DIVISION OF INSTRUCTION  
Jodi Lax, Associate Superintendent of Instruction  
Vacant, Director of Curriculum & Instruction, Bilingual, and EL Services PreK-5  
Deepa Mukherjee, Director of Curriculum & Instruction, Bilingual, and EL Services 6-12  
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Adopted by the Board of Education October 18, 2018  

SAN JOSÉ UNIFIED SCHOOL DISTRICT  
Nancy Albarrán, Superintendent of Schools  

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

Revised EL Master Plan  
Review, Input, and Approval by:  
VIP  
September 17, 2018  

DELAC  
Multiple Meetings 2017-18 School Year  
Final Approval October 15, 2018
SAN JOSE UNIFIED SCHOOL DISTRICT
BOARD POLICY

The Governing Board intends to provide English learners with a challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study. The district's program shall be based on sound instructional theory and shall be adequately supported so that English learners can achieve results at the same academic level as their English-proficient peers.

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

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

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

Board of Education Members

Ms. Susan Ellenberg, President - Trustee Area #1
Ms. Kimberly Meek, Vice President – Trustee Area #3
Ms. Teresa Castellanos, Member - Trustee Area #2
Mr. Michael Melillo, Member - Trustee Area #4
Ms. Pamela Foley, Member - Trustee Area #5
Mr. Robert Gamble, Student Member – San José High School

San José Unified School District Representatives

Nancy Albarrán, Superintendent
Stephen McMahon, Deputy Superintendent
Jodi Lax, Associate Superintendent, Instruction
Dominic Bejarano, Assistant Superintendent, Administrative Services
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EL MASTER PLAN ALIGNMENT & UPDATES
All sections in the San José Unified District EL Master Plan are updated to align with Federal Program Monitoring (FPM) requirements:

FEDERAL PROGRAM MONITORING
State and federal laws require the CDE to monitor EL programs in local educational agencies (LEAs) through the Federal Program Monitoring (FPM) process. The following key dimensions are the necessary components to a complete English learner program according to the State of California (Federal Program Monitoring, 2018)

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Historical Perspective

LAU VS. NICHOLS

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

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

_No state shall deny education opportunity to an individual on account of his/her race, color, sex, or national origin, by…(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs._

This federal law remains in effect to date.

CASTAÑEDA VS. PICKARD

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

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

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

SJUSD STIPULATED MODIFIED REMEDIAL ORDER AND CONSENT DECREES

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

After the passage of Ed Code section 300 et seq, the District requested the Federal Court to override this legislation and allow the continuation of Spanish bilingual programs. The Federal court approved the District’s request to maintain bilingual education in the District also known as the Academic Language Acquisition (ALA) bilingual program. The Modified Court Order allowed initial placement of any student in the ALA program upon parental request without the 30-day requirement in an English language classroom as specified in Ed Code 300, an annual parental school visit, and signed waiver by a parent or guardian. The District strongly encouraged parents to visit the site annually to sign the renewal of the waivers. As of July 1, 2017, the waiver and English placement is no longer required.

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

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

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

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

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

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

**CALIFORNIA’S ENGLISH LEARNER ROADMAP** (Information from the CDE)
Adopted by the California State Board of Education on July 12, 2017.

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

Principal #1: Assets-Oriented and Needs-Responsive Schools
Schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value 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.

Principal #2: Intellectual Quality of Instruction and Meaningful Access
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principal #3: System Conditions that Support Effectiveness
Each level of the school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build on the strengths and meet the needs of English learners.

Principal #4: Alignment and Articulation Within and Across Systems
English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.
MASTER PLAN FOR ENGLISH LEARNERS
OF THE SAN JOSE UNIFIED SCHOOL DISTRICT

CHRONOLOGY OF CONSENT DECREES

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

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

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

1994- New Consent Decree approved.

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

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

- the District will offer the Academic Language Acquisition (ALA) bilingual program for Spanish ELs at elementary schools that contain 20 or more Spanish ELs for each grade K-3
- parents must go to the school and request the ALA program by signing a Parent Exception Waiver (As of July 1, 2018, this waiver is no longer required.)
- if the request is denied, parents may appeal and have the option to change their child’s school to attend an ALA school
- the requirement to have a formal evaluation of the program after 3 years to determine program effectiveness.

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

2003- The SJUSD Board of Education appoints a Blue-Ribbon committee to advise on the development of a Voluntary Integration Plan, which is adopted by the Board in June 2003. The United States District Court finds that the District has fully complied with all of its constitutional obligations under federal court order, including providing enhanced and effective bilingual education programs (ALA) and releases the District from federal court supervision, August/December 2003. Implementation of the Voluntary Integration Plan commences September 2003.
**DISTRICT VISION STATEMENT**
Preparing today’s students to be the thinkers, leaders, and creators of tomorrow.

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

**GOALS**

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

The Office of Family Engagement supports our schools by building the capacity of both parents and staff. Annual training is provided for parents in leadership positions and those aspiring to be leaders. In addition to leadership training, we also offer a variety of opportunities for families to extend their knowledge and improve personal skills. Our Family University classes provide families with information to help support student’s academic success at home. Informational flyers are sent to parents each year to inform parents of dates and time of trainings. This information can also be found at sjusd.org.

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

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

Dimension I – Involvement

EL 1: English Learner Advisory Committee (ELAC)

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

a) Parent members are elected by parents or guardians of ELs.

b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.

c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance.

d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA).

e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

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

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

SJUSD Implementation:

- Sites will have a School English Learners Advisory Committee (SELAC) wherever there are 21 or more EL students at a school. Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
- The School Site Council (SSC) will include member(s) of the SELAC.
• Sites will hold a minimum of 5 meetings per school year. Agendas will reflect that the following were reviewed with parents: election process and results, annual student achievement data, program evaluation, language census, budget and the school level plan, and student attendance.
• Sites will designate a member of this committee to participate in the District English Learners Advisory Committee. Schools with 30 or more Spanish EL students must select a parent of a Spanish EL to be a representative on the DELAC.
• The school plan will include the necessary funding for appropriate instructional design to meet the assessed needs of EL students and their achievement data.
• Each SELAC will advise the Principal and staff regarding development and implementation of an annual needs assessment. The needs assessment is a review of student EL data for the school. The review should include a discussion of current supports and their effectiveness as well as a plan for modifying supports to improve EL achievement data and reclassification rates.
• The District’s outreach plan for parents of English Learners will increase participation in school programs and activities. The plan will address impediments such as transportation; English proficiency, translations, and child care needs.
• Parent training will be provided through meetings, workshops, conferences, etc. The training will include but not be limited to:
  o Legal requirements and responsibilities for SELAC members
  o Effective meeting protocols
  o Home/School Collaboration and Parent/Teacher partnerships
• The school may designate the School Site Council (SSC), to fulfill the legal responsibilities of SELAC, if the advisory body (SSC) constitutes at least the same percentage of the committee membership as their EL children represent of the student body. The SELAC must meet and constitute prior to designating SSC. This must happen every two years.

EL 2: District English Learner Advisory Committee (DELAC)
Requirements:
Each LEA with more than 50 ELs must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district.

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

Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.
The consolidated application must also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees

SJUSD Implementation:

- The District English learners Advisory Committee will advise regarding the Master Plan for English Learners and will make appropriate recommendations to the school Board of Education. The plan will be reviewed and updated each year with DELAC discussing and approving the recommended changes.
- A representative of the SJUSD Board of Education attends every DELAC meeting in order to participate in the discussion and receive input from the parent members.
- Each year DELAC will conduct an annual needs assessment. The needs assessment is a review of student EL data for each school. The review will include a discussion of reclassification criteria and processes, current supports and their effectiveness, as well as a plan for modifying supports to improve EL achievement data and reclassification rates.
- Review of program goals, objectives, and services, that address the needs of EL students, which include: Structured English Immersion (SEI), Academic and Language Acquisition (ALA), Two-Way Bilingual Program (TWBI), International Academy, and English mainstream classrooms. Review of program evaluation at least once every three years.
- Annual review of the hiring and retention of qualified instructional staff who work with and support English Learners.
- Review of district Local Control Accountability Plan (LCAP), including staff development and budget prioritization.
- Parent training will be provided through meetings, workshops, conferences, etc. The training will include but not be limited to:
  - Legal requirements and responsibilities for DELAC members
  - Effective meeting protocols
- Provide copies of annual and initial notification of English Learner students letters and discuss purpose.
- DELAC will review and discuss the consolidated application yearly and discuss fiscal allocations in conjunction with the strategic plan related to English Learner supports.

Dimension II – Governance & Administration

EL 3: English Learner Identification and Assessment
Requirements:
Each LEA must properly identify and assess all students who have a home language other than English.

A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home.

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English
language proficiency assessment. Administration of the assessment must follow all of the publisher’s instructions.

Each LEA must annually assess the English language proficiency and academic progress of each EL.

All currently enrolled ELs must be assessed for English language proficiency by administering the current English Language Proficiency Assessment for California during the annual assessment window.

Each EL on an active individual education plan (IEP) or Section 504 plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student’s IEP or Section 504 plan.

Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years.

**SJUSD Implementation:**

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

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

The HLS consists of the following five questions:

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

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

The answers provided for each HLS question are used to determine a student’s home language status:

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

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

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

1. **ALL English on HLS questions #1-3**
   The student is considered English Only (EO). Enrollment Center staff will update student’s language classification in our Student Information System (SIS). The initial HLS shall be added to the student’s cumulative record and the student is placed in the district’s general program.

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

3. **A language other than English on question #4 and/or #5, but not #1-3**
   The student is considered English Only (EO) and placed in the district’s general program. The language spoken most often by the adults at home or caregivers does not determine the native language proficiency of the student.

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

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

English Language Assessment:

- **Beginning July 1st, 2018**, trained staff will administer the English Language Proficiency Assessment of California – Initial Assessment (ELPAC) to all new students with a home language other than English as identified in the first three questions of the HLS to determine the student’s English proficiency level.
- **Grades TK-12**: CDE will provide guidelines for determining cut points.
All English Learners will be annually assessed using the ELPAC Summative assessment for the purpose of monitoring progress in English Language Development.

All English Learners will participate in state and district level academic assessments.

Students with an individual education plan (IEP) or Section 504 plan will be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current ELPAC as specified in the student’s IEP or Section 504 plan.

The District will use the Ventura County Comprehensive Alternative Language Proficiency Survey (VCCALPS) for appropriate students with moderate-severe disabilities. The Special Education Department will create a list of all eligible students based on their primary disability and then determine the appropriateness of the VCCALPS with the Program Specialist.

All English Learner results are communicated with site staff to ensure that appropriate EL services and supports are provided.

Primary Language Assessments:

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

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

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

The LEA receiving Title III funds must use these funds to:

a) Increase the English Language Proficiency (ELP) of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
   a. ELP; and
   b. Student academic achievement

b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
   a. Designed to improve the instruction and assessment of ELs;
   b. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
   c. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
d. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor the students of the teacher, and any LEA employing the teacher, as appropriate.

c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELS, which:
   a. Shall include parent, family, and community engagement activities; and
   b. May include strategies that serve to coordinate and align related programs.

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

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

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

District and site instructional coaches provide ongoing professional development focused on the needs of English Learners through:
• One-on-one coaching cycles;
• Professional development at weekly staff meetings;
• Induction teacher support (both coaching cycles and weekly meetings);
• Intensive coaching cadres that incorporate both professional development and coaching.

Effectiveness and implementation of professional development are measured using:
• Feedback from participants and a commitment of next steps for implementing;
• Observational data collection by site administrators and department staff to measure implementation of best practices after professional development.

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

EL 5: EL Program Inclusion in Development of the SPSA
Requirements:
The EL program must be included in the development of the SPSA.

An approved SPSA must contain:
  a) An analysis of academic performance and language development data to determine EL student and program needs.
  b) School goals to meet the identified academic and language proficiency needs of ELs.
  c) Activities to reach school goals to improve the academic performance of EL students.
  d) The means to annually evaluating progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards.

The local governing board must review and approve the SPSA annually and whenever there are material changes in the plan.

The SPSA must be consistent with the district local plan.

LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the school are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations.

SJUSD Implementation:
All schools complete a section on English Learners in their SPSA. This section includes current ELPAC, 3-Year No Growth, and reclassification data.
When schools write the activities to support English Learner’s it will include:

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

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

Title III funds are not distributed directly to school sites.

**EL 6: Title III Inventory (Items over $500/unit purchased with Title III or EIA LEP funds)**

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

- Type
- Model
- Serial Number
- Funding source
- Acquisition date
- Cost
- Location
- Current condition
- Transfer, replacement, or disposition of obsolete or unusable equipment

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

**SJUSD Implementation:**
Beginning with the 2016-17 school year, SJUSD does not use Title III or LEP funds for purchase of equipment. The Technology and Data Services department conducts a physical check of all equipment, regardless of funding source, every Spring in an even year.

**Dimension III – Funding**

**EL 7: Supplement, Not Supplant, with Title III**

**Requirements:**
General fund resources must be used to provide services and programs for ELs, including English language development (ELD) and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.
Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds.

The use of Title III funds must meet the following requirements:
- An LEA utilizes no less than 98 percent of the Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the administration of this program for the fiscal year.
- An LEA assesses for reasonable Title III EL and immigrant alignment with the federal supplement, not supplant requirements.

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

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

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

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

**EL 8: Time Accounting Requirements**

Requirements:
Each LEA must properly assess charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

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

Employees funded solely under Title III must complete a semiannual certification of such employment.

SJUSD Implementation:
We properly assess charges for direct or indirect costs of Title III EL funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee.

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

**Dimension IV – Standards, Assessments, and Accountability**
**EL 9: Evaluation of English Learner Program Effectiveness**

**Requirements:**
A program evaluation must be provided by each LEA and must be used to determine:

- The degree to which, within a reasonable amount of time:
  - ELs are attaining English language proficiency comparable to that of average native speakers of English in the district.
  - EL students’ academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English.
- The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards.
- Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students.
- Whether to eliminate specific EL activities proven to be ineffective.

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

Multiple times in the school year, site staff review the 3-Year No Growth internal report to monitor progress in English Language Development as well as academic growth. Students on this list have not made progress on the CELDT/ELPAC which indicates the need for additional support or intervention. Site staff identify supports and follow up throughout the school year.

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

**EL 10: Reclassification**

**Requirements:**
Each LEA must reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:
- Assessment of English Language Proficiency.
• Teacher evaluation that includes, but is not limited to, the student’s academic performance. The term “teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions of the student.
• Opportunities for parent opinion, consultation, and involvement during the reclassification process.
• Comparison of student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Each LEA must maintain the following in the student’s permanent record (regardless of the physical form of such record and to ensure transfer of documentation):
• Language and academic performance assessments
• Participants in the reclassification process
• Decision regarding reclassification

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

SJUSD Implementation:
C&I provides sites with a list of potential reclassification candidates each year. The list is based on the following criteria:
• ELPAC: Overall 4, and all sub-scores ≥ 3.
• Teacher evaluation of student academic performance based on student grades in Language Arts.
  o K-5: Grade of 2 or higher and “Making Adequate Progress”
  o 6-12: Grade of C or higher
• Comparison of student’s performance in basic skills.
  o K-5: Spring Writing Performance Assessment (WPA) score of 9 or higher; Students on IEPs that address writing goals have an adjusted target score based on their IEP.
  o 6-12: WPA Proficient or Above (4 or above)
  o 6-12 Alternate Assessments: AP (Score of 3 or above)/PSAT (46)/SAT (460)/SBAC (3 or better)

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

Sites maintain the following records in the student cumulative record:
  o Language and academic performance assessment results;
  o Reclassification and reclassification monitoring forms with teacher and site administer signatures.

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

Sites monitor reclassified students for four years after reclassification in order to ensure ongoing academic success and to provide supports as needed. This is done a minimum of three times each year during the first two years of monitoring. During the last two years of monitoring, review of student data will reduce to once a year for students who are on grade level but remain at three times a year for students who continue to need additional support.

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

**Dimension V – Staffing and Professional Development**

**EL 11: Teacher EL Authorization**

**Requirements:**
Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized.

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

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

**EL 12: Professional Development Specific to English Learner Program Implementation**

**Requirements:**
Each LEA must provide professional development specific to the implementation of programs for ELs.

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

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

- Designed to improve the instruction and assessment of ELs.
- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.
- Effective in increasing the student’s English language proficiency or substantially increasing the teacher’s subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation.
- Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom.

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

- Induction for teachers with a preliminary credential. This includes goal setting, review of student data (including EL proficiency), one-on-one coaching, professional development on content as well as integrated ELD, and designated ELD.
- In-depth professional development around Early Literacy, Readers’ and Writer’s Workshop, and Math. Secondary staff receive intensive PD to better implement explicit language instruction through Constructing Meaning and the Academic Language & Skills program.
- Professional development is supported by site and district coaching staff through three- to five-day coaching cycles focused on the content provided.
- Primary Language Program Assistants receive professional development a minimum of three times a year to provide them with the skills to support ELs in achieving academic goals. The primary focus will be on early literacy and comprehension skills.
- C&I provides professional development to site leadership to understand and support the EL programs (SEI, ALA, TWBI) as well as strategies to assess affective program structures, practices, implementation, and effective instructional strategies.
- Regular training will be offered to SJUSD staff to include the following topics:
  - ELD teaching methodology (Integrated and Designated)
  - Additional and appropriate educational services for English Learners in English-Language main-stream classrooms
  - Best practices for bilingual programs (ALA, TWBI)
  - Special instructional methodology for teaching the content of the core curriculum in English to EL students
  - Appropriate issues related to cross-cultural understanding and self-image
  - State and Federal mandates.

Effectiveness and implementation of professional development are measured using:
- Feedback from participants and a commitment of next steps for implementing;
- Observational data collection by site administrators and department staff to measure implementation of best practices after professional development.

**Dimension VI – Opportunity and Equal Educational Access**

**EL 13: Language Program Options and Parent Choice Requirements:**
Language acquisition programs may include, but are not limited to, all of the following:
School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English.

Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

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

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

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

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

**Programs Offered in San José Unified School District**

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

At the elementary level, EL students with all levels of fluency (CELDT levels 1-5) are grouped together in an SEI class with reclassified students and/or native English language speakers. The goal of this program is to provide Integrated English Language Development (ELD) instruction at each student’s appropriate English proficiency level. The teachers modify their instruction to make the core content comprehensible for English Learners. Teachers employ strategies using Specially Designed Academic Instruction in English (SDAIE) to help students maintain grade level competency while students acquire English as quickly as possible and make progress towards reclassification. Native speakers and
reclassified English proficient students serve as English language role models for their English learner peers.

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

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

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

Assessments: Students are assessed on an ongoing basis during the school year in English.

**Academic Language Acquisition (ALA) Program:**
ALA is one of San José Unified School District’s uniquely designed alternative bilingual programs. This program is for Latino students who are classified as English Learners and who come from Spanish speaking homes.

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

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

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

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

Schools offering the ALA program:
Almaden, Anne Darling, Empire Gardens, Galarza, Grant, Lowell, Horace Mann, Olinder, and Washington

The ALA classrooms are staffed with teachers holding BCLAD authorization or the equivalent. They possess native or native-like fluency in Spanish and English and possess high levels of bi-literacy. Every ALA school is also staffed with one teacher holding BCLAD authorization or the equivalent at the 4th and 5th grade levels to ensure appropriate support for the English Learners in the SEI classrooms in their transition to English.

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

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

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

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

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

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

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

Bachrodt, Gardner, River Glen, Trace, and Willow Glen Elementary offer this program at the elementary level. Families do have the option to choose an immersion program for their child at the secondary level at Hoover, River Glen, and Willow Glen Middle Schools, and later at Lincoln and Willow Glen High School.
Assessments: Students are assessed on an ongoing basis during the school year, in both languages, dependent on the language of the content area instruction.

**International Academy (IA) Program:**
The International Academy is a San José Unified program designed to serve students identified as English Language Learners (ELL) who have been in U.S. schools for less than three years and are still developing their English language skills. The International Academy applies an English Language Development (ELD) approach that consistently monitors the students through each English language proficiency level. Teachers ensure student interactions are frequent, purposeful, and accountable. The instruction focuses on the vocabulary and language patterns for functional purposes. The student’s meta linguistic awareness of the English language will prepare them to successfully acquire the academic language for oral and written production.

EL students are integrated throughout the master schedule. Students are scheduled into English classes depending on his/her level of English acquisition. Students with basic skills are enrolled in ELD English with supporting lab classes. Students are also offered ELD instruction in mathematics, science, and social studies. Students transition into mainstream classes as they move through the English language proficiency levels as identified by English Language Proficiency Assessment of California (ELPAC). Students are deemed proficient as evidenced by scores on ELPAC, SJUSD Writing Performance Assessment (WPA) scores, writing samples, and grades. International Academy students are also enrolled in electives, visual and performing arts, PE and world language regardless of language skills.

International Academy is offered at Burnett Middle School and San José High School.

**Process for Responding to Parent Request for Additional Language Acquisition Programs:**
Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305. Curriculum & Instruction (C&I) staff will monitor the requests and will instigate a feasibility assessment when the target number of written requests are received.

The written request from a parent must include the following:
- The date of the request
- The names of the parent and pupil and contact (email or phone number) information
- A general description of the request (ALA, TWBI - Language)
- The pupil's grade level on the date of the request
Based on guiding principles of dual language education, C&I staff will review the following areas to determine if a new or expanded language acquisition program is possible at the requested school:

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

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of language acquisition program, the LEA shall respond by taking the following actions:
- Within 10 school days of reaching a threshold described above, notify the parents of pupils attending the school, the school's teachers, administrators, and DELAC, in writing, of the parents' request for a language acquisition program;
- Identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
• Determine, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition program; and provide notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators, of its determination;
• In the case of an affirmative decision to implement a language acquisition program at the school, create and publish a reasonable timeline of actions necessary to implement the language acquisition program.
• In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternative option that can be implemented at the school.

Template for Communication:

10 Day Notification (School Newsletter & DELAC - Notify via email)
This is to notify you that the parents of 30 pupils at XXX Elementary School have requested (ALA or TWBI Specific Language) language acquisition program. The Curriculum and Instruction Department will conduct a feasibility study reviewing community interest, availability of instructional resources and staffing, climate survey, enrollment and achievement data, facility, and fiscal resources. The result of the study will be communicated in writing by XXXX (60 calendar days from threshold). If you have any questions about the process, please feel free to contact the site principal.

60 Day Notification

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

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

• San José Unified School District is committed to provide the highest quality education for all of our students. We appreciate your interest in expanding our offerings of bilingual programs, but at this time do not feel it is in the best interest of our students to do so at XXX Elementary school. If you have any questions about the process, please feel free to contact the site principal.
Dimension VII – Teaching and Learning

EL 14: ELD

Requirements:
As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program.

SJUSD Implementation:
In all program options, each EL receives daily English Language Development (ELD) lessons based on the student's identified language level.

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

Elementary-
Integrated & Designated ELD Instruction (English Language Development)

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

Implementation Guidelines:

Integrated ELD: Content areas taught with ELD standards and SDAIE strategies embedded in all lessons. This should begin during the first week of classes.
Where: All TK – 5 SEI Classrooms & All 3 – 5 TWBI Classrooms

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

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

Where: ALA/SEI schools - TK – 5 SEI & TK – 3 ALA Classrooms

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

SEI schools – If there are 25 or more ELs within a 2-grade span student should be grouped for Designated ELD. All other sites provided Designated ELD within their ELA block. Teachers will teach to the ELD standards as aligned to the content objectives.

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

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

TWBI Schools: Designated ELD should begin school-wide by the last Monday in August. Students should be leveled for Designated ELD in the SEI classrooms depending on the numbers of ELs in those classrooms and should be based on last year’s official ELPAC scores. TWBI homeroom classes stay together but switch teachers. The students are not grouped based on ELPAC levels. ELD teachers in TWBI should use only English with their ELD students and only Spanish with their homeroom class.

- Kinder and 1st grade TWBI students have an additional 15 minutes of ELD for phonics using Phonics and Friends.
- 2nd grade TWBI students have an additional 30 minutes for phonics and word work using Phonics & Friends and Lexia.

- SEI classes are grouped by ELPAC levels
- 45 minutes daily

Secondary-
All English learner students will receive leveled English Language Development for 100 minutes daily. Instruction will be delivered through a designated ELD English/Reading Core to students with 1-3 years
in the country. Long Term English Learners will receive instruction and support through their regular grade level ELA/English course as well as the Academic Language and Skills class. The National Geographic Inside/Edge Programs are the adopted district curriculum used in ELD English classes at the secondary level. Spanish speakers are encouraged to enroll in the appropriate level of Spanish Native Speaker course to improve their literacy in their primary Language. Few schools offer designated SDAIE courses for transitional or long-term English Learners. All Core teachers are credentialed and trained in instructional strategies that support English language development.

**EL 15: Access to Core Subject Matter**

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

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

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

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

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

SJUSD has comprehensive data with easy to access reports. These reports support site and district staff in assessing program effectiveness, student growth, and student progress towards goals. The data also help staff in determining learning gaps that need to be addressed through targeted instruction or intervention. We use the 3 Year-No-Growth report to monitor students who have stalled in their English language development. Schools develop a plan to support language progress with a minimum of three check-ins each year.