiency assessment during the annual assessment window. (EC §§ 313, 60810) (5 CCR § 11511(b).)

6.5 Each English learner on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language development using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment if specified in the pupil’s IEP or Section 504 Plan. (5 CCR § 11516.5)

6.6 Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years. (20 U.S.C. § 3301(6), (14).
Identification, Assessment and Placement

The Oxnard School District (OSD) process for initial identification and placement of students into an appropriate instructional program is shown in Figure 2.1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment (EL-01 Student Registration Card) and assessment take place at the District Enrollment Center, where bilingual staff members are available to meet with parents. The center will serve all newly enrolling students.

Step 1: Registration, Including Completion of the Home Language Survey

Parents take their child to the District Enrollment Center in order to enroll in school. At the center, all parents complete a Home Language Survey (HLS) (EL-02 Home Language Survey Form), as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter in the district’s student information system and the English Learner folder in the child’s cumulative record (CUM).

If the answers to Items 1, 2, 3 and 4 on the HLS are “English”, the child is classified as English Only or EO. The parent is notified of the results and is given an explanation of the placement options (EL-03 Initial Parent Notification of Student Placement Form) open to the student. Parents of EO students may also apply to participate in the district’s Dual Language program.

If Item 1, 2 or 3 on the HLS is answered with a language other than English, the child is tested for English proficiency.

If only Item 4 on the HLS is answered with a language other than English, the Enrollment Center staff must determine whether to continue with assessment of English or to identify the student as English Only without such assessment. If an informal student assessment of English indicates that the child might be an English Learner, the child may be assessed with the ELPAC (English Language Proficiency Assessments for California).
Step 2: English Language Proficiency Assessment

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used at home, the student’s English language proficiency level must be assessed within 30 calendar days of initial enrollment. However, in the Oxnard School District, this assessment will be accomplished as soon as possible, preferably within a day or two of enrollment. Trained personnel in the Enrollment Center assess the student’s English language proficiency during the enrollment process, preferably on the date of registration. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children. (See section on Kindergarten registration, which is an exception to this statement depending on enrollment date).

The assessment used to determine initial English proficiency is the state required assessment, ELPAC. The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test as well as an overall proficiency score. The score types include: raw score, scale score and proficiency level.

For initial identification of TK-K students enrolling prior to July 1, students will be identified as possible English Learners through the Home Language Survey and will be scheduled to be assessed on the ELPAC and an internal primary language assessment after July 1st. After July 1, new enrollees are assessed with the ELPAC and internal primary language assessment.

Enrollment Center staff communicate these results to the parent on the Parent Notification of English Language Testing Form (EL-03 Initial Parent Notification of Student Placement Form). The assessment results are entered in the student data system and maintained in the student’s English Learner folder inside the CUM folder for future use in monitoring of student progress and program evaluation.

If an Individual Education Plan (IEP) states that a student is unable to take all or part of the ELPAC, the student will be given an alternative assessment in accordance with California Department of Education (CDE) regulations.
On the basis of the English language assessment, students are classified as either Initial Fluent English Proficient (IFEP) or English Learner (EL).

- **IFEP Students** — The parents of IFEP students are informed of the results and given program options of either English Language Mainstream or the parent may request enrollment in the Dual Language Program. (See Chapter 3 for descriptions).

- **English Learners** proceed to primary language assessment (see Fig. 2.1)

### Step 3: Primary Language Assessment

An initial assessment of the English Learner’s primary language is conducted as soon as possible after the completion of the English language assessment as part of the enrollment process. Whenever possible, a primary language assessment is conducted by a trained person fluent in the student’s primary language. Results of the primary language assessment are placed in the student’s English Learner folder and entered in the district student information system. The results are used to determine the student’s level of literacy development in the primary language, and support the identification as an English Learner. The results of the Home Language Survey, the primary language assessments and any other information related to prior schooling, including transcripts, if available, are used to determine the degree of English proficiency.

### Step 4: Parent Notification of Results

Upon completion of the testing, a meeting is held with the parents to notify them of the results, provide them with a description of the program placement options and allow them to make an informed choice of which program they prefer for their child. This information is also provided to parents on a Parent Notification of Primary Language Test Form (EL-03 Initial Parent Notification of Student Placement Form), in a language understandable by the parent.

Parents who wish to place their English Learner child in an alternative program of primary language instruction, rather than in a program taught overwhelmingly in English, may request such instruction. This information is provided orally and in writing. The alternative program option for English Learners is:
Chapter 2: Identification, Initial Assessment, and Placement

- Dual Language Program

Step 5: Initial Program Placement

The following process is used to inform parents as to the program options for their English Learner. Chapter 3 provides detailed descriptions of each instructional program option.

Following a student’s language proficiency testing, parents will be given detailed information regarding their child’s English and Spanish (if applicable) proficiency levels.

Parents will be offered the opportunity to view a video informing them of the different program options available in Oxnard School District and then given a choice as to which program they prefer.

Currently program options available in English instruction are Sheltered English Immersion program for students who have minimally or somewhat developed English skills or English Language Mainstream for students who have moderately or well developed English skills.

For families wanting a Spanish bilingual program the Dual Language Immersion program is available. This program is open to students demonstrating reasonable fluency in Spanish and based on availability through the district’s lottery program. For students in 2nd grade and above, students must be tested in reading and writing abilities in Spanish and placement in the DLI program must be approved by the Director of Dual Language Programs.

OSD also offers a Newcomer Program in grades 3-5 and 6/8 (see Chapter 3 for detailed descriptions). This program will be offered to parents of students new to the country (less than 2 years in U.S. schools) who are looking for an English acceleration program for their children.

The EL student will be assigned to the program decided on by the parent’s informed preference, eligibility of student for the program, and available space within the program chosen.

Once the official ELPAC results have been received, the parent is notified with the Initial Assessment Results Parent Notification of the official initial identification results. This written notification is in English and in the student’s primary language. A copy of this notification is placed in the student’s English Learner file in the CUM.

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1 Refer to the Dual Language Program Handbook.
Chapter 2: Identification, Initial Assessment, and Placement

**Step 1**
Parent goes to District Enrollment Center for registration. Completes the Home Language Survey (HLS)

**Step 2**
ELPAC administered and scored during the enrollment process

**Step 3**
Language Classification
- Classify as English Learner (EL)
- Assess for primary language proficiency but within 90 days of enrollment (except TK/K)
- For transfer students, review available information to determine prior program placement and academic progress
- Determine the program placement according to parent’s informed choice.

**Step 4**
Parent Notification
- Notify parents of language classification and explain all program options
  - Structured English Immersion
  - Newcomer
  - English Language Mainstream
  - Alternative Bilingual-DLI

**Step 5**
Program Placement
- Place child in a program based on parent’s informed choice and complete the program placement form
- Notify school student’s placement
- Newcomer placement requires approval from ELS Department

**Figure 2.1 Initial Identification Process**
Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with a English Language Mainstream (ELM) program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion (see Chapter 3 for program descriptions).

Throughout this document, when the text refers to a classroom (for example, “Structured English Immersion classroom) it means a classroom in which the program exists. It does not mean that the classroom is exclusively dedicated to that program.

When more than one program exists within a classroom, it is extremely important that students are clearly identified by program, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Transitional Kindergarten/Kindergarten Registration, Assessment and Placement

A special process is used for assessing an incoming Transitional Kindergarten/Kindergarten (TK/K) child’s language proficiency at the beginning of each school year. TK/K registration begins in January through March of the school year preceding the child’s entrance into TK/K. At registration, the HLS (EL-02 Home Language Form) is completed. If the HLS indicates that a language other than English is spoken, the parent is given a testing appointment during the district’s official assessment period for ELPAC which begins in July. A district team completes ELPAC and primary language testing for TK/K children at the assessment appointment in the summer. The same procedures for parent notification and program placement apply.
English Learner Typologies

Initial identification processes and ongoing monitoring are critical in the identification of program placement for English Learners. There are five distinct groups of English Learners in the Oxnard School District, the majority of which are Spanish speakers:

1. Newly arrived ELs with adequate formal schooling;
2. Newly arrived ELs with limited formal schooling;
3. Long Term ELs (6 years or more as ELs);
4. ELs who are meeting benchmarks and making expected progress toward language and academic goals;
5. ELs who speak languages other than Spanish, including indigenous language groups, and who have the characteristics of groups 1–4.

Programs will be adapted to meet the needs of students in each of these groups as discussed below. More information about instructional program options is provided in Chapter 3.

**EL Roadmap Principle 1B (no single EL profile)**

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English.

At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. For optimal development of their primary language literacy, a Dual Immersion placement would be indicated.

At the intermediate school level, students functioning at ELPAC levels 1 who have been in the country for two years or less, may be candidates for placement in the Newcomer Program. Students functioning at ELPAC level 2 and above in intermediate schools will need:

- Designated English Language Development: Year-long leveled ELD and/or ELA with accommodations for language proficiency level.
- Integrated English Language Development: Academic content classes taught through
Specially Designed Academic Instruction in English (SDAIE) with primary language support.

**Newly Arrived English Learners with Inadequate Formal Schooling**

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their English language development needs. The Newcomer Program is appropriate for these students in grades 3-8.

For families not opting for the Newcomer Academy or with children in grades TK-2 at the elementary school level, appropriate grade level placement with leveled Designated ELD is critical. An SEI program placement may be offered for parents wanting a program primarily in English. Placement in a dual language program is a parental option for families wanting an alternate bilingual program. Program placement is based on availability and eligibility (see Chapter 3).

In intermediate school, students in this category will need an academic program that includes a Designated English Language Development year-long leveled course and Integrated ELD courses in the core.

**Long Term English Learners**

A Long Term English Learner (LTELs) is defined as an English Learner in any of grades 6 to 12 who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).

Some English Learners may be at-risk of becoming a Long Term English Learner, defined as an English Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades 3 to 12,
scores at the intermediate level or below on the ELPAC, and scores in the fourth year at the Not Met or Nearly Met level on the ELA standards-based achievement test.

This group of students must be provided with instructional programs that include specialized English Language Development instruction and accommodations for the student’s level and need for linguistic and academic development. Some may be assigned to formal interventions that address both language and academic needs. Typically, this group of students is enrolled in ELM or SEI instruction in the core academic subjects, provided by an appropriately credentialed teacher with English Learner or Bilingual Authorization.

**English Learners Who Are Meeting Academic and English Language Development Benchmarks**

These students are typically showing expected growth on the state standardized language assessments and are scoring Met or Nearly Met on the standardized academic achievement tests (third grade and up) or meeting benchmarks on district established literacy and numeracy benchmarks.

In the elementary grades, these students should move along a pathway leading to the English Language Mainstream setting. Some will begin in SEI, with reclassification and assignment to ELM before promotion to intermediate school. Those who begin in Dual Language programs will typically remain in that program after reclassification.

In grades 6–8, students are offered a comprehensive English Language Development (ELD) program course sequence responsive to their language proficiency before making the transition into the more advanced, ELM courses. Student placement at a given ELD course level is based on initial assessment scores on the ELPAC, for new students or annual ELPAC scores. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next proficiency level. Students may need to repeat a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to
move up ELD levels whenever necessary. They should not have to wait until the end of a semester or course in order to move levels. Change in ELD levels will be based on the following:

- ELPAC progress
- Classroom performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Students who meet or exceed benchmarks, as evidenced by semester reviews and/or teacher recommendation, should be encouraged to accelerate to higher levels of ELD.

**Transfer Students**

*Transfers Between Districts*

Parent initiated Interdistrict Transfer (EL-06 Interdistrict Transfer Form) requests are made through the Educational Services Department. Data regarding the student’s English Learner assessment history—current scores, current placement, records of academic progress, and interventions—are used to determine program placement when approving the Interdistrict Transfer Form.

*Transfers from Other California Schools*

Students transferring into the district from another district within the state often have records of a HLS (EL-02 Home Language Survey Form), scores on the mandated assessments including the ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the Oxnard School District initial identification process. Additional assessments will be made when appropriate for each transferring student. If the parent provides the student’s records, staff will use this information to make an appropriate placement. If not, staff will contact the former district in order to obtain information by fax or e-mail, or acquire the information from California Longitudinal Pupil Achievement Data System (CALPADS), the state student data system. Once records are obtained, the appropriate information is entered into the district’s record keeping system. If these records cannot be acquired at the time of enrollment, English and primary language assessments proceed and the identification/notification/placement process is implemented per the above description. The district of origin will be encouraged to expedite the process of sharing information by faxing the records or by providing information by telephone.
Transfers from Out of State or from Other Countries

The five-step language assessment, classification and placement process described above and shown in Figure 2.1 will be followed for students entering the district who are new to the state or from another country. The student’s district enrollment date is entered into the student’s records and the student database system as the date the student first enrolled in a California school and (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the appropriate grade level based on age.

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

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

- Initial identification
- Placement options and procedures,
- Parental rights and informed choice

Those who participate in the training include, but are not limited to, district and site administrators, teaching staff including special education teachers and staff, district Enrollment Center staff, staff members who work with English Learners’ student records, office staff members responsible for registration, Teachers on Special Assignment, paraeducators, and other support staff as necessary. Training for site staff must take place annually prior to the opening of school and/or when new staff members have been employed.
Chapter THREE

Instructional Program Options
Chapter 3: Instructional Program Options

Overview

Chapter 3 provides information about Oxnard School District’s instructional program options in grades TK-8, including key elements of each program. Information in this chapter is intended to guide the consistent implementation of programs that are reflective of research and evidence-based practices that provide opportunities for students in Oxnard School District to develop 21st Century academic, linguistic, and intercultural skills.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 07: Parent/Guardian Notifications
II-EL 7. The LEA must provide notifications to parents and guardians.
7.3 For LEAs receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learners must be notified of: (a) Their child's initial English language proficiency level (b) How such level was assessed (c) Their child's language designation (d) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available (e) Program placement (f) Exit criteria (g) For English learners on an active IEP, how such program will meet the objectives of the IEP (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)

V. Staffing and Professional Development

V-EL 15: Teacher EL Authorization
V-EL 15. Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized. (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

VI. Opportunity and Equal Educational Access

VI-EL 17: Language Program Options and Parent Choice
17.0 Language acquisition programs may include, but are not limited to, all of the following: (a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305(a)[2].) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306(c)[3].)
(b) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (EC § 306[c][1].)
(c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (EC § 306[c][2].)
17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition programs” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC § 306[c].)
17.2 School in which the parents or legal guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements in Section 305. (EC § 310[a].)
The Oxnard School District is committed to providing English Learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society. Board Policy 6174 states that “the district’s program shall be based on sound instructional theory and shall be adequately supported so that English Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study”.

The district will offer the following program options to English Learners: (1) English Language Mainstream, (2) Structured English Immersion, (3) Newcomer Program offered to students with less than 24 months in the U.S. (4) An alternative biliteracy program for English Learners, Dual Language Education (DL). Each of these options is designed to ensure that students acquire English language proficiency. All options contain the following required components:

- Well-articulated, standards-based, differentiated Designated English Language Development (ELD) instruction.
- Well-articulated, standards-based, differentiated instruction in the core curriculum and Integrated English Language Development instruction.
- Culturally and Linguistically Responsive Teaching that validates and values students’ cultural and linguistic heritage (see CA ELA/ELD Framework, Chapter 9).

**English Language Mainstream Program, Grades TK - 8**

The English Language Mainstream program is an optional placement for students with “reasonable fluency”. The classroom may also contain English Only students, Fluent English Proficient students, and some English Learners with “less than reasonable fluency” whose parents have requested this placement. The English Language Mainstream program is one in which English Learners continue to learn English and at the same time have full access to standards-based curriculum and materials at grade level designed for the native English speaker. Table 3.1 provides specific information about students served, program components and staffing.
### Table 3.1 English Language Mainstream Program, Grades TK-8

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| EL LTEL IFEP RFEP EO | 1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT  
a. Transitional Kindergarten-K: **30 minutes** daily of Designated English Language Development instruction at the students’ English proficiency level.  
b. Gr. 1 – 5: Minimum **45 minutes** daily of Designated English Language Development instruction at the students’ English proficiency level. Teaming for ELD is required to meet student needs based upon ELD levels².  
c. Gr. 6-8: **One period daily**, leveled according to students’ English proficiency level **OR** as a designated part of their English Language Arts class. | • Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization).  
• English Learner Authorization required (e.g. CLAD - Cross-cultural, Language and Academic Development) SB 395, SB 1969, or equivalent.  
• Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent. |
| 2. ACCESS TO CORE  
a. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT  
Gr. TK-8: Grade level content instruction in reading, writing, math, science, and social science delivered through Integrated ELD using specially designed academic instruction, utilizing state-approved, district-adopted, standards-aligned materials.  
b. PRIMARY LANGUAGE SUPPORT  
Primary language support to motivate, review, clarify, direct, and explain, provided according to student need and as staffing allows. |  |

Support Options for English Learners in English Language Mainstream Programs:  
• Tutoring  
• Before and/or after school intervention programs  
• Primary language support, as needed  
• Migrant Education support, if eligible

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### Structured English Immersion Program

Structured English Immersion (SEI) is an optional setting for English Learners with “less than reasonable fluency” as determined by the criteria set forth in Chapter 2. SEI is defined by the state as an English language acquisition process for young children in which nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. The goal of the program is acquisition of English language skills so that the

² ELD groups consist of students at the same level or “one level plus”.
English Learner can succeed in an English-only mainstream classroom. Nearly all instruction in this program is in English.

SEI requires the teacher to make instruction comprehensible for students using materials and strategies designed for students learning English. The SEI setting is designed to normally not exceed one year. It is an accelerated program of English language development. Students may continue in an SEI setting until they meet the criteria for “reasonable fluency” as defined in Chapter 2. The SEI setting may take place within the English Language Mainstream classroom. Table 3.2 provides specific information about students served, program components and staffing for grades TK–5 and Table 3.3 provides detailed information for Intermediate level students (grades 6-8).
### Table 3.2 Structured English Immersion Program, Grades TK-5

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| EL with less than “reasonable fluency” | **1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT**  
   a. Transitional Kindergarten- K: **30 minutes** daily of Designated English Language Development instruction at the students’ English proficiency level.  
   b. Gr. 1 – 5: Minimum **45 minutes** daily of Designated English Language Development instruction at the students’ English proficiency level. Teaming for ELD is required to meet student needs based upon ELD levels³. | • Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization).  
• English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), SB 395, SB 1969, or equivalent.  
OR  
• Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent. |
| 2. ACCESS TO CORE | a. INTEGRATED ENGLISH LANGUAGE DEVELOPMENT  
Gr. TK-5: Grade level content instruction in reading, writing, math, science, social science, and visual performing arts delivered through Integrated ELD using specially designed academic instruction utilizing state-approved, district-adopted, standards-aligned materials.  
   b. PRIMARY LANGUAGE SUPPORT  
Primary language support to motivate, review, clarify, direct, and explain, provided according to student need and as staffing allows. |  |

Support Options for English Learners in SEI Programs:  
• Tutoring  
• Before and/or after school intervention programs  
• Primary language support, as needed  
• Migrant Education support, if eligible

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³ ELD groups consist of students at the same level or “one level plus”.
### Table 3.3 Structured English Immersion Program, Grades 6-8

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| EL ELPAC Levels 1-2 | **1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT**  
Gr. 6-8: One period daily, leveled according to students’ English proficiency level | • Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization). |
|                 | **2. ACCESS TO CORE**  
a. **INTEGRATED ENGLISH LANGUAGE DEVELOPMENT** - Use of SDAIE methodology to deliver standards-based instruction and differentiate instruction  
i. ELA course beginning at Level Early Expanding (formerly CELDT Level 2): 1 period  
ii. Math, Social Studies and Science courses: 1 period each | • English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), SB 395, SB 1969, or equivalent - Bilingual instructional assistant to provide primary language support when needed OR |
|                 | b. PRIMARY LANGUAGE SUPPORT  
Primary Language support as needed | • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent. |
| EL ELPAC Levels 3-4 | **1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT**  
a. Gr. 6-8: Daily ELD, leveled and specialized according to students’ English proficiency level, may be a designated part of their English Language Arts class | |
|                 | **2. ACCESS TO CORE**  
a. **INTEGRATED ENGLISH LANGUAGE DEVELOPMENT** - Use of SDAIE methodology to deliver standards-based instruction and differentiate instruction  
i. ELA course: 1 period  
ii. Math, Social Studies and Science courses: 1 period each | |
|                 | b. PRIMARY LANGUAGE SUPPORT  
Primary Language support as needed | |
| LTEL^4 | **1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT**  
a. Gr. 6-8: Daily ELD, leveled and specialized according to students’ English proficiency level, may be a designated part of their English Language Arts class | |
|                 | **2. ACCESS TO CORE**  
a. **INTEGRATED ENGLISH LANGUAGE DEVELOPMENT** - Use of SDAIE methodology to deliver standards-based instruction and differentiate instruction in sheltered or mainstream  
i. Specialized ELA course for LTELs according to whether they are less than 3 years below grade level or need further development of academic oral language and expository writing: 1 period  
ii. Math, Social Studies and Science courses: 1 period each | |
|                 | b. PRIMARY LANGUAGE SUPPORT  
Primary Language support, as needed | |

**Support Options for English Learners in SEI Programs:**
- Tutoring
- Before and/or after school intervention programs
- Primary language support, as needed
- Migrant Education support, if eligible

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^4 A Long Term English Learner is defined in EC 313.1 as an English Learner who meets the following:
- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC; and
- Scores Nearly Met or Does Not Meet on the English-language arts standards-based achievement test or any successor test.
Newcomer Programs: Grades 3-8

Elementary newcomer students are assessed in the Enrollment Center to determine primary language proficiency. Those who demonstrate grade-level proficiency in Spanish may be placed into alternative bilingual programs based on parental option and program availability. The Newcomer Program provides newly arrived English Learners, who have been in the U.S. for two years or less, with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the Emerging and Expanding levels of language proficiency, including academic language.

When forming classes for newcomers at the intermediate school level, it is important to group students by English fluency level for ELD and for core content classes whenever possible, taking into consideration students with minimal or significantly interrupted schooling experiences. The Department of English Learner Services is responsible for support, coordination and guidance on the implementation of Newcomer Programs.

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| Recent arrivals to the U.S. (within the past 24 months) with English at ELPAC Level 1. | 1. **ACCESS TO CORE AND ENGLISH LANGUAGE DEVELOPMENT** ELA/ELD is the core of the academic day with systematic instruction for a minimum of two hours.  
2. **GROUPING** Flexibility in grouping to enable students to work at their English proficiency level.  
3. **PRIMARY LANGUAGE** Primary language support as needed.  
4. **ASSESSMENT** Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student.  
5. **CULTURAL PROFICIENCY** Focus on building cultural proficiency through use of field trips and in-class presentations. | • Multiple Subject Teaching Credential.  
• English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), SB 395, SB 1969, or equivalent - Bilingual instructional assistant to provide primary language support when needed  
OR  
• Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.  
Exit readiness based upon growth using assessment data. Average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation and ELS department approval. |
### Table 3.5 Intermediate Newcomer Program, Grades 6-8

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs with less than two years in the U.S.</td>
<td>1. <strong>DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT</strong>&lt;br&gt;Minimum 1 period daily of Designated ELD instruction at the student’s English Proficiency level.&lt;sup&gt;5&lt;/sup&gt;</td>
<td>- Multiple or Single Subject Teaching Credential (Appropriate subject matter authorization).</td>
</tr>
<tr>
<td></td>
<td>2. <strong>ACCESS TO CORE</strong>&lt;br&gt;a. <strong>PRIMARY LANGUAGE DEVELOPMENT:</strong>&lt;br&gt;Newcomer students who come with grade level literacy in Spanish have the option of enrolling in Spanish for Spanish Speakers, when available and feasible.&lt;br&gt;b. <strong>INTEGRATED ENGLISH LANGUAGE DEVELOPMENT</strong>&lt;br&gt;Newcomers participate in content area courses that provide access to the core curriculum using SDAIE instruction at their English proficiency level through integrated English Language Development. Additionally, they may participate in specific coursework that provides foundational knowledge of U.S. and California history, culture and schooling.</td>
<td>- English Learner Authorization, CLAD (Cross-cultural, Language and Academic Development), SB 395, SB 1969, or equivalent - Bilingual instructional assistant to provide primary language support when needed OR</td>
</tr>
<tr>
<td></td>
<td>1. <strong>GROUPING</strong> Students grouped by English language proficiency, with access to grade level core when appropriate.</td>
<td>- Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent.</td>
</tr>
<tr>
<td></td>
<td>2. <strong>U.S. TRANSITION CURRICULUM</strong> Focus on facilitating student familiarization with culture in U.S. schools and adapting to school environments.</td>
<td>NOTE: Preference is for a teacher with Bilingual Authorization who desires to work with this population.</td>
</tr>
<tr>
<td></td>
<td>5. <strong>ASSESSMENT</strong> Frequent assessment, data review, analysis and reflection to provide the optimal experience for each student. Exit readiness based upon growth using assessment data rather than a specific number of months; average enrollment of 12-18 months; maximum enrollment of two years with some exceptions based on teacher recommendation and ELS department approval.</td>
<td></td>
</tr>
</tbody>
</table>

Support Options for English Learners in Newcomer Programs:
- Smaller class sizes - optimal no more than 25:1
- Tutoring and technology-based learning
- Migrant Education support, if eligible
- Outreach Specialist
- Newcomer Academy site TOSA

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<sup>5</sup> ELD groups consist of students at the same level, or “one level plus.”
Alternative Bilingual Program Options for Students

The following model features instruction in English and another language, and are open to English Learners. Currently, all district alternative program classrooms offer bilingual instruction in Spanish and English.

This Master Plan provides for a Biliteracy Alternative program informed by research and aligned with national and state defined programs: Two types of Dual Language Education Programs: One Way Immersion and Two Way Immersion. Where feasible, the district will provide at least one Biliteracy Alternative Program at any grade, should there be 20 English Learners. The Department of English Learner Services monitors parental requests across the district and coordinates with the Director of Pupil Services to support site administrators in this process. Parents choosing a model different from that offered in the school serving their child’s attendance area may request an intra-district transfer to a school that offers the model they desire. Regular intra-district transfer procedures are followed to accomplish this transfer. These requests will be approved whenever feasible.

Dual Language Education Programs offer students the opportunity to become bilingual and biliterate by developing advanced language/literacy skills in two languages. Parents who select this program option will be informed of the long-term commitment in order to take advantage of the full benefits of a Dual Language program. The district commits to allowing the child to continue to be enrolled in the same type of program model whenever possible.

Transitional Bilingual Program, Grades 2 – 3 (2019-2020)

The goals of this program are to ensure that students (1) meet grade level content and performance standards; (2) develop skill and proficiency in reading at grade level in Spanish; (3) become fully proficient in English, including listening, speaking, reading and writing; and (4) successfully move to the English Language Mainstream program. Students may participate in the program through 3rd grade, and may start at any grade level, depending on the students’ needs and most appropriate placement. Transitional Bilingual Programs will only be offered as a continuation program in 2nd and 3rd grade for students already previously enrolled in the program.
Students receive appropriate instruction and support in both Spanish and English. In this model, instruction in Kindergarten is approximately 70% in Spanish and 30% in English, with decreasing Spanish instruction and increasing English instruction each year. Spanish reading/language arts are provided in the early grades as a foundation for the development of English literacy (see Tables 3.6 and 3.7). However, some English literacy instruction begins in Kindergarten – as part of ELD. It will focus first on those English reading skills that are transferable from Spanish. Some content instruction is provided in Spanish, and transition to English occurs without sacrificing or delaying learning of the academic core. Students are expected to achieve reasonable fluency in English within 3 to 4 years. Upon exit from the Transitional Bilingual Program, students enter either the English Language Mainstream program or the SEI program, depending on whether or not they have achieved reasonable fluency. Tables 3.6 and 3.7 provide an overview of the program.
Chapter 3: Instructional Program Options

Table 3.6 Transitional Bilingual Programs, Grades 2-3 (2019-2020)

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components for ELs</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| EL students with parent request | **1. DAILY DESIGNATED ENGLISH LANGUAGE DEVELOPMENT:**
   a. Gr. 1 – 3: Minimum 45 minutes daily of Designated English Language Development instruction at the students’ English proficiency level. Teaming for ELD is required to meet student needs based upon ELD levels. | • Multiple Subject Teaching Credential |
| | **2. ACCESS TO CORE - PRIMARY LANGUAGE INSTRUCTION (SPANISH):** A Spanish language arts component, comparable to English language arts. Other content areas are taught in Spanish as specified in the Transitional Bilingual Program Matrix (see Table 3.7). | • Bilingual Authorization, BCLAD (Bilingual Cross-cultural, Language and Academic Development), Bilingual Certificate of Competence (BCC), or equivalent. |
| | **3. ENGLISH LITERACY:** English literacy and English Language Arts are components of Designated ELD and Integrated ELD. Beginning in TK or K, students are taught English literacy skills as referenced in the California ELD Standards and build from their Spanish literacy. | |
| | **4. ACCESS TO CORE - DIFFERENTIATED CONTENT AREA INSTRUCTION:** Differentiated instruction in reading, writing, math, science, and social science delivered in Spanish or through Integrated ELD utilizing district-adopted materials and SDAIE. Designated content areas taught in Spanish or in English are specified in the Transitional Bilingual Program Matrix (see Table 3.7). | |

Support Options for English Learners in Transitional Bilingual Programs:
- Tutoring
- Migrant Education Support, if eligible
- Before and/or after school intervention programs
- Other appropriate services

---

6 ELD groups consist of students at the same level or “one level plus”
Table 3.7 illustrates the components of the Transitional Bilingual Program, including elements of time, content area instruction and the distribution on languages across the years.

**Table 3.7 Transitional Bilingual Programs, Grades 2-3 (2019-2020)**

<table>
<thead>
<tr>
<th>YEAR IN PROGRAM (possible grade-level alignment)</th>
<th>Benchmark ELD Level</th>
<th>Benchmark PRIMARY LANGUAGE Literacy Level</th>
<th>INSTRUCTION IN PRIMARY LANGUAGE</th>
<th>DAILY PERCENTAGE</th>
<th>INSTRUCTION IN ENGLISH*</th>
<th>DAILY PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 2 Grade 1</td>
<td>Early Intermediate (ELPAC – Early Expanding) or above</td>
<td>Any</td>
<td>Spanish Language Arts History/Social Science Math</td>
<td>60%</td>
<td>Designated ELD PE, Art, Music Science/Health</td>
<td>40%</td>
</tr>
<tr>
<td>YEAR 3 Grade 2</td>
<td>Intermediate (ELPAC Exit-Expanding) or above</td>
<td>Grade 2 Literacy Level or Higher</td>
<td>Spanish Language Arts History/Social Science English Language Arts</td>
<td>40%</td>
<td>Designated ELD with emphasis on English Specific Skills Math PE, Art, Music Science/Health</td>
<td>60%</td>
</tr>
<tr>
<td>YEAR 4 Grade 3</td>
<td>Early Advanced (ELPAC Early Bridging) or above</td>
<td>Grade 3 Literacy Level or Higher</td>
<td>Spanish History/Social Studies</td>
<td>2%</td>
<td>Designated ELD with emphasis on English Specific Skills English Language Arts with Integrated ELD Math PE, Art, Music Science/Health History/Social Science</td>
<td>98%</td>
</tr>
</tbody>
</table>

*For all grades, when instruction is shifted to English, primary language support can be provided during Integrated English Language Development for differentiated instruction in content areas.

**Grades 4-5 Students who have not reclassified**, exit to a Structured English Immersion Program or English Language Mainstream program. Primary language support and enrichment provided during Integrated English Language Development for differentiated instruction in content areas.
Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction includes directed lessons and student participation in Spanish. This instruction makes use of grade-level materials in Spanish (textbooks, audio-visuals, electronic media, and internet resources, etc.) that include Common Core State Standards. Assignments and assessments are in Spanish.

For students in these programs, primary language instruction enables students to master grade level standards in the content areas while they are acquiring English. For students in the Dual Language Program, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build literacy in that language.

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments or assessments in Spanish. It may be provided within the English Language Mainstream or Structured English Immersion programs by a teacher who is bilingual, a trained bilingual paraeducator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts.

When daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students. These may include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate bilingual dictionaries, including electronic translators, as well as fiction and non-fiction in primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom with English Learners should have some primary language support
materials. In addition, when 15 percent or more of the school’s students speak a single primary language other than English, schools must translate all notices, reports, statements or records sent to parents/guardians into that primary language (See Chapter 8).

**Dual Language Programs: One Way and Two Way Immersion**

Dual language is a form of education in which students are taught literacy and content in two languages; English and Spanish. The Dual Language Programs in Oxnard are based on current research and best practice. The Oxnard School District offers 2 different program models; a 50-50 Model and a 80-20 Model. Both DL Programs are enrichment models targeting the acquisition of academic proficiency in English and Spanish, together with mastery of grade level core content and performance standards. Students typically continue in the program after attaining proficiency in their second language. Ideally, students begin the program in Kindergarten and continue through Grade 8.

*EL Roadmap Principle 1A (Language and Culture as Assets)*

**50/50 Dual Immersion Program Grades K – 8**

Table 3.8 outlines the percentage of time, content and language allocation in a 50-50 Model. The 50-50 Model maintains 50% in Spanish and 50% in English Kindergarten through 5th Grade. The 50-50 Model in the Oxnard School District is a simultaneous literacy model; students develop literacy at the same time. This requires careful design of the daily schedule and focused teacher collaboration to ensure students are receiving appropriate standards based instruction in each language.

At the Middle School level the percentage change in order to best meet the needs of students as they prepare to transition to high school. This table reflects that students will continue to develop proficiency in Spanish by receiving focused and rigorous instruction on high-level Spanish skills with the use of authentic Spanish Literature.
Table 3.8 describes the components of the 50/50 Dual Program, including elements of time, content area instruction and the distribution on languages across the day.

<table>
<thead>
<tr>
<th>YEAR IN PROGRAM (possible grade-level alignment)</th>
<th>INSTRUCTION IN PRIMARY LANGUAGE</th>
<th>DAILY PERCENTAGE</th>
<th>INSTRUCTION IN ENGLISH</th>
<th>DAILY PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1 Grade K</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 2 Grade 1</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 3 Grade 2</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 4 Grade 3</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 Grade 4</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6 Grade 5</td>
<td>Spanish Language Arts</td>
<td>50%</td>
<td>Academic ELD</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Spanish Language Development</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Grade 6</td>
<td>Spanish Literature</td>
<td>40%</td>
<td>English Language Arts</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic ELD, if needed</td>
<td></td>
</tr>
<tr>
<td>Year 8 Grade 7</td>
<td>Spanish Literature and Composition</td>
<td>40%</td>
<td>English Language Arts</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>History/Social Science</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic ELD, if needed</td>
<td></td>
</tr>
<tr>
<td>Year 9 Grade 8</td>
<td>Spanish Elective</td>
<td>40%</td>
<td>English Language Arts</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic ELD, if needed</td>
<td></td>
</tr>
</tbody>
</table>
80/20 Dual Immersion Program Grade K-8

Table 3.7 outlines the percentage of time, content and language allocation at each grade. The 80-20 Model begins with 80% of the student day spent in Spanish and 20% in English. Each year the percentage changes until students reach 4th grade where the percentage becomes 50% in each language.

At the Middle School level the percentage change once again in order to best meet the needs of students as they prepare to transition to high school. This chart reflects that students will continue to develop proficiency in Spanish by receiving focused and rigorous instruction on high-level Spanish skills with the use of authentic Spanish Literature.
Table 3.9 describes the components of the 80/20 Dual Immersion Program, including elements of time, content area instruction and the distribution of languages across the day.

<table>
<thead>
<tr>
<th>YEAR IN PROGRAM (possible grade-level alignment)</th>
<th>INSTRUCTION IN PRIMARY LANGUAGE</th>
<th>DAILY PERCENTAGE</th>
<th>INSTRUCTION IN ENGLISH</th>
<th>DAILY PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1 Grade TK/K</td>
<td>Spanish Language Arts History/Social Science and Science Math</td>
<td>90%</td>
<td>Academic ELD/ELA Number Corner</td>
<td>20%</td>
</tr>
<tr>
<td>YEAR 2 Grade 1</td>
<td>Spanish Language Arts History/Social Science and Science Math</td>
<td>80%</td>
<td>Academic ELD/ELA Number Corner</td>
<td>20%</td>
</tr>
<tr>
<td>YEAR 3 Grade 2</td>
<td>Spanish Language Arts History/Social Science Math</td>
<td>70%</td>
<td>Academic ELD/ELA Science with Integrated ELD Number Corner</td>
<td>30%</td>
</tr>
<tr>
<td>YEAR 4 Grade 3</td>
<td>Spanish Language Arts History/Social Science and Science Number Corner</td>
<td>60%</td>
<td>English Language Arts Academic ELD Math with Integrated ELD</td>
<td>40%</td>
</tr>
<tr>
<td>Year 5 Grade 4</td>
<td>Spanish Language Arts History/Social Science Number Corner</td>
<td>50%</td>
<td>English Language Arts Academic ELD Math with Integrated ELD Science with Integrated ELD</td>
<td>50%</td>
</tr>
<tr>
<td>Year 6 Grade 5</td>
<td>Spanish Language Arts History/Social Science Number Corner</td>
<td>50%</td>
<td>English Language Arts Academic ELD Math and Science with Integrated ELD</td>
<td>50%</td>
</tr>
<tr>
<td>Year 7 Grade 6</td>
<td>Spanish Literature History/Social Science</td>
<td>40%</td>
<td>English Language Arts Academic ELD Math and Science with Integrated ELD PE</td>
<td>60%</td>
</tr>
<tr>
<td>Year 8 Grade 7</td>
<td>Spanish Literature &amp; Composition History/Social Science</td>
<td>40%</td>
<td>English Language Arts Academic ELD, if necessary Math and Science with Integrated ELD PE</td>
<td>60%</td>
</tr>
<tr>
<td>Year 9 Grade 8</td>
<td>Spanish Elective</td>
<td>20%</td>
<td>English Language Arts Math Science History/Social Science Academic ELD, if necessary PE</td>
<td>80%</td>
</tr>
</tbody>
</table>
**Dual Language Immersion Education Programs in Grades 6-8**

In grades 6-8, students enrolled in Dual Language Programs are expected to meet grade level standards in both languages. Students typically continue in the program after attaining proficiency in their second language. Students take language arts/literature courses in both Spanish and English. Other coursework may be offered in either language or in courses taught in both languages (typically using a 50-50 language allocation).

**Pathways to Biliteracy Awards**

Oxnard School District has designed Pathways to Biliteracy Awards to recognize the development of two or more languages and support students in preparing to meet the criteria for obtaining the California State Seal of Bi-literacy. Several pathway awards have been established at the elementary level and middle school level to acknowledge and encourage students to continue to develop language and literacy skills in two or more languages. See the Dual Language Handbook for specific criteria.

**English Language Development (TK-8)**

English Language Development (ELD) is a component of ALL program options for English Learners (see Chapter 5 for a more extensive description of the Oxnard School District ELD program). ELD includes two ways to intentionally plan for language development instruction and is detailed in the California English Language Arts/English Language Development Framework as follows:

1. Integrated ELD is taught throughout the day and across disciplines. All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.

2. Designated ELD is a protected time during the regular school day, in which teachers use the California ELD Standards as the focal standards to build into and from content instruction in order to develop critical language skills ELs need based on their language proficiency levels.

(California ELA/ELD Framework, Chapter 2, pp. 106-108; 115-116)
The teaching of English within the program is based on the student’s level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the California Common Core State Standards, English Language Arts (ELA) Standards. Both the ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

ELD instruction occurs daily for all English Learners until reclassified to fluent English proficient (RFEP). It is a systematic, explicit component of the English Learner’s total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the minimum daily Designated ELD times:

- Elementary school (Grades TK/K)- **30 minutes** per day in addition to reading/language arts;
- Elementary school (Grades 1-5) — **45 minutes** per day in addition to reading/language arts;
- Intermediate school—**1 period per day**.

**Commitment to Special Education Services: Primary and Secondary Programs**

English Learners have access to Special Education services just as all other students in the district. The process may begin with a careful review by the Student Study Team of all referrals. This review includes second language surveys, SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview and an interview with student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student’s second language acquisition, based on schooling and time in this country and that growth is being made. When it is determined that an English Learner needs to be assessed, testing will be initiated upon parent’s written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.
Instructional decisions related to the student’s language acquisition status must be described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address English Language Development and goals that support access to the content areas through primary language instruction and/or support.

In Special Day Classes (SDC), the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

**EL Roadmap Principle 1E (English Learners with Disabilities)**

**Gifted and Talented Education (GATE)**

Oxnard School District is committed to ensure equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, and testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. Students will be screened in grade 2 and tested through teacher and/or parent referral in grades 3 -8. GATE testing is conducted in Spanish and English. Site administrators and/or site designee GATE coordinators work with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and OSD Board policies.
Chapter FOUR

Monitoring of Student Progress and Reclassification
Chapter 4: Monitoring of Student Progress and Reclassification

Overview

Chapter 4 provides information about state and district assessments used in Oxnard School District to monitor English Learner’s academic and linguistic progress toward meeting benchmark expectations. Standardized and curriculum-embedded assessments are identified and described for grade level spans and instructional program types. This chapter also provides information about the district’s Language Appraisal Team (LAT) and Reclassification processes and procedures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

II-EL 06: English Learner Identification and Assessment

6.3 Each LEA must annually assess the English language development and academic progress of each English learner. (EC §§ 313, 60810) (5 CCR § 11306.)

6.4 All currently enrolled English learners must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window. (EC §§ 313, 60810) (5 CCR § 11511(b).)

6.5 Each English learner on an active individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language development using the accommodations, modifications, or alternate assessments for the current California English language proficiency assessment if specified in the pupil’s IEP or Section 504 Plan. (5 CCR § 11516.5)

IV-EL 14: Reclassification

IV-EL 14. The LEA must reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to: (a) Assessment of English language proficiency (EC § 313(d)(1); 5 CCR § 11303(a).) (b) Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d).) (c) Teacher evaluation that includes, but is not limited to, the student’s academic performance. “Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC § 313(d) (2); 5 CCR § 11303(b).) (d) Opportunities for parent opinion and consultation during the reclassification process. (EC § 313(d) (3); 5 CCR § 11303(c).)
Assessments Used to Monitor Student Progress

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment: (1) Formative (assessment for learning) defined as the provision of “information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students’ specific needs and secure progress” (CA ELA/ELD Framework, 2014 – Chapter 8, p. 822); and (2) Summative (assessment of learning) intended to “provide information on students’ current levels of achievement after a period of learning has occurred” (CA ELA/ELD Framework, 2014 – Chapter 8, p. 823).

Oxnard School District monitors student progress at least annually, based on a set of state-mandated and district-adopted assessments. These assessments are used to determine English language proficiency as well as to evaluate students’ academic performance. They include:

- State-mandated English language proficiency assessments; ELPAC
- State-mandated summative assessments for English Language Arts and Mathematics
- District-adopted summative and formative assessments aligned to Common Core State Standards (CCSS) for English Language Arts, Spanish Language Arts (for Transitional Bilingual Education and Dual Language) Mathematics, and the California ELD Standards for language proficiency

**EL Roadmap Principle 3C (Reliable Assessments)**

State-Mandated English Language Proficiency Assessments

Districts are required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English language proficiency for all students who have been previously identified as English Learners. The current English language proficiency (ELP) assessment in California is the English Language Proficiency Assessment of California (ELPAC) and is aligned to the CA 2012 ELD standards. It assesses students in four domains: Listening, Speaking, Reading, and Writing. Federal and state laws require that California’s ELD test be aligned with state-adopted ELD Standards. In California, the State Board of Education
adopted revised ELD Standards in 2012. Table 4.1 details how and when the annual state-mandated ELP assessments are administered in Oxnard School District.

### Table 4.1 English Language Development Proficiency Assessments

<table>
<thead>
<tr>
<th>Assessments Instruments</th>
<th>Type</th>
<th>Grade Level and Type of Program</th>
<th>Description</th>
<th>Administration Time Line and Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessments for California (ELPAC)</td>
<td>State-mandated</td>
<td>TK – 8</td>
<td>Assess listening, speaking, reading and writing in English</td>
<td>Initially: At registration: Legal allowance – within 30 calendar days from date of registration (Enrollment Center Staff)</td>
</tr>
<tr>
<td></td>
<td>Initial Summative</td>
<td>Structured English Immersion (SEI) English Language Mainstream (ELM) Dual Language (DL)</td>
<td>State-mandated instrument</td>
<td>Annually: February - May (Classroom Teacher, Enrollment Center Staff)</td>
</tr>
</tbody>
</table>

### District-Adopted Language Proficiency Benchmark Assessments

Oxnard School District utilizes district-adopted formative and summative assessments to monitor students’ language proficiency progress during each academic year. These assessments monitor English language acquisition for students in all English Learner instructional programs to ensure every student is on target for meeting district and state proficiency-growth expectations. In addition to English proficiency assessments, students enrolled in Dual Language (DL) programs are assessed on their Spanish language development progress. Table 4.2 specifies these assessments.
Table 4.2 English and Spanish Language Development Proficiency Assessments

<table>
<thead>
<tr>
<th>Assessments Instrument(s)</th>
<th>Type</th>
<th>Grade Level and Type of Program</th>
<th>Description</th>
<th>Administration Time Line and Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Standardized Language Proficiency Assessment</td>
<td>District-adopted Summative</td>
<td>TK – 8</td>
<td>Standardized Assessment of listening, speaking, reading, writing</td>
<td>Initial: For all new enrollees: Used as a diagnostic tool upon enrollment, if prior to July (Enrollment Center Staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEI ELM TBE DL</td>
<td></td>
<td>Annually: Administered at a different time than the ELPAC assessment.</td>
</tr>
<tr>
<td>Curriculum-embedded</td>
<td>District-adopted Summative and Formative</td>
<td>TK-8</td>
<td>Assess progress in listening, speaking, reading, and writing proficiency in English</td>
<td>On-going (Classroom Teacher)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEI ELM TBE DL</td>
<td>Based on the use of district adopted ELD materials</td>
<td></td>
</tr>
<tr>
<td>Local District Spanish Language Proficiency Assessment</td>
<td>District-adopted Summative</td>
<td>TK – 8</td>
<td>Local District assessments of listening, speaking, reading, writing</td>
<td>Initial: For all new enrollees - Used as a diagnostic tool upon enrollment (Enrollment Center Staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual Language</td>
<td>Provides diagnostic assessment of progress in DL programs and Spanish language proficiency</td>
<td>Annually: Two times per year Mid-year and End of Year (Classroom Teacher)</td>
</tr>
<tr>
<td>Curriculum-embedded</td>
<td>District-adopted Summative and Formative</td>
<td>TK-8</td>
<td>Assess progress in listening, speaking, reading, and writing proficiency in Spanish</td>
<td>On-going (Classroom Teacher)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DL</td>
<td>Based on the use of Spanish core materials and CCSS</td>
<td></td>
</tr>
</tbody>
</table>

**State-Mandated and District-Adopted Academic Achievement Assessments**

The California Assessment of Student Performance and Progress (CAASPP) assessment system was established as a result of the passage of California Assembly Bill 484 (2013). Student performance in grades 3-11 is assessed in ELA and Math using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, English Learners who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment.

All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP Team (CA ELA/ELD Framework, 2014 – Chapter 8, p. 861). The California Alternate Assessments (CAAs) for English Language Arts (ELA) and Mathematics are given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs
items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. [http://www.cde.ca.gov/ta/tg/ca/altassessment.asp]

In addition to state-mandated assessments, district-adopted summative and formative assessments are given during the year to monitor students’ academic progress in language arts and math. Curriculum embedded assessments in language arts are taken in English by English Learners in the Structured English Immersion (SEI), English Language Mainstream (ELM) and Dual Language programs, and in Spanish by students being instructed in Spanish reading in alternative program classrooms (see Table 4.3).

<table>
<thead>
<tr>
<th>Assessments Instruments</th>
<th>Type</th>
<th>Grade Level and Type of Program</th>
<th>Description</th>
<th>Administration Time Line and Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP (SBAC) English</td>
<td>State-mandated Summative</td>
<td>3-8 Structured English Immersion (SEI) English Language Mainstream (ELM) Transitional Bilingual Education (TBE) Dual Language (DL)</td>
<td>On-line assessment system aligned to the Common Core State Standards (CCSS) English Language Arts Mathematics</td>
<td>Annually: Spring (Classroom Teacher)</td>
</tr>
<tr>
<td>English Standardized Assessments</td>
<td>District-adopted</td>
<td>K-8 SEI ELM TBE DL</td>
<td>K-8 assessment allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on CAASPP, and monitor achievement on CCSS</td>
<td>On-going: Typically 1x per trimester (Classroom Teacher)</td>
</tr>
<tr>
<td>English Curriculum-embedded</td>
<td>District-adopted Summative and Formative</td>
<td>TK-8 SEI ELM TBE DL</td>
<td>Assess academic progress in designated content areas taught in English, according to program design (see Chapter 3, Instructional Programs) Based on the use of core content state-adopted materials</td>
<td>On-going (Classroom Teacher)</td>
</tr>
<tr>
<td>Spanish Curriculum-embedded</td>
<td>District-adopted Summative and Formative</td>
<td>TK-8 TBE DL</td>
<td>Assess academic progress in designated content areas taught in Spanish, according to program design (see Chapter 3, Instructional Programs) Based on the use of core content standards based materials</td>
<td>On-going (Classroom Teacher)</td>
</tr>
</tbody>
</table>
Use of Assessment Data for Instructional Planning

Student assessment results are maintained in electronic form in the district student information system. This allows for rapid access to results in a variety of formats. This system also allows for the retrieval of information related specifically to the progress of English Learners, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and intermediate grade-level course assignments. This information is used for a variety of purposes, including (but not limited to) information that relates to reclassification and identification of students in need of a language and learning review to ascertain approaches for differentiated instruction.

Teachers use the core language arts and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. State-mandated English Language Proficiency data (ELPAC), supplemented by other standardized or curriculum-embedded language proficiency assessments, are used for instructional grouping in ELD at the elementary level, and student placement in ELD courses in the intermediate schools. Teachers use formative assessments in ELD to identify areas of progress, grouping needs and modification of instruction to meet individual needs. CAASPP results for both ELA and Spanish are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions. Grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions. Site administrators are responsible to monitor progress for all students.

Language Appraisal Team (LAT)

Each school site assembles a Language Appraisal Team (LAT) to monitor the progress of English Learners. The LAT can be an extended function of the Student Study Team (SST). The LAT is responsible for providing oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing overall and annual representation of ELs in special education services
• Reviewing EL instructional program placement, progress, and intervention
• Monitoring progress of RFEP students

Language Appraisal Team Procedures

Although the LAT can be an extended function of the Student Study Team (SST), there is specific attention to language and academic achievement of English Learners during meetings that focus on monitoring English Learner progress. The following prompts are included on the LAT form (EL 07 – Language Appraisal Team Monitoring Form), which serves as an extension of the SST Referral form:

• Type of EL program services
• Duration of EL program services
• Concerns specific to language development (primary language and English)
• In-classroom interventions specific to language development (current year and previous years)
• Comments or concerns documented from parent conferences/meetings
• Other factors: attendance, health, school history

Table 4.4 delineates recommended time frames for the site-level SST team to incorporate the LAT functions and identify action steps.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>PURPOSE</th>
<th>POSSIBLE ACTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Annually</td>
<td>Site LAT reviews the ELPAC scores, benchmark assessment results, and classroom performance of all English Learners and identifies students not meeting growth expectations</td>
<td>Prioritize EL students that can be recommended for case analysis at a LAT meeting</td>
</tr>
<tr>
<td>Quarterly, Schedule LAT</td>
<td>Use multiple data sources to analyze language and academic progress and program participation</td>
<td>Recommend appropriate action and document next steps, including timelines and person(s) responsible</td>
</tr>
<tr>
<td>Meetings</td>
<td>Identify intervention or extended services and/or analyze previously provided services</td>
<td>Review recommendation with parents and seek parental input</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All meeting notes and LAT discussion records are kept in the student’s English Learner Folder</td>
</tr>
</tbody>
</table>
Multi-tiered System of Supports and English Learners

Oxnard School District uses Multi-Tiered System of Supports (MTSS) for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. The LAT applies the MTSS model (see Figure 1) to enact the multi-level instructional system in order to maximize student achievement and to reduce behavioral problems (CDE, ELA/ELD Framework, Chapter 9, p. 913).

MTSS is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems (see Figure 1).

Figure 1: Multi-Tiered System of Supports for English Learners
Reclassification Criteria and Process

The California Department of Education’s English Learner Reclassification Guidelines stipulate the following criteria:

The LEA must reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

(a) Assessment of English language proficiency (EC § 313(d)(1); 5 CCR § 11303(a).)

(b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d).)

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. (“Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.) (EC § 313(d)(2); 5 CCR § 11303(b).)

(d) Opportunities for parent opinion and consultation during the reclassification process. (EC § 313(d)(3); 5 CCR § 11303(c).)

Oxnard School District’s RFEP criteria adhere to state guidance and are outlined in Table 4.5.

<table>
<thead>
<tr>
<th>Area</th>
<th>Data Gathered</th>
<th>Reclassification Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency</td>
<td>Most recent state-mandated English language proficiency assessment (ELPAC)</td>
<td>Overall level: ELPAC Bridging&lt;br&gt;Listening: ELPAC Expanding or higher&lt;br&gt;Speaking: ELPAC Expanding or higher&lt;br&gt;Reading: ELPAC Expanding or higher&lt;br&gt;Writing: ELPAC Expanding or higher</td>
</tr>
<tr>
<td>Academic Criteria</td>
<td>Academic Assessment data to determine if English Learner student has sufficient English proficiency to be reclassified as a fluent English speaker.</td>
<td>Grades K-8&lt;br&gt;Local Assessment Data</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Teacher’s recommendation form, student work samples, and current report card</td>
<td>Grades K-5&lt;br&gt;Teacher completes required forms and attaches student work that demonstrates satisfactory achievement in grade-level academic core area&lt;br&gt;Report card indicates that student is approaching standards in all areas&lt;br&gt;Student is approaching or meeting grade level benchmarks in English reading&lt;br&gt;Grades 6-8: Perform at or above grade level&lt;br&gt;Minimum of “C” in academic areas on most current report card&lt;br&gt;Student is approaching or meeting grade level benchmarks in English reading and writing</td>
</tr>
<tr>
<td>Parent Opinion</td>
<td>Description and results of consultation with parent</td>
<td>After reviewing the data the parent agrees that reclassification is appropriate</td>
</tr>
</tbody>
</table>
**Steps for Reclassification**

1. Site administrators, with support and guidance from the English Learner Services Department, will monitor progress toward attaining RFEP criteria. As part of on-going progress reporting, parents are informed of the child’s progress toward meeting all RFEP criteria.

2. Site administrators will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b])
   - The Teacher recommendation is based on documented academic performance in Core Curricular Areas.
   - Other factors not related to academic success or English Language proficiency should not preclude student from reclassification.

3. Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c])
   - Site administrators will provide notice to parents and guardians of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process.
   - Parent contact may be made face to face, by telephone or letter.
   - Additional steps for encouraging parental involvement in the process may include:
     - Meeting with parents of English Learners who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.
     - Inviting parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student’s academic performance for at least two additional years. Students are also included in this meeting/celebration.

4. The site level team including, but not limited to, the Principal, Teacher and TOSA will review the evidence of student performance data. The team will:
   - Review all the student performance data.
   - Review the teacher recommendation data.
   - Take into consideration any concerns raised by the parent/guardian.
   - Take a recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.
The student is then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students for a minimum of two years in order to ensure correct classification, placement, and additional academic support to ensure ongoing success in the mainstream program.

**Figure 4.1 Overview of RFEP Process**

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**Provision for Reclassification of English Learners with Disabilities**

If an English Learner student has an Individualized Education Program (IEP), the following procedures are followed:

**Students with Mild/Moderate Disabilities**

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student’s Case Manager is included as a LAT Team member. If a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame, the IEP team may determine that due to the nature of the identified student’s disability, an alternative reclassification process will be used. Alternative assessments must be identified for use at the Reclassification IEP. Results are compiled and presented to the parents/guardians for review, along with other measures determined by the district to assess student’s progress towards
reclassification at which time the IEP team along with parents/guardians determine if reclassification is in the best interest of the student.

Students with Moderate/Severe Disabilities
An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the ELPAC even with accommodations and/or modifications. Reclassification for these students is based upon alternative proficiency testing. The IEP team reviews the data and makes the decision about reclassification.

Follow-up Progress Monitoring of Reclassified Students
Site-level administrators are responsible for overseeing the progress monitoring of reclassified English Learners at the end of each grading period for at least four academic years following a student’s reclassification (Ellevations Monitoring Form). To support sites in this effort, the English Learner Services department will annually generate a list of reclassified students who need to be monitored during the four year monitoring period.

As part of the monitoring process, student performance on critical achievement and performance measures is documented. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the Language Appraisal Team meets to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Primary language support
- Participation in targeted intervention provided by the school

The student’s reclassification form (Ellevations Monitoring Form) is reviewed at each monitoring period, documenting continued progress toward proficiency in the content areas. After four years
of monitoring, reclassification student is reviewed to determine that the student demonstrates sufficient progress. Forms documenting this progress (Ellevations Monitoring Form) are kept within the student's EL data system profile and the monitoring is terminated. If a student does not make sufficient progress, the monitoring process will continue.
Chapter FIVE

English Language Development
Chapter 5: English Language Development

Overview

Oxnard School District’s aim is to provide a comprehensive English Language Development program of study for English Learners in grades TK-8. As part of the District’s commitment to provide all students with 21st Century academic, linguistic, and intercultural skills, Chapter 5 provides research-based guidelines for district personnel to implement high quality programs and instruction for English Language Development across the disciplines, including alignments to the California curricular frameworks for the variety of typologies of English Learners.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

VII-EL 19: ELD
VII-EL 19. As part of the core program provided through general funds, each English learner must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310, 313.1 (b); 5 CCR § 11302(a); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Evidence
ELD course/curriculum descriptions*
Description of core ELD courses and curriculum used in the core in middle grades.

ELD daily/master schedule daily*
ELD schedule for self-contained classes; master schedule containing ELD classes for middle and high school per site reviewed.

ELD instructional materials*
ELD instructional materials list for both core and supplemental programs. ELD placement criteria*
Overview and Guidelines for English Language Development Instruction

“Regardless of the ways in which individual schools structure time for designated ELD, all ELs require both integrated and designated ELD” (CA ELA/ELD Framework, Ch. 6 p. 547).

Oxnard School District implements a Comprehensive English Language Development Program in ALL program options for English Learners (see ELA/ELD Framework Figure 2.19 below). The Comprehensive ELD Program is comprised of both Integrated and Designated ELD, is taught by fully qualified teachers of English Learners and is implemented in accordance with the California English Language Arts/English Language Development Framework (2014) as follows (Chapter 2, pp. 106-108; 115-116):

1. “Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.”

2. Integrated ELD refers to “ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.”
The ELD Program is aligned with the 2012 California English Language Development Standards. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and complements and amplifies the English Language Arts CCSS. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

**Designated English Language Development**

Designated English Language Development is a systematic, explicit component of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program. Designated ELD is taught by a credentialed teacher who receives on-going professional development on the implementation of the CA ELD Standards and research-based pedagogy.

*EL Roadmap Principle 2G – (Research-Based language support programs)*
Designated ELD instruction is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. It is designed to teach English Learners at their proficiency levels as determined by English language assessments, thus ensuring that instruction is differentiated to meet student needs. Students are grouped by proficiency level for Designated ELD and there is a dedicated time for this purpose. The specific plan for accomplishing English Learner instructional grouping will be decided at the school level, based on an analysis of the English proficiency levels of students enrolled at the school. The Assistant Superintendent of Educational Services, in coordination with the English Learner Services Department, will ensure that each school will develop an ELD grouping process with the goal of advancing all English Learners to at least the next proficiency level by the end of the school year.

The 2012 California ELD Standards provides the expectations and descriptions of achievement at three levels of proficiency: Emerging, Expanding and Bridging. These standards address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient on the CCSS. In addition, the standards call for the acquisition of linguistic resources to be able to understand how English is used to structure text orally or in print and to communicate clearly. Thus, Designated ELD focuses on developing skills to use English to “interact in meaningful ways” and on language itself to develop knowledge of how English works.

Designated ELD involves interaction to provide students the opportunity to acquire English to communicate and collaborate with each other, rather than solely focusing on the language itself (grammar, syntax, coherence).

Grade level considerations for instruction in oral language, reading and writing for Designated ELD grouping include:

- Careful attention to the diversity of strengths and needs of ELs as they enter the District at different points in their school trajectory. Although many ELs enter in TK/K or first grade, others enroll at later grades.
• Assessment of newly arrived ELs, their primary language literacy and degree of formal schooling as well as their level of English proficiency.

• Addressing the specific language development needs of Long-Term ELs (LTELS) and students at risk of becoming LTELS who have not made adequate progress toward language or academic goals even though they have been in U.S. schools for at least 5 years.

Depending on these factors, the main instructional emphasis of Designated ELD will vary. For example, for ELs with low literacy skills in primary language and no or little formal schooling, ELD instruction should emphasize oral language development and foundational skills. On the other hand, the specific needs of LTELS must be addressed during Designated ELD by targeting their instructional and linguistic gaps.

Designated ELD instruction emphasizes the simultaneous development of oral language skills and abilities and the use of the academic language of different text types and curricular disciplines. At the Expanding and Bridging levels of proficiency, English Learners generate increasingly more sophisticated and complex oral and written texts (productive mode) as they move towards full proficiency in English.

| Table 5.1. Main Instructional Emphasis of Designated ELD |
|---------------------------------|---------------------------------|---------------------------------|
| Grades TK – 1                   | Grades 2-5                      | Grades 6-8                      |
| California ELA/ELD Framework-   | California ELA/ELD Framework-   | California ELA/ELD Framework-   |
| TK-1st grade*                  | Grades 2-3*                     | Grades 4-5*                     |
|                                 | California ELA/ELD Framework-   |                              |
|                                 | Grades 4-5*                     | *                               |
|                                  |                                 |                                 |
| Oral Language Development       | Oral Language Development-      | Reading and Writing of Different |
|                                 | Registers of English            | Text Genres                    |
|                                 |                                 |                                |
| Collaborative Conversations     | Collaborative Discussions based | Collaborative Discussions based  |
|                                 | on content areas and/or text    | on content areas and/or text    |
|                                 | types                          | types                          |
| Social and Academic Vocabulary  | Academic Vocabulary Development | Academic Vocabulary and Language |
| Development                      |                                 | Development                     |
|                                 |                                 |                                |
| Reading and Actively Listening  | Reading: Analyzing how English  | Interpretive Mode (Listening and |
| from Simple to Complex Texts    | works in different text genres  | Reading) in English:           |
|                                 | and content areas              | • Analyze and evaluate how     |
|                                 |                                 | authors structure arguments,   |
|                                 |                                 | informative/explanatory texts   |
|                                 |                                 | and narratives                  |
As illustrated in Table 5.1, Designated ELD instructional time is spent in listening, speaking and collaborating as ways of using, understanding and creating oral and written texts in English. The California ELD Standards identify the interpretive, productive and collaborative modes, as well as considerations for language skills needed across proficiency and grade levels. This requires the application and understanding of the processes that need to occur as language is used for different audiences and to generate different text types.

**Mandatory Time for Designated ELD Instruction**

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers (see Chapter 3) for all English Learners regardless of program option until such time as they reclassify as Fluent English Proficient (RFEP). Table 5.2 shows the _minimum_ designated ELD instructional time required.

| Table 5.2. Mandatory Time for Designated English Language Development Instruction |
|-----------------|--------------------------------------|
| Grade           | Required Daily Minutes of Designated ELD Instruction |
| TK-K            | 30 minutes per day                        |
| 1-5             | 45 minutes per day                        |
| 6-8             | One period daily in addition to grade-level core English language arts for students who are at ELPAC Emerging and Expanding Levels) For ELPAC Bridging – Daily ELD, leveled and specialized according to students’ English proficiency level; ELD may be a designated part of their English Language Arts class as well as through AVID Excel elective. |
| Newcomer Program | Grades 3-5 45 minutes for 2 instructional blocks, including U.S. culture, history and schooling  
*ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing, as well as integrated  
Grades 6-8 1 period daily of Designated ELD instruction at the student’s English proficiency level |
Instructional Grouping for Elementary Schools (Grades TK-5)
The goal of instructional grouping in elementary grades is one English Learner proficiency level per group. However, the span may be one level plus one. ELD groups are formed by teachers and the administrator at the site, using student performance on the ELPAC, ELD placement/progress assessments, as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available.

Instructional Grouping for Intermediate Schools (Grades 6-8)
Different groups of ELs present different typologies that must be considered when grouping for instruction in intermediate schools:

- **Newcomer** - Newly arrived (twelve months or less) English Learner who is literate in his/her primary language or comes with little or no schooling.

- **Continuing** - Middle school English Learner who came from a U.S. elementary school, has been attending school in the U.S. for no more than 5 years, and is making normative progress.

- **At-Risk of Becoming Long Term English Learner** - English Learner who has been enrolled in a U.S. school for 4 to 5 years in any of grades three through eight, scores at ELPAC Emerging Level and scores in the fourth year at the “Not Met” or “Nearly Met” levels on the state required ELA standards-based achievement test. (EC 313.1)

- **Long Term English Learner** - Middle school English Learner who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC and at the “not met” or “nearly met” levels on the state required ELA standards-based achievement test. (EC 313.1)

Table 5.3 below illustrates the sequence of ELD courses to group the different student profiles of English Learners in Grades 6-8.
### Table 5.3. Designated ELD Course Sequence, Grades 6-8

<table>
<thead>
<tr>
<th>Newcomer</th>
<th>Returning/Continuing Student (Normative Progress)</th>
<th>Long Term English Learner (LTEL) and “At-Risk” of Becoming LTEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC Emerging or Low Expanding</td>
<td>ELPAC Mid-Expanding</td>
<td>ELPAC Mid-Expanding</td>
</tr>
<tr>
<td>• 1-2 periods daily</td>
<td>• 1 period Designated ELD daily</td>
<td>• 1 period Designated ELD daily</td>
</tr>
<tr>
<td>• Replaces grade-level English course</td>
<td>• Concurrent with ELA/Integrated ELD</td>
<td>• Concurrent with ELA/Integrated ELD</td>
</tr>
<tr>
<td>ELPAC Low Expanding</td>
<td>ELPAC High Expanding and Bridging</td>
<td>ELPAC High Expanding and Bridging</td>
</tr>
<tr>
<td>• 1-2 periods daily</td>
<td>• <strong>Daily ELD</strong>, leveled and specialized according to students’ English proficiency</td>
<td>• <strong>Daily ELD</strong>, leveled and specialized according to students’ English proficiency</td>
</tr>
<tr>
<td>• No more than 3 years in U.S. schools</td>
<td>level, may be a designated part of their English Language Arts class</td>
<td>level, may be a designated part of their English Language Arts class in AVID Excel</td>
</tr>
<tr>
<td>• Replaces grade-level English course</td>
<td>• Concurrent with ELA/Integrated ELD</td>
<td>• Specialized ELA course for LTELs according to whether they are less than 3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>below grade level or need further development of academic oral language and expository writing: 1 period</td>
</tr>
</tbody>
</table>

Students who are at the ELPAC Moderately Developed to Well Developed level and who do not meet the LTEL definition, may require “less intensive designated support”. In such instances, the CA ELA/ELD Framework (2014) has put forth recommendations that consider different school contexts such as low numbers of ELs at a proficiency level. These recommendations include:

- a) Extended school day with an extra period that may include non-EL students who need support in development of academic English related to their content learning in their middle school coursework;

- b) Designated English Language Development time as part of the English Language Arts class.

In instances where schools choose this structure the teacher is required to plan for, document, and deliver ELD that ensures continued progress toward reclassification. Classes are monitored by the site administrator to ensure that this dedicated time for ELD instruction is effectively implemented.

In order to ensure that consistent criteria and procedures for ELD placement and instruction are in use at all intermediate schools, the district will follow the recommendations put forth in the California ELA/ELD Framework (see Table 5.1) and ensure guidelines for student placement.
Instructional Materials for Designated English Language Development

The current state framework combines ELA/ELD instructional guidelines. School districts periodically adopt ELA/ELD materials. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. Materials can only be chosen from the state approved ELA/ELD Adoption list found on the California Department of Education website.

The district will convene an adoption committee to review state-adopted, standards-based Language Arts programs for consideration which meet the instructional needs of English Learners.

*EL Roadmap Principle 2D~ (Access to full curriculum)*

Integrated English Language Development Instruction

Integrated English Language Development is the second component of the District’s Comprehensive ELD Program. It is intended to provide English Learners with access to the content in all the curricular areas through the consistent and systematic use of SDAIE methodology. It also intends to develop ELs’ linguistic development in those disciplines through instruction of the specific academic language, discourse practices and text types characteristic of each of the content areas. It is important to recognize that acquisition of disciplinary knowledge is interdependent of students’ ability to understand and use English for these purposes. To that end, the applicable content standards should be used along with the CA ELD Standards and the focal CA CCSS for ELA/Literacy. The ELD standards inform the teacher of the degree of linguistic scaffolds and supports necessary at a specific proficiency level for ELs to perform collaborative, interpretative and productive tasks across all four language domains as well as to establish reasonable performance expectations commensurate with their level of proficiency.

*EL Roadmap Principle 2A~ (Integrated ELD)*

Interdisciplinary Instruction and Integrated ELD

Both the CCSS and the ELD Standards call for the integration of the four domains of language: reading, writing, listening and speaking as tools for learning knowledge and skills across the content areas to support the development of the domains themselves. To that end, the ELA/ELD Framework recommends an interdisciplinary approach to instruction in order to increase and facilitate connections between concepts and content areas. This is especially powerful with ELs
and when integrating ELD. As a result, the responsibility for ELD must be shared through collaboration and planning among teachers across and within grade levels at the elementary level, and across departments at the intermediate level in order to successfully implement the CCSS for literacy and the ELD standards in tandem with content standards.

*EL Roadmap Principle 2B~ (Intellectually rich, standards-based curriculum)*

**Promoting Collaborative Discussions about Content**
A key feature of both the CCSS and ELD Standards is an emphasis on collaborative tasks that promote rich discussions. The ELD standards in Part I-Collaborative Mode and Chapter 2 of the CA ELA/ELD Framework provide guidance for supporting ELs in developing and refining their abilities to participate in academic discussion. For example, providing sentence stems or frequently used phrases, protocols/rules for participation and collaborative structures allow ELs to actively contribute to the discussions.

**Supporting Comprehension and Interpretation of Complex Texts**
Understanding the profiles of ELs at the different proficiency levels allows teachers to provide the necessary supports for students to interact with complex text. Part II of the ELD Standards – How English Works- along with the Framework provides guidance in planning a structured approach to analyzing the language in a text. This is so ELs may gradually grow in their understanding of how different language resources are used to make meaning, e.g., text structure, figurative language, general and specific vocabulary.

*EL Roadmap Principle 2C~ (High expectations)*

**Supporting Academic Writing and Speaking**
Part II of the ELD Standards also offers critical guidance in how to support ELs at the different proficiency levels in writing narrative, informational and argument/opinion texts and in formal speaking. For example, ELs need to understand how texts are built before they move into the writing process. Linguistic and cognitive scaffolds such as graphic organizers and paragraph frames can prepare students to develop a draft of an essay. Models or master texts are read and studied to understand the way they are structured and organized. Additionally a variety of language resources can be used to build cohesion in the oral and written texts.
Instructional Materials for Integrated English Language Development

In addition to district-adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts and media that facilitate comprehension and increase access to the content may be utilized.

*EL Roadmap Principle 2F* – *(Rigorous instructional materials)*

Monitoring Student Progress in English Language Development

Oxnard School District employs a summative and formative assessment system to monitor and support student progress in English Language Development (Please see Chapter 4: Monitoring of Student Progress and Reclassification).

The following assessments are used to evaluate the progress of English Learners in acquiring English language proficiency:

- **Summative Assessment (State-mandated):** English Language Proficiency Assessment of California (ELPAC)
- **Summative Assessment (District-adopted):** Standardized Language Proficiency Assessment.
- **Summative and Formative Assessment (District-adopted):** Curriculum-embedded assessments from the Designated ELD materials.

Normative Progress - English Learners Who are Meeting Academic and English Language Development Benchmarks

Students who are making “normative progress” are typically showing expected growth on the ELPAC at the rate recommended by the state, and are scoring “Met” or “Nearly Met” on the CAASPP-ELA and Math (third grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in TK/K – Grade 2.

In the elementary grades, these students should move along a pathway leading to the English
Language Mainstream setting. Some will begin in SEI, with reclassification and assignment to ELM before promotion to intermediate grades. Those who begin in Dual Language programs will typically remain in that program after reclassification.

In the Intermediate grades (6-8), student placement in an ELD course level is based on initial or annual assessment scores on the ELPAC. The ELD course placement is flexible with respect to duration, in order to allow a student to move during the year, when assessment results indicate the student is ready.

Change in ELD course placement will be based on the following:

- ELPAC
- Course performance
- District-Adopted English Language Development Proficiency Assessment
- ELD curriculum-embedded assessments
- Teacher recommendation

**Interventions for English Language Development**

Multi-Tiered Systems of Supports (MTSS) is used with English Learners to identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. Each school site assembles a Language Appraisal Team (LAT) to monitor the progress of English Learners. The LAT also reviews students who are Long Term English Learners or who are at “at risk” of becoming Long Term English Learners.

**Long-Term English Learners, Grades 6-8**

AB 2193 was signed into law in September 2012 adding EC 313.1 and 313.2 to California’s Education Code. A Long Term English Learner (LTEL) is defined in EC 313.1 as an English Learner who meets the following:

- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC and
• Scores “Nearly Met” or “Does Not Meet” on the English-Language Arts standards-based achievement test

An English Learner at risk of becoming a LTEL meets the following description:

• Is enrolled in any of grades three to twelve, inclusive;
• In schools in the United States for four to five years;
• Scores at the Somewhat to Moderately Developed level or below on the ELPAC and
• Scores in the fourth year at “Does Not Meet” or “Nearly Met” basic level on the English-Language Arts standards based achievement test

Olsen’s (2010) research report, Reparable Harm points to the need for a dedicated class and curriculum that addresses the unique needs of LTELs. These students often have the English oral skills to function in the everyday world outside the classroom but lack the academic language skills necessary to succeed in the school setting.

The typology of LTELs groups these students into two categories with specific needs:

1. LTELs whose literacy skills are three or more years below grade level.
2. LTELs who have not met all the reclassification criteria and need further development of academic oral language and expository writing.

LTEL courses utilize state-adopted, standards aligned instructional materials for Specialized Designated English Language Development designed specifically to address the needs of LTELs and students at-risk of becoming LTELs. In addition, these students enroll in their grade level English Language Arts course.

The courses incorporate these essential components identified by Olsen for an effective LTEL course:

- Consistent academic routines
- Goal setting: understand why they are and where they are as English Learners as well as what it means
- Community and Relationships: explicit confidence building strategies, knowing how they are performing, allowing for student voice and input, etc.

At middle schools lacking sufficient numbers of LTELs to offer both courses, the Language Appraisal Team will carefully consider the needs of students who do not meet the placement criteria and will identify a setting in which the student will receive the Designated ELD instruction that best meets his or her language needs and provides the supports needed.

LTELs who are enrolled in these Specialized Designated ELD courses should be carefully monitored with the support and collaboration of the Language Appraisal Team. Students who complete these courses and do not meet the reclassification criteria need to be considered on an individual basis for specific interventions.

**English Language Development for English Learners with Disabilities**

Instructional decisions related to a student’s language acquisition status must be described in the Individualized Education Plan (IEP). When a student qualifies for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address English Language Development.

English Learners with an IEP in grades K–8 in general education classes receive Designated and Integrated ELD instruction from the general education teacher. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.
Chapter 6: Access to Core

Overview

Chapter 6 focuses on key elements that ensure that all English Learners have access to standards-based core curriculum and academic instruction that is designed and implemented based on research-based practices. A description of Integrated English Language Development for content areas is provided, including the use of Specially Designed Academic Instruction in English (SDAIE) strategies, along with the use of primary language support and instruction. Structures for providing programming responsive to EL needs and interventions in core academic content areas are also presented in this chapter.

Oxnard School District has an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students. Supports include interventions, Special Education, Title I, English Learner, American-Indian, and enrichment for gifted students. According to the California ELA/ELD Framework, site level data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under MTSS, all students are provided high quality first instruction. The hallmark of first instruction is equity and access. Those for whom initial instruction is ineffective are provided supplemental instruction. Students who experience considerable difficulty are provided more intensive intervention.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

III-EL 11: Supplement, Not Supplant, with Title III & EIA-LEP III-EL11. General fund resources must be used to provide services and programs for English learners, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

Section VII. Teaching and Learning

VII-EL 20: Access to the Core Subject Matter

VII-EL 20. Academic instruction for ELs must be designed and implemented to ensure that English learners meet the district’s content and performance standards for their respective grade levels within a reasonable amount of time.

20.1 The LEA must have a means to assist English learners to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content and achievement goals all children are expected to meet.

20.2 The LEA shall continue to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade 12 for the purposes of overcoming language barriers. Actions to overcome academic barriers must be taken before the deficits become irreparable.

(20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)
Overview and Guidelines for Integrated English Language Development in the Content Areas

English Learners are provided with access to well-articulated, standards-based core curriculum. In Structured English Immersion (SEI) and English Language Mainstream (ELM) settings, the core instruction occurs in English, along with Integrated English Language Development Instruction including Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed to ensure access to the core curriculum. A full description of SEI and ELM programs is provided in Chapter 3. According to the California Department of Education, Integrated ELD, including SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English-only students in the district. Integrated ELD, including SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).

In the alternative programs of Dual Language and Transitional Bilingual Education, access to the core curriculum is mediated through direct instruction in Spanish as well as in English, making use of SDAIE strategies to facilitate access to the content and accompanied by Integrated ELD instruction an important element of the program. In these alternative programs, literacy development and content instruction is available in both languages according to the language ratio of the implementation model followed for the instruction of all participating students. A full description of alternative programs is provided in Chapter 3.

Regardless of instructional program, any instruction for ELs in the content areas that is delivered in English must be accompanied by Integrated English Language Development instruction. The California ELA/ELD Framework refers to “ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.” (CA ELA/ELD Framework, Chapter 2, pp. 106-108)

Core Curriculum instruction for ELs is guided by the appropriate curricular area standards (e.g. Mathematics, Next Generation Science, History/Social Science), the California English Language Development Standards, and the CCSS for literacy.

Chapter 6: Access to Core
**Elementary and Intermediate Grade Access to Core Curriculum**

At the elementary level (TK-5), teachers are responsible for the delivery of all core content instruction and ensuring that content is accessible to English Learners through the use of Integrated English Language Development strategies. At the intermediate level, core content teachers are responsible for the delivery of content instruction incorporating Integrated English Language Development and SDAIE strategies.

Sheltered/SDAIE/Integrated ELD core content courses should be equal in rigor and must address all the essential subject matter standards taught in English Language Mainstream courses and promote acquisition of academic language guided by the ELD Standards as specified in the section below.

**Integrated English Language Development and SDAIE strategies**

Access to Core Curriculum requires attention to two areas: 1) the development of academic language in each of the core content areas needed for academic success by the intentional teaching of the language of the discipline through Integrated ELD instruction and 2) the use of SDAIE methodology (specific sheltered instructional strategies) to make the content comprehensible.

**AREA #1 - Integrated ELD**

In the course of learning the core content, ELs need to be provided with multiple opportunities to read, analyze and create texts of different types (Part I - ELD Standards: interpretive, and productive modes). They also need rich and varied opportunities for collaboration and interaction to use language to gain and exchange information and ideas (Part I - ELD Standards: collaborative mode). Guided by the ELD standards, teachers will need to provide different degrees of language scaffolds to support students’ abilities to accomplish these tasks. Part of these scaffolds involve unpacking the meaning of the texts they encounter by analyzing the vocabulary and syntax used in sentences as well as the way the text is organized and structured in order to not only better comprehend the topic but also the language of the discipline (Part II - ELD Standards: language processes).
Examples on how to promote academic language development are derived from research and delineated in the CA ELA/ELD Framework\(^7\). The following are some critical strategies used to promote academic language development:

1. Le planning approach;
2. Choose rich and worthwhile text and topics for discussion;
3. Post frequently used phrases that facilitate turn-taking, elaborations and extensions during small group discussions or collaborative learning;
4. Chart domain-specific vocabulary as reference for student use in discussions and writing;
5. Structure collaborative activities in such a way that students use the vocabulary in purposeful ways;
6. Provide open sentence frames that allow for use of target academic language and more extended discourse;
7. Show models of how language resources are used to make meaning, such as how a writer presents evidence to support an argument;
8. Guide the analysis of different text type organization and the connecting and transitional words that make it cohesive; and
9. Tap into students’ primary language knowledge such as cognates.

**EL Roadmap Principle 2A~ (Integrated ELD)**

**AREA #2: Specially Designed Academic Instruction in English (SDAIE) Strategies**

Saunders (2010), stipulates that the primary goal of SDAIE, or sheltered instruction, is to teach the skills and knowledge identified in the content area standards (CCSS, Mathematics, Science/NGSS, etc.) and frameworks. Critical features of SDAIE that make instruction comprehensible and meaningful to ELs, must take into account an English Learner’s proficiency.

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\(^7\) California Department of Education (2014). English Language Arts/English Language Development Framework.


level and the linguistic demands of the lesson. Examples of such strategies are derived from research\textsuperscript{8}.

1. Contextualizing instruction—liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
2. Using language modifications such as pause time, questioning, pacing and highlighting;
3. Using task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts);
4. Using language-sensitive and culture-sensitive content teaching;
5. Avoiding the use of idioms and cultural reference without explanations;
6. Using accommodations in the learning environment (such as slowing the pace, repetition, chunking information) in order to maximize the number of students able to access the content;
7. Providing opportunities to summarize key learning and ideas, e.g., co-constructing concept charts;
8. Emphasizing the major ideas or organizing principles that underlie the content;
9. Checking for understanding frequently;
10. Tapping prior knowledge from previous learning or personal experience;
11. Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals and analysis of student work;
12. Providing access to large collections of appropriate age-level literature and informational texts within the student’s assessed Zone of Proximal Development.

\textit{EL Roadmap Principle 2D~ (Access to the full curriculum)}

\textsuperscript{8} California Department of Education (CDE). (2010a). Improving Education for English Learners: Research-Based Approaches. Sacramento: California Department of Education.
Baker, Scott, et al. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (NCEE 2014–4012).
Use of Primary Language in Instruction

Research shows that the use of primary language can have a positive effect on the performance of English Learners in English and the home language (Dolson & Burnham, 2011; Collier & Thomas, 2000; Francis, Lesaux, & August, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Primary Language Support

Primary language support for ELs is defined as the use of students’ home language to facilitate understanding of core content that is taught in English for ELs in Structured English Immersion programs. As per the EL Roadmap, adopted by the California Department of Education in 2017, California has entered a new era of English learner education that embraces linguistic diversity as an asset while providing the supports necessary to allow English learners access to intellectually rich and engaging curriculum. The use of the first language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low proficiency, can benefit from such strategies delivered in their primary language.

The following provisions are provided for primary language support when instruction is in English:

- When the teacher is not bilingual a trained bilingual paraeducator may be provided, when available.
- For students with grade level literacy skills in their primary language, a core textbook could be provided (if available). Bilingual dictionaries, trade books and other support materials could also be provided.
- Use of parent volunteers or community members for language and literacy support
- Attention to and deliberate instruction of transferable skills such as cognates and prefixes and suffixes.

Primary Language Instruction

Dual Language (DLI) programs provide access to the core curriculum by using the primary language (Spanish) as the medium of instruction during Spanish Language portion of their day. For students in these programs—especially those at the Emerging and Expanding levels of English acquisition—primary language instruction is an important resource that assists students to master
grade level standards in the content areas while they are in the process of acquiring English proficiency. For students in the Dual Language Program, an additional goal of target language instruction is to develop bilingualism and Bi-literacy.

*EL Roadmap Principle 2E ~ (Home language)*

**Flexibility of Programing to Meet Student Needs (TK-8)**

This section specifies considerations for flexible programming for distinct groups of English Learners in Oxnard School District. For additional detailed information of appropriate placement of EL students, see Chapters 3 (Instructional Program Options) and 5 (English Language Development).

**Newly Arrived English Learners with Adequate Formal Schooling**

These students may or may not have had some exposure to formal schooling. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the possible exception of English Language Arts. A Dual Language Immersion program would be the optimal placement for continued development of grade-level primary language literacy and content knowledge as well as development and growth in English proficiency. Placement in a Dual Language Immersion would be contingent on parent request and program availability. Students whose parents do not choose the Dual Language Immersion program will be placed in the Newcomer English Language Development Academy (Grades 3-8), or Structured English Immersion programs.

At the intermediate school level, students at ELPAC levels Emerging-Low Expanding typically benefit from a Structured English Immersion placement or may be candidates for placement in the Newcomer English Language Development Academy.

**ELPAC Emerging**

- Year-long leveled ELD- Minimum 1 period daily
- Sheltered courses at the skill level of the student based on primary language assessment
- Electives that are non-language dependent.
ELPAC Expanding and above students in intermediate schools will need:

- Year-long leveled ELD- Minimum 1 period daily
- Academic content classes taught through Integrated ELD, including SDAIE
- Electives (choice not limited by language proficiency level).

**Newly Arrived English Learners with Inadequate Formal Schooling**

Immigrant students with little or no prior schooling typically score at the initial levels of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. Moreover, the lack of proficiency in English (Emerging and Low Expanding) makes it difficult to access the core content and accelerate the acquisition and learning of English. The Newcomer Program would be appropriate for many of these students.

At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical. SEI would be generally preferable to an English Language Mainstream setting. Placement in a bilingual program by parent request is optimal for many of the students in this group.

In the intermediate school, students in this category will need an academic program with the following features:

- Year-long leveled ELD- Minimum 1 period daily
- Integrated ELD, including SDAIE content instruction
- Electives that are less language dependent in the beginning years.

**Long Term English Learners**

2013 California Educational Code 313.1. a & b defines a Long Term English Learner as "an English Learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more, has remained at the same English language proficiency
level for two or more consecutive years” as determined by the state’s annual English language development test.

Long Term English Learners often have high oral fluency in English, and in some cases have attained a “reasonably fluent” level of proficiency, but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regard to the student’s educational history, in order to determine if the student’s performance is related to his/her level of English language development, or to other issues that affect academic performance:

- The student’s number of years in U.S. schools.
- The quality and consistency of ELD instruction the student has had.
- The consistency of the student’s instructional program.

These students require a specialized course of study (see Chapter 3, Table 3.3), and progress should be monitored in order to assign formal interventions that address both language and academic needs.

**English Learners Who Are Meeting Academic and English Language Development Benchmarks**

These students are typically showing expected growth on the state language assessment and are scoring “Met” or “Nearly Met” on state mandated academic assessment, or meeting benchmarks on district established literacy and numeracy benchmarks.

In the elementary grades, these students should move along a pathway leading to the English Language Mainstream (ELM) setting. Some will begin in SEI, with reclassification before promotion to intermediate school. Those who begin in Dual Language will typically remain in that program after reclassification.

Student placement at a given ELD level is based on initial assessment scores on the ELPAC for new students, annual ELPAC, or other district language proficiency assessments. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the ELD standards are
promoted to the next level or exited from the program. Students may need to remain at a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a trimester or course in order to move levels. Change in ELD levels will be based on the following:

- ELPAC progress
- ELD mastery test results
- Classroom performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Intermediate school students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student’s level of English language development, or an intervention class that addresses both language and literacy skills.
- ELM or SEI instruction in the core academic subjects, provided by an appropriately credentialed teacher with English Learner or Bilingual Authorization (e.g. CLAD or BCLAD).
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting intermediate school promotion requirements.
- Intervention support (before, during or after the school day).
- Possible participation in after school programs and/or summer school when available.

Students who meet or exceed benchmarks as evidenced by trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher levels of ELD.

**EL Roadmap Principle 4B ~ (Provide Extra Time)**

**Students Who Speak Languages Other Than Spanish**
Currently no bilingual program options are available for these students. They will be placed in SEI or ELM programs appropriate to their grade level, and receive ELD at the appropriate level, based
on assessment data. As they progress toward reclassification, students will move to English Language Mainstream.

**Universal Design for Learning**

Universal Design for Learning (UDL) is implemented in all classrooms. The aim of UDL is to give students an equal opportunity to learn by using a variety of teaching methods that diminish barriers to learning and provides the flexibility to interact with the curriculum in different ways.

Source: [http://www.scoop.it/t/universal-design-for-online-learning](http://www.scoop.it/t/universal-design-for-online-learning), March 2, 2016
Multi-Tiered System of Supports

MTSS is established at the school and district levels. School sites will monitor student progress and select interventions that match student needs. Schools and districts should have an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students. Supports include interventions within the Response to Intervention model, supports for Special Education, Title I, English Learners, American-Indian and gifted students. According to the California Department of Education’s ELA/ELD Framework, at the school level, data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations (such as coordination with after school programs and other community resources and supports) and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under MTSS, all students are provided high quality first instruction that employs UDL. Those for whom initial instruction is inaccessible or ineffective are provided supplemental instruction. Students who experience considerable difficulty are provided more intensive intervention. The hallmark of first instruction is equity and access.

Professional Development

In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction. Professional development for teachers focuses on the areas that are detailed in Chapter 7: Staffing and Professional Learning.
Table 6.1: Professional Development Focus Areas for Access to Core Content

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<th>Focus Areas</th>
<th>Lesson Purpose, Content, and Organization</th>
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<tr>
<td>CCSS/ELD</td>
<td><strong>Purpose:</strong> To integrate appropriate grade level ELD CCSS in lessons</td>
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<tr>
<td></td>
<td><strong>Content:</strong> Acquisition of critical language development skills</td>
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<tr>
<td></td>
<td><strong>Organization:</strong> Integration of ELA/ELD standards during instruction</td>
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<tr>
<td>Designated ELD</td>
<td><strong>Leveled ELD</strong></td>
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<td></td>
<td><strong>Purpose:</strong> Provide a protected time during the school day in which teachers use the ELD standards to</td>
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<td>promote second language acquisition of listening, speaking, reading, and writing.</td>
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<tr>
<td></td>
<td><strong>Content:</strong> Follows scope and sequence of language skills in functional contexts</td>
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<tr>
<td></td>
<td><strong>Organization:</strong> Level of English proficiency</td>
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<tr>
<td>Integrated ELD</td>
<td><strong>Purpose:</strong> A time in which teachers with ELs in their classroom use the California ELD standards in</td>
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<td>tandem with the CA CCSS for ELA literacy to provide access to grade level content instruction.</td>
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<td></td>
<td><strong>Content:</strong> Grade level content objectives and standards</td>
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<td></td>
<td><strong>Organization:</strong> Scaffolding strategies are integrated into lesson to ensure that language demands do</td>
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<td></td>
<td>not interfere with student’s ability to access grade level content material.</td>
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Chapter SEVEN

Staffing and Professional Learning
Chapter 7: Staffing and Professional Learning

Overview

Chapter 7 details certification requirements and staffing procedures for providing instruction to English Learners in Oxnard School District. Additionally, essential components of the district’s comprehensive, longitudinal professional learning program are presented.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

V. Staffing and Professional Development

V-EL 15: Teacher EL Authorization. Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized. (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

V-EL 16: Professional Development Specific to English Learners

V-EL 16. The LEA must provide professional development specific to the implementation of programs for English learners.

16.1. The LEA must provide sufficient professional development to effectively implement the LEA’s English learner program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

16.2 For LEAs receiving Title III, the LEA must provide supplemental high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is: (a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).) (b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).) (c) Based on research demonstrating the effectiveness of the professional development in increasing the student’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).) (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom (20 U.S.C. § 6825 (c) (2) (D).)
Staffing and Certification

California state law requires appropriate authorization of teachers to provide instruction to English Learners, including individuals providing specified EL services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). In Oxnard School District any teacher assigned to provide English Language Development, Sheltered Instruction, or primary language instruction to EL students must be appropriately certified with English Learner or Bilingual Authorization such as Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC) and other current English Learner authorizations designated by the California Commission on Teacher Credentialing (CCTC). Table 7.1 provides an overview of English Learner programs and their respective requirements for teacher authorization. More information about program types can be found in Chapter 3.

Oxnard School District ensures that all administrators or additional teaching personnel whose assignment includes English Learners also hold appropriate certification to provide necessary instructional services to English Learners.

**EL Roadmap Principle 3A ~ (Leadership)**

Teacher hiring and placement decisions are based on student and program need, including English Learner enrollment data, and other relevant factors. The district’s collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require Bilingual or English Learner Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.

<table>
<thead>
<tr>
<th>Instructional Program</th>
<th>Grade Level(s)</th>
<th>Proper Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured English Immersion</td>
<td>TK – 8</td>
<td>Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed</td>
</tr>
<tr>
<td>English Language Mainstream</td>
<td>6 – 8</td>
<td>Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed</td>
</tr>
<tr>
<td>Transitional Bilingual Education</td>
<td>2 – 3</td>
<td>Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed</td>
</tr>
<tr>
<td>Dual Language</td>
<td>TK – 8</td>
<td>EL Authorization/CLAD or equivalent (for English teachers) OR Bilingual Authorization/BCLAD or equivalent</td>
</tr>
<tr>
<td>Newcomer</td>
<td>3-5 and 6-8</td>
<td>Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed</td>
</tr>
</tbody>
</table>
Recruitment Procedures—Teachers

The district Director of English Learner Services works closely with the Assistant Superintendent of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district’s approach to recruitment of teachers for English Learners. Each spring, following the annual R-30 Language Census report, the Director of English Learner Services and principals work collaboratively to plan regarding the need for adequate numbers of qualified teachers to fully implement the English Learner programs at each school site, as detailed in Chapter 3. The elements that comprise these programs include: English Language Development, content instruction through Integrated English Language Development and SDAIE, or Sheltered Instruction strategies, primary language support, and primary language instruction in schools that have a program requiring such instruction. A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school’s English Learners in the coming year.

The principal, with support from the Assistant Superintendent of Human Resources and the Director of English Learner Services, will develop a proposed staffing plan for the school, based on projected numbers of English Learners and program enrollment. This plan is reviewed each spring by the Director of English Learner Services and Human Resources staff. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

1. Job announcements sent to the following types of organizations:
   - Educational placement centers with teacher training programs at private, UC and CSU campuses
• Major educational organizations including those associated with language minority students
• County Offices of Education
• Local school sites, the district’s Department of Human Resources, and the District’s Enrollment Center
• Colleges and universities identified as having a pool of potential bilingual teacher candidates, including departments such as Teacher Education, California Mini-Corps and teacher internship offices

(2) Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:
• Local community newspapers, including Spanish language
• Newsletters of bilingual educator organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE)
• National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications
• Bilingual media (radio, television, publications)

(3) Recruiting booths at conferences such as:
• National Association for Bilingual Education (NABE) when the conference is held in California
• California Association for Bilingual Education (CABE)
• Association of Mexican American Educators (AMAE)
• Career Day events at local colleges/universities and secondary schools, where the district provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring
• Use of informal contacts in the community and/or local community organizations to identify potential local candidates

In addition, the district is committed to developing and implementing a career pathway program
for teachers leading to leadership positions through attainment of specialist and administrative credentials.

**Recruitment Procedures - Paraeducators**

The need for paraeducator positions is determined in the same way as described above for teachers. In addition to the above, the district is committed to developing and implementing a career ladder program for paraeducators leading to attainment of teaching credentials. This is being supported through the OSD Teacher Pathways program.

**Hiring Priorities and Procedures**

Highest priority is placed on the hiring of Bilingually Authorized (e.g. BCLAD or equivalent) teachers and their subsequent placement, first in alternative programs and then in SEI classrooms, especially to work with Beginning/Emerging and Early Intermediate/Expanding students, as well as those most in need of primary language support in core curricular areas. The second priority is English Learner Authorized, such as CLAD or equivalent certified teachers. These teachers should be assigned to SEI and English Language Mainstream (ELM) programs with English Learners. Substitute teachers assigned to long term assignments should similarly have English Learner Authorization. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate and direct students. Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. Interviews for teachers are held at the district level. The district’s collective bargaining agreements are adhered to in making all staffing decisions.

**Requirements for Teachers on Interim Assignment Providing Instructional Services to English Learners**

Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.
Appropriate Use of Bilingual Paraeducators

Bilingual paraeducators contribute specialized skills in an English Learner program and work and plan closely with the full instructional team. When the teacher does not hold a Bilingual Authorization such as BCLAD, when available the bilingual paraeducator works in concert with a teacher with English Learner Authorization, such as CLAD, to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English Learner. The most important priority for the bilingual paraeducators’ assignment is student instructional support, in order to ensure comprehensible core content instruction in language arts, math, social studies and science. Paraeducators are not responsible for English Language Development (ELD) instruction. Paraeducators may also assist with the full spectrum of instructional and related needs outside the classroom, including but not limited to:

- Parent-teacher conferences and notifications;
- ELAC and DELAC meetings;
- ELPAC testing (but not scoring);
- Primary language testing;
- Oral and written translations.

Teachers on Special Assignment (TOSAs)

Teachers on Special Assignment can be assigned at the district-level or site level. If assigned to a school site, the TOSA adheres to district policy and direction in support of English Learner programs. If assigned to the English Learner Services Department, the TOSA meets staffing requirements and can provide expertise in English Language Development, primary language instruction, and student monitoring and programs.

District-level TOSAs assigned to the English Learner Services Department work closely with and are evaluated by site principals and are supervised by the Director of English Learner Services. They oversee and work closely with district staff on the organization of services to English Learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. Supervision, training and professional development will be provided by the Director of English Learner Services.
Site-level TOSAs work closely with and are evaluated by site principals. They also work with district staff on organization of services to English Learners, maintenance and usage of assessment data, monitoring of student progress and reclassification.

**District and Site Professional Development for All Staff Who Work with English Learners, Including Administrators, Counselors, Teachers, Paraeducators and Others**

**Professional Development Related to the English Learner Master Plan**

The English Learner Master Plan will be introduced to district and site staff on an annual basis. Key features of the plan and procedures to be adopted by all sites will be emphasized. This training will be given to all district and site administrators as well as all TOSAs. Professional Development sessions at each site for faculty and staff will be implemented by the site instructional leaders in collaboration with the Department of English Learner Services. Annual overview of the English Learner Master Plan will be provided for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

*EL Roadmap Principle 3D (Capacity building)*

**Focus Areas for District Professional Development**

This section provides information on how Oxnard School District responds to federal and state legal requirements for a professional learning and support system for teachers of English Learners that represents the shift from professional development to professional *learning* that is: (1) targeted; (2) individualized; (3) based on principles of adult learning theory; (4) sustained, supported with coaching & follow-up; (5) monitored and assessed to evaluate impact on student learning (CDE - Greatness by Design, California Professional Learning Standards).

Research indicates that the expert teacher of English Learners is a knowledgeable professional who is accomplished in curriculum, metalinguistic, cross-cultural understanding, an assessor and a student advocate. It is imperative that a Professional Learning System support the development of teachers’ expertise with English Learners with a focus on using students’ linguistic and cultural
resources. Additionally, professional learning for teachers of ELs should focus on research and evidence-based instruction for ELs that is designed to maximize the development of English while also maximizing their development of core curricular knowledge and skills, through differentiated practices that can include the development of Bi-literacy skills (Goldenberg & Saunders, 2010\(^9\); Cadeiro-Kaplan, Lavadenz & Armas, 2012\(^{10}\)).

The Oxnard School District plans for and schedules professional learning in response to two key recommendations in *Greatness by Design*\(^{11}\):

5A – Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through Individual Learning Plans (ILPs)

- High quality options for base credential renewal
- IPLPs for educators based on California Standards for the Teaching Profession (CSTP)

5B – Establish infrastructure

- Adopt professional learning standards and quality criteria
- Develop, leverage and incentivize rigorous PD opportunities

Professional Learning for Oxnard educators is guided by the *California Quality Professional Learning Standards* (CDE, 2014/15)\(^{12}\), which are intended to help educators, local educational agencies, and the state develop and contextualize professional learning system goals and plans. The following key standards provide the framework for how Oxnard School District designs professional learning:

**STANDARD:** Data. Quality professional learning uses varied sources and kinds of information

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to guide priorities, design and assessments.

STANDARD: Content and Pedagogy. Quality professional learning enhances educators’ expertise to increase students’ capacity to learn and thrive.

STANDARD: Equity. Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

STANDARD: Design and Structure. Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.

STANDARD: Collaboration and Shared Accountability. Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

STANDARD: Resources. Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Oxnard School District provides educators several avenues for professional learning. This includes the opportunity for teachers of ELs to reflect and collaborate on their instructional practices and utilize assessments to inform instruction. Teachers are part of effective learning communities meeting the needs of diverse learners. The Oxnard School District has outlined professional learning that includes three critical elements: (1) Focused & Intentional; (2) Reflection & Coaching; and (3) Impact Measures. Figure 7.1 provides an overview of this:
Figure 7.1 Oxnard School District Professional Learning

**DISTRICT VISION:** Empowering All Children to Achieve Excellence

**MISSION:** Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.

**PROFESSIONAL LEARNING GOAL:** To promote educator quality and effectiveness for serving culturally and linguistically diverse students through the development of a professional learning community guided by Professional Learning Standards and effective practices for adult learning.

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**LITERACY & LANGUAGE FOCUS:**
ELA/ELD Framework, including Standards-based instruction guided by ELA and ELD Standards; Early Literacy/Foundational Literacy Skills Emphasis (TK-2)

**MATHEMATICS FOCUS:**
Standards-based instruction

**OTHER CONTENT FOCUS AREAS:**
Attention to content areas and standards-based cross-curricular implications for English Learners such as Science, History/Social Studies

**DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT practices and scaffolding support for ELs**

**ASSESSMENT Practices**
to differentiate instruction that is responsive to English Learner typologies

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**REFLECTION & COACHING**

- Guided by CDE Professional Learning Standards
- Instructional Leadership Team Data Analysis
- Lesson Study Design focused on sheltered instruction for ELs

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**IMPACT MEASURES**

- State Assessment in ELA, Spanish and Math: CAASPP
- State Assessment in Language Growth ELPAC
- Standards-Based Report Card Scores/Grades
- District-adopted Standardized Assessment
- PD Annual Needs Assessment
- On-going PD Survey Results
- Classroom Evidence of Best Practice Data (e.g. classroom walk throughs)
Training efforts related to English Learners will focus on the following areas:

- ELD standards – simultaneous with CCSS, ELA – Math – NGSS for Integrated ELD (Research and evidence-based practices, Curriculum planning, Differentiation and Use of Materials, and Assessment)
- Designated ELD (Research and evidence-based practices, Curriculum planning, Differentiation and Use of Materials, and Assessment)
- Integrated English Language Development, including sheltered instruction
- Primary language instruction (DLI)
- Frontloading and Specially Designed Academic Instruction in English (SDAIE) Cultural Proficiency
- Critical Elements of English Learner Programs
- English-specific Skills (Non-transferable skills)
- Parent Engagement

**Monitoring of Professional Development and Support**

The site principal, the Assistant Superintendent of Educational Services, and the Director of English Learner Services monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development and support. The Assistant Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English Learner authorizations and related requirements.
Chapter 8: Parent and Community Engagement

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents” – Jane D. Hull

Overview and Commitment

The Oxnard School District is committed to establishing programs that foster connections with culturally and linguistically diverse families and that strengthen interpersonal ties that cross institutional, ethnic, family and cultures in order to enhance the educational outcomes for English Learners (Mapp, 2003; Horvat, Weininger & Lareau, 2003).13

*EL Roadmap Principle 1D ~ (Family & School partnerships)*

This chapter addresses three major topics in regard to the engagement of parents of English Learners in their children’s education. The first part of the chapter describes parent participation in governance at the school and district level through the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). This is followed by a description of how the schools will ensure that parents are adequately informed about the options and how student placement is accomplished. This part of the chapter builds on the information on program options in Chapter 2. The final section of the chapter presents a description of activities designed to help parents support their child’s school success and advocate for their children in the schools and community.

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FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS (continued)

I-EL 02: Translation of Information for Parents

I-EL 2. The LEA must provide parents or guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318 (e)(5).)

2.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parent or guardian of such students must be written in English and the home language. (California Education Code (EC) § 48985; 5 California Code of Regulations (CCR) § 11316.)

I-EL 04: English Learner Advisory Committee (ELAC)

I-EL 4. A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements: (a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).) (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (64001(a), 5 CCR § 11308(d).) (c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance. (5 CCR § 11308(c)(2), (d).) (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC § 64001(a),) (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)

4.2 The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).) (EC §§ 35147, 52176(a), 62002.5.) (20 U.S.C § 6318(c)(5), 20 U.S.C. § 7012)

I-EL 05: District English Learner Advisory Committee-DELAC

I-EL 5. A LEA with more than 50 English learners must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of English learners and not employed by the district.

5.1 The DELAC must advise the school district governing board on all of the following tasks: (a) Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR § 11308(c)(1).) (b) Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR § 11308(c)(2).) (c) Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR § 11308(c)(3).) (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR § 11308(c)(4).) (e) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).) (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).)

5.2 The LEA must provide training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308(d).)

VI-EL 17: Language Program Options and Parent Choice

17.0 Language acquisition programs may include, but are not limited to, all of the following:

(a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305(a)(2).) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306(c)(3).)

(b) Dual –language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (EC § 306(c)(1).)

(c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student’s native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards. (EC § 306(c)(2).)

17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. “Language acquisition programs” refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language (EC § 306(c).)

17.2 School in which the parents or legal guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements in Section 305. (EC § 310[a].)
Parent Advisory Committees

Oxnard School District has several approaches for systematically involving parents of English Learners (ELs) in the education of their children. These are established at the district and site level and include opportunities for parents of English Learners to collaborate with District staff and provide recommendations for district wide plans focused on serving English Learners, including Local Control and Accountability Plan (LCAP), Title III, School Site Council, Single Plans for Student Achievement (SPSAs), Local Educational Agency Plan (LEAP) Program, and SAFE Schools.

English Learner Advisory Committee (ELAC)

As stipulated in California Education Code\(^1\), each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). ELACs are not decision making counsels nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to English Learners.

Legal References (California Department of Education website: http://www.cde.ca.gov/ta/cr/elac.asp)

- California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- California Code of Regulations, Title 5, Section 11308 (b), (c), and (d)

ELAC Requirements

1. Members will be chosen by election. All parents/guardians of English Learners have an opportunity to vote to elect the officers.
2. Members will receive materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC advises the principal and staff on programs and services for English Learners using academic performance measures.
4. The ELAC shall assist the school in the development or review of:
   a. School’s Single Plan for Student Achievement
   b. School’s needs assessment
   c. School’s annual language census
d. Ways to make parents aware of the importance of regular school attendance

e. Ways to meet the social and academic needs of ELs

f. Ways to improve communication with the parents and the broader community

5. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC).

6. The ELAC maintains recorded minutes and agendas.

7. The site principal and the Director of English Learner Services will annually review the implementation of ELAC in order to ensure that all requirements are met by each school.

8. Each school will actively encourage all English Learner parents to consider election to ELAC and DELAC and/or to participate in ELAC and DELAC meetings even if not a formal representative.

**ELAC Election Process**

Elections for ELAC will be conducted annually at the school site before September 30 each year. Members will serve for two years, with half the membership elected each year. Membership composition must reflect the percentage of English Learners in the school. Membership will include parents and school staff (fewer than the number of parents). Each ELAC committee shall have a minimum of five members and a maximum of ten members, exclusive of the site principal or designee. Once ELAC officers are elected, each ELAC shall elect one representative and one alternate representative to the DELAC. If an ELAC member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.
## ELAC Implementation - Roles and Responsibilities

### Table 8.1 ELAC Roles and Responsibilities

<table>
<thead>
<tr>
<th>Principal</th>
<th>ELAC President</th>
<th>ELAC Vice President</th>
<th>ELAC Secretary</th>
<th>ELAC Parliamentarian</th>
<th>DELAC Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes ELAC</td>
<td>Meets with site principal to plan agenda</td>
<td>Meets with site principal and ELAC President to plan agenda</td>
<td>With the support of school personnel maintains minutes of meetings</td>
<td>Assumes all ELAC President’s roles and responsibilities when President is absent</td>
<td>Assists monthly DELAC meetings as school representative</td>
</tr>
<tr>
<td>• Schedules at least six regular ELAC meetings and announces meetings in advance (within 72 hrs.)</td>
<td>Presides over all meetings</td>
<td>Assumes all ELAC President’s roles and responsibilities when president is absent</td>
<td>Maintains a private address and phone list of all ELAC members</td>
<td>Oversees that members follow Robert’s Rules of Orders and Meeting Norms</td>
<td>Reports back to ELAC any important information from the DELAC meeting</td>
</tr>
<tr>
<td>• Coordinates meetings, communication and documentation to and from District’s Department of English Learner Services</td>
<td>Follows Robert’s Rules of Order</td>
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<tr>
<td>• Serves as a voting member</td>
<td>May request that site principal conduct meetings</td>
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<tr>
<td>• Arranges agenda planning meetings with ELAC Chairperson</td>
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<td>• Arranges childcare</td>
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<td>• Reviews required written communication</td>
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<td>• Submits ELAC minutes and agendas to the Department of English Learner Services</td>
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<td>• Reports on English Learner placement in different program types, number of requests for DLI programs are received and approved.</td>
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ELAC Training Requirements
Each year, the school/district will provide all ELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties. The site principal will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups. ELAC members will provide input into the selection of the following required training topics:

- Review of Robert’s Rules of Order
- SPSA development and implementation, including analysis of student data to make recommendations about allocation of funding based on identified needs
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Data included in the annual Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Attendance patterns and trends, in addition to school and district attendance policies
- Initial identification, reclassification and placement of English Learners.
- Monitoring procedures for the academic progress of reclassified (RFEP) students.
- Categorical budgets including appropriate use of funds and supplemental services to address the identified needs of English Learner and RFEP students.
- Overview of effective methodology that fosters language acquisition and academic content knowledge of ELs

District English Learner Advisory Committee (DELAC)
California Education Code requires each California public school district to form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee, based on enrollment of fifty-one (51) or more English Learners (CDE, 2015). Parent participation in DELAC is proportionately determined by the total number of English Learners enrolled within the district. Parents or guardians of English Learners not employed by the district must constitute a majority membership (51 percent or more).
After the site ELAC memberships have been established, the committee must elect a Representative and Alternate to participate in the District English Learner Advisory Committee (DELAC).

It is the goal of the Oxnard School District to ensure that parents of English Learner (EL) students have a meaningful opportunity to participate in the policy making processes that guide District programs and services to address the language needs of these students. Studies have consistently shown that parental involvement can have a direct positive impact on increasing the academic achievement level of their children. The Board recognizes that parents of EL students, working together with school staff and the community, can serve as a vital resource in improving our schools and neighborhoods in general.
DELAC Training Requirements

The district will provide all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties, including the responsibility of site ELAC representatives to take back information from the DELAC meetings to the ELAC members. DELAC members will have input into the selection of the following required training topics:

- Review of Robert’s Rules of Order
- Standardized assessment data results and implications
- Annual staffing report on the number of certified and non-certified teachers instructing English Learners.
- English Learner program options and process.
- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for English Learners in the district
- Data included in the annual Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of EL’s and monitoring of RFEP students
- Notifications for parents of EL’s (Enrollment, Notification of Test Results, Annual Title III Notifications

Annual Notification

The parent will receive an Annual Notification (EL-10 ELPAC Annual Parent Notification Form), of program options and their child’s options for program placement in the coming year. Parents may place an initial request at this time. Parental consent is necessary for changes in program.
In addition, general information about the district’s placement options will be made available year-round at the school sites and district offices. This information will include an overview of the programs, placement procedures, and names and phone numbers of contact.

**Program Placement**

The student is assigned to an appropriate program based on assessment data, with great deference given to the parent’s request. If the parent selects an alternative program, then the parent must complete the appropriate request form.

Placement-related procedures include the following:

1. According to the California Education Code Sec. 310-311, when 20 or more students at a given grade level of the same language receive an approved request form, the school is required to offer an Alternative Program.

2. Schools that do not reach the threshold of 20 or more students with approved requests as listed above, but have some lesser number of such students, must inform their parents in writing of programs offered at other school sites within the district.

3. Program requests received after the 30 calendar days may be approved and placement made in existing classes that have openings, either at the child’s neighborhood school or another school that has an opening. If no openings exist, the child will be placed on a waiting list. The waiting lists will be maintained for the current school year in the Enrollment Center files.

4. If the alternative program requested by the child’s parents is not available in the child’s neighborhood school, the parent is offered a place in the requested program at another school.

5. Once a student has been enrolled in a program, he/she should not be moved to another program without review and action by a school monitoring team, and informed parental consent.

**Home-School Collaboration**

*Communication Processes* Communication with parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff from the district’s Educational Services Department and individual
school sites. Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

The District provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual ELPAC level and CAASPP scores
- Reclassification criteria
- Promotion requirements for 8th graders

Each school year, parents of EL students are informed of their child’s progress in ELD and core content areas on the regular student report card for their grade level. In addition, EL student progress toward meeting the District’s minimum progress expectations for English Learners is discussed at the elementary level during an individual parent-teacher conference and at the secondary level on an annual basis through parent meetings with designated site staff.

**Interpretation**

Oral communications with parents may be provided in the parent’s primary language. Interpretation, by trained interpreters, can be made available for school and district meetings. School sites maintain current lists of staff who are interpreters for Special Education related purposes.
The district employs full time translators in Spanish and Mixteco. Services are provided on an as needed basis.

**Volunteering in Classrooms During the School Day**

The district recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools’ relationships with the community. The district encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program. Guidelines for volunteering in the Oxnard School District are referenced in Board Policy AR1240.

**Decision Making**

Parents are crucial in participating in the decision making process of the educational needs of the Oxnard School District students. The Local Control and Accountability Plan requires that every district set annual performance goals in response to the eight state priorities. Specific actions and plans are delineated to achieve these goals, including parent involvement. The new law describes parent involvement as “the efforts a school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for… pupils… with exceptional needs.” (LCFF, EC Section 52060-52077). Through involvement in ELAC, DELAC and other site/district committees, parents of ELs have opportunities to provide input in the decision making process.

**Activities to Help Parents Effectively Assist their Children toward Educational Success and Advocate for their Children within the School and Community**

The following goal has been established: Parents of English Learners at all schools in the Oxnard School District will participate meaningfully in the education of their children. The following types
of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

1. Communication is facilitated by the availability of translation and interpretation services (see requirements for translation under Communication section above).

2. Parent meetings should be held at convenient meeting times, with child care, and interpretation services provided. For languages other than Spanish, a 24-72 hour request prior to the event must be submitted to the English Learner Services Department.

3. Parent training on a variety of topics related to English Learners i.e. parent advocacy, cultural proficiency, academic support, social/emotional support.

4. The district office maintains a list of county and community services in an effort to assist in the coordination of resources for parents.

5. Site Outreach Consultants act as liaisons between families and county and community services to coordinate resource for parents.
Chapter NINE

Program Evaluation and Accountability
Overview

This chapter begins with an overview of program evaluation and accountability for English Learner programs. The specific district goals for English Learners and the evaluation questions are detailed, and metrics are referenced for each goal. The chapter concludes with a description of the collective responsibilities of individuals and groups, in order to make clear their roles in English Learner accountability. Accountability work is everyone’s responsibility. This includes students, parents and all personnel at the school and district levels—teachers, counselors, paraeducators and administrators. Rather than considering evaluation as an annual event, we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

IV. Standards, Assessment, and Accountability

13.0 A program evaluation shall be provided by the LEA and shall be used to determine:

(a) Necessary improvements to programs and activities for which Title III funds have been used for LEP and immigrant students

(b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards

(c) Whether to eliminate specific EL activities proven to be ineffective

(d) The degree to which, within a reasonable amount of time:
   i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
   ii. EL students’ academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1011; EC § 64001[f].)
The English Learner Coordinating Council, a Key Mechanism for EL Accountability

The Director of English Learner Services in consultation with the Superintendent convenes and leads the English Learner Coordinating Council. This council is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of English Learners. The Council is comprised of the Assistant Superintendent of Educational Services, the Director of English Learner Services, Director of Dual Language Programs, Director of Curriculum, Instruction and Accountability, Assistant Superintendent of Human Resources, representatives of the California School Employees Association (CSEA), the Oxnard Support Services Association (OSSA) and the Oxnard Educators Association (OEA), and outside evaluators and specialists. Others participate, as needed (for example, the Directors of Special Education, Business, Transportation, etc.).

The English Learner Coordinating Council meets regularly to discuss topics pertaining to the implementation of programs for English Learners in the district. The Council also:
1. Reviews strategies, ideas and suggestions for EL programs as well as a focus group for collaborative problem-solving;
2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district’s programs for ELs;
3. Reviews data on the performance of ELs;
4. Contributes to the review of the Annual Evaluation Report;
5. Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district’s programs for English Learners.

Evaluation Design and Goals

The district conducts an annual evaluation of programs and services for English Learners. The programs and services described throughout this English Learner Master Plan are structured around six goals: (1) program implementation; (2) parental participation; (3) ELs mastery of English; (4) ELs academic achievement; (5) Monitoring “at risk” categories; and (6) EL progress in alternative programs. Several evaluation questions guide the data inquiry, and the analysis cycle for each of the goals and evaluation activities focus on these evaluation questions.
## Table 9.1 Evaluation Design- Goals and Evaluation Questions

<table>
<thead>
<tr>
<th>Goals</th>
<th>Evaluation Questions</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1. **EL programs are fully implemented**                             | 1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 3 for program descriptions) | Principal Assurances Checklist  
EL Program Reviews  
Meeting Agendas  
Surveys  
Site Visits (District and Site Initiated)  
Instructional Schedule Review |
|                                                                      | 1.2 To what extent is the English Learner Master Plan utilized by teachers, administrators and parents as a tool to meet the needs of ELs and staff? |                                                                         |
| 2. **Parents of ELs and RFEPs participate meaningfully in their children’s education** | 2.1 Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? | Sign-in sheets  
Meeting Agendas  
Surveys  
Parent Trainings i.e. ELPAC, EL Master Plan |
|                                                                      | 2.2 Is the rate of parent engagement increasing at meetings and parent conferences? |                                                                         |
|                                                                      | 2.3 What measures are used to ensure that parents are knowledgeable about EL program placement, language acquisition and their child’s academic progress? |                                                                         |
| 3. All ELs will **master English**                                   | 3.1 Are ELs acquiring English language proficiency at a rate that is consistent with EL program expectations? | ELPAC assessment results  
District developed Summative Assessment results  
Reclassification Data  
ELSSA  
Language Appraisal Team Monitoring |
|                                                                      | 3.2 Are 75% or more of ELs reaching reasonable fluency on the ELPAC in 5 years or less? |                                                                         |
|                                                                      | 3.3 Is the number of LTEL students in grades 5 through 8 decreasing by 5% annually? |                                                                         |
| 4. **ELs will achieve academic success comparable to EOs**           | 4.1 Are EL students who are currently receiving ELD services progressing academically relative to program goals or expectations? | CAASPP ELA, Math (grades 3-8)  
District report cards  
Participation rates in electives and extracurricular activities such as Art, Music, Sports (intermediate grades)  
District developed Summative Assessments  
Special Education and Gate data |
|                                                                      | 4.2 Are EL and RFEP performing academically at a rate that is consistent with EOs? |                                                                         |
|                                                                      | 4.3 Is there an increase in the percentage of ELs obtaining “C” or better in core courses in intermediate grades? |                                                                         |
|                                                                      | 4.4 Are ELs proportionally represented in Special Education and GATE referrals?** |                                                                         |
| 5. **Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs** | 5.1 Are ELs and RFEPs overrepresented in the following categories:  
Excessive absences and tardiness  
Suspensions, expulsions, other discipline  
Retentions in grades K-6  
Special Education  
Dropouts  
Percent standards “Not Met” or “Nearly Met” on CAASPP FOR GATE ONLY: Under represented | Attendance Records  
Student Records  
CAASPP ELA, Math (grades 3-8)  
Special Education and Gate data |
|                                                                      | 5.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined above? |                                                                         |
| 6. **Students enrolled in alternative programs will master language skills in Spanish as well as English** | 6.1 What percentage of all students (ELs, IFEPS, RFEPS, EOs) participating in these programs score standards “Met” or “Exceeds” in reading/language arts and mathematics on the Spanish versions of the state standards test? | Spanish version of state standardized test  
CAASPP ELA, Math (grades 3-8)  
Bi-literacy Pathway Award Records |
|                                                                      | 6.2 What percentage of all students (ELs, IFEPS, RFEPS, EOs) participating in these programs score at the “Met” or ”Exceeds” proficiency level in English Language Arts and Mathematics on the California Standards Tests? |                                                                         |
|                                                                      | 6.3 What percentage of all students (ELs, IFEPS, RFEPS, EOs) qualify for the Oxnard School District Seal of Bi-literacy Pathway Award? |                                                                         |

**The state criteria for annual progress on the ELPAC are: for students at level 1-3 overall, gain of one level per year; for students at Level 4 overall, gain on subtest until all are at Level 3 or higher (i.e., reasonable fluency); for students at reasonable fluency, maintenance of that status until reclassified.**
Monitoring Program Implementation

District and site-level staff will routinely monitor implementation of all English Learner programs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant research-based programs for English Learners. The monitoring process is designed to:

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

_EL Roadmap Principle 4C~ (Coherence)_

Data are collected and analyzed in order to determine program effectiveness. Data analysis processes and procedures are guided by data inquiry elements that include cycles of monitoring, evaluation and accountability in order to inform and improve curriculum, assessments, and instruction. District and site-level leadership are prepared to guide this process with an emphasis on the implementation of research-based strategies and programming for English Learners.

School principals are responsible for the daily, site-level implementation of the English Learner Master Plan. Throughout the academic school year, principals complete sections of the Principal’s Assurances Checklist (EL-11 Principal’s Assurances Checklist) for English Learner Program Services and submit them to the Director of English Learner Services according to the timeline indicated on the checklist. This facilitates ongoing communication the Director of English Learner Services, and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Director of the English Learner Services Department reviews all Principals’ Assurances checklists at the end of the academic year.
English Learner progress in English language proficiency and academic achievement will be monitored and analyzed as part of the program evaluation. Additionally, data will be collected and analyzed for categories indicating risk for school failure such as suspensions, expulsions, other disciplinary actions, retentions, special education referrals, and Student Study and Language Appraisal Team referrals. English Learner progress in alternative programs will be monitored to review benchmarks for English Learners for the mastery of language skills in Spanish and English proficiency.

Table 9.2 provides an overview of the evaluation design goals and corresponding sources of evidence as well as the monitoring timeline and person(s) responsible.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>EVIDENCE</th>
<th>DATA COLLECTION</th>
<th>MONITORING TIMELINE</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English Learner programs are fully implemented</td>
<td>Principal Assurances Checklist, EL Program Reviews Meeting Agendas Surveys</td>
<td>1a. Document Reviews Home Language Survey, alternative program, program placement, reclassification and reclassification follow up Principal’s Assurance Checklist Program Evaluation Data Collection Form 1b. District-facilitated self-reviews aligned with FPM process</td>
<td>1a. Annually 1b. Rotating cycle based on FPM review timelines.</td>
<td>1a. Site Administrator District Leadership under the Direction of the Director of EL Services 1b. Site Administrator District Leadership under the Direction of the Director of EL Services</td>
</tr>
<tr>
<td>2. Parents of ELs and RFEPs participate meaningfully in their children’s education.</td>
<td>Sign-in sheets Meeting Agendas Surveys</td>
<td>2a. Principal’s Assurances for EL Programs Checklist 2b. Sign-in Sheets, Meeting Agendas, Surveys</td>
<td>2a. and 2b. On-going based on required parent meetings and regularly scheduled parent community engagement activities</td>
<td>2a. Site Administrator District Leadership under the Direction of the Director of EL Services 2b. Site Administrator</td>
</tr>
<tr>
<td>3. All ELs will achieve full proficiency in English.</td>
<td>ELPAC assessment results District developed Summative Assessment results ELSSA</td>
<td>3a. ELPAC Results 3b. District developed Summative Assessment Results 3c. Analysis of ELPAC growth – ELSSA by school, language group, and program</td>
<td>3a. Annually 3b. According to assessment timelines (see Chapter 4) 3c. Annually</td>
<td>3a., 3b. and 3c. District Leadership under the Direction of the Director of EL Services Site Administrators Teachers</td>
</tr>
</tbody>
</table>
### Student Benchmark Expectations

Oxnard School District has identified **minimal** student benchmark expectations for English Learners enrolled in all program options (See Chapter 3 for detailed description of program options). These benchmarks allow for the collection and examination of student-level data sources.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>EVIDENCE</th>
<th>DATA COLLECTION</th>
<th>MONITORING TIMELINE</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| 4. ELs will achieve academic success comparable to EOs. | CAASPP ELA, Math (grades 3-8) District-adopted standardized assessments District report cards (intermediate) Participation rates in electives and extracurricular activities such as Art, Music, Sports (intermediate) | 4a. CAASPP performance data in ELA and Mathematics with Cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level and language group | 4a. Annually for state-mandated assessment; On a trimester basis aligned to grading cycles for report cards. | 4a. Site Administrator
District Leadership under the Direction of the Director of EL Services |
| 5. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs | Attendance Records Student Records CAASPP ELA, Math (grades 3-8) | 5a. Data on suspensions, expulsions, other disciplinary actions, retentions, special education referrals, Student Study Teams, and GATE referrals | 5a. Annually | 5a. Site Administrators
District Leadership under the Direction of the Director of EL Services |
| 6. Students enrolled in alternative programs will master language skills in Spanish as well as English | Spanish version of State Standardized Tests CAASPP ELA, Math (grades 3-8) Bi-literacy Pathway Award Records | 6a. Analysis of English Learner reading and mathematics scores on CAASPP scores in ELA and Mathematics, and district developed summative assessments 6b. Analysis of Spanish version of State Standardized test and district-adopted summative assessments 6c. Bi-literacy Pathway Award Criteria | 6a. 6b. Annually, fall semester. 6c. Annually, spring | 6a – 6c. Site Administrators
District Leadership under the Direction of the Director of EL Services |
that contribute to the overall analysis of program effectiveness as described above. The following data will be analyzed to monitor and support normative progress for all English Learners in Oxnard School District:

- State-mandated English language proficiency scores (ELPAC)
- District-adopted English Language Development benchmark assessment
- State-mandated, standardized CAASPP assessments (English Language Arts and Math)
- District English Language Arts and Math benchmarks aligned to the Common Core State Standards
- District English writing benchmark assessments

For English Learners in Alternative programs, the following additional data sources will be used to monitor and support normative progress:

- State-mandated, standardized Spanish assessments (Spanish Language Arts and Math)
- District benchmarks aligned to the Common Core State Standards (Spanish Language Arts and Math)
- District Spanish writing benchmark assessments

Based on the new California Department of Education guidelines for reclassification, Oxnard School District will apply the RFEP criteria of a ELPAC score of Well Developed Level 4 in combination with “Nearly Met” or “Met” scores on district ELA benchmarks and/or the CAASPP assessment to reclassify students. The minimum expectation for progress in English Language proficiency is one year’s growth on the ELPAC, and to attain academic proficiency on the CAASPP assessments and/or district benchmarks within five years of entering U.S. schools. Students who have been enrolled in Oxnard School District for at least six years and haven’t met the reclassification criteria will be considered Long-Term English Learners (LTELs). Students who do not meet the minimum progress benchmarks may be supported within the district’s MTSS system and may be candidates for review by the Language Assessment Team (LAT) – see Chapter 4 for detailed information.
### Table 9.3 Expected Benchmarks for English Learners

**MINIMALLY EXPECTED BENCHMARKS** for English Learners by year enrolled

<table>
<thead>
<tr>
<th>Years in Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE PROFICIENCY (All English Learners)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPAC</td>
<td>I</td>
<td>Novice</td>
<td>Minimally Developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Minimally Developed</td>
<td>Somewhat Developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Somewhat Developed</td>
<td>Moderately Developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>Moderately Developed</td>
<td>Well Developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>Well Developed</td>
<td>Well Developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VI</td>
<td>Well Developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD District Benchmark Assessment</td>
<td>Early Emerging</td>
<td>Early Emerging</td>
<td>Early Expanding</td>
<td>Exit Expanding</td>
<td>Bridging</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH ACADEMIC ACHIEVEMENT (All English Learners)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: CAASPP – ELA</td>
<td>Standards Not Met</td>
<td>Standards Not Met</td>
<td>Standards Nearly Met</td>
<td>Standards Met/Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: CAASPP – Math</td>
<td>Standards Not Met</td>
<td>Standards Not Met</td>
<td>Standards Nearly Met</td>
<td>Standards Met/Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: District Reading Benchmark</td>
<td>Standards Not Met</td>
<td>Standards Not Met</td>
<td>Standards Nearly Met</td>
<td>Standards Met/Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: District Writing Assessment</td>
<td>0-1 Standards Not Met</td>
<td>1-2 Standards Not Met</td>
<td>3 Standards Not Met</td>
<td>Standards Met/Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: District Math Benchmark</td>
<td>Standards Not Met</td>
<td>Standards Not Met</td>
<td>Standards Nearly Met</td>
<td>Standards Met/Exceeded</td>
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<tr>
<td><strong>SPANISH ACADEMIC ACHIEVEMENT (English Learners in Dual Language and Transitional Bilingual Programs)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spanish: District Reading Benchmark</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
</tr>
<tr>
<td>Spanish: District Writing Assessment</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
<td>Standards Met/Exceeded</td>
</tr>
</tbody>
</table>
Using Program Effectiveness Information to Improve Implementation and Modify the Program

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

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying progress toward proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the middle school level) will use the English Learner Program Evaluation Data Collection Tool (EL-12 English Learner Program Evaluation Data Form) to monitor program implementation. After gathering data regarding program implementation, the site team will develop an action plan in the Single Plan for Student Achievement for professional development that establishes site needs, long-term goals and types of training experiences that are needed to improve instruction. The site professional development for teachers of English Learners should be clearly articulated with the overall district plan for professional development, and should include prioritization and support. Classroom visitations conducted by district personnel and site administrators will provide an additional perspective on implementation of recommended instructional practices. Annual improvement objectives and timelines will be established. This information will be included in the school’s Single Plan for Student Achievement.

Site level student outcomes will be compared to district goals for English Learners. This information will be used to plan for improved implementation of the English Learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.
District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Using site self-review data will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. After gathering data regarding program implementation, the ELCC will develop an action plan for professional development that establishes district needs, long-term goals and types of training experiences that are needed to improve instruction. The district plan for professional development for teachers of English Learners should be clearly articulated with the overall district plan for professional development, and should include prioritization and support. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Education in the fall of each school year. Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance specified by the indicators in Table 9.3.

District Infrastructure for Local Accountability and Responsibility

The District infrastructure allows for ensuring that ELs in Oxnard School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. The district leadership will incorporate the recommendations from California’s ELA/ELD Framework (Chapter 11 - Figure 11.7, pp. 992-993). All district personnel are responsible for the education of English Learners and for the success of EL programs. As such, designated roles are under the auspices of the Superintendent and Assistant Superintendent of Educational Services. The Director of English Learner Services provides district-wide leadership and consults with the Superintendent and Assistant Superintendent of Educational Services to coordinate services. District-wide decision-making and support systems address the education of English Learners as a priority and as such all directors are responsible for supporting ELs in Oxnard School District. Table 9.4 outlines key responsibilities at the district and site-level as part of the commitment to students and to parents as active partners in the education process.

EL Roadmap Principle 4A ~ (Alignment & Articulation)
Table 9.4: Evaluation and Accountability: Roles and Responsibilities

**NOTE:** Positions and staffing are reviewed on an annual basis. District-level and site-level leadership responsibilities for English Learner services remain a priority.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Student                              | • Attends school daily, arrives on time, and works for high achievement  
• Participates in school activities  
• Communicates regularly with parents, teachers and support staff  

| Parent                               | • Monitors and promotes EL’s progress in academics, homework, attendance, and behavior through:  
• Support for ELs in activities to promote student achievement  
• Regular communication re: student progress with student, teachers and school  
• Attendance at parent conferences and school functions (e.g., Back to School Night, conferences)  
• Participation in school committees (e.g., ELAC, Site Council, etc.) |

| Classroom Teacher                    | • Implements specific EL programs as described in the English Learner Master Plan and provides instruction that aligns with state frameworks and district/state standards  
• Ensures delivery of appropriate ELD instruction  
• Monitors EL’s progress, reviews school/district data, uses data to modify instruction, reviews content and ELD standards and assessment procedures  
• Determines/implements differentiated strategies for ELs and RFEP students  
• Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals  
• Attends team meetings and informs parents of progress and strategies to support students in meeting standards  
• Uses data to understand and respond to student needs |

| Principal                             | • Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan  
• Monitors all procedures and legal requirements pertaining to ELs at the school  
• Monitors placement of ELs and oversees reclassification process  
• Reports periodically to district administration on implementation of EL programs and services  
• Leads and participates in the analysis and use of data to facilitate student progress monitoring  
• Provides leadership in all aspects of the educational program  
• Provides leadership and responsiveness in working with parents and community through structures such as the English Learner Advisory Committee (ELAC) |

| Assistant Principal                   | • Assists the principal in administration and monitoring of programs and services to English Learners |

| Teacher on Special Assignment (TOSA)  | If assigned to a school site:  
• Adheres to district policy and direction in support of English Learner programs  
• Supports site administrator by monitoring student progress  
• Serves as a resource for the Student Study Team and the Language Appraisal Team (LAT)  
• Provides input on staff development opportunities and needs for teachers of ELs  
• Provides technical assistance and coaching support to teachers  
• Assists with data collection and surveys  
• Provides support and resources for parents of English Learners  
If assigned to the English Learner Services Department:  
• Provides expertise in English Language Development, primary language instruction, and student monitoring and programs  
• Assists with document reviews and has lead responsibility for supporting in-depth reviews  
• Supports parent involvement (Parent Conferences, workshops, ELAC/DELAC)  
• Visits assigned schools regularly and provides differentiated support to schools based on EL program implementation needs  
• Supports site TOSA with EL-related duties |

| Academic Counselor (Intermediate School) | • Assists with initial placements, using the Master Plan for ELs as a guide  
• Monitors progress of ELs toward meeting language and academic benchmarks  
• Assists with interpretation of student assessments, and collaborates with teachers, the site TOSA and others in devising individual program modifications and interventions, as needed |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| District English Learner Advisory Committee (DELAC) | • Reviews district-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role  
• Reviews the Annual Language Census report  
• Advises on issues relevant to English Learners in the District  
• Works with other District committees                                                                                                                                                                                                                   |
| English Learner Advisory Committee (ELAC)     | • Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role  
• Reviews the Annual Language Census report  
• Advises on issues relevant to English Learners at the site  
• Works with other site committees                                                                                                                                                                                                                   |
| Superintendent                               | • Evaluates district goals relative to the LEA and Title III Plans, including implementation of the English Learner Master Plan, student achievement, professional development, and evaluation and accountability  
• Consults with the Director of English Learner Services regarding EL Coordinating Council                                                                                                                                                                           |
| Assistant Superintendent of Educational Services | • Collaborates with and supports Superintendent  
• Oversees compliance procedures relative to EL programs  
• Analyzes district and school site data  
• Provides overall support for EL Programs  
• Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school site  
• Oversees data collection, provides analysis, and presents reports  
• Prepares annual EL evaluation report together with the Director of English Learner Services  
• Collaborates with district staff and parent groups on annual program evaluation                                                                                                                                                                       |
| Director of English Learner Services          | • Supports sites in implementing the EL Master Plan  
• Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan  
• Reviews district and site EL data  
• Monitors and supports implementation of the Title III Plan  
• Monitors the instructional materials used in the classroom delivery of ELD and core curriculum to English Learners  
• Develops work plan for, supervises, and works closely with TOSAs assigned to EL Services  
• Meets with principals to review site plans for services to ELs  
• Monitors compliance and EL procedures at the site and district levels  
• Works with other district-level administrators (Directors of Curriculum, Instruction, & Accountability; Special Education; Pupil Services; etc.) to provide ongoing training for site TOSAs, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff)  
• Works with Assistant Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments  
• Monitors assessments used for evaluation of EL progress  
• Prepares the EL annual evaluation report  
• Shares results of evaluation with all stakeholders, including DELAC  
• In consultation with the Superintendent, Chairs the English Learner Coordinating Council                                                                                                                                                                     |
| Director of Dual Language Programs            | • Supports sites in implementing the EL Master Plan as it relates to Dual Language Programs  
• Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan as it relates to Dual Language Programs  
• Reviews district and site Dual Language EL data  
• Monitors the instructional materials used in the Dual Language Programs  
• Meets with principals to review site plans for services provided to students in Dual Language Programs  
• Works with other district-level administrators (Directors of Curriculum, Instruction, & Accountability; Special Education; Pupil Services; etc.) to provide ongoing training for site TOSAs, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff)  
• Works with Assistant Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for Dual Language Program assignments |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Assistant Superintendent of Human Resources | • Recruits and monitors placement of EL staff in collaboration with principals and the Director of English Learner Services  
• Arranges/Publicizes English Learner or Bilingual Authorization training and other needed staff development to ensure implementation of Master Plan for ELs in collaboration with the Director of English Learner Services  
• Monitors credentials of all personnel working with English Learners |
| Community Liaison (Outreach)      | • Supports English Learners and develops relationships with parents and community                                                              |
Chapter 10: Resource Allocation

Overview

This chapter provides an overview of the funding considerations for effective implementation of English Learner programs. The following topics are addressed in this chapter: (1) Local Control Funding Formula; (2) Budgetary Decision Making Processes for ELs; (3) Expenditure Alignment; (4) Types of Funding and Allowable Expenditures.

FEDERAL PROGRAM MONITORING CORRESPONDING ITEMS

III-EL 11: Supplement, Not Supplant, with Title III

III-EL11. General fund resources must be used to provide services and programs for English learners, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

III-EL 12: Time Accounting Requirements

III-EL12. The LEA must properly assess charges for direct or indirect costs of Title III LEP and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

12.1 Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR 200. 430)

12.2 Employees funded solely under Title III must complete a semiannual certification of such employment. (2 CFR §§200.61-62, 200.302, 200.430[a][i]; EC § 52853(a)(7))
Local Control Funding Formula

California’s new Local Control Funding Formula (LCFF)\textsuperscript{14} was signed into law in 2013. It proposed a new school finance system that is intended to provide more local control and a more equitable school finance system while allowing local districts the flexibility to determine how best to meet student needs with targeted attention to increase or improved services for low income students, English Learners (ELs) and foster youth for supplemental and concentration funds.

The Local Control Accountability Plan and Annual Update Template requires school districts to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

\textit{EL Roadmap Principle 3B ~ (Adequate Resources)}

Oxnard School District Budget Decision Making Processes

Oxnard School District is committed to allocating sufficient funds to fully implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Title III and other categorical funds are used to supplement the base educational program and not to supplant general fund monies.

The core program is supported by the general fund. Expenditures are audited annually by the district’s Business Office and by external auditors.

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

1. The School Board approves the district Superintendents Goals and Objectives. This is a plan to meet the needs of all students.

\textsuperscript{14} Local Control Funding Formula (AB 97, SB 91, and SB 97); Local Control Accountability Plan (Education Codes 52060-52077)
2. The Principal coordinates development of the Single Plan for Student Achievement (SPSA) and prioritization of needs based on data. The Principal is expected to align the SPSA to the district LCAP. The SPSA is reviewed with ELAC and approved by the School Site Council.

3. Site and District Advisory Committees take the following roles:

- The School Site Council develops, reviews, updates and approves the SPSA.
- ELAC members may advise and provide input on the SPSA.
- DELAC provides input on the LCAP.

The LCAP development process begins in February of each year and is adopted in the June Board meeting. The process starts with an in-depth review of progress towards previously set actions and services. Timelines for LCAP development are posted after the initial meeting. A month is allotted to develop and administer parent, student and staff surveys. The survey results are examined; actions and services are created and a meeting is set to consider final draft revisions, editing and translations. The LCAP is posted for public review and presented to the Board of Trustees at a study session. The updated LCAP is presented for adoption to the governing board.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school’s SPSA and the District Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs.

**English Learner Master Plan Alignment to Expenditures**

The English Learner Master Plan will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Oxnard School District Board Policies
2. District Board and Superintendent Goals
3. LEA Plan
4. Local Control Accountability Plan (LCAP)
5. Title III Corrective Action Plans
6. Single Plans for Student Achievement (SPSA)
7. Federal Program Monitoring (FPM) items
8. Other relevant federal, state and local directives (Proposition 58 & EL Roadmap)

**General Fund Resources**

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, English Language Development and Mathematics offer effective strategies to provide differentiated ELD by proficiency level. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to improve English language proficiency, as well as academic achievement. For grades TK-5 the ELA core curriculum includes designated ELD and instructional materials in Spanish for those students in the Transitional Bilingual Education (TBE) and Dual Language (DL) programs. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries, and other district services as well as multi-tiered, data-based instruction, and monitoring and intervention programs to improve and evaluate the base program.

**Supplemental Funds**

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and LCFF funds allocated exclusively to benefit English Learners. The funding for English Learners is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the Single Plan for Student Achievement (SPSA).
The table below provides information on several important sources of supplemental funds.

<table>
<thead>
<tr>
<th>Table 10.1a Major Categorical Programs: Funding Sources and Allowable Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding Source Description</strong></td>
</tr>
<tr>
<td>A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards and narrow the achievement gap.</td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
</tr>
</tbody>
</table>
| **Support Personnel** | • Reading/Math/ELD Coaches  
• Intervention teachers  
• Instructional Assistants | • Reading/Math/ELD Coaches  
• Intervention teachers  
• Instructional Assistants  
• Multilingual parent advisor  
• Multilingual community liaison |
| **Support of Other Core Subject Areas** | | • Instructional materials and equipment  
• Professional development |
| **Capacity Building/Professional Development** | • Academic Conferences  
• Training  
• Consultants  
• Principal Coaching  
• Teacher Stipends  
• Teacher Substitutes  
• Training Materials/Resources  
• Duplication  
• Conferences/Workshops that support school plan goals | • Academic Conferences  
• Training  
• Consultants  
• Principal Coaching  
• Teacher Stipends  
• Teacher Substitutes  
• Training Materials/Resources  
• Duplication  
• Conferences/Workshops that support school plan goals |
### Table 10.1a Major Categorical Programs: Funding Sources and Allowable Expenditures

<table>
<thead>
<tr>
<th>Title 1, Part A*</th>
<th>LCFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Climate, Parent Engagement, Family Support and Learning Environment</strong></td>
<td><strong>Set aside 1% of Title I allocation for parent involvement activities</strong></td>
</tr>
<tr>
<td></td>
<td>• Food for parent meetings and trainings</td>
</tr>
<tr>
<td></td>
<td>• School Site Council expenditures</td>
</tr>
<tr>
<td></td>
<td>• Parent training/education opportunities</td>
</tr>
<tr>
<td></td>
<td>• Parent workshops</td>
</tr>
<tr>
<td></td>
<td>• Speakers for parent workshops</td>
</tr>
<tr>
<td></td>
<td>• Duplication</td>
</tr>
<tr>
<td></td>
<td>• Parent support materials</td>
</tr>
<tr>
<td></td>
<td>• Translation</td>
</tr>
<tr>
<td><strong>Support Personnel:</strong></td>
<td><strong>Support Personnel:</strong></td>
</tr>
<tr>
<td></td>
<td>• Attendance incentives and home visits</td>
</tr>
<tr>
<td></td>
<td>• Parent Advisor/Community Liaison</td>
</tr>
<tr>
<td></td>
<td>• Parent Orientations</td>
</tr>
<tr>
<td></td>
<td>• Kinder Academy and Pre-K Articulation</td>
</tr>
<tr>
<td></td>
<td>• Attendance Clerk</td>
</tr>
<tr>
<td></td>
<td>• Student Outreach Worker</td>
</tr>
<tr>
<td></td>
<td>• School Nurse/Paraeducators</td>
</tr>
<tr>
<td></td>
<td>• Counselor/Therapist</td>
</tr>
<tr>
<td></td>
<td>• Healthy Start</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Appropriate Expenditure Examples</strong></th>
<th><strong>Set aside 1% of Title I allocation for parent involvement activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Extended day/year for targeted students</td>
</tr>
<tr>
<td></td>
<td>• Supplemental instructional materials that support standards and core program</td>
</tr>
<tr>
<td></td>
<td>• Specialized and targeted interventions</td>
</tr>
<tr>
<td></td>
<td>• Primary language instruction/support</td>
</tr>
<tr>
<td></td>
<td>• Academic interventions</td>
</tr>
</tbody>
</table>

| | • Food for parent meetings and trainings |
| | • School Site Council expenditures |
| | • Parent training/education opportunities |
| | • Parent workshops |
| | • Speakers for parent workshops |
| | • Duplication |
| | • Parent support materials |
| | • Translation |

<table>
<thead>
<tr>
<th><strong>Support Personnel:</strong></th>
<th><strong>Support Personnel:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Attendance incentives and home visits</td>
</tr>
<tr>
<td></td>
<td>• Parent Advisor/Community Liaison</td>
</tr>
<tr>
<td></td>
<td>• Parent Orientations</td>
</tr>
<tr>
<td></td>
<td>• Kinder Academy and Pre-K Articulation</td>
</tr>
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<td></td>
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<td></td>
<td>• Counselor/Therapist</td>
</tr>
<tr>
<td></td>
<td>• Healthy Start</td>
</tr>
</tbody>
</table>

| | • Extended day/week/year for targeted students |
| | • Supplemental instructional materials and equipment |
| | • Primary language instruction/support |
| | • Primary language materials |
| | • Targeted interventions to accelerate reclassification of ELs |
| | • Support for reclassification process |
| | • Support for language assessments |
| | • Support for monitoring academic progress of all students |
| Inappropriate Expenditure Examples          | Supplanting general funds |
|                                         | Strategies not based on scientific research or with no data to support increased achievement |
|                                         | Regular teacher |
|                                         | Food for staff meetings |
|                                         | Supplanting general funds |
|                                         | Regular teachers |
|                                         | Food for staff meeting |
|                                         | Capital outlay |

### Table 10.1b Major Categorical Programs: Funding Sources and Allowable Expenditures

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title III</th>
<th>Immigrant Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A federal program providing funding to enhance the education of ELs. This funding is directly associated with the state goals to ensure that ELs make annual progress toward English language proficiency.</td>
<td>A federal program that provides supplemental funds to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure that migratory children receive full and appropriate opportunities to meet the same challenging.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State academic content and student academic achievement standards that all children are expected to meet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overcome migratory, cultural and language barriers, social isolation, various health-related problems, and help children to make successful transition to post-secondary education or employment.</td>
</tr>
<tr>
<td>Students to be Served</td>
<td>English Learners, K-12</td>
<td>Students who qualify for Migrant Services and who are identified as Priority for Service</td>
</tr>
</tbody>
</table>
### Support Personnel
- Reading/Math/ELD Coaches
- Intervention teacher
- Instructional Assistant
- Multilingual parent advisor
- Multilingual community liaison
- Migrant Teachers
- Instructional Assistants
- Teachers on Special Assignment
- Peer coaches

### Table 10.1b Major Categorical Programs: Funding Sources and Allowable Expenditures

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title III</th>
<th>Immigrant Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of Expenditures for funding source</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Expenditure Examples</strong></td>
<td>• Provisions of supplemental “high quality language instruction educational programs”&lt;br&gt;• Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel&lt;br&gt;• Upgrading program objectives and effective instructional strategies&lt;br&gt;• Improving the instructional program for ELs by identifying and acquiring supplemental curricula, instructional materials, and educational software to be used afterschool, for intervention and Saturday school</td>
<td>• Extended day/year for targeted students&lt;br&gt;• Supplemental instructional materials that support standards and core program&lt;br&gt;• Specialized and targeted interventions and professional development&lt;br&gt;• Supplemental instructional materials and equipment&lt;br&gt;• Primary language materials and professional development&lt;br&gt;• Academic interventions and professional development</td>
</tr>
<tr>
<td><strong>Inappropriate Expenditure Examples</strong></td>
<td>Supplanting general funds</td>
<td>• Supplanting the base program&lt;br&gt;• Delivering the core instructional program (i.e., the migrant teacher provides the core curriculum for students) or providing required academic guidance to migrant students&lt;br&gt;• Administering required summative or formative assessments (i.e. administering CAASPP assessments, ELPAC, etc.)</td>
</tr>
</tbody>
</table>
Resource Allocation Monitoring

At the school-site level, all expenditures must be aligned to the SPSA. Documentation showing evidence of how the programs are funded and aligned to the goals of the SPSA is maintained. All SPSAs are reviewed by the Educational Services and Business Departments. The School Site Council supports the review of expenditures. The Assistant Superintendent of Educational Services and the Business Department oversee and monitor site-level expenditures.

At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence with established federal, state, and district guidelines. Expenditures are monitored by each department according to the designated actions and services detailed in the LCAP.

The district and school sites follow a budget process to ensure transparency of expenditures for all stakeholders. The district ensures that all schools are compliant in spending EL designated funds to maximize the impact of the core and supplemental services for ELs.
Glossary of Terms

Alternative Program
A program option for English Learners whose parents choose to waive the requirement to participate in a program that is almost all in English. The Alternative Program models in the Oxnard School District include Transitional Bilingual Education and Dual Language Immersion.

Bilingual Authorization
Teachers of English Learners (ELs) must hold an appropriate document or authorization for content instruction delivered in primary language, English language development, and specially designed academic instruction delivered in English. The California Commission on Teacher Credentialing (CCTC) specifies approved bilingual authorizations, including documents such as:

1. **BCC. Bilingual Certificate of Competence.** A teaching credential that certifies teachers to work with students in bilingual classrooms.

2. **BCLAD. Bilingual, Cross-cultural, Language and Academic Development** authorization. Authorizes the holder to provide: English Language Development (ELD); Specially Designed Academic Instruction in English (SDAIE); instruction in the primary language; and instruction for primary language development.

Bilingual Alternative Program
An alternative to a mainstream or Structured English Immersion program, featuring some form of bilingual education. See reference to *Alternative Program* above.

CAASPP
*California Assessment of Student Performance and Progress*
The state mandated summative assessment. Student performance in grades 3-8 is assessed in English Language Arts, Mathematics and Science (5th & 8th only)

CDE
*California Department of Education*

California Standards for the Teaching Profession (CSTP)
A set of standards adopted in 2009 by the Commission on Teacher Credentialing organized around six interrelated domains of teaching practice that represent a developmental, holistic view of teaching.

CUM
Child’s Cumulative Record is a vital pupil record and legal document that is to be maintained in perpetuity as mandated by the California Education Code. It serves as an introduction to the student’s next teacher, counselor, or administrator. Reliable information accurately recorded will improve communication about the student from teacher to teacher and school to school. This publication provides instructions for counseling office procedures and responsibilities as they pertain to the maintenance and transfer of student records.

DELAC
District English Learner Advisory Committee An advisory committee that advises the district’s governing board on programs and services for English Learners.

Designated English Language Development
The California English Language Arts/English Language Development Framework defines Designated ELD as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.” It is a systematic, explicit component of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program.

Dual Language Programs (DLI)
Dual Language Programs offer students the opportunity to become bilingual and bi-literate by developing advanced language/ literacy skills in two languages. The goal is acquisition of academic proficiency in two languages, English and the English Learners’ primary language, together with mastery of academic core content. Instruction is in English and the primary language. Students continue to participate in the program after attaining English fluency, in order to continue to develop strong primary language skills and cultural proficiency.

EL
English Learner English Learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs. Other terms are sometimes to describe English Learners, including LEP (Limited-English-Proficient), a term still used in federal legislation, and ELL (English Language Learner).

EL Folder
This is a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student’s Cumulative Record folder at the school the student
attends.

ELA
*English Language Arts*

ELAC
*English Learner Advisory Committee* A committee that advises the principal and school staff on programs and services for English Learners.

ELD
*English Language Development* English-Language development is a specialized program of English language instruction appropriate for the English Learner (EL) student’s (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD is comprised of **Designated ELD and Integrated ELD** (see definitions in glossary of terms). Links to the ELD standards are available on the CDE ELD Standards Web page at [http://www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp).

ELPAC
*English Language Proficiency Assessment of California* A state test required of all English Learners. Given to students when they first enter a California school (Initial administration), and annually thereafter each fall (Annual administration). The ELPAC measures limited English proficient students’ achievement of the California English Language Development (ELD) Standards in kindergarten through grade twelve (K-12). Three purposes for the ELPAC are specified in state law: (1) identifying students as limited English proficient; (2) determining the level of ELP for students who are limited English proficient; and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading and writing in English. The California Department of Education transitioned to this new English proficiency assessment system that replaced the California English Learners Development Test (CELDT) in 2018 (see CDE website for more information).

ELSSA
*English Learner Subgroup Self-Assessment* An instrument developed by the State Department of Education for use by districts in Program Improvement status under Title III of the federal No Child Left Behind program. Title III provides funding for English Learners.

English Learner Authorization
According to the California Commission on Teacher Credentialing (CCTC), the English Learner
Authorization and CLAD (Cross-Cultural, Language and Academic Development) Certificate authorize instruction to English Learner students for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Visit the CTC website for information on other approved authorizations to teach ELs.

**English Language Mainstream Program (ELM)**
The goal for English Learners in the ELM program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provide for English Learners as needed.

**Enrollment Center**
Enrolls and assesses English Learners, K–8, at the time they first enter district schools.

**EO**
*English Only* student. A student with no home language other than English.

**FPM**
*Federal Program Monitoring* A state review process focused on determining whether a district’s programs are in compliance with federal and state law and regulations.

**Front Loading**
It involves the students accessing prior knowledge about the new content, learning essential vocabulary that will be used throughout the lesson and using their prior knowledge and new vocabulary to develop predictions.

**GATE**
*Gifted and Talented Education* Students who are enrolled in a public elementary or secondary school and are identified as possessing demonstrated or potential abilities that give evidence of high performance capability, and enrolled in Gifted and Talented Education (GATE). High performance capability is defined by each school district governing board. Each district shall use one of more off the following categories in defining the capability: Intellectual, creative, specific academic, leadership, high achievement, performing and visual arts talent, or any other criterion proposed by the district and approved by the State Board of Education in the district’s GATE application.

**HLS**
*Home Language Survey* Federal and state law require schools to determine the language used in the home of each student. The purpose of the HLS is to help identify students in need of ELD services. Based on the responses on the HLS, students may be tested with the ELPAC to determine
their level of ELP. The HLS form is to be completed by the student’s parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at [http://www.cde.ca.gov/ta/cr/elforms.asp](http://www.cde.ca.gov/ta/cr/elforms.asp) Given to each parent at the time of the student’s initial enrollment.

**IEP**
Individualized Education Plan

**IFEP**
Initially Fluent English Proficient Students with a primary language other than English who took the ELPAC within 30 calendar days of enrollment in a U.S. public school and who met the criterion for English Language proficiency are identified as IFEP.

**Integrated English Language Development**
Integrated ELD is defined in the California English Language Arts/English Language Development Framework as “ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.” It is one of the components of the English Learner’s total educational program and critical to the success of the District’s Comprehensive ELD Program.

**Individualized Professional Learning Plan (IPLP)**
A professional learning portfolio unique to a teacher’s students’ learning needs capturing the teacher’s professional development goals. This plan should be informed by the California Standards for the Teaching Profession (CSTP).

**L1**
The language that has been identified as the student’s primary or home language.

**L2**
The second language the student acquires (usually refers to English).

**Language Census (Form R30-LC)**
The Language Census (form R30—LC) is an annual data collection that takes place in March and is used by the California Department of Education (CDE) to collect the following categories of data: number of English Learner students (EL) and fluent-English-proficient (FEP) students in California public schools (kindergarten through grade twelve) by grade and primary language; the number of EL students enrolled in instructional settings or receiving services by type; the number of students redesignated from EL to RFEP from the prior year; and the number of certified staff members providing instructional services to EL students.

Annual language census report.
LAT  
*Language Appraisal Team* This team is responsible for monitoring the progress of English Learners. They provide oversight and guidance in the following areas: 1) Monitor and review of ELs language and academic development 2) Review overall and annual representation of ELs in Special Education services 3) Review EL instructional program placement, progress, and intervention, and 3) Monitor progress of RFEP students.

LCAP  
*Local Control and Accountability Plan* This plan is mandated as part of the Local Funding Control Funding Formula, or LCFF. It is a planning tool for districts in the State of California to show how they will improve student outcomes and performance- especially for low income students, English Learners and foster youth.

LEA  
*Local Education Agency* An LEA is a government agency that supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.

LEP  
*Limited-English-Proficient* LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in listening, speaking, reading, or writing in English.

LTEL  
*Long Term English Learner* English Learners who are enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Development Test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60650, or any successor test.

MTSS  
*Multi-Tiered System of Supports* A whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems

Newcomer  
A student who is a recent immigrant to the United States (i.e., has been in U.S. schools for less
than 24 months).

**OCR**
*Office for Civil Rights*

**Parent Initiated Inter-District Transfer**
A procedure that allows parents in the district equal access to enroll their child(ren) in the school of choice.

**Parental DLI program request**
Parents or legal guardians must apply in writing and in person, annually. The DLI application is a request that the child be transferred to classes where they are taught in English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

**Primary Language (L1)**
The primary language is the language that is identified for K-12 students at the local level from information gathered on the Home Language Survey to determine whether a student should be assessed with the California English Language Proficiency Assessment (ELPAC). The primary language, also known as “native language,” or “home language” should be identified only once during the course of a student’s school career and should never change.

**Primary Language Instruction**
Primary language (L1) instruction refers to lessons taught directly and primarily in the primary language by a qualified teacher and supported by corresponding written materials in the primary language.

**Primary Language Support**
Primary language support is instructional support provided through the English Learner (EL) student’s (formerly LEP students) primary language. This support does not take the place of academic instruction through the primary language but may be used to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through English.

**Reclassification**
Reclassification is the local process used by LEAs to determine whether a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. California Education Code (EC) Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.
**RFEP**

*Reclassified Fluent-English-Proficient.* Students with a primary language other than English who were initially classified as English Learners, but who have subsequently met the LEA criteria for English Language Proficiency and are determined to be RFEP.

EC Section 323(f) specifies four criteria that LEAs must use in reclassifying students from English Learner to RFEP. The four criteria are: (1) Assessment of ELP, which in California is the ELPAC. (2) Teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average, or other measure that LEAs use to determine students’ academic performance. (3) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child’s ELP and meeting the guidelines for reclassification. (4) Comparison of performance in basic skills against an empirically established range of performance in basic skills.

**SDAIE**

*Specially Designed Academic Instruction in English* An approach to teach academic courses to English Learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through (SDAIE).

**Second Language (L2)**

The second language a student learns.

**Structured English Immersion (SEI)**

*Structured English Immersion* Classes where EL students who have not yet met local district criteria for having achieved a “good working knowledge” (also defined as “reasonable fluency”) of English are enrolled in an English language acquisition process for young children in which nearly all classroom instruction is in English but consists of a curriculum and presentation designed for children who are learning the language.

**SSC**

*School Site Council* Advises the principal on development of the school plan, including allocation of funds. SSC has the power to approve the school plan before it is sent to the Governing Board.

**SST**

*Student Study Team* A committee of teachers, administrators and the parent that is convened to determine whether a child is in need of and eligible for Special Education services. The SST continues to meet periodically to review the student’s progress in the program.
Transitional Bilingual Education (TBE)
Transitional Bilingual Education provides content area instruction in the native language while teaching English. The goals of this program are to ensure that students (1) meet grade level content and performance standards; (2) develop skill and proficiency in reading at grade level in Spanish; (3) become fully proficient in English, including listening, speaking, reading and writing; and (4) successfully move to the English Language Mainstream program.

UDL
*Universal Design for Learning* Strategies implemented in all classrooms. The aim of UDL is to give students an equal opportunity to learn by using a variety of teaching methods that diminish barriers to learning and provides the flexibility to interact with the curriculum in different ways.
Forms
Forms