



ENGLISH LEARNER MASTER PLAN

Division of Instruction

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Adopted by the Board of Education: PENDING

SAN JOSÉ UNIFIED SCHOOL DISTRICT
Nancy Albarrán, Superintendent of Schools

Plan originally approved by the SJUSD Board of Education in June 2003

Revised EL Master Plan

DELAC

Multiple Meetings ~~2024-2025~~ 2025-2026 School Year

Final Approval: ~~May 12, 2025~~ May 11, 2026

SAN JOSÉ UNIFIED SCHOOL DISTRICT

BOARD POLICY

The Governing Board intends to provide English Learners with a challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study. 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.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services for English Learners to enhance student engagement, academic achievement, and make continuous progress towards English proficiency.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English Learners.

English Learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's English development program shall be based on sound instructional theory, use standards-aligned instructional materials, and ensure that students have access to the full educational program.

Board of Education Members

~~Mr. José Magaña~~ ~~Ms. Teresa Castellanos~~, Board President – Trustee Area #2 1
~~Mr. Brian Wheatley~~ ~~Mr. José Magaña~~, Board Vice President- Trustee Area #4 2
~~Ms. Teresa Castellanos~~ ~~Mr. Brian Wheatley~~, Member - Trustee Area #1 4
Ms. Carla Collins, Member - Trustee Area #3
Ms. Nicole Gribstad, Member - Trustee Area #5
Ms. ~~Sopie Santos~~ ~~Lara Harb~~, Student Member – ~~San José High School~~ ~~Leland High School~~
Mr. ~~Diana Loveland Lemasa~~ ~~Gabriel Ruiz Flores~~, Student Member (alternate) – ~~Gunderson~~ ~~San José~~
High School

San José Unified School District Representatives

Nancy Albarrán, Superintendent
Seth Reddy, Chief Business Officer
Jodi Lax, Associate Superintendent, Instruction
J. Dominic Bejarano, Assistant Superintendent, Administrative Services

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EL MASTER PLAN ALIGNMENT & UPDATES

All sections in the San José Unified District EL Master Plan are updated to align with Federal Program Monitoring (FPM) requirements:

FEDERAL PROGRAM MONITORING

State and federal laws require the CDE to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English Learner program according to the State of California (Federal Program Monitoring, 2023-2024)

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LEGAL REQUIREMENTS Historical Perspective

LAU VS. NICHOLS

In 1974, the parent of an Asian student named Lau filed legal suit against San Francisco Unified School District. He claimed that his legal rights were violated because he was instructed in a language he could not understand (English), thus denying him equal access to education. This landmark case laid the groundwork for the Equal Education Opportunities Act.

The United States Supreme Court decreed that Limited English Proficient (LEP) children were denied equal educational opportunities when instruction was delivered in a language they could not understand. The Lau ruling has been codified in Section 1703(f) of the Equal Education Opportunities Act. The statute states that:

No state shall deny education opportunity to an individual on account of his/her race, color, sex, or national origin, by... (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

This federal law remains in effect to date.

CASTAÑEDA VS. PICKARD

In *Castañeda vs. Pickard*, the United States Court of Appeals for the Fifth Circuit interpreted Congress' use of the term "appropriate action" in the EEOA as an indication that state and local education authorities are to be given a substantial amount of latitude in choosing the programs and techniques they utilize to meet their legal obligations. This position allows local authorities to choose between such educational alternatives as sequential English immersion or bilingual education (simultaneous approach).

Where the appropriateness of a particular school system's language remediation program is challenged under the EEOA, the *Castañeda* court set forth the following requirements:

- 1) The court must examine carefully the evidence concerning the soundness of the educational theory of principals upon which the challenged program is based;
- 2) The court must determine whether the programs and practices actually used by the school system are reasonably calculated to effectively implement the educational theory adopted by the schools;
- 3) The court must determine whether the school system has adopted a sound program for alleviating the language barriers impeding the educational progress of its students and made bona fide efforts to make the program work; in other words, the court will measure the program's success in terms of overcoming linguistic barriers.

SJUSD STIPULATED MODIFIED REMEDIAL ORDER AND CONSENT DECREE

Following the litigation in *Vásquez vs. San José Unified School District* in 1984, the U.S. District Court approved San José Unified's comprehensive desegregation plan with the mandate to desegregate all schools within five years. The court appointed a court monitor to oversee the implementation of the plan. In 1994, the Vasquez parties entered a Consent Decree, which was approved by the court. The Decree required bilingual programs to be aligned and enhanced, that student progress be monitored, and that the hiring practices and staff development programs address the needs of the District's linguistically diverse student population.

After the passage of Ed Code section 300 et seq, the District requested the Federal Court to override this legislation and allow the continuation of Spanish bilingual programs. The Federal court approved the District's request to maintain bilingual education in the District also known as the Academic Language Acquisition (ALA) bilingual program. The Modified Court Order allowed initial placement of any student in the ALA program upon

parental request without the 30-day requirement in an English language classroom as specified in Ed Code 300, an annual parental school visit, and signed waiver by a parent or guardian. The District strongly encouraged parents to visit the site annually to sign the renewal of the waivers. As of July 1, 2017, the waiver and English placement is no longer required.

CALIFORNIA EDUCATION CODE SECTION 300 AND PROPOSITION 58 (Information from the CDE)

In November 2016, California voters approved Proposition 58, also known as the California Education for Global Economy Initiative (CA Ed.G.E. Initiative). The purpose of the CA Ed.G.E Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

Proposition 58 authorizes school districts to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.

- 1) School districts shall, at a minimum, provide English Learners with a structured English immersion program
- 2) Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child.

San José Unified currently provides these options through our Structured English Immersion (SEI), Academic Language Acquisition (ALA) and Two-Way Bilingual Immersion (TWBI) programs.

Districts are required to provide ELs with access to the core curriculum by implementing appropriate programs designed to overcome linguistic barriers and academic deficits incurred while the student is learning English. Federal Law requires programmatic intervention beyond the minimum one-year sheltered immersion program mandated by Ed Code 300. The legislation from Ed Code 300 recognizes that it cannot override this federal mandate.

CALIFORNIA’S ENGLISH LEARNER ROADMAP (Information from the CDE)

Adopted by the California State Board of Education on July 12, 2017.

Four principles support our vision and provide the foundation of California’s English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English Learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English Learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the English Learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English Learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle#2: Intellectual Quality of Instruction and Meaningful Access

English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding.

English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learners and their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build on the strengths and meet the needs of English Learners.

Principle #4: Alignment and Articulation Within and Across Systems

English Learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

**MASTER PLAN FOR ENGLISH LEARNERS
OF THE SAN JOSÉ UNIFIED SCHOOL DISTRICT**

CHRONOLOGY OF CONSENT DECREE

Following the litigation in Vasquez vs. San José Unified School District in 1984, the U.S. District Court approved San José Unified’s comprehensive desegregation plan with the mandate to desegregate all schools within five years. The court appointed a court monitor to oversee the implementation of the plan. In 1994, the Vasquez parties entered a Consent Decree, which was approved by the court. The Decree required bilingual programs to be aligned and enhanced, that student progress be monitored, and that the hiring practices and staff development programs address the needs of the District’s linguistically diverse student population.

1985- U.S. District Court approves SJUSD’s desegregation plan.

1985- The Board of Education approved the District Bilingual Education Plan in May 1985. It was prepared to guide the development and implementation of the basic bilingual program models established in the District as part of the AB 507 requirements and the 1985 court order. The document was delivered to each site administrator.

1994- New Consent Decree approved.

1995- In June 1995, the Board of Education approved our District Bilingual Master Plan, which met the requirements of the 1994 Consent Decree. The Master Plan was consistent with the State Coordinated Compliance review guidelines.

1998- A Stipulated Modified Court Order was presented to the court on December 16, 1998, to comply with Ed Code Sections 300-240. Provisions of this modified order include:

- The District will offer the Academic Language Acquisition (ALA) bilingual program for Spanish ELs at elementary schools that have 20 or more Spanish ELs in each grade K-3
- Parents must go to the school to request the ALA program by signing a Parent Exception Waiver (as of July 1, 2018, this waiver is no longer required).
- If the request is denied, parents may appeal and have the option to transfer their child to an ALA school

- the requirement to conduct a formal evaluation of the program after 3 years to determine program effectiveness.

1999- In June 1999, the Board of Education approved the Master Plan for English Learners, which meets the requirements of Ed Code Sections 300-340 regarding Proposition 227, as well as the Stipulated Modified Remedial Order from December 1998.

2003- The SJUSD Board of Education appoints a Blue-Ribbon committee to advise on the development of a Voluntary Integration Plan, which the Board adopts in June 2003. The United States District Court finds that the District has fully complied with all of its constitutional obligations under federal court order, including providing enhanced and effective bilingual education programs (ALA), and releases the District from federal court supervision in August/December 2003. Implementation of the Voluntary Integration Plan commences in September 2003.

DISTRICT VISION STATEMENT

Preparing today’s students to be the thinkers, leaders, and creators of tomorrow.

PURPOSE STATEMENT

San José Unified School District provides equal access to the core curriculum for English Learners. This will ensure that students attain the knowledge and skills to participate successfully in a global community. The programs in SJUSD advance the goals of acquiring English language proficiency and academic skills in the content areas while valuing the student’s language and culture.

GOALS

1. Develop each student’s fluency and proficiency in English effectively and efficiently.
2. Provide equity of access to the core curriculum, extracurricular activities, and other educational opportunities for all students, which will support their progress and achievement in the content areas.
3. Provide staff development leading to high-quality instruction to ensure that SJUSD staff is prepared to meet the needs of ELs.
4. Increase parental involvement in their children’s education and school governance.
5. Evaluate program effectiveness and submit yearly reports on student achievement and progress.
6. Maintain program models that develop fluency in a second language for all students.
7. Allocate resources and develop interventions to ensure student success and prevent academic deficits.
8. Support District efforts to build a respectful school community that honors diversity, including developing students’ positive self-esteem and cross-cultural understanding.
9. Provide opportunities to maintain and develop a student’s primary language as they acquire English and develop biliteracy skills throughout their TK-12 academic program.

PARENT AND COMMUNITY ENGAGEMENT

The Office of Family Engagement supports our schools by building the capacity of both parents and staff. Annual training is provided for parents in leadership positions and aspiring leaders. In addition to leadership training, we also offer a variety of opportunities for families to extend their knowledge and improve personal skills. Our Family University classes provide families with information to help to support student’s academic success at

home. Informational flyers are sent to parents each year to inform them of dates and times of training. This information can also be found at sjusd.org.

Each school year, San José Unified sends a climate survey to parents. Parent responses provide valuable insight into our progress toward meeting the objectives of our Strategic Plan. The survey also asks for parent feedback on school climate and safety and how we can best engage with families.

Our Board Policy on Parent Involvement outlines our commitment to our partnership with families.

Dimension I – Involvement

EL 1: English Learner Advisory Committee (ELAC)

Requirements:

A School site with 21 or more English Learners (ELs) must have a functioning ELAC that meets the following requirements:

- a) Parent members are elected by parents or guardians of ELs.
- b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
- 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.
- 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).
- e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph “b”, above.

Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district.

SJUSD Implementation:

- Sites will have a School English Learners Advisory Committee (SELAC) wherever there are 21 or more EL students. Parents of ELs constitute at least the same percentage of the committee membership as their children represent the student body.
- The School Site Council (SSC) will include member(s) of the SELAC.
- Sites will hold a minimum of five meetings per school year. Agendas will reflect that the following are reviewed with parents: election process and results, annual student achievement data, program evaluation, language census, budget and the school-level plan, and student attendance.
- Sites will designate a committee member to participate in the District English Learner Advisory Committee. Schools with 30 or more Spanish EL students must select a parent of a Spanish EL to be a representative on the DELAC
- The school plan will include the necessary funding for appropriate instructional design to meet the assessed needs of EL students and their achievement data.
- Each SELAC will advise the Principal and staff regarding the development and implementation of an annual needs assessment. The needs assessment is a review of the school's student EL data. It should

include a discussion of current supports and their effectiveness and a plan for modifying supports to improve EL achievement data and reclassification rates.

- The District's outreach plan for parents of English Learners will increase participation in school programs and activities. The plan will address impediments such as transportation; English proficiency, translations, and child care needs.
- Parent training will be provided through meetings, workshops, conferences, etc. The training will include but not be limited to:
 - Legal requirements and responsibilities for SELAC members
 - Effective meeting protocols
 - Home/School Collaboration and Parent/Teacher partnerships
- The school may designate the School Site Council (SSC), to fulfill the legal responsibilities of SELAC, if the advisory body (SSC) constitutes at least the same percentage of the committee membership as their EL children represent of the student body. The SELAC must meet and constitute prior to designating SSC. This must happen every two years.

EL 2: District English Learner Advisory Committee (DELAC)

Requirements:

Each LEA with more than 50 ELs 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 ELs and not employed by the district

The DELAC shall advise the school district governing board on all of the following tasks:

- Development of a district master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA.
- Conducting a district-wide needs assessment on a school-by-school basis
- Establishment of a district program, goals, and objectives for programs and services for ELs
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Review and comment on the LEA's reclassification procedures
- Review and comment on the written notifications required to be sent to parents and guardians
- Review and comment on development or annual update of the Local Control and Accountability Plan (LCAP)

Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.

The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees

SJUSD Implementation :

- The District English Learners Advisory Committee will advise regarding the Master Plan for English Learners and make appropriate recommendations to the school Board of Education. The plan will be reviewed and updated annually, with DELAC discussing and approving the recommended changes.
- A representative of the SJUSD Board of Education attends every DELAC meeting in order to participate in the discussion and receive input from the parent members.
- DELAC will conduct an annual needs assessment each year. The needs assessment is a review of student EL data for each school. It will include a discussion of reclassification criteria and processes, current supports and their effectiveness, and a plan for modifying supports to improve EL achievement data and reclassification rates.

- Review of program goals, objectives, and services that address the needs of EL students, which include Structured English Immersion (SEI), Academic and Language Acquisition (ALA), and Two-Way Bilingual Program (TWBI). Review of program evaluation at least once every four years.
- Annual review of the hiring and retaining of qualified instructional staff who work with and support English Learners.
- Review of district Local Control Accountability Plan (LCAP), including staff development and budget prioritization.
- Parent training will be provided through meetings, workshops, conferences, etc. The training will include but not be limited to:
 - Legal requirements and responsibilities for DELAC members
 - Effective meeting protocols
- Provide copies of the annual and initial notification of English Learner students' letters and discuss the purpose.
- DELAC will review and discuss the consolidated application yearly and discuss fiscal allocations in conjunction with the strategic plan related to English Learner support.

Dimension II – Governance & Administration

EL 3: English Learner Identification and Assessment

Requirements:

Each LEA must properly identify and assess all students who have a home language other than English.

At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English.

If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment.

The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment.

Each LEA must annually assess the English language proficiency and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.

When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment or a section of either test, even with resources, the pupil shall be assessed using the Alternate ELPAC, as specified in the pupil's IEP.

SJUSD Implementation:

Identification: Parents are asked to complete a Home Language Survey (HLS) upon registration. This survey may trigger an initial assessment based on the first three questions of the HLS. The survey will then be filed in the student's cumulative record.

The Home Language Survey includes a description of the purpose and uses of the HLS and the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status. Each year, the Enrollment Center staff will receive training to ensure they are able to provide consistent information about the HLS, assessment process, and instructional program options offered to English Learners (ELs). Parents are communicated with in multiple ways regarding their right to change the Home Language Survey prior to giving the initial ELPAC.

The HLS consists of the following five questions:

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

See HLS copies in Appendix A (English and Spanish Versions p.29)

The answers provided for HLS question 1-3 are used to determine a student's home language status:

- English Only (EO)
- Possible English Learner – To Be Determined (TBD)

All five HLS questions must be answered, and the HLS form must be signed by the parent/ guardian. The document becomes a permanent part of the student's cumulative record. The first, or initial, HLS (e.g., TK or K) for a student supersedes any other HLS forms completed later. Therefore, the answers provided on the initial HLS* are documented permanently in our Student Information System (SIS) and CALPADS.

In order to determine a student's home language status, follow the guidelines below:

1. ALL English on HLS questions #1-3
The student is considered English Only (EO). Enrollment Center staff will update student's language classification in our Student Information System (SIS). The initial HLS shall be added to the student's cumulative record, and the student is placed in the district's general program.
2. At least one response other than English on HLS questions #1-3
The student is designated as having a primary language other than English, and the assessment process begins. A copy of the initial HLS shall be provided to the site and placed in the student's cumulative record. Technology and Data Services (TDS) communicates via a letter mailed home notifying the parent that the student will be assessed with the Initial ELPAC as required by law. The assessment process takes place within 30 calendar days of enrollment. TDS will update the student's language classification from "TBD" to "Non LEP" or "EL" when ELPAC results are received. They will also add language, test dates, and results to our Student Information System. Students will be placed in the appropriate educational program based on the results of initial language testing and consultation with parents or guardians.

3. A language other than English on questions #4 and/or #5, but not #1-3

The student is considered English Only (EO) and placed in the district's general program. The language spoken most often by the adults at home or caregivers does not determine the student's native language proficiency.

*Once home language determination is made, it does not need to be re-determined unless the parent or guardian disputes the results. If the HLS is completed in error, the parent/ guardian may make a request to change it. However, once the student is identified as an English Learner and assessed with the English Learner Proficiency Assessment of California (ELPAC) Summative Assessment, changing the HLS will not change the student's classification. A student's English Learner status will change only when reclassification criteria are met. Parents cannot "opt out" of the ELPAC because English language proficiency is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Ed. Code 313)

As part of the enrollment process, parents are asked to provide information about the student's place of birth and if born outside the US, the date they entered the US. This information is loaded in our Student Information System.

English Language Assessment:

- Trained staff will administer the English Language Proficiency Assessment of California – Initial Assessment (ELPAC) to all new students with a home language other than English, as identified in the first three questions of the HLS, to determine the student's English proficiency level.
- Grades K-12: Cut points provided by the California Department of Education (CDE)
 - Level 1 Novice 150-369
 - Level 2 Intermediate 370-449
 - Level Initially Fluent English Proficient 450-600
- All English Learners will be annually assessed using the ELPAC Summative assessment for the purpose of monitoring progress in English Language Development.
- All English Learners will participate in state and district level academic assessments.
- Students with an Individual Education Plan (IEP) or Section 504 plan will be assessed annually for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in their IEP or Section 504 plan.
- The District will use the state recommended assessment for appropriate students with moderate-severe disabilities. The Special Education Department will create a list of all eligible students based on their primary disability and then determine the appropriateness of this assessment with the Program Specialist.
- All English Learner results are communicated with site staff to ensure appropriate EL services and supports are provided.

Primary Language Assessments:

- Trained staff that are proficient in English and the primary language will administer the LAS-Oral and available parallel tests to determine a student's primary language proficiency.
 - Spanish-speaking and Vietnamese-speaking students will be assessed for oral fluency using the LAS.
 - The Student Oral Language Observation Matrix (SOLOM) will be used to assess speakers of other languages in their primary language by a speaker of that language. Whenever possible, an interpreter will evaluate the student in reading and writing.
- Grades K-12 students are identified as proficient in the primary language based solely on an oral proficiency test.

EL 4: Implementation, Monitoring & Revision of Title III Plan

Requirements:

Each LEA must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.

The LEA receiving Title III funds must use these funds to implement effective approaches and methodologies for teaching EL students and immigrant children and youth. Each LEA must use Title III funds to:

- a) Increase the English Language Proficiency (ELP) of EL students by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
 - a. ELP; and
 - b. Student academic achievement
- b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - a. Designed to improve the instruction and assessment of ELs;
 - b. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - c. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - 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 teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor the students of the teacher, and any LEA employing the teacher, as appropriate.
- c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
 - a. Shall include parent, family, and community engagement activities; and
 - b. May include strategies that serve to coordinate and align related programs.

Authorized sub grantee activities may use funds by undertaking one or more of the following activities:

- a) Upgrading effective EL instructional strategies.
- b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures.
- c) Providing to ELs:
 - a. Tutorials and academic or career and technical education
 - b. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.
- d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services.
- e) Improving the English language proficiency and academic achievement of ELs.
- f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
 - a. Improve the English language skills of ELs; and
 - b. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children.
- g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
 - a. The acquisition or development of educational technology or instructional materials.
 - b. Access to, and participation in, electronic networks for materials, training, and communication.
 - c. Incorporation of resources into curricula and programs.

- h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education.

Each LEA receiving Title III Immigrant funds must provide instructional opportunities for immigrant children and youth, which may include:

- a) Family literacy, parent and family outreach, and training activities for parents and families;
- b) Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;
- c) Provision of tutorials, mentoring, and academic or career counseling;
- d) Identification, development, and acquisition of curricular materials, educational software, and technologies;
- e) Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;
- f) Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and
- g) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children

SJUSD Implementation:

Title III funds are used to provide coaching and professional development to teachers, site coaches, administrators, and Primary Language Program Assistants. The focus of the PD and coaching is:

- Understanding the CA ELD standards;
- Using district instructional resources to differentiate for the needs of English Learners;
- Using data to plan for instruction to support English Language Development;
- Using data and district resources to support long-term ELs.

District and site instructional coaches provide ongoing professional development focused on the needs of English Learners through:

- One-on-one coaching cycles;
- Professional development at weekly staff meetings;
- Induction teacher support (both coaching cycles and weekly meetings);
- Intensive coaching cadres that incorporate both professional development and coaching.

Effectiveness and implementation of professional development are measured using:

- Feedback from participants and a commitment to the next steps for implementation;
- Site administrators and department staff collect observational data to measure the implementation of best practices after professional development.

Parent, family, and community engagement are supported through:

- Monitoring attendance at and feedback on the quality of the offerings at Parent University;
- Ensuring site attendance at the monthly DELAC meetings;
- Offering language and technology classes to Non-English speaking parents;
- Ensuring all sites have participation in monthly SELAC meetings;
- Offering families opportunities to learn about college and career requirements through Saturday conferences and monthly presentations conducted by academic counselors or parent liaisons.

We do not receive Title III Immigrant funds.

EL 5: EL Program Inclusion in the School Plan for Student Achievement (Schoolwide)

Requirements:

The EL program must be included in the development of the SPSA.

The development of the SPSA shall include the following actions:

- a) The administration of a comprehensive needs assessment with an analysis of academic performance and language development data, that includes a determination of EL student and program needs.
- b) Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of EL students not meeting or at risk of not meeting challenging state academic content standards.

An approved SPSA must contain:

- c) Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of EL students.
- d) Evidence-based strategies, actions, or services to reach goals.
- e) Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable.

The SPSA shall be reviewed and updated annually, and approved by the local governing board whenever there are material changes to the plan

SJUSD Implementation:

All schools complete a section focused on English Learners in their SPSA. This section includes a review of the current ELPAC scores, long-term ELs, and reclassification data.

When schools write the activities to support English Learners it will include:

- The data that indicates it is needed;
- The specific activities to be implemented along with a timeline (not ongoing);
- A means for evaluating the activity's effectiveness and students' progress toward accomplishing EL goals.

SPSAs are updated and approved by the SSC and SELAC at least once a year and are reviewed and approved by the school board each spring. SPSAs are aligned to the district LCAP.

Title III funds are not distributed directly to school sites.

EL 6: Title III Inventory

Requirements:

For all categorical programs, each LEA must maintain an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by:

- Type/description
- Model/name
- Serial/identification number
- Funding source
- Acquisition date
- Original cost
- Location and use

- Percentage of Federal participation in the project costs for the Federal award under which the property was acquired
- Title holder
- Current condition
- Transfer, replacement, or disposition of obsolete or unusable equipment

Each LEA must conduct a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records.

SJUSD Implementation:

Beginning with the 2016-17 school year, SJUSD no longer uses Title III funds to purchase equipment. The Technology and Data Services department conducts a physical check of all equipment, regardless of funding source, every Spring in an even-numbered year.

Dimension III – Funding

EL 7: Supplement, Not Supplant, with Title III

Requirements:

General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the core curriculum. The provision of such services and programs must not be contingent on receiving state or federal supplementary funds.

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

The use of Title III funds must meet the following requirements:

- An LEA utilizes no less than 98 percent of the Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds to administer this program for the fiscal year.
- The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s).

SJUSD Implementation:

General funds are allocated to all schools to support all students, including ELs. All students have access to the core curriculum and services.

The District and site provide appropriate primary language and English Language Development resources from local, state, and other funds to support EL students’ academic learning of the core curriculum, to accommodate identified needs, and to provide access to library reference material.

Schools survey their needs for primary language materials and plan a budget that addresses these needs. Schools maintain a list of these materials. These are not funded through Title III but may be funded through general funds using the state Supplemental funds (LCFF) guidelines.

Title III funds are used to fund district staff who provide coaching and professional development as a direct service to sites with ELs.

EL 8: Time and Effort Requirements (Title I and Title III)

Requirements:

The LEA must properly charge and document allowable salaries and wages that are reasonable and necessary in accordance with applicable Title III program requirements and federal accounting requirements.

SJUSD Implementation:

We do not multi-fund employees using Title III. They are funded solely under Title III and complete a semiannual certification of such employment.

Dimension IV – Standards, Assessments, and Accountability

EL 9: Evaluation of Title III-Funded Services and Programs

Requirements:

A program evaluation of all programs and services funded by Title III must be provided by each LEA. The report must include:

- A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
- The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;
- The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;
- The number and percentage of ELs reclassified each school year;
- The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;
- The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and
- Analytical findings on the effectiveness of Title III-funded services and programs and next steps for program improvement based on the analysis

SJUSD Implementation:

Each year, we review the activities funded through Title III funds. This evaluation includes an analysis of student EL data, including growth and reclassification, as well as academic data as measured by SBAC and district assessments. Data will be reviewed by the program (SEI, ALA, TWBI). Activities that do not positively affect EL achievement will be adjusted or abandoned.

Multiple times in the school year, site staff review the long term English Learner internal report to monitor progress in English Language Development and academic growth. Students on this list have not made progress on the ELPAC, indicating the need for additional support or intervention. Site staff identify supports and follow up throughout the school year. Students at grade level will be monitored one time per year. Students who continue to need additional support will be monitored twice a year, and staff will provide support as needed.

Goals:

- All ELs will progress one proficiency level as measured by ELPAC each school year;
- All ELs will make progress on SBAC each school year;
- All sites will ensure a success rate for English Learners in core curricular areas that equals or exceeds the success rate of English proficient students in the District. (Success equals 2 or better in grades K-5; C or better in grades 6-12)

- All sites will ensure a success rate for reclassified students in the core curricular areas that equals or exceeds the success rate for English-only students in the district (Success equals 2 or better in grades K-5; C or better in grades 6-12).

EL 10: Reclassification

Requirements:

Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

- Assessment of English Language Proficiency.
- Teacher evaluation that includes, but is not limited to, the student’s academic performance. The term “teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions of the student.
- Opportunities for parent opinion, consultation, and involvement during the reclassification process.
- 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.

Each LEA must maintain the following in the student’s permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification

Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.

SJUSD Implementation:

C&I provides sites with a list of potential reclassification candidates each year. The list is based on the following criteria using the most recent scores available:

- ELPAC: Overall 4 **or ALT ELPAC 3**
- Teacher evaluation of student academic performance based on student grades in Language Arts.
 - K-5: Grade of 2 or higher and “Making Adequate Progress”
 - 6-12: Grade of C or higher English Language Arts
- Comparison of student’s performance in basic skills.
 - **Various State and Local Assessments: Specific criteria can be found on the SJUSD Web Site**
 - ~~K-5: Writing Performance Assessment (WPA) score of 9 or higher **or** ISIP ≥ 3 **or** SBAC ≥ 3 for their previous year’s grade for 4th–5th-grade students; Students on IEPs that address writing goals have an adjusted target score based on their IEP.~~
 - ~~K-2 ALA/TWBI students: Will take an On-Demand English ISIP. Students will need to score 3 or above English Literacy ISIP.~~
 - ~~6-12: WPA Proficient or Above (3 or above)~~
 - ~~6-12 Alternate Assessments: SBAC ≥ 3 , AP (Score of 3 or above)/PSAT (430)/SAT (460)~~

Sites contact parents for parent consultation and opinion to determine final reclassification.

Sites maintain the following records in the student cumulative record:

- Language and academic performance assessment results;
- Reclassification and reclassification monitoring forms with teacher and site administrator signatures.

~~Reclassification of EL Special Education students will be an IEP team decision. A staff member specializing in English Language Development should participate in the meeting. Each EL student with an IEP must be treated individually, and the IEP team must decide whether to reclassify or not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes must be taken and noted as part of the student's IEP.~~

Sites monitor reclassified students for four years after reclassification to ensure ongoing academic success and provide support as needed. Students at grade level will be monitored once per year, and students who continue to need additional support will be monitored twice per year.

Sites use the district monitoring report that includes student reclassification goals the teacher determines during reclassification. Goals are updated as needed during the four years of monitoring. Reclassification monitoring plans are stored centrally and reviewed by C&I staff to ensure completion and quality of support. At a minimum, sites review SBAC, Grades, and WPA data for each student in addition to internal assessments.

Dimension V – Staffing and Professional Development

EL 11: Teacher EL Authorization

Requirements:

Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized and be fluent in English.

SJUSD Implementation:

The District makes every effort to staff all ELD classrooms with qualified teachers. Human Resources will inform principals of the status of teachers in training for CLAD certification in order to monitor and ensure progress toward completion.

Some staff are hired who have an emergency CLAD. Human Resources will annually monitor the progress of ELD teachers in training.

EL 12: Professional Development Specific to English Learners

Requirements:

Each LEA must provide professional development to effectively implement the LEA's EL program.

Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- Designed to improve the instruction and assessment of ELs.
- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
- Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation.
- 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.

SJUSD Implementation:

In addition to the information provided in section EL 4, SJUSD provides the following professional development to meet the needs of English Learners.

- Induction for teachers with a preliminary credential. This includes goal setting, review of student data (including EL proficiency), one-on-one coaching, professional development on content, integrated ELD, and designated ELD.
- In-depth professional development around Early Literacy, Readers' and Writer's Workshop, and Math. Secondary staff receive intensive PD to better implement explicit language instruction through Constructing Meaning and the English Language Arts with Academic Language Development course.
- Site and district coaching staff support professional development through three to five-day coaching cycles focused on the content provided.
- C&I provides professional development to site leadership to understand and support the EL programs (SEI, ALA, TWBI) and strategies to assess effective program structures, practices, implementation, and instructional strategies.
- Regular training will be offered to SJUSD staff to include the following topics:
 - ELD teaching methodology (Integrated and Designated)
 - Additional and appropriate educational services for English Learners in English-Language main-stream classrooms
 - Best practices for bilingual programs (ALA, TWBI)
 - Special instructional methodology for teaching the content of the core curriculum in English to EL students
 - Appropriate issues related to cross-cultural understanding and self-image
 - State and Federal mandates.

Effectiveness and implementation of professional development are measured using:

- Feedback from participants and a commitment of the next steps for implementation;
- Observational data collection by site administrators and department staff is used to measure the implementation of best practices after professional development.

Dimension VI – Opportunity and Equal Educational Access

EL 13: Program Options and Parent Choice

Requirements:

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

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.

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

- a) A description of any language acquisition programs provided, including Structured English Immersion;

- b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
- c) Information that any language acquisition program provided by a local educational agency (LEA) shall be designed using evidenced-based research and include both Designated and Integrated ELD
- d) The process to request establishment of a language acquisition program;
- e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Schools in which parents or legal guardians of 30 students or more per school or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible.

When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

SJUSD Implementation:

Ed Code 300 in the State of California mandates that all children in California public schools shall receive the highest quality education, master the English language, and access high quality, innovative, and research-based language programs that provide the California Education for a Global Economy. All ELs receive English Language Development in addition to core classes in each program as described below.

Programs Offered in San José Unified School District:

Structured English Immersion (SEI) Program:

An SEI classroom is the initial placement of all English Learners whose parents have not requested an alternative bilingual program. With the exception of the TWBI Magnet school, River Glen, all elementary schools in SJUSD have at least one SEI classroom at each grade level at their site.

At the elementary level, EL students at all levels of fluency (ELPAC 1-4) are grouped together in an SEI class with reclassified students and/or native English speakers. The goal of this program is to provide Integrated English Language Development (ELD) instruction at each student's appropriate English proficiency level. Teachers modify instruction to make the core content comprehensible for English Learners. Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to help students maintain grade-level competency while acquiring English as quickly as possible and making progress toward reclassification. Native speakers and reclassified English proficient students serve as English language role models for their English Learner peers.

The instructional design consists of a critical amount of English Language Development. The focus of all lessons for English Learners in SEI should include language development and academic content. Students also receive primary language support when necessary and when it is available to facilitate English acquisition and academic progress.

All teachers of English Learners must hold the appropriate authorization (BCLAD, CLAD, or the equivalent). It is their responsibility to understand their English Learner students' proficiency levels and use the CA CCSS in ELD and the SJUSD Instructional Framework to support instruction for English Learners.

In schools with 25 or more English Learner students across 2 grade levels, students will be grouped for 45 minutes of daily Designated English language development (ELD). In schools with less than 25 ELD students across 2 grade levels, English Learner students will receive designated ELD daily in a small group setting within the context of their English language arts instruction.

Assessments: Students are assessed continuously during the school year in English.

Academic Language Acquisition (ALA) Program:

ALA is one of San José Unified School District's uniquely designed alternative bilingual programs. This program is for Latino students classified as English Learners who come from Spanish-speaking homes and are fluent in Spanish.

The ALA program is a modified transitional bilingual program with primary language maintenance and development in the TK-3 elementary grades. ALA is designed as a well-articulated multi-year program with the dual goals of accelerating the student's acquisition of the English language while developing academic skills in core content areas in the child's primary language, Spanish.

English Learners in this program are required to meet grade level standards in reading and writing in Spanish in Grades TK-2 and receive English Language Development daily. ALA students transition into English literacy in 3rd grade. Students continue studying social studies and mathematics in their primary language in 3rd grade.

By 4th and 5th grade, students who have participated in the ALA program in their primary years are fully immersed in an SEI classroom. The students' academic progress is monitored to ensure mastery of grade-level content standards. At the same time, their acquisition of English is monitored as they make progress toward reclassification.

A program design delineating the percentage of time in Spanish and English has been developed to accommodate two language arts programs. ALA classrooms are expected to adhere to the respective grade level guidelines established in the model.

Washington Elementary School offers the ALA program.

The ALA classrooms are staffed with teachers holding BCLAD authorization or the equivalent. They possess native or native-like fluency in Spanish and English and high levels of bi-literacy.

Orientation for ALA: Parents enrolled in ALA must attend an Orientation session at their school of enrollment in the first weeks of school. Given the nature of the program, it is important for parents to understand the instructional program at each grade level and how this instruction supports literacy development in the primary language and/or accelerated acquisition of English. With this knowledge, they will be better equipped to support their student in their academic progress.

Classroom Composition: 100% of the students in our ALA program are Native Spanish speaking English Learners (EL) or Native Spanish speakers who are also Initially Proficient (IP) in English.

Assessments: Students are assessed on an ongoing basis during the school year, in both languages, dependent on the language of the content area instruction.

Assessments: Students are assessed on an ongoing basis during the school year, in both languages, dependent on the language of the content area instruction.

Two-Way Bilingual Immersion (TWBI) Program:

The Two-Way Bilingual Immersion program is SJUSD's second alternative bilingual program for grades TK-12. TWBI is ~~an 80:20~~ a 90:10 model, a multi-year program offering students the optimum opportunity for the development of:

- Bilingualism: high levels of oral fluency in two languages,
- Bi-literacy: a strong academic foundation in both languages,
- Multi-cultural competency: strong pro-social and advocacy skills while working with the students, their families, and the community.

The Two-Way Bilingual Immersion program integrates Spanish-speaking English Learners, English-speaking Spanish Learners, and bilingual students who are classified as "proficient" in English based on the ELPAC. In a TWBI classroom, both the native Spanish speakers and the native English speakers become language models to each other. Class rosters are created each year with particular attention to the number of native English and Spanish speakers in each room to ensure the appropriate balance of language role models for proper program implementation.

All students in this program receive instruction in Language Arts and Mathematics in Spanish in the primary grades and receive English Language Development daily. In secondary, students in the TWBI program receive Spanish instruction in Language Arts and Social Studies. TWBI's program design delineates the percentage of time in each language. All TWBI classrooms are expected to adhere to the guidelines of the respective grade levels for full implementation.

Walter L. Bachrodt, Horace Mann, River Glen, Merrit Trace, and Willow Glen Elementary offer this program at the elementary level. Families can choose an immersion program for their child at the secondary level at Herbert Hoover, River Glen, and Willow Glen Middle Schools and later at Abraham Lincoln and Willow Glen High School.

Assessments: Students are assessed on an ongoing basis during the school year, in both languages, dependent on the language of the content area instruction.

Heritage Language Program:

The Heritage Language Program is a language acquisition program for English Learner students who are native Spanish speakers. The course provides instruction to students using both English and a student's native language for literacy and academic instruction. This program enables non-English speakers or students with weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is grounded in evidence-based research and includes both designated and integrated ELD. It is designed for students in grades seven through twelve.

Assessments: Students are assessed on an ongoing basis throughout the school year, in both languages, depending on the language of the content area instruction.

Process for Responding to Parent Request for Additional Language Acquisition Programs:

Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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 of Section 305. Curriculum & Instruction (C&I) staff will monitor the requests and instigate a feasibility assessment when the target number of written requests is received.

The written request from a parent must include the following:

- The date of the request

- The names of the parent and pupil and contact (email or phone number) information
- A general description of the request (ALA, TWBI - Language)
- The pupil's grade level on the date of the request

Based on guiding principles of dual language education, C&I staff will review the following areas to determine if a new or expanded language acquisition program is possible at the requested school:

The Feasibility study will include an analysis of multiple components:

- Program Feasibility
- Linguistic Balance: Do we have the appropriate demographics to implement and sustain this program? Both ALA and TWBI have required demographics to maintain a quality instructional program based on current research:
 - ALA – Students with high primary language skills
 - TWBI – Linguistic Balance of 50:50, with half of the students in the class being Native Spanish speakers and the other half Native English speakers, each group serving the other as a strong target language role model for their counterparts.
- Community Interest
- Resources: Are we able to provide quality instructional materials in the target language?
- Staffing – Belief system in place to grow program; Are we able to find teachers with the quality of language skills as well as appropriate credentials necessary to implement and sustain this program?
- Principal/AP
- Bilingual Instructional Coach
- Climate Survey
- Enrollment: 2-year mobility rate, 8-year enrollment history, Current School Demographics, K-5 Enrollment by school of residency, Orientation attendance by school/District of residency
- Achievement Data as compared between target schools and all TWBI schools (or River Glen & another TWBI school): SBAC, WPA data, Math and Literacy Assessments
- Reclassification data
- Space/Facility
- Advantages & Benefits of the Program to the School & Community
 - Academic Achievement
 - Opportunity to Develop Bi-literacy for students
 - Community Development and Integration
- Funding
 - Training of Teachers
 - Libraries // current libraries at TWBI schools
 - Grade level appropriate target language materials

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school request the same or substantially similar type of language acquisition program, the LEA shall respond by taking the following actions:

- Within 10 school days of reaching the threshold described above, notify the parents of pupils attending the school, the school's teachers, administrators, and DELAC, in writing, of the parents' request for a language acquisition program;
- Identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
- Determine, within 60 calendar days of reaching the threshold described above, whether it is possible to implement the requested language acquisition program and provide notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators, of its determination;

- If the school makes an affirmative decision to implement a language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program.
- In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternative option that can be implemented at the school.

Template for Communication:

10 Day Notification (School Newsletter & DELAC - Notify via email)

This is to notify you that the parents of 30 pupils at XXX Elementary School have requested (ALA or TWBI Specific Language) language acquisition program. The Curriculum and Instruction Department will conduct a feasibility study reviewing community interest, availability of instructional resources and staffing, climate survey, enrollment and achievement data, facility, and fiscal resources. XXXX will communicate The study results in writing (60 calendar days from the threshold). Please contact the site principal if you have any questions about the process.

60 Day Notification

Affirmative Decision:

On XXX, the parents of 30 pupils at XXX Elementary School requested (ALA or TWBI Specific Language) language acquisition program. This is to notify you that the Curriculum, Instruction, and English Learner Services Department conducted a feasibility study reviewing community interest, availability of instructional resources and staffing, climate survey, enrollment and achievement data, facility, and fiscal resources. The result of the study concluded that moving forward with the planning and development of a XXX program will be feasible based on the above indicators. The Curriculum, Instruction, and EL Services Department will work with Site staff to develop a timeline for program development and community engagement with the goal of opening the program in the XXX school year. Please contact the site principal if you have any questions about the process.

Rationale for Declining Request:

On XXX, the parents of 30 pupils at XXX Elementary School requested (ALA or TWBI Specific Language) language acquisition program. This is to notify you that the Curriculum, Instruction, and English Learner Services Department conducted a feasibility study reviewing community interest, availability of instructional resources and staffing, climate survey, enrollment and achievement data, facility, and fiscal resources. The result of the study concluded that opening a XXX program will not be feasible for the following reasons.

San José Unified School District is committed to providing the highest quality education for all our students. We appreciate your interest in expanding our offerings of bilingual programs, but at this time do not feel it is in the best interest of our students to do so at XXX Elementary School. Please contact the site principal if you have any questions about the process.

Dimension VII – Teaching and Learning

EL 14: ELD

Requirements:

As part of the standard instructional program provided through general funds, all identified EL students must receive a program of ELD instruction, which shall include designated and integrated ELD.

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

ELD instruction must be designed for EL students to develop proficiency in English as rapidly and effectively as possible and to meet state priorities.

Each LEA must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program.

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers.

SJUSD Implementation:

Each EL receives daily English Language Development (ELD) lessons in all program options based on the student's identified language level.

The District's ELD program utilizes a standards-based curriculum, board approved materials, and appropriate assessment measures to ensure EL students are meeting performance indicators as specified in the program evaluation section. Teachers will use ELPAC data to group students and to inform the level of EL support required for each student.

Elementary-

Integrated & Designated ELD Instruction (English Language Development)

Instruction: The CA CCSS in English Language Development Standards drives the ELD instruction in all classrooms with English Learner students. The SJUSD Instructional Framework is aligned with and supports the implementation of ELD in all lessons. These standards amplify the language knowledge, skills, and abilities that are critical for ELs to succeed in content areas while developing English proficiency. Teachers are to know and use their students' proficiency levels to identify the appropriate proficiency level descriptor that will guide the instruction for their students.

Implementation Guidelines:

Integrated ELD: Content areas taught with ELD standards and SDAIE strategies embedded in all lessons. This begins during the first week of classes.

Where: All TK – 5 SEI Classrooms & All 3 – 5 TWBI Classrooms

- Plan for ELD support through every content lesson.
- Teach Interactive and Collaborative Structures at the beginning of the year.
- Use the Academic Function Toolkit to develop sentence frames, find graphic organizers, get ideas for other interactive structures, etc.

Designated ELD: A specified 45-minute block during each instructional day for focused English Language Development instruction, leveled or in TWBI, differentiated, using the SJUSD Designated ELD Units based on the CA CCSS for ELD. This instruction creates access for our English Learners to the Language Arts content in the Scope and Sequence. K-1 TWBI and ALA teachers provide an additional 15 minutes of ELD with their homeroom class (ALA) or with the ELD teacher (TWBI) focusing on English foundational skills using board adopted curriculum.

Designated ELD in ALA/SEI schools:

- TK – 5 SEI
- TK – 3 ALA Classrooms

Designated ELD in TWBI Magnet and TWBI/SEI schools:

- All TK – 2 TWBI Classrooms
- Some K – 5 SEI depending on the number of ELs in those classrooms

Designated ELD in SEI schools:

- 25 or more ELs within a 2-grade span student should be grouped for Designated ELD
- All other sites provide Designated ELD within their ELA block. Teachers will teach to the ELD standards as aligned with the content objectives.

SEI & ALA Schools: Leveled, Designated ELD begins school-wide by the last Monday in August based on last year's official ELPAC scores. Use the Speaking score and the teacher's input to level and group your students, but the ELD teacher should be aware of all of their students' scores to differentiate instruction.

- 45 minutes daily
- Kinder and 1st grade ALA students have an additional 15 minutes of ELD with their homeroom teacher for phonics using board adopted curriculum.
- 2nd grade ALA students have an additional 30 minutes for phonics and word work using board adopted curriculum.
- Teach Interactive and Collaborative Structures at the beginning of the year.
- Use the grammatical forms matrix to guide your planning and develop leveled sentence frames.
- Use the Academic Function Toolkit to develop sentence frames, find graphic organizers, get ideas for other interactive structures, etc.

TWBI Schools: Designated ELD begins school-wide by the last Monday in August. Students are leveled for Designated ELD in the SEI classrooms depending on the number of ELs in those classrooms based on last year's official ELPAC scores.

TWBI homeroom classes stay together but switch teachers. The students are not grouped based on ELPAC levels. ELD teachers in TWBI use English with their ELD students and Spanish with their homeroom class.

- Kinder and 1st grade TWBI students have an additional 15 minutes of ELD for phonics.
- 2nd grade TWBI students have an additional 30 minutes for phonics and word work.
- SEI classes are grouped by ELPAC levels
 - 45 minutes daily

Secondary-

All Newcomers receive leveled English Language Development for 100 minutes daily. Instruction will be delivered through a designated ELD English/Reading Core to students with 1-3 years in the country. Board adopted curriculum is used in ELD English classes at the secondary level.

After 3 years in the Newcomer program, English Learners continue in English Language Arts with an Academic Language Development course (ELA with ALD). This course will provide Designated ELD Instruction that supports English language development and grade level ELA content standards. These courses will continue the language support and development that English Learners received in their initial ELD 1-6 classes, providing the

necessary language and content support for academic success and reclassification. Springboard ELA text and the Springboard ELD Companion are used in the ELA with ALD course.

Spanish speakers are encouraged to enroll in the appropriate level of Spanish Native Speaker course to improve their literacy in their primary Language. Few schools offer designated SDAIE courses for transitional or long-term English Learners. All Core teachers are credentialed and trained in instructional strategies that support English language development.

EL 15: Access to Core Subject Matter

Requirements:

Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

- a. Enrollment in the standard instructional program, which, at a minimum, consists of:
 - i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - ii. Courses required to meet state and local high school graduation requirements, and
 - iii. Courses required for middle school grade promotion;
- b. Enrollment in a full course load of courses that are part of the standard instructional program, and
- c. Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grad twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

SJUSD Implementation:

Detailed program descriptions can be found in EL13. All programs (SEI, ALA, TWBI) are designed to support ELs in making adequate progress in English language proficiency and grade level academic competency.

Middle and high school students enrolled in the Newcomer course can access the standard instructional program through 0 period and 7th period course offerings.

English Learners who have been enrolled for 3 years and have not been reclassified receive Designated ELD through the English Language Arts with Academic Language Development course. This is a grade level Language Arts course that was developed to ensure that students are not denied access to the standard instructional program. This course was created to amplify the skills and knowledge of English Learners with purposeful, designated ELD instruction that builds into and from the district adopted ELA curriculum, focusing on the language needs and skill development that lead to success in reading grade-level complex texts and in completing productive speaking and writing tasks.

The Student Success Team (SST) process is used for all students below grade level. The process uses district data to determine and progress toward specific goals. During SST meetings the needs of ELs are considered and addressed. The objective of this process is to fill in gaps and accelerate learning to achieve grade level proficiency.

SJUSD has comprehensive data with easy to access reports. These reports support site and district staff in assessing program effectiveness, student growth, and student progress toward goals. The data also help staff determine learning gaps that must be addressed through targeted instruction or intervention. We use the English Learner Program Monitoring form to monitor students who have stalled in their English language development. Schools develop a plan to support language progress with 2 annual check-ins for students receiving a D or F in English Language Arts or Math.

Appendix A:

HOME LANGUAGE SURVEY: The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. **English proficiency will be assessed if the response to any of the first three questions are any language other than English.** This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction **before** your student's English proficiency is assessed.

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

In what language do you wish to receive school information: (Check Box) English Spanish

ENCUESTA DEL IDIOMA NATAL: El Código de Educación de California contiene requisitos legales que dirigen a las escuelas a evaluar la competencia de los estudiantes en el idioma inglés. Este proceso comienza determinando cuál idioma o idiomas se hablan en el hogar de cada estudiante. Las respuestas a la encuesta del idioma natal nos ayudarán a determinar si debemos evaluar la competencia del estudiante en el idioma inglés. **Se evaluará la competencia en el idioma inglés si la respuesta a cualquiera de las tres primeras preguntas es un idioma distinto al inglés.** Esta información es esencial para que la escuela pueda impartir a sus hijos los programas y servicios educativos adecuados.

Como padres o tutores, solicitamos su cooperación al cumplir estos requisitos. Por favor conteste cada una de las preguntas indicadas abajo lo más precisamente que pueda. En cada pregunta, escriba el idioma o idiomas correspondientes en el espacio en blanco. Por favor no deje ninguna pregunta sin contestar. Si usted comete un error al contestar esta encuesta del idioma natal, puede solicitar que se corrija **antes** de que se le evalúe a su hijo en su competencia en el idioma inglés.

1. ¿Cuál idioma aprendió su hijo o hija cuando empezó a hablar? _____
2. ¿Cuál idioma habla su hijo o hija con más frecuencia en casa? _____
3. ¿Cuál idioma usa usted (padre, madre o tutor) con más frecuencia cuando habla con su hijo o hija? _____
4. ¿En qué idioma hablan los adultos en casa con más frecuencia? (papás, tutores, abuelos u otros adultos) _____
5. ¿En qué idioma habla su hijo o hija en el preescolar o en su guardería infantil? _____

¿En qué idioma desea usted recibir la información escolar? (Marque uno) Inglés Español