Downtown College Prep

Roadmap for English Learner Success

April 2021

INTRODUCTION

EXECUTIVE SUMMARY

DCP's Roadmap for English Learner Success (2021) brings together the policies, practices, and procedures for supporting English learners and multilingual students throughout Downtown College Prep. This document begins by setting forth DCP's asset-based philosophy for supporting all students, celebrating our community's rich multiculturalism while working toward the goal of full multilingualism for all students. The 2021 roadmap includes DCP's goals for English learners, the process for identifying and supporting English learners throughout their time at DCP, professional learning for teachers and administrators, and ideas for family engagement. It is designed to inspire all DCP stakeholders, while also holding all of us accountable for the education of each and every one of our students. This roadmap reflects DCP's mission, preparing first-generation students for college success.

DCP'S VISION FOR ALL ENGLISH LEARNERS

DCP honors, respects, and celebrates the multilingual and multicultural diversity of English learners and their families. DCP families are active partners on an academic journey that ensures that all students thrive and graduate college- and career-ready. Every DCP student knows that their languages matter, their cultures matter, and they matter.

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MESSAGE FROM BOARD PRESIDENT

Since its founding in 2000, DCP has always been dedicated to supporting English learners and their families. With more than three-quarters of our students coming from multilingual backgrounds, we are committed to our mission of preparing first-generation students for college success. We are proud of the work our teachers are doing to support English learners and to support multilingualism for all students, and excited to share *DCP's Roadmap for English Learner Success*. This plan reflects our core values of ganas, comunidad, and orgullo (desire, community, and pride), and our belief in equity and excellence for all learners.

Sincerely,
Maria Arellano
Board President
March 2021

MESSAGE FROM CHIEF ACADEMIC OFFICER

At the core of DCP's mission is a deep and abiding commitment to supporting greater equity for our students and their families. *DCP's Roadmap for English Learner Success* puts into writing that commitment so that all stakeholders understand how we work together to support our students who are learning English to thrive and achieve their college dreams. This plan highlights the specific ways in which we organize our efforts across different roles to support the many dimensions of learning that impact student success. It helps us to understand the importance of building strong school cultures and high academic expectations along with supportive instructional strategies. It helps us to remember the importance of families as partners in the learning process. It helps us to understand how we evaluate our work and make plans for achieving even more. *DCP's Roadmap for English Learner Success* provides a strong foundation for our collective work.

Sincerely,
Amy Fowler
Chief Academic Officer
March 2021

COMMONLY USED TERMS AND ABBREVIATIONS

Glossary of Terms

(most definitions from *[Improving Education for Multilingual and English Learner Students: Research to Practice](#)*)

accommodation   An accommodation changes how a student learns the material; while allowing them to meet the same expectations as their peers.

Alternate ELPAC   The Alternate English Language Proficiency Assessments for California is administered to neurodiverse students whose primary language is a language other than English and who have the most significant cognitive disabilities.

asset-based pedagogy   Practices that affirm the diversity that students bring to the classroom, including culture, language, disability, socioeconomic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities.

bilingual student   A student who speaks and understands, to varying degrees, two languages.

biliteracy   The ability to speak, read, and write in two languages.

California school dashboard   Reporting system used in California to display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

culturally and linguistically responsive teaching An instructional approach that leverages the cultural and linguistic experiences of students to make learning more relevant and effective.

Crosscultural, Language, and Academic Development (CLAD) Certificate   This certificate, from the California Commission on Teacher Credentialing, authorizes a teacher to provide instruction for English learners.

designated English language development   Instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learner (EL) students in developing critical English language skills necessary for academic content learning in English.

differentiated learning groups   also known as DLGs; twice each week, during student work time, English/Humanities or Math/STEM teachers pull small groups based on prerequisite skills necessary for mastery of grade-level English or math standards.

English Language Proficiency Assessments for California (ELPAC)   California's required test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English learner   A student who enrolls in a California school in transitional kindergarten through grade twelve with a home language other than English and with levels of English proficiency that indicate they require programs and services until they are English proficient.

Ed Specialist   Education Specialists, also known as special education teachers, work with Neurodiverse students who have an IEP. They serve as both teachers and case managers, ensuring that their students can access the curriculum and get the most out of their education.

home language   A language spoken in a student's family or home as reported on the home language survey.

home language survey   A set of questions asked about a student's language background at the time of initial enrollment into a California school for transitional kindergarten through grade twelve (TK–12).

immigrant student   A student who was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico).

Individualized Education Plan   a plan or program developed to ensure that a neurodiverse student with an eligible disability receives specialized instruction and related services.

initially fluent English proficient   IFEP - The classification for a student with a primary language other than English who meets the English Language Proficiency (ELP) criterion, as determined by the initial English Language Proficiency Assessment for California (ELPAC).

Integrated English language development   Instruction in which the state-adopted English Language Development (ELD) standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

language acquisition programs   Educational programs designed for English learner (EL) students to ensure English acquisition as rapidly and effectively as possible, that provide instruction to EL students on the state-adopted academic content and English Language Development (ELD) standards through integrated and designated ELD instruction. Language acquisition programs may include, but are not limited to, dual

language, transitional, and developmental programs for EL students, and structured English immersion.

language programs Programs that provide opportunities for students who are not English learner (EL) students to be instructed in languages other than English to the degree sufficient to produce proficiency in those languages.

Local Control and Accountability Plan   A tool for school systems (LEAs) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Local Control Funding Formula (LCFF)   California's formula for distributing funds to schools.

Local Educational Agency (LEA) A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Long-term English learner (LTEL) An EL student who is enrolled in any of grades six to twelve, inclusive, has been enrolled in schools in the United States for six years or more, and has remained at the same ELP level for two or more consecutive prior years, or has regressed to a lower ELP level, as determined by the ELPAC.

modification Modifications are changes to what a student is taught or expected to do in school.

multilingual student   A student who speaks or understands, to varying degrees, one or more languages, in addition to English.

neurodiverse Students who receive support under an IEP or 504 Plan are considered to be neurodiverse. The term "neurodiversity" is a concept more than a definition, label, or diagnosis. A neurodiverse perspective "regards individuals with differences in brain function and behavioral traits as part of normal variation in the human population."

Newcomer   The term "newcomer" can be used in three ways:

1. A student who is new to DCP
2. A foreign-born student who has recently arrived in the United States and has been here for less than twelve months.
3. Students who have been enrolled in school in the United States for three years or less. Some of these students experienced high levels of education in their home country, while others may be identified as Students with Limited or Interrupted Formal Education (SLIFE).

reclassified fluent English proficient student (RFEP)   A former EL student who has met the four criteria specified in California Education Code Section 313(f). At the time of this publication Criterion 1 was established at ELPAC Overall Performance Level 4. The other three criteria were locally determined.

State Seal of Biliteracy   A state program that recognizes high school graduates who have met the criteria established in California Education Code Section 51461, demonstrating that they have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

structured English immersion   A classroom setting for EL students in which nearly all classroom instruction is provided in English, but with a curriculum and presentation designed for students who are learning English.

translanguaging   A student's use of their full language repertoire, or all of their knowledge about language, in classroom learning without separation of the languages.

Commonly Used Abbreviations

AP	Advanced Placement ~ or ~ Assistant Principal
ARHS	Alum Rock High School
ARMS	Alum Rock Middle School
BCLAD	Bilingual, Cross-Cultural Language and Academic Development
CAA	California Alternate Assessment
CAASPP	California Assessment of Student Performance and Progress
CAO	Chief Academic Officer
CCSS	Common Core State Standards
CDE	California Department of Education
CLAD	[Cross-Cultural Language and Academic Development](#)
CTEL	California Teachers of English Learners
DCP	Downtown College Prep
DELAC	DCP-wide English Language Advisory Committee
DLDS	Director of Learning Design & Systems
DLG	[Differentiated Learning Groups](#)

DSE	Director of Special Education
ECMS	El Camino Middle School
EL	English learner
ELA	English Language Arts
ELAC	English Language Advisory Committee
ELD	English Language Development
ELP	English Language Proficiency
ELPAC	English Learner Proficiency Assessment for California
EO	English Only student
EPHS	El Primero High School
ESEA	Elementary and Secondary Education Act
GPA	Grade Point Average
IEP	[Individualized Education Plan](#)
IFEP	[Initially Fluent English Proficient](#)
LCAP	[Local Control and Accountability Plan](#)
LCFF	[Local Control Funding Formula](#)
LEA	[Local Educational Agency](#)
LTEL	[Long-Term English Learner](#)
MDS	Managing Director of Schools
NDL	Neuro-diverse learner
NWEA	Northwest Evaluation Association
OPTEL	Observation Protocol for Teachers of English Learners
RFEP	[Reclassified Fluent English Proficient](#)
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SEI	[Structured English Immersion](#)
SIFE	Students with Interrupted Formal Education
SLIFE	Students with Limited or Interrupted Formal Education
SPSA	Single Plan for Student Achievement

SSC   School Site Council

SST   Student Study Team

UCP   Uniform Complaint Procedures

WPA   Writing Performance Assessment

HISTORICAL PERSPECTIVE

Downtown College Prep

Ever since it was founded in 2000, DCP has been committed to serving underserved students and their families, including English learners and multilingual students. The mission of the DCP organization is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP believes that all students, regardless of prior academic achievement, can and should be prepared for college success. Today, 95% of DCP students matriculate to college directly after high school, the majority of them to a four-year university. 56% of DCP graduates have completed or are persisting in college compared with 14% of similar students nationwide (National Student Clearinghouse, 2019). After 20 years, DCP continues to build a transformational learning community where students are pioneers in their family, neighborhood, and city.

Over the past ten years, significant events at the state level have contributed to a growing focus on the specific needs of English language learners.

Figure 1: Timeline of Major Events Impacting English Learners and Multilingual Students
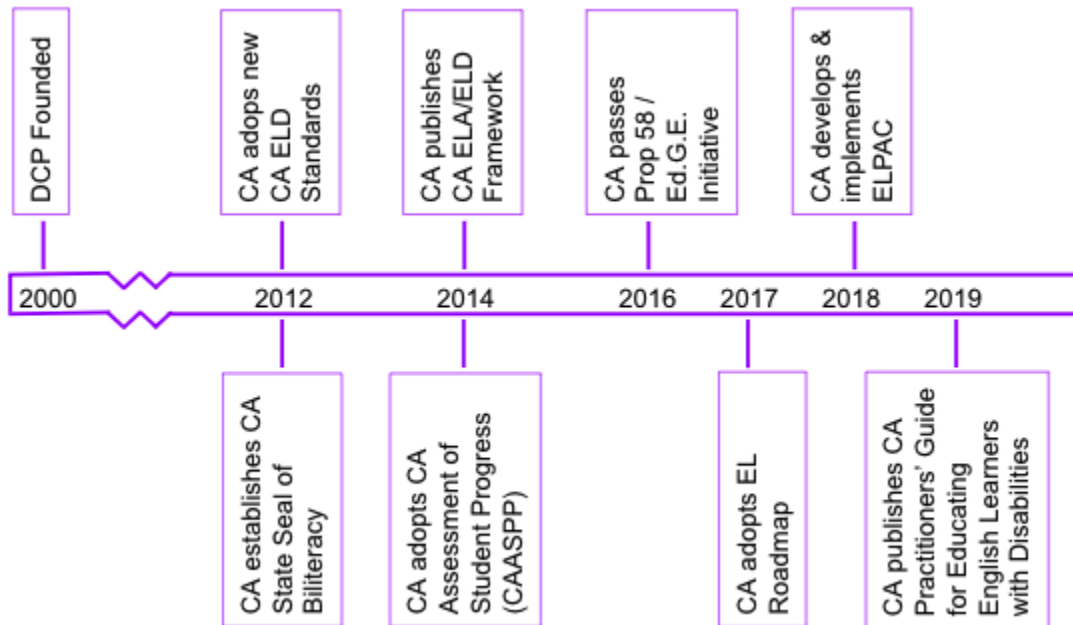
The California English Learner Roadmap

In 2017, the California State Board of Education adopted the California English Learner Roadmap, a policy focused on meeting the 21st Century needs of English learners across the state. The EL Roadmap includes a clearly articulated vision and mission for English learners, as well as four guiding principles to ensure their academic and linguistic success.

California's Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

California's Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (English Learner Roadmap)

DCP's Roadmap for English Learner Success has been developed to reflect the four guiding principles of the EL Roadmap:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

(English Learner Roadmap)

Development of DCP's Roadmap for English Learner Success

While DCP has always focused on the needs of our multilingual students and English learners, this document codifies our practices in a single source called the Roadmap for English Learner Success. Development and implementation is a multi-year process, with input from a large range of stakeholders. All stakeholders receive professional learning around effective implementation of the Roadmap for English Learner Success, and the English Learner Task Force meets four times a year to evaluate DCP's progress and future needs.

Figure 2: Roadmap for English Learner Success Development Timeline

Phase 1	Develop English Learner Identification, Placement, and Monitoring document & checklist	2019-20 School Year
Phase 2	Planning / Analyze Models	Spring - November 2020
Phase 3	Working Group: Stakeholders analyze data; write and revise master plan	December 2020 - March 2021
Phase 4	Board approval; publish and distribute master plan	April - June 2021
Phase 5	Professional Learning for all stakeholders; implementation of master plan	Spring 2021 - Spring 2022
Phase 6	Evaluate and revise master plan	Spring - Summer 2022

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1. ASSET-BASED INSTRUCTIONAL PROGRAMS FOR MULTILINGUAL STUDENTS

This chapter explains [DCP'](s) philosophy about the importance of building on students' home languages through an asset-based approach, and the goal of multilingualism for all students. This chapter includes data for DCP's student population, including their home languages and [EL](proficiency levels over the years. It also details DCP's beliefs about teaching and learning, and describes its goals for [English learners](with a focus on asset-based instruction.

Ensuring equity for an increasingly diverse student population relies on today's educators viewing student differences as assets and not deficits. [Asset-Based Pedagogies](view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Asset-Based Pedagogies recognize that the populations listed above are not mutually exclusive. Students can move fluidly between several different groups. (*[California Department of Education, Asset-Based Pedagogies](*))

A.   MULTILINGUAL STUDENTS

The term "multilingual" refers to any person who is able to communicate using more than one language, and includes [English learners](, students who have been reclassified as Fluent English Proficient (RFEP), and students who have learned Spanish (or another language) as a second (or third) language. In other words, English learners are one subset of DCP's multilingual students.

DCP supports and celebrates the development of multilingualism for all students, and values the language(s) students bring to school from their homes. Multilingualism is viewed as an asset that will not only help students to be successful after they graduate and throughout their careers, but also while they are students:

> As the world becomes more interconnected, fluency in another language opens up opportunities for people to succeed economically and allows them to take

part in diverse cultural activities. A wide body of research shows that the study of languages boosts students' mental flexibility, enhancing their ability to learn all subjects. It also introduces people to new cultures and new ways of looking at the world. This broader perspective nourishes innovation and adaptability in all fields and helps to enrich communities economically, culturally, and socially. (*Global California 2030: Speak. Learn. Lead* p.4)

Students who are able to demonstrate proficiency in both English and at least one other language are eligible to receive the California Seal of Biliteracy. "The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English." (State Seal of Biliteracy - Resources (CA Dept of Education))

B.   ENGLISH LEARNERS

Definition of English Learners

DCP utilizes California and Federal definitions to identify English learners. Basically, an English learner is a student whose first language is not English, and who is still developing full proficiency in English. (See Appendix A for federal definition)

In California, a student is classified as an English learner if they score at the Novice or Intermediate level on the Initial English Language Proficiency Assessment for California (ELPAC). This assessment is administered to any student who is new to California schools, if their primary language is any language other than English (Initial ELPAC - English Language Proficiency Assessments for California (ELPAC) (CA Dept of Education)). Students may be reclassified when they meet specific criteria, including scoring at the proficient level on the ELPAC, teacher recommendation, consultation with parents, and demonstrating basic skills in English.

During the 2018-19 school year, approximately 844,257 students in California schools were identified as English learners (California School Dashboard). During this same school year, 561 current English learners and 750 Reclassified Fluent English Proficient students were enrolled at Downtown College Prep, comprising 74.4% of our total student population. **Figure 3** represents English learners' levels of proficiency in English for the 2018-19 and 2019-20 school years (for current data, see DataQuest).

Figure 3: English Learner Proficiency Levels

2018-19 DCP-wide Student Population

- English Only (EO)
- Initial Fluent English Proficient (IFEP)
- English Learner (EL)
- Reclassified Fluent English Proficient (RFEP)
- To Be Determined (TBD)

22.6%
42.5%
31.8%

2019-20 DCP-wide Student Population

- English Only (EO)
- Initial Fluent English Proficient (IFEP)
- English Learner (EL)
- Reclassified Fluent English Proficient (RFEP)
- To Be Determined (TBD)

21.6%
2.8%
40.9%
34.6%
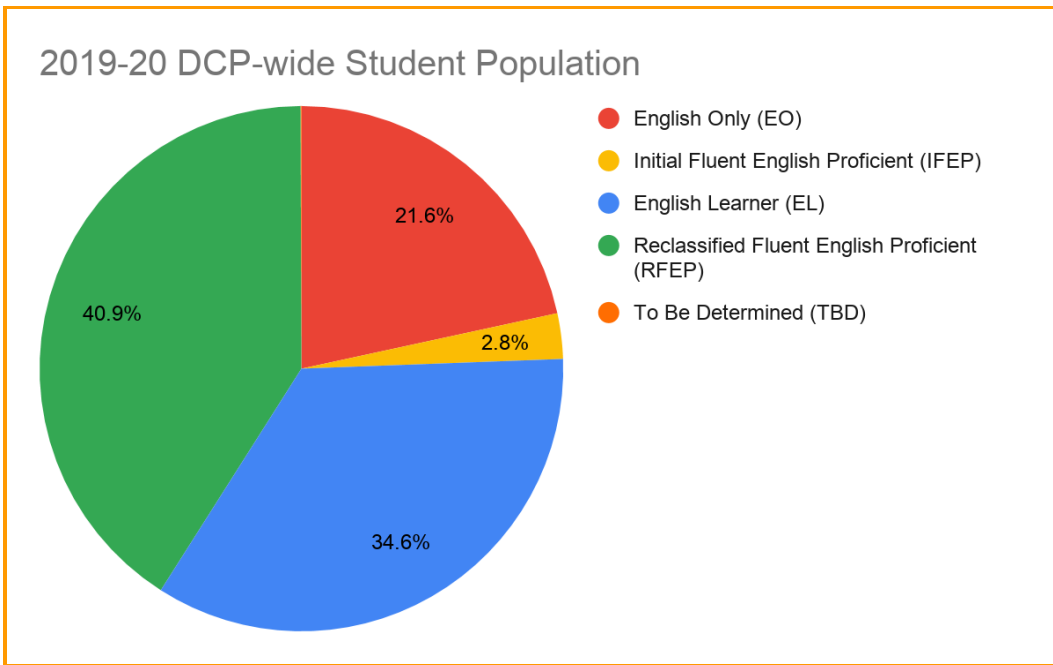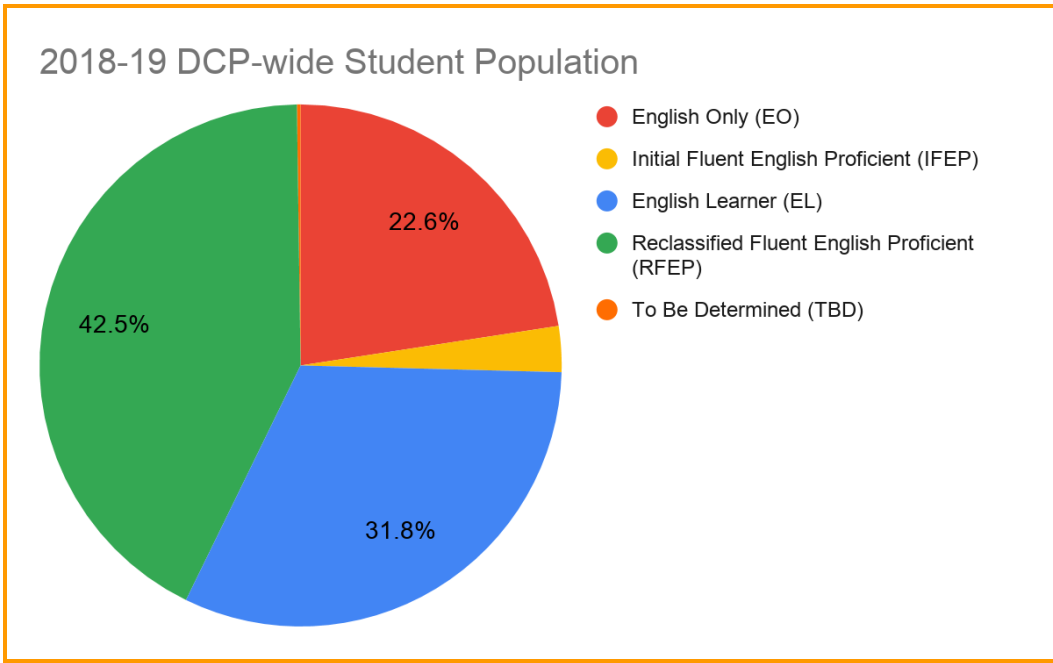
Diversity of English Learners

English learners at DCP, and throughout California, are not a homogenous group. They come to DCP with varying levels of English proficiency and academic success. Some were born in the United States and have lived here all their lives; some were born in the United States but have spent part of their time living outside the United States; some were born in and lived part of their lives in another country. **Figure 4** represents the primary languages of DCP's English learner population. Languages spoken by DCP families include Spanish, English, Vietnamese, Filipino, Hindi, Arabic, Portuguese, Somali, Tigrinya, Khmer, Korean, German, Rumanian, Italian, Punjabi, and other non-English languages.

Figure 4: 2018-19 Home Languages of DCP Families

Language	# of Students
Spanish	1,301
Vietnamese	34
Filipino (Pilipino or Tagalog)	7
Hindi	2
Arabic	2
Portuguese	2
Khmer (Cambodian)	1
Korean	1
Somali	3
German	1
Other non-English languages	4
Tigrinya	2
Rumanian	1
English Only	402
Total	1763

2018-19 Primary Home Language

- Spanish
- Vietnamese
- Filipino (Pilipino or Tagalog)
- Hindi
- Arabic
- Portuguese
- Khmer (Cambodian)
- Korean
- Somali
- German
- Other non-English languages
- Tigrinya
- 2 more
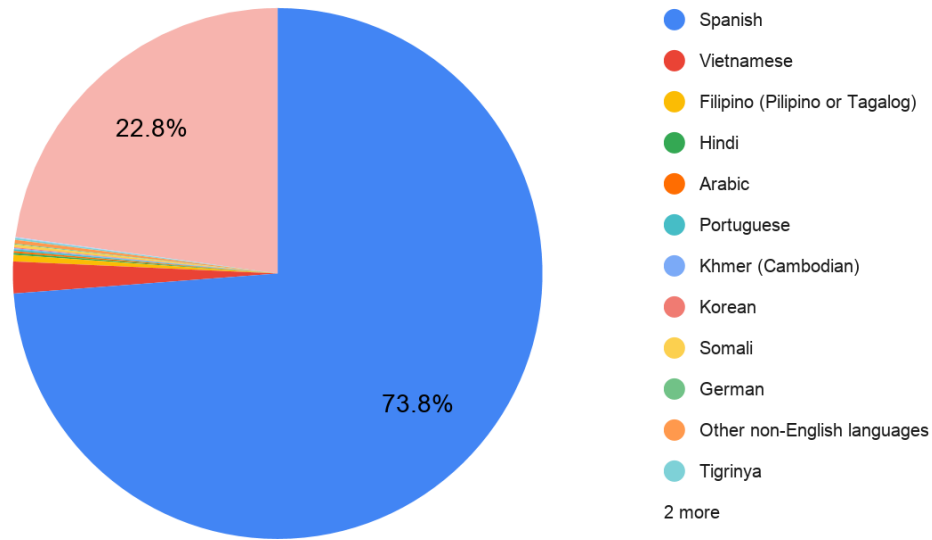
English learners encompass the entire spectrum of learners, from neurodiverse learners to those enrolled in advanced coursework (see **Figure 5**). Because of the diversity of English learners, no label can tell the full story; nonetheless, English learners are often categorized as Newcomers, On Track, and Long-Term English Learners (see **Figure 6**):

Newcomers: Newcomers are those students who have been enrolled in school in the United States for three years or less. Some of these students experienced high levels of education in their home country, while others may be identified as Students with Limited or Interrupted Formal Education (SLIFE).

On Track: Many English learners progress rapidly, and demonstrate expanding English language skills within their first four years in the country; these students are considered to be "on track."

At Risk: Students who have been designated as English learners for 4-5 years and are not making significant progress are in danger of becoming Long-Term English Learners.

Long-Term English Learners: Some English learners, however, struggle to demonstrate increasing English language proficiency; those students who have been enrolled in schools in the United States for six or more years without making progress are referred to as Long-term English Learners (LTELs), and require additional support.

Reclassified Students: Once a student scores at Level 4 (Well Developed) on the Summative ELPAC and demonstrates academic proficiency, they are eligible to be reclassified as fluent in English, also known as Redesignated Fluent English Proficient (RFEP) (See Chapter 2 for more information).

Figure 5: English Learners: Neurodiverse through Advanced Placement

2018-19 EL Status - Neurodiverse Students

Legend: EL, EO, IFEP, RFEP

- 13.3% (RFEP)
- 23.0% (EO)
- 62.8% (EL)
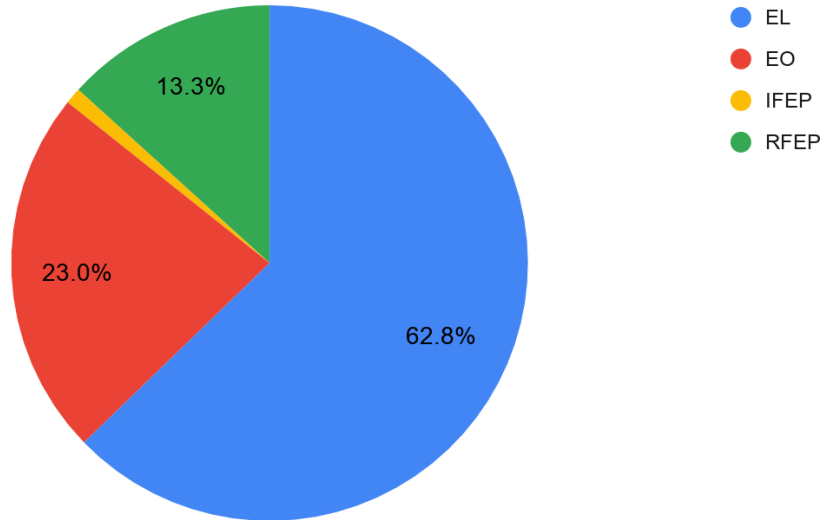
2018-19 EL Status - Students in AP

Legend: EL, EO, IFEP, RFEP

- 10.2% (EL)
- 12.7% (EO)
- 5.4% (IFEP)
- 71.7% (RFEP)
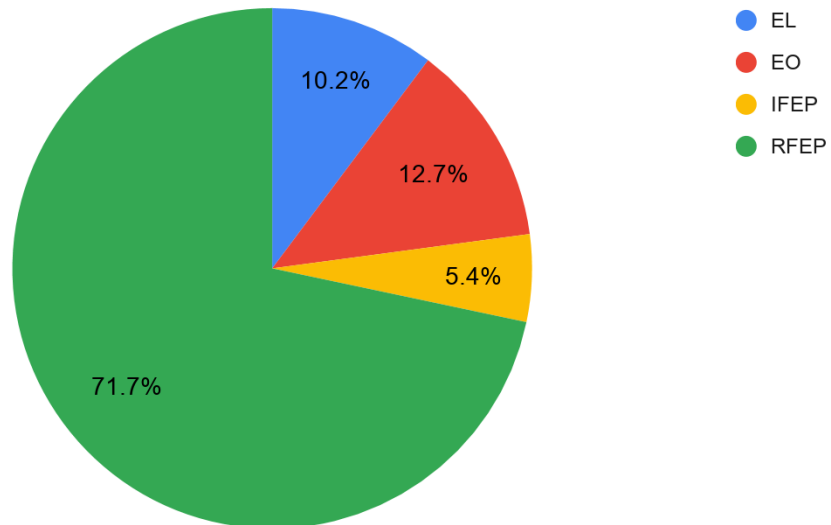
Figure 6: Language Proficiency Status of English Learners at DCP

2018-19 English Learners

Legend:
- Newcomers
- On Track
- At-Risk
- Long-Term English Learners
- Reclassified

57.2%

37.4%
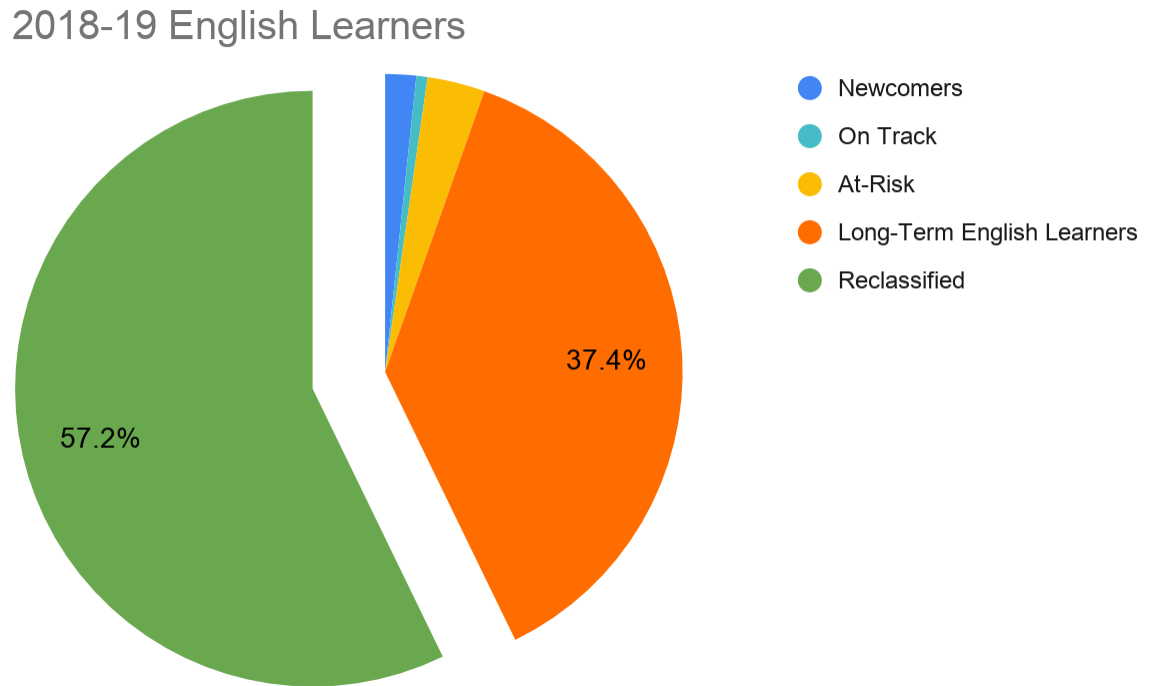
Asset-Based Approach to English Learners

DCP values, promotes, and cultivates students' cultural and linguistic assets to deepen learning within the classroom community; we recognize that students' language and culture are central to academic success and [are] assets that should be incorporated into classroom learning. Asset-based pedagogies, which include culturally and linguistically relevant, responsive, and sustaining pedagogies (Aronson and Laughter 2016; Paris and Alim 2017), offer "a bridge that connects the dominant school culture to students' home and heritage culture, thus promoting academic achievement for historically marginalized students" (López 2017, 9). (*Improving Education for Multilingual and English Learner Students* p.358)

Through a focus on culturally-relevant pedagogy, multilingual students and English learners learn to value their own voices. According to the California English Learner Roadmap,

> The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages. (Principle 1A)

As teachers integrate instructional practices including translanguaging (students combining and integrating their languages in learning activities), the entire class and the entire school

community benefit "as students learn to find their voice and acknowledge, appreciate, and understand perspectives and ways of being that may differ from their own" (*Improving Education for Multilingual and English Learner Students* p.359). As a result, DCP focuses on new ways of talking about language that values multilingualism and each students' home language. (see **Figure 7**)

When speaking about English learners, the DCP community will utilize asset-based language and will not use harmful, deficit-focused terms like "non-literate" or "semilingual" which are stigmatizing and not research-based. In addition, rather than correcting non-standard versions of English, DCP staff will support students' analysis of different dialects and registers, and will support students as they learn to "code switch" from one variety of English to another while valuing students' home languages.

Figure 7: New Ways of Talking About Language

Instead of	Try this
Thinking in terms of • proper or improper • good or bad	**See language as** • appropriate or inappropriate • effective or ineffective in a specific setting
Talking about grammar as • right or wrong • correct or incorrect	**Talk about grammar as** • patterns • how language varies by setting and situation
Thinking that students • make mistakes or errors • have problems with plurals, possessives, tense, etc. • "left off" an *-s, -'s, -ed*	**See students as** • following the language patterns of their home language or home varieties of English • using grammatical patterns or vocabulary that is different from Standard English
Saying to students • "should be," "are supposed to," "need to correct"	**Invite students** • to *code-switch* (choose the type of language appropriate for the setting and situation)
Red notes in the margin • correcting students' language	**Lead students to** • compare and contrast language • build on existing knowledge and add new language (Standard English) • understand how to *code-switch* appropriately
Source Adapted from Wheeler, Rebecca S., and Rachel Swords. 2010. *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers*, 17. Portsmouth, NH: Heinemann	

(*2014 California ELA/ELD Framework*, p. 919)

C.   DCP BELIEFS ABOUT TEACHING AND LEARNING

DCP's values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) are at the heart of what DCP believes it means to be an educated person in the 21st century. While being educated includes having a command of core knowledge, concepts, and skills across academic disciplines, more than this is required to be fully educated in the 21st century. An educated person must also possess the skills and dispositions that allow them to be engaged citizens who contribute meaningfully to their local communities and the broader society. DCP believes that an educated person is one with integrity, a commitment to making things better, and the ability to lead positive change.

The educational philosophy of DCP is rooted in the vision of social justice embodied in its mission. DCP believes that education is the primary lever by which inequity and systems of oppression can be interrupted, and the democratic principles of equity and justice can be realized. (DCP Charter)

DCP has developed an approach to curriculum and instruction that is firmly rooted in the DCP educational philosophy and theory of how learning best occurs. The DCP Core Pedagogical Beliefs guide, support, and foster the development of high-quality teaching and learning across all content areas. These beliefs are as follows:

- Students must drive their learning
- Learning occurs most powerfully when students get what they are ready for
- Students want to learn most when the learning is connected to their lives, identities and cultural backgrounds, personal passions, and the real world
- Learning occurs through social interactions
- Culture is built through curriculum
- The relationship between the teacher and student is the foundation of the learning

DCP draws upon solid research-based learning theories and thoroughly-developed classroom methodologies as the foundation for its instructional model. To ensure that DCP students develop and maintain academic excellence, emotional well-being, and social responsibility, DCP's curriculum and instruction integrate each of these components to provide the best learning environment to meet the goals of its students.

DCP's instructional approach supports what it means to be a literate person in the twenty-first century by developing the skills in reading, writing, speaking, and listening that are foundational for any creative and purposeful expression in language across the disciplines. DCP's curriculum is rooted in the California content standards and frameworks, including, but not limited to the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, History-Social Science Framework, and other applicable state content standards and frameworks (hereinafter, collectively, the

"State Standards"), and is designed to be robust and relevant to the real world, reflecting the knowledge and skills that DCP students need for success in college and beyond. DCP's vision is that the pedagogical beliefs that drive the curriculum and instruction fully prepare students academically and socially to meet the challenges of higher learning in secondary school, college, and career. This will, in turn, provide opportunities, knowledge, and support within the San Jose community as students are being positioned to compete successfully in the global economy.

DCP believes all students can achieve success in a positive and challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. To ensure that DCP students develop and maintain academic excellence, emotional well-being, and social responsibility, DCP's curriculum and instruction provides a learning environment deliberately designed to meet these goals. DCP's instructional philosophy is constructed on the principles that as students learn, they do not simply memorize or adopt others' conceptions of reality - instead, they create their own meaning and understanding. DCP is committed to providing a differentiated learning environment for students with distinct needs. Recognizing the individual strengths and intrinsic worth of all students, DCP modifies educational services to provide each student with personalized opportunities to increase their academic and social skills.

The instructional model and classroom methodologies implemented by DCP stand on the shoulders of a solid review of research, inquiry, and practice. This has culminated in the following core practices:

- DCP Framework for Teaching & Learning - DCP has developed the DCP Framework for Teaching & Learning, modified from *The Danielson Framework*, as a common instructional model across all content areas. It details research-based best practices that support student learning. Teachers establish professional learning goals within the framework and utilize the framework to improve their practice and outcomes from students. Instructional coaches engage teachers in cycles of inquiry based on the Framework, and administrators evaluate teachers using this same tool.
- The Workshop Model - DCP has adopted the workshop model as its instructional approach across all content areas. Based on the work by Donald Graves and Donald Murray and furthered by the work and practice of educational leaders and researchers such as Calkins, Atwell, and Tovani, DCP teachers and students engage in ongoing professional development to develop their practice in the model.

While the DCP Framework for Teaching & Learning and The Workshop Model provide the foundation for all teaching and learning at DCP, they are complemented by the use of Understanding by Design and Design Thinking.

To help ensure equity for all students, DCP is committed to culturally relevant teaching and learning.

D. GOALS FOR ENGLISH LEARNERS

While English learners enter our schools with various degrees of language proficiency, DCP believes they are capable of high-level thinking and cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic and academic support.

Figure 8: Values for Educating English Learners

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

(2014 California ELA/ELD Framework, p. 11)

English learners at DCP are provided with access to a full college-prep curriculum. Instruction and intervention for ELs is based on the following research-based understandings:

English learners learn best

- when they have significant interaction with native speakers of English.
- when academic English is explicitly supported in every classroom.
- when teachers use specific strategies to make input comprehensible and provide

opportunities for expression of understanding.
- when they possess internal motivation supported by a committed and collaborative learning community of teachers and peers.
- in a learning environment that fosters high levels of interaction and meaningful engagement in the context of intellectually challenging content.

Based on these understandings, DCP teachers and staff develop a learning environment for English learners in which teachers:

- facilitate a learning environment that is interactive, engaging, meaningful, relevant, and intellectually challenging with high-levels of meta-cognition.
- ensure appropriate scaffolding in order to move the student to independence.
- value and build on home language and culture and other forms of prior knowledge in order to make connections.
- build both academic English and content knowledge.

Through this process, as teachers plan and develop engaging lessons based on students' zone of proximal development, English learners will be provided with the appropriate supports and scaffolds needed to develop the autonomy that will help them to be successful in their learning; scaffolds and supports will be removed and replaced with more appropriate supports as students progress. As a result, teachers and students, from neurodiverse learners to advanced learners, will be able to articulate the students' current English language development levels as well as their next learning goal and their learning plan for achieving it.

2. ENGLISH LEARNER IDENTIFICATION, PLACEMENT, AND MONITORING

This chapter describes the process of identifying and supporting English language learners throughout their learning journey at [DCP](#) schools. It provides details of the steps taken to identify [English learners](#), the course descriptions for English language development (ELD), and the student course placement and exit protocol. It also details the annual assessment and monitoring of English learners and students who have been [reclassified as fluent English proficient](#) (RFEP).

INITIAL IDENTIFICATION AND ASSESSMENT OF ENGLISH LEARNERS

Initial identification of students who are English Learners begins at the time of enrollment. For students enrolling for the first time in a California school, the [Home Language Survey](#)(see **Figure 9**) is included in the Student Enrollment Packet (available in English, Spanish, and Vietnamese). The Home Language Survey is required by California Education Code, and is designed to determine what languages are spoken in the home of each student and whether language services are needed. If a student's primary language is marked as other than English on the Home Language Survey, they will take the Initial English Language Proficiency Assessment for California (ELPAC).

The ELPAC is California's required state test for English language proficiency, and must be given to all students whose primary language is other than English.

> The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate [ELP](#) assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP" ([English Language Proficiency Assessments for California (ELPAC) - Testing (CA Dept of Education)](#)).

Student scores on this assessment lead to their identification as English learners:

1. If a student scores as Level 1 Novice, they are identified as an English Learner. They are placed in grade-level content classes with [integrated English Language Development](#) (ELD), and a grade-level English/Humanities class with [Designated ELD](#) 1.

2. If a student scores as Level 2 Intermediate, they are identified as an English Learner. They are placed in grade-level content classes with integrated English Language Development (ELD), and a grade-level English/Humanities class with Designated ELD 2.
3. If a student scores as Level 3, they are identified as Initially Fluent English Proficient (IFEP) and placed in grade-level content classes.

Figure 9: Home Language Survey form in English

DOWNTOWN COLLEGE PREP
Home Language Survey

Last Name	First Name	Middle Name	Grade

The California Education Code contains legal requirements, which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents/guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four 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.

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/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)

Parent / Guardian Name _____
First   Last

Parent/Guardian Signature_____Date _____

ELD/ENGLISH COURSE DESCRIPTIONS

DCP provides [Designated ELD](#) support in combination with English courses through strategic grouping of students. All other courses provide Integrated ELD support to help students master both the content and language skills necessary for academic success.

Course	Description	Type
Designated ELD 1	Students take this course in conjunction with their grade-appropriate English class. ELD 1 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Emerging-level ELD standards, with support from the Part I ELD standards, in tandem with the [CCSS](#) [ELA](#) standards. Instruction builds into and from the core English class, with an emphasis on oral language development.	[Structured English Immersion](#) (SEI)
Designated ELD 2	Students take this course in conjunction with their grade-appropriate English class. ELD 2 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Expanding-level ELD standards, with support from the Part I ELD standards, in tandem with the [CCSS](#) [ELA](#) standards. Instruction builds into and from the core English class, with an emphasis on oral and written language development.	[Structured English Immersion](#) (SEI)
Designated ELD 3	Students take this course in conjunction with their grade-appropriate English class. ELD 3 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Bridging-level ELD standards, with support from the Part I ELD	[Structured English Immersion](#) (SEI)

	standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on written language development.	
LTEL Intervention	Students take this course in conjunction with their grade-appropriate English class. LTEL Intervention is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Bridging-level ELD standards, with support from the Part I ELD standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on Academic language development.	Structured English Immersion (SEI)
Core English Classes	These classes include all grade-level English classes, and are built using the California-adopted Common Core State Standards for ELA with support of the Part I and Part II ELD Standards. Grades 5-8 utilize Teachers' College Units of Study (Readers' Workshop & Writers' Workshop); grades 9-12 utilize select novels, informational texts, and online resources.	Structured English Immersion (SEI)
AP English Literature / AP English Language	These courses are college-level courses which follow the criteria set forth by the College Board, and integrate the California-adopted Common Core State Standards for ELA.	Structured English Immersion (SEI)

STUDENT COURSE PLACEMENT

Downtown College Prep is committed to ensuring that English learners are integrated into the standard instructional program, while also receiving the language supports they need through both Designated and Integrated ELD. In accordance with California AB 2735, English learners are not excluded from any courses that are part of the standard instructional program, including advanced-level courses.

Figure 10: Sample Student Schedule - Grades 5-8

	ELPAC Overall 1 (typically 0-1.5 years in U.S.)	ELPAC Overall 2 (typically 1.5-3 years in U.S.)	ELPAC Overall 3 (typically 3-5 years in U.S.)	ELPAC Overall 3 LTEL and ELPAC Overall 4 (typically 5+ years in U.S.)
Humanities	- Grade-level English class with Integrated ELD - Grade-level History/Social Science class with Integrated ELD - Designated ELD 1	- Grade-level English class with Integrated ELD - Grade-level History/Social Science class with Integrated ELD - Designated ELD 2	- Grade-level English class with Integrated ELD - Grade-level History/Social Science class with Integrated ELD - Designated ELD 3	- Grade-level English class with Integrated ELD - Grade-level History/Social Science class with Integrated ELD - Intensive intervention (differentiated learning groups)
STEM	- Grade-level math class with Integrated ELD - Grade-level science class with Integrated ELD			
Enrichment / Electives	Grade-level enrichment class			

Figure 11: Sample Student Schedule - Grades 9-12

Subject Area	Grade	ELPAC Overall 1	ELPAC Overall 2	ELPAC Overall 3	ELPAC Overall 3 LTEL and ELPAC Overall 4
English (B requirement courses - 40+ units)	9th	English I +ELD 1	English I + ELD 2	English I + ELD 3	English I + intensive intervention w/DLG
	10th	English II +ELD 1	English II + ELD 2	English II + ELD 3	English II + intensive intervention w/DLG
	11th	English III +ELD 1	English III + ELD 2	English III + ELD 3 or AP Lit or AP Language	
	12th	English IV +ELD 1	English IV + ELD 2	English IV + ELD 3 or AP Lit or AP Language	
Math (C requirement courses - 30+ units)	9-11	Grade-level math course with Integrated ELD			
	12th	(Optional) Statistics, AP Stats, or AP Calc A-B, when offered, with Integrated ELD			
Science (C requirement courses - 20+ units)	9th	Grade-level science course with Integrated ELD			
	12th	(Optional) AP Biology or AP Chemistry, when offered, with Integrated ELD			
History/Social Science (A requirement courses - 30+ units)	10-12	Grade Level History/Social Science with Integrated ELD			
Language (E requirement courses - 20+ units)	9-12	Spanish I or Spanish for Native Speakers I Spanish II or Spanish for Native Speakers II AP Spanish Literature or AP Spanish Language, when offered			
Visual / Performing Arts (E requirement courses - 10+ units)	9-12	Visual Ar, Media Art, or Theater with Integrated ELD			
Electives (E requirement courses - 50+ units)	9-12	PE, Student Leadership, Creative Writing, College and Career Readiness, Ethnic Studies, etc. all with Integrated ELD (Offerings will vary)			

Student Placement and Course Exit Protocol

Student placement in Designated ELD courses is based on students' language progress, and not based on academic content mastery, effort, or behavior. Student exit from Designated ELD may happen mid-year or at the end of a year. Upon request of a parent or teacher, a student may be exited from an ELD 1, 2, or 3 class and placed in a more appropriate setting. For example, if a student is excelling in ELD 2, the change may be to move the student to ELD 3. Likewise, if a student was placed in ELD 3 but is struggling to make English Language progress, a teacher may request the student be placed in ELD 2. Requests will be made using "Mid-Year Student Course Change Form" and be agreed to through a parent meeting by both the parent and the school. Student placement for the following year will be based on Summative ELPAC scores, with validation by the teacher based on student academic and linguistic progress during the year. If a student has not made satisfactory progress in English Language proficiency, they will not exit their current course and additional monitoring will be in effect.

ANNUAL ASSESSMENT AND MONITORING OF ENGLISH LEARNERS

In August, sites review the initial English course placement of students and make adjustments as necessary. At the end of the first quarter, Advisory/CCR teachers complete a review of student progress using an EL Monitoring Form and confer with students. Site Assessment Coordinators review the EL Monitoring Forms and determine whether any of the next steps are needed: revisiting student placement in their Designated ELD class, coordinating additional coaching for a teacher, and/or scheduling a conference with a student. This process is repeated at the end of the second quarter, and if needed, a Student Study Team (SST) is scheduled to determine additional support for a student.

During the third quarter, the EL Monitoring process is repeated for any students who have not been reclassified. Within this window, all English learners take the Summative ELPAC (English Learner Proficiency Assessment for California) (see Appendix B for sample ELPAC reports). If a student's IEP (Individualized Education Plan) notes that their disability will prevent them from being accurately assessed through one or more of the ELPAC domains, they will be assessed using the Alternate ELPAC. This data is analyzed and used to place students in English and ELD courses for the following academic year.

RECLASSIFICATION

The "Reclassification Process" is used by DCP to determine whether English Learners (ELs) have acquired sufficient proficiency in English to access core academic content without English language development (ELD) support. State law requires students classified as ELs to be assessed annually on the English Language Proficiency Assessment for California (ELPAC) to determine if they are acquiring proficiency in the language domains of Listening, Speaking, Reading, and Writing. Once the annual results are received, the reclassification process starts for grades 5-12.

California Education Code Section 313 includes four criteria for reclassification; students must meet all four criteria in order to be redesignated as Fluent English Proficient (RFEP). See **Figure 12** for DCP's specific criteria.

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC); and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Reclassification Cycles

Every fall, Site Coordinators and teachers review student assessment data to determine which students are eligible for reclassification. If students meet the reclassification criteria, teachers include a review of the DCP RFEP Form with families during Parent Conferences. Reclassification as Fluent English Proficient requires that students meet four criteria:

1. Assessment of English Language Proficiency (based on the ELPAC)
2. Teacher Evaluation based on student academic achievement
3. Comparison of Performance in Basic Skills (may use CAASPP, WPA, or NWEA)
4. Parent/Guardian Opinion and Consultation

During the winter, data for students who met criteria 1 but not criteria 2 and/or 3 are reviewed; if the additional criteria was met during the fall semester, these students may also be reclassified and a conference with families will be scheduled.

Site Coordinators and Site Operation Managers plan and facilitate Reclassification Celebrations for students reclassified in the fall and in the spring. English Learner Advisory Committees (ELACs) review the reclassification process in the fall and the spring, and provide feedback for potential future revisions.

Figure 12: DCP Reclassification Criteria

State Criteria	Local Criteria	Grades 5-12				
Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.	**Summative ELPAC** ([English Language Proficiency Assessment California](#))	**ELPAC:** Overall Proficiency Level 4.				
Criterion 2: Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery. Districts continue to use locally determined criteria.	**Teacher Recommendation** *(will be replaced by OPTEL once available)*	Teacher recommendation based on <u>one</u> of the following: ❏ Most recent Report Card grade (quarter or semester) of "C" or better in English ❏ Most recent (quarter or semester) GPA of 2.0 or higher ❏ Teacher evaluation that student deficits in motivation and academic success are unrelated to English language proficiency				
Criterion 3: Parental opinion and consultation. LEAs should continue using parental opinion and consultation per local policy to establish reclassification policies and procedures for Criterion 3.	**Parent Consultation**	Teachers will consult with a parent or guardian during parent-teacher conference (with translator, as needed) to ensure the parent/guardian understands the reclassification process and ongoing monitoring. If a parent/guardian is unable to attend a conference, the teacher or site designee will consult with the parent/guardian by phone. A parent/guardian may disagree with the determination to have their child redesignated, but the student will still be redesignated.				
Criterion 4: Comparison of the performance of the pupil 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, which demonstrates 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.	**Demonstration of Basic Skills** *(must meet 1 of 3 possible assessment criteria)*	**CAASPP/SBAC:** English score must be within 25 points of Standard Met or higher.				
		OR				
		DCP Writing Proficiency Assessment (WPA): Score of 2.5 (= nearly at grade level) or above				
		OR				
		NWEA: RIT score must be nearing grade level in Reading:				
		Grade 5	Grade 6	Grades 7	Grades 8	Grades 9-12
		❏ Fall: 198+ ❏ Winter: 203+	❏ Fall: 205+ ❏ Winter: 209+	❏ Fall: 208+ ❏ Winter: 211+	❏ Fall: 215+ ❏ Winter: 217+	❏ Fall: 217+ ❏ Winter: 219+

Students with disabilities are to be provided the same opportunities for reclassification as students without disabilities. If it is determined that an English learner's disability will prevent them from being able to take one or more domains of the ELPAC (listening, speaking, reading, writing), the IEP team will propose an alternative assessment and write this into the student's IEP. Beginning in 2021-22, neuro-diverse learners who take the California Alternate Assessment (CAA) will have the opportunity to demonstrate English language proficiency through the Alternate ELPAC.

MONITORING OF STUDENTS REDESIGNATED AS FLUENT ENGLISH PROFICIENT

Students who have been reclassified as fluent in English will continue to be monitored for at least four years to ensure that they continue to make academic and linguistic gains. Twice each year, Site Assessment Coordinators will share RFEP Monitoring Forms, and Advisory/CCR teachers will complete a review of student progress and confer with students. Site Assessment Coordinators review the EL Monitoring Forms and determine whether any of the next steps are needed: coordinating additional coaching for a teacher, scheduling a conference with a student, and/or scheduling a Student Study Team (SST) to determine additional supports for a student, including additional language support and/or academic interventions.

3. EFFECTIVE INSTRUCTION FOR ENGLISH LEARNERS

This chapter provides an overview of the research-based instructional program DCP provides to help English learners to gain full proficiency in English while simultaneously mastering grade-level academic content. Designated and Integrated ELD are described, along with an explanation of the Seal of Biliteracy. Support for multilingual students who are also neurodiverse is explained. This chapter also outlines DCP's language acquisition program options and the process for parents who are interested in requesting an alternate program.

RESEARCH-BASED INSTRUCTION: THE ART AND SCIENCE OF SUPPORTING ENGLISH LEARNERS

English learners face the unique challenge of developing language proficiency in an additional language while also mastering grade-level content. We believe that all students, not excluding our multilingual students, can learn and achieve at high levels. In 2016, California passed Proposition 58, the California Ed.G.E. Initiative (Education for a Global Economy):

> 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. (*CA Ed.G.E. Initiative Implementation Handbook*)

In accordance with the CA Ed.G.E. Initiative, all students at DCP are provided with equal access to an engaging curriculum that is intellectually challenging.

Research shows a common path toward mastery of an additional language for most English learners (see **Figure 13**). According to California's 2014 ELA/ELD Framework, "Throughout the school day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English" (p.107). Through a combination of Designated ELD and Integrated ELD (see below), students are able to master grade level content while simultaneously developing proficiency in the English language. This combination of both Designated ELD and Integrated ELD is "a fundamental and nonnegotiable service requirement for all EL students, though how it is provided is dependent upon each student's needs and

not a one-size-fits-all approach" (*Improving Education for Multilingual and English Learner Students: Research to Practice* p.50).

Figure 13: General Progression of the CA ELD Standards ELD Continuum

ELD Continuum				
Native Language	**→Emerging——**	**→ Expanding ——**	**→ Bridging →**	**Lifelong Language Learners**
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communi-cating in English in a wide variety of contexts.

(*California ELA/ELD Framework*, p.105)

Research identifies six powerful instructional practices for multilingual students. These practices are "are grounded in research evidence and knowledge about the critical role meaningful social interaction plays in supporting cognitive, linguistic, and social development in children" (Vygotsky 1978):

1. Engage students in discipline-specific practices to build their content knowledge.
2. Anchor the learning in real-world experiences and phenomena that are relevant and meaningful to students.
3. Value, promote, and cultivate students' cultural and linguistic assets to further the classroom community's learning.
4. Foster team-based learning and student to-student discussions grounded in collaborative sensemaking.
5. Explicitly teach discipline-specific language and literacy with the goal of supporting reading, writing, and discussion in the discipline.
6. Use, and help students to use, multiple modalities to promote and

enhance autonomy. (*[Improving Education for Multilingual and English Learner Students: Research to Practice](#)* p.353-355)

When used intentionally and strategically, these practices support students' ability to master grade-level content while simultaneously increasing their language proficiency.

DESIGNATED AND INTEGRATED ELD

Designated ELD

English learners (ELs) benefit from time during the day that is set aside to focus on the critical language skills, knowledge, and abilities needed for content learning in English. Designated ELD is provided by Middle School Humanities and High School English teachers during a protected time, using the Part I and Part II California ELD Standards to help ELs develop increased proficiency in English. Students are strategically placed by current language levels; teachers carefully monitor students' language development and help ensure progress along the continuum from Emerging through Expanding and Bridging to Lifelong Language Learners.

In recognition that English learners are not a homogenous group, and that a student's "Overall" [ELPAC](#) score tells only a small part of the story, teachers engage in data analysis to help them see the larger picture: How does one year's score compare to a three-year pattern? What do students' scores across the four domains suggest about language strengths that can be built upon, and areas of greatest need? This data analysis helps teachers to plan lessons that meet the language development needs of each student in their classes. Designated ELD includes a strong emphasis on oral language development, including active engagement in collaborative discussions that help students to develop discourse practices, grammatical structures, and vocabulary. To help plan effective Designated ELD lessons, teachers start by analyzing the content standards that are a focus for whole-class instruction. Teachers identify the Part I mode of interaction (Collaborative, Interpretive, and/or Productive), and the Part II linguistic feature (Structuring Cohesive Texts, Expanding and Enriching Ideas, and/or Connecting and Condensing Ideas) that will best amplify and support mastery of the content, then develop strategic lessons that engage students in meaningful interactions with text.

Through an intentional and strategic focus on helping students to interact in meaningful ways while learning about how English works, English learners are able to engage in complex, cognitively demanding activities, and develop the confidence to transfer these skills to their other classes and to life outside of the classroom.

Integrated ELD

Central to ELs' success in college and beyond is their ability to use academic English to develop specific knowledge, skills and abilities, to use language to create understanding and meaning, and to convey mastery of content. In recognition that students need support with the language skills that are critical to mastering disciplinary content, all English learners receive Integrated ELD support in all of their classes. Working from course-specific curriculum maps, teachers start with the grade-level content standards as they plan lessons, then identify the ELD standards that will amplify areas of English language development that are essential for academic learning. In support of these objectives, teachers at DCP utilize a variety of research-based strategies in their curricular and instructional design, including but not limited to those from the Quality Teaching for English Learners (QTEL) Framework from WestEd. These planned and just-in-time scaffolds help students to interact in meaningful ways with the content while learning how English works, thus mastering the content while simultaneously increasing their language proficiency.

Figure 14: Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(*California ELA/ELD Framework*, p.114)

SEAL OF BILITERACY

California instituted the State Seal of Biliteracy in 2012 to recognize "high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English" (State Seal of Biliteracy). High school students must meet four criteria in order to receive this honor:

1. 4 years of English with a GPA of 2.0 or higher in those classes
2. "Standard met" or "Standard exceeded" achievement level on English portion of the CAASPP

3. Proficiency in at least two languages, usually met by passing an AP Spanish exam with a score of 3 or higher
4. (for English Learners) Demonstrate proficiency on the ELPAC

Students at DCP are encouraged to meet these criteria, and in 2019 twenty-two students received the Seal of Biliteracy.

Figure 15: 2019 Seal of Biliteracy Recipients

	All Students		English Learners	
	Number	Percent	Number	Percent
Alum Rock High School	7	10%	1	5%
El Primero High School	15	18%	1	3%
DCP-wide	22	14%	2	4%
California	48,394	9.6%	2362	0.5%

(data from *California State Dashboard*)

SUPPORTING MULTILINGUAL NEURO-DIVERSE STUDENTS

Note: While the state refers to "Students with Disabilities," DCP uses the term "Neuro-Diverse Students" or "Neuro-Diverse Learners," shifting the focus from a deficit model to an asset-based approach.

DCP believes that neuro-diverse learners who are also English learners may need additional support, but are still capable of learning and succeeding at high levels. During annual and tri-annual IEP meetings, the team analyzes the student's progress and makes recommendations about modifications and accommodations to support the student's cognitive and linguistic growth. Ed Specialists work closely with content-area teachers to determine appropriate scaffolding based on the student's IEP, and quarterly monitoring of neuro-diverse English learners and RFEP'd students follows the same protocol as monitoring for all English learners at DCP.

For English Learners whose disabilities impact their ability to take all portions of the ELPAC, the IEP team chooses among three options:

1. Student's disability will not preclude them from taking all four sections of the ELPAC: (Listening, Speaking, Reading, Writing).
2. Student's disability precludes them from taking one or more of the ELPAC domains (See CDE's ELPAC Portal). Note that for a student to be assigned an overall score, the student will need to be assessed with the ELPAC in at least one domain of both the oral and written language composites.

Oral Language (must be able to take at least one)	Written Language (must be able to take at least one)
Listening	Reading
Speaking	Writing

3. Student's disability precludes them from taking two or more sections of the ELPAC, and student will be assessed using the Alternate ELPAC (operational field test July 2021).

The IEP team identifies universal tools, designated supports, accommodations, and/or modifications appropriate for each student.

GUIDING QUESTIONS FOR PROVIDING EFFECTIVE ENGLISH LEARNER INSTRUCTION

As teachers plan, they take into account a range of data, including student performance on standardized assessments (including SBAC and ELPAC) as well as informal formative assessments administered by the teacher. Teachers reflect on current data that helps them see areas of strength and areas for growth in all four domains (listening, speaking, reading, and writing in English), and analyze lesson plans to identify content language that might present challenges for students (see **Figure 16**).

Based on Vygotsky's research, teachers develop lessons that are both high challenge and high support, working within a student's zone of proximal development, or ZPD. Teachers provide strategically-planned scaffolding, or temporary support, as needed, and remove the scaffold when students have mastered the strategies that will help them to perform the given task without extra support (see **Figure 17**).

Figure 16: Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

(*California ELA/ELD Framework*, p.98)

Figure 17: Four Zones of Teaching and Learning

High Challenge

	Frustration/ Anxiety Zone	Learning Engagement Zone (ZPD)	
Low Support			High Support
	Boredom Zone	Comfort Zone	

Low Challenge

Source
Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone.* Portsmouth, NH: Heinemann.
Adapted from
Mariani, Luciano. 1997. "Teacher Support and Teacher Challenge in Promoting Learner Autonomy." *Perspectives, a Journal of TESOL-Italy.* XXIII (2).

(*California ELA/ELD Framework*, p.100)

LANGUAGE ACQUISITION PROGRAM OPTIONS AND PARENT CHOICE

Currently, DCP offers Structured English Immersion (SEI): "nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English" (*EC* sections 305[a][2], 306[c][3]). California Education Code states that parents/guardians may choose a language education program that best suits the educational needs of their child.

At the start of each school year, DCP sends an annual letter to the families of all English learners, informing them of how to request a program that does not currently exist (see sample letter in Appendix D). Families can submit requests by mail or email, or through the DCP website. DCP will maintain records of each request for three years; if 30 or more families at a school, or 20 or more families at a grade level, request a new program, DCP will explore whether this option may be developed: sites analyze requests, explore resources and ramifications, and determine whether DCP will be able to meet the families' request (see **Figure 18**). If it cannot be provided, DCP will provide a written explanation.

Figure 18: Process to Respond to Parent Requests for New Programs
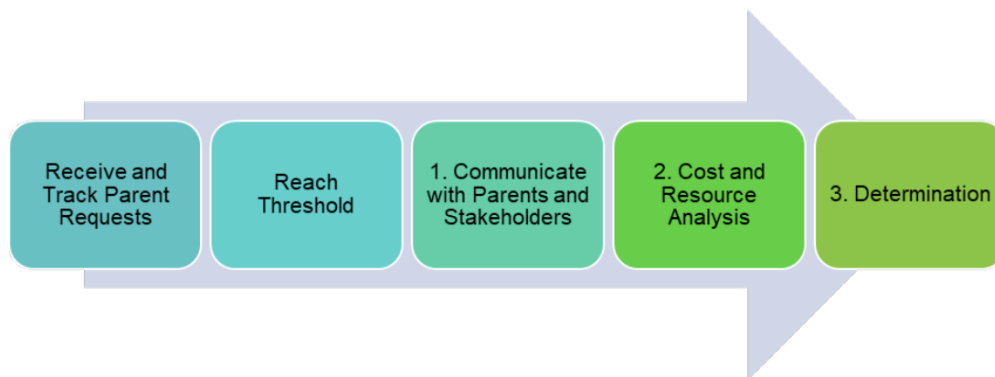
(*CA Ed.G.E. Initiative Implementation Handbook* p.7)

4. STAFFING AND PROFESSIONAL LEARNING

This chapter outlines the professional training and accountability measures for DCP educators and school leaders. It provides details about the hiring process and on-going professional development and support for teachers and administrators that will enable them to effectively support English learners and to integrate students' cultural and linguistic assets into the learning of the classroom community.

HIRING

DCP aims to employ core teachers at the charter school who are highly qualified and are authorized to serve English Learners, which is most frequently attained through a [Cross-cultural, Language and Academic Development](#) (CLAD) or California Teachers of English Learners (CTEL) Certification. In addition, DCP will actively recruit teachers who meet the following criteria:

- have demonstrated successful experience working with English Learners.
- hold a Bilingual Cross-cultural, Language and Academic Development (BCLAD).
- speak Spanish, the dominant [home language](#) of the DCP student population.
- speak Vietnamese, the second-largest home language of the DCP student population.

PROFESSIONAL LEARNING FOR TEACHERS

DCP is committed to helping all staff members engage in professional learning throughout their careers. As educators, we model the life-long learning that we hope all of our students will engage in. As a result, DCP prioritizes time for professional learning in our calendar, with time set aside before the school year begins as well as throughout the school year.

Professional development

All teachers engage in at least five days of professional learning before each school year begins. Each week includes an early release day to provide additional time for professional learning, either at the site level or bringing together all teachers across the organization. DCP

provides professional development to all administrators and teachers, both core and non-core, on effective strategies for supporting English learners, based on the California ELD Standards, the California ELA/ELD Framework, and the Quality Teaching for English Learners (QTEL) model, and led by DCP staff and contracted experts.

At the start of each year, teachers are guided to analyze data for students in their new classes, including students' assessment data from the ELPAC (English Learner Proficiency Assessment for California), to help ensure that they are developing lessons that are appropriate for students' grade level and language proficiency. As the year progresses, teachers use the Proficiency Level Descriptors and EL Rubric (see Appendix C) to help identify students' developing English language levels and to provide appropriate scaffolding and support to help increase their language proficiency and move them to greater independence and autonomy.

Throughout the year, professional development to support English learners focuses on providing teachers with concrete strategies that can be implemented immediately, including time for teachers to plan how they will implement what they are learning. This includes a focus on six research-based instructional practices (see Improving Education for Multilingual and English Learner Students, pages 353-367):

1. Engage students in discipline-specific practices to build their content knowledge.
2. Anchor the learning in real-world experiences and phenomena that are relevant and meaningful to students.
3. Value, promote, and cultivate students' cultural and linguistic assets to further the classroom community's learning.
4. Foster team-based learning and student-to-student discussions grounded in collaborative sensemaking.
5. Explicitly teach discipline-specific language and literacy with the goal of supporting reading, writing, and discussion in the discipline.
6. Use, and help students to use, multiple modalities to promote and enhance autonomy.

Teachers and staff work in their grade level and content-area teams to design instruction and integrate instructional strategies that support the highest levels of engagement and rigor for English learners. In these teams, teachers identify the content vocabulary and language structures required within the core content area, and plan strategies to support English learners in accessing this content and expressing their understanding. Teachers routinely analyze student performance levels with coaches and administrators to assess students' strengths and areas of need. Teams regularly reflect on the effectiveness of their practice, using an analysis of student work to guide this discussion and reflection. School leaders and specialists provide regular observation and coaching of practice, to support effective instruction of ELs, with the ultimate goal of developing student independence.

Instructional Coaching

All teachers have the opportunity to work with an Instructional Coach to help them plan and deliver effective lessons that support English learners in their classes. As part of a "deep coaching cycle," teachers identify a goal and work with a coach to improve their practice in a targeted area. Coaches co-plan with teachers, followed by in-class coaching, which may take the form of a demonstration lesson, co-teaching, whisper-in coaching, or informal observation with feedback. Strategies that have been introduced during professional development sessions can be practiced and finessed. Coaches also work with teachers to help analyze student work, identifying challenges students face with content as well as with language, and supporting teachers' analysis of next steps to help support student learning.

New Teacher Support

New teachers engage in a full week of professional learning before other staff members return. During this time, teachers learn about the ELPAC and about designated and integrated ELD and how to effectively scaffold lessons for English learners at a range of levels. Returning teachers are welcome to join new teachers for a refresher, as well as to share best practices they have implemented with their own students.

New teachers are prioritized for work with Instructional Coaches, and also meet as a group several times during the school year for differentiated support.

PROFESSIONAL LEARNING FOR SCHOOL LEADERS

Not only teachers, but also administrators at all school sites and at the central office engage in ongoing professional learning to ensure that they stay current with research supporting English learners and all multilingual students. When possible, school leaders attend professional learning side-by-side with their teachers, and model effective strategies by integrating them into professional development at their sites.

5. PARENT AND COMMUNITY ENGAGEMENT

This chapter highlights the important role that families play as partners in their children's educational journey. It includes expectations and opportunities for parents and guardians to be involved, as well as expectations for how teachers and other staff members will communicate with families. It also includes an overview of the [English Learner Advisory Committee](#) (ELAC) and the [DCP-wide English Learner Advisory Committee](#) (DELAC).

FAMILIES AS PARTNERS

DCP families will be empowered and encouraged to engage in their student's academic journey and become active partners in creating a school community where all students thrive.   *~dcp.org*

As part of our core value of "Comunidad" (Community), DCP is committed to building and maintaining strong relationships and avenues of communication with our families.

> A community responsive educator is committed to building meaningful, caring relationships with students and families, understanding that students do not care what educators know until they know that educators care. These relationships are the foundation for teachers, students, and families to create solidarity with one another. Strong relationships begin with acknowledging the community's cultural and linguistic wealth that students and families bring with them to school. Strong relationships promote a connectedness where all students, especially those who have been marginalized, feel valued instead of marginalized. (*[Improving Education for Multilingual and English Learner Students](#)* p.79)

DCP's focus on [asset-based pedagogy](#) leads us to strive to make our schools increasingly more welcoming to our multilingual families. DCP teachers, administrators, and other staff commit to keeping strong lines of two-way communication open with families, knowing that this partnership is key to helping ensure that all students succeed at high levels.

SCHOOL-LEVEL PARENT & FAMILY ENGAGEMENT POLICY

Board Approved 06.22.20

Downtown College Prep (DCP) firmly believes that we can only accomplish our mission of college success by working closely with students and their families. DCP families will be empowered and encouraged to engage in their student's academic journey and become active partners in creating a school community where all students thrive.

We view family engagement as a shared responsibility where schools actively engage families in meaningful ways while focusing on student learning, development, and community. We recognize and respect that every parent is able to be involved at different levels due to unique circumstances such as family, work, health, and even cultural reasons. Regardless of each family's particular needs, we encourage every parent/guardian to play a role in supporting their child's education. Therefore, our schools offer different ways to partner with us as a parent/guardian.

In our work with parents and families, DCP commits to do the following:

- Work together with parents to create an excellent learning environment and community.
- Provide communication to families in English, Spanish and, when possible, for other home languages or with oral translation as needed.
- Collaborate with parents to develop school policies, to review current school performance data and to contribute suggestions to the development of our Local Control Accountability Plan and Title I, III program services on an annual basis.
- Provide parents with workshops on preparing their children for college including but not limited to:
    - How to understand their child's progress on state and local assessments,
    - How to work with teachers to improve their child's achievement
    - Support for foster parents, coordinating efforts with other state and federal programs
- Provide educators and staff with training and support to work with parents as partners in their child's education.
- Empowering parents to be advocates for their children on the path to college.
- Host an annual meeting to review our school's participation in Title I, Part A including the requirement for us to meet the rights of families to be involved in their child's educational program.
- Offer flexible meetings at different times for different purposes and child care as the budget allows to support family participation in school activities.

- Provide families with current information about the Title I programs including the school's curriculum, academic assessments and performance on California's academic standards for all students and for students who are learning English, have disabilities, or are migrants.

Expectations of All Families:

- Commitment and willingness to fulfill the Commitment to College form, our school-parent/student compact.
- Attend parent-teacher conference(s).
- Attend a registration meeting, back to school night and two additional meetings in the school year.
- Have two-way communication between school and home regarding the education and well-being of the student.
- Stay abreast of your student's academic progress by: accessing Powerschool, asking the front office for a report card or contacting the teacher directly.

Other ways DCP encourages parents/guardians to get involved:

- Join or participate in a decision-making parent group such as Site-Level Parent Group/Club, School Site Council, ELAC, and/or DCP Parent Coalition (organization wide).
- Attend public DCP Board of Directors meetings.
- Participate in a DCP staff hiring committee.
- Attend workshops, parent classes or school events.
- Volunteer in the office, classroom, or school events as needed.
- Visit your student's classroom.
- Help recruit students and families.
- Help with fundraisers.

No student will be penalized or denied enrollment if parents/guardians elect not to volunteer.

Home Visits

DCP understands the value of home visits when on-boarding new families or special circumstances when families cannot come to campus. When possible, on a case by case basis, we will reach out to families to offer a home visit.

COMMUNICATION WITH CLASSROOM TEACHERS

Teachers are responsible for communicating regularly with parents/guardians about student progress. Advisory/CCR teachers provide a primary point of contact, and families are encouraged to reach out at any time with questions or concerns. Parent conferences are held at least once per year with translators available for families based on their preferred language.

COMMUNICATION IN HOME LANGUAGE

All notices sent to parents/guardians are in both English and Spanish, and all family workshops and meetings are held in both English and Spanish. When a student's primary language is other than English or Spanish, every effort is made to send notices in the family's primary language. DCP's website is viewable in English, Spanish, and Vietnamese. Interpreters are made available for parent/teacher conferences, IEP meetings, suspension and expulsion hearings, and all other meetings when parents are present.

FAMILY ENGAGEMENT MANAGER

The Family Engagement Manager supports family leadership, advocacy, education and other forms of engagement in support of students and the DCP community. The manager works with principals, site leadership staff, college success staff, parent associations, and community groups to develop action plans to meet college-going mindsets and outcomes for our families. In collaboration with the College Success Team, the Family Engagement Manager helps ensure that families understand and are engaging in our mission of college success at all levels of the organization. While this role supports with some recruitment strategies, the primary goal is to ensure that we are building a culture that retains our families who will promote DCP's mission throughout the community.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

If there are more than 21 English learners in attendance at any one school, as there have been historically, that site will have an English Learner Advisory Committee (ELAC):

- Membership: Open to all families. Parents of ELs comprise at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. Elections take place during the second meeting of the year, after all parents are informed of the meetings and information is sent home.
- Sample Responsibilities:
  - Be informed stakeholders, through regular Principal Reports on Enrollment, Budget, and Strategic Priorities (Academics, Culture, College Success).
  - Advise the Principal and staff on programs and services for English learners.
  - Advise the School Leadership on the development of the Local Control and Accountability Plan as it relates to English Learners.
  - Help make parents aware of the importance of regular school attendance.
  - Attend annual ELAC/DELAC training.
- Procedures: Monthly meetings, with part of each meeting open to students, staff and parents. Agendas are built based on feedback from families and the ELAC President, with the approval of the Principal. ELAC agendas are posted online, on the website, 72 hours prior to the meeting.

DCP-WIDE ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

At least once per year, ELAC representatives from all campuses will meet as a DELAC (DCP-wide English Learner Advisory Committee) to identify org-wide areas of celebration and/or concern, and will make recommendations to the Chief Executive Officer and the Board of Directors. The Chief Executive Officer will meet with DCP's EL Task Force to determine how to follow up on recommendations from DELAC.

6. FUNDING, COMPLIANCE, AND TITLE III ADMINISTRATION

This chapter describes how DCP schools make sure that we meet all of the requirements related to serving students who are learning English. It describes the state and federal programs that support our efforts to meet the needs of English learners and to monitor how well we are doing in achieving those goals.

A.   PLANNING AND FUNDING

Local Control and Accountability Plan (LCAP)

Each LEA (El Primero High School, El Camino Middle School, and Alum Rock) develops a Local Control and Accountability Plan, or LCAP, as a three-year plan which is updated annually. Through the LCAP, DCP sets goals and identifies actions that will support positive student outcomes, including support for English learners and multilingual students. As part of development of the LCAP, DCP solicits input from a range of stakeholders, including staff, school site councils, the English Learner Advisory Committees (ELAC), and students.

The LCAP includes the following components:

- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Expenditure Tables
- Instructions

Each site's current LCAP can be found on our website, and includes not only goals and actions, but their funding sources as well. Funding to support English learners and multilingual students comes from two primary sources: California's Local Control Funding Formula (LCFF), and Title III.

Federal Plans

As single school charters, the LCAP meets the federal requirement for the School Plan for Student Achievement (SPSA). Each year, our schools submit a federal addendum to authorize the release of federal funds.

Local Control Funding Formula (LCFF)

California began implementation of LCFF in 2013-14. Based on the number of enrolled students, each school at DCP receives a base grant. In addition, DCP receives a supplemental grant based on the number of English learners, students eligible for free or reduced lunch, and foster youth. If the percent of English learners, students eligible for free or reduced lunch, and foster youth is above 55%, DCP receives an additional grant.

Title III

Title III is a federal law, officially known as the "Language Instruction for English Learner and Immigrant Students Act." This law is part of the Every Child Achieves Act of 2015, which reauthorized the Elementary and Secondary Education Act (ESSA) from 1965. Schools receive money to help ensure that English learners achieve proficiency in English and meet academic standards. Title III funds can also be used to provide professional development for teachers, administrators, and other staff, with a goal of improving the instruction and assessment of English learners and immigrant students. In addition, Title III funds can be used to "strengthen and increase parent, family, and community engagement in programs that serve English learners" (Title III, Section 3111 (b)(2)(D)(iv)).

Each year, DCP applies for Title III funds and must sign an assurance of compliance. These funds must be used to provide direct services to English learners above and beyond the core program requirements as outlined in the United States Code and California Education Code. The supplemental funds received from Title III may not be used to supplant the District's general funds. DCP may use these funds to pay for Title III-approved expenditures, including

1. Upgrading program objectives and effective instructional strategies;
2. Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
3. Providing tutorials and academic or career and technical education; and intensified instruction to English learners;
4. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the ELP and academic achievement of English learners;
6. Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families;

7. Improving the instruction of English learners, which may include English learners with a disability;
8. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education;
9. Direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart. 20 U.S.C. §6825(b); and
10. Local educational agencies (LEAs) are authorized to assess approved indirect cost rates to the portion of the subgrant that is not reserved for direct administration costs.

(Title III Authorized Costs - Title III (CA Dept of Education))

B.   COMPLIANCE MONITORING

State Program Monitoring

"School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings." (cde.ca.gov/ta/cr/) DCP works with the California Department of Education (CDE) to ensure a transparent process.

Federal Program Monitoring

Federal and state laws require the California Department of Education (CDE) to monitor how well schools implement categorical programs, including Title III (see above). The FPM review process may take place online or in person, and include data and document reviews, stakeholder interviews, and classroom observations.

Uniform Complaint Procedures

DCP has the primary responsibility for ensuring compliance with applicable state and federal laws and regulations and investigates complaints alleging failure to comply with these laws and regulations. According to the Uniform Complaint Procedures website:

> A complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the agency shall assist the complainant in the filing of the complaint.

Williams Complaints are about "instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment." Complaints must be in writing, but may be anonymous.

Uniform Complaint Procedures (UCP) are available at all schools as part of the Student and Family Handbooks and on DCP's website in primary languages of the school community. Written notice regarding UCP must be disseminated annually to staff, students, and parents/guardians; distribution may be in any form, providing that it will reach the school community. Complainants are encouraged, whenever possible, to attempt resolution of complaints directly at the school, work site, or with the DCP central office.

7. PROGRAM EVALUATION AND ACCOUNTABILITY

This chapter outlines the process for program evaluation and accountability measures taken to ensure the successful implementation of DCP's Roadmap for English Learner Success*. It provides details for how the program is evaluated at both the school level and the central office. It also outlines the roles and responsibilities of members of DCP's* EL *Task Force and all stakeholders in the process of monitoring the effective implementation process of the EL program.*

A.   EVALUATION OF ENGLISH LEARNER PROGRAMS AND SERVICES

"Establishing a well-designed plan for monitoring ELD progress ensures that all educators in the district, parents and community members, and students understand how the district is accountable for the linguistic and academic success of all ELs." (2014 California ELA/ELD Framework, p. 991)

DCP is committed to ensuring that all English learners and multilingual students graduate college and career ready, and recognizes that providing appropriate support for English learners and multilingual students is both a moral and a legal obligation. To help ensure accountability, DCP will create an EL Task Force composed of a range of stakeholders to help monitor and evaluate programs and to hold ourselves accountable.

Evaluation of programs and services for English Learners happens both formally and informally, both at the site level and at the central office, and occurs throughout the year. (For information about how DCP monitors English learners and students who have been redesignated as Fluent English Proficient [RFEP], see Chapter 2: "English Learner Identification, Placement, and Monitoring").

School Site Level

Oversight of site-level implementation is the responsibility of school principals. With coaching and support from the Managing Director of Schools (MDS) and Director of Learning Design & Systems (DLDS), they ensure that all English learners are provided with equitable access to a rigorous grade-level curriculum with appropriate supports, including both Designated and

Integrated ELD. Monitoring includes both formal and informal classroom observations, as well as conferences with teachers.

Teachers are responsible for ongoing monitoring of English learners and multilingual students, including both formative and summative assessments, and use this data to inform planning and delivery of instruction. During professional development (PD) time, teachers work in grade-level and/or content-alike teams to analyze student performance and identify areas of growth. Instructional Coaches provide feedback and support throughout the year.

Twice per year, teachers formally monitor English learners and recently reclassified students (RFEP) to ensure that they are making both academic and linguistic progress. The Data Coordinator generates a data file with EL and RFEP performance data, including grades and formal assessment results. Advisory teachers review student progress and confer with English learners to determine whether any changes to supports currently offered are necessary, including revisiting Designated ELD placement, scheduling a conference with the student and/or the family, and/or coordinating additional coaching support for the student's teacher(s).

Central Office

The Central Office (CO) uses a model of continuous improvement to support sites with ongoing implementation and monitoring of English learner progress. This monitoring process includes a focus on organizational culture, policy and management, and educator capability, including the professional learning (PL) needed to support growth for all DCP staff. According to the CDE's recent publication, *Improving Education for Multilingual and English Learner Students*,

> **Organizational culture** includes the data-informed practices, vision, and leadership that shape a collaborative culture and advance multilingual learners' access and opportunity. **Policy and management** attends to the policies, resources, and monitoring that are necessary to facilitate improvement efforts. **Educator capability** considers the PL needed to transform schools and classrooms around evidence-based programs and supports. (416-417)

In addition, each year DCP conducts an internal audit to evaluate the effectiveness of programs and services for English learners. This audit includes several benchmarks across the year, including an analysis of English learner progress on state and DCP-wide assessments. While some data is internal, the California Dashboard is a public measure that "provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning" (https://www.caschooldashboard.org/). The Central Office ensures that a disaggregated analysis of this data, including suspension rate, English learner progress, high school graduation rate, college and career preparation, and academic performance in both English and Math is shared with all stakeholders.

B.   EL TASK FORCE

DCP will develop and implement an EL Task Force which will meet four times per year. Membership will include, but not be limited to, the following:

- Chief Academic Officer
- Director of Learning Design & Systems
- Director of Special Education
- At least one site administrator
- At least one teacher per site
- Community Engagement Manager
- At least one parent representing ELAC/DELAC

As part of its responsibilities, the EL Task Force will engage in the following:

- Monitor implementation of the DCP's Roadmap for English Learner Success (see below)
- Review analysis of multiyear English learner performance data and disseminate disaggregated data to all stakeholders and provide timely, actionable feedback to all stakeholders
- Evaluate professional development for supporting English learners and make recommendations for improvement to the Senior Leadership Team (SLT)
- Analyze any requests from families for changes to EL programming and make recommendations to Chief Academic Officer and Board of Directors
- Review communication among school sites, central office, families, and Board of Directors surrounding support for English learners and multilingual students and make recommendations for improvement, if necessary
- Support continuous improvement and foster internal accountability for all stakeholders

C.   MONITORING IMPLEMENTATION OF DCP'S ROADMAP FOR ENGLISH LEARNER SUCCESS

The DCP's Roadmap for English Learner Success is designed to be a living document; as such, implementation will be monitored on a quarterly basis with a full review each year. See Appendix G for Annual Evaluation Chart. If revisions are deemed necessary, they will be made on an annual basis.

DCP recognizes that all stakeholders have a responsibility for supporting the academic and linguistic progress of our English learners and [multilingual students](); these roles and responsibilities are delineated in **Figure 19**.

Figure 19: DCP-Wide Responsibilities for Supporting English Learners

Role	Responsibility
Students	- Attend school daily - Be prepared and be present - Actively participate in class - Demonstrate growth in self-advocacy - Pass classes with a C or better
Parents/Guardians	- Commitment and willingness to fulfill the Commitment to College form, our school-parent/student compact - Attend parent-teacher conference(s) - Attend a registration meeting, back to school night and two additional meetings in the school year - Have two-way communication between school and home regarding the education and well-being of the student - Stay abreast of your student's academic progress by: accessing Powerschool, asking the front office for a report card or contacting the teacher directly
Classroom Teachers	- Plan and deliver rigorous standards-based instruction with appropriate scaffolds through Integrated and [Designated ELD]() - Analyze student data (including formal and informal, summative and formative assessments), and use the data to inform planning and delivery of daily lessons - Maintain effective records and communicate student progress with parents/guardians, including proactive communication with families of students who are struggling

	- Model growth mindset and demonstrate [assets-based](#) mindset
[Ed Specialists](#)	- Develop and implement [Individualized Education Programs](#) (IEPs) that integrate linguistically-appropriate goals for neuro-diverse English learners - Co-plan with classroom teachers to ensure that the explicit needs of neuro-diverse English learners as expressed in the [IEP](#) are met in the classroom
Paraprofessionals	- Provide support for English learners with [IEP](#)s under direction of [Ed Specialist](#)
Instructional Coaches	- Facilitate professional learning opportunities with focus on supporting English learners - Engage in coaching cycles with teachers that include focus on English learners: model, co-plan/co-teach, and provide non-evaluative feedback utilizing research-based strategies - Guide teachers in use of assessment data, examination of student work, planning and delivery of instruction for ELs
College Counselors	- Ensure that resources and workshops are translated for families - Collaborate with Advisors and EL Specialists to [accommodate](#) language needs for EL students during their college search and application process
Social-Emotional Counselors / Social Workers and Interns	- Run small peer support group for newcomers — in Spanish (or other languages as possible) - Run parenting group in Spanish - Provide 1:1 counseling in Spanish
Assistant Principals	- Coordinate [ELPAC](#) testing - Review placement of ELs in Designated ELD instruction prior to the beginning of each semester and monthly, and

	correct any inconsistencies with DCP's Roadmap for English Learner Success
Principals	- Provide SSC/ELAC feedback - Supervise classroom instruction for content and pedagogy to ensure the delivery of Designated ELD and access to the core through Integrated ELD and/or primary language instruction or support - Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
Site Operations Team	- Upload data to PowerSchool - Provide translations to campus visitors as needed
School Site English Learner Advisory Committee (ELAC)	- Meet monthly - Be informed stakeholders, through regular Principal Reports on Enrollment, Budget, and Strategic Priorities (Academics, Culture, College Success) - Advise the Principal and staff on programs and services for English learners - Advise the School Leadership on the development of the Local Control and Accountability Plan as it relates to English Learners - Help make parents aware of the importance of regular school attendance
DCP-wide English Learner Advisory Committee (DELAC)	- Meet annually - Identify org-wide areas of celebration and/or concern - Make recommendations to the Chief Executive Officer and the Board of Directors
EL Task Force	- Meet four times per year - Monitor implementation of the DCP's Roadmap for English Learner Success

	- Review analysis of multiyear English learner performance data and disseminate disaggregated data to all stakeholders and provide timely, actionable feedback to all stakeholders - Evaluate professional development for supporting English learners and make recommendations for improvement to the Senior Leadership Team (SLT) - Analyze any requests from families for changes to EL programming and make recommendations to Chief Academic Officer and Board of Directors - Review communication among school sites, central office, families, and Board of Directors surrounding support for English learners and multilingual students and make recommendations for improvement, if necessary - Support continuous improvement and foster internal accountability for all stakeholders
Family Engagement Coordinator	- Support ELAC and DELAC - Develop and facilitate workshops for families
Director of Learning Design & Systems	- Co-Facilitate EL Task Force - Provide professional development to all stakeholders in support of DCP's Roadmap for English Learner Success implementation - Collaborate with all stakeholders to develop and facilitate professional learning opportunities to support Designated and Integrated ELD - Coach and support Instructional Coaches to implement coaching cycles that focus on English learners
Director of Special Education	- Coach Ed Specialists to ensure that IEPs integrate linguistically-appropriate goals for neuro-diverse English learners - Monitor reclassification of neuro-diverse students
Director of	Supports Site Operations Teams to track and update

Operations	records, reports and forms
Director of Student Services	• Ensure that Suspension Forms are available in English, Spanish, and Vietnamese • Ensure that all materials for Expulsion hearings are available in English, Spanish, and Vietnamese, and that a translator is present for hearings when requested • Ensure that all AB167 materials are provided in English, Spanish, and Vietnamese • Ensure that all meetings for due process that include a change of placement include a translator, either in person or using Language Line • Ensure that trainings for interns and counselors includes focus on culturally responsive techniques and how to communicate with families from different language backgrounds • Coordinate with Family Engagement Coordinator to develop and facilitate Parent Workshops in Spanish and English • Attend Cafecitos and share information related to mental health with families in multiple languages
Director of Advancement	• Elevate assets-based model for supporting English learners and multilingual students when communicating with fundors
Grants and Compliance Manager	• Ensure appropriate use of Title III funds to support English learners and multilingual students
Data and Assessment Coordinator	• Support all stakeholders with data coordination and analysis • Disaggregate data to highlight strength and areas for growth of English learners and multilingual students
Managing Director	• Support Principals to ensure site-based implementation of

of Schools (MDS)	DCP's Roadmap for English Learner Success ● Coach Principals to ensure that all English learners are provided with equitable access to a rigorous grade-level curriculum with appropriate supports, including both Designated and Integrated ELD
Chief Academic Officer (CAO)	● Co-Facilitate EL Task Force ● Provide leadership and support to DCP staff to improve student achievement and accelerate the learning of English learners ● Support and hold DCP Leaders accountable for implementing DCP's Roadmap for English Learner Success' policies and practices ● Advise DCP's Chief Executive Officer (CEO) on key issues related to English learners ● Ensure that DCP adheres to the standards and procedures in DCP's Roadmap for English Learner Success and that all offices and departments coordinate their efforts related to programs and services for English learners
Controller	● Monitor DCP's budget to ensure that Title III funds are used to support English learners
Chief Operating Officer (COO)	● Ensure that DCP's HR policies are aligned with DCP's Roadmap for English Learner Success
Chief Executive Officer (CEO)	● Evaluate DCP's goals relative to Strategic Operating Plan, including implementation of DCP's Roadmap for English Learner Success, student achievement, professional development, and evaluation and accountability ● Report progress to the Board and public
Board of Directors	● Hold DCP accountable for implementation of DCP's Roadmap for English Learner Success

APPENDIX

A. FEDERAL AND STATE DEFINITIONS

Title III

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies (SEAs) and local education agencies (LEAs) in accomplishing this. Some funds are offered to entities other than SEAs and LEAs, and SEAs and LEAs also offer subgrants to other entities.

NCELA | National Clearinghouse for English Language Acquisition

English Learner Definition

According to ESSA, an EL is an individual who

1) is aged 3 through 21;

2) is enrolled or preparing to enroll in an elementary school or secondary school;

3) meets one of the following criteria—

a) was not born in the United States, or whose native language is a language other than English;

b) is a Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or

c) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant—and

4) has difficulties in speaking, reading, writing, or understanding the English language, that may be sufficient to deny the individual

a) the ability to meet the challenging state academic standards;

b) the ability to successfully achieve in classrooms where the language of instruction is English; or

c) the opportunity to participate fully in society.

NCELA | National Clearinghouse for English Language Acquisition

Fluent English Proficient (FEP)

Students who are fluent-English-proficient are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP).

CDE Glossary of Terms

B. SAMPLE ELPAC REPORT

ELPAC English Language Proficiency Assessments for California

Indianapolis Indiana
SUMMATIVE ELPAC SCORE REPORT
2019–2020 | GRADE 5

Indianapolis' English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
INDIANAPOLIS INDIANA
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999988002
Date of Birth: 08/05/2010
Grade: 5
Test Date: Spring 2020
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score

LEVEL 3

1525
Moderately
Developed

Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at
https://elpac.startingsmarter.org/ to:
- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1466)	(1467–1513)	(1514–1559)	(1560–1800)
Beginning to Develop	**Somewhat Developed**	**Moderately Developed**	**Well Developed**
May know some English words and phrases.	Can often use English to communicate simple ideas.	Can usually use English to learn new things in school.	Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at https://caaspp-elpac.cde.ca.gov/.

Page 1 of 2

Indianapolis also received scores for Oral Language and Written Language

Oral Language

The Oral Language Score includes Listening and Speaking.

LEVEL **3**

1510
Moderately Developed

Listening
Beginning to Develop — Somewhat/ Moderately — Well Developed

Speaking
Beginning to Develop — Somewhat/ Moderately — Well Developed
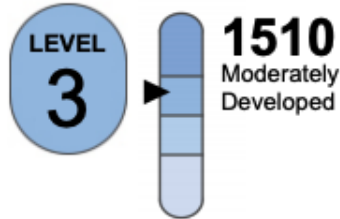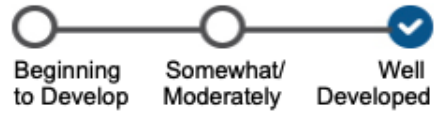
Written Language

The Written Language Score includes Reading and Writing.

LEVEL **3**

1560
Moderately Developed

Reading
Beginning to Develop — Somewhat/ Moderately — Well Developed

Writing
Beginning to Develop — Somewhat/ Moderately — Well Developed
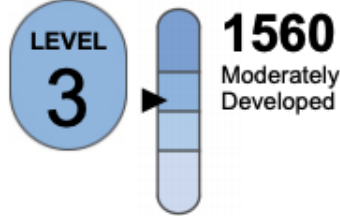
Your Child's ELPAC Score History

Grade 4

LEVEL **3**

1495
Moderately Developed

Grade 5

LEVEL **3**

1525
Moderately Developed

C. PROFICIENCY LEVEL DESCRIPTORS AND EL RUBRIC

Proficiency Level Descriptors (from *ELD Standards Publication*)

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners *enter* the Emerging level having limited receptive and productive English skills. As they *progress through* the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon *exit* from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners *progress through* the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners *progress through* the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon *exit* from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need *varying linguistic support, depending on the linguistic and cognitive demand of the task.*	**General Extent of Support**						
	Substantial		Moderate		Light		Occasional
	Students at the *early stages* of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.		Students at the *early stages* of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.		Students at the *early stages* of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		Students who have *exited* the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

Proficiency Level Descriptors

Proficiency Level Descriptors

Mode of Communication	ELD Proficiency Level Continuum			
	Emerging →		Expanding →	
	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:	At the *early stages* of the Expanding level, students are able to perform the following tasks:	Upon *exit* from the Expanding level, students are able to perform the following tasks:
Collaborative	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. • Use basic social conventions to participate in conversations.	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. • Participate in simple, face-to-face conversations with peers and others.	• Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. • Initiate simple conversations on social and academic topics.	• Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. • Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.
Interpretive	• Comprehend frequently occurring words and basic phrases in immediate physical surroundings. • Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. • Comprehend familiar words, phrases, and questions drawn from content areas.	• Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation. • Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. • Demonstrate understanding of words and phrases from previously learned content material.	• Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. • Read independently a variety of grade-appropriate text with simple sentences. • Read more complex text supported by graphics or pictures. • Comprehend basic concepts in content areas.	• Comprehend detailed information with fewer contextual clues on unfamiliar topics. • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. • Read technical text on familiar topics supported by pictures or graphics.
Productive	• Produce learned words and phrases and use gestures to communicate basic information. • Express ideas using visuals such as drawings, charts, or graphic organizers. • Write or use familiar words and phrases related to everyday and academic topics.	• Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. • Express ideas using information and short responses within structured contexts. • Write or use learned vocabulary drawn from academic content areas.	• Produce sustained informational exchanges with others on an expanding variety of topics. • Express ideas in highly structured and scaffolded academic interactions. • Write or use expanded vocabulary to provide information and extended responses in contextualized settings.	• Produce, initiate, and sustain spontaneous interactions on a variety of topics. • Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

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Proficiency Level Descriptors (continued)

Mode of Communication	ELD Proficiency Level Continuum	
	→ Bridging →	
	At the *early stages* of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Collaborative	• Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended and more elaborate discourse. • Initiate and sustain dialogue on a variety of grade-level academic and social topics.	• Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary. • Participate fully in both academic and non-academic settings requiring English.
Interpretive	• Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings. • Read increasingly complex text at grade level. • Read technical text supported by pictures or graphics.	• Comprehend concrete and abstract topics and recognize language subtleties in a variety of communication settings. • Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.
Productive	• Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences. • Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.	• Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences. • Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.

Proficiency Level Descriptors

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Proficiency Level Descriptors

Knowledge of Language	ELD Proficiency Level Continuum			
	→ Emerging →		→ Expanding →	
	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:	At the *early stages* of the Expanding level, students are able to perform the following tasks:	Upon *exit* from the Expanding level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English an emerging awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.	Apply to their learning of English an awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use mostly everyday and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics.	Apply to their learning of English an expanding awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar topics; • how to extend discourse in limited ways in a range of conversations; • how to recognize language differences and engage in some self-monitoring.	Apply to their learning of English an awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use both everyday vocabulary and a range of general academic and domain-specific vocabulary in English related to familiar and new topics; • how to extend discourse in a variety of ways in a range of conversations; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language.
Accuracy of Production	• Be comprehensible when using memorized or copied words or phrases. • Produce English but may exhibit **frequent errors** in pronunciation, grammar, and writing conventions that **often** impede meaning.	• Be comprehensible when using simple or learned phrases and sentences. • Produce English but may exhibit **frequent errors** in pronunciation, grammar, and writing conventions that **sometimes** impede meaning.	• Be comprehensible when using simple and some expanded sentences and discourse or texts. • Produce English but may exhibit **fairly frequent errors** in pronunciation, grammar, and writing conventions that **may sometimes** impede meaning.	• Be comprehensible when using expanded sentences, discourse, or texts. • Produce English but may exhibit **fairly frequent errors** in pronunciation, grammar, and writing conventions that **usually do not** impede meaning.

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Proficiency Level Descriptors (continued)

Knowledge of Language	ELD Proficiency Level Continuum	
	→————————→ **Bridging** —————————→	
	At the *early stages* of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English a sophisticated awareness of: ● differences and similarities between their native language and English; ● ways in which language may be different based on task, purpose, and audience; ● how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; ● how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; ● how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts.	Apply to their learning of English a sophisticated awareness of: ● differences and similarities between their native language and English; ● ways in which language may be different based on task, purpose, and audience; ● how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics across the disciplines; ● how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across disciplines; ● how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across disciplines.
Accuracy of Production	● Be comprehensible when using a variety of grade-level expanded discourse or texts. ● Produce English but may exhibit **some errors** in pronunciation, grammar, and writing conventions that **usually do not** impede meaning.	● Be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics. ● Produce English but may exhibit **some minor errors** in pronunciation, grammar, and writing conventions that **do not** impede meaning.

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EL Rubric (developed by DCP based on *CA ELD Standards* and *ELPAC Post Test Guide*)

		Level 1 - Emerging	Level 2 - Early-Mid Expanding	Level 3 - Late Expanding / Early Bridging	Level 4 - Mid-High Bridging
Overall		Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
		May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new things in school	Can consistently use English to learn new things in school
Interpretive	**Listening**	Understands frequently occurring words and basic phrases, and can comprehend a sequence of information on familiar topics.	Understands information on familiar topics and on some unfamiliar topics with context.	Understands detailed information with fewer context clues on unfamiliar and abstract topics; begins to recognize language subtleties (e.g., shades of meaning).	Understands concrete and abstract topics and recognize language subtleties in a variety of communication settings.
		Comprehend familiar words, phrases, and questions drawn from content areas.	Comprehend basic concepts in content areas.		
	Reading	Understands frequently occurring words and basic phrases, and can comprehend a sequence of information on familiar topics.	Understands information on familiar topics and on some unfamiliar topics with context.	Understands detailed information with fewer context clues on unfamiliar and abstract topics; begins to recognize language subtleties (e.g., shades of meaning).	Understands concrete and abstract topics and recognize language subtleties in a variety of communication settings.
		Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics of pictures.	Read independently a variety of grade-appropriate text with simple sentences.	Read increasingly complex text at grade level while relying on context and prior knowledge.	Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.
		Comprehend familiar words, phrases, and questions drawn from content areas.	Comprehend basic concepts in content areas.		
Productive	**Speaking**	Expresses basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases.	Expresses a variety of personal needs, ideas, and opinions and responds to questions using short sentences.	Expresses increasingly complex feelings, needs, ideas, and opinions in a variety of settings; responds to questions using extended and more elaborate discourse.	Participates fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary.
		Uses basic social conventions to participate in simple conversations with peers and others.	Initiates simple conversations on social and academic topics.	Initiates and sustains dialogue on a variety of grade-level academic and social topics with moderate to light support.	Participates fully in both academic and nonacademic settings requiring English.
		When speaking, may exhibit frequent errors in pronunciation and grammar that often impede meaning.	When speaking, may exhibit fairly frequent errors in pronunciation and grammar that may sometimes impede meaning.	When speaking, may exhibit some errors in pronunciation and grammar that usually do not impede meaning.	When speaking, may exhibit some minor errors in pronunciation and grammar that do not impede meaning.
		Produces memorized words and phrases, and uses gestures to communicate basic information.	Engages in sustained informational exchanges on an expanding variety of topics.	Initiates and sustains interactions on a variety of topics, with increasing awareness of tailoring language to specific purposes and audiences.	Initiates and sustains extended interactions tailored to specific purposes and audiences.
	Writing	Expresses ideas using visuals such as drawing, charts, or graphic organizers or short responses within structured contexts.	Expresses ideas in highly structured and scaffolded academic interactions.	Expresses ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.	
		Writes familiar words and phrases related to everyday topics and learned vocabulary from academic content areas.	Writes using expanded vocabulary to provide information in extended responses.	Writes ideas to meet increasingly complex academic demands for specific purposes and audiences.	Write ideas to meet a variety of social needs and academic demands for specific purposes and audiences.
		When writing, may exhibit frequent errors in grammar and writing conventions that often impede meaning.	When writing, may exhibit fairly frequent errors in grammar and writing conventions that may sometimes impede meaning.	When writing, may exhibit some errors in grammar and writing conventions that usually do not impede meaning.	When writing, may exhibit some minor errors in grammar and writing conventions that do not impede meaning.

*descriptive language from California ELD Standards and ELPAC Post Test Guide

D. EL ANNUAL NOTIFICATION LETTER

Sample Letter

Downtown College Prep
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School:
Date:
State Student ID #:

Date of Birth:
Grade:
Primary Language:

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code (EC)* Section 310). This letter also contains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	*[insert overall scale score]*	*[insert overall performance level]*
Oral Language	*[insert oral language scale score]*	*[insert oral language performance level]*
Written Language	*[insert written language scale score]*	*[insert written language performance level]*

Downtown College Prep   1400 Parkmoor Ave., Ste 206, San Jose, CA 95126
Tel 408-271-8120   Fax 408-271-8855   www.dcp.org

Domain	ELPAC Performance Level
Listening	*[insert listening performance level]*
Speaking	*[insert speaking performance level]*
Reading	*[insert reading performance level]*
Writing	*[insert writing performance level]*

Your child is participating in an Individualized Education Program (IEP), which is on file: [Insert Yes or No]

A description of how your child's program placement will contribute to meeting the objectives of the IEP is contained in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The DCP exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	DCP Criteria
English Language Proficiency Assessment	**ELPAC**: Overall Proficiency Level 4.
Teacher Recommendation	Teacher recommendation based on <u>one</u> of the following: ❏ Most recent Report Card grade (quarter or semester) of "C" or better in English ❏ Most recent (quarter or semester) GPA of 2.0 or higher ❏ Teacher evaluation that student deficits in motivation and academic success are unrelated to English language proficiency

Parental Opinion and Consultation	Teachers will consult with a parent or guardian during parent-teacher conference (with translator, as needed) to ensure the parent/guardian understands the reclassification process and ongoing monitoring. If a parent/guardian is unable to attend a conference, the teacher or site designee will consult with the parent/guardian by phone. A parent/guardian may disagree with the determination to have their child redesignated, but the student will still be redesignated.
Comparison of Performance in Basic Skills	**CAASPP/SBAC:** English score must be within 25 points of Standard Met or higher.

OR				

DCP Writing Proficiency Assessment (WPA): Score of 2.5 (= nearly at grade level) or above

OR				

NWEA: RIT score must be nearing grade level in Reading:

Grade 5	Grade 6	Grades 7	Grades 8	Grades 9-12
❏ Fall: 198+ ❏ Winter 203+	❏ Fall: 205+ ❏ Winter: 209+	❏ Fall: 208+ ❏ Winter: 211+	❏ Fall: 215+ ❏ Winter: 217+	❏ Fall: 217+ ❏ Winter: 219+

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts	*[insert English language arts results]*	*[insert English language arts results]*
Mathematics	*[insert mathematics results]*	*[insert mathematics results]*

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 100 percent. Local educational agency (LEA) graduation rates are displayed on the Graduate Data report, which is available on the California Department of Education DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]):

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or 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 (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *[insert SOM contact name and information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

E. ENGLISH LEARNER ROADMAP

(from [English Learner Roadmap - English Learners (CA Dept of Education)](#))

California's Vision and Mission of Success for English Learners

The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017. This policy is intended to provide guidance to [local educational agencies](#) (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) builds on the EL Roadmap Policy and provides further guidance on educating English learners. The CA EL Roadmap supports LEAs as they implement the EL Roadmap Policy.

Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

The Principles

The principles of the *English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* 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 add up to a powerful, effective, twenty-first century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the

access and achievement of the over 1.3 million English learners who attend California schools.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (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 Two: 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 Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: 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 appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

F. CROSSWALK TO EL ROADMAP AND STATE AND FEDERAL COMPLIANCE MONITORING

Roadmap for English Learner Success Chapters	EL Roadmap	EL 2020-21 Federal Program Monitoring Instrument
Chapter 1: Asset-Based Instructional Programs for Multilingual Students A. Multilingual Students B. English Learners C. DCP Beliefs about Teaching and Learning D. Goals for English Learners	**1.A**. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages. **1.C**. School climates and campuses are affirming, inclusive and safe **2.C**. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.	
Chapter 2: English Learner Identification, Placement, and Monitoring	**3.C.** A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	**EL 03:** EL Identification and Assessment **EL 10:** Reclassification

A. Initial Identification and Assessment of English Learners B. ELD/English Course Descriptions C. Student Course Placement D. Annual Assessment and Monitoring of English Learners E. Reclassification F. Monitoring of Students Redesignated as Fluent English Proficient		
Chapter 3: Effective Instruction for English Learners A. Research-Based Instruction: The Art and Science of Supporting English Learners B. Designated and Integrated ELD C. Seal of Biliteracy D. Supporting Multilingual Neuro-Diverse Students E. Guiding Questions for providing effective English Learner instruction	**1.B.** Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences. **2.A.** Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework). **2.B.** Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.	**EL 13:** Language Acquisition Program Options and Parent Choice **EL 14:** ELD **EL 15:** Access to Standard Instructional Program

F. Language Acquisition Program Options and Parent Choice	**2.D.** ELs are provided access to the full curriculum along with the provision of EL supports and services.	
	2.E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	
	2.F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.	
	2.G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	
	4.B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	

Chapter 4: Staffing and Professional Learning A. Hiring B. Professional Learning for Teachers C. Professional Learning for School Leaders	**3.D.** Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.	**EL 11:** Teacher EL Authorization **EL 12:** Professional Development Specific to English learners
Chapter 5: Parent and Community Engagement A. Families as Partners B. School-Level Parent and Family Engagement C. Communication in [Home Language](#) D. Family Engagement Manager E. English Learner Advisory Committee (ELAC) F. DCP-wide English Learner Advisory Committee (DELAC)	**1.D.** Schools value and build strong family and school partnerships	**EL 01:** English Learner Advisory Committee (ELAC) **EL 02:** District English Learner Advisory Committee (DELAC)
Chapter 6: Funding, Compliance, and Title III Administration A. Planning and Funding	**3.B.** The school system invests adequate resources to support the conditions required to address EL needs.	**EL 04:** Implement, Monitor & Revise Title III Plan

B. Compliance Monitoring		**EL 05:** EL Program Inclusion in the [SPSA](#) (Schoolwide) **EL 06:** Title III Inventory **EL 07:** Supplement, Not Supplant with Title III **EL 08:** Time and Effort Requirements (Title I and Title III)
Chapter 7: Program Evaluation and Accountability A. Evaluation of English Learner Programs and Services B. EL Task Force C. Monitoring implementation of Roadmap for English Learner Success	**3.A.** Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement. **4.A.** EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education. **4.C.** EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.	**EL 09:** Evaluation of Title III-Funded Services and Programs

G. ANNUAL EVALUATION

Sites are responsible for monitoring services to English learners throughout the school year. The EL Task Force will meet quarterly to evaluate the effectiveness of DCP's Roadmap for English Learner Success, and will report its findings to the Senior Leadership Team. Dates are subject to change.

Question	Student Group(s)	Timeline	EL Task Force Meeting	Potential Data Collection Sources	Notes
Have all English learner newcomers been identified and appropriately placed?	Newcomers	Within 30 days of enrollment	❑ September	❑ Home Language Survey ❑ Initial ELPAC data in Illuminate and PowerSchool ❑ Class Rosters reflecting student placement	
Have all English learners new to DCP been identified and appropriately placed?	All EL's new to DCP	Within 30 days of enrollment	❑ September	❑ ELPAC data in Illuminate and PowerSchool ❑ Class Rosters reflecting student placement	
Is Designated ELD provided for all English learners at their current language level?	All ELs	ongoing	❑ September ❑ February	❑ Class Rosters reflecting student placement ❑ Classroom Walkthrough data ❑ Random audit of Designated ELD classes	

Is Integrated ELD provided for all English Learners?	All ELs	ongoing	❏ September ❏ February	❏ Classroom Walkthrough data ❏ Random audit of Integrated ELD classes	
What percentage of English learners are making progress toward language proficiency, and is the percent increasing?	All ELs	following Summative ELPAC	❏ September ❏ May	❏ ELPAC data ❏ EL Rubric / informal assessment data	
What percentage of English learners are regressing on the ELPAC?	ELs At Risk	following Summative ELPAC	❏ May	❏ ELPAC data	
What interventions are in place to support English learners who are not making progress toward language proficiency?	ELs At Risk	ongoing	❏ December ❏ May	❏ EL Monitoring Forms	
What percent of English learners are making progress toward academic proficiency, and is the percent increasing?	All ELs	quarterly	❏ September ❏ February	❏ SBAC data ❏ Formative assessment data (NWEA, WPA, etc.) ❏ Grade reports	

What percent of reclassified students are increasing or maintaining academic proficiency, and is the percent increasing?	RFEP	quarterly	❏ September ❏ February	❏ SBAC data ❏ Formative assessment data (NWEA, WPA, etc.) ❏ Grade reports	
What percent of English learners, compared to reclassified students and English-only students, are maintaining a 3.0 GPA?	Ever-ELs	quarterly	❏ February	❏ Transcripts	
What percent of English learners, compared to reclassified students and English-only students, are making adequate progress toward A-G requirements?	High School Ever-ELs	biannual	❏ September ❏ February	❏ Schoolzilla ❏ PowerSchool	
What percent of ever-ELs are earning the Seal of Biliteracy? What percent of English-only students are earning the Seal of Biliteracy?	High School Ever-ELs	annual	❏ September	❏ Transcripts ❏ Seal of Biliteracy spreadsheet	
Do IEPs for neurodiverse English learners include appropriate language goals?	NDL ELs	annual	❏ December	❏ IEP audit	

Do IEPs for neurodiverse English learners include an appropriate pathway to redesignation?	NDL ELs	annual	❏ December	❏ IEP audit	
To what degree is professional learning focused on Designated and Integrated ELD implemented in classrooms?	All ELs	ongoing	❏ December ❏ May	❏ PD Agendas ❏ Classroom Observations / Walkthroughs	
Are parent communications written in clear language and sent in the parent's home language?	All ELs / Families	ongoing	❏ December	❏ Parent communications, including mailings, emails, phone bursts, texts...	
Are ELACs holding annual elections and meeting monthly at each school?	All ELs / Families	annual	❏ February	❏ ELAC Agendas	
Are parents attending annual ELAC/DELAC training?	All ELs / Families	annual	❏ December	❏ ELAC/DELAC Agendas, sign-in sheet	

Is DELAC meeting at least once per year and making recommendations to the Chief Executive Officer?	All ELs / Families	annual	❏ May	❏ DELAC Agenda	
Are LCAPs updated annually to include goals and actions that support positive student outcomes, including support for English learners and multilingual students?	All ELs	annual	❏ February	❏ LCAP audit	
Are Title III funds used to provide direct services to English learners that supplement and do not supplant?	All ELs	annual	❏ May	❏ budget audit - 2nd Interims	

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