

Palo Verde Unified School District

English Learner Master Plan

Board Approved August 5, 2025



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DISTRICT MISSION STATEMENT

Our mission is to enrich, empower and enhance our students' lives through education.

ENGLISH LEARNER VISION STATEMENT

English Learners receive a high quality, standards-based education which develops English language proficiency as rapidly and effectively as possible. Academic progress is monitored for every student, with an overall goal of every student maintaining academic growth equal to their English-Only peers. English Language Development (ELD) instruction is provided to every student identified as an English Learner using the district-adopted ELD materials. We expect every parent, student, and teacher to support the mutual quest for excellence.

GOALS FOR ENGLISH LEARNERS

- 1. English learners will acquire full proficiency in English as rapidly and effectively as possible.**
(20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
- 2. English learners will meet state standards for academic achievement.**
(20 USC 1703[f], 6892, 5 CCR 11302[b])
- 3. English learners will also master the social and cultural knowledge necessary to be able to participate effectively in classroom, school, and community contexts.**

ENGLISH LEARNER KEY TERMS

As you read the Palo Verde Unified School District English Learner Master Plan, the definitions below of our language groups are critical to understanding all of the English Learner Master Plan. English Learners are a diverse group and there is no single EL Profile.

1. English Learners (EL): English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.
 - a. Newcomer: Newcomers were born outside of the U.S. and they have been in U.S. schools for three full school years or less.
 - b. Long-Term EL (LTEL): A student who has been classified as an EL for six years or more.
 - c. At-Risk of becoming LTEL (ARLTEL): An EL who has been enrolled in US Schools more than three years but not more than six years, and is not demonstrating adequate progress.
2. INITIAL FLUENT ENGLISH PROFICIENT (IFEP): Students who are Initial Fluent-English-Proficient are students whose primary language is other than English and have “well developed” oral and written skills as per the Initial English Language Proficiency Assessment of California (ELPAC).
3. RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP): A former EL student who has met the criteria to be “reclassified” as fluent English proficient.
4. ENGLISH ONLY (EO): A student whose only home language is English.
5. DUALY IDENTIFIED STUDENTS: English learners who are eligible for special education are identified as Dually Identified Students. These students, who have been identified as ELs and have a current Individualized Education Program (IEP), will have specialized goals designed to meet their educational and linguistic needs. In accordance with their IEPs, these students need special education services, personalized supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.

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Part 1: Involvement

EL 01: English Learner Advisory Committee (ELAC)

EL02: District English Learner Advisory Committee (DELAC)

School Site English Learner Advisory Committee (ELAC)

Schools with more than 21 English Learners must form an English Learner Advisory Committee (ELAC). The purpose of ELAC is to provide advice and feedback on the School Plan for Student Achievement (SPSA) as well as site-specific EL programs.

Composition Requirements

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body. The members should include parents/guardians, staff (fewer than the number of staff), and community members. Elected parents/guardian members help facilitate the ELAC meeting.

Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election. An election of ELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving two year terms are selected from these elected members. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

Training

ELAC members shall receive training materials and annual training which will assist them in carrying out their required advisory responsibilities. Training will support ELAC members in carrying out their responsibilities may include:

- Processes and related laws for initial identification and assessment of English Learners (Initially Fluent English Proficient (IFEP), English Learner (EL), or English Only (EO) and program options
- Goals and expected outcomes of instructional programs for English Learners
- Criteria and process for Reclassification as Fluent English Proficient (RFEP) and follow-up monitoring
- Parent Notifications for English Learners (Initial Notification, Notification of Test Results, Annual Notifications)
- Patterns and trends with Palo Verde Unified Reclassification Data and understanding the English Learner Progress Indicator on CA Dashboard for the Palo Verde Unified School District

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

The California Department of Education requires all school districts with more than 51 designated English Learners to form a District English Learner Advisory Committee. PVUSD's DELAC committee meets multiple times each year. The main function of the DELAC is to advise the district on the development of procedures and policies for English Learners as well as conduct ongoing review and revision of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member.

Trainings

School districts shall provide DELAC members with appropriate training materials and annual training which will assist them in carrying out their required advisory responsibilities. In order for DELAC committee members to effectively carry out their responsibilities, Palo Verde Unified School District will provide the following training:

- Processes and related laws for initial identification and assessment of English Learners (Initially Fluent English Proficient (IFEP), English Learner (EL), or English Only (EO) and program options
- Goals and expected outcomes of instructional programs for English Learners
- Criteria and process for Reclassification as Fluent English Proficient (RFEP) and follow-up monitoring
- Parent Notifications for English Learners (Initial Notification, Notification of Test Results, Annual Notifications)
- Patterns and trends with Palo Verde Unified Reclassification Data and understanding the English Learner Progress Indicator on CA Dashboard for the Palo Verde Unified School District

- Ensure alignment of how information for parents of English Learners is distributed across all District sites
- Reviewing data included in the annual CALPADs Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, and staffing

Part 2: Governance and Administration

EL 03: EL Identification and Assessment

EL 04: Implement, Monitor and Revise Title III Plan

EL 05: EL Program Inclusion in the SPSA (schoolwide)

EL 06: Title III Inventory

Assessment of English language proficiency will be based on the English language Proficiency Assessments for California (ELPAC). Palo Verde Unified School District will use the established steps outlined by the California Department of Education (CDE) to guide the process of initial identification of English Learner students.

California Law: California Education Code, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student.

Initial Identification

Home Language Survey

California public schools are required to determine the language(s) spoken in the home for each student, during enrollment. When a student registers in Palo Verde Unified School District their parent or guardian completes the state-mandated Home Language Survey (HLS).

Home Language Survey (HLS) Questions

1. What language does your son/daughter most frequently use at home?
2. Which language did your son/daughter learn when he/she first began to talk?
3. What language do you most frequently speak to your child?
4. Which language is most often spoken by the adults in the home? (Parent, Guardian, Grandparent or any other adults).

The California Department of Education requires that all students that have at least one response other than English to questions 1, 2, or 3 have their English language skills assessed using the initial English Language Proficiency Assessments for California (ELPAC). The school site secretary initiates this process by marking the student's Language Fluency in Aeries as TBD and completing the electronic Home Language Survey form that alerts the EL Coordinator that a student requires testing. The initial assessment must take place within thirty calendar days of enrollment unless this student has already completed an initial assessment in another school in California. Those results are found in either the students' cumulative record sent from their previous school or in California Longitudinal Pupil Achievement Data System (CALPADS). The completed Home Language Survey is retained in the student's cumulative file in addition to being entered into the school's Student Information System (SIS). Aeries is our local SIS.

Assessment

Initial & Summative Assessment on the English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in transitional kindergarten through grade twelve, administered and scored by trained personnel. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress towards proficiency in learning English and to identify the student's level of ELP.

Initial English Language Proficiency Assessments for California (ELPAC)

Initial ELPAC results are the primary indicator of a student's English language proficiency. The Curriculum and Instruction department is responsible for working with the EL Coordinators to notify parents that their child will be taking the initial ELPAC as well as coordinating the administration of the test within 30 calendar days of a student's start date in our schools. Students are tested in four domains - speaking, listening, reading, and writing. An overall performance level is assigned based on the student's skills in each domain. There are three performance levels: Initial Fluent English Proficient (IFEP), Intermediate English Learner, and Novice English Learner. These performance levels apply across all grade spans.

Initial ELPAC Performance Level Descriptors

<https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>

Parent and Teacher Notification of Assessment Results

Once the Initial ELPAC establishes students' initial fluency, their Student Score Report (SSR) is sent home to their parents or guardians within 30 days. The Student Score Reports (SSRs) for the ELPAC (English Language Proficiency Assessments for California) are available in English and the student's primary language if it's Spanish, Vietnamese, Mandarin, Filipino, Korean, or Cantonese (traditional Chinese). Additionally, personalized video SSRs are available in English, Spanish, Mandarin, and Vietnamese, with translated subtitles in Arabic, Farsi, Punjabi, Russian, and Tagalog.

A copy of a student's initial score report is placed in an orange, EL folder within the students' cumulative file. The orange EL folder also contains a copy of the Home Language Survey as well as copies of any parent notification letters. The score report is also uploaded to our student information system, Aeries, so that teachers and administrators can access the data there. If the student is classified as an English Learner, their language fluency is flagged in Aeries so that they are easily identified by teachers.

Annual Parent Notification

An annual notification is sent no later than 30 days after the beginning of the school year, to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements. (20 United States Code Section 6312).

Summative ELPAC

The Summative English Proficiency Assessment for California (ELPAC) is used to measure an English learner's progress and to identify the student's English Proficiency (ELP) level. It is administered annually to English Learners until they are Reclassified as Fluent English Proficient (RFEP). There are four performance levels, well developed (1), somewhat developed (2), moderately developed (3), and well developed (4).

Summative ELPAC Performance Level Descriptors

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Students with Moderate to Severe Disabilities

The California Department of Education (CDE) is developing the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC is twofold: the Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on student annual progress toward English Language Proficiency (ELP) and support decisions for students to be redesignated fluent English proficient (RFEP).

The Alternate ELPAC will be aligned to the English language development connectors and are linked to the California English Language Development Standards. The Alternate ELPAC will replace all locally determined alternate assessments and provide a consistent, standardized measurement of ELP across the state for students with the most significant cognitive disabilities.

Part 3: Funding

EL 07: Supplement, Not Supplant with Title III

EL 08: Time and Effort Requirements (Title I and Title III)

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

1. Palo Verde Unified School District Board Policies
2. LCAP Goals
3. Title I, Title II, and Title IV Plans
4. Single Plans for Student Achievement (SPSA)
5. Federal Program Monitoring (FPM)
6. Other relevant federal, state and local directives

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies.

General Funds

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, Special Education, food, health, and counseling), primary language instructional materials for students enrolled in bilingual alternative programs, as well as support systems for monitoring program implementation and student progress, and for program evaluation. General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. EC EC Section 52168[b][c])

Categorical funds are used to supplement the base educational program and not to supplant general fund monies. Expenditures are audited annually by the District's Business Office and by external auditors.

California Local Control Funding Formula (LCFF)

The California Local Control Funding Formula (LCFF) requires districts to create a Local Control Accountability Plan (LCAP) for compliant spending of State funding. The LCAP must be supported by parent input and advice, which must include an English Learner Advisory committee if a district has 15% or more English Language Learner students. Currently in PVUSD, 7.2% are English Language Learner students.

Local Control Funding Formula (LCFF)

Under the Local Control Funding Formula (LCFF) funding system, revenue limits and most state categorical programs have been eliminated. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes. There are three primary groups of LCFF entitlements; Base, Supplemental and Concentration. ACPS receives Base and Supplemental Funding.

Local Control Accountability Plan

Under the LCFF, ACPS is required to prepare annually the Local Accountability Plan (LCAP), which describes how the district intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d). The ACPS LCAP outlines planned expenditures to meet the needs of English Learners. The LCAP is a three-year plan that is reviewed and updated annually as required. The plan describes key goals, actions and the means to measure progress. The PVUSD Local Control Accountability Plan is reviewed annually by the PVUSD Board of Trustees.

Demonstration of Increased or Improved Services for Unduplicated Students

Per the requirements of 5 CCR Section 15496, the LEA must demonstrate how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity.

Part 4: Standards, Assessment, and Accountability

EL 09: Evaluation of Title III-Funded Services and Programs

EL 10: Reclassification

The PVUSD Board of Trustees fully supports the implementation of the English Learner Master Plan. The Superintendent and/or Designee is responsible for its implementation and will report progress to the Board of Trustees on an annual basis.

The Superintendent and/or Designee will work with the English Learner Coordinators annually to monitor the implementation of the plan to improve programs and services for our English learners, and to increase achievement and proficiency of English Learners. The English Learner Master Plan is presented to the ELAC/DELAC annually. The Data, Assessment and Accountability Director will report to the Board of Trustees on an annual basis to report on the achievements and proficiency of English Learners.

The main goal is to examine the progress towards implementation of the English Learner Master Plan. This analysis will help to guide decisions made at the site and district level with an emphasis on continuous improvement to ensure high levels of achievement for each and every student. Successful English Learner Programs and Services will ensure the following goals established by the California Department of Education are achieved for all English Learners.

1. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Criterion for Evaluating Progress and Effectiveness

The evaluation of Palo Verde Unified School District English Learner Program and Services will be evaluated in the following areas:

- Program values and builds upon the cultural and linguistic assets that students bring
- Instructional programs that are fully implemented across the district, including Integrated and Designated English Language Development (ELD)
- Identification, assessment, and monitoring of EL students, and appropriate placement in the instructional program
- Students attaining full English proficiency within 5 years or less
- Students having access to A-G courses, specialized and accelerated programs including Honors, Advanced Placement and Pathway Programs
- Engagement in meaningful cultural, social, athletic, and academic activities
- Compare and evaluate the rates for ELs and RFEPs in categories indicating risk for school failure are no greater than for English Only (EO) students

- Assurance of adequate communication and collaboration with parents regarding all aspects of the program in an effort to achieve meaningful parental participation

Reclassification

Our goal is to ensure that all of our English learners are Reclassified as Fluent English Proficient (RFEP) within a “reasonable amount of time.” Therefore, using multiple measures is necessary to make this determination.

When sufficient evidence supports that an English learner’s language proficiency does not hinder their academic progress, he or she is reclassified as fluent English proficient (RFEP). The reclassification process will be initiated by the English Learner Coordinators.

Reclassification Guidance per California Department of Education:

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in Education Code (EC) Section 313 (f), in accordance with the California Department of Education (CDE) <https://www.cde.ca.gov/sp/el/rd/>

Reclassification Criteria

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Local Board Approved Reclassification Criteria
1. English Language Proficiency Assessment ELPAC	ELPAC Criterion Overall Level 4
2. Comparison of Performance in Basic Skills a. DIBELS K-2: Benchmark or above b. Early Reading Literacy Level Probable Reader SS 775-900 c. CAASPP ELA Standard Nearly Met at 50%, Met, or Exceeded: grades 3-8 and 11 d. Reading Lexile or STAR grade equivalent or one year below, levels 3 or 4 e. End-of-year ELA benchmarks	Meets <u>one</u> of the criteria below
3. Teacher Evaluation: The teacher has determined that the student has demonstrated grade-level content proficiency in English Language Arts as measured by a grade of 70% or higher. *Factors affecting ELA grades unrelated to the mastery of English Language Arts, such as motivation, homework, etc., do not affect reclassification.	
4. Parental Opinion and Consultation: Reclassification Conference Date: _____ Time: _____ Parent/Guardian Name: _____	

Reclassification Guidance for Dually Identified Students: The California Practitioners' Guide for Educating English Learners with Disabilities is a guide to identifying, assessing, supporting, and reclassifying English learners with disabilities as required by Assembly Bill 2785 (O'Donnell, Chapter 579, Statutes of 2016).

The IEP team may be designated, in accordance with local policy, to make reclassification decisions as long as team members utilize state reclassification criteria and apply those criteria to students with disabilities using state guidelines. An English Learner Specialist with specialized knowledge on second language acquisition is an important member of this team. While it is not required that the IEP team make reclassification decisions, best practice suggests the following collaborative and integrative approaches:

The IEP case manager reviews the student's performance data (i.e., progress made on linguistically appropriate IEP goals, current ELP levels, comparisons of student performance over time in areas of ELA compared to non-English learner peers with like disabilities, etc.) and brings that data to the IEP meeting. The IEP team then uses a "reclassification worksheet," or other methods for documenting information to assist the team in walking through the four reclassification criteria using the ELPAC Information Guide. The IEP team, including the parent(s)/guardian(s) and the English Learner Specialist, then discuss whether or not to reclassify the student to RFEP status.

Pathways to Reclassification for Students with Disabilities

The Council of Chief State School Officers (CCSSO) recently published a Framework for Exiting English Learners with Disabilities from English Learner Status. There are three broad pathways for English learner students with disabilities to exit English learner status:

- Pathway 1:
English learners with disabilities who are able to demonstrate English language proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations.
- Pathway 2:
English learners with significant cognitive impairments who are assessed using an alternate ELP assessment process.
- Pathway 3:
English learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessment and there are no appropriate accommodations for the affected domain(s).

Palo Verde Unified School District will follow the guidance provided by the CCSSO on the composition of the IEP team and the body of evidence (including specific, high-priority evidence and evidence to include if possible) for educators to consider when making reclassification decisions for English learners with disabilities who may not be able to demonstrate their proficiency due to factors not related to a language difference.

Reclassification Monitoring

Students who meet the reclassification criteria and are considered fluent English proficient (RFEP), will receive academic progress monitoring for a minimum of four years after reclassification. An RFEP monitoring form resides in the student's cumulative folder with teachers updating over the four year monitoring period.

An RFEP student whose grades fall below grade level will receive appropriate interventions. Support may include but is not limited to conducting a Student Study Team (SST), working with an EL paraeducator, participating in after-school tutoring, or taking an ELA or ELD support class (secondary). Reclassified students are flagged in Aeries as RFEP for four years to assist teachers in monitoring.

Part 5: Staffing and Professional Development

EL 11: Teacher EL Authorization

EL 12: Professional Development Specific to English Learners

Teacher Preparation

All teachers in California are required to complete a teacher preparation program approving them to teach English learners. After completion of the program, teachers can provide instruction for English language development and specially designed academic instruction in English (SDAIE) within their subject area(s) and grade level authorization. In addition, teachers of English learners are offered yearly training on best practices for ELD instruction.

Paraeducators

Paraeducators serve our schools with the highest proportion of English Learners. Paraeducators working in elementary schools support our English learners based on the needs of the site. In some cases, paraeducators assist with ELD instruction by working with students in small groups outside of the classroom using the ELD components of our adopted ELA curriculum or by building phonemic awareness in grades K-1. When working with small teams in ELD, students are grouped by similar performance on the ELPAC. Some elementary paraeducators “push into” classrooms. In these settings, the paraeducator may assist with integrated ELD instruction or assist teachers with small groups for designated ELD. In both cases, the paraeducator can assist students in their primary language when appropriate. At the secondary level, a paraeducator works with the ELD support class. Our secondary paraeducator also serves as a resource for tutoring during study halls.

Professional Development

All PVUSD professional development is aligned with Principles One and Two of the California English Learner Roadmap. These Principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English Learners (CDE, 2017; 20 U.S.C. § 6825[c][2][A][B][C]) .

Part 6: Opportunity and Equal Educational Access

EL 13: Program Options and Parent Choice

Federal Law

LEAs enrolling English Learner students have a dual obligation to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum. (*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). This federal case law requires that the main goals of the English Learner Program are to develop the English fluency of each EL as effectively and efficiently as possible and to develop mastery of the core curriculum comparable to native English-speakers. The court set forth the following principles for effective programs for all English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices must be “implemented effectively with resources for personnel, instructional materials, and space.”
3. The program successfully produces results that indicate that language barriers are being overcome.

A Framework for Palo Verde Unified School’s Instructional Programs

The 2012 California ELD Standards and the 2014 California ELA/ELD Framework are central to framing the way we structure our instructional programs. The ELA/ELD framework establishes four overarching and overlapping goals for ELA/literacy and ELD instruction. These goals call for California’s students, by high school graduation, to have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired skills for living and learning in the 21st century (ELA/ELD Framework Chapter 2). This framework also emphasizes that people learn language best when they can use it in meaningful ways to engage with content. In addition, the ELA/ELD Framework highlights key themes for instruction, which are listed below. These themes are embedded in our approach to ensure high quality instruction.

- Meaning making
- Language development
- Effective expression
- Content knowledge
- Foundational skills

Palo Verde Unified School’s instructional framework for supporting English learners is based on current research related to effective instructional practices for second language learners. The following guiding principles, as defined by the ELA/ELD Framework, provide a compass for our work:

- Schooling should help students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning

Instructional Programs That Serve English Learners

The purpose of our instructional programs is to meet these two goals that are critical to ensuring that English Learners are college and career ready, which includes effective skills in communication, critical thinking, collaboration, cultural competence, creativity, and character. In order to accomplish these goals, all English Learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in one of the following:

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

Current Language Program Utilized

Palo Verde Unified School District provides a Structured English Immersion (SEI) program district-wide. Using guidance from the English Language Development (ELD) framework, we support our ELs with both integrated and designated ELD.

Parent Rights - Opt Out of Student Services

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 particular English learner service(s) within a language acquisition program. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs. (20 U.S.C Section 6318[c][A][vii]) PVUSD remains obligated to provide the student meaningful instruction (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. If parents or guardians opt their children out of the school program or specific EL services, the children retain their status as English Learner students and will be assessed annually with the Summative ELPAC.

English Learner Placement Options:

- Elementary - Students are placed in grade level appropriate classrooms. Students receive targeted language support through Designated and Integrated ELD instruction to better access grade-level content curriculum.
- Secondary - Students are placed in grade-level appropriate courses with an emphasis in A-G attainment. Students are also enrolled in an English Language Development class (ELD) based on the following considerations:
 1. Years enrolled in US
 2. Prior formal education experience
 3. Language proficiency in home language
 4. Initial ELPAC Scores
 5. Transcript review

Part 7: Teaching and Learning

EL 14: ELD

EL 15: Access to Standard Instructional Program

Integrated and Designated English Language Development

English Learners (ELs) face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education (SBE) recognize that both designated and integrated English Language Development (ELD) is an integral part of a comprehensive program for every EL student to meet the linguistic and academic goals at their grade level.

Curricula

EL students access grade-level curricula in all content areas. Each adopted curriculum includes embedded support for English Learners in the teacher's edition of the textbook. Our English Language Arts curriculum had specific resources for both Designated and Integrated ELD.

Elementary Program

- ELD block – 30 minutes daily for 4-5 times per week, leveled groups
- Student grouping is determined by multiple assessment measures and should be differentiated by levels rather than by number of students.
 - Intensive support groups will be comprised of Emerging English Learners (EL) & Expanding - Low
 - Strategic groups will be comprised of Expanding ELs – Mid & Upper
 - At Grade-level & Enrichment groups will be comprised of Bridging ELs
 - Rosetta Stone also serves as a support for newcomers entering school at the elementary level.

Group composition should be reviewed at least monthly or more frequently monitoring students' progress allowing for grouping fluidity.

GRADES TK-5

Materials for TK

- **OWL – Pearson:** Adaptations for ELL ~ Follow the curriculum ELD guidelines & grouping

Materials for K-5

- **K-5: Wonders English Language Development** – Teacher's Edition
- California English Language Development Standards
- **K-1: Wonders ELD My Language Book**

2-5: Wonders

- Emerging: EL ELPAC Levels 1 and 2 students
Wonders ELD Companion Worktext Units 1-4
- Expanding: ELs ELPAC Level 2 and 3
Wonders 2-5 ELD Companion Worktext
Wonders 2-5 ELD Companion Worktexts Units 1-4
- Bridging: ELs ELPAC Levels 3 and 4
Wonders 2-5 ELD Companion Worktext – Level 3
TE Wonders ELA/ELD Program: Advanced core curriculum/GATE materials – Level 4
 - Differentiated Instruction section: Beyond Level, using Leveled Readers, including the Gifted and Talented Activities (e.g., Grade 5, Unit 2, Week 1, p. T 53)
 - Integrate Ideas section: Informative Performance Task (e.g., TE Grade 5, Unit 2, Week 2, p. T102) or Research and Inquiry (TE Grade 4, Unit 1, Week 1, T38)

Planning Suggestions for K-5 ELD/ELA Intervention & Enrichment

EL 1s & 2s

- Texts: ELD *My Language Book* (K-1) and *ELD Companion Unit Worktexts* (gr. 2-5)
- Activities based on the Emerging parts of the ELD TE
- Teachers pre-teaches the coming week, so students have exposure to vocabulary, stories, high frequency words, and essential questions several times before it is introduced in core ELA.
- Vocabulary activity cards (Visual, Oral, Workstation, Language Development)
- Sentence frames to scaffold and support learning.
- Rosetta Stone- Newcomers

EL 2s & 3s

- Texts: ELD *My Language Book* (K-1) and *ELD Companion Worktexts* or *ELD Companion Unit Worktexts* (gr. 2-5)
- Activities based on the Expanding/Bridging parts of the ELD TE
- Teachers pre-teaches the coming week, so students have exposure to vocabulary, stories, high frequency words, and essential questions several times before it is introduced in core ELA.
- Vocabulary activity cards (Visual, Oral, Workstation, Language Development)
- Sentence frames to scaffold and support learning.

EL 4s

- Texts:
 - Wonders 2-5 ELD Companion Worktext (at grade-level discretion)
 - TE Wonders ELA/ELD Program:
 - Differentiated Instruction section: Beyond Level, using Leveled Readers, including the Gifted and Talented Activities (e.g., Grade 5, Unit 2, Beyond Level, p. T 53)
 - Integrate Ideas section: Informative Performance Task (e.g., TE Grade 5, Unit 2, Week 2, p. T102) or Research and Inquiry (TE Grade 4, Unit 1, Week 1, T38)
- Activities based on the Bridging section of the ELD TE or advanced core curriculum/Gifted and Talented Education (GATE) sections of the ELA/ELD TE
- Vocabulary activity cards (Visual, Oral, Workstation, Language Development)
- Sentence frames to scaffold and support learning

GRADES 6-8

Materials 6-8

- 6-8: Study Sync- Teacher's Edition
- 6-8: Study Sync- Standard English Learner Handbook
- 6-8: Study Sync- Newcomer EL Support
- 6-8: Study Sync- Designated ELD Support
- 6-8: Study Sync- Additional Resources Online
- 6-8: Study Sync- Lesson Plan - Core Path & Access Path for Emerging, Expanding and Approaching
- Rosetta Stone- Newcomers
- California English Language Development Standards

Planning Suggestions for 6-8 ELD/ELA Intervention & Enrichment

All Study Sync stories have Integrated ELD support materials. Many Study Sync stories also have Designated ELD support materials. If the unit lesson and corresponding content story have Designated ELD supports; use the supports during the ELD Block supporting student practice of targeted vocabulary and content prior to the core ELA lesson. Frontloading EL students with targeted instruction while supporting their language acquisition provides students access to core instruction as they develop and practice English proficiency. Study Sync Lesson Plan provides curriculum resources for EL instruction - see "Access Path" for emerging, expanding and approaching levels to be used during ELD instruction.

EL 1s & 2s

- Text: Study Sync: Designated ELD Unit - Emerging
- Study Sync Lesson Plan, Access Path- Emerging activities from Teacher's Edition
- Rosetta Stone- Newcomers

EL 2s & 3s

- Text: Study Sync: Designated ELD Unit - Expanding
- Study Sync Lesson Plan, Access Path-Expanding activities from Teacher's Edition

EL 4s

- Text: Study Sync: Designated ELD Unit - Approaching
- Study Sync Lesson Plan, Access Path- Approaching activities from Teacher's Edition

High School Program

Students designated as English Learners will be placed in core ELA classes with integrated ELD support in ELA and all subject matter areas. Students are also enrolled in an English Language Development class (ELD).

ELA Integrated ELD – use the ELD resources in *My Perspectives* TE Textbook & Online to support EL students with access and success of the core ELA lesson.

ELA Designated ELD - ELD Companion digital and blended English Language Development. English Learners at the Emerging, Expanding, and Bridging Levels use during the designated ELD class—*My Perspectives ELD Companion*. The ***ELD Companion*** provides ELD scaffolding and ELD instruction. The *ELD Companion* builds on the *My Perspectives* themes and essential questions in every unit.

EL Newcomer & Level 1 Emerging EL students are provided additional ELD instruction using ELD standards and supplementary ELD materials in the ELD Level 1 class.

EL Expanding Level 2 and Bridging Level 3 students are provided additional ELD instruction using ELD standards and supplementary ELD materials in the ELD Level 2 and Level 3 classes.

Ellii- Resource Bank for ELD teachers to access lessons for English Learners.

English 3-D

