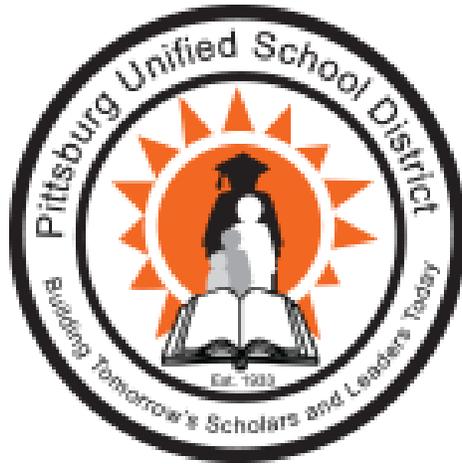
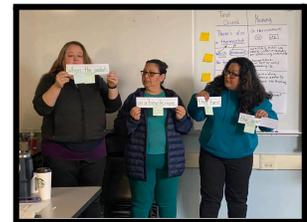


Pittsburg Unified School District

Master Plan for Multilingual Learner Success



Board Approved: February 25, 2026



Achieving Our Greatest Potential!

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**Pittsburg Unified School District
Master Plan for Multilingual Learner Success**

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Acknowledgments

The Department of English Learner Services extends its heartfelt appreciation to all educational partners. The development and implementation of this plan would not have been possible without their commitment and dedication. We are deeply grateful for their time, thoughtful input, careful review, and meaningful feedback shared through formal gatherings. It is because of their collective efforts and due diligence that the updated living document of our district's Master Plan for Multilingual Learner Success came to fruition in the Winter (January) of 2026.

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ELD Facilitators - Elementary:

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- Donna Ballardo, 5th Grade, Heights
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- Nicole Glassel, 2nd Grade, Los Medanos
- Kaitlynn Meyer, 3rd Grade, Highlands
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- Juana Nesta, 1st Grade, Parkside
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- Belinda Burns-Tyskey, 6-8, Martin Luther King, Jr. Junior High
- Andrew Everett, 6-8, Rancho Medanos Junior High
- Laura Furuyama, 9-12, Pittsburg High
- Auroelena Garcia, 6-8, Rancho Medanos Junior High
- Eric Harmenzon, 6-8, Rancho Medanos Junior High
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- Guillermo Reyes, 6-8, Rancho Medanos Junior High
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Dates of Approval:

DELAC - February 9, 2026
PUSD School Board - February 25, 2026

Table of Contents

[Pittsburg Unified School District, Mission, Equity Statement, and Priority Areas](#), [Mission for Multilingual Learners](#)

[Introduction and Overview](#)

- [Disclaimer of Terminology](#)
 - [California English Learner Roadmap Principles](#)
 - [Pittsburg Unified School District Demographics](#)
-
- I. [Chapter 1 - Initial Assessment & Identification](#)
 - II. [Chapter 2 - Program Options and Access](#)
 - III. [Chapter 3 - Instructional Plan](#)
 - A. [Designated ELD](#)
 - B. [Integrated ELD](#)
 - IV. [Chapter 4 - Dual Language Immersion Program](#)
 - V. [Chapter 5 - Annual Assessment, Monitoring, & Support](#)
 - VI. [Chapter 6 - Reclassification](#)
 - VII. [Chapter 7 - Student, Family, and Community Engagement](#)
 - VIII. [Chapter 8 - Staffing and Professional Development](#)
 - IX. [Chapter 9 - Program Evaluation & Next Steps](#)
 - X. [Appendix - Glossary of Terms](#)





Pittsburg Unified School District

Every Scholar, Every Day. They Deserve Nothing Less Than Our Best.

MISSION

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

EQUITY STATEMENT

We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset.

We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes.

We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

PRIORITY AREAS

- Engaging and Rigorous Teaching and Learning (LCAP Goal #1)
- Equity, Access and Success Student & Family Assets (LCAP Goal #2)
- Student & Family Assets (LCAP Goal #3)
- Recruit, Retain and Support Staff (LCAP Goal #4)
- Facilities to Support Student Learning (LCAP Goal #5)

MISSION STATEMENT FOR MULTILINGUAL LEARNERS

Pittsburg Unified School District is committed to ensuring that every multilingual learner (TK-12) receives high-quality instruction, meaningful access to rigorous academic opportunities, and the support needed to thrive beyond the classroom, recognizing the need to support the whole child. Together, we ensure that every multilingual learner, including newcomers, long-term English learners (LTELs), and dually identified students, has respect, support, and access every day to the opportunities necessary for academic success.

The district supports multilingual learners through comprehensive programs, including newcomer services, specialized linguistic support for long-term English learners, structured language immersion, dual language immersion, and pathways to the California State Seal of Biliteracy. The district provides schools with research-based guidance, instructional resources, and ongoing professional learning to promote a coherent, vertically aligned, and systematic approach to staff effectiveness. This approach ensures that instructional practices are responsive to the individually assessed needs, strengths, and identities of all identified multilingual learners.

We recognize multilingual families as essential partners in student success and actively foster their engagement through welcoming school communities, effective advisory committees, and culturally and linguistically affirming practices. Through this collective commitment, scholars are empowered to reach their fullest potential and graduate prepared for college, career, and civic participation in a global, diverse, and multilingual world.

EQUITY STATEMENT FOR MULTILINGUAL LEARNERS

Grounded in the belief that diversity is our greatest asset, we intentionally work to identify, disrupt, and replace inequitable systems and practices that have historically created barriers for multilingual learners, including newcomers, long-term English learners (LTELs), dually identified students and their families. We champion safety, justice, access, inclusion, and a deep sense of belonging across all learning environments.



INTRODUCTION AND OVERVIEW

PURPOSE OF MASTER PLAN FOR MULTILINGUAL LEARNER SUCCESS

The purpose of the Pittsburg Unified School District's Master Plan for Multilingual Learner Success is to unite all educational partners under a shared framework of practices, services, and strategies that empower multilingual students and their families. This master plan clearly articulates a bold, comprehensive vision that reflects the collective aspirations of our district's parents, students, educators, and educational partners. It is grounded in evidence-based principles of effective English Learner instruction, detailing a robust English language development approach and enhancing the district-wide instructional models. By updating the Master Plan for Multilingual Learner Success, the district is establishing a clear strategic roadmap to elevate the academic achievement of multilingual learners. The revised plan articulates a unified vision, aligns district goals with the California English Learner Roadmap Principles and the ELA/ELD Framework, and is presented in an accessible, user-friendly format that allows all educational partners to engage meaningfully in our shared mission.

The plan is specifically designed to address the unique needs of multilingual learners by:

- **Enhancing instructional systems to support effective practices** that are essential for driving the success of multilingual learners, ensuring consistent, high-quality education.
- **Reinforcing clear guidelines and expectations** for the implementation of effective instructional programs, providing a solid foundation for academic growth.
- **Empowering families** through increased transparency about the processes and tools available supports their ability to actively engage in and advocate for their child's education. By providing clear, accessible information, families are better equipped to understand what services and supports their students should be expected to receive and to advocate for their students' language needs. This shared understanding fosters a collaborative partnership between home and school and strengthens outcomes for multilingual learners.
- **Committing to develop and implement culturally responsive and linguistically appropriate IEPs** for dually identified students. Processes and procedures must be intentionally aligned to address both their learning and language needs in order to support their growth and long-term success.
- **Aligning with California Department of Education (CDE) EL Roadmap**, practices, procedures & current research.

This comprehensive approach guarantees that every aspect of the plan is tailored to support the academic success and overall development of multilingual learners while unifying efforts across the district.

Disclaimer on Terminology

Throughout this report, the district intentionally uses the term “**Multilingual Learners**” in place of “**English Language Learners**” to reflect an asset-based lens that recognizes and values students’ full linguistic repertoires. This language affirms students’ multilingualism as a strength and a resource for learning, rather than framing them by what they are perceived to lack.

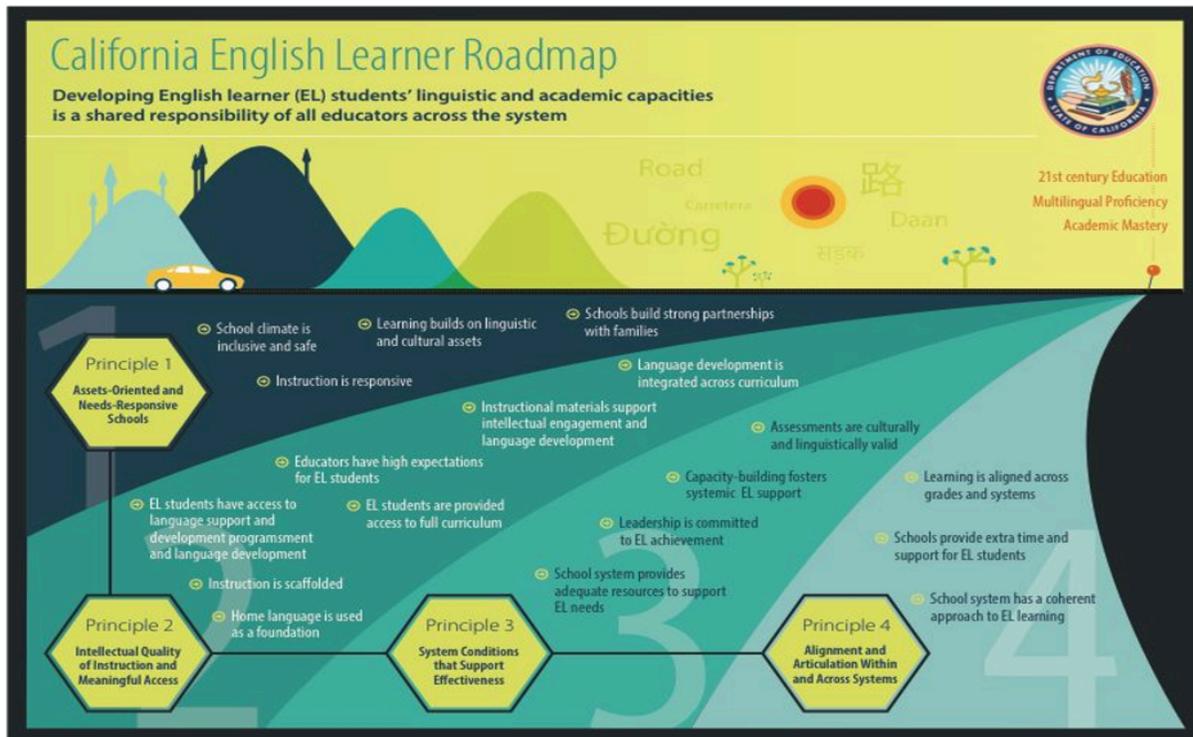
Similarly, the terms “**newcomer**” and “**emergent bilingual**” are used interchangeably to emphasize students’ developing bilingualism and the linguistic assets they bring to their learning experiences.

Another term used interchangeably is “**dually identified**”, which is the term the State of California uses to refer to students who have been identified as English learners and are also students with disabilities. PUSD refers to this group of students as **English Learners Students with Disabilities (ELSWDs)**.

It is important to note that the term **English Language Learners (ELs)** will still appear throughout this report, as it remains the official terminology used by the California Department of Education (CDE) and the federal government. When used, it reflects compliance with state and federal reporting requirements rather than a shift away from the district’s commitment to asset-based language and practices.

CALIFORNIA ENGLISH LEARNER ROADMAP 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 robust, effective, twenty-first-century education for all English learners.



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.

Source: <https://www.cde.ca.gov/sp/el/rm/>



Pittsburg Unified School District Demographics

2024-2025

Pittsburg Unified School District (PUSD) is a TK-12 district that serves the community of Pittsburg, California. The school system is committed to providing an excellent opportunity for all students to learn. PUSD is approximately 50 minutes from downtown San Francisco with a direct line on Bay Area Rapid Transit (BART). Our school community has a close relationship with Los Medanos Community College, which is located in the heart of Pittsburg.

PUSD has Student Teaching relationships with Alliant University, Cal State Teach, California State University, East Bay, St. Mary's College of California, University of Phoenix, and Western Governor's University. Intern teachers are also hired as our employees while they complete their credential program. Participating universities for Intern Teachers include Alliant University and Brandman University. Cal State Teach, California State University, East Bay, Dominican University, Fortune School of Education, National University, St. Mary's College of California, and the University of Phoenix.

Pittsburg Unified School District serves 10,666 students in kindergarten through twelfth grade. The District also provides our community with an outstanding public preschool program and an award-winning adult education school (PAEC).

The District Comprises:

- 8 Elementary Schools
- 3 Junior High Schools
- 1 Comprehensive High School
- 1 Alternative Education High School
- Adult Education
- Independent study
- Alternative learning experiences
- Early Childhood Education

The Pittsburg community values the quality of their school system and the opportunities provided to all children. We are thankful to our community and residents for supporting school bond measures and parcel taxes which help support the education of our scholars.

2024-2025 Enrollment Data

Name	Total	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Pittsburg Unified	10,666	342	655	661	722	760	723	755	804	781	838	894	889	888	954
Contra Costa County	169,261	5,322	10,717	11,224	11,622	12,369	12,210	12,813	12,554	12,845	12,949	13,341	13,269	13,545	14,481
Statewide	5,806,221	177,570	365,002	384,822	402,871	419,608	421,232	430,679	431,899	437,475	444,760	474,921	462,072	465,015	488,295

2024-2025 - Enrollment by Ethnicity and Grade

Ethnicity	Total	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
African American	1,635	53	84	87	93	121	94	109	128	127	127	143	153	123	193
American Indian or Alaska Native	26	0	1	1	3	1	2	6	2	2	1	2	1	3	1
Asian	365	13	32	28	30	23	30	33	31	23	21	26	27	27	21
Filipino	478	15	31	35	28	27	31	36	42	29	42	38	38	46	40
Hispanic or Latino	7,028	219	436	439	492	501	477	498	504	525	565	584	575	613	600
Pacific Islander	123	2	10	5	11	11	9	3	7	10	11	11	11	10	12
White	462	20	27	25	32	39	30	36	42	25	33	38	43	39	33
Two or More Races	539	18	34	41	33	37	50	32	46	38	38	52	40	27	53
Not Reported	10	2	0	0	0	0	0	2	2	2	0	0	1	0	1
Total	10,666	342	655	661	722	760	723	755	804	781	838	894	889	888	954

Enrollment By Ethnicity

	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	Total
Enrollment	1,635	26	365	478	7,028	123	462	539	10	10,666
Percent	15.3%	0.2%	3.4%	4.5%	65.9%	1.2%	4.3%	5.1%	0.1%	100%

Enrollment by Grade

	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enrollment	342	655	661	722	760	723	755	804	781	838	894	889	888	954	10,666
Percent	3.2%	6.1%	6.2%	6.8%	7.1%	6.8%	7.1%	7.5%	7.3%	7.9%	8.4%	8.3%	8.3%	8.9%	100%

2024-25 Enrollment by English Language Acquisition Status (ELAS)

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Pittsburg Unified	10,666	50.9%	4.3%	24.2%	19.1%	1.5%
Contra Costa County	169,261	64.9%	5.8%	16.1%	12.0%	1.2%
State	5,806,221	61.0%	4.6%	17.4%	15.7%	1.1%

2024-25 Enrollment by English Language Acquisition Status (ELAS) by School Site

Name	Total	English Only (EO)	Initial Fluent English (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Black Diamond High (Continuation)	205	48.8%	0.0%	29.3%	22.0%	0.00%
Foothill Elementary	551	62.3%	6.7%	25.0%	3.6%	2.4%
Heights Elementary	547	47.3%	5.9%	38.0%	4.9%	3.8%
Highlands Elementary	480	62.9%	4.4%	25.0%	4.8%	2.9%
Hillview Junior High	893	53.6%	2.5%	21.4%	22.5%	0.0%
Los Medanos Elementary	665	54.9%	9.0%	26.0%	6.6%	3.5%
Marina Vista Elementary	612	61.9%	4.7%	26.1%	4.2%	2.9%
Martin Luther King Jr. Junior High	706	52.3%	3.4%	19.5%	24.8%	0.0%
Nonpublic, Nonsectarian Schools	33	66.7%	0.0%	27.3%	6.1%	0.0%
Parkside Elementary	565	54.0%	5.0%	30.4%	6.9%	3.7%
Pittsburg Senior High	3,403	47.0%	2.1%	17.6%	33.1%	0.3%
Rancho Medanos Junior High	812	41.0%	4.6%	23.3%	31.2%	0.0%
Stoneman Elementary	602	61.3%	4.5%	24.9%	6.6%	2.7%
Willow Cove Elementary	592	35.5%	11.8%	45.9%	3.4%	3.4%

2024-25 "At-Risk" and Long-Term English Learners (LTEL) by Grade

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	0	0	0	0	0	0	0
KN	245	0	0	0	245	0	245
01	231	0	0	0	231	16	247
02	231	0	0	0	231	41	272
03	209	28	0	4	241	51	292
04	52	137	0	54	243	58	301
05	28	104	0	71	203	73	275
06	40	8	95	63	206	140	246
07	38	6	65	55	164	215	379
08	24	3	72	53	152	275	427
09	35	5	48	44	132	294	426
10	32	6	107	5	150	296	446
11	26	7	100	39	172	299	471
12	39	8	129	33	209	282	491

Report Totals							
Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Pittsburg Unified	1,230	312	616	421	2,579	2,040	4,619
Contra Costa County	14,070	3,192	5,646	4,287	27,195	20,383	47,578
State	516,866	115,010	198,881	178,309	1,009,066	909,319	1,918,385

English Learner Students by Language by Grade

Language Name	TK	K	01	02	03	04	05	06	07	08	09	10	11	12	Ungraded	Total	Percent of Total
Spanish; Castilian	0	209	200	213	218	225	189	185	149	146	119	136	158	187	0	2,334	90.50%
Panjabi; Punjabi	0	7	7	5	5	7	5	1	2	0	0	1	3	1	0	44	1.71%
Persian (Farsi)	0	7	4	3	6	3	2	6	3	0	2	1	0	2	0	39	1.51%
Philippine Languages	0	1	6	1	3	4	0	3	4	2	2	3	3	7	0	39	1.51%
Arabic	0	4	2	1	2	1	1	1	2	1	1	2	5	2	0	25	0.97%
Filipino; Pilipino	0	9	1	0	0	0	0	1	1	1	3	1	1	3	0	21	0.81%
Vietnamese	0	2	3	1	1	2	2	1	0	0	1	2	0	0	0	15	0.58%
Hindi	0	2	1	1	0	0	0	3	1	0	1	2	0	1	0	12	0.47%
Uncoded Languages (Other non-English languages)	0	1	0	0	1	0	0	3	2	0	1	1	0	0	0	9	0.35%
Tonga (Tonga Islands)	0	0	2	0	0	0	0	0	0	2	1	1	1	0	0	7	0.27%
Pushto; Pashto	0	0	1	2	2	1	1	0	0	0	0	0	0	0	0	7	0.27%
Turkish	0	0	0	1	1	0	0	1	0	0	0	0	1	2	0	6	0.23%
Cantonese	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	4	0.16%
French	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	3	0.12%
Portuguese	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2	0.08%
Undetermined	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	2	0.08%
Samoan	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0.04%
Iloko (Ilocano)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.04%
Indonesian	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0.04%
Mandarin (Putonghua, Guoyu)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0.04%
Mayan Languages	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.04%
Nepali	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.04%
Central Khmer	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.04%
Berber Languages	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0.04%
Afro-Asiatic Languages	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0.04%
Amharic	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.04%

CHAPTER 1: INITIAL ASSESSMENT AND IDENTIFICATION ENROLLMENT/HOME LANGUAGE SURVEY

EL Roadmap Principle 1 - Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner 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.

English Learner Assessment and Identification

The Pittsburg Unified School District is committed to accurately identifying and assessing all newly enrolled students whose home language is not English.

- **Home Language Survey:** As required by the state of California, a Home Language Survey must be completed at the time of initial enrollment to determine language use within the home. The information collected from this survey is crucial for identifying students who may need to be assessed for English language proficiency and to ensure they are placed in the most appropriate instructional program.
- **English Language Proficiency Assessment:** Within 30 calendar days of enrollment, all students identified through the Home Language Survey as having a home language other than English must be assessed for English language proficiency. The Initial English Language Proficiency Assessment of California (Initial ELPAC) is the state-approved tool used to determine the student's English proficiency and inform their placement. This assessment must be administered according to the publisher's instructions to ensure accuracy and consistency.
- **Students with IEPs or 504 Plans:** All students with an active Individualized Education Plan (IEP) or Section 504 Plan must also undergo the initial English language proficiency assessment. Before administering the ELPAC, the student's current IEP is reviewed to ensure appropriate accommodations, modifications, or alternate assessment options (such as the Alternate Initial ELPAC) are provided in accordance with the student's documented needs.

This thorough, systematic process ensures that all English learner students are properly identified and assessed, providing the foundation for their academic success in the Pittsburg Unified School District.

The Home Language Survey

In accordance with state guidelines, California schools are required to identify the language(s) spoken in the home by each student at the time of enrollment to ensure meaningful and effective instruction. As part of the enrollment process, all parents or legal guardians must complete a Home Language Survey when enrolling a student in the district for the first time. This survey is a key component of the district's enrollment procedure.

The following questions are posed on the Home Language Survey based on state guidelines:

1. Which language did your son or daughter learn when he or she first began to speak?
2. Which language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by adults at home.

All K-12th-grade students with a language other than English on questions 1-4 of the Home Language Survey must be assessed in English to determine English proficiency. This assessment is administered at the student's school site within 30 calendar days of initial enrollment.

Timeline for Initial Assessment

State and federal regulations mandate that if a student's Home Language Survey indicates the use of a language other than English at home, the student's English language proficiency must be assessed within 30 calendar days at the start of the school year, or within 2-4 weeks if the student enrolls during the school year. Furthermore, parents or guardians must be notified of the assessment results and the student's program placement within 30 calendar days of their initial enrollment. This ensures timely and transparent communication, supporting the student's academic success from the outset.



LANGUAGE PROFICIENCY ASSESSMENTS

Initial English Language Proficiency Assessment

ELPAC assessors administer the initial English proficiency assessment to all new students enrolling in Pittsburg Unified with a response of a language other than English on questions 1-4 of the Home Language Survey, as prescribed by law. The purpose of the English language proficiency assessment is to officially determine a student's English language proficiency level. The English Language Proficiency Assessment includes listening, speaking, reading, and writing components in grades K-12. The district maintains staff year-round to assess all newly enrolled students entering PUSD. ELPAC assessors undergo an annual Initial ELPAC scoring calibration and certification process by receiving yearly Initial ELPAC administration training. Each student is assessed on a one-to-one basis in English. A student's initial language classification or status is determined by their overall performance on the Initial English Language Proficiency Assessment.

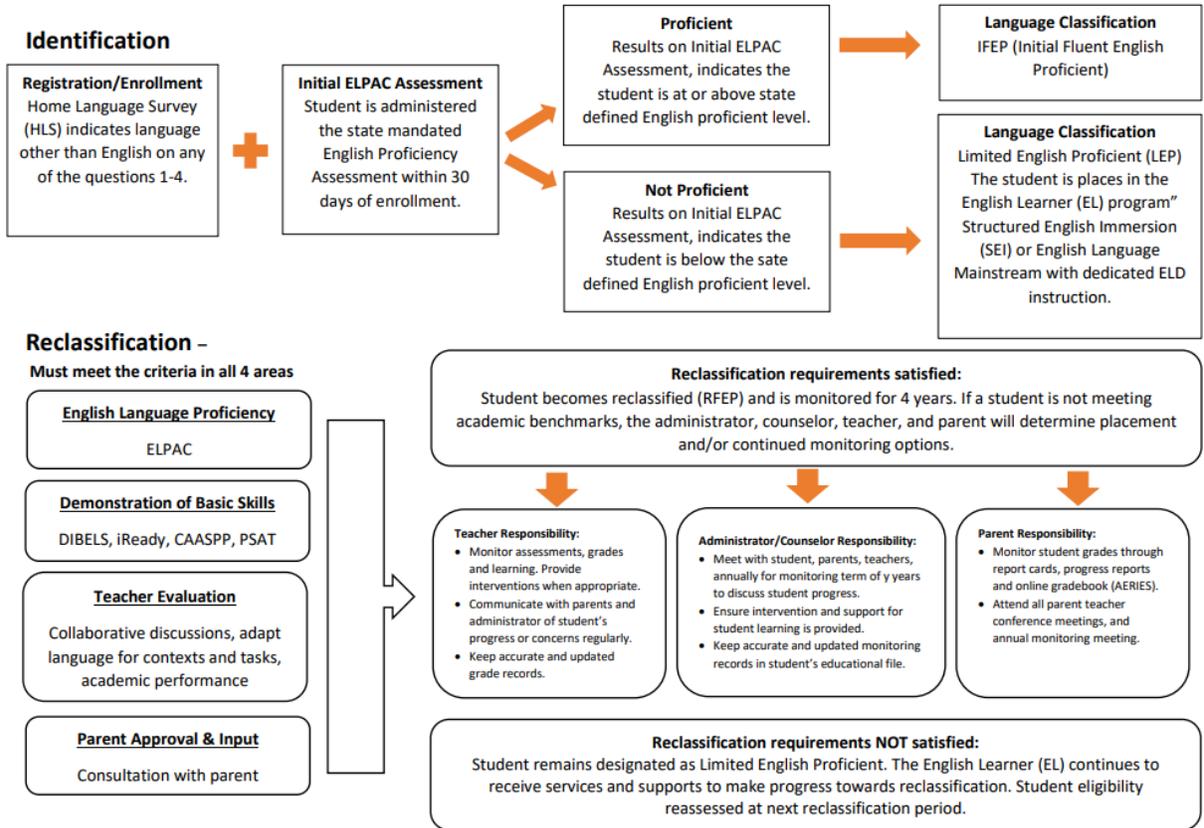
Based on the initial assessment results, a student may be identified as an **English Learner (EL)** with an overall performance level of **Novice or Intermediate**. Or, based on the initial assessment results, a student may be identified as **Initial Fluent English Proficient (IFEP)** if a student's overall performance level is well-developed.

Initial ELPAC assessment results will determine the student's language status.

Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English. Students scoring at this level will not be identified as an English Learner.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

PUSD's Flowchart of the Identification Process

PUSD - English Learner Identification and Reclassification Flow Chart



CHAPTER 2: PROGRAM OPTIONS AND ACCESS

EL Roadmap Principle 2 - Intellectual Quality of Instruction and Meaningful Access

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

As part of the standard instructional program, all identified English learners must receive an ELD instruction program, which shall include both Designated ELD & Integrated ELD.

At the time of enrollment, parents are provided with the **PUSD Initial Notification Letter of Language Acquisition Program Options**, outlining the available programs for their child. These options include **Structured English Immersion (SEI)** and **Dual Language Immersion (DI)**, with detailed explanations of each program provided. Regardless of whether a newcomer/immigrant student is placed in SEI or DI, they will receive the full range of opportunities and support outlined in this plan. Importantly, a student can participate in both the SEI program and receive immigrant support, or be in the DI program while also receiving immigrant support, provided they meet the criteria for both. This ensures that every student gets the targeted support necessary for their academic and language development.

<p>Structured English Immersion (SEI) A language acquisition program for English learners in grades K-12, in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. Primary language Support may be provided when feasible for students at emerging and expanding proficiency levels. All English Learners are placed in the Structured English Immersion language acquisition program unless parents request enrollment in a dual immersion program and space is available.</p>	<p>Dual Language Immersion (DLI) A Dual Language Immersion program is a language acquisition program which provides 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. PUSD offers a district dual language immersion in Spanish/English instructional programs. The program follows a research-based instructional model designed to promote bilingualism, biliteracy, multiculturalism, and college and career readiness for students whose primary language is English and those whose primary language is Spanish.</p>
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Newcomer/Immigrant Support

Newcomer supports are designed to help newly arrived students to adjust to their new language and culture. Newcomer/Immigrant students will also receive additional resources such as school supplies, books, and additional curriculum (MyLexia English or Rosetta Stone English) to support their emerging development of the English language.

Parents/Guardians may choose a language acquisition program that best suits their child. 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. (EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, parents must contact Mrs. Sandra Guardado, Director of EL and DLI Programs at 925-473-2353 or email at sguardado@pittsburgusd.net to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of a particular English learner service(s) setting(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction and English learner services (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents can contact the Director of EL and DLI Programs to schedule a parent conference to discuss the different options and programs available for your student, please contact your specific school to make an appointment.

To help reduce the burden and create and remove a barrier, parents may also make the request directly at the site. Site office staff will then inform the office of the Director of the EL and DLI programs, and the office will follow up with the parents to discuss available program options.

Process for Office Staff

FOR OFFICE STAFF:

Should you have parents at your school site requesting access to any of our currently offered language programs OR are requesting a NEW program, please add their name

to this list and send an email to Sandra Guardado, Director of Programs for English Learners and Dual Language Instruction, at sguardado@pittsburgusd.net and cc: Nubia Aguilar at naguilar@pittsburgusd.net to notify us of the request. Sandra Guardado will then contact the parent and notify the school of any changes.

Parent Name	Student Name and Grade	Parent Contact Information	Language Program Requested

Conditions for ELD Leading to Grade-Level Academic Proficiency and Academic Language

- **Focus on CCSS ELA & Literacy Standards, state content standards, and the ELD standards** nested to support language & literacy development, and academic proficiency.
- ELD standards used as a guide to support ELs at **different language proficiency levels**
- **Academic language needs are woven throughout the day** in all content and courses.
- Appropriate **scaffolding and differentiation** allow for **flexible grouping** of students in heterogeneous and homogenous content settings.
- EL students receive integrated ELD until they are **reclassified**.
- **Explicit forms of English are taught, dictated by the demands of each discipline** (how authors modify to add detail, how ideas are condensed, how authors create cohesion, vocabulary, etc. as outlined in the ELD Standards).
- **Integration of meaning-making, discussion, and collaboration** to develop content knowledge and disciplinary skills.
- Students' **awareness about how English works is developed within each discipline** along with the appropriate language resources.
- **Carefully planned and sequenced instruction and purposeful tasks** that are interactive, engaging, relevant and intellectually challenging.
- **Scaffolding** is planned both in advance and provided "just in time".
- **Judicious corrective feedback** that is transparent and meaningful to students is provided.
- Develop both content knowledge and academic English value and build on primary language and culture and other forms of prior knowledge.

Sources: CA ELD standards and the CA ELA /ELD Framework

CHAPTER 3: INSTRUCTIONAL PLAN

EL Roadmap Principle 4 - Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, 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.

California law requires every school district to adopt policies that ensure equitable access to education for all students. Board Policy 6174, *Education for English Learners*, establishes the district's commitment to meeting this requirement by providing English learners with a rigorous, standards-aligned curriculum and high-quality instruction designed to accelerate English language proficiency. This policy ensures that instruction is grounded in sound educational theory, includes designated and integrated English Language Development (ELD), and enables English learners to meaningfully access and succeed in the district's full educational program. Outlined below is the Pittsburg Unified School District's Board Policy 6174, which reflects these requirements and articulates the district's specific commitments and practices for serving English learners.

As stated in Board Policy 6174: Education for English Learners:

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data-driven and results-based approach, the Governing Board supports a cycle of inquiry approach for continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Board of Education intends to provide English language learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be

based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner who has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students may be denied participation in any such course, if the course of study provided to the student is designed to remedy academic deficits incurred during participation and reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above
3. Other courses that meet the "A-G" course requirements for college admission or are advanced courses, such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

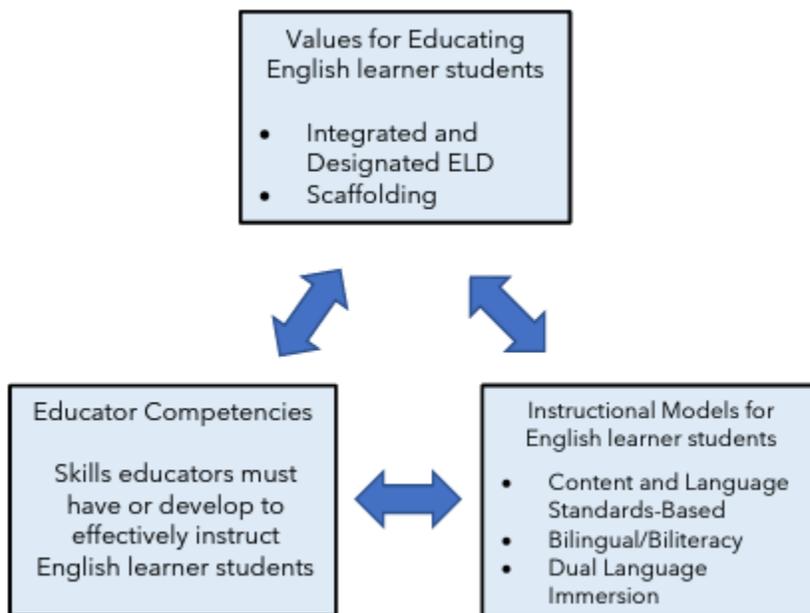
The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD) Essential Elements of English Learner Instruction

Students in the Pittsburg Unified School District are provided with educational opportunities that offer a clear, comprehensive path to success. Instruction across all content areas is intentionally designed to provide multilingual learners with multiple, well-scaffolded opportunities to develop a deep understanding of core concepts while engaging in essential analytical practices that build academic language. Through this approach, students simultaneously strengthen the language skills needed to participate

meaningfully and effectively in these practices. The Pittsburg Unified School District Language Development approach recognizes the critical need to fundamentally transform our educational practice to effectively address the language needs of our multilingual learners. These students face the dual challenge of mastering academic content while simultaneously acquiring English proficiency. Our core principles for effective English Learner instruction are outlined below:



Values for Educating English Learner Students

Our instructional approach for English learner students is firmly rooted in the California English Language Development Standards and the California ELA/ELD Literacy Framework, which serve as essential guides for our work. These foundational documents reflect eight key values (refer to Figure 1.2 on the next page), with particular emphasis on the simultaneous development of both content knowledge and language skills. The principles of **Integrated ELD and Designated ELD** are central to our framework, ensuring that language, literacy, and content instruction are seamlessly aligned to support the academic success of our students.

This approach has clear and direct implications for all Pittsburg Unified teachers, support staff, and leaders, as it defines shared expectations for effective instruction. Central to this strategy is the intentional use of scaffolding, a critical form of support that helps students gradually build independence as they master complex concepts and skills while developing academic language. Teachers are expected to embed a range of

effective language scaffolds into their instruction, including sentence stems and starters, word banks, visual aids (pictures/charts), modeling, graphic organizers, cloze activities using targeted vocabulary, paragraph frames, collaborative writing and speaking tasks, guided academic discussions, and explicit instruction in academic vocabulary. By consistently integrating these supports, educators empower students to develop greater autonomy and achieve sustained academic growth.

Our commitment to English language development extends to our targeted educator competencies, which define the knowledge, skills, and abilities necessary for all PUSD teachers, support staff, and leaders to effectively instruct English learner students. This comprehensive approach ensures that every staff member is equipped to help students thrive in both language acquisition and academic achievement.

Figure 1.2. Values for Educating English Learners

Value 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, fine arts, and other subjects. Further, ELs have full access to multi-disciplinary curriculum, including those subjects listed here.

Access to Specific Language and 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 teacher 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.

Source: ELA/ELD Framework 9.11

PUSD's elementary division is committed to accelerating students' language development and strengthening their use of academic language across content areas. To support this goal, the district has adopted three cornerstone practices that are considered promising practices within PUSD. These practices are designed to engage students in meaningful academic discourse and provide structured opportunities for speaking, listening, reading, and writing during designated ELD.

While continued work is needed to ensure consistent implementation with fidelity across the system, the district recognizes that these evidence-based practices are effective and will significantly support multilingual learners. The practices intentionally integrate language-development strategies into daily instruction so that all students, especially multilingual learners, can access grade-level content while building academic language proficiency and confidence. Collectively, these three practices directly support the implementation of Part II of the California ELD Standards by explicitly developing students' awareness and use of how English works to make meaning across disciplines.



The three PUSD Cornerstone Practices are:

- **Sentence Unpacking:** Sentence unpacking is a text deconstruction task in which the teacher guides the students to “unpack” the meanings of long, complex sentences. Through the discussion-based process, the teacher engages students in conversations about language itself (using student- friendly language) while focusing on how the language makes meaning in the sentence “chunks”. Teachers draw students’ attention to the linguistic features of the sentence in order to make language transparent and accessible to students. A structured routine that helps students break down complex academic sentences in order to understand vocabulary, syntax, and meaning. Students learn how language works, making complex text more accessible.
- **Collaborative Summarizing:** Collaboratively reading and discussing a complex text by summarizing sections of the text supports students’ comprehension of the main ideas and key details of the text. It helps students to monitor their comprehension while reading longer, complex texts. More importantly, it helps them to understand the complex ideas in the text by closely attending to the

language in the text and then condensing the ideas using some of this language. This routine promotes active listening, concise academic writing, and discussion centered on essential understanding.

- **Collaborative Text Reconstruction:** Students recreate, or reconstruct, a text that they have listened to several times, taken notes on, and discussed with their partners, without ever looking at the text. As students work with partners to reconstruct the text, they are negotiating meaning, discussing the content and how it was expressed in the original text, and eventually coming to a consensus on how the text should be reconstructed so that its meaning closely resembles that of the original text. This routine reinforces comprehension, precision of language, and text-based discourse.

Together, Sentence Unpacking, Collaborative Summarizing, and Collaborative Text Reconstruction develop a powerful set of transferable academic language skills that multilingual learners can apply across content areas and grade levels. Through Sentence Unpacking, students learn to closely analyze complex sentences by attending to vocabulary, syntax, and how ideas are structured, enabling them to independently navigate dense academic texts and assignments. Collaborative Summarizing builds students’ ability to identify central ideas, synthesize information, and express understanding using precise academic language, skills essential for reading comprehension, writing, and academic discussion. Collaborative Text Reconstruction further strengthens these skills by requiring students to negotiate meaning, recall key ideas, and reproduce language with accuracy, promoting deeper comprehension and control of academic discourse. Collectively, these practices prepare multilingual learners to confidently engage with rigorous content, understand and use complex academic language, and participate meaningfully in academic conversations, supporting long-term academic success across disciplines.

Language Models - Pathways Towards Reclassification

PUSD’s ELD Tiered System of Support

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2	Level 3	Level 4
ELD Standards	Emerging	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Low Expanding</div> Mid Expanding	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Upper Expanding</div> Lower Bridging	Upper Bridging

Elementary -

Multilingual learners enrolled in our district who are working toward meeting

reclassification criteria are grouped by grade level and leveled into low or high language groups based on their ELPAC proficiency scores. These students receive 30–45 minutes of targeted language support four times per week during designated English Language Development (ELD) time. During the same rotation period, all other students, including English-Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students, receive Academic Language Development (ALD) support.

- **Designated ELD** - grouped by language levels to receive targeted language instruction.
 - Multilingual learners **must** be grouped by **grade level**
 - *Ideally* no more than 2 proficiency levels in each group
 - Newcomers must have access to grade level content
 - Multilingual learners with ELPAC scores of 4, or who have met or exceeded the required i-Ready score for reclassification (see below), may be grouped with English-Only students during designated ELD/ALD.

Grade	Fall - iReady Score	Spring - iReady Score
1	x	458
2	458	513
3	513	545
4	545	526
5	526	561

- **Academic Language Development (ALD)** is the designated time for English-Only students to receive instruction focused on academic language. ALD will also include English Learners who have been enrolled in our district or another California district for four or more years and are making progress toward proficiency (ELPAC Level 3—Lower Bridging or Level 4—Upper Expanding), but who still need additional support with academic language to strengthen their literacy skills (reading and writing). In addition, recently reclassified students (within the past year) who would benefit from continued language support may also participate.
- **Universal Access Time** provides students with additional, skills-based support from their classroom teacher during the instructional day to target specific areas of growth. During this time, teachers may work with students in one-on-one, small-group, or whole-group settings, depending on the identified instructional

focus. Instruction is often delivered through a station-rotation model, in which students rotate among different types of support, such as independent practice on adaptive learning programs (e.g., i-Ready, myLexia, Imagine Learning), small-group instruction, and individualized teacher support. Universal Access Time occurs daily within the instructional day to ensure consistent and targeted intervention.

Language Support - Elementary

Pathway towards Reclassification



ELD*	<p>Students identified as English Learners/Limited English Proficient (typically ELPAC total score of 1,2,3).</p> <p>Rotation groups - 30-45 minutes typically 3-4 days per week focusing on English language development and skills in speaking, listening, reading, writing, and listening.</p>
ALD*	<p>Students identified as limited English proficient (typically ELPAC total score of 4), reclassified students, or English-only students.</p> <p>Rotation groups - 30-45 minutes each day focusing on academic language especially reading and writing skills.</p>
Intervention	<p>Additional support to students during the school day (universal access) and may be invited to participate in additional after school support especially if student is performing below grade level and/or reading 2 or more grade levels below grade level.</p>

Designated ELD, Junior High -

- **ELD 1** - will be for students who have been in the country for less than 2 full years and are still at the very early stages of developing the English language (Level 1/Emerging)
- **ELD 2-4** - will be for students who have been in the country for less than 4 full years and are still in the trajectory of developing and mastering the English Language (Level 2/Low Expanding to Mid Expanding)
- **LTEs** - will be for students who have been enrolled in our district/or another district in CA, for 6-7 years and still have not reached a high level of proficiency in the English language (especially needing support in Reading) (Level 2/Mid Expanding)
 - **LTEs** reading significantly below grade level (1st to 2nd grade) can receive Reading Exploration/Language Exploration/Reading support instead of LTEL course.
- **AVID EXCEL** - will be for ELs students who have been enrolled in our district/or another district in CA, for 5-7 years and are making progress toward proficiency and need more support with academic language to help them with their literacy skills (reading and writing) AND for recently reclassified students

(within the last year or so) that could benefit from additional support (Level 3/Upper Expanding)

- **Dually Identified Students / ELs that are Students with Disabilities (ELSWDs)** - placement will be based on individual needs, and a coordinated schedule will be developed to ensure support for both academic and language goals. IEP services will be delivered through a collaborative model involving General Education, ELD, and Special Education teachers. This partnership ensures that culturally and linguistically responsive IEPs guide decisions regarding the most effective placement for continued progress toward English proficiency, with priority given to required IEP services. The IEP team will review and recommend placement for English Learners, determining whether language support is best provided through a designated language-development class or group, or through support classes in which Special Education teachers deliver academic instruction integrated with language support.

4 Tiered Language Support - Junior High

Pathway towards Reclassification



ELD 1-4	For students who have been in the country for less than 3 full years and are still in the trajectory of developing and mastering the English Language (ELPAC Level 1- Mid 2)
Reading Support	For students who have been enrolled in our district/another district in CA, for 4+ years and have not yet reached a high level of English language proficiency and are reading at the first or second grade level (ELPAC Level 2 - Low 3) <i>This class is in lieu of a general elective class.</i>
LTEL 6-8	For students who have been enrolled in our district/another district in CA, for 4+ years and have not yet reached a high level of English language proficiency and are reading at the third or fourth grade level (ELPAC Level 2 - Low 3) . <i>This class is in lieu of a general elective class.</i>
AVID Excel	For students who have been enrolled in our district/or other district in CA, for 4+ years and are making progress toward proficiency and need more support with academic language to help them with their literacy skills (reading and writing) AND for recently reclassified students (within the last year or so) that could benefit from additional support (ELPAC Level 3 - Level 4). <i>This class becomes their elective class.</i>

Designated ELD, Junior High - Course Selections

Course Name	Course Code	Language Level	Grade Range
ELD 1	ELD1J	ELPAC Level 1 iReady Level - K-1	6-8
ELD 2	ELD 2J	ELPAC Level 1 iReady Level - K-1	6-8
ELD 3	ELD 3J	ELPAC Level 1-2 iReady Level - K-2	6-8

Language Exploration	96LANG	ELPAC Level - 1-2 i-Ready Level - K-2	6
LTEL 6	ELDL6J	ELPAC Level - 2-3 i-Ready Level - 3-4	6
LTEL 7	ELDL7J	ELPAC Level - 2-3 iReady - Level 2-3	7
LTEL 6-8	ELD68	ELPAC Level - 3; Reading Domain 2 iReady Level - 4-5	6-8
LTEL 7-8	ELDLJ	ELPAC Level - 3 iReady - Level 3-4	7-8
AVID Excel	786 AVD	ELPAC 3-4 iReady Level - 4-5	7-8

Designated ELD, High School -

- **ELD 1** - will be for students who have been in the country for less than 2 full years and are still at the very early stages of developing the English language (Level 1/Emerging)
- **ELD 2-4** - will be for students who have been in the U.S. for less than 4 full years and are still in the trajectory of developing and mastering the English Language
 - ELD 1 - 4 students also receive content support via sheltered content courses: English 1, Algebra 1, Geometry, Biology, Chemistry in the Community, World History, US History (Level 2/Low Expanding to Mid Expanding)
- **Sheltered Courses** are designed for multilingual learners who are still in the process of acquiring English. The majority of students enrolled in these courses are newcomers who have recently arrived (1-3 years) in the United States and are developing English as emergent bilinguals. To support their language development, additional instructional supports are embedded within content courses.

Because students have limited English proficiency and little to no prior knowledge of English, instruction includes intentional language scaffolds and differentiation to ensure meaningful access to the curriculum. While instruction is delivered in English, teachers incorporate strategies that make content comprehensible and accessible. Sheltered courses emphasize depth of

understanding of key standards rather than breadth of content coverage. These courses are aligned to content standards and meet A–G requirements. The majority of students enrolled in Sheltered courses are at ELPAC Level 1 (emerging) or early Level 2 (low expanding) and their reading level based on iReady is between K-2 grade level.

- **A–G requirements** are a set of college-preparatory course requirements established by the University of California (UC) and California State University (CSU) systems. They outline the courses students must complete in high school to be eligible for admission to UC and CSU campuses.

The requirements are organized into seven subject areas:

- **A – History/Social Science:** 2 years
- **B – English:** 4 years
- **C – Mathematics:** 3 years (4 years recommended)
- **D – Laboratory Science:** 2 years
- **E – Language Other Than English:** 2 years (3 years recommended)
- **F – Visual and Performing Arts:** 1 year
- **G – College-Preparatory Elective:** 1 year
- To meet A–G requirements, students must earn a grade of **C or better** in each approved course. Completion of these requirements ensures that courses are academically rigorous and prepare students for college-level study.

ELD 1-4 Placement Based on Reading Score and Teacher Recommendation for Continuing Students

<i>Placement in ELD based on score of placement test</i>		
Core Reading	Placement	Sheltered Classes
Below 12 points	Newcomer ELD 1	Biology/Chem Com/ World History, US History, Algebra 1/Geometry Sprinkled
13–20 points		

21–28 points	ELD 2	English 1/Biology/Chem Com/ World History, US History, Algebra 1/Geometry Sprinkled
29–37 points	ELD 3	only ELD support
38–46 points	ELD 4	only ELD support
Above 47 points	Exiting ELD Program	all general classes
ALL ELs must take - ENG 9 (SH), ERWC, and ENG 10 or ENG 11		ELD 4 - can count for ENG 10 or 11

Language & Content Support Classes

Course Title	Course Code	Grade Range	Course Equivalency	a-g Requirement
ELD 1* <i>double block*</i>	ELD1	9-12	Elective	-
ELD 2	ELD2	9-12	Elective	-
ELD 3	ELD3	9-12	Elective	-
ELD 4 <small>*Credits can count toward one ELA course</small>	ELD4	9-12	E09C/E10C/ E11C	b
English 1 (Sheltered)	E09ELS	9-12	E09C	b
Algebra 1 (Sheltered)	M09LS	9-12	M09C	c
Geometry (Sheltered)	M10LS	9-12	M10C	c
Biology (Sheltered)	S14LS	9-12	S14C	d
Chemistry in the Community (Sheltered)	S10LS	9-12	S10C	d
World History (Sheltered)	H10LS	9-12	H10C	a
US History (Sheltered)	H11LS	9-12	H11C	a
Ethnic Studies (Sheltered)	H15LS	9-12	H15C	g

- **LTEs** - will be for students who have been enrolled in our district/or another district in CA, for 6-7 years and still have not reached a high level of proficiency

in the English language (especially needing support in Reading) (Level 2/Mid Expanding)

- 9th grade - LTEL language support class
 - will be for ELs students who have been enrolled in our district/or another district in CA, for 6+ years and are making progress toward proficiency and need more support with academic language to help them with their literacy skills (reading and writing) AND for recently reclassified students (within the last year or so) that could benefit from additional support (Level 3/Upper Expanding)
- 9th-12th - placement in regular English class with additional language support provided by content teachers.
- **Dually Identified Students / ELs that are Students with Disabilities (ELSWDs)** - placement will be based on individual needs, and a coordinated schedule will be developed to ensure support for both academic and language



goals. IEP services will be delivered through a collaborative model involving General Education, ELD, and Special Education teachers. This partnership ensures that culturally and linguistically responsive IEPs guide decisions regarding the most effective placement for continued progress toward English proficiency, with priority given to required IEP services.

The IEP team will review and recommend placement for multilingual learners, determining whether language support is best provided through a designated language-development class or group, or through support classes in which Special Education teachers deliver academic instruction integrated with language support.

NEWCOMER SUPPORTS

The term “**newcomer**” is often used as an umbrella term to describe students who were born outside the United States, have recently arrived, and are new to the U.S. school system. This group may include English Learners, asylees, refugees, unaccompanied children, undocumented youth, migratory students, and students with interrupted or limited formal education. Newcomer students represent a wide range of countries, cultures, educational backgrounds, and home languages.



In California, for California Department of Education (CDE) purposes, a “**newcomer pupil**” is generally defined as a student ages 3 through 21 who was not born in the United States and has attended school in the U.S. for fewer than three full academic years. Support services are available for eligible students through age 21, particularly at the high school level, under legislation such as AB 714. While grade-level enrollment continues to follow standard age requirements (e.g., age 5 for kindergarten, age 6 for first grade), newcomer students may access specialized programs through age 21.

<https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp>

While most newcomer students were born outside the United States, Pittsburg Unified School District also serves U.S. citizens who completed their prior schooling in another country. These students are likewise identified as newcomers to ensure they receive appropriate language support and access to additional services within the district. Pittsburg Unified serves and enrolls newcomer students through age 21. The district also uses the term **emergent bilinguals** to describe this group, highlighting and honoring students’ home languages and linguistic assets.

All newcomer families complete the district’s full registration process, which includes an intake meeting with the District Newcomer Parent and Family Liaison. The purpose of this meeting is to welcome and support families, assist them with the enrollment process, and inform them about available district and community resources. During the intake, parents/guardians share general information to help identify student needs and provide insight into the student’s educational history. Families are also informed about the administration of the Initial English Language Proficiency Assessment for California (ELPAC), which assesses English proficiency and is a critical step in supporting a smooth transition into our educational system.

Newcomer students come from a wide range of countries and represent diverse cultural, linguistic, and educational backgrounds. Some arrive with strong academic foundations and literacy skills in their home language, while others may have limited literacy and interrupted or minimal prior schooling. To ensure effective support, the district collaborates with school staff to develop an understanding of each multilingual learner, particularly newcomers, including their linguistic profiles and educational histories. Information gathered during the family



intake process is shared with school sites to share with classroom teachers. This information is essential for providing targeted academic, language, and social-emotional support that meets students where they are and helps them succeed.

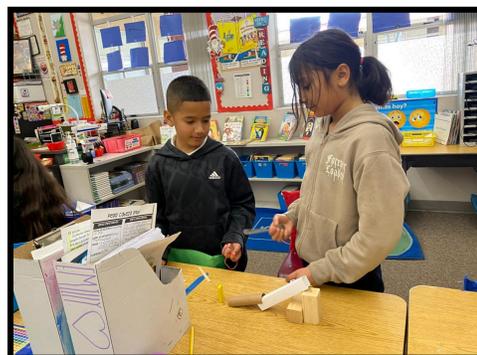
To ensure students are prepared to fully engage in classroom learning, newcomers receive a backpack stocked with essential school supplies, including notebooks, paper, pencils, highlighters, pens, erasers, colored pencils, and crayons. This support helps ensure they have the materials needed to participate in instruction from day one. In addition, students receive a set of survival phrases in their home language to support communication of basic needs and emotions with their teacher.



Elementary Schools

Elementary-level newcomer students are welcomed into Pittsburg Unified with care, respect, and a strong commitment to ensuring they feel safe, supported, and valued from their first day. Each student is placed in the program that best meets their academic, linguistic, and social-emotional needs. This may include enrollment in one of our Dual Language Immersion (DLI) schools (Foothill and Willow Cove) or placement in a Structured English Immersion classroom at their school of residence, where they learn alongside their peers.

Teachers play a critical role in newcomer success. They intentionally scaffold both content and language learning, ensuring these needs are addressed through high-quality integrated and designated ELD instruction. To further support language development, newcomer students also receive access to a supplemental program, myLexia English, an online program that provides meaningful practice in real-life, communicative contexts.



myLexia is an online, research-based literacy program that supports students' reading and language development through personalized, adaptive instruction. It targets key literacy skills, phonological awareness, phonics, vocabulary, fluency, and comprehension, and adjusts in real time based on student performance. This allows students to work at their own pace while providing teachers with data and progress-monitoring tools to identify strengths, skill gaps, and needed interventions. myLexia serves as a supplemental support for our newcomer students, complementing the district-wide iReady program.

myLexia is commonly used to support English Learners, students with reading difficulties, and those who need additional literacy practice both in and out of the classroom. Newcomer students are encouraged to log in and practice for 20–30 minutes daily during the instructional day. To ensure equitable access, students who do not have a device at home may check out a school-issued device. Additionally, newcomers who lack internet access may also check out a hotspot to support participation in online programs.

Our goal is to accelerate students' English language development while honoring their home languages and identities, so that every newcomer experiences academic success, confidence, and a strong sense of belonging in their new school community.

Newcomer students are also invited to participate in our 2–3 week summer program, the Elementary Newcomer Academy, which provides a supportive and enriching learning environment designed to accelerate language development and build student confidence. The Academy offers a balance of academic instruction and enrichment opportunities that honor students' backgrounds while equipping them with the skills needed to thrive in their new school community.

Carefully designed thematic units introduce essential vocabulary and functional language that help students communicate their needs, wants, and ideas to educators and peers. By building this foundational “survival language,” we ensure that newcomer students are empowered, understood, and fully supported as they navigate the academic year.





Secondary Schools

Newcomers at the secondary level require differentiated and comprehensive services that address their language, literacy, academic, and social-emotional needs. As Short and Boyson (2012) note, “Middle and high school newcomer students exhibit a variety of characteristics, and thus programs must be carefully designed to meet their needs.” This is particularly critical because students in this age range are navigating adolescence while adjusting to a new country, culture, and educational system, all of which can amplify the challenges of learning a new language.

To meet these needs, newcomer students are administered an English placement assessment to determine their level of English proficiency. This assessment was developed collaboratively by district ELD teachers using adopted instructional materials, with careful attention to instructional pacing and the identified transfer skills at each proficiency level. Assessment results are used to guide student placement into the appropriate English Language Development (ELD) level (refer to table below), ensuring instruction is aligned to students’ language development needs and readiness. Newcomers may enroll in consecutive ELD courses (ELD 1–ELD 4) for up to three to four years, providing designated instruction and targeted language support aligned to their proficiency levels. In addition, secondary newcomer students have access to online programs such as Rosetta Stone, which offer opportunities to practice English in authentic communicative contexts and further support language development.



ELD Placement	
Below 12 points	Newcomer
13–20 points	ELD 1
21–28 points	ELD 2
29–37 points	ELD 3
38–46 points	ELD 4
47-50 points	No ELD support needed; student will be monitored

After-school tutoring programs are available at secondary sites that serve newcomer students, providing structured opportunities for additional language development. These tutoring sessions are led by site-based instructional staff and typically operate for 1 to 1.5 hours per week, depending on teacher availability. In addition, expanded learning programs offer students extended access to academic support across core content areas.



Recognizing the social-emotional impact of transitioning to a new country as a teenager, additional personnel are assigned to provide weekly or bi-weekly SEL lessons embedded within ELD 1 classes. These lessons help students navigate the emotional challenges of being new, learning a new language, and adapting to a different culture.

Emergent bilinguals in grades 6–12 also receive targeted summer support through the Newcomer Language Academy, a 10 day program in July. This program reinforces English skills while engaging students in STEM-focused lessons that promote collaboration and problem-solving. The academy also incorporates field trips to museums and local attractions, allowing students to apply their learning, explore their new environment, and build strong connections with peers and staff.



All of these programs are designed not only to support students in the short term but also to equip them with the academic, linguistic, and socio-emotional tools and skills necessary to complete their educational trajectory. Our goal is to ensure newcomers are fully prepared to progress through secondary school and ultimately earn a high school diploma, opening doors to higher education and future opportunities.

The overarching aim is for secondary newcomers to feel supported, welcomed, and empowered to embark on a new academic year with confidence, equipped to succeed academically and thrive socially in their new environment.



LONG-TERM ENGLISH LEARNER SUPPORTS

The term Long-Term English Learner (LTEL) is broadly used to describe multilingual learners who speak a language other than English in the home, have been enrolled in U.S. schools for more than seven years, and may demonstrate proficient conversational English skills; however, they remain significantly below grade level in academic vocabulary, reading, and writing, and often stagnate at intermediate levels of English proficiency.

LTEL students are frequently overlooked in secondary settings because their oral language can make them appear fluent in everyday contexts. However, research shows they may still lack academic language proficiency, including complex syntax and grammar in both English and their home language. At the same time, LTEL students bring important linguistic and cultural assets, such as translanguaging skills, bicultural knowledge, oral language strengths, and metalinguistic awareness, which must be recognized and leveraged through an asset-based approach to instruction and support.

To ensure that Long-Term English Learners (LTELs) are supported and to continuously reduce the number of students at risk of becoming LTELs, PUSD provides designated ELD instruction at three junior high schools. This instruction intentionally targets the academic language skills students need to access grade-level content and make meaningful progress toward reclassification.

Designated ELD courses for LTEL students focus on strengthening students' ability to independently comprehend and analyze increasingly complex texts in preparation for reclassification and sustained academic success. Instruction is aligned to students' ELD proficiency levels (typically Expanding to Bridging) and intentionally connected to core content classes. Supports include explicit instruction in close reading, identifying central ideas and supporting details, making inferences, analyzing text structure, and using context clues to determine meaning. Students also expand their academic vocabulary and apply reading strategies to a range of literary and informational texts, including explicit instruction in responding to text-based questions in both multiple-choice and constructed response formats.

Furthermore, ELD instruction integrates language development across reading, writing, listening, and speaking in alignment with the CA ELD Standards (Part I: *Interacting in Meaningful Ways* and Part II: *How English Works*). Students engage in academic discussions using sentence frames and structured routines, practice explaining and justifying ideas with evidence, and strengthen writing through note-taking, summaries, and organized paragraph responses. ELD lessons also include explicit instruction in how English functions within academic texts, including sentence structure, cohesion, grammar, and academic language patterns, so students can transfer these skills into their English Language Arts, history, science, and math classrooms.

In addition to daily designated ELD instruction, LTEL students receive ongoing progress monitoring (via iReady) and goal-setting support through data chats held multiple times per academic year. During these individual conferences, ELD teachers review each student's growth and current performance on key measures, such as the English Language Proficiency Assessments for California (ELPAC) and the Fall and Spring i-Ready Reading Diagnostic results. These conversations help students understand their progress toward reclassification, identify specific language and literacy goals, and build ownership of their learning.

The three junior high schools also strengthen family engagement by hosting data chat nights with families of LTEL students. These meetings provide families with clear, accessible information about their student's English proficiency development and reading growth, explain assessment results in family-friendly language, and outline ways families can support academic progress at home.

In order to support LTEL students' academic language development in reading and writing, the majority of the junior high schools offer after-school tutoring. Tutoring sessions are designed to reinforce the literacy skills taught in designated ELD classes by providing additional time for students to practice close reading, comprehension strategies, and academic vocabulary development. Students also receive structured

support with writing through sentence expansion, paragraph organization, evidence-based responses, and revision routines. Tutoring also includes scaffolded practice with text-based questions and writing tasks aligned to the ELPAC expectations, ensuring students build confidence and independence as academic readers and writers.

Our multilingual learners who participate in AVID Excel classes are fully included in the activities and field trips offered through the regular AVID elective program. This inclusive participation ensures that students have equitable access to meaningful experiences that support their academic, college, and career readiness. Through AVID Excel, students begin developing essential organizational, study, and academic skills that are foundational for long-term success and college preparation.

A key component of the AVID experience is the annual college campus visit, which allows students to visualize themselves as future college students and begin building a college-going mindset. In addition, students actively explore potential careers and professions. They generate a list of careers they are interested in and conduct research to learn more about job responsibilities, educational pathways, and future opportunities.

Students also participate in career exploration through guest speakers whose professions align with student interests. Prior to these visits, students are expected to actively prepare by developing thoughtful questions and organizing note-taking strategies. During the presentations, students engage by listening, asking questions, and taking notes, reinforcing both academic language development and real-world communication skills.

These experiences collectively support students in understanding the importance of strengthening their academic language, critical thinking, and organizational skills. By engaging in college visits, career exploration, and interactive learning opportunities, multilingual learners in AVID Excel classes gain early exposure to college and career pathways, empowering them to see themselves as capable, motivated, and successful future scholars and professionals.



INTEGRATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

In our district, content standards remain the focal point of instruction, with Integrated English Language Development (ELD) serving as the vehicle through which English Learners access, engage with, and demonstrate understanding of grade-level content. Integrated ELD is the intentional and ongoing development of English language proficiency that takes place throughout the school day and across all content areas. It is delivered through high-quality Tier 1 instruction in which CA ELD standards are intentionally taught in tandem with content standards, ensuring that language development is embedded within meaningful academic learning.

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with <u>language support</u>	Language skills , using <u>content</u> from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards
INSTRUCTOR	ALL TEACHERS are responsible for providing <u>Integrated</u> ELD support	Specific teachers provide this <u>designated/targeted</u> support

Integrated ELD instruction is the shared responsibility of all content teachers, elective teachers, and specialists who serve English Learners. All teachers are responsible for planning instruction that intentionally supports and develops academic language while teaching grade-level content. Teachers are also expected to know who their English Learners are, understand their ELPAC proficiency levels, identify dually-identified learners, and monitor those at risk of becoming Long-Term English Learners (LTELs) or who are already designated as LTELs.

Through purposeful scaffolding and differentiation, teachers support students at varying language proficiency levels while maintaining high expectations and access. Teachers are expected to design lessons with clear learning and language targets, identify the

academic language demands of grade-level tasks, and provide structured opportunities for all students to engage in academic discourse and produce oral and written language across all domains (listening, reading, writing, and speaking).

Additional language and academic support is provided beyond core instruction, at the elementary level through Universal Access (AU) time or Expanded Learning (after-school) opportunities, and at the secondary level through intervention periods, expanded learning (after-school), and targeted support classes such as AVID, PUENTE, advisory, Reading and Writing Intervention, or Language Arts support.

Central to the objective of Integrated ELD is the intentional embedding of academic discourse within Tier 1 instruction to deepen content understanding, promote critical thinking and reasoning, develop academic language, and ensure equitable participation and student voice for all learners.

As a district, we are intentionally planning for and embedding academic discourse practices across all classrooms and disciplines. This is our first year of focused districtwide implementation. Each school site established an Instructional Leadership Team (ILT) to help identify a problem of practice focused on increasing academic discourse. Using a cycle of inquiry, ILTs collaboratively developed a change idea and set measurable growth targets to guide their work. Each team then created a comprehensive action plan for its site, grade level, or department to intentionally integrate academic discourse practices into daily instruction.

Our goal is to establish a set of common academic discourse practices used consistently across grade levels and content areas. Consistent implementation of these practices will equip multilingual learners with the skills and structures needed to effectively engage in academic discourse.

In the coming years, we will deepen this work by strengthening our teachers' capacity to intentionally plan for and embed differentiated language supports and scaffolds that address the full continuum of linguistic proficiency and learning needs. From newcomers to Long-Term English Learners (LTELs), multilingual learners require purposeful instructional design that anticipates language demands and provides structured opportunities to engage in extended discourse and develop academic language.

Integrated ELD Look-Fors

To support consistent implementation across all classrooms and grade levels, educators and administrators may use the following Integrated ELD "look-fors" as elements of strong academic language Tier 1 instruction:

- ❖ Learning and language targets/objectives are visible and referenced during instruction
- ❖ Instruction includes structured opportunities for academic discourse (partner, small group, whole class)
- ❖ Students produce academic language in meaningful ways, such as speaking and writing
- ❖ Teachers model academic language and give ample scaffolded opportunities for students to practice it
- ❖ Teachers use differentiated scaffolds based on students' ELPAC proficiency levels (Levels 1-4)
- ❖ Students engage with grade-level texts and tasks, with scaffolds provided for access
- ❖ Students are supported in using complete sentences, expanded responses, and academic vocabulary, both in writing and speaking
- ❖ Teachers provide feedback that supports students' academic language growth
- ❖ Classroom structures and routines promote equitable participation and student voice

As a district, we have been participating in Instructional Rounds for the past two years to be able to witness student learning and capturing data through a tool that was developed in collaboration with district personnel and site administrators.

The purpose of PUSD's Instructional Round is to:

- Ensure alignment around recognizing and supporting culturally responsive and sustaining instructional expectations and practices across the district
- Support instructional leaders to develop observational skills and strategies that enable them to collect meaningful data about the focal student's instructional experience
- Ensure calibration among instructional leaders to rigorously and accurately analyze and synthesize focal student instructional experience data in alignment with the [PUSD Culturally Responsive and Sustaining Framework](#)
- Engage instructional leaders to identify site and district-wide trends related to supporting and serving focal students
- Support instructional leaders to use instructional (and other) data to identify and take action on site-based and district-wide problems of practice
- Drive improvements in student experience/growth and instructional practice through site-based and district-wide professional learning, particularly PLCs/Cycles of Inquiry

Observation Instrument	Teacher:	Date:	Subject:	Focal Group: AA SPED EL LX T-1 Other	Observer:
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Observational Data Collection Tool

Culture & Community	Tasks & Materials	Engagement & Ownership
<p align="center">COMMUNITY</p> <ul style="list-style-type: none"> Note any artifacts (pictures of students/ancestors, ofrendas, books, etc) that reflect the student's background, interests, culture. Note routines or language that reflect or reference student culture. 	<p align="center">RIGOROUS TASKS</p> <ul style="list-style-type: none"> Record the learning target as written; record the task Ask and record what student report they are working on or why Record amount of time spend on instruction, transitions, tasks, etc 	<p align="center">OWNERSHIP</p> <ul style="list-style-type: none"> Tally the amount of time students are doing the talking/thinking vs. the teacher. Note the questions asked and the DOK for each
<p align="center">HIGH EXPECTATIONS & SUPPORT</p> <ul style="list-style-type: none"> Record and/or tally quotes, gestures, or vignettes that demonstrate affirmation or encouraging persistence/productive struggle. Record any student feedback or correction, how it was provided, and how the student(s) responded. 	<p align="center">RELEVANT CONTENT</p> <ul style="list-style-type: none"> Note if/how the content of the materials (reading, math problems, examples) reflect the student's background, interests, culture Note the opportunities and/or support students have to process information using different modalities (kinesthetic, visual, using media, talk) 	<p align="center">ENGAGEMENT</p> <ul style="list-style-type: none"> Record the academic language being used by students Record who asks and answers questions and/or the content/topic of student discussions
<p align="center">BELONGING & JOY</p> <ul style="list-style-type: none"> Record and/or tally quotes, gestures, or vignets that demonstrate care, warmth, positivity, joy, connection, engagement Ask students how they feel about the task/subject matter/class. 	<p align="center">GRADE LEVEL MATERIALS</p> <ul style="list-style-type: none"> Record the instructional materials used Note if students are working on content and tasks that are aligned to the pacing guide or appropriate for this time of year 	<p align="center">COLLABORATION</p> <ul style="list-style-type: none"> Record any student collaboration structures observed (eg pair-share, collaborative tasks, etc.) Record the feedback given to students by the teacher or peers and if/how the student responded the feedback

PUSD Culturally Responsive & Sustaining Instructional Framework (v3: 8/2025)

Culture & Community	Tasks & Materials	Engagement & Ownership
<p align="center">COMMUNITY</p> <p><i>Focal scholars access and experience a classroom environment that reflects, honors, and affirms their cultural and linguistic assets</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars are surrounded by relevant and affirming classroom visuals that reflect their backgrounds and interests <input type="checkbox"/> Scholars experience inclusive and supportive classroom routines <input type="checkbox"/> Scholars use and experience culturally relevant communication structures 	<p align="center">RIGOROUS TASKS</p> <p><i>Focal scholars engage with rigorous task(s) that will move them towards mastery of grade-level standards and IEP goals</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars access and understand a learning target that is clearly linked to an essential common core grade level standard <input type="checkbox"/> Scholars work on tasks that are sequenced, aligned to the appropriate Depth of Knowledge Level, and effectively differentiated to demonstrate mastery of the learning target or standard <input type="checkbox"/> Scholars receive instruction delivered at an appropriate and engaging pace 	<p align="center">OWNERSHIP</p> <p><i>Focal scholars responsible for doing the majority of the academic talk and thinking throughout the class period</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars engage in discussion, reading, writing, analysis, problem solving, and/or critical thinking for the majority of the time <input type="checkbox"/> Scholars build, demonstrate, revise their thinking, and defend their academic knowledge and skills <input type="checkbox"/> Scholars respond to meaningful questions (DOK 2+) posed by teachers and peers
<p align="center">HIGH EXPECTATIONS & SUPPORT</p> <p><i>Focal scholars experience and respond to a combination of positive encouragement/support and high expectation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars receive restorative feedback <input type="checkbox"/> Scholars engage in productive struggle/persistence in completing tasks <input type="checkbox"/> Scholars give and receive affirmation and encouragement 	<p align="center">RELEVANT & ACCESSIBLE CONTENT</p> <p><i>Focal scholars engage with culturally relevant and affirming content and modalities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars engage with content that affirms the student's culture, oral traditions, language, and/or identity <input type="checkbox"/> Scholars engage with content that is presented through multiple perspectives and using multiple modalities for processing information <input type="checkbox"/> Scholars use linguistic scaffolds, modeling, oral and visual supports, etc. to access content 	<p align="center">ENGAGEMENT</p> <p><i>Focal scholars actively engage with their peers to build, deepen, or demonstrate understanding of the content/learning target</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars use content specific vocabulary and engage with their peers through academic discourse or text/evidence-based discussions <input type="checkbox"/> Scholars demonstrate engagement with the material by posing and answering thoughtful clarifying and/or probing questions to the teacher and their peers <input type="checkbox"/> Scholars participate in activities and discussions that connect the content to their lived experience and facilitates critical analysis of race, class, ethnicity, gender, gender identity, language, and (dis)ability
<p align="center">BELONGING & JOY</p> <p><i>Focal scholars experience and demonstrate a sense of connection, enjoyment, and belonging</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars experience warm, positive, and caring peer and student-teacher interactions <input type="checkbox"/> Scholars demonstrate engagement with peers and the lesson <input type="checkbox"/> Scholars express laughter, smiles, appreciation and ease within the learning environment/community 	<p align="center">GRADE LEVEL MATERIALS</p> <p><i>Focal scholars engage with rigorous grade level instructional materials</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lexile level, text complexity, questions, and/or assignments scholars are accessing are appropriately demanding for the grade level <input type="checkbox"/> Problems, exercises, etc. the scholars are working on are aligned to district/school pacing guides/scope and sequences <input type="checkbox"/> Scholars work on tasks and with materials that are appropriate for the grade level at this time in the school year 	<p align="center">COLLABORATION & FEEDBACK</p> <p><i>Focal scholars collaborate with their peers to practice, develop, or demonstrate mastery of an academic task/skill/standard</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholars work collaboratively to process information, share prior knowledge, or brainstorm ideas <input type="checkbox"/> Scholars work collaboratively in intentionally developed pairs or small groups on a meaningful academic task (analyze/critique a text, develop and justify a hypothesis, solve a problem) <input type="checkbox"/> Scholars reflect and respond to feedback from peers and/or the teacher that enables them to revise and make progress towards mastery of a task, learning target, or essential standard

After each site visit, we collect and analyze data on how our focal groups, African American students, English Learners, Students with Disabilities, and Latinx students, are performing. As an observation team, we collaboratively identified next steps to help each site continue strengthening instruction and addressing areas of need.

These instructional rounds allow us to observe the type of instruction students receive, the support structures, and the integration of practices and strategies that engage students in the content. Through this process, we have observed that students are interacting most frequently during integrated ELD instruction.

Strategies to Support English Learners Through Integrated ELD

- ❖ Clear learning and language targets/objectives
- ❖ Vocabulary routines (frontloading, word walls, anchor charts)
- ❖ Language frames are scaffolded for levels of English proficiency
- ❖ Collaborative tasks where students are engaged in practicing language targets and using academic vocabulary
- ❖ Graphic Organizers (text structures of reading and writing)
- ❖ Visuals and realia to support content instruction
- ❖ Targeted sentence frames and grade-level vocabulary for students to use as a model to create their own sentences/frames, both in oral and written form
- ❖ Modeling instruction of academic language
- ❖ Connecting home language and integrating culturally relevant tasks and topics
- ❖ Scaffolded academic discussion designed to foster student independence
- ❖ Tasks that integrate reading, writing, listening, and speaking
- ❖ Heterogeneous grouping
- ❖ Meaning-making opportunities, actively engaging the student, and making them an active participant in the learning process
- ❖ Collaborative conversations that allows student to listen, question, consider, explain, and construct their own response

Teachers support English Learners through Integrated ELD by intentionally embedding language development into content instruction. Strategies include the following:

1. Clear learning and language targets/objectives
 - Posting and referencing content and language targets throughout the lessons
 - Explicitly teaching the language function required by the task (e.g., explain, justify, argue)
2. Vocabulary and academic language development
 - Frontloading key vocabulary

- Using vocabulary routines (e.g., word walls, anchor charts, Frayer models, cognate connections)
 - Modeling academic vocabulary use in both oral and written forms
3. Language scaffolds aligned to English proficiency levels
 - Using sentence frames and starters differentiated by ELPAC proficiency level
 - Providing models and examples to support students in producing their own oral and written language
 4. Reading and listening supports
 - Using graphic organizers and mentor texts aligned to text structures
 - Having multiple opportunities to read/listen to the text
 - Chunking the text and guided reading (partner, small group)
 - Using graphic organizers to support comprehension
 - Incorporating note-taking while reading/listening to text
 - Designing tasks that integrate reading, writing, listening, and speaking
 5. Speaking and writing supports
 - Using graphic organizers and mentor texts aligned to text structures
 - Supporting students in organizing ideas, summarizing, and writing extended responses
 - Using structured partner shares before random student calling
 - Designing tasks that integrate reading, writing, listening, and speaking
 6. Visuals, realia, and meaning-making
 - Using visuals, gestures, realia, and demonstrations to support comprehension
 - Creating meaning-making opportunities that actively engage students
 7. Culturally and linguistically responsive practices
 - Connecting students' home language to academic language when appropriate (e.g., cognates, translanguaging opportunities)
 - Integrating culturally relevant texts, topics, examples, and tasks that foster engagement and identity affirmation
 8. Instructional groupings and differentiation
 - Using heterogeneous groupings
 - Differentiating scaffolds while maintaining expectations for grade-level learning

Language Supports by ELPAC Proficiency Levels

English Learners require differentiated supports based on their English language proficiency level. In Integrated ELD, educators provide scaffolds that support access to grade-level instruction while increasing students' independence and academic language

production over time. The supports listed below are examples of appropriate scaffolds aligned with ELPAC proficiency levels.

◆ **Level 1: Minimally Developed**

Students are new to English or have very limited proficiency and require.

Supports/Scaffolds may include:

- Visual aids (pictures, realia, gestures)
- Explicit modeling of tasks, responses, and language use
- Total Physical Response (TPR) and hands-on learning opportunities
- Highly scaffolded sentence frames/starters with visuals (e.g., “I see a ____.”)
- Primary language support when available (peer support or bilingual aide if possible)
- Choral responses, repetition, and structured practice routines
- Multiple ways to demonstrate understanding (pointing, drawing, labeling, acting out)

◆ **Level 2: Somewhat Developed**

Students can understand basic social and academic English with support and benefit from structured opportunities to expand vocabulary and sentence complexity.

Supports/Scaffolds may include:

- Graphic organizers (e.g., Venn diagrams, timelines)
- Sentence frames with more detail (e.g., “The character feels ____ because ____.”)
- Word banks and glossaries with visuals
- Structured partner or small-group work with defined roles
- Modeled writing and speaking with guided practice
- Cloze activities (fill-in-the-blank with targeted vocabulary)
- Chunking tasks into clear steps with frequent comprehension checks

◆ **Level 3: Moderately Developed**

Students can express ideas with increasing detail and independence, but may need support with academic precision and complex sentence structures.

Supports/Scaffolds may include:

- Guided academic discussions with prompts that promote reasoning and elaboration
- Collaborative writing and speaking tasks
- Paragraph frames for writing
- Explicit instruction on academic vocabulary, transition words, and syntax
- Graphic organizers that require more student-generated language and reasoning
- Feedback on language use with opportunities to revise

- Sentence combining and expansion to build writing complexity

◆ **Level 4: Well Developed**

Students can engage in grade-level tasks with minor linguistic errors and benefit from supports that strengthen precision and academic style.

Supports/Scaffolds may include:

- Opportunities for extended oral and written responses
- Peer review, editing, and feedback structures
- Genre-specific academic language instruction with a focus on language features
- Higher-order questioning routines
- Instruction focused on clarity, precision, and academic tone
- Scaffolded support for complex texts (e.g., annotations, chunking, text-dependent questions)

CHAPTER 4: DUAL LANGUAGE IMMERSION PROGRAM

EL Roadmap Principle 4 - Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, 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.

The Pittsburg Unified School District Dual Language Immersion (DLI) Program is dedicated to preparing career and college-ready graduates who are bilingual, biliterate, and culturally competent.

Vision - The PUSD Dual Immersion program, in collaboration with educators, parents, and the community, will develop multilingual and multicultural students who become lifelong learners while increasing their cognitive and sociocultural benefits, preparing them for the latest and future global changes.

Mission - PUSD Dual Immersion program's mission is to equip multilingual learners with diverse language skills so they are able to navigate and adapt in a continuously changing world. Our goal is to nourish and enhance the connection with their cultural heritage using 21st-century skills that better value the assets and support the needs of our diverse community.

Values - Multilingualism, multiculturalism, bilingualism, biliteracy, bicultural, equity and inclusion



Goals

Bilingualism and Biliteracy

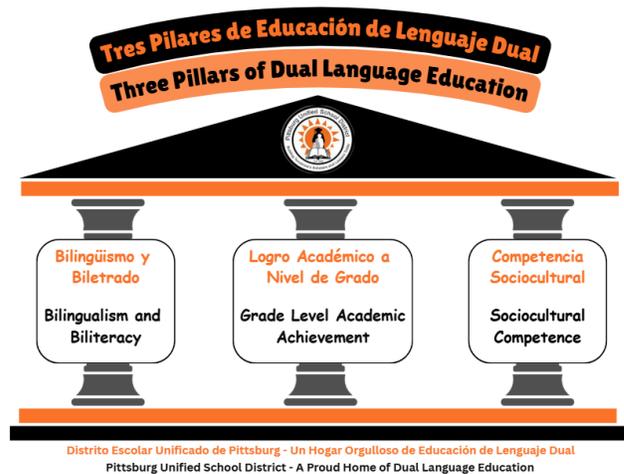
Proficiency in reading, writing, speaking, and listening in Spanish and English

Grade-Level Academic Achievement

High levels of cognitive development in both languages, Spanish and English

Sociocultural Competence

Positive cultural and linguistic pride and self-esteem, and understanding of the cultures and traditions of others



PUSD's Dual Language Immersion (DLI) program represents a significant evolution from earlier bilingual programs in many California districts. Unlike traditional models, DLI is an additive language acquisition program that enables native Spanish and English speakers to become fluent in both languages, not only academically but also linguistically. In addition to the cognitive and academic advantages of bilingualism, multilingual learners in this program gain a deeper appreciation and understanding of diverse cultures, fostering greater global awareness and empathy.

Our DLI program begins in TK/Kindergarten through 5th grade at Foothill Elementary and Willow Cove Elementary, and continues through 6th-8th grade at Hillview Junior High and Rancho Medanos Junior High.

Key components of the program include:

- Core content instruction is delivered in both languages, fostering dual language fluency across all subject areas.
- Adherence to the District's core curriculum, utilizing state-adopted materials to ensure a high standard of instruction.
- Instruction aligned with Grade-level Common Core State Standards, ensuring academic rigor.
- Language bridging is embedded in lesson delivery. Whenever possible, instruction strategically connects two languages, using one at a time to build clear links between them and support comprehension and language acquisition.

- Ongoing rich professional development for teachers, ensuring they are equipped with the most effective, research-based instructional practices to develop two languages.

Through this program, students are not only mastering two languages but also gaining critical academic skills and cultural competencies that will serve them well in an increasingly interconnected world.

Dual Language Program Assurances

Our Dual Language Immersion (DLI) teachers are committed to upholding the highest standards of instructional practice to ensure consistency, collaboration, and ongoing success across all sites. In every Dual Language Immersion classroom, teachers use evidence-based strategies and practices integral to daily instruction. These strategies are grounded in established program models, Dual Language Immersion principles, and sound language acquisition theory, ensuring that our students receive a rigorous, effective, and research-backed education.

The following assurances are reflected consistently at every site and in each classroom across the district, affirming our commitment to the quality and success of the program:

- Consistency across classrooms and grade levels, ensuring that all students have a uniform, high-quality experience in the program.
- Collaboration among educators fosters a professional learning community where best practices are shared and refined to support student success.
- A strong foundation in language acquisition theory ensures that instruction is aligned with the latest research on how students best learn two languages simultaneously.

These assurances ensure that the Dual Immersion Program will continue to thrive and provide students with a robust educational experience that supports their academic and linguistic growth.

1. Fidelity to the instructional minutes assigned to each language per day and per child. Our program is a 90/10 Dual Language Immersion Program, with specific percentages for English and Spanish instruction by grade level. It is critical to program success to maintain fidelity to these percentages.
2. Fidelity to the language and academic register presented in the classroom and carried into the community. Teachers use only the language of instruction designated for a particular subject area when teaching that subject area. In addition, teachers maintain their language identity whenever they are in the

presence of their students, whether that be in the classroom, on the playground, or in the community.

3. Rigor and high expectations for both language groups during instruction. Our expectations for English speakers learning Spanish and for Spanish speakers learning English are identical – that all students become biliterate and achieve at high academic levels.
4. Materials fidelity by grade level: The program has identified specific materials, in addition to district-adopted textbooks, that will be used at each grade level.
5. Frequent opportunities for students to use language authentically and with appropriate support. Research shows that language learners do not acquire language simply by listening to it. Instead, language learning is an active, vocal, engaging, purposeful process. Therefore, our students have multiple opportunities each day to collaborate, use language to make meaning, and practice and engage in authentic language development.
6. English Language Development is provided every day because much of the day is devoted to Spanish instruction, particularly in the early grades; it is critical to ensure that English language development also occurs for all students.
7. Collaboration among Dual Language Immersion (DLI) teachers across sites, as well as with their English Language Instruction peers, is essential to the success of our program. To support this collaboration, DLI teachers are provided multiple opportunities throughout the year to work together at both the site and district levels. At a minimum, DLI teachers from both elementary sites convene three times per year during long Wednesdays to collaborate with their DLI peers, share best practices, align instruction, and strengthen program implementation.



**PUSD's DLI PROGRAM DEMOGRAPHICS
2025-2026**

Dual Language Immersion Program - Language Status					
School Site	Number of Students in DLI	ELs	EOs	IFEPs	RFEPs
Foothill	291	87	163	32	9
		29.9%	56.0%	10.9%	3.1%
Willow Cove	250	144	52	36	18
		57.6%	20.8%	14.4%	7.2%
Hillview	127	63	30	7	27
		49.6%	23.6%	5.5%	21.2%
Rancho Medanos	136	56	17	11	52
		41.2%	12.5%	8.1%	38.2%
DLI Grand Total	804	350	262	86	106
		43.5%	32.6%	10.7%	13.2%
Elementary Total	541	231	215	68	27
		42.7%	39.4%	12.6%	49.9%
Secondary Total	263	119	47	18	79
		45.2%	17.9%	6.8%	30%

	Race/Ethnicity					
	Latino	White	Black	Filipino	2+ Races	Other
Foothill	238	14	19	1	17	2
Willow Cove	236	1	7	2	1	3
Hillview	112	3	6	0	6	0
Rancho Medanos	130	1	5	0	0	0
Total	716	19	37	3	24	5
Percent	89%	2%	5%	0.3%	3%	.7%

	Gender & Students With Disabilities		
	Female	Male	SWD
Foothill	155	136	28
Willow Cove	134	116	18
Hillview	67	60	3
Rancho Medanos	75	61	5
Total	431	373	54
Percent	54%	46%	7%

PUSD’s Dual Language Immersion (DLI) Program has a total of 804 students across four school sites: Foothill, Willow Cove, Hillview, and Rancho Medanos. The program reflects a linguistically diverse student population, with 43.5% English Learners (ELs), 32.6% English Only (EO) students, 10.7% Initially Fluent English Proficient (IFEP) students, and 13.2% Reclassified Fluent English Proficient (RFEP) students. EL representation varies by site, ranging from 29.9% at Foothill to 57.6% at Willow Cove, highlighting differences in community language profiles.

At the elementary level (Foothill and Willow Cove), 541 students participate in DLI, with ELs comprising 42.7% of enrollment. Secondary sites (Hillview and Rancho Medanos) serve 263 students, with a slightly higher proportion of ELs at 45.2%, and a notably larger percentage of RFEP students (30%) compared to elementary schools.

The DLI program primarily serves a Latino student population, which represents 89% (716 students) of total enrollment. Other racial/ethnic groups include Black students (5%), White students (2%), students identifying with two or more races (3%), and smaller percentages of Filipino and other ethnic groups, reflecting the broader demographics of the district.

In terms of gender, the program maintains a relatively balanced distribution, with 54% female and 46% male students. Additionally, 7% of DLI students (54 students) are identified as Students with Disabilities (SWD), demonstrating the program’s inclusion of learners with diverse educational needs.

Overall, PUSD’s DLI Program serves a large, diverse, and multilingual student population, promoting equity, biliteracy, and access across both elementary and secondary levels. As the program explores opportunities for growth and expansion, PUSD remains committed to further increasing the diversity of linguistic backgrounds and racial/ethnic representation, recognizing diversity as a core asset that strengthens the program and enriches student learning.

TK/Kindergarten Dual Language Immersion

In kindergarten, students receive approximately 90% of their instruction in Spanish and 10% in English.

Content Subject	Day 1	Day 2	Day 3	Day 4	Day 5
Spanish Language Arts	2 hour 30 min <i>Spanish</i>				
English Language Development	30 minutes Whole Class Switch <i>English</i>				
Math	60 minutes <i>Spanish</i>				



1st grade Dual Language Immersion

In 1st grade, students receive approximately 80% of their instruction in Spanish and 20% in English.

Content Subject	Day 1	Day 2	Day 3	Day 4	Day 5
Spanish Language Arts	2 hours 30 min <i>Spanish</i>				
English Language Development	45 minutes <i>English</i>	45 minutes <i>English</i>	45 minutes <i>English</i>	45 minutes <i>English</i>	45minutes <i>English</i>
Math	60 minutes <i>Spanish</i>				

2nd grade Dual Language Immersion

By 2nd grade, students receive approximately 70% of their instruction in Spanish and 30% in English.

Content Subject	Day 1	Day 2	Day 3	Day 4	Day 5
Spanish Language Arts	2 hours 30 min.				
English Language Development	45 minutes <i>English</i>				
Math	60 minutes <i>Spanish</i>				

3rd grade Dual Language Immersion

By 3rd grade, students receive approximately 60% of their Spanish and 40% English instruction.

Content Subject	Day 1	Day 2	Day 3	Day 4	Day 5
Language Arts	2 hours 30 min. Spanish 90 min English 60 min				
English Language Development	45 minutes English				
Math	60 minutes Spanish				

4th and 5th grade Dual Language Immersion

By 4th grade, students receive approximately 50% of their Spanish and 50% English instruction.

Content Subjects	Daily Minutes & Language
Language Arts	50% in Spanish; 50% in English; 2 Weeks of Instruction in Spanish, alternating with 2 weeks of instruction in English, per unit of study; 2 hours per day Or 60 minutes of SLA and 60 minutes of ELA daily
Math	60 minutes; 50% in Spanish; 50% in English
English Language Development	45 minutes; English
Social Studies	30 minutes; Spanish

P.E., Science, Social Studies (K-3), Art, and Music are taught in English. The *Imagine Learning* computer program is used in English for ELD support and in Spanish for Spanish Language Arts for intervention.

District benchmarks for Math and Language Arts are administered through i-Ready in English. Although Spanish benchmarks for these subjects are available in i-Ready, they are not yet fully aligned with the comprehensive English assessments. Writing benchmarks are offered in both English and Spanish; most grade levels administer two writing assessments in English and one in Spanish each year. In addition, a Spanish fluency assessment is underway, with DIBELS Lectura administered to all K–3 DLI students this year. Formative assessments from the English Language Development (ELD) program are provided in English, while formative assessments for Math and Language Arts are available in both English and Spanish.

Students in grades 3-8 enrolled in our Dual Language Immersion (DLI) program participate in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) and Mathematics. Additionally, they are assessed using the California Spanish Assessment (CSA), which measures Spanish proficiency.

Junior High School

At Junior High, students receive one-third of their instruction in Spanish and two-thirds in English.

Core Subjects in Spanish	Core Subjects in English
Spanish Language Arts	English Language Arts
History (or other core content area)	Math
	Physical Education
	Science
	Elective, ELD, or Support Class



PUSD DLI PROGRAM DEMOGRAPHICS

GLOBAL CALIFORNIA 2030

The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Current language programs that students can participate in to acquire a second language include dual-language immersion programs in Spanish and world language courses at the secondary level. The languages offered in high school are Spanish, Spanish for Spanish Speakers, Italian, French, and Mandarin.

Goals of Global California



By 2030, half of all K-12th grade students will participate in programs leading to proficiency in two or more languages.



By 2040, three out of four students will be proficient in two or more languages and earn a State Seal of Biliteracy.

PUSD's DLI PROGRAM - GRAND CELEBRATION

Our annual Grand Celebration brings together multilingual learners enrolled in the Dual Language Immersion (DLI) program from TK–8 to honor student achievement and growth along the pathway to biliteracy. This celebratory event showcases students' talents through performances such as dances, songs, and the reading of poetry and essays, highlighting both linguistic and cultural expression. The celebration also recognizes our promoting classes, with certificates of participation awarded to all 5th- and 8th-grade students. In addition, the top multilingual learners from each site in the 5th and 8th grades are formally acknowledged for their outstanding



accomplishments. Graduating seniors are also celebrated, with special recognition for students who earn the California State Seal of Biliteracy; these students are highlighted and awarded a trophy in recognition of this achievement. Overall, the Grand Celebration serves as a meaningful opportunity to recognize, affirm, and celebrate our students' progress and commitment to biliteracy.

SEAL OF BILITERACY

The California State Seal of Biliteracy recognizes high school graduates (12th grade) who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. High school graduates who can function in two or more languages are equipped with the knowledge and skills to participate successfully in college, careers, and our diverse 21st-century society. The Seal of Biliteracy is awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation. Every year, students who earn the Seal of Biliteracy are recognized with a medallion, a certificate signed by the Director of Programs for English Learners and Dual Language Instruction, and an insignia from the California Department of Education affixed to their high school diploma. While all students can earn the Seal of Biliteracy by meeting the criteria, students who participate in Dual Language Immersion programs begin developing readiness to earn the Seal of Biliteracy as early as the elementary level.



The purpose of the Seal of Biliteracy is to:

- Recognize the value of language learning in public schools
- Encourage students to attain high proficiency levels in one or more languages in addition to English.
- Provide employers with employees who have strong language and biliteracy skills.
- Prepare students with the critical skills necessary to function in a global society.
- Strengthen cross-cultural communication, affirm the value of diversity, and honor the multiple cultures and languages in our community

Award Components:

Board Approved on February 25, 2026, version updated 2.20.26

Page

- Gold embossed seal from the California State Superintendent of Schools affixed to the graduation diploma
- Pittsburg Unified School District's Certificate of Biliteracy
- Medallion awarded at senior banquets to be worn during graduation ceremony

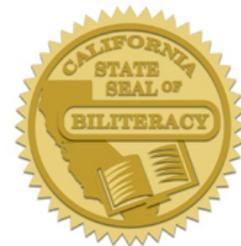
How Proficiency is Demonstrated:

Guidance provided by the California Department of Education in August 2024.

<https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp>

STATE SEAL OF BILITERACY REQUIREMENTS

The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English.



To earn the California State Seal of Biliteracy the student must:

DEMONSTRATE **ENGLISH PROFICIENCY** THROUGH *ONE* OF THE FOLLOWING METHODS:

COURSE WORK:

- Complete all **English language arts requirements for graduation with an overall grade point average (GPA) of 3.0** in those classes. English language arts courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

- Option 1: State Assessment:** Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the “standard met” achievement level.
- Option 2: Advanced Placement (AP) Assessment:** Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).

- Option 3: International Baccalaureate (IB) Assessment:** Pass an English IB examination with a score of 4 or higher.
- Option 4: SAT:** Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

- In addition to the requirements mentioned above, students who are classified as English learners must attain an **oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).**

AND

DEMONSTRATE PROFICIENCY IN ONE OR MORE LANGUAGES, OTHER THAN ENGLISH, THROUGH ONE OF THE FOLLOWING METHODS:

COURSEWORK:

- Successfully complete a **four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher** in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination. World language courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

- Option 1: AP:** Pass a world language AP examination with a score of 3 or higher,
- Option 2: IB:** Pass an IB examination with a score of 4 or higher,
- Option 3: ACTFL:** Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher, or
- Option 4: District-Approved Assessment:**
Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From *California Education Code* Section 51461.



For more information on the State seal of Biliteracy, visit the California Department of Education (CDE) State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp> or scan the QR code.

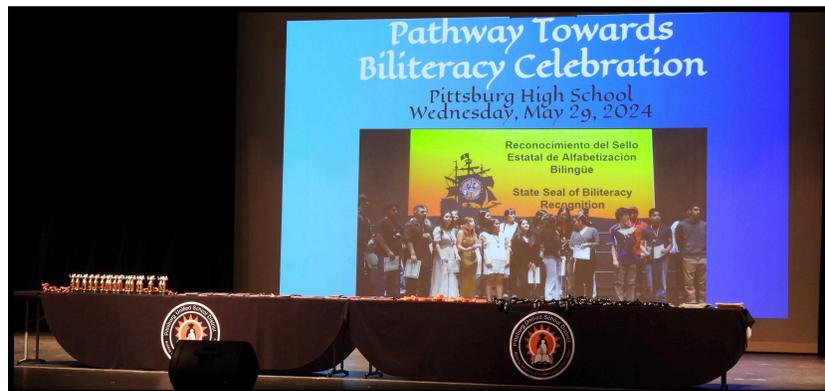
Questions about the State Seal of Biliteracy can be directed to the California Department of Education Multilingual Support Division by phone at 916-319-0845 or by email at SEAL@cde.ca.gov.

ALTA Language Testing

Beginning in Spring 2024, PUSD partnered with ALTA Language Testing to expand access for students who speak a language other than English at home. Through this partnership, eligible students can complete a language-proficiency assessment to formally demonstrate their language skills and satisfy the requirement through a **District-Approved Assessment** (Option 4, on page above). To satisfy the requirement, students must earn a minimum passing score of ALTA 9 / ILR 3, which corresponds to the Superior proficiency range in both the test that assess Listening/Speaking and Writing.



<https://altalang.com/beyond-words/seal-of-biliteracy-endorsement/>



Board Approved on February 26, 2020, version updated

Testing Scale Comparison: ALTA - CEFR - ILR - ACTFL

ALTA	CEFR	ILR	ACTFL
1	Below A1	0	Novice Low, Mid
2	Below A1	0	
3	Below A1	0	
4	Below A1	0+	Novice High
5	A1	1	Intermediate Low, Mid
6	A2	1+	Intermediate High
7	B1	2	Advanced Low, Mid, High
8	B2	2+	
9	C1	3	Superior
10	C1	3+	
11	C2	4	Distinguished
12	C2	4+	
12+	C2	5	

Comparing the Language Proficiency Scales

While all four scales assess at least the four primary skills—listening, speaking, reading, and writing—ACTFL and ILR emphasize different aspects of language use, whereas the ALTA scale works to encompass both. The ILR scale is particularly concerned with functional language use in real-world scenarios, while the ACTFL scale emphasizes

communicative competence and the ability to perform language functions at each level.

<https://portal.altalang.com/testing/scales>



PATHWAY TOWARDS BILITERACY CELEBRATION

Each year, the district holds a Pathway Toward Biliteracy Celebration to honor and recognize the achievements of multilingual learners. The celebration acknowledges graduating high school seniors who participated in the English Language Development (ELD) program by awarding them an ELD graduation sash, recognizing their dedication to learning English while meeting all graduation requirements. Graduating seniors who participated in the district's Dual Language Immersion (DLI) program are also celebrated for their long-term commitment to biliteracy. In addition, multilingual learners who meet the reclassification criteria during the school year are recognized as Reclassified Fluent English Proficient and receive a district medallion. The celebration culminates with special recognition of graduating seniors who earn the California State Seal of Biliteracy; these students receive the official State medallion to wear at graduation in honor of their achievement.



CHAPTER 5: ANNUAL ASSESSMENT, MONITORING & SUPPORT

EL Roadmap Principle 3 - Systems Conditions that Support Effectiveness

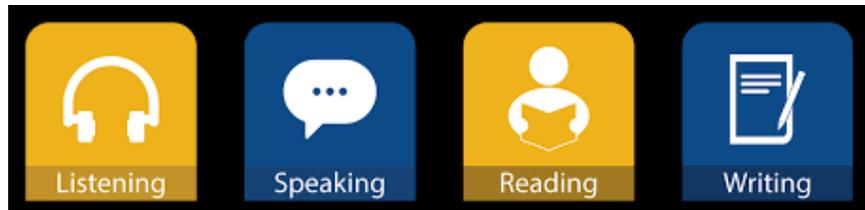
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school 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.

Pittsburg Unified School District is required to annually evaluate the English language proficiency indicator (ELPI) and academic progress of every identified English learner through comprehensive assessments, including the Summative ELPAC.

What is the Summative ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not

English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as English learner (EL) students based upon their initial assessment results. The Summative ELPAC measures how well they are progressing with English language development in each of the four domains.



When is the Summative ELPAC given?

The Summative ELPAC administration window is open from February 1st through May 31st. Schools may administer the assessment within this time frame.

Why is the Summative ELPAC given?

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support they need to do well in school.

Who takes the Summative ELPAC?

The Summative ELPAC is given only to students in kindergarten through grade 12 who have been identified as EL students. These students will take the assessment every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their Individualized Education Program.

How is the Summative ELPAC given?

The Summative ELPAC is a computer-based test in grades K–12. However, the K-2nd grade writing portion is a paper-pencil test. In K and grade 1, an assessor individually administers all domains. In grades 2–12, the test is administered in groups. The speaking domain is assessed one-on-one in grades K-12. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <https://www.elpac.org>.



ELPAC Proficiency Levels & ELD Standards Proficiency Levels

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Once they take the Summative Assessment, students will receive an overall score identifying their English proficiency level. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, and writing.

California Department of Education
CALIFORNIA ELEMENTARY SCHOOL
CALIFORNIA UNIFIED

SSID: 999999999
Test Date: 04/11/2024
Grade: 6

FOR THE FAMILY OF:
FORT M. TEXAS
123 MAIN STREET UNIT 1234
YOUR CITY, CA 12345-1234

Fort's Overall Summative ELPAC Score

Level 4
Level 3 ← 1550
Level 2
Level 1

Fort has **moderately developed** English skills and can sometimes use English to learn new things in school and to interact in social situations. Fort may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

The score range for grade six is 1150-1900. A score of 1507 or higher is considered proficient in English for grade six.

What is the Summative ELPAC, and why is it administered?

The Summative English Language Proficiency Assessments for California (ELPAC) is used to measure progress toward English proficiency. The Summative ELPAC measures how well students can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

What do the scores mean?

Students receive an overall score and performance level. There are four different performance levels. The overall score is a combination of the two performance areas (on the next page). Students who are English learners will continue to take the ELPAC until reclassified. These results provide a measure of where students are excelling and where they can improve. Assessment results are only one measure and should be combined with other information to better understand student performance.

If you have any questions about the assessment or your child's results, you may contact your child's teacher for more information.

Fort's Score History

Grade	Grade 4	Grade 5	Grade 6
Score	1490	1500	1550
Level	Level 2	Level 2	Level 3

Students are expected to show improvement within the level or move to the next level each school year.

Fort's score increased from last year, enough to reach a higher level.

Fort's Performance Areas

Fort's overall score is 50 percent oral language (Listening and Speaking) and 50 percent written language (Reading and Writing) skills.

Oral Language Score

1150 — 1520 — 1900

Listening: Beginning to Develop, Somewhat Moderately, Well Developed
Speaking: Beginning to Develop, Somewhat Moderately, Well Developed

Written Language Score

1150 — 1580 — 1900

Reading: Beginning to Develop, Somewhat Moderately, Well Developed
Writing: Beginning to Develop, Somewhat Moderately, Well Developed

MONITORING PROCESS

English learner (EL) students must be closely monitored for academic progress and receive targeted educational services to address language barriers across all subject areas when they are not making sufficient progress on the English language proficiency continuum or failing to meet academic content standards. Prompt action must be taken to address these academic barriers before the deficits become insurmountable. Teachers of multilingual learners utilize multiple data sources, including English language proficiency and basic skills assessments, to continuously track the academic progress of their EL students until they are reclassified (refer to [Chapter 6](#) for detailed reclassification criteria).

STUDENT ELD DATA CHATS - PROTOCOL *Pathway towards Reclassification*

The goal of this process is to empower multilingual learners (ELs) in grades 3–12 by actively engaging them in meaningful, data-driven conversations about their progress toward meeting reclassification criteria. This approach is considered a promising practice within the district, as it centers student voice and ownership in the reclassification process. Through these discussions, students not only develop a clear understanding of the reclassification criteria but also gain insight into where they currently stand in relation to each metric.

This collaborative process allows educators to hear directly from students about their experiences, strengths, and challenges, rather than relying solely on data to tell their story. More importantly, it creates intentional space for students to communicate the specific supports they need to successfully meet reclassification requirements. As a result, educators gain a deeper, more holistic understanding of each student and are better equipped to provide targeted support for continued growth.

While continued work is needed to ensure consistent implementation with fidelity across all sites, the district recognizes this as an effective practice with strong potential to positively impact multilingual learners and is committed to strengthening its implementation systemwide. Student data sheets have been created for all K–12 multilingual learners, with a required focus on completion beginning in grade 3 to help reduce the risk of students becoming at risk of long-term English learners or Long-Term

Pittsburg Unified School District
Student Data Sheet for Data Chats



Last Name: _____ First Name: _____ Student ID: _____ Grade: _____
 EL Start Date: _____ SPED: _____ School: _____ Teacher: _____

You have been identified as a Limited English Proficient (LEP) student, which means you have not yet demonstrated proficiency in English. One of the reasons you might be considered a Limited English Proficient student could be that you are still learning English. Another reason might be that you are still strengthening your English skills and working towards developing your academic English. Command of academic language is essential because it helps you achieve academic success and success beyond high school. Our goal at PUSD is to help you demonstrate proficiency in the English language so that we can reclassify you as a Reclassified Fluent English Proficient (RFEF) student.

To help you see how close you are to meeting the reclassification criteria, please use the information included on this page to complete the EL Data Chat process with your teacher/counselor/administrator.

Assessment	Student Score	Expected Level/Score
ELPAC Summative		4
DIBELS (for grades K-3 rd)		At grade level or Above
iReady Score (for grades 1 st -12 th)	Fall - Spring -	Specific score by grade level
CAASPP Score (for grades 3 rd -8 th , 11 th)		At grade level (3) or Above (4)
PSAT Score (for grades 9 th -12 th)		Specific score by grade level

We at PUSD know that you are more than capable of meeting the reclassification criteria and look forward to recognizing you and celebrating your accomplishment. We encourage you to try your best on every assessment!

English Learners (LTELs). Teachers in grades K–2 are encouraged to review relevant student information with students and parents to support early monitoring and intervention.

Here are the steps you need to take to complete the Data Chats with your students.

BEFORE

- ❑ Identify your EL students (3rd graders-12th graders)
- ❑ Communicate with teachers and explain the Data Chats process to them
- ❑ Pull latest data (ELPAC score, DIBELS (K-3), iReady (1st-12th), CAASPP (3rd-8th and 11th) PSAT (9-12))
- ❑ Open the shared folder [EL Data Chats](#) and make copies of the EL Data Chats and Google Forms you need for your specific grades / grade span - by making a copy you will have access to the information rather than the information being recorded in the master copy
- ❑ Review the [EL Data Chats - Presentation - Master](#) and make any necessary to the presentation and/or the speaker notes (customize it to fit your site needs or your style) - Each grade level has their own presentation to mirror what is also embedded in the google forms (Grade 3, Grade 4, Grade 5, Grade 6-8, Grade 9-12)
 - ❑  Updated 3rd - ELD Chat presentation
 - ❑  Updated 4th - ELD Chat presentation
 - ❑  Updated 5th - ELD Chat presentation
 - ❑  Updated 6-8 - ELD Chat presentation
 - ❑  Updated 9-12 - ELD Chat presentation
 - ❑ Slides 2-7 - True/False statements to help engage students into the conversation and help clarify some common misconceptions and serve as reassuring messages
 - ❑ Slides 8 -13 - Reclassification Criteria (*you can customize by only keeping the information that is specific for your grade level or grade level span*)
 - ❑ Slides 14-25 - Data Chat Process
 - ❑ Slides 20-21 (*you can customize by adapting the language or choices you are giving the students; whatever information you include in these slides should match what is included on the Google Forms*)
 - ❑ [Google Form - Grade 3](#)
 - ❑ [Google Form - Grade 4](#)
 - ❑ [Google Form - Grade 5](#)
 - ❑ [Google Form - Grade 6-8](#)
 - ❑ [Google Form - Grade 9-12](#)
- ❑ Create a schedule to determine when the data conversations will take place with the students - *conversations can take place 1:1 or in small groups* (if you do

small groups [2-4 students], if meeting with small groups, make them the same grade level, it will make the conversation easier)

- ❑ **Elementary** - the teacher of record **OR** ELD teacher can complete this process with the ELD students.
- ❑ **Junior High** - ELD teachers will complete this process with their assigned students.
 - ❑ APs and counselors will need to complete this process for the EL students not in an assigned ELD class.
- ❑ **High School** - ELD teachers will complete this process with their assigned students.
 - ❑ *APs and counselors will need to complete this process for the EL students not in an assigned ELD class - should consider doing 4 grade-level meetings (9th, 10th, 11th, 12th) - Sandra Guardado can help with these meetings.*

DURING

- ❑ Review the [EL Data Chats - Presentation](#) with the students (use the speaker notes as a script to remind you to emphasize and highlight the information)
 - ❑ Slides 1-7 - True/False statements to help engage students in the conversation, help clarify some common misconceptions, and serve as reassuring messages
 - ❑ Slides 8 -13 - Reclassification Criteria (*highlight the reclassification criteria for their specific grade level*)
 - ❑ Slides 14-25 - Data Chat Process - *share the form with the student to complete as you review the information using the slides.*
 - ❑ Have the students open the form and complete the form as you go guide them using the slides
 - ❑ You will need to share with the students their specific information (test scores)
 - ❑ [Google Form - Grade 3](#)
 - ❑ [Google Form - Grade 4](#)
 - ❑ [Google Form - Grade 5](#)
 - ❑ [Google Form - Grade 6-8](#)
 - ❑ [Google Form - Grade 9-12](#)

AFTER

- ❑ Review the completed Google Forms
- ❑ Share information regarding what the students need to do to help improve their own scores and what they need from the teacher/school with the student's teachers
- ❑ Identify next steps for students who are identifying that they need additional support.

**Sample of the Paper Version of the ELD Data Chats Form for Grades 9 - 12
(Alternative to Google Form)**

PUSD - Progress Monitoring for ELs



The teacher and student will participate in a data conversation to review the student's progress toward demonstrating English proficiency. This form will serve as a record of the student's progress toward meeting the reclassification criteria.

Reclassification Criteria - 9th-12th grades

This is the reclassification criteria specifically for students in 6th-8th grade.

Proficiency on ELPAC - Overall proficiency score of 4

Demonstration of Basic Skills

9th grade: iReady - 605 (Spring) or PSAT 390 (ELA portion), 10th grade: iReady - 625 (Spring) or PSAT 410 (ELA portion)

11th grade: iReady - 637 (Spring) or PSAT 430 (ELA portion)

12th grade: CAASPP - Meets (3) or Exceeds (4) Standard (from 11th grade)

Student Name and Last Name: _____

Student ID Number: _____ **Name of Counselor:** _____ **Grade:** _____

What is your latest ELPAC Summative Overall Score?

Level 4 Level 3 Level 2 Level 1 I do not have an ELPAC Score

What is your latest overall score on iReady? Goal: Grade 9 - 605, Grade 10 - 625, Grade 11 - 637,

Grade 12 - 637 _____

What is your latest ELA overall score on the PSAT? Goal: Grade 9 - 390, Grade 10 - 410, Grade 11 - 430

What is your latest CAASPP overall score?

Standard Exceeded (Level 4) Standard Met (Level 3) Standard Nearly Met (Level 2)

Standard Not Met (Level 1) I do not have a CAASPP Score

What are some things that YOU can do to help improve your scores on ELPAC/iReady/CAASPP? Check all that apply

Ask my teacher for help Ask other students for help Ask my parent(s) for help

Pay close attention when the teacher is explaining material Complete all of my homework

Participate more in class Study for my tests Try my best on all of my tests

Read more Use the available resources/programs to practice at home

Other - make sure you explain what "other" means below:

Other - Explain what are other things YOU can do to help improve your score(s)?

What support do you need, or what can the teacher/school do to help you improve your score(s)?

Check all that apply

- Have a conversation with my teacher to find out how I can improve my scores
- Have the teacher explain things in multiple ways so that I can better understand the concept(s)
- Have the teacher periodically check in with me to make sure I am understanding the material
- Have the teacher refer me to get additional support (after-school help)
- Have the teacher refer me to get additional support (social-emotional/counseling)
- Help me communicate with other teachers
- Other - make sure you explain what "other" means below:

Other - Explain what are other things YOU can do to help improve your score(s)?

What are your strengths as a learner? _____

What do you enjoy about school? _____

Do you have any questions, or is there anything else you would like me to know?

Reclassification is the GOAL! You are capable of reaching this goal!

INFORMING PARENTS/FAMILIES ABOUT THEIR STUDENT'S PATHWAY TO RECLASSIFICATION

ANNUAL NOTIFICATION LETTER

The Annual Notification Letter is sent to the parents and guardians of all English learners and includes each student's current English proficiency level, the most recent assessment data, and indicators of progress toward meeting reclassification criteria. The letter also outlines available language-acquisition program options in our district. This notification is required within the first 30 days of the school year and is delivered by mail to ensure that all families receive the information.

[CDE Sample Annual Parent Notification\(DOCX; Jun-2025\)](#)

[Annual Letter2025,ENG \(1\).docx](#)

[Annual Letter2025SPAN \(1\).docx](#)

PARENT INVOLVEMENT FORMS

Parent Involvement Forms are provided to families during elementary parent-teacher conferences as a key tool for keeping parents informed about their student's language-development progress. These forms give families access to current assessment data and illustrate how their student is performing in relation to the district's reclassification criteria. Teachers are encouraged to review the information with families, explain the student's progress and identified language needs, and outline the classroom supports in place. They are also asked to offer strategies parents can use at home to reinforce language development. A support video is available to guide teachers in leading this important, informative conversation with families.

Keeping families informed is essential to reducing the number of elementary students identified as "At-Risk of LTEL" and preventing students from becoming LTELs when they transition to junior high. Our goal is to reclassify as many multilingual learners as possible by the end of 5th grade.

[ELEM,Parent Involvement Signature Sheet 2025.docx](#)

[ELParentInvolvementCard.mp4](#)





Parent Involvement/Participación de Padres - ELEMENTARY

Parent signatures below acknowledge discussions with teachers regarding the progress of their child toward English proficiency AND meeting the reclassification criteria. La firma de los padres reconoce discusiones con los maestros acerca del progreso de su estudiante hacia la competencia de inglés Y cumpliendo el criterio de reclasificación.

Student Name: _____ EL Start Date: _____ US Entry Date: _____ School: _____
 Student ID: _____ SPED: _____ Parent/Guardian Name: _____

Grade	Teacher	Parent Signature/Firma del Padre de Familia	Date/Fecha
<u>Reclassification CRITERIA</u> 1. ELPAC Results: Overall score of 4 2. Demonstration of Basic Skills: KINDER –DIBELS – At or Above grade-level FIRST –DIBELS – At or Above grade level OR iReady – 458 or above (Spring) SECOND –DIBELS – At or Above grade level OR iReady – 458 (Fall) or 513 (Spring) THIRD –DIBELS - At or Above grade level OR iReady – 513 (Fall) or 545 (Spring) FOURTH - DIBELS –At or Above grade-level (FALL) OR iReady 545 (Fall) 526 (Spring) OR CAASPP – Meets or Exceeds Standards (from 3 rd grade) FIFTH – iReady – 526 (Fall) 561 (Spring) OR CAASPP – Meets or Exceeds Standards (from 4 th grade) 3. Teacher Evaluation: Teacher certifies student’s overall language and academic performance 4. Parent Notification		<u>CRITERIO de Reclasificación</u> 1. Resultados del ELPAC: Puntuación total de 4 2. Demostración de Destrezas Básicas : Kinder –DIBELS – Al nivel del grado o más alto PRIMERO –DIBELS – Al nivel o más alto O iReady – 458 o más alto (Primavera) SEGUNDO –DIBELS – Al nivel o más alto O iReady – 458 (Otoño) o 513 (Primavera) TERCERO –DIBELS – Al nivel o más alto O iReady – 513 (Otoño) o 545 (Primavera) CUARTO - DIBELS –Al nivel o más alto (Otoño) O iReady 545 (Otoño) 526 (Primavera) O CAASPP – Alcanza o supera el nivel (del tercer grado) QUINTO – iReady – 526 (Otoño) 561 (Primavera) O CAASPP – Alcanza o supera el nivel (del cuarto grado) 3. Certificación del maestro: El maestro certifica que el estudiante ha alcanzado el rendimiento académico y lenguaje 4. Consulta con padres	

STUDENT’S PROGRESS TOWARDS MEETING RECLASSIFICATION CRITERIA

INITIAL ELPAC RESULTS

DATE OF ASSESSMENT	OVERALL SCORE + LEVEL	ORAL LANGUAGE LEVEL	WRITTEN LANGUAGE LEVEL

SUMMATIVE ELPAC RESULTS

GRADE	ASSESSMENT DATE	OVERALL LEVEL	ORAL LANGUAGE	WRITTEN LANGUAGE	LISTENING	SPEAKING	READING	WRITING

DEMONSTRATION OF BASIC SKILLS

Assessment	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
Acadience/DIBELS	At grade level or above					
Student Score						
iReady		458	513	545	526	561
Student Score						
CAASPP					Meets (Level 3) or Exceeds Standard (Level 4)	Meets (Level 3) or Exceeds Standard (Level 4)
Student Score						

TEACHER EVALUATION

Student can participate on par with native English speaking peers in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade level topics, texts and issues, building on other’s ideas and expressing their own clearly and persuasively (CCSS.SL.1)
Student can adapt language to a variety of contexts and tasks , demonstrating command of formal English when indicated or appropriate (CCSS.SL.6)
Student’s academic performance in class on par with native English speaking peers with respect to mastery of content

PUSD Parent Involvement Form Revised October 2025

FAMILY ELD DATA NIGHTS

To ensure that information about English language progress is both accessible and meaningful, schools host Family ELD Data Nights on campus during the evening. These events are intentionally designed to give parents and caregivers dedicated time to review their student's progress, ask questions, and gain confidence in how to support learning at home. By creating a welcoming, conversational environment, families are able to interpret data more clearly, understand the next steps in language development, and truly partner with teachers in helping students grow. This collaboration is a powerful way to align home and school efforts toward improved English proficiency and progress toward reclassification.

During Family ELD Data Nights, staff guide families through several key topics, including:

- **What is English Language Development (ELD)?**

Families learn about the purpose of ELD instruction, how it accelerates academic language growth, and why it is essential for success in all subject areas.

- **How do students exit ELD or “reclassify”?**

Presenters explain reclassification criteria and pathways, helping families understand how students demonstrate English proficiency and transition out of ELD services.

- **EL Assessments**

Families receive an overview of required state and local assessments connected to language development—such as DIBELS, i-Ready, and CAASPP—including when they occur and how results inform progress toward proficiency.

- **How can I help my student at home?**

Teachers share practical, high-impact strategies—reading together, encouraging complete-sentence responses, building vocabulary, and supporting daily practice—to strengthen English language skills beyond the school day.

- **Students' reading levels**

Families learn how to interpret reading data, understand leveling systems, and monitor growth throughout the year.

Each Family ELD Data Night concludes with an individual data chat between staff and each family, ensuring parents clearly understand where their student currently stands in language development and reading proficiency. During these one-on-one conversations, families receive targeted guidance on what their child needs to reach desired scores on a range of assessments, along with personalized strategies they can

use at home, such as completing daily i-Ready lessons and reading every night for at least 20 minutes.

This level of individualized support empowers families to leave informed, equipped, and confident, and it reinforces a strong home–school partnership focused on helping students improve, demonstrate English proficiency, and ultimately meet the reclassification criteria. Just as importantly, students take an active role in these conversations—engaging with their parents about their progress, reflecting on their strengths and needs, and setting personal goals that guide their path toward proficiency and reclassification.

i-Ready / ELPAC Score Tracker

Name: _____ Current Grade Level: _____

In order to reclassify, there are two requirements that you must meet:

- An overall ELPAC score of 4. This is a state test that you take during spring, which involves FOUR main parts:
 - Listening _____
 - Speaking _____
 - Reading _____
 - Writing _____
 My overall score: _____
- An i-Ready score that meets or exceeds the numbers listed below based on your grade level.

i-Ready Scores Needed to Reclassify		
Grade Level	Fall	Spring
3	513	545
4	545	526
5	526	561

I earned _____ points on iReady, level _____ on DIBELS (Grd) and level ____ on CAASPP (4th/5th).

By the next iReady, I will grow _____ points. To reach my points, I will _____



i-Ready / ELPAC Score Tracker

Name: _____ Current Grade Level: _____

In order to reclassify, there are two requirements that you must meet:

- An overall ELPAC score of 4. This is a state test that you take during spring, which involves FOUR main parts:
 - Listening _____
 - Reading _____
 - Writing _____
 - Speaking _____
- An i-Ready score that meets or exceeds the numbers listed below based on your grade level.

i-Ready Scores Needed to Reclassify		
Grade Level	Fall	Spring
6	561	581
7	581	583
8	583	594

My Last Year's i-Ready Score: _____ My Last Overall ELPAC Score: _____

i-Ready Diagnostic 1 Score: _____

i-Ready Diagnostic 2 Score: _____



CHAPTER 6: RECLASSIFICATION

EL Roadmap Principle 3 - Systems 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 school 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.

The purpose of the reclassification process is to formally recognize when an English learner has demonstrated the necessary proficiency to be redesignated as Fluent English Proficient (RFEP). This process serves as a critical milestone in our commitment to ensuring that all multilingual learners achieve academic success. The ultimate goal of our English Learner (EL) program is for every student to not only reach but exceed the proficiency and academic skills of their native English-speaking peers, ensuring they are fully prepared for success in all areas of learning.

[ENG,PUSDRclassCriteria.pdf](#)

[PUSD Reclassification Criteria24, MatrixSPAN.pdf](#)

ENGLISH LEARNER RECLASSIFICATION CRITERIA FOR ELEMENTARY: School Year 2024-2025 Revised 9-9-19						
GRADE	1. Proficiency on ELPAC	2. DEMONSTRATION OF "BASIC SKILLS"		3. TEACHER EVALUATION		4. PARENT NOTIFICATION
		ASSESSMENT ¹	REQUIRED SCORE			
K	Overall proficiency score of 4	Acadience iReady	At or above grade level	The teacher of record who works with the student will complete the following evaluation:		Consultation with Parent(s)
				Yes	No	
				Student can participate on par with native English-speaking peers in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade-level topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively (CCSS. SL.1)		
				Student can adapt language to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCSS. SL.6)		
				Student's academic performance in class is on par with native English-speaking peers with respect to mastery of content		
1	Same as Above	Acadience OR iReady	At or above grade level SPRING - 458 or above	Same as above		Consultation with Parent(s)
2	Same as Above	Acadience OR iReady	At or above grade level FALL - 458 SPRING - 513	Same as above		Consultation with Parent(s)
3	Same as Above	Acadience OR iReady	At or above grade level FALL - 513 SPRING - 545	Same as above		Consultation with Parent(s)
4	Same as above	DIRELS OR iReady OR CAASPP (from 3 rd grade)	FALL - At or above grade level FALL - 545 SPRING - 526 Meets or Exceeds Standard	Same as above		Consultation with Parent(s)
5	Same as above	iReady OR CAASPP (from 4 th grade)	FALL - 526 SPRING - 561 Meets or Exceeds Standard	Same as above		Consultation with Parent(s)

All ELPAC and assessment data must be no more than one-year-old from reclassification form date.
*accommodations should be considered/provided as needed for ELs w/ IEPs

Reclassification Celebrations/Recognition

To honor and celebrate multilingual learners and their families who meet the reclassification criteria, school sites host annual celebrations recognizing students' achievements. During these events, students are presented with certificates and district medallions and are encouraged to wear them at their elementary and junior high promotions, as well as at high school graduation. Achieving this milestone is worthy of celebration, as it reflects the dedication and collective efforts of students, teachers, and families in developing and demonstrating proficiency in the English language.

Reclassification is a significant achievement because it confirms that a student has attained the level of English proficiency necessary to achieve academic success. In our district, we are especially proud that reclassified students, as a group, consistently outperform other student groups on both local and state assessments. For this reason, reclassification is an accomplishment that deserves meaningful recognition. Once reclassified, multilingual learners are encouraged to continue their academic journey by working toward the California State Seal of Biliteracy. Additionally, students are monitored for four consecutive years to ensure they continue to thrive academically and receive additional support when needed.



RFEP MONITORING

PUSD - RFEP Monitoring Process

We are required by federal law to monitor the progress of our RFEP students for 4 consecutive years. At PUSD, we will conduct two monitoring sessions annually to ensure that RFEP students' needs are being addressed and support is provided should the student be performing below the identified criteria.

Our two monitoring sessions will take place:

Fall - **October - November** (GREEN FORM) (this will allow us to use progress report information from Trimester 1/Quarter 1)

Spring - **March - April** (BLUE FORM) (this will allow us to use progress report information from Trimester 2/Quarter 3)

All the forms and process information can be accessed via our Google Shared Folder, [English Learners Information](#), and then open the [RFEP Monitoring](#) sub-folder

The following criteria will be used to gauge student progress:

ELEMENTARY - latest scores - DIBELS/iReady/CAASPP and latest progress report (Trimester 1 or Trimester 2). In order for a student to be considered in good standing, the student needs to be receiving Scores near expected levels and have Achievement marks of **Approaching Grade Level (AGL) or better** in all three content areas (Mathematics, Reading, Writing). *If a student is in good academic standing, then **only the front part of the form needs to be completed.***

If a student receives achievement marks below AGL in one or more content areas, **or** is 2 or more grade levels below on their latest assessments (DIBELS/iReady/CAASPP), an intervention plan must be implemented.

Additional information will need to be gathered in collaboration with the student's teacher to identify the student's area of need and determine the most appropriate level of intervention necessary to help get the student back on track. The identified intervention will also need to be communicated to the student's parent/guardian.

 RFEP Monitoring Tool, ELEM.docx.pdf

**If a student is assigned an intervention, this will need to be entered in AERIES by a staff member (counselor, admin, clerical support)*

SECONDARY - latest scores - iReady/PSAT/CAASPP and latest progress report. In order for a student to be considered in good standing, the student needs to be receiving a 70% = C- or better on the four core academic subject areas (ELA, Math,

Science, Social Studies). *If a student is in good academic standing, then **only the front part of the form needs to be completed.***

If the student’s scores on the assessment(s) have decreased significantly and/or have less than a C (70%) on **two or more** of the core subjects, an intervention plan must be implemented.

Additional information will need to be gathered in collaboration with the student’s teacher(s), to determine that he/she is receiving lower than a 70% = C- to identify the student’s area of need, as well as identify the most appropriate level of intervention necessary to help get the student back on track. The identified intervention will also need to be communicated to the student’s parent/guardian.

 RFEF Monitoring Tool, SEC.docx.pdf

*If a student is assigned an intervention, this will need to be entered in AERIES by a staff member (counselor, admin, clerical support)

Questions/Support

If you have any questions or need any additional support, please do not hesitate to contact Sandra Guardado at extension 2353 or via email sguardado@pittsburgusd.net

PUSD - Progress Monitoring for REDESIGNATED FLUENT ENGLISH PROFICIENT (RFEF) Students - ELEMENTARY

Student Name: _____ Student ID Number: _____ Grade: _____ Teacher: _____ School: _____
 Redesignation Date: _____ District Enrollment Date: _____ Primary Language: _____ SPED: _____

DEMONSTRATION OF BASIC SKILLS – Indicate student’s current scores

Assessment	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
DIBELS	At grade level or above					
Student Score						
iReady		458	513	545	526	561
Student Score						
CAASPP					Meets (3) or Exceeds Standard (4)	Meets (3) or Exceeds Standard (4)
Student Score						

ACADEMIC PROGRESS – Indicate the student’s current achievement marks (Trimester 1 or Trimester 2)

REPORTING PERIOD	MATHEMATICS	READING	WRITING

o **Student is doing well:**
 Scores are near expected levels and have Achievement marks of **Approaching Grade Level (AGL) or better** in all three content areas.

Reviewed by: _____ Date _____

o **The student is not doing well in one or more areas listed above.**
 Scores on the assessment have decreased significantly and/or have achievement marks below AGL in one or more academic areas.
A conversation with the student is required to identify areas of need and support. An intervention plan will be created and communicated to the student and the parent. Areas of need and planned interventions are listed on the back of this form.

CHAPTER 7: STUDENT, FAMILY AND COMMUNITY ENGAGEMENT

EL Roadmap Principle 1 - Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner 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.

FAMILY AND STUDENT ENGAGEMENT

Parents, guardians, and families are essential partners in the educational process, working alongside students, staff, and the broader community to support student success. Pittsburg Unified School District deeply values these partnerships and intentionally works to strengthen engagement with all educational stakeholders. It is critical that parents of multilingual learners are well informed about school and district activities that directly impact their children's education, and the district is committed to ensuring families clearly understand the programs, services, and opportunities available to their students.

To empower parents as active participants in their children's academic journeys, families are encouraged to engage in parent committees, attend school events, and provide meaningful input on services for multilingual learners. These collaborative efforts help foster a supportive and inclusive learning environment for all students. To further support this work, an [PUSD ELAC Manual](#) was developed to assist school sites in establishing consistent protocols that promote effective parent engagement and meaningful participation in ELACs.

Legal References

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

Bylaws

ELAC bylaws will be adopted by each school site ELAC. The bylaws provide guidelines established on the different articles. ELAC sample bylaws are available in our district ELAC Manual.

ENGLISH LEARNER PARENT ADVISORY COMMITTEES:
ELAC AND DELAC
At the School Level:
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

A school-level committee comprised parents, staff, and community members is designated to advise school officials on English learner programs and services.

ELAC Guidelines

FORMATION: Each school with 21 or more English Learners (EL + RFEP) in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC).

COMPOSITION REQUIREMENTS: On the committee, the percentage of parents of English learners is to be at least the same as that of English learners at the school. The ELAC may meet and delegate its responsibilities to the School Site Council (not to exceed 2 years). The Principal or VP/AP (or is there someone else you would want to contact you?) MUST contact Sandra Guardado at Educational Services prior to moving forward with this step.

A recommended committee size is 6-10 members. Ideally, 4-6 parents/guardians of ELs, one administrator, 1-2 teachers/support staff, and 1 additional parent/guardian. Establishing a consistent group of parents (committee) is important to ensure that you can establish a quorum.

ELECTIONS: Requirements for ELAC elections include:

1. Notify ALL EL parents/guardians in the school of the opportunity to serve on ELAC afford them the opportunity to self-identify themselves as a candidate or identify a potential candidate.
2. Hold a general information meeting (optional) about what ELAC is and the importance of parent involvement.
3. Conduct the parent elections (include the names of all the potential candidates). ALL EL parents/guardians must be given the opportunity to vote.
4. Convene the first meeting of ELAC. Parents/guardians in attendance will select their representatives (specific roles: president, vice-president, secretary, DELAC representative)—train members on their roles and responsibilities.

English Learner Advisory Committee (ELAC) - Officer Responsibilities

Role	Responsibilities
Chairperson (President)	<ul style="list-style-type: none"> ● Meets with the administrator to set the agendas ● Facilitates all of the meetings ● Coordinates the efforts of the membership and officers ● Attends other meetings representing the committee

<p>Vice-chairperson (Vice-President)</p>	<ul style="list-style-type: none"> ● Supports the efforts of the president ● Assumes the responsibilities of the president when the president is absent
<p>Secretary</p>	<ul style="list-style-type: none"> ● Takes and reads the minutes ● Collaborates with the administrator in preparing final draft of meetings minutes ● Maintains file of meeting meetings and member list
<p>DELAC Representative & Alternate</p>	<ul style="list-style-type: none"> ● Attends monthly meetings at the district (DELAC) and represents the interest of their school ● Reports back to the site ELAC and shares information from DELAC

PURPOSE:

1. Advises the principal and staff on the development of the school plan for programs serving ELs to submit to the SSC for the Single Plan for Student Achievement (SPSA).
2. Participates in the development of the school’s needs assessment.
3. Contributes to the effort of making parents aware of the importance of regular attendance.

TRAINING: The school shall provide ELAC training and materials for ELAC parent leaders and school staff:

1. ELAC leaders and/or school staff use the ELAC manual to assist ELAC members in carrying out their responsibilities for completing required tasks.
2. Each school is responsible for providing training on the roles and responsibilities of the ELAC, which is planned in full consultation with their ELAC members.
Note: some categorical and LCAP funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, refreshments, and other reasonable expenses).

ELAC Documentation

Submission of all ELAC documentation is very important to meet compliance requirements. All documentation must be submitted to the Educational Services Department, where it is kept on file for 3 years. Documentation serves as proof of meeting ELAC legal requirements. Minutes must reflect the discussions and decisions for the mandated topics: advising the principal and staff on programs and services for EL students, advising the SSC on programs and services for EL students for the development of the SPSA, participating in the development in the needs assessment,

and discussing efforts to make parents aware of the importance of regular school attendance.

ELAC documentation is due within 48 hours of the meetings, including training via email to Sandra Guardado at Educational Services. A member or school staff may be assigned to submit ELAC documentation; however, it is the Principal/designee who is ultimately responsible for ensuring ELAC documentation is maintained and submitted to Educational Services. Please keep original copies properly filed at the school and submit copies of required documentation via email to Sandra Guardado at sguardado@pittsburgusd.net and cc—Nubia Aguilar at naguilar@pittsburgusd.net with “ELAC documents” in the subject line.

General Guidelines for Documentation:

- All documents must have a school name.
- All documents must have the meeting name.
- All documents must have a meeting date.
- All documents must be legible or typed.

Documentation needed after each ELAC meeting (due within 48 hours):

- Meeting agenda (English and Spanish)
- Minutes (English and Spanish)
- Sign-in Sheet (Parent’s Name, Student Name, and English Language Acquisition Status (ELAS = LEP, IFEP, RFEP or EO), Contact Information)

Submitting ELAC Documentation:

Email

- Documents to be submitted to sguardado@pittsburgusd.net and cc: naguilar@pittsburgusd.net
- Include “ELAC documents” in the subject line.

ELAC Meetings - Suggested Topics

Each ELAC determines its own meeting agendas. However, it is recommended that ELACs cover the following topics; the asterisk* topics are mandatory topics that must be covered in order to meet State regulations and be compliant. Documentation of these agenda items has to be evident in your minutes as well as the agenda. ELACs may wish to add other topics to their agendas as well.

Agenda I: October

The general purpose of this meeting is to organize the ELAC for the year and inform them of processes.

1. **Purpose of the ELAC.** The principal or other school administrator member of the committee acquaints interested parents with the ELAC and its role, responsibilities, and functions. Election of officers: Chairperson/President, Vice-Chairman/Vice-President, Secretary, and DELAC Representative.
2. **Selection of Parent/Guardian Members.** Elected members are introduced to ELAC by the administrator. ELAC members receive training on how meetings will be conducted using Robert's Rules of Order.
3. **English Learners mandated testing.** Inform parents about the requirement to administer the ELPAC Initial to any new student who enrolls in at PUSD who has never attended another public school in California. ELPAC Summative is administered in the Spring (February 1st – May 31st) annually to all students who have the designation of English Learners; ELs must take this test every year until they are reclassified (RFEP).
4. **Reclassification Criteria.** Inform committee members about the reclassification criteria to help them understand the 4 requirements that must be met in order to reclassify a student.

Agenda II: November

The general purpose of this meeting is to acquaint parent members of the ELAC with the school's program for instructing English learners.

1. **The School's Program for English learners.** The administrator member and two teaching-staff members present an overview of how the school instructs English Learners.
2. **School Notifications.** The committee reviews the notifications that the school or district sends home to parents of English learners, such as notifications about English assessment and program placement (Initial and Annual Letters).
3. **The School's Single Plan for Student Achievement*** The committee reviews and provides input on the goals and activities of the school plan, with particular attention to how the school is raising the achievement of English learners, low-income students, and special-education students. The committee reviews the school's categorical funding and discusses how the funding is used to raise students' academic performance. The committee also provides input on the parent involvement section of the school plan.

Agenda III: January

The general purpose of this meeting is to acquaint parents with the importance of regular school attendance.

1. **Importance of Regular School Attendance*** The administrator member explains the importance of regular school attendance. The committee discusses ways to inform all parents of the importance of regular school attendance. The committee reviews school data on attendance and, for high school ELACs, drop-out and graduation rates.
2. **Report Cards.** The committee reviews the format of student report card(s)
3. **Retention and Promotion Policy and Procedures.** The committee reviews the conditions for retention and the procedures the school follows in involving parents. The committee reviews retention data for English learners and other groups of students in the school.
4. **ELPAC Testing.** Review ways parents can help support their students in preparing for the annual administration of the ELPAC Summative. Remind them of the importance of the test and emphasize that we use the data to help identify the level of support the student needs to help them experience academic success.

Agenda IV: February

The general purpose of this meeting is to review the school's needs assessment of English learners and their families.

1. **Academic Performance of English learners.** The committee reviews the academic achievement of English learners and other groups of students on Benchmark Assessments, CAASPP, and California Dashboard.
2. **Reclassification Requirements.** The committee reviews the reclassification criteria to understand how students get reclassified (2 opportunities in a school year).

Agenda V: March

The general purpose of this meeting is to begin the process of analyzing the needs of EL students at your site:

1. **School Needs Assessment*** The school administrator member presents an overview of how the school conducts its needs assessment. The committee discusses ways in which it might help in the needs assessment. The committee reviews the results of the last needs assessment, with a particular interest in what the assessment has revealed about the needs of English learners and their families.

Agenda VI: April or May

The general purpose of this meeting is to review and discuss end-of-the-year activities/functions.

1. **Spring Testing:** Explain to parents all the different standardized testing that will be administered to students (CAASPP, CAST, AP).
2. **LCAP Input:** Gather input from committee members regarding our LCAP action areas and help identify action areas that they value and see as beneficial for their students' achievement.
3. **Graduation:** Review graduation requirements and give parents tools on how to communicate with teachers. You can invite the counselors to be present at this meeting.

Other Appropriate Agenda Items

- Guest speakers
- Training for parents on "Having Effective Parent/Teacher Meetings"
- Training for parents on "How to Help Your Child Succeed in School"
- Student presentations
- Counselor/College and Career Coordinator presentation on academic/college readiness
- Presentation of specific programs at your site
- Topics parents request

Our DELAC members are among the most engaged and committed partners in the district's efforts to serve multilingual learners. Their voices and perspectives play a critical role in informing districtwide practices, program design, and the strategic allocation of funds to ensure supports are responsive to student needs. This shared commitment to collaboration and continuous learning extends beyond meetings and advisories; DELAC members actively participate alongside district staff in professional learning opportunities, including attending conferences. Through these experiences, families gain insight into effective practices being implemented across other districts and organizations, strengthening their capacity to engage meaningfully in discussions and decisions that impact multilingual learners. As a result, DELAC and ELAC members serve as informed advocates and collaborators in site and district decision-making processes.



DISTRICT NEWCOMER FAMILY & PARENT LIAISON

Role and Objective of the District Newcomer Family and Parent Liaison:

The District Newcomer Family and Parent Liaison plays a vital role in welcoming new families into the district, guiding them through the enrollment process, and completing the intake procedure to identify any needs that can be addressed through district and community resources. This liaison ensures that families accurately complete all necessary educational documents. Additionally, the liaison helps families sign up for district applications, such as the student data system (Aeries), so they can monitor their child's progress and stay informed about school events and notifications.

By keeping families connected with their school sites, the liaison also educates them about our ELAC and DELAC meetings, fostering greater awareness of available resources and the district's efforts to support newcomer students. The liaison actively encourages newcomer families to engage in both school and district events, creating opportunities for involvement and community building. Through ongoing communication, the liaison addresses families' evolving needs and ensures they feel supported. Families can rely on this liaison for assistance and know they have a dedicated advocate within the district.

This position also ensures that newcomer students are successfully acclimating to their new environment and receiving the support they need. The liaison conducts empathy interviews to assess whether newcomers feel safe, connected, and supported in their school community. The goal is to identify any unmet needs and ensure those needs are addressed. Information gathered through these interviews is shared with school sites to help staff better understand and respond to the unique challenges faced by newcomer students.

The overarching objective is to create a supportive environment that fosters the rapid development of student's English language skills. Whenever possible, additional resources are provided to further support newcomer students, helping them to thrive both academically and socially.

Overall, this position aims to warmly welcome new families and students to the district and provide them with a dedicated point of contact. The liaison's role is to ensure that families and students feel supported, knowing they have someone within the district whose sole purpose is to connect them to essential school and community resources. The liaison helps families navigate their new environment by offering guidance and assistance, fostering a sense of belonging, and ensuring they have the tools and support needed to thrive.

RESOURCES AND SUPPORT FOR IMMIGRANT FAMILIES

PUSD is deeply committed to ensuring that all immigrant children, youth, and families feel welcomed, supported, and empowered within our school community. We are dedicated to providing equitable instructional opportunities, culturally responsive supports, and access to essential services that promote academic success and overall well-being. Our district has established a range of resources designed to offer guidance, advocacy, and assistance to immigrant families as they navigate the educational system. Through these efforts, our goal is to remove barriers, honor the strengths and diverse experiences of our families, and ensure that every student has the resources, services, and support needed to fully access their education and thrive—academically, socially, and emotionally.

Program/Services	Description	Contact
Newcomer Programs and Supports	Workshops, professional development, program planning support/additional educational supports, and consultation for staff around supporting newcomer students and families.	Sandra Guardado Director of Programs for English Learners and Dual Language Instruction 925-473-2353 sguardado@pittsburgusd.net
Newcomer Parent and Family Liaison	Assist families to complete the enrollment process as well as set up AERIES parent portal accounts, and complete meal application. Conducts a family intake to be able to identify any needs and connects with district and community resources.	Claudia Barrera District Newcomer and Parent Family Liaison 925-473-2519 cbarrera@pittsburgusd.net
Translation/Interpretation Services	Assist families that need support to read documents or communicate with staff.	Cynthia Ramirez District interpreter/Translator 925-473-3156 cynthiaramirez@pittsburgusd.net
Parent Involvement and Engagement	Parent and family outreach and training activities/workshops for parents and families of newcomers.	Leticia Preciado Parent & Family Coordinator 925-473-3155 lpreciado@pittsburgusd.net
Community Resources and Support	Connects to site, district, and community resources and supports. Provides information	Julie Blackburn District Coordinator of Community Schools

	on agencies that provide support.	925-473-2300 jblackburn@pittsburgusd.net <i>*all sites have a site community coordinator</i>
Social Emotional Supports	PUSD schools have a variety of professionals like therapists, counselors, behavior specialists, and school psychologists who know the students, parents, and other staff, which contributes to the accessibility of prevention-based social-emotional learning and mental health services.	Dr. Tracy Catalde Coordinator of Social-Emotional Supports 925-473-2436 tcatalde@pittsburgusd.net
Homeless Children and Youth & Foster Youth Services	Supports and guidance for homeless children, including unaccompanied minors, and foster care youth.	Jennifer Clark Director of Student Services 925-473-2346 jclark@pittsburgusd.net

SUPPORT FOR FAMILIES OF ELSWDs/DUALLY IDENTIFIED

Beginning in fall 2025, PUSD partnered with the CARE Parent Network to provide additional support to families of students who are English Learners with Disabilities (ELSWDs) or dually identified. The purpose of this partnership is to strengthen family engagement by equipping parents and guardians with the knowledge, resources, and tools needed to actively participate in their child’s educational journey.

Throughout the school year, CARE facilitates a series of parent meetings focused on building families’ understanding of the Individualized Education Program (IEP) process, parent rights, and available supports. These meetings provide practical strategies to help families advocate effectively for their children while addressing both language development and learning needs.

- Fall – 2 Presentations October/November 1.5 hours
 - Topic: Understanding your child’s IEP English,
 - Topic: Understanding your child’s IEP Spanish
- Winter 2 Presentations – January/February 1.5 hours
 - Topic: Advocating for your child’s needs through the IEP process English
 - Advocating for your child’s needs through the IEP process Spanish
- Spring 2 Presentations – April/May
 - Topic: Linguistically, appropriate IEP goals, understanding the intersection between multilingual learners, and the IEP process Spanish
 - Topic: Linguistically, appropriate IEP goals, understanding the intersection between multilingual learners, and the IEP process Spanish

- Summer 2026 / Fall 2026 Parent Ambassador Training

Fostering strong family–school partnerships is essential to ensuring that IEPs are culturally responsive and linguistically appropriate. When parents and guardians are informed and engaged, the IEP process becomes more collaborative, comprehensive, and effective, leading to improved outcomes for students.



The **CARE Parent Network** is a Contra Costa County–based organization dedicated to providing parent-to-parent support for families of children with special needs. CARE offers emotional support, training, resources, and guidance to help families navigate educational and service systems. Serving as a one-stop family resource center, CARE supports families of children with disabilities and special health care needs from early intervention through young adulthood. All CARE staff members are parents of children with special needs, and

services are provided at no cost to families.

COMMUNITY SCHOOLS

PUSD is committed to operating as a Full-Service Community School district, partnering with families, educators, and community organizations to provide integrated supports that meet students’ academic, physical, social, and emotional needs. Guided by the California Department of Education’s four pillars—Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Expanded Learning Opportunities—PUSD works to strengthen student learning, build healthier school communities, and prepare all students for college and career readiness. Supported by Board Resolution #21-27 and ongoing grant funding, the district aims to expand the Community Schools model across all schools, ensuring that holistic student development remains a shared responsibility and a long-term priority. Being a community school district provides an additional avenue for serving and addressing the needs of our language learners, as the model emphasizes continuous review of data to identify site- and district-level needs and respond with targeted supports.



CHAPTER 8: STAFFING AND PROFESSIONAL DEVELOPMENT

EL Roadmap Principle 3 - Systems 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 school 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.

STAFF QUALIFICATIONS AND TRAINING

As stated in Board Policy 6174: Education for English Learners:

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessments, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

TEACHER AUTHORIZATION

Teachers assigned to provide English language development (ELD) and subject matter instruction to English learner (EL) students must hold the appropriate authorization. All staff working with English learners are continually engaged in professional development to enhance their skills and expand their knowledge. The California Commission on Teacher Credentialing (CTC) oversees the teacher authorization process, certifying that

educators possess the necessary knowledge, skills, and abilities to effectively teach English learners.

The ELD authorization is available through most prerequisite credentials or permits for preschool and grades K-12. The English Learner (EL) Authorization and the Cross-Cultural, Language, and Academic Development (CLAD) Certificate authorize teachers to provide instruction to English learners. The Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) authorization can be added as an emphasis to a Single Subject or Multiple Subject Teaching Credential if the teacher has completed a qualifying college or university program. Alternatively, a BCLAD Certificate can be obtained if the applicant meets the BCLAD requirements separately from their teacher preparation program.

EDUCATOR COMPETENCIES

Educator competencies represent the fundamental skills required for delivering rigorous, grade-level, standards-based instruction to English learner students and those who speak non-standard varieties of English. As outlined in the ELA/ELD Framework and aligned with the California Common Core State Standards and the California Standards for the Teaching Profession, all educators are expected to demonstrate proficiency in these competencies to effectively teach both academic language and content. These competencies are essential for ensuring that all students, regardless of linguistic background, meet high academic standards.

1. Teachers integrate the ELD standards and provide strategies, language, and content instruction that provide English learner students access to challenging grade-level content.
2. Teachers design units of study using high-quality text, which explicitly and deliberately integrates language and content objectives.
3. Teachers collaboratively plan lessons with English learner students in mind, based on the essential components of an effective, professional learning community (PLC) or grade or job-alike team.
4. Teachers create systematic processes of intervention informed by assessments to ensure students receive additional time and support to master grade-level content.
5. Teachers design units and lessons that include appropriate and purposeful scaffolds required to master grade-level standards, leading to independence on grade-level content.
6. Teachers use grade-level, research-based curricula and materials that integrate cultural/literary knowledge, which builds students' understanding of the world and values student background, experiences, and cultural diversity.

7. Teachers facilitate periodic data chats with teachers and/or students focused on annual growth and meeting measurable targets for multilingual learners.
8. Teachers employ formative assessment practices to gather evidence and guide productive next steps to support simultaneous learning of conceptual understandings and academic language development across all content areas.
9. Teachers provide explicit instruction on the characteristics of texts, including the purpose, structure, language features, and academic discourse across content areas.
10. Teachers use student data (i.e., native language, ELPAC proficiency levels, ELPI levels, years of receiving services, prior schooling, prior performance, and social-emotional experiences) to inform curriculum design and instructional practices.

These competencies are needed to successfully provide targeted instruction that meets the needs of all English/Multilingual Learners.

PROFESSIONAL DEVELOPMENT

Focusing On The Needs of Our Multilingual Learners

Ongoing professional development must be intentionally planned and provided throughout the school year by site administrators, instructional staff, and district personnel to address the unique and evolving needs of multilingual learners. Dedicated time and focus at the site level are essential to ensure that educators deepen their understanding of effective instructional practices, language development strategies, and supports that promote equitable access to grade-level content. To support this work, a scope of recommended professional learning topics is provided to site administrators as a guiding framework, allowing sites to prioritize, tailor, and sustain professional development that responds directly to the needs of their multilingual learner populations. Attention needs to be given to area to ensure that sites are prioritizing and allocating time to focus on the need of our language learners.

August - Who are our Multilingual learners & What does their ELPAC score mean?

Objective: Teachers will be able to identify who their multilingual students are, their ELPAC level (overall and by domain), and what they are able to do in the classroom with and without additional language supports.



September - How to maximize Designated ELD time?

Objective: Teachers will understand how to maximize Designated ELD time to focus on productive language (speaking & writing) and addressing Part II: How English Works of the CA ELD Standards.

October - Utilizing materials and programs to support our ELs

Objective: Teachers will understand what resources (adopted curriculum and digital adaptive programs) are available to help meet the language and academic needs of multilingual learners.

Pittsburg Unified School District
Professional Development

Focusing On The Needs Of Our ELs

On-going professional development will be provided throughout the school year by site administrators/staff and district personnel to focus on the needs of our ELs.

August - Who are our ELs & What does their ELPAC score mean?
Objective: Teachers will be able to identify who their EL students are, their ELPAC level (overall and by domain), and what they are able to do in the classroom with and without additional language supports.

September - How to maximize Designated ELD time?
Objective: Teachers will understand how to maximize Designated ELD time to focus on productive language (speaking & writing).

October - Utilizing materials and programs to support our ELs
Objective: Teachers will understand what resources (adopted curriculum and digital adaptive programs) are available to help meet the language and academic needs of ELs.

November - Helping our ELs reach reclassification
Objective: Teachers will understand how increasing student agency and voice in the classroom leads to ELs reaching reclassification (data chats & goal setting).

December/January - Preparing our ELs for Summative ELPAC
Objective - Teachers will understand what the Summative ELPAC consists of (task types) and identify strategies that can be integrated into lessons to help prepare the students to demonstrate proficiency on the various tasks.

February/March - Using Data to Target Support for our ELs
Objective - Teachers will understand how to use the data from our digital adaptive programs to provide ELs with scaffolded and targeted support both during and outside of the instructional day.

April - How to accelerate the development of language through content?
Objective - Teachers will understand the importance of creating meaning-making opportunities for students to engage with rich content.

May - Celebrating our ELs
Objective: Teachers will be able to celebrate the growth of our ELs by acknowledging the progress they made (November) and creating new goals.

PUSD is committed to providing rich PD to ensure that we equip our staff with the tools to effectively address the language and academic needs of our students. The PDs listed above can be offered throughout the year and not necessarily in the sequential order they were organized. It is essential that meeting the needs of ELs remain at the forefront of all we do at our sites/district.

November - Helping our ELs reach reclassification

Objective: Teachers will understand how increasing student agency and voice in the classroom leads to multilingual learners reaching reclassification (data chats & goal setting).

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PUSD is committed to providing rich PD to ensure that we equip our teachers and support staff with the tools to effectively address the language and academic needs of our students. The PDs listed above can be offered throughout the year and not necessarily in the sequential order they were organized. It is essential that meeting the needs of multilingual learners remain at the forefront of all we do at our sites/district.

On-Going Professional Learning Opportunities

In order to increase and improve the language acquisition and language proficiency levels for all students identified as multilingual learners, the district will continue to provide targeted professional learning opportunities on research-based instructional strategies for teachers and educational partners (district staff, school leaders, classroom teachers, coaches and teacher leaders, school counselors, special education staff, after school providers) to deepen their understanding of the assets and needs of multilingual learners.

Structures to Provide On-Going Professional Development (PD)

PD Structures for TEACHERS:

Week of Welcome - Professional learning sessions are offered in July/August to support both new and returning staff in building the knowledge and skills needed to effectively serve our multilingual learners. These sessions are designed to strengthen instructional practice, deepen understanding of language development, and ensure consistent, high-quality support across grade levels and content areas. The professional learning opportunities include:

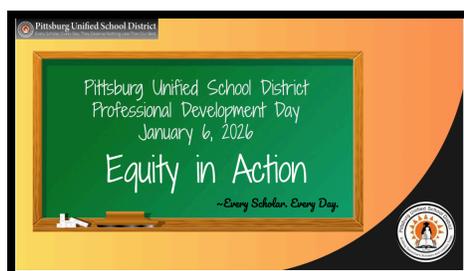
- Elementary and Secondary: Unpacking the ELD Standards to Address the Language Needs of English Learners
- Elementary and Secondary: Unpacking ELPAC Task Types to Support English Learners (ELs)
- Elementary and Secondary: Supporting Newcomers to Access and Engage with Academic Content

- Integrating AVID Practices: Increasing Student Engagement, Ownership, and Voice
- Introduction to Supporting English Learners
- PUSD Cornerstone Practices for Designated ELD (in partnership with WestEd)
- Integrated ELD: Supporting Our Multilingual Learners

After-School Offerings - To make professional learning more accessible, optional and voluntary sessions are offered after school, with staff compensated for their time. This structure provides educators with meaningful opportunities to engage in learning and deepen their understanding of effective practices that support the language development and academic success of multilingual learners.

- Elementary and Secondary: Unpacking the ELD Standards to Address the Language Needs of English Learners
- Elementary and Secondary: Unpacking ELPAC Task Types to Support English Learners (ELs)
- Elementary and Secondary: Supporting Newcomers to Access and Engage with Academic Content
- Integrating AVID Practices: Increasing Student Engagement, Ownership, and Voice
- Introduction to Supporting English Learners
- Integrated ELD: Supporting Our Multilingual Learners
- Effective Practice - Accountable Talk
- Effective Practice - Sentence Unpacking
- Effective Practice - Reciprocal Reading
- Effective Practice - Summarizing Complex Texts (Collaborative Summarizing)
- Effective Practice - Unpacking Graphic Organizers and Visuals to Deepen Student's Comprehension and Support Writing

District-Wide Professional Development Days - During districtwide professional development time, a range of presentations will be offered to address the language needs of multilingual learners. Teachers, the District ELD Coach, and the District Director will collaborate to provide sessions that equip staff with strategies to effectively support multilingual students across the district. These offerings are intentionally designed to provide varied perspectives and target multiple audiences, including general education and special education teachers, support staff, and counselors, ensuring comprehensive and inclusive professional learning.



Division Specific Pull-Out Days for District Initiatives

- **WestEd - Supporting Our Language Needs of our Multilingual Learners in our Dual Language Instruction Program (2018-2024)** - Through participation in two Teaching and Learning Cycle (TLC) cycles, DLI teachers strengthened the integration of high-yield pedagogical practices (expert group jigsaw, cohesion analysis, collaborative text reconstruction, sentence unpacking, joint construction, text analysis, and, analyzing student work) and the Teaching and Learning Cycle to improve academic writing instruction. Site and district leaders engaged in observations and a dedicated time to plan for the TLC cycle to build capacity for systemic change and provide job-embedded support that advances instructional coherence and teacher practice.
- **WestEd - Professional Learning for K-5 Teachers and ELD Facilitators (2023-2025)** - PUSD engaged in this work to build systemic capacity and ensure high-quality, consistent instruction for multilingual learners across classrooms. Through a partnership with WestEd, K–5 teachers received sustained, onsite professional development focused on the ELD Standards, PUSD’s three Cornerstone practices, and the intentional integration of Designated ELD within the Amplify Science curriculum. This work strengthened teachers’ understanding of ELPAC task types, enabling more effective instruction and assessment alignment that supports language development and accelerates student learning.
- **WestEd - Addressing the Needs of Our Dually Identified Students (2025-2029)** - PUSD is engaged in this work because our dually identified students continue to perform at lower levels than any other student subgroup. Addressing this inequity requires a focused and intentional approach that simultaneously strengthens academic instruction and language development. By deepening educator knowledge and refining instructional practices, we are committed to accelerating learning, increasing academic gains, and ensuring our students receive the targeted support they need to succeed.



- **SEAL - Dictado 1.0 for DLI teachers** - This workshop will introduce TheDictado, an explicit instructional approach grounded in the work of Kathy Escamilla and the Literacy Squared framework. Designed to support writing development in bilingual settings, The Dictado promotes cross-linguistic transfer and strengthens metalinguistic awareness. DLI teachers will explore how this method builds writing proficiency



through structured discussions on language use and conventions, all within the context of grade-level unit themes.

DLI Business Meetings - Meetings are held quarterly to discuss and address program needs and to reach consensus on key decisions. Participation is optional, and teachers are compensated for their time. These meetings provide a structured forum for DLI teachers to stay informed, raise concerns, and actively participate in shared decision-making related to program implementation and improvement.

DLI Collaboration Time (Wednesdays) - Occurs 3–4 times during the school year during designated Long Wednesday sessions. During this time, Dual Language Immersion teachers gather at one of the program sites to collaborate and share best practices. The focus of these sessions is for teachers to learn from one another, highlight effective instructional strategies, and engage in cross-grade-level collaboration. This structured collaboration supports consistency, interdependency, and cohesion across the DLI program, strengthening instructional alignment and program quality.

DLI Committee - Each Dual Language Immersion (DLI) site has identified school representatives to serve on this committee, providing input and acting as liaisons between the district and their individual schools. Through established collaboration, these representatives help ensure cohesion across the four DLI sites by promoting alignment and consistency in instructional practices, program implementation, and student supports. The committee's collective input plays a critical role in informing district practices and shaping the focus and design of professional learning to better meet the

needs of multilingual learners. In addition, the DLI committee serves as an advocacy body, elevating the voices of both staff and students and ensuring that program decisions remain responsive, equitable, and aligned to the goals of Dual Language Immersion.

ELD Facilitators - Each site designates one or more representatives to serve as a liaison between the district and their individual school communities. ELD Facilitators, serve as strong advocates for English Learners. They consistently elevate and prioritize the needs of multilingual students during site-level discussions, instructional planning, and decision-making processes. ELD Facilitators are invited to participate in district-led pull-out days, where they stay informed about district initiatives, provide critical feedback on practices and systems, and collaborate with colleagues across schools. Through this structure, facilitators play a key role in piloting and refining new instructional strategies, supporting implementation at their sites, and ensuring that districtwide efforts are responsive, coherent, and grounded in classroom realities.

- PUSD Cornerstone Practices (Sentence Unpacking, Collaborative Text Reconstruction, Collaborative Summarizing)
- Unpacking ELPAC Task Types to Support English Learners
- Utilizing the Observation Protocol for Teachers of English Learners (OPTTEL) to Address the Needs of English Learners
- CA EL Roadmap Policy
- Understanding Genre Text Types - Unpacking the Language of the Text
- Academic Discourse Effective Practices and Scaffolding

High School Designated ELD and Sheltered Teacher Collaboration - Beginning the Fall of 2025, Designated ELD teachers, content sheltered teachers, the ELD counselor, and the assistant principal overseeing emergent bilinguals will come together three to four times annually to collaborate on effective instructional practices and strengthen cohesion across the ELD program. The primary goal of these meetings is to establish common, articulated practices for language instruction that support multilingual learners who have been in the country from one month to three years. Clearly defined processes and shared expectations for language instruction are essential to creating a consistent and supportive learning experience for students.

In prior years, the ELD team met on Saturdays to discuss student concerns, review progress and placement, and plan lessons collaboratively. Building on this foundation, the expanded and more intentional collaboration structure will further increase the effectiveness of the program. Through ongoing collaboration, Designated ELD teachers have been able to develop [Essential Questions \(EQ\) and Understandings \(EU\) mirroring the ELA curriculum spiral maps](#), and [Sheltered EQs and EUs](#) for the content courses.

Continued collaboration among this group will strengthen alignment, deepen instructional coherence, and enhance outcomes for emergent bilingual students.

Secondary Designated ELD Collaboration - All junior high and high school designated ELD teachers participate in quarterly collaborative sessions focused on meeting the specific needs of multilingual learners, with particular attention to newcomers and Long-Term English Learners (LTELs). The purpose of these sessions is to deepen teachers' understanding of the ELD Standards and strengthen instructional practices during the designated ELD block, ensuring that language development is intentional, targeted, and aligned to student needs.

This work is a district priority, as accelerating language development for newcomers and LTELs is essential to helping students reach English proficiency and expand their access to elective courses and broader academic opportunities. Because these student groups require focused and differentiated language instruction, structured collaboration among teachers is critical. Through shared planning, examination of best practices, and collective problem-solving, teachers build coherence and articulation across the district's three junior high schools and comprehensive high school, ensuring consistent, high-quality ELD instruction for all students.

- Unpacking the ELD Standards to Address the Language Needs of our English Learners
- Unpacking ELPAC Task Types to Support English Learners
- Utilizing the Observation Protocol for Teachers of English Learners (OPTTEL) to Address the Needs of English Learners
- CA EL Roadmap Policy
- Understanding Genre Text Types - Unpacking the Language of the Text
- Academic Discourse Effective Practices and Scaffolding
- Summative ELPAC Training
- Curriculum Training (adopted curriculum and supplementary materials)
- Unpacking Our Student's ELPAC Experience - Student Empathy Interviews

Site Presentations (Wednesday's meeting time) - The Director of Programs for English Language Instruction and the District ELD Coach intentionally make themselves available to provide site-based professional learning and support that is responsive to each school's unique needs. They collaborate with site leaders and teams to deliver targeted presentations focused on supporting multilingual learners, ensuring that content is relevant and immediately applicable. These sessions are tailored to the specific priorities of each site, department, or instructional focus, allowing schools to strengthen practices, address challenges, and build capacity in ways that directly impact student learning.

Site Presentation (Professional Development Days) - same as above

Site Presentation (Junior High, Minimum Days) - same as above

Department Presentations (Wednesday's meeting time) - same as above

PD Structures for Administrators:

Administrator Meetings/Trainings - Support and guidance is provided throughout the school year within established district leadership meetings, including AP/VP meetings, Principals' Meetings, All Site Administrators meetings, and All Administrators meetings. These training opportunities are intentionally designed to ensure that the assets, strengths, and needs of multilingual learners remain central to district and site-level decision-making, aligning with the CA EL Roadmap's assets-oriented and needs-responsive approach (Principle 1).

More in-depth professional learning occurs primarily during AP/VP meetings, as assistant principals and vice principals have direct responsibility for implementing systems and practices that support multilingual learners. Their roles include leading site English Learner Advisory Committees (ELAC), coordinating and overseeing ELPAC administration, and managing the Progress Monitoring process for current English Learners and students reclassified as Fluent English Proficient (RFEP) within the four-year monitoring period. This targeted training strengthens system conditions that support effectiveness (Principle 3).

Critical information and guidance are also provided in larger administrative forums to ensure coherence and shared understanding of district expectations, compliance requirements, and instructional supports for multilingual learners. This approach promotes alignment and articulation across roles, sites, and systems, ensuring consistent implementation of services for multilingual learners districtwide (Principle 4).

PD Structures for Support Staff:

After School Program Symposium - The symposium serves as a foundational learning experience for staff working with TK through 8th grade scholars, building both the knowledge and practical skills needed to effectively support students across academic and developmental domains. In addition to strengthening instructional practice, the symposium creates intentional alignment between the After School Program's goals, Pittsburg Unified School District's Equity Statement, and our shared commitment to equitable outcomes. Through this work, staff deepen their understanding

of how to create inclusive, affirming environments that ensure every scholar is known, valued, and uplifted.

- Building Belonging: Strategies for Multilingual Inclusion in After School Programs

Clerical Staff Meetings - Occur throughout the school year within already scheduled district meetings. During these meetings, targeted presentations are provided to address the needs of multilingual learners and to reinforce the critical role clerical staff play in supporting effective systems and compliance.

Training focuses on accurate data entry and data review to ensure that all information related to multilingual learners is correctly entered in Aeries, allowing the district to generate reliable reports and maintain up-to-date records in CALPADS. Additional topics include proper file maintenance and required documentation for students' cumulative school files, along with other pertinent information related to multilingual learner identification, services, and monitoring.

Counselor Training - Is provided as needed to ensure counselors are prepared to effectively support the academic progress and long-term success of multilingual learners. Training focuses on counselors' roles in addressing the needs of both current English Learners (ELs) and students who have been Reclassified as Fluent English Proficient (RFEP), with an emphasis on maintaining academic progress and access to appropriate courses and supports.

Professional learning includes guidance on EL typologies and student needs, appropriate course placement, and program pathways. Counselors also receive training on reclassification criteria and the State Seal of Biliteracy, ensuring they are knowledgeable about eligibility requirements and can accurately advise students and families on pathways toward recognition of bilingualism and biliteracy.

Together, these professional learning opportunities form a coherent, aligned professional learning pathway that supports educators in implementing asset-based, high-quality instructional practices for multilingual learners. This pathway equips educators with practical strategies, strengthens districtwide coherence, and reinforces PUSD's commitment to improving academic, linguistic, and social-emotional outcomes for multilingual learners, consistent with the CA EL Roadmap's vision of assets-oriented and needs-responsive schools (Principle 1).

In support of this commitment, PUSD prioritizes ongoing professional learning by allocating district funds to ensure staff have access to learning opportunities with leading experts and practitioners through local, state, and national conferences. These opportunities provide educators with exposure to current research, evidence-based practices, and innovative approaches to language development, assessment, and

instructional design, strengthening system conditions that support effectiveness and promoting alignment and articulation across district systems in accordance with the CA EL Roadmap (Principles 3 and 4).

Conference participation is not a stand-alone experience; it is embedded within a systemic learning-and-implementation cycle. Staff attend conferences with clear learning goals and participate in structured planning and debriefing sessions both during and after the event. These collaborative conversations allow participants to synthesize key takeaways, identify practical applications, and determine next steps for implementation at the classroom, site, and district levels. The learning is then brought back and shared with grade-level teams, site leadership, and district departments to strengthen instructional systems, refine existing practices, and inform districtwide decision-making. Conference learning directly informs instructional practices, assessment use, family engagement strategies, and program design, helping the district remain responsive to evolving student needs.

In addition to learning from others, PUSD is equally committed to contributing to the field by sharing its own effective practices. District and site leaders regularly present at professional conferences to highlight PUSD’s systematic approaches to supporting language learners and implementing equitable, research-aligned programs. PUSD has shared and will continue to share its work at conferences such as the California Bilingual Education Association (CABE), California Association of Latino Superintendents and Administrators (CALSA), California Assessment Conference (CAC), and the Association of Two-Way & Dual Language Education (ATDLE), and Advancement Via Individual Determination (AVID). Through this reciprocal exchange of learning, PUSD strengthens both its internal systems and its role as a leader in language development and multilingual education.



CHAPTER 9: PROGRAM EVALUATION & NEXT STEPS

EL Roadmap Principle 3 - Systems 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 school 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.

PROGRAM EVALUATION

As stated in Board Policy 6174: Education for English Learners:

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to Item #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

DISTRICT LEVEL MONITORING OF PROGRAM GOALS FOR MULTILINGUAL LEARNERS



At the district level, PUSD uses multiple measures to monitor the effectiveness of programs and services for Multilingual Learners and to track student progress over time.

- CA EL Roadmap Reflection Rubric: PUSD uses this tool to reflect on current practices and to inform the district's Strategic Plan and Local Control and Accountability Plan (LCAP) goals for Multilingual Learners.
- Multilingual Learner Assessment Period Analysis: At the end of each assessment (DIBELs, iReady, CAASPP) period, the Multilingual Learner team analyzes multiple reports to monitor student progress on local academic assessments, including literacy, english language arts, and mathematics. This data is also used to identify students who meet the criteria for reclassification.
- **CA Dashboard Data Analysis:** Annually, when the state updates and releases CA Dashboard data, the Multilingual Learner team analyzes student progress toward meeting reclassification criteria, with an expectation that students demonstrate annual growth on the Summative ELPAC. Data is reviewed by school and grade level to identify trends, determine areas for additional support, and inform instructional planning. This analysis also includes a year-over-year review of English Learner Progress Indicator (ELPI) levels, with the goal of preventing and reducing the number of Long-Term English Learners (LTELs) while closely monitoring students whose performance decreases.

Additionally, CA Dashboard data is used to examine the performance of English Learners and LTELs across the six state indicators, including Chronic Absenteeism and Suspension Rate.

- **Educational Partner Surveys:** In addition to student performance data, PUSD gathers input from educational partners to inform the development, implementation, and monitoring of initiatives for Multilingual Learners. These sources include the Annual ELAC Needs Assessment Survey, as well as feedback collected from teachers and site administrators.

FEDERAL PROGRAM MONITORING (FPM) INSTRUMENT

The state and the federal government have set in place structured monitoring systems to ensure that our district is meeting the needs of our Multilingual Learners. The purpose of this review is to ensure that funds are being spent correctly and all districts are meeting legal requirements. The [w 2025-26 EL Program Instrument.docx](#) from the CA Department of Education describes the compliance requirements for LEA and district. Selected sites and district are required to provide evidence of the following areas:



- EL 01: English Learner Advisory Committee (ELAC)
- EL 02: District English Learner Advisory Committee (DELAC)
- EL 03: EL Identification and Assessment
- EL 04: Implement, Monitor & Revise Title III Plan
- 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)
- EL 09: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English learners
- EL 13: Program Options and Parent Choice
- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program



APPENDIX: GLOSSARY OF TERMS

Academic Language: The language required to succeed in school that includes deep understanding of content and communication of that language in the classroom environment.

Academic Discourse: Refers to the formal, structured dialogue used in academic settings to develop and communicate ideas, build arguments, and deepen understanding of content.

A–G requirements: Are college-preparatory course requirements set by the University of California (UC) and California State University (CSU) systems. They specify the high school courses students must complete, with a grade of C or better, to be eligible for admission to UC and CSU campuses.

Asset-Based Approach: An asset-based approach recognizes and builds upon students' existing strengths, knowledge, cultural backgrounds, and linguistic resources rather than focusing on perceived deficits. In the context of multilingual learners, this approach values bilingualism and biliteracy as strengths, affirms students' identities, and leverages home languages and experiences to support academic achievement, language development, and meaningful access to grade-level content.

“At-Risk” (English Learner): An English Learner in grades 3–12 who has been in U.S. schools for four or five years and shows limited progress in English, scoring intermediate or below on the prior year ELPAC, and (where applicable) not meeting standards on the prior year CAASPP-ELA. Students with missing required test data are also considered At-Risk, with criteria adjusted by grade level.

California Academic Content Standards (CCSS): The California Academic Content Standards, commonly referred to as the Common Core State Standards (CCSS), define the knowledge, skills, and abilities students are expected to master in each grade level for English Language Arts and Mathematics. These standards provide a consistent framework to ensure that all students, including multilingual learners, have access to rigorous, grade-level content and are prepared for college, career, and civic life. Instruction aligned to the CCSS emphasizes critical thinking, problem-solving, and the ability to apply knowledge in meaningful contexts.

California Seal of Biliteracy Program: The California Seal of Biliteracy is a recognition awarded to students who have attained proficiency in English and at least one additional language by the time they graduate from high school. The program acknowledges students' bilingualism and biliteracy, promotes multilingualism as a valuable asset, and encourages the development of language skills that support

academic, social, and career opportunities. Eligibility is based on demonstrating proficiency in English and the partner language through assessments, coursework, and other district-established criteria.

Content Standards: Statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Cornerstone Practices: A small set of high-leverage, research-based instructional practices (sentence unpacking, collaborative summarizing, collaborative text reconstruction) adopted by PUSD and implemented across elementary ELD classrooms to strengthen students' language development and academic achievement. These 3 practices intentionally integrate oral language, academic vocabulary, reading, writing, and discourse to support multilingual learners in accessing academic language and engaging with grade-level content.

Culturally Linguistically Appropriate IEPs: IEPs for English Learners are individualized education programs that intentionally consider a student's cultural background, home language, and level of English language development when identifying strengths, needs, goals, services, and supports. These IEPs ensure that instructional decisions and special education services differentiate between language acquisition and disability-related needs, provide equitable access to grade-level curriculum, and promote meaningful participation in both English language development and core instruction.

District English Learner Advisory Committee (DELAC): A district-level English Learner Advisory Committee comprised of EL parents, staff, and community members designated to advise district officials on English learner programs and services.

Dual Language Immersion (DLI): Two-Way Dual Language Immersion language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to junior high school.

Dually Identified Students: Students who have been identified as both **English Learners (ELs)** and **students with disabilities** under special education eligibility criteria. These students receive supports that address both their language development needs and their individualized education program (IEP) goals, ensuring access to

grade-level content while providing necessary accommodations and specialized instruction.

English Learner and Student With Disabilities (ELSWDs): English Language Learners who are also Students With Disabilities; the term commonly used in California is **dually-identified**.

Emergent Bilingual: A student who is developing proficiency in English while also maintaining and building skills in their home or partner language. This term emphasizes students' bilingual potential and views their home language as an asset that supports academic achievement and language development. This term is often used interchangeably with newcomer students.

English Learner Advisory Committee (ELAC): A school-level committee comprised of EL parents, staff, and community members designated to advise school officials on English learner programs and services.

English Language Development (ELD): Refers to instruction guided by the *California English Language Development Standards* that helps English learners build English proficiency, refine academic use of English, and access academic content by developing skills in listening, speaking, reading, and writing in English.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Language Proficiency Assessments for California (ELPAC) - A state-mandated, criterion-referenced, and performance-based assessment that measures the English language proficiency of K–12 students identified as English Learners (ELs) in California public schools. The ELPAC evaluates students across four domains—Listening, Speaking, Reading, and Writing—to determine language development, monitor progress, and inform instructional supports.

English Learner Progress Indicator (ELPI): The English Learner Progress Indicator (ELPI) is one of several state indicators that the California Department of Education (CDE) reports on the [California School Dashboard](#) (Dashboard). It represents the percentage of English learner students progressing towards English language

proficiency. The CDE measures progress toward English language proficiency by comparing English Learner students' results from the current Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC to the prior year Summative ELPAC and Summative Alternate ELPAC results. [English Learner Progress Indicator - Flyer for CDE](#)

Ever English Learner (EL): A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Global California 2030: A State of California initiative to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Home Language: Language(s) spoken in the home by significant others (e.g., parents or caregivers) with whom the child resides; sometimes used as a synonym for primary language, or native language.

Home Language Survey (HLS): The survey the parents complete when they register their child for school, which identifies potential ELs and initially assesses them to determine in a timely manner who should be classified as EL.

Individual Education Plan (IEP): A plan that identifies the education goals for a student with special needs. Each year a meeting is held to discuss the identified academic/behavior goals in the plan and to determine if the student has mastered his/her goals. It is a legally mandated document that outlines a plan for students with disabilities who require special education services to access and make progress in their education.

Initial ELPAC: The Initial English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students whose primary language is a language other than English.

Initial Fluent English Proficient (IFEP): If a student's overall performance level is well developed on the Initial ELPAC, that student is classified as initially fluent English proficient.

iReady: An online assessment and personalized learning program used to measure student proficiency in reading and mathematics, providing data to guide instruction and support individualized learning pathways. ELA results from i-Ready are also used as part of the criteria to support the reclassification of multilingual learners.

Keystone Pedagogies: Are high-level pedagogical practices that integrate deep content learning with language and literacy development. The Keystone Pedagogies address the four strands of the CCSS for ELA/Literacy (Reading, Writing, Listening & Speaking, and Language) and both parts of the CA ELD Standards (Interacting in Meaningful Ways and Learning About How English Works).

Language Development: The process by which students acquire and strengthen their skills in listening, speaking, reading, and writing in one or more languages. For multilingual learners, language development includes growth in both English and home/partner languages, building academic proficiency while leveraging students' linguistic strengths.

Language Proficiency: A person's competence in processing (through listening and reading) and using (through speaking and writing) a language.

Limited English Proficiency (LEP): An individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; who 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 whose difficulties in speaking, reading, writing, or understanding of the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Long-Term English Learners (LTELs): An English Learner in grades 6–12 who has been in U.S. schools for six or more years and shows little or no English proficiency growth—scoring the same or lower on ELPAC over two years and, for grades 6–9, not meeting standards on prior CAASPP-ELA. Missing test data also classifies a student as LTEL, with criteria adjusted for grades 10–12.

Languages Other Than English (LOTE): The name given to language besides English.

mCLASS DIBELS: The assessment PUSD uses to provide universal screening, dyslexia screening and progress monitoring.

Multilingual Learners: Students who are developing proficiency in English while also maintaining and building skills in one or more additional languages. This term is used

interchangeably with “English Learners (ELs)” and emphasizes students’ linguistic strengths and cultural assets as key resources for learning and academic success.

Multilingualism: Ability to speak more than two languages; proficiency in many languages.

Native Language: Primary or first language spoken by an individual.

Newcomer: A student who just arrived to country/state and has attended less than 3 years in US schools and was born outside of the US and is developing the basics of the English language and demonstrated limited proficiency in English on initial assessment. This term is used interchangeably with emergent bilingual.

Professional Development / Professional Learning: Structured opportunities that support educators in improving their knowledge, skills, and instructional practices. For multilingual learners, professional learning is designed to provide research-based strategies, deepen understanding of language development, and promote equitable, asset-based instruction that enhances student outcomes.

Reclassification: Reclassification is the process where a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status.

Reclassified Fluent English Proficient (RFEP): A student who was an EL and met reclassification criteria demonstrating mastery of English language

Smarter Balanced Assessment Consortium (SBAC): A standardized test consortium that creates Common Core State Standards–aligned tests to be used in several states.

Structured English Immersion (SEI): SEI programs provide nearly all classroom instruction in English, with a curriculum and a presentation designed for students who are learning English.

Teaching and Learning Cycle (TLC): The Teaching and Learning Cycle (TLC) is a pedagogical framework for scaffolding academic writing through deep content learning, critical thinking tasks, academic discussions, interactive reading, and language development.

504 Plan: A 504 is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment at the same level as their non-disabled peers.

“English learners fully and meaningfully access and participate in a twenty-first century education... resulting in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.”
— CA EL Roadmap Vision



WE ARE Building Tomorrow's
Scholars & Leaders Today

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 *“Language is the road map of a culture. It tells you where its people come from and where they are going.”* — Rita Mae Brown