MULTILINGUAL LEARNER
MASTER PLAN 2022

DESERT SANDS UNIFIED SCHOOL DISTRICT
The Future Is Here!

OUR MISSION

To inspire and nurture every student...one opportunity at a time.

OUR VISION

We will be the district of choice to successfully prepare every student for college, career, and life.

OUR VALUES

Relationships Respect Innovation	Inclusion Teamwork Kindness	Equity Excellence Service

Commitment to Multilingual Learners

DSUSD is committed to ensuring multilingual learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, beginning in early childhood through reclassification and graduation, and in preparation for college and careers in the 21st century.

Acknowledgements:

Now is the time for unity among district administration, staff, and parents for a united approach to coherence in instruction. When we are given an opportunity to provide cohesiveness for our diverse learners, we must champion our work to create and implement an inclusive curriculum for ALL learners in our student-centric schools.

Maya Angelou reminded us in 2021 that, "We should all know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color." Our efforts to ensure that students can SEE themselves in the tapestries of their classes, their schools, and their communities make this work even greater in significance.

The *Desert Sands Unified School District Multilingual Learner Master Plan* is a comprehensive model that places student voice and educator accountability at the center of everything we do for multilingual learners. We are indebted to the 2022 Desert Sands Unified School District Board of Education members Ana M. Conover, Wendy Johnathan, Tricia Pearce, and Linda Porras and district administration whose vision, support, and commitment to the students in our district have made this document possible.

We are grateful for the following educational partners who served on the English Learner Master Plan Advisory Committee. These committee members gave of their time, energy, knowledge, skill, and passion by participating in the development of this plan.

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Finally, we extend our gratitude to Dr. Magaly Lavadenz, Executive Director - Center for Equity for English Learners (CEEL) and Dr. Elvira G. Armas, CEEL - Director of Programs and Partnerships, for their constant support, expertise, and encouragement in our endeavor to provide equity for multilingual learners in DSUSD.

It is our hope that this plan will become a living document as it requires all educational partners - the entire school district community - to create the tapestry this plan calls upon while seeing all of the individual threads drawing the work together for ALL student learners. This is our carpe diem - we must seize this day and moment to unify our learners and allow them to be their very best.

With gratitude,

Angela Randolph, Ed.D.
Director of State and Federal Programs

Superintendent's Message

Dear DSUSD Educational Partners,

As a community we are committed to working together to meet the needs of all students within our district. We have the privilege of serving multilingual families in our community and are committed to the success of our multilingual/English learner (ML/EL) students. It is our responsibility to ensure that our ML students experience an articulated and coherent program and systems of support to achieve reclassification status and meet their expected learning goals, in one or more languages. Not only is Desert Sands Unified School District committed to working with our ML students as they acquire academic literacy, but we are preparing them to engage in the college experience and become global citizens. Our mission is to "*inspire and nurture every student… one opportunity at a time"*. It is our responsibility and shared concern to ensure that our multilingual populations connect learning with 21st century skills that prepare students to reflect the core values of our district: *Relationships, Respect, Innovation, Inclusion, Teamwork, Kindness, Equity, Excellence, and Service.*

The main purpose of the *DSUSD Multilingual Learner Master Plan* is to provide educators with clear guidance related to the linguistic and educational needs of ML/EL students, as well as the federal and state requirements for serving these students. As a district, we recognize that our linguistically diverse population adds to the knowledge and talent that is found in our local community and it is our intent that this plan will be used as a resource that will ultimately guide our leaders and educators towards best systemic and instructional practices for these students. In an effort to continuously improve our educational system, bolster the quality of teaching and learning, and increase educational outcomes, we align our *Multilingual Learner Master Plan* to *the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy)*, adopted by the State Board of Education in 2017.

This policy, along with other related initiatives such as the [*California Education for a Global Economy Initiative*](#) and the [*Global California 2030 Initiative*](#) inform our work in the implementation of our academic state standards, Next Generation Science standards, and English Language Development (ELD) standards. Together, these require us to adhere to our visionary *Master Plan for Multilingual Learners* that emphasizes academic use of language for all students and student engagement with college- and career-ready curriculum using English and other languages.

Desert Sands Unified School District educators understand that serving our multilingual learner community is the responsibility of every educator. Our school community joins others within our state to ensure that this student population receives the academic, social and emotional support needed to graduate college, career and life ready.

The *DSUSD Multilingual Learner Master Plan* will provide guidance and relevant information in the following areas as it relates to the linguistic and educational needs of ML/ELs:

- Promote academic engagement through standards based language instruction.
- Acquire the 21 century skills needed in reading and writing.
- Use data to guide instruction.
- Engage in continuous improvement and monitoring processes to evaluate program implementation.
- Recognize the cultural assets this population brings to our district.
- Prioritize community outreach to ensure the support of EL families.
- Meet federal and state legal requirements.

We understand that our educators work diligently to meet the needs of our multilingual students and trust that in their professional capacity they understand the specific needs and opportunities the community faces. Our goal as a district is to support these educators as they provide first best instruction for students and strive to meet the state and federal guidelines that are addressed in this *Multilingual Learner Master Plan*. As always, our goals are intended to align with these guidelines as well as to support them in providing the best instruction possible for students. By doing so, we aim to meet and exceed the policies, procedures, and compliance items addressed in this document, in order to ensure continued success for multilingual/English learners in school and in life.

Sincerely

Kelly May-Vollmar, Ed.D.
Superintendent

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Desert Sands Unified School District Multilingual Learner Master Plan
Chapter 1 – Introduction, Vision, Goals, and Guiding Principles

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CHAPTER OVERVIEW
Chapter one provides a message from our superintendent that shares the district's commitment to serve Desert Sands Unified School District's (DSUSD) linguistically and culturally diverse students and their families. This chapter also introduces the purpose of the DSUSD *Multilingual Learner Master Plan* and describes the collaborative development processes, expectations for district-wide implementation, and commitment to support the work of all educational partners engaged in promoting equity and excellence for multilingual learners in DSUSD.

The DSUSD Multilingual learner Master Plan is aligned with the [California English Learner Roadmap (ELR) policy](). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. Additionally, Chapter 1 describes the commitment to the mission and vision of ELR policy.

Chapter 1 ELR Principles and Elements Alignment:

	Principles	Relevant Elements
	▪ **Principle 1**: Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation Within and Across Systems	Chapter 1 uplifts facets of elements across all ELR principles. Visit the California Department of Education's ELR website to access the complete list of elements. Principle 1 Elements Principle 2 Elements Principle 3 Elements Principle 4 Elements

Each of the chapters in the *DSUSD Multilingual Learner Master Plan* also provides a list of corresponding items from the [Federal Program Monitoring, English Learner Program Instrument](). Chapter 1 asserts the overall commitment to adhering to these federal and state legal mandates for English learner education.

Introduction

The *Multilingual Learner Master Plan* for Desert Sands Unified School District (DSUSD) provides guidance and direction to all educational partners. It is a visionary policy document that functions as a guide for our schools to ensure that our multilingual/English learners[1] access and participate in equitable learning contexts that maximize their linguistic, cultural, academic, and social-emotional talents across school sites within our district. The DSUSD community of leaders and educators will implement and monitor this plan to ensure articulation and alignment of English learner policies and research-based practices in our school district. We are committed to working collaboratively to support each other in this journey.

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[1] At present, "English Learners" is the term used in federal policy, legislation, and court cases. We use this term to be consistent with federal terminology. However, we uphold the potential for multilingualism and also acknowledge the use of the terms "Multilingual Learners" and "Emergent Bilingual Learners" that focus on leveraging bilingualism as a resource, both cognitively and socially (García, 2009).

District Context

Desert Sands Unified School District is located in the heart of the Coachella Valley. Currently DSUSD has over 27,000 students enrolled in thirty-four schools serving students from transitional kindergarten through 12th grade. DSUSD serves a diverse population of multilingual learner students. Of the approximately 27,000 students enrolled in DSUSD in the 2020-21 school year approximately 60% of all students in grades K-12th were English only (EO), 2% identified as fluent English proficient or IFEP, and approximately 22% identified as English learners. These populations speak to the rich linguistic assets of the Desert Sands Unified School District community.

Based on 2019-2020 data, district patterns indicate that the number of reclassified students in our district increases significantly by grade level. Unfortunately, the number of long-term English learners (LTELs) also increases from grades 6-12, where 50% are LTELs who have attended schools in the United States and DSUSD for their entire K-12 career. We are also serving an increasing number of newcomer students. The reality of these data, together with our vision of being the district of choice to prepare every student for college, career, and life, evokes a sense of urgency to revisit and rewrite the *Multilingual Learner Master Plan* so that our vision can become a reality.

Thus, this new *Multilingual Learner Master Plan* positions DSUSD, the largest school district in this community, to be a leader in serving the needs of multilingual learners through educational programs that have been vetted and researched to ensure success for all its students.

In an effort to lead in serving the needs of multilingual learners and to ensure that all students are inspired and nurtured through diverse, thoughtful opportunities, our *Multilingual Learner Master Plan* outlines the systems that will be established throughout our district and in every school to ensure rigorous, research-based instruction and curriculum, and compliance with state and federal law. This guiding premise is a partnership with the district and each school site to ensure that the principles outlined in the ELR are systematized and become viable practices in DSUSD. This is the foundation for students within the district to matriculate and display college and career readiness. It is our commitment that all MLs are given first-best instruction in their core content while receiving researched-based language strategies that will ensure their linguistic and academic success.

> "Our priority for student success begins with improving educational outcomes for students of color, multilingual students, and English learner students. Now is an opportune time in California's history to collectively impact the lives of these students."
>
> Tony Thurmond
> State Superintendent of Public Instruction
> *Improving Education for Multilingual and English Learner Students, CDE 2020*

A Strategic Plan for Multilingual Learner Education: Guiding Principles and Goals

The *DSUSD Multilingual Learner Master Plan* is designed to be the strategic educational plan for multilingual learners. It highlights the policies, programs, and instructional strategies to be used to ensure academic achievement and English language proficiency for all MLs.

The educational landscape, including the educational policies and procedures for MLs, in California has changed significantly over the past several years. This *Multilingual Learner Master Plan* addresses the implementation of these new policies and educational changes including the adoption of California's English Language Development (ELD) Standards in 2012, the implementation of the California State Standards (CSS), including the adoption of the English Language Arts/English Language Development (ELA/ELD) State Framework, the California English Roadmap Policy (ELR) of 2017 and the alignment of the primary instructional materials to the CSS. These developments have significantly impacted the ML educational program. Therefore, it is imperative that we are responsive to these changes and provide the best plan for ensuring robust, responsive services and programming for MLs/ELs.

The *DSUSD Multilingual Learner Master Plan* is aligned to the California English Learner Roadmap which currently guides English learner programs in California. We extend and apply the vision and mission of the ELR throughout our *Multilingual Learner Master Plan*.

This strategic plan is grounded in research-based practices reflected in the principles and elements of the California English Learner Roadmap Policy (ELR). As such, we incorporate guidance with the four principles of the ELR in mind. A complete definition of each of the ELR principles can be found on the [California Department of Education's ELR website](#).

California English Learner Roadmap

Vision

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

Mission

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

The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners was approved by the State Board of Education on July 12, 2017. It is a dynamic collection of resources and guidance intended to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instructional programs, and assessments.

Each chapter in the *DSUSD Multilingual Learner Master Plan* delineates corresponding alignment with the ELR principles and elements as specified in Table 1.

Table 1. DSUSD Multilingual Learner Master Plan: Alignment to the California English Learner Roadmap Principles and Elements			
Chapter	Chapter Title	ELR Principle(s)	Relevant Elements
1	Introduction, Vision, Goals, Guiding Principles	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 2**: Intellectual Quality of Instruction and Meaningful Access **Principle 3:** System Conditions that Support Effectiveness **Principle 4:** Alignment and Articulation Within and Across Systems	Chapter 1 uplifts facets of elements across all ELR principles. Visit the California Department of Education's ELR website to access the complete list of elements. Principle 1 Elements Principle 2 Elements Principle 3 Elements Principle 4 Elements
2	Responding to Diverse Learners	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 4:** Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation
3	Language Acquisition Program Options	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 2**: Intellectual Quality of Instruction and Meaningful Access **Principle 4:** Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2E. Use of Students' Home Language 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency
4	English Language Development	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 2**: Intellectual Quality of Instruction and Meaningful Access **Principle 4:** Alignment and Articulation Within and Across Systems	1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency

Table 1. DSUSD Multilingual Learner Master Plan: Alignment to the California English Learner Roadmap Principles and Elements

5	Access to Core Curriculum and Integrated English Language Development	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 2**: Intellectual Quality of Instruction and Meaningful Access **Principle 4:** Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Languages 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency
6	Student Progress Monitoring Benchmarks	**Principle 3:** System Conditions that Support Effectiveness **Principle 4:** Alignment and Articulation Within and Across Systems	3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency
7	Program Evaluation & Accountability	**Principle 3:** System Conditions that Support Effectiveness **Principle 4:** Alignment and Articulation Within and Across Systems	3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency
8	Staffing and Professional Learning	**Principle 3:** System Conditions that Support Effectiveness **Principle 4:** Alignment and Articulation Within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency
9	Family School Partnerships	**Principle 1**: Assets-Oriented and Needs-Responsive Schools **Principle 3:** System Conditions that Support Effectiveness **Principle 4:** Alignment and Articulation Within and Across Systems	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

The *Multilingual Learner Master Plan* serves as a guide for all district personnel as we seek to implement outstanding programs for all of our students. In addition to the principles outlined in the California English Learner Roadmap, the *Multilingual Learner Master Plan* incorporates research-based guiding practices from the *Understanding Language project at Stanford University* (2013) and the *Improving Education for Multilingual and English Learner Students: Research to Practice* publication by the California Department of Education (2020)[2]. These are represented in Figure 1.1.

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[2] California Department of Education (2020). *Improving Education for Multilingual and English Learner Students: Research to Practice.* Sacramento, CA.

Figure 1.1. Practices for English/Multilingual Learner Education
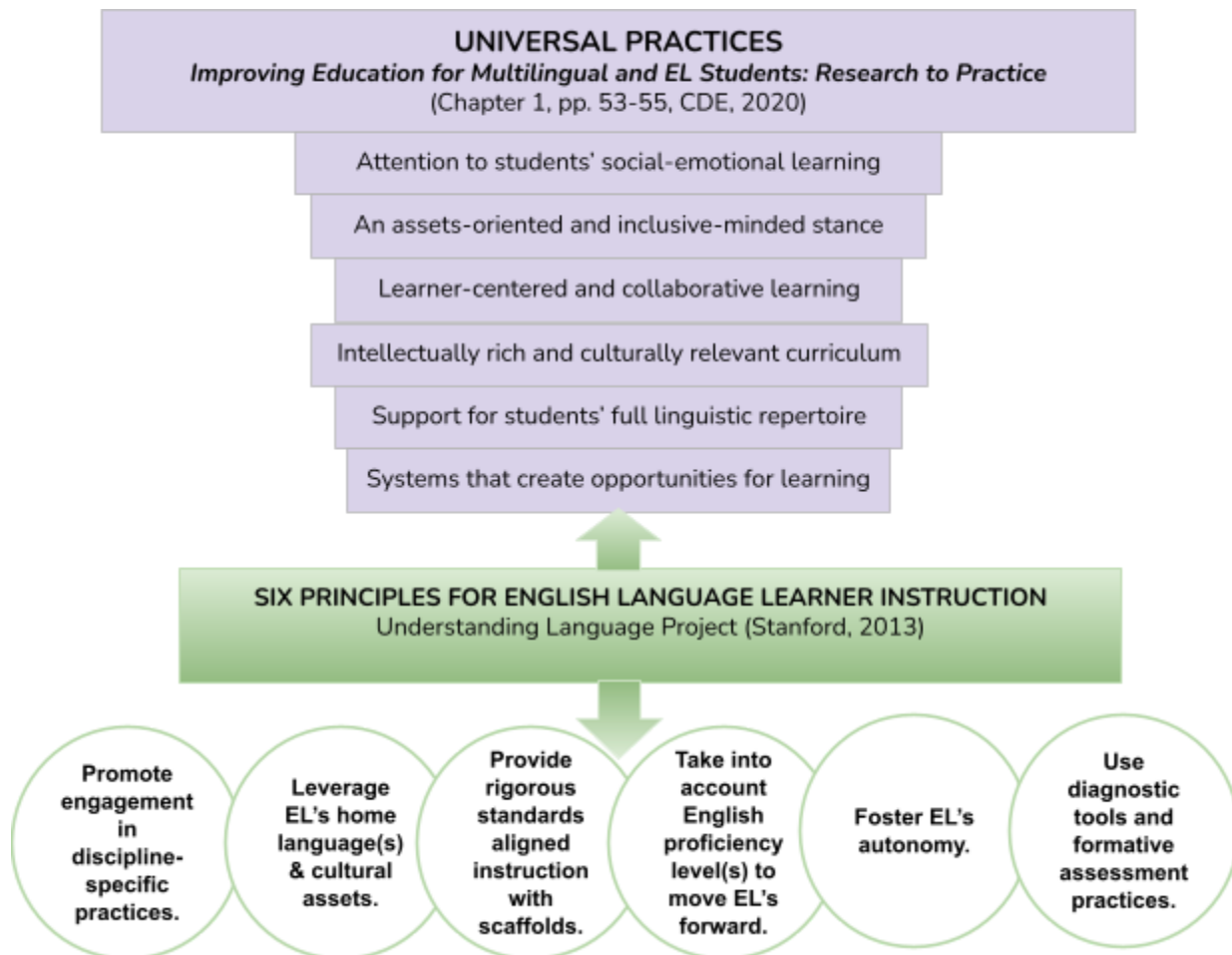
Thus the *DSUSD Multilingual Learner Master Plan* includes recommendations to ensure that multilingual learners not only meet but exceed grade level academic standards. Overall, the concepts of: 1) addressing students' social and emotional needs, 2) student, teacher, family, and administrator mind-sets, and 3) shared ownership and commitment to MLs' success are part and parcel of this strategic plan.

Purpose of the Multilingual Learner Master Plan

The purpose of this *Multilingual Learner Master Plan* is to provide educators with clear guidance related to the linguistic and educational needs of ML students, as well as the federal and state requirements for serving these students. This plan is based on state and federal laws, district board policies, research, and input from educational partners who worked from September 2019, through the COVID-19 pandemic, until June 2022 to ensure that coherent and current guidelines are in place to ensure the needs of multilingual learners are met. This document also serves to guarantee that the highest level of research-based English learner pedagogy and procedures are evident in DSUSD. It is both our intent and expectation that staff within DSUSD will eagerly implement and monitor this plan. The *DSUSD Multilingual Learner Master Plan* is a living document; thus, it will and should evolve and may include future revisions. We are committed to ensuring that our multilingual learner population receives education and instruction that reflects the highest quality and standards.

Multilingual Learner Master Plan Development Collaborative Process

The Desert Sands Unified School District *Multilingual Learner Master Plan* was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents.

The DSUSD Multilingual Master Plan Leadership Team, composed of the director of state and federal programs, the state and federal programs project facilitators, and the coordinator of assessment and accountability, collaborated with the Center for Equity for English Learners (CEEL) at Loyola Marymount University for the duration of this project. We greatly appreciate the guidance, support, and time they gave to provide input.

We are also indebted to the Desert Sands Unified School District's Board of Trustees: Ana M. Conover, Wendy Jonathan, Tricia Pearce, and Linda Porras. We thank them for their vision, support, and commitment to the children of the Desert Sands Unified School District.

We also would like to thank those who dedicated their time and insight to the development of our *Multilingual Learner Master Plan* by participating in the DSUSD English Learner Master Plan Advisory Committee from September 2019 to June 2022. This advisory group met bi-annually and included dedicated educational partners representing district and site-level administrators, teacher leaders, union representatives, coaches, other school and district staff, and District English Learner Advisory Committee (DELAC) members. Advisory sub-committee members participated in additional study review sessions to provide focused review on each chapter. Overall, the development of the *DSUSD Multilingual Learner Master Plan* occurred over a two-year time frame and included several overlapping phases as delineated in Figure 1.2.

Figure 1.2 Multilingual Learner Master Plan - Development Timeline

The development process was iterative, requiring deep levels of engagement from diverse educational partners. Meetings were scheduled to ensure that the writing team had timely data and that they received feedback from the community at large such as: DELAC, advisory committees, principals, teachers, etc. This deep level of involvement provided opportunity for the writers to hear diverse voices and perspectives, while at the same time making changes, additions, or deletions that best matched the district's values and commitment to multilingual learners and the intent of the *Multilingual Learner Master Plan*.

Adherence to State and Federal Guidelines

In alignment with the Castañeda standard (1981), which mandates that programs for language-minority students must be 1) based on a sound educational theory, 2) implemented effectively with sufficient resources and personnel, and 3) evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003), Desert Sands Unified School District is committed to meeting the needs of our Multilingual learners.

Conclusion

The journey of a multilingual learner begins with identification and program placement. Chapter two addresses the processes to be utilized in identifying English learners and, together with parent/guardian input, deciding which program best serves the student. Program choices are clearly detailed, as well as the legal and instructional rationales for each. This *Multilingual Learner Master Plan* establishes paths to promising educational outcomes for multilingual learners as well as clear guidelines to meet federal and state mandates.

Desert Sands Unified School District Multilingual Learner Master Plan
Chapter 2 - Responding to Diverse Learners
(Identification, Assessment, Placement and Reclassification)
Chapter Overview

CHAPTER OVERVIEW
This chapter details Desert Sands Unified School District's policies and procedures for initial identification, assessment, and student placement in order to ensure consistent implementation and compliant processes to respond to our diverse multilingual learner students.

The *DSUSD Multilingual Learner Master Plan* is aligned with the [California English Learner Roadmap (ELR) Policy](#). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. Chapter 2 content is primarily reflective of the following EL Roadmap Principles and Elements:

Chapter 2: ELR Roadmap Principles and Elements Alignment:

Principles	Relevant Elements
▪ **Principle 1**: Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2**: Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation

A list of corresponding items from the [Federal Program Monitoring, English Learner Program Instrument](#) is provided at the end of this chapter.

Introduction

DSUSD is committed to ensuring multilingual learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, beginning in early childhood, through reclassification and graduation, and in preparation for college and careers in the 21st century.

As noted in the California English Language Arts/English Language Development (ELA/ELD) Framework, "schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady - and even accelerated progress - in their English language development" (Chapter 9, p. 888). This chapter describes how DSUSD can accomplish this through implementing and monitoring established processes for identifying its diverse population of multilingual learners (MLs) and for their reclassification. It also includes information on how the district determines when dually identified MLs enrolled in special education programs no longer need specific language support**.**

Assessment for Initial Identification

This section outlines the steps for initial identification of English learner status for MLs in Desert Sands Unified School District.

Step 1
The Home Language Survey (HLS) is the first step in identifying potential English learner status. It is a required legal document and becomes part of the student's Cumulative Permanent Record (CUM). All parents/guardians, at the time of initial enrollment of their students in a California public school, complete a Home Language Survey to determine if the student is a potential English Learner (per state and federal designation) who will require assessment of their English language proficiency (ELP) to determine eligibility for language assistance services. When DSUSD receives a student from another district in California, the original HLS results are honored. The HLS asks the following four questions to help the school team determine potential eligibility.
1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

If a YES response is given to any of the first three questions in the HLS, the school must administer a state test of English language proficiency to comply with federal and state law. California's required assessment is the Initial English Language Proficiency Assessment for California (ELPAC). It determines the child's classification as an English Learner (EL) or initial fluent English proficient (IFEP). Parents are notified, in writing, that the Initial ELPAC will be administered.

In most cases, when a parent answers English to the first three questions of the HLS the student language classification is English only (EO). However, a response of "English" to all of the questions does not necessarily exempt a student from taking the approved language proficiency assessment, English learner proficiency assessment for California (ELPAC). In cases where parents/guardians answer English to all questions on the HLS, but educators notice evidence of another language used by the child during instruction and difficulty in performing ordinary classwork, state and federal policy mandate that schools determine the level of English language proficiency through the administration of the ELPAC, to provide the appropriate instructional services. If this is the case, DSUSD will collect and review evidence from the classroom teacher to make the appropriate determination about whether a student should be assessed.

Step 2
Based on the results of the Home Language Survey, all students in transitional kindergarten through grade twelve, whose primary language is not English, must take the Initial English Language Proficiency Assessments for California (ELPAC) within 30 calendar days after enrolling at a California public school for the first time.

The ELPAC is California's statewide test 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 Initial ELPAC has one purpose: to identify if students are English learners (EL) or are initial fluent English proficient (IFEP).

DSUSD utilizes qualified educators who are proficient speakers of English to administer and score the test. We prioritize teachers as the preferred administrators of this assessment. In pre-approved circumstances, the assessment may be administered by trained out-of-classroom personnel. The locally scored initial ELPAC is the official score. The resulting scale score will determine the proficiency level of the students depending where it falls on the scale. Students will be classified at one of three proficiency levels, namely *novice* (Score Range 150 - 369)*, intermediate* (Score Range 370 - 449) or *initial fluent* (Score Range 450 - 600).

Table 2.1 describes the Initial ELPAC three performance level descriptors: novice English learner, intermediate English learner, and initial fluent English proficient (IFEP) learner. These descriptors apply to all grades and describe a general range of student performance (refer to the current ELPAC Information Guide on the CDE's ELPAC web page for the full descriptions of the performance levels). These three performance level descriptors map onto three broad ELD proficiency levels - *emerging, expanding, and bridging* - as defined in the 2012 California English Language Development Standards, Kindergarten Through Grade 12.[3]

Table 2.1. Initial ELPAC Performance Level Descriptors

Novice English Learner	Intermediate English Learner	Initial Fluent English Proficient Learner (IFEP)
Students 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 depending on the familiarity of tasks and topics in social and academic contexts. This test performance level corresponds to the "emerging" proficiency level as described in the 2012 ELD Standards.	Students at this level have somewhat to **moderately** developed oral and written English skills. They use English to learn and communicate in meaningful ways but may require substantial to moderate support to communicate on less familiar tasks and topics in academic contexts. This test performance level corresponds to the entire "expanding" proficiency level and to the lower range of the "bridging" proficiency level as described in the 2012 ELD Standards.	Students at this level have **well** developed oral and written 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 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 ELD Standards.

Initial Identification of Students with Disabilities

The typical entry point for students into a public K-12 school system is transitional kindergarten, kindergarten or first grade. Based on guidance provided by the California Department of Education, different types of participation decisions for the initial and summative assessment may need to be made by the LEA or IEP/504 team if the student has an identified disability. The *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* provides more detail about assessment guidance, including the following possible scenarios of students with disabilities who may enroll:

- A student with a mild to moderate disability enrolls. It is suspected that the student has a possible learning disability; however, the student has not yet been identified for special education. The local education agency (LEA)/district should move forward with administering the ELPAC.
- A newcomer student who presents with significant cognitive disabilities enrolls without a 504 Plan/IEP. In DSUSD it is recommended that the school psychologist be notified to coordinate a multi-disciplinary team approach including a parent/guardian interview.

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[3] https://www.cde.ca.gov/sp/el/er/eldstandards.asp

- A student with a disability being served in the district's TK program who has been informally determined through an IEP that he/she is an English learner will be treated as an initial enrollee upon entering kindergarten. A home language survey will need to be completed and the student will be given an alternate language assessment or the ELPAC with appropriate adaptations as determined by the IEP team.

Step 3

Parents are notified once the official ELPAC results have been received. The initial assessment results, parent notification of the initial identification results, program options, and reclassification criteria are provided to parents in English and in the student's primary language. An example of an *Initial Parent Notification Letter* can be accessed on the Ellevation platform.

Overall the initial process for identifying English learner status involves three steps as described above. Figure 2.1. summarizes the steps involved in the process.

Figure 2.1. Steps in the Initial Identification of English Learner Process
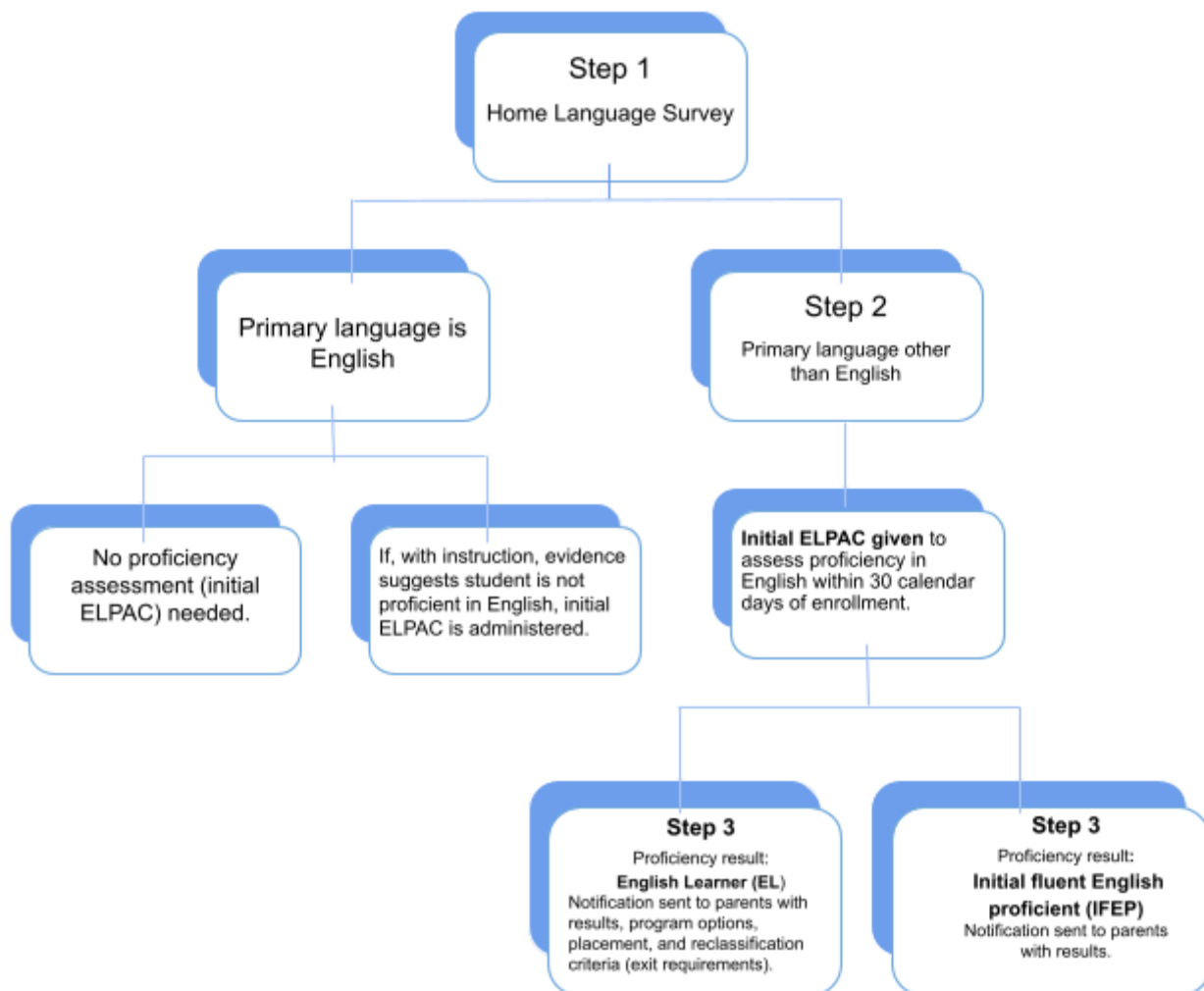
Options for Program Placement

The following process is used to inform parents of the program options for their multilingual learner and their rights to request a language acquisition program at their school site if and when the necessary provisions are met.

Parents or guardians may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure that English acquisition occurs as rapidly and effectively as possible. They provide instruction to MLs based on the state-adopted academic content standards, including English language development (ELD) standards. [EC 306(c), 310; 20 USC 6312(e)(3)(A)(iii), (v)]. School districts and county offices of education must, at a minimum, provide ELs/MLs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English but with curriculum and a presentation designed for students who are learning English. (EC sections 305 [a][2], 306[c][3]).

Parents may choose from the following DSUSD program options:
- Structured English Immersion (SEI)
- Dual-Language Immersion (DLI)

If parents or guardians are interested in a program other than those listed, a parent or guardian may submit a written request to the DSUSD designee regarding the process. 5 CCR section 11311 requires that schools assist parents in clarifying their request. A record of written and verbal requests is maintained for three years as required by law.

When the parents or legal guardians of 30 pupils or more enrolled in the school or the parents or legal guardians of 20 pupils or more in any grade, request the same or substantially similar language acquisition program designed to provide language instruction, the LEA shall be required to offer such a program at the school site to the extent possible. [EC 310(a)]. Parents may inquire about program changes at their home school. However, these requests are routed centrally through the district's state and federal programs department.

The *DSUSD Multilingual Learner Master Plan,* Chapter 3: *Language Acquisition Program Options* provides detailed descriptions of each instructional program option available. Following a student's language proficiency testing, parents are given detailed information regarding their child's English and Spanish (if applicable) proficiency levels and information on the different program options available in DSUSD. Parents can choose the program they prefer for their student taking into consideration the best fit for the child's multilingual learner typology as described below.

English/Multilingual Learner Typologies

DSUSD welcomes and responds to a diverse range of multilingual learner strengths, needs, and identities[4]. There are six distinct groups of MLs in the Desert Sands Unified School District, the majority of whom are Spanish speakers:
1. Newcomers (newly arrived ELs – two years or less) with formal schooling
2. Newcomers (newly arrived ELs – two years or less) with limited/interrupted formal schooling

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[4] English Learner Roadmap Principle 1

3. ELs at risk of become long term English learners (four - five years as ELs, plus additional criteria per Education Code 313.1)
4. Long term english learners (LTEL) (six years or more as ELs, plus additional criteria per Education Code 313.1)
5. English learners on track - ELs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations
6. ELs who speak languages other than Spanish and who have the characteristics of groups 1–5

Summary of DSUSD Instructional Program Options

To respond to DSUSD's diverse English/multilingual learner typologies, we offer the following language acquisition[5] instructional programs options: 1) dual language immersion (DLI) and 2) structured English immersion (SEI), including a newcomer support pathway. A brief summary of each program follows. As mentioned above, Chapter 3 provides more detailed information about each program option.

1) **Spanish dual language immersion (DLI) program (K-12 program, currently offered through 2ⁿᵈ grade)**– Also referred to as two-way immersion (DLI) is a language acquisition program that provides 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. In the DLI model 90/10, the target language is used in kindergarten for 90% of the instructional time and English is used for 10%. At each grade level, the amount of instruction in English increases by 10% and is considered a "sequential literacy" model as literacy in the target language is developed before moving on to formally developing literacy in English.

   This program begins in kindergarten and continues to grade twelve. In 2021, the DLI program will be offered to K-2 students and will expand one grade level each year through grade 12. Students are screened in their oral language abilities in both English and Spanish. Screening and placement in the DLI program are coordinated and supported by site and district-level administrators. The district strives to maintain a target student composition of 50% English learners and 50% English only with no more than 2/3 of either language classification in the dual language program.

2) **Structured English immersion (SEI) program** (TK-12 program) - A language acquisition program for MLs 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 designated and integrated ELD and access to grade level academic subject matter content. This program is designed for MLs who are progressing normatively, Long Term English Learners (LTELs) who receive specialized courses, students at-risk of becoming LTELs, and newcomers.

   See Chapter 3: *Language Acquisition Program Options* in the *DSUSD Multilingual Learner Master Plan* for more information. The **Newcomer Support Pathway** is offered to students new to the country (less than two years in U.S. schools) who require an English acceleration program. This is a specialized pathway for newcomer students that includes two components: 1) **Core program** with specialized instruction delivered during designated and integrated English language development courses with primary language support, and 2) a supplemental before/after-school program for newcomers in grades 6-12. See Chapter 3, *DSUSD Multilingual Learner Master Plan* for more information.

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[5] https://www.cde.ca.gov/sp/el/t3/languageacquisition.asp

The Newcomer pathway provides newly arrived students with intensive language development instruction while capitalizing on their primary language linguistic, cultural, and academic resources.

Ongoing Evaluation of Student Proficiency

The English Language Proficiency Assessment for California (ELPAC) Summative Assessment must be given annually to English learner status students until they have achieved the District's criteria to reclassify and exit the English learner program.

Annual Summative Assessment of English Language Proficiency

The Summative ELPAC has two purposes:
- To determine the level of English language proficiency (ELP) of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

Source: CDE ELPAC Information Guide, p. 8

Summative ELPAC assessment timeframes are anticipated to occur every spring between February and May. The results of the annual ELPAC assessment is one of the criteria used for reclassification purposes.

Annual Summative Assessment of English Language Proficiency for Students with Disabilities

State and federal law (EC 313 and 60810) Titles I and Ill of the Every Student Succeeds Act (ESSA) require that all students with disabilities whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations left unidentified or unaddressed could preclude a student from accessing that right. Students who have disabilities that prevent them from taking the entire ELPAC, or a section of each test, may be tested with assistance and/or take alternate tests. All assistance or alternate tests must be noted in their Individualized Educational Program (IEP) or Section 504 Plan.

Source: CA Guide for Educating EL with Disabilities, pp. 21 and 27

Students who have disabilities that prevent them from taking the entire ELPAC, or a section of each test, may be tested with assistance such as accommodations, assistive technology, or designated supports, and/or take an alternate test. All assistance or alternate tests must be noted in their individualized educational program (IEP) or Section 504 Plan.

Further guidance can be found in the *Desert Sands Unified School District English Learner Policies and Procedure Considerations for Students with Disabilities* document.

Reclassification Criteria

Desert Sands Unified School District follows California policy and State Board of Education (SBE) guidance to monitor and support reclassification of English learner students. This section provides an overview of the existing state criteria and describes a state-developed observation tool to gather classroom level evidence for reclassification readiness.

CA Department of Education - Existing Reclassification Criteria 2020-21[6]

The reclassification criteria set forth in California *Education Code (EC)* Section 313, and further detailed in Title 5 *California Code of Regulations* (5 *CCR*) section 11303, remain unchanged. Accordingly, LEAs should continue using the following four criteria; with the SBE approved standardization of criterion 1 as ELPAC Overall Performance level 4. The remaining criteria continue to be locally determined.

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

Pursuant to 5 *CCR*, 11308 (c)(6) (Advisory Committees), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for EL students.

Use of Smarter Balanced Summative Assessment Results for Reclassification
The CDE continues to provide the following guidance for LEAs using *Smarter Balanced Summative Assessment* for English language arts/literacy (ELA) results as a local measure of the fourth criterion:
● For all grade levels, LEAs can identify local assessments to be used to determine whether EL students are meeting academic measures and are ready to be reclassified.
● For grade levels 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative ELA results to determine whether EL students are meeting academic measures and are ready to be reclassified.

DSUSD's most current Reclassified Fluent English Proficient (RFEP) criteria may be found here.

The California Department of Education has developed a standardized resource, the Observation Protocol for Teachers of English Learners (OPTEL)[7], for use to meet the requirements of criteria 2 and 3: Teacher Evaluation and Parent Consultation respectively. This tool is still under development. Once this is made fully available by the CDE it may replace the locally determined criteria.

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[6] CDE Reclassification criteria - https://www.cde.ca.gov/sp/el/rd/index.asp
[7] CDE OPTEL - https://www.cde.ca.gov/sp/el/t3/optel.asp

Language Appraisal Team (LAT) – RFEP Progress Monitoring

As part of monitoring multilingual learner student progress toward reclassification, DSUSD requires each school site to assemble a language appraisal team (LAT) to monitor progress and to oversee and support the steps for reclassification. The LAT can be an extended function of the student study team (SST). Overall, the LAT is responsible for providing oversight and guidance in the following areas:
- Monitor and review of ELs/MLs language and academic development
- Review overall and annual representation of ELs/MLs in special education services
- Review EL/ML instructional program placement, progress, and intervention
- Monitor progress of RFEP students

The *DSUSD Multilingual Learner Master Plan,* Chapter 4: English Language Development (Designated) provides detailed information about the LAT roles, responsibilities, and processes.

Steps for Reclassification

A coherent approach between district and site-level leadership supports the LAT and EL/ML leads in enacting the steps for reclassification. Leadership teams are committed to supporting an articulated approach to monitoring EL/ML students' language acquisition trajectory. The intent is to ensure a seamless transition across grade spans as students meet language proficiency benchmarks. Four steps are outlined below, and Figure 2.2 provides an overview of these steps for quick reference.

Figure 2.2. DSUSD's Reclassification Procedures Overview

Monitor progress toward attaining RFEP criteria	Participation of the classroom teacher, other certificated staff, and the LAT team.	Parent opinion and consultation	Final review of the evidence and confirmation of reclassification
A list of potential reclassification students is generated using the *Ellevation* platform. The site administrator, with support from the state and federal program office staff, oversees this process.	The school sites determine students who meet reclassification criteria, complete all the appropriate forms in Ellevation, and conduct meetings as required.	After consultation with parents, all signatures are obtained and other reclassification documentation will be completed to reflect RFEP status.	Reclassification status is updated in DSUSD's electronic student information system and documentation is stored in Ellevation.

1. Site administrators and EL/ML Leads, with support and guidance from the project facilitators in the state and federal programs office, will monitor progress toward attaining RFEP criteria. As part of on-going progress reporting, parents are informed of the child's progress toward meeting all RFEP criteria.
2. Site administrators will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b]).
   - The teacher recommendation is based on documented academic performance in core curricular areas.
   - Other factors not related to academic success or English language proficiency should not preclude students from reclassification.

3. Obtain parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c])
   - Site administrators will provide notice to parents and guardians of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process.
   - Parent contact may be made in-person, via zoom, email, by telephone, or letter.
   - Additional steps for encouraging parental involvement in the process may include:
     - Meeting with parents of English/multilingual learners who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
     - Inviting parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least four additional years. Students are also included in this meeting/celebration.
4. The site level team including, but not limited to, the principal, teacher and EL/ML lead will review the evidence of student performance data. The team will:
   - review all the student performance data.
   - review the teacher recommendation data.
   - take into consideration any concerns raised by the parent/guardian.
   - consider recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.

Once a student meets the criteria, they are then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students for a minimum of four years to ensure correct classification, placement, and additional academic support to ensure ongoing success in the mainstream program.

Links to DSUSD's reclassification forms are provided in Ellevation.

Reclassification of ELs/MLs with Disabilities

DSUSD follows federal and state guidelines to provide opportunities for English/multilingual learners with disabilities to be reclassified. The English Learner with Disabilities Reclassification Worksheet details some of these processes.

> The California Department of Education (CDE) ELPAC Information Guide 2020-*21 (pg. 33) states that students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f]).*

Additionally, in accordance with federal and state laws, the IEP team may address the individual needs of each EL/ML with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

The California Department of Education's Board approved *Alternate ELPAC* indicates three performance level descriptors: Fluent English Proficient, Intermediate EL, and Novice EL. A student that takes the *Alternate ELPAC* must score as Fluent English Proficient to be considered for reclassification to RFEP.

In DSUSD the process for determining if a student with a disability (IEP or 504 Plan) shall be appropriately reclassified as RFEP is as follows:
1. Student is assessed using the *Summative ELPAC* or an *Alternate Assessment* as determined appropriate by the IEP team or the *Alternate ELPAC*.
2. An IEP team meeting is convened that includes a site or district level person knowledgeable of English language development
3. The student's IEP team reviews the *Summative ELPAC* or *Alternate ELPAC* data in order to determine if the student has met each of the four reclassification criteria outlined below (with consideration given to the how the student's disability may impact achievement) and completes the DSUSD *ELs With Disabilities Reclassification Worksheet* in order to make a recommendation to the district's reclassification team regarding whether or not the student shall be reclassified or redesignated as RFEP. The recommendation is documented in the IEP minutes as a "recommendation" that will be further considered by the district's EL reclassification team. The [English Learner with Disabilities Reclassification Worksheet](#) shall be attached to the IEP and numbered as a page in the IEP.
4. The student's case manager sends the completed *ELs/MLs With* Disabilities *Reclassification Worksheet* to the director of state and federal programs at the district office within seven business days after the IEP meeting.
5. The director of state and federal programs shall forward the *English Learner with Disabilities Reclassification Worksheet* to the appropriate SFPO project facilitator to review with the district's reclassification team for the final approval.
6. The DSUSD *ELs With* Disabilities *Reclassification Worksheet* indicates the final decision will be sent via email to the district special education data specialist. The subject of the email will read "*RECLASSIFICATION STATUS*"
7. The district special education data specialist will forward a copy of the decision to the student's special education case manager.
8. The SFPO project facilitator will then forward a copy of the *English Learner with Disabilities Reclassification Worksheet to* the EL/ML lead or instructional coach at the school site level if the student is being redesignated as an RFEP. The EL/ML lead or instructional coach is responsible for ensuring the updated reclassification status for the student is entered into Synergy.

Once reclassified as RFEP the student will no longer be considered an EL for purposes of the IEP.
Further guidance can be found in the *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document.

Conclusion

Chapter 2 has provided information on the pathways for initial identification, assessment of progress and reclassification of all English Learners, including English learners with disabilities. In the next chapter we describe in greater detail language acquisition program options, including expectations, staffing, and responsiveness for different types of ELs/MLs. The California Seal of Biliteracy and DSUSD pathways to the Seal are also delineated.

Federal Program Monitoring (FPM) Item Alignment

Chapter 2 - Relevant English Learner FPM Items (2021-22)[8]
Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

EL 03: EL Identification and Assessment
3.0 Each LEA must properly identify and assess all students who have a home
language other than English. (EC sections 313, 60810)

3.1 At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the
primary or native language of the student is a language other than English.
(5 CCR Section 11518.5[a])

3.2 If a parent or guardian HLS response indicates a primary or native language
other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (5 CCR Section 11518.5[c])

3.3 The LEA shall administer the ELPAC initial assessment to each student
eligible for the initial assessment, locally produce the official score in
accordance with the directions of the test contractor, and notify the parent or
guardian, in writing, of the results of the initial assessment within 30
calendar days after the student's initial date of California enrollment.
(EC Section 313; 5 CCR Section 11518.5[d])

3.4 Each LEA must annually assess the English language proficiency (ELP) and
academic progress of each EL. An LEA shall administer the ELPAC
summative assessment during the annual summative assessment window.
(EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

3.5 When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)

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[8] https://www.cde.ca.gov/ta/cr/documents/el2122.docx

3.6 When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 CCR Section 11518.30)

EL 10: Reclassification

10.0   Each LEA must reclassify English Learners to proficient in English by using a process and criteria that includes, but is not limited to the following:

    (a) Assessment of ELP
       (EC Section 313[f][1]; 5 CCR Section 11303[a])

    (b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])

    (c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c])

    (d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d])

10.1   Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record:

    (a) Language and academic performance assessments;

    (b) Participants in the reclassification process; and

    (c) Any decisions regarding reclassification. (5 CCR Section 11305)

10.2   Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed.
(20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)

EL 13: Language Acquisition Program Options and Parent Choice

13.0   School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

13.1   Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language.
(EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c])

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

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

(b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;

(c) The information set forth in section 5 CCR Section 11309[c];

(d) The process to request establishment of a language acquisition program

(e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness. (EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

13.3   Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (EC Section 310[a])

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

13.5   In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

Desert Sands Unified School District Multilingual Learner Master Plan
Chapter 3 - Language Acquisition Program Options

CHAPTER OVERVIEW
Chapter 3 provides a description of the multilingual learner language acquisition program options offered by Desert Sands Unified School District for students in grades TK-12. The program options described are: 1) Structured English Immersion and Newcomer Support Pathway and 2) Dual Language Immersion. The details provided for each program option consist of information important for an articulated implementation, including goals, students served, key instructional components, and staffing. These program options afford Desert Sands Unified School District's multilingual learners the opportunity for a more equitable education by providing choices that have been shown by research to produce higher academic outcomes. In addition, providing a dual language program option offers students in our district the opportunity to acquire literacy in more than one language.

The *DSUSD Multilingual Learner Master Plan* is aligned with the [California English Learner Roadmap (ELR) policy](). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter we list ELR principles and elements that are most relevant to the chapter content. Chapter 3 content is primarily reflective of the following EL Roadmap Principles and Elements:

Chapter 3 Alignment to ELR Principles and Elements:

Principles	Relevant Elements
▪ **Principle 1**: Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2**: Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4**: Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2E. Use of Students' Home Language 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency

A list of corresponding items from the [Federal Program Monitoring, English Learner Program Instrument]() is provided at the end of this chapter.

Introduction

The Desert Sands Unified School District continues to strive for educational equity by committing to provide choices of research-based language instructional programs (including options for developing skills in multiple languages) for multilingual learners. All programs are designed to respond to English/multilingual learner profiles and provide articulated opportunities for students to build on linguistic, cultural, and academic assets to engage in intellectually rich, standards-based instruction. Furthermore, participation in these programs will promote the social-emotional well-being of our multilingual learners as they affirm the value of not only their home language but also of their communities and identities.

Program Options

DSUSD offers several program options for multilingual learners: 1) Structured English Immersion, including a Newcomer Support Pathway; and 2) Dual Language Immersion. As described in Chapter 2: Responding to Diverse Learners of the *DSUSD Multilingual Learner Master Plan*, parents are provided information about each program option and they may choose a language acquisition program that best suits their child.

Structured English Immersion (SEI) Program Option

Structured English immersion (SEI) is a language acquisition program for MLs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Program Goal

The goal of the Structured English Immersion (SEI) Program is for MLs, including those with disabilities, to acquire English language skills and access the grade level curriculum through differentiated instruction and appropriate supports to successfully participate in their core classes. English language development (ELD), both designated and integrated, is provided to promote second language development, facilitate comprehension of core content, and acquisition of academic language. Scaffolded content instruction may also include primary language support.

Students Served

The Structured English Immersion (SEI) Program for multilingual learners is the default placement for MLs in grades *TK-12* who have not met reclassification criteria based on their initial or annual ELPAC. Please see *DSUSD Multilingual Learner Master Plan,* Chapter 2 for a more detailed description. This program is designed for MLs who are making adequate progress, long term English learners (LTELs), and students at-risk of becoming LTELs.

SEI Program Components

The DSUSD SEI program design includes three components that incorporate English learner research-based approaches:
1) **Access to Core - Integrated ELD** is provided to MLs throughout the school day and across all subjects by all teachers of MLs. The California ELD Standards are used in tandem with the California Common Core State Standards for ELA/literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. More detailed information about integrated ELD is discussed in *DSUSD Multilingual Learner Master Plan,* Chapter 5: English Language Development (Integrated).

Primary language support is used during content instruction to motivate, clarify, direct, and explain according to student need and availability of staff and materials. Primary language support is not the same as primary language instruction. It does not include directed lessons, in‑class assignments or assessments in the primary language. This support is a means of increasing access to core curriculum taught in English, assisting the student to tap prior knowledge, transfer skills, and use cognates. Primary language support is used to affirm students' primary language and also to clarify, direct, support, or explain concepts.

2) **Daily Designated ELD** is provided by trained teachers during a protected time during the regular school day. Teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language MLs need for content learning in English. More detailed information about designated ELD is discussed in *DSUSD Multilingual Learner Master Plan,* Chapter 4: English Language Development (Designated).

Staffing & Credentialing

All SEI classes are taught by teachers who have a state-approved credential, certificate, permit, or English Learner authorization. Please see *DSUSD Multilingual Learner Master Plan,* Chapter 8: Staffing and Professional Development for more information.

Dual Language Immersion (DLI) Program Option

The DSUSD dual language immersion (DLI) program is a research-based approach to the education of multilingual students. It was established to provide DSUSD students the opportunity to become biliterate and in response to the California Education for a Global Economy (Ed.G.E.) Initiative (2016)[9] that amended education code to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy.

Research has shown that both native English speakers and native Spanish speakers in well-implemented dual language programs tend to excel academically, out-performing their peers in traditional educational settings; on state assessments as well as norm-referenced tests given in English, English Learners in dual language typically score significantly higher than their peers in traditional ESL programs[10]. Additionally, dual language is the only program that has been shown to close the achievement gap for English learners. ELs who participate in dual language programs become fully proficient in a second language without sacrificing their English development [11]. Spanish-speaking students have the opportunity to become literate in their native language, therefore enabling them to transfer skills and concepts to English[12].

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[9] https://www.cde.ca.gov/sp/el/er/caedge.asp

[10] Collier, V., & Thomas, W. (2017). Validating the Power of Bilingual Schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 203–217.

California Department of Education (2020). *Improving Education for Multilingual and English Learner Students*.

[11] Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education (3rd ed.).* Center for Applied Linguistics.

[12] Baker C. (2011) *Foundations of Bilingual Education and Bilingualism. Multilingual Matter*s.

National Academies of Sciences, Engineering, and Medicine (NASEM). 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press.

Program Goals
The goals of the Dual Language Immersion program are bilingualism and biliteracy, grade-level academic achievement in two languages: Spanish and English and sociocultural competence for MLs and English-proficient students.

Instruction is delivered in both Spanish and English. Students participate in a multi-year program that begins in kindergarten and builds through high school. Students who participate in the K-12 Dual Language Immersion Program may be eligible to receive biliteracy pathway awards and the recognition of the California State Seal of Biliteracy on their diploma.

DLI K-12 Program Model
At the time of the publication of this *Multilingual Learner Master Plan*, the DLI program extends from kindergarten to second grade with a new grade added every year. The DLI program is designed to offer a continuation of programming for students in middle and high school wherein DLI students will continue as a cohesive group in a Spanish language course and an additional core content class exclusively in Spanish.

At the elementary level, a 90/10 model is implemented in which both languages are utilized as the languages of instruction on a daily basis. The 90/10 model begins in kindergarten with 90% instruction in Spanish and 10% instruction in English. Each year the percentage of instruction in English increases until a 50% Spanish and 50% English ratio is reached by 4th grade and continues through 5th grade.

After completing grade five, DLI students transition into middle school as a cohesive group and continue enrollment in DLI to reach biliteracy attainment goals. The middle school DLI offers 30%-50% of the courses in Spanish. The other courses are taught in English. Students will have the opportunity to continue in the program in grades 9th to 12th where they will receive a Spanish language course and an additional core content class exclusively taught in Spanish (at least two periods in Spanish). All courses meet college preparation requirements and may include honors and advanced placement (AP) offerings with the goal of attaining the CA Seal of Biliteracy.

Non-negotiables for Dual Language Program structure at the elementary and secondary level
- Spanish and English content instruction daily
- Spanish language arts and English language arts daily
- Writing in both languages practiced daily
- English language development (ELD) daily

Students Served
- Multilingual learners in grades K-12 who speak Spanish and, if entering the program after grade 1, demonstrate literacy in Spanish comparable to students in the program.
- English dominant students (English only/IFEP) from diverse backgrounds may enter the program at any time if they demonstrate literacy in the Spanish comparable to students in the program.
- Students entering the program after grade 1 will be reviewed on a case-by-case basis by site-level leadership in consultation with district dual language project facilitator.
- Target student composition is 50% EL and 50% EO; no more than 2/3 of either language classification.

Program Components
1) **ACCESS TO CORE (CONTENT INSTRUCTION)**
   ● Standards-based instruction is provided to all students in both languages.
   ● Differentiated instruction is provided in all content areas using sheltered instructional strategies for second language learners of each language, utilizing state-adopted, district-approved core and supplemental materials.
2) **SPANISH INSTRUCTION**
   ● Purposeful and strategic separation of languages provided to all students in both languages during the instructional day.
   ● Designated percentage of the day in Spanish language (see program model description above).
   ● Literacy Instruction: Children learn to read and write in Spanish first, and literacy instruction in English is introduced as the ratio of Spanish-English instruction increases.
3) **LANGUAGE DEVELOPMENT**
   ● Daily second language development for all students: MLs in designated English language development
   ● English only and initially fluent English proficient (IFEP) students receive Spanish language development.
4) **SOCIO-CULTURAL COMPETENCY**[13]
   ● Foster student understanding of their identities and those of others.
   ● Promote appreciation of multiculturalism and linguistic diversity.

Staffing & Credentialing
   ● For teachers instructing in Spanish DLI program classes: Multiple Subject or Single Subject Credential with Bilingual Authorization (i.e. BCLAD or equivalent).
   ● For partner DLI teachers instructing in English only: Multiple Subject or Single Subject Credential with CLAD or equivalent.
   ● Preference given to authorized teachers with specialized professional development in DLI program design and/or pedagogical practices for biliteracy instruction. For more detailed information see *DSUSD Multilingual Learner Master Plan,* Chapter 8: Staffing and Professional Learning.

Program Commitment and Guidance
DSUSD staff understands that parent participation and long-term commitment is critical to the success of the DLI program. Transparency in communication between parents and the school is an essential component. Program expectations are delineated when a student is admitted to the DLI program and parents agree to the commitment.

The *DSUSD Dual Language Immersion Handbook* is currently being developed. The DLI handbook is designed to provide families with useful information and available resources and services so they can support their child's success in the DLI Program. It contains details on policies, regulations, and practices.

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[13] *Howard, E., Lindholm-Leary, K. Rogers, D. Olague, N., Medina, J., Kennedy, F., Sugarman, J. Christian, D. (2018), Guiding Principles for Dual Language Education (3rd ed.). Washington, DC: Center for Applied Linguistics.*

Newcomer Support Pathway (NSP)

DSUSD offers a Newcomer Support Pathway for students new to the country (less than two years in U.S. schools) in grades 3-12 who require a specialized environment where they will receive an intensive English language acquisition program while they learn about their new school environment, culture, and county. An important aspect of this program involves understanding an immigrant family's background and motivations for coming to the U.S. that can help schools and educators be better positioned to help them transition into a new school and community culture. Han and Love (2015) developed a model of four stages of parent/guardian involvement that they believe immigrant families move through: cultural survivor, cultural learner, cultural connection, and cultural leader[14] (see Table 3.1). DSUSD will be responsive to newcomer families through intake and assessment processes that result in intentional sessions to provide resources and supports to address families and student needs[15].

Table 3.1 The Four Stages of Immigrant Parent Involvement

Cultural survivors may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.
Cultural learners may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. "With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support." (Han and Love, 2015)
Cultural connectors become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them and to help them understand and engage in school programs and activities that support children and parents.
Cultural leaders often become the "voice" of their ethnic and language community and advocate for parents in the other stages. They may become leaders and participate in trainings.

Source: U. S. Department of Education – Newcomers Toolkit, Chapter 5[16]

Program Goals and Students Served

The goal of the Newcomer Support Pathway Program is for newly/recently arrived multilingual learners with two or less years in this country to adapt to a new environment while acquiring English language skills and accessing core content so that they are better prepared to participate in the English/multilingual learner instructional programs[17]. The Newcomer Support Pathway Program is designed to provide intensive support so students can move out of the Emergent level of proficiency while developing academic skills. Moreover, the program aims to support newcomer students in adjusting to the new school and community culture by providing intentional and strategic social, emotional, cultural, and academic support.

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[14] Han, Y., & Love, J. (2015). Stages of Immigrant Parent Involvement: Survivors to leaders. *Phi Delta Kappan* 97, 21–25.

[15] Kandel-Cisco, B., Brooks, K., Bhathena, C. D., Abdulahad, H., Pimentel-Gannon, M., & Fessahaie, H. (2020). From the mouths of experts: Relationship-building advice from immigrant & refugee families. *Multicultural Education*, 27(3-4), 45–47

[16] U.S. Department of Education, Office of English Language Acquisition. (2016). Newcomer Tool Kit, Chapter 5. Washington, DC. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf

[17] Short, D. J., & Boyson, B. A. (2012). Helping newcomer students succeed in secondary schools and beyond. Center for Applied Linguistics.

Program Components
To meet the needs of newcomer students in Desert Sands Unified School District, the DSUSD Newcomer Support Pathway includes the components described below.

1) **COMPONENT 1:** District and site leadership collaborate to design and implement the core program for newcomer students. The program includes the following:

   - **Specialized integrated ELD** throughout the school day by all teachers of MLs. The California ELD Standards are used in tandem with the California Standards for ELA/literacy and other content standards to identify and provide socioemotional, academic, and linguistic supports for newcomer students. Please see *DSUSD Multilingual Learner Master Plan,* Chapter 5: English Language Development (Integrated) for more detailed information. To the extent possible, newcomers are clustered in content courses.

   - **Primary language support** is provided as a means of increasing access to core curriculum taught in English, assisting the student to tap prior knowledge, transfer skills, and use cognates. Primary language support is used to affirm students' primary language and also to clarify, direct, support, or explain concepts.

   - **Daily designated ELD** - during the protected daily dELD time newcomers receive specialized instruction by skilled teachers guided by the CA ELD standards and responsive to socioemotional, cultural, and linguistic newcomer needs. Please see *DSUSD Multilingual Learner Master Plan*, Chapter 4: English Language Development (Designated) for more detailed information.

   - **Cultural - global competencies development** – Newcomer students' cultural backgrounds, linguistic resources, and prior knowledge serve as a foundation for new learning. DSUSD strives to uplift newcomers' diversity and assets to promote global competency development in four skill areas: 1) investigate the world beyond their immediate environment; 2) recognize perspectives, both others' and their own; 3) communicate ideas effectively with diverse audiences; and 4) take action to improve conditions.[18]

2) **COMPONENT 2:** All newcomers will be invited to participate in the DSUSD Newcomer Academy. This afterschool program will be offered to students in grades 6-12 to build capacity in conversational English, promote positive social-emotional interaction, and foster cross-cultural connections. This eight-week program will be offered two to three times during the school year and will also include areas that are aligned to the four ELPAC domains of listening, speaking, reading and writing.

Staffing & Credentialing
All newcomer students are taught by teachers who have a state-approved credential, certificate, permit, or English learner authorization and, to the extent possible, Bilingual Authorization. Please see *DSUSD Multilingual Learner Master Plan,* Chapter 8: Staffing and Professional Development for more information.

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[18] U.S. Department of Education, Office of English Language Acquisition. (2016). Newcomer Tool Kit, Chapter 3. Washington, DC https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap3.pdf

Biliteracy Pathway Awards and the California State Seal of Biliteracy

Biliteracy Pathway Awards
DSUSD has designed Biliteracy Pathway awards to recognize the development of two or more languages and support students in preparing to meet the criteria for obtaining the California State Seal of Biliteracy.

These pathways are intended to acknowledge and encourage DSUSD's elementary and middle school students to continue their development of language and literacy skills in two or more languages. The DSUSD (Pathways to Biliteracy) can be awarded to students who participate in the DLI program as well as students who have acquired biliteracy skills while enrolled in an SEI program. They signal important milestones toward the potential attainment of the CA State Seal of Biliteracy.

The DSUSD Biliteracy Pathway awards align with the state's Biliteracy Attainment Recognition, one of three California Department of Education Biliteracy Pathway Recognition Awards[19]

CDE Biliteracy Attainment Recognition

The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy.

Source: CDE Biliteracy Pathway Recognitions

https://www.cde.ca.gov/sp/el/er/blitoverview.asp

Desert Sands Unified School District -Upper Elementary (5ᵗʰ grade) and Middle School (8ᵗʰ grade): Biliteracy Achievement Awards Criteria

Students who have completed five years or more in the DLI program OR who are in an SEI program and are literate in a language other than English may receive the ***Biliteracy Achievement Award*** if the following requirements are met:

ENGLISH PROFICIENCY
1. Receive a score of "standard nearly met" or above on a local district-approved assessment in English Language Arts OR on the state standards-based English language arts assessment.
   OR
2. For multilingual learners, attain the level demonstrating English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1–5.

WORLD LANGUAGE (SPANISH) PROFICIENCY
1. Receive a score of "Standard Nearly Met" or above on a local district assessment in Spanish.
   OR
2. Receive a score of "standard nearly met" or above on state standards-based Spanish language arts assessment.

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[19] California Department of Education (2021) - Three Biliteracy Pathway Recognitions: (1) Biliteracy Program Participation; (2) Home Language Development; and (3) Biliteracy Attainment. https://www.cde.ca.gov/sp/el/er/blitoverview.asp

California State Seal of Biliteracy

Desert Sands Unified School District has one of the highest State Seal of Biliteracy (SSB) attainment rates in Riverside County. Our goal is to continue to provide access to students to obtain the SSB. DSUSD adheres to the guidelines set forth by the California Department of Education; state and federal programs office (SFPO) regularly review updated guidance and processes. The criteria below reflect the requirements for earning the SSB, codified in California *Education Code* (*EC*) Section 51461[20].

State Seal of Biliteracy Criteria

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:
1. Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 in those classes.
2. Passing the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the State Superintendent of Public Instruction for any successor test.
3. Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
   - Passing a foreign language Advanced Placement (AP) examination with a score of three or higher, or an International Baccalaureate (IB) examination with a score of four or more.
   - Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.
   - Passing a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
   - Passing the SAT II foreign language examination with a score of 600 or higher.
4. In addition to the requirements mentioned above, if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive in order to qualify for the SSB.

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The SSB is marked by a gold seal affixed to the diploma or transcript and is available to all students in DSUSD regardless of program type.

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[20] https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

English/Multilingual Learners and Special Education Services

English/multilingual learners with disabilities have access to all program options offered by DSUSD, including DLI, SEI, and the newcomer support pathway. The *Desert Sands Unified School District English Learner Policies and Procedure Considerations for Students with Disabilities* document provides recommendations including the identification (pre-referral, assessment), Individualized Education Plan (IEP) processes, student progress monitoring, accommodations, and educational programming.

IEP teams make the **determination regarding the type of program** the student will participate in based on the unique learning needs of each student. An IEP team may designate participation in a bilingual program such as a dual immersion program if they feel the student would benefit from developing literacy first in their primary language in order to more successfully acquire English. As such, DSUSD is committed to ensuring that IEP processes also include attention to student program enrollment (DLI, SEI, or Newcomer Support Pathway). Per California Education Code 56345 *For individuals whose native language is other than English, **linguistically appropriate goals, objectives, programs,** and **services** shall be included in the IEP*.

Conclusion

This chapter described DSUSD's English/multilingual learner program options, including Structured English Immersion, Newcomer Support Pathway, and Dual Language Immersion. Each program description orients the *DSUSD Multilingual Learner Master Plan* reader to program goals, students served, key components, and staffing/credentialing requirements to support communication with families of ML students and inform EL/ML instructional program implementation and monitoring. This chapter concludes with an overview of the DSUSD Biliteracy Pathway Awards to the California State Seal of Biliteracy that affirms DSUSD's multilingual students' biliteracy attainment. Chapter 4 provides an overview of the English language development program and research-based practices that support ML students' language and literacy development.

Federal Program Monitoring (FPM) Item Alignment

Relevant English Learner FPM Items (2020-21)[21]
Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.
VI. Opportunity and Equal Educational Access

EL 13: Language Acquisition Program Options and Parent Choice
13.0 School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC Section 305[a][2]) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

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

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must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR Section 11309[c])

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

a. A description of any language acquisition programs provided, including Structured English Immersion;
b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
c. The information set forth in section 5 CCR Section 11309[c];
d. The process to request establishment of a language acquisition program
e. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

(EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC Section 310[a])

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

13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

Desert Sands Unified School District – Multilingual Learner Master Plan
Chapter 4 - English Language Development

CHAPTER OVERVIEW
Desert Sands Unified School District provides instructional pathways for students to achieve bilingualism and biliteracy, for English/multilingual learners (MLs) to reclassify as English proficient, and for all students to meet college and career readiness goals, including the Seal of Biliteracy. A critical program component for MLs to achieve these goals is the robust implementation of a quality English language development (ELD) program. Chapter 4 begins with an overview of a comprehensive ELD program. The chapter addresses the description of designated english language development (dELD), stages of English development, mandatory time for dELD, instructional materials and grouping considerations for dELD. Guidelines for ELD for students with disabilities, multilingual learners success indicators, and monitoring processes are also provided.

The *DSUSD Multilingual Learner Master Plan* is aligned with the [California English Learner Roadmap (ELR) policy](#). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. Chapter 4 content is primarily reflective of the following EL roadmap principles and elements:

Chapter 4: ELR Principles and Elements Alignment:

	Principles	Relevant Elements
	▪ **Principle 1**: Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2**: Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation Within and Across Systems	1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2F. Rigorous Instructional Material 4A. Alignment and Articulation

A list of corresponding items from the [Federal Program Monitoring, English Learners Program Instrument](#) is provided at the end of the chapter.

Comprehensive English Language Development Introduction

"English proficiency levels at all ages require both integrated English language development (ELD) and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the California ELD standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students who are English Learners and a persistent belief that all students who are English learners can achieve the highest levels of academic and linguistic excellence. "

— *English Language Arts and English Language Development (ELA/ELD) Framework for California Public Schools*, p. 119

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Throughout the school day and across all content areas MLs learn to use English as they simultaneously gain content knowledge through English. Scheduling and grouping for MLs, Initial Fluent English Proficient (IFEP), English-only (EO), and multilingual learners (MLs) should always account for students' diverse and complex linguistic and cultural identities. In addition, educators must consider the language development needs of learners of all EL/ML typologies, to provide intellectually engaging and developmentally appropriate experiences that facilitate development of English proficiency, target language proficiency, and successful academic achievement.

MLs develop English primarily through meaningful interaction with others and through intellectually rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing independently and collaboratively a variety of text types; and justifying their opinions by persuading others using relevant evidence. Through these activities, MLs strengthen their abilities to use English successfully in school while developing critical content knowledge through English.

In addition to learning to use English and learning through English, MLs also need to have knowledge about English in order to advance their development of the second language. MLs need to learn how English works to communicate particular meanings in different ways based on discipline, topic, audience, task, and purpose. Language awareness is prominently featured in the California ELD standards for this purpose. MLs become conscious of how particular language choices affect meaning when teachers draw attention to language and how it works.

As a result, MLs are able to draw on a wider range of language resources when making meaning and to make more informed choices about using English. Understanding how English works to make meaning in different contexts is important for all students, but imperative for MLs who rely on school experiences to develop the types of academic English necessary for success in school and beyond.

Figure 2.19. Three Interrelated Areas of Comprehensive ELD*
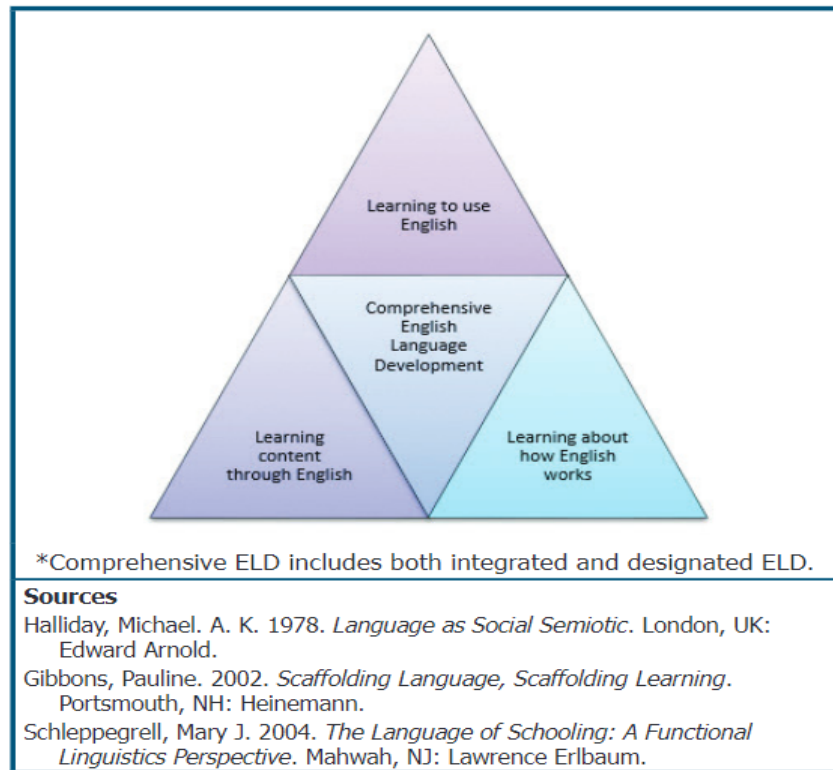
Source: California Department of Education. (2015). *English Language Arts/English Language Development Framework.* Sacramento, California.

The ELD program in DSUSD is reflective of the ELA framework and aligned to the 2012 California English Language Development Standards. The purpose of the ELD instructional component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and complements and amplifies the California English Language Arts Standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

The California Department of Education (CDE) and the State Board of Education provide the field with guidance for integrated and designated ELD instruction and additional resources. A letter to the field summarizing this guidance was published in 2019.

Designated ELD

> **Designated ELD (dELD)** is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 *CCR* Section 11300[a]).

In Desert Sands Unified School District, every teacher will attend to the language learning needs of their ML students in ways that are strategic to promote the simultaneous development of content knowledge and advance levels of English proficiency. As part of the instructional program provided through general funds, all identified MLs must receive a program of ELD instruction, which shall include designated and integrated ELD

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(dELD and iELD). [Designated English Language Development](#)is a protected time during the regular school day in which credentialed teachers focus on the California ELD standards in ways that build into and from content instruction so as to develop critical language MLs need for content learning in English. Designated ELD is not isolated from content such as ELA, science, mathematics, social studies, and other disciplines; rather, it is an opportunity to support our MLs in developing skills necessary to fully participate in academic tasks across all content areas (California ELA/ELD Framework, Chapter 2 – pp. 104-109).

During dELD, students are actively participating in collaborative discussions where they can build awareness of language and develop skills and abilities to use language. During this protected time there is a strong emphasis on oral language development. However, it also addresses reading and writing tasks as the students learn to interpret and produce English. Content plays a vital role in designated ELD; nevertheless, it is not the time to teach or reteach content. It is, however, time to focus on academic language derived from the content area in ways that are closely aligned with content instruction.

Stages of English Language Development

Research has shown that students learning an additional language follow a similar path to second language development (California ELA/ELD Framework, Chapter 2-p. 104; Freeman & Freeman, 2014)[22]. The California ELD standards refer to the stages along this path as emerging, expanding, and bridging. See figure 2.18 below for a summary of general progression.

Figure 2.18. General Progression of the California ELD Standards ELD Continuum

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

Sources: California Department of Education (2012). *California English Language Development Standards, Kindergarten through Grade 12.* Sacramento, California: Author.

California Department of Education (2015). *English Language Arts/English Language Development Framework.* Sacramento, California.

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[22] Freeman, Yvonne and David (2014). *Essential Linguistics: What Teachers need to know to teach ESL, Reading, Spelling and Grammar*, 2nd Edition. Portsmouth: NH.

While guidance on the general stages of English language development is provided, the complex and multilayered process of learning English as an additional language does not necessarily occur in a linear fashion. ML students at any given point on their trajectory of learning an additional language may display some abilities at a higher proficiency level while at the same time display other abilities at a lower proficiency level. This may be especially evident across language domains - listening, speaking, reading, and writing – inclusive of metalinguistic awareness as stated in the California ELD standards. ML services should be responsive to EL/ML profiles as part of the considerations for language acquisition stages.

Mandatory Time for Designated ELD

The *California Code of Regulations* section 11300(a) states that designated English language development is "instruction provided during a time set aside in the regular school day…". Designated ELD is part of the core curriculum, which is taught during an instructional day.

Designated ELD is a required course of study for all English/multilingual learners and instruction is provided to students based on their proficiency level. The needs of the student necessitate a minimum number of minutes of dedicated ELD for students to make progress toward English proficiency[23].

In Desert Sands Unified School District, designated ELD instruction occurs daily and is delivered by fully credentialed teachers for all multilingual learners regardless of the program option until such time as they reclassify as fluent english proficient (RFEP). Designated ELD (dELD) is provided daily throughout the academic year, including on minimum days.   The following table shows the minimum designated ELD instructional time required.

Table 4.1. Mandatory Time for Designated English Language Development Instruction

Grade	Required Daily Minutes of Designated ELD Instruction
TK-K	30 minutes per day
1-3	40 minutes per day
4-5	45 minutes per day
6-8	One period daily of Designated ELD instruction at the student's English proficiency level or the equivalent for one period per day (block schedule)
9-12	One period daily of Designated ELD instruction at the student's English proficiency level or the equivalent for one period per day (block schedule)

[23] Saunders, Goldenberg, & Marcelletti (2013). English Language Development Guidelines for Instruction. *American Educator.* Summer 2013. https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

Saunders & Goldenberg (2010). Research to Guide English Language Development Instruction. In California Department of Education, *Improving Education for English Learners: Research-Based Approaches*. California Department of Education Press.

Instructional Materials for Designated ELD

The current state framework combines ELA/ELD instructional guidelines. School districts periodically adopt ELA/ELD materials. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. Materials can only be chosen from the state adopted ELA/ELD adoption list found on the California Department of Education website.

The district will convene an adoption committee to review state-adopted, standards-based language arts programs for consideration which meet the instructional needs of multilingual learners.

Grouping Considerations, Courses, and Curriculum

> *"Although ELs at similar proficiency levels are grouped together for designated ELD instruction, this is only a small part of the school day." (ELA/ELD Framework Chapter 2, p. 98)*

> *"During designated ELD - and only during designated ELD - ELs are grouped by English language proficiency levels, as possible, so that teachers are able to strategically target students' language learning needs." (ELA/ELD Framework Chapter 2, p. 118)*

ELA/ELD Framework, Chapter 2

Grouping Considerations

It is imperative to recognize that during this protected dELD time students are not meant to be isolated. The time is intended to be used for instruction that accelerates their English language and literacy development. Further, it is crucial that grouping during the rest of the day is heterogeneous to ensure MLs interact with proficient English speakers.

The goal of instructional grouping for designated ELD in the elementary grades is one English language proficiency (ELP) level per group. However, the span may be one level plus one. ELD groups are formed by teachers, site instructional coaches, and the administrator at the site, using student performance on the ELPAC, ELD placement/progress assessments, as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available. The following figure shows the correspondence between the summative ELPAC performance level descriptors and the ELD standards proficiency level that can guide the grouping of ELs for dELD instruction.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Sources: California Department of Education (2021). *2021-2022 English Language Proficiency Assessments for California Information Guide, p.57.* Sacramento, California. https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide21.docx; ELPAC & ELD standards proficiency level correlation developed by Sacramento County Office of Education (2017), adapted from the ELPAC performance level descriptors table in the *2017-2018 English Language Proficiency Assessments for California Information Guide*

Different groups of ELs/MLs present different typologies that must be considered when grouping for instruction.

- Newcomer - newly arrived (two years or less) English Learner with formal schooling.
- Newcomer - newly arrived (two years or less) English Learner with limited/interrupted formal schooling.
- English Learners on Track - ELs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations.

- At-Risk of Becoming Long Term English Learner/English learner who had been enrolled in a U.S. school for four-to-five years in any of grades three through eight, scores at ELPAC emerging level and scores in the fourth year at the "not met" or "nearly met" levels on the state required ELA standards-based achievement test. (EC 313.1)
- Long Term English Learner/English learner who is in any of grades 6-12 has been enrolled in a U.S. school for six years or more and has remained at the same English language proficiency level for more than two or more consecutive years as determined by the ELPAC and at the "not met" or "nearly met" levels on the state required ELA standards-based achievement test. (EC 313.1)[24]

Taking these typologies into consideration, Table 4.2 following details the different courses offered in the middle school and high school to attend to the different needs of our multilingual learners.

Table 4.2 Course Sequence – Middle School and High School

Designated ELD Plan for Grades 6-12			
EL/ML Profile	**EL Proficiency Level(s) and d-ELD Course**	**Criteria**	**Curriculum**
NEWCOMER	ELPAC Level 1/2 ELD 1	• Newcomers level 1/2 • Recent arrivals (Less than two years in the country) • Little to no exposure to English	• State-adopted curriculum with Newcomer focus (i.e. Studysync ELD Newcomer) • AVID Excel Recursive Practices
EMERGING	ELPAC Level 1/2 ELD 1/2	• ELPAC level 1/2 - Not Newcomer	• State-adopted curriculum (i.e. Studysync ELD) • AVID Excel Recursive Practices
EXPANDING LEVEL	ELPAC Level 2/3 ELD 2/3	• ELPAC levels 2 and 3	• State-adopted curriculum (i.e. Studysync ELD) • AVID Excel Recursive Practices
EXPANDING/ LOW BRIDGING	ELPAC Level 3/4 ELD 3/4	• ELPAC levels 3 and 4	• State-adopted curriculum (i.e. Studysync ELD) • AVID Excel Recursive Practices

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[24] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=313.1&lawCode=EDC

Designated ELD Plan for Grades 6-12			
LONG-TERM ENGLISH LEARNER[25]	ELPAC Levels 2-4 ELD 3/4	● In U.S. schools six plus years ● In grades 6 to 12 same EL proficiency level for two plus years or regressed ● Score of *Not Met or Nearly Met* on ELA standardized test	● State-adopted curriculum (i.e. Studysync ELD) ● AVID Excel Recursive Practices ● Specialized dELD based on LTEL's needs

The population of ML students varies from school site to school site and from grade level to grade level. Each site needs to take into careful consideration the grouping options for designated ELD. It is imperative that ML students should not be removed from other content instruction (i.e. ELA, mathematics, science, etc.) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all content instruction.

Designated ELD for Students with Disabilities

The *California Practitioners' Guide for Educating English Learners with Disabilities* (2019) states:
"All English learners with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. Both integrated and designated ELD are part of the English learners' core instruction. (Designated ELD should not be merged with intervention or supplemental instruction.)"

California Department of Education, 2019 (Chapter 7, p. 321)

The IEP or 504 team of English/multilingual learners with disabilities must determine how ELD services will be provided to the student to ensure their continued acquisition of English and academic success.

The *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document provides more detailed dELD guidelines and recommendations for this group of students.

English Language Development for Multilingual Learners – Success Indicators

The *English Language Arts/English Language Development (ELA/ELD) Framework* identifies ten Essential Features of Designated ELD Instruction (*see* Figure 2.23, pp. 117-118 of the ELA/ELD Framework).[26] DSUSD has augmented and adopted these features as success indicators for our designated ELD and we hold ourselves to the following expectations for quality dELD instruction as part of the comprehensive ELD program for English/multilingual learners:

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, relevant, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Student proficiency with academic English and literacy in the content areas, as described in the California ELD standards, the California English language arts/literacy and other content standards, is the main focus of instruction.

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[25]https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=313.1.&lawCode=EDC
[26] California Department of Education (2015). *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*. Sacramento, California.

3. **Extended Language Interaction:** Extended language interaction among students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.

4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organizational, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.

6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.

7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time. Scaffolding provides strategic supports that move learners toward independence.

8. **Clear Lesson Objectives:** Lessons are designed using the California ELD standards as the primary standards and are grounded in appropriate content standards.

9. **Corrective Feedback**: Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Over correction or arbitrary corrective feedback is avoided.

10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

The ELA/ELD framework provides examples such as vignettes that can serve as model/illustration for teachers of these essential features as envisioned for dELD instruction that focus on the ELD standards and build into and from the content areas to build the language necessary for academic success.

Student-Centered Approach: The success indicators above should be considered from the EL student perspective, which means dELD instruction should value and build on primary language and culture, as well as prior knowledge and interests. Attention to EL/ML typologies and special needs by teachers is essential.

The professional learning chapter in the *DSUSD Multilingual Learner Plan* (Chapter 8) describes the efforts, challenges, and needs of our professional community to continue our growth in understanding and instructional expertise with regard to MLs' cultural, linguistic, and academic needs.

Classroom observation protocols address the essential features of designated ELD instruction at both the elementary and secondary levels. The purpose of the protocols is to allow all educational partners to fully invest in the continual evolution of our dELD programs. The advancement of our multilingual learners' language proficiency is paramount as it allows for meaningful access in all curricular areas. Multilingual learners not making normative progress based on their respective typologies shall be served by the monitoring processes described below.

Monitoring Processes

Monitoring processes are used to examine patterns of multilingual learner progress as well as monitor individual ML progress. Identifying and responding to patterns of ML progress will allow the district and schools to proactively meet the needs of our students. On an individual level, progress monitoring will enable schools to assess a student's academic, behavioral, or social emotional learning performance, to evaluate the effectiveness of instruction, and assess a student's response to instruction and intervention.

In progress monitoring attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths. Progress monitoring should be conducted to measure how well individual students or groups are progressing in core instruction as well as during the intervention. It is a district and state requirement that progress monitoring of ELs/MLs takes place to ensure ELs/MLs are progressing and to provide additional supports for students who are not adequately progressing.

ELD Progress Monitoring Plan

The Desert Sands Unified School District is resolved to closing the English/multilingual learner achievement gap and recognizes that all educational partners in our school community are accountable and play a critical role in ensuring that English/multilingual learner programs are implemented effectively in order to achieve this goal. This can only happen if we understand how well our different EL/ML typologies are progressing academically and linguistically. To that end, DSUSD is committed to ongoing monitoring of our students at each step of their language development through careful coordination of each level of responsibility (district, school, teacher, specialists) to ensure continuous progress. More guidance on assessing ELD progress is provided in chapter 8 of the ELA/ELD Framework.

Examining Patterns of Progress & Monitoring Individual Progress: Integration of the Language Appraisal Team with MTSS Tier Teams

The language appraisal team (LAT) will examine patterns of ML progress as well as monitor individual progress. The LAT is part of a broader framework known as a multi-tiered system of support (MTSS) within our district. The California Department of Education defines MTSS as follows: "A Multi-Tiered System of Support (MTSS) addresses the needs of all students, aligns the entire system of initiatives, supports and resources, and implements continuous improvement processes at all levels of the system [school-wide, classroom, and individual students]." (California Dept. of Education).

Under our district's MTSS, the LAT provides a framework for collaboration to identify and deploy research-based strategies that address the instructional, linguistic, behavior, and social emotional needs of ML students.

In general, the LAT is responsible for providing oversight and guidance in the following areas:
- Monitoring and review of ELs/MLs language and academic development (Tiers 1 and 2)
- Reviewing overall and annual representation of ELs/MLs in special education services (Tier 2 and 3)
- Reviewing EL/ML instructional program placement, progress, and intervention (Tiers 1 and 2)
- Monitoring progress of RFEP students (Tiers 1 and 2)

Whether the current responsibilities are performed by a separate LAT or by MTSS tier teams, both are intended to adopt a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student, with an explicit focus on MLs, through a layered continuum of research-based practices and systems. When LAT and MTSS tier teams merge, a running LAT agenda item should be contained in the MTSS Tier Team agenda to specifically address LAT responsibilities. It will be critical that MLs are explicitly referenced on MTSS Tier agendas and documentation to ensure compliance with and evidence for federal program monitoring.

Description of the Language Appraisal Team and its Functions

This section will describe **the LAT membership, responsibilities, and functions**. If LAT teams merge with MTSS tier teams, the LAT requirements will apply to the teams that assume the LAT's important responsibilities and functions.

LAT Membership
Required Team Members (as staff at each site)
- Administrator or Designee Teacher
- EL/ML Lead or Designee
- Instructional Coach
- Referring Person
- MTSS/Restorative Justice Teacher
- Parent/Guardian of a referred student* (*must be invited*)

Ancillary Members
The school site administrator also designates members who participate (either directly or indirectly through written feedback) on an **as needed basis**:
- Student (if developmentally age appropriate)
- Resource Specialist Teacher
- Core Content Teachers
- School Psychologist
- Data/Intervention Coordinator
- Elementary/Secondary Counselor
- School Nurse
- Psychiatric Social Worker
- Pupil Services and Attendance Counselor
- Occupational and/or Physical Therapist
- Speech and Language Pathologist
- Assistant Principal or Secondary Dean of Students
- GATE Coordinator

*Note: The parent is a vital member of LAT and must be invited. However, lack of parental attendance should not deter a team from addressing the individual student's needs and developing an intervention plan to support the student's educational performance.

LAT Responsibilities: Provide Tier Support to ALL Individual MLs

The LAT has essential responsibilities pertaining to all ELs/MLs, including newcomers, long-term english learners, ELs/MLs with disabilities, and reclassified fluent english proficient (RFEP) students. They include:
- Monitor appropriate instruction, support, and intervention strategies. This includes assuring all EL/ML students are provided universal tools, designated supports, and accommodations for effective participation in classroom instruction, classroom assessment, and all state testing.
- Review attainment of minimum progress benchmarks for ELs/MLs (as outlined in the *DSUSD Multilingual Learner Plan,* Chapter 6: Student Progress Monitoring Benchmarks).
- Monitor placement/instruction to ensure appropriate linguistic and academic progress .
- Review the progress of ELs/MLs in meeting the reclassification criteria in grades K-12.
- Ensure RFEP students continue to make progress and achieve academic proficiency in all core subject areas based on data, grades, and state test scores after reclassification.
- Review student and school data (at least twice per year) to identify patterns and trends as well as to ensure the above is documented and monitored accurately.
- Examine reclassification patterns and make recommendations about RFEP processes.

State and federal program requirements for English learners emphasize the need to monitor and evaluate progress frequently and consistently. In order to ensure that the English learner status students are making adequate progress, the LAT supports students at the school site as they progress towards meeting the reclassification criteria. Although progress monitoring begins in the classroom, the LAT plays a pivotal role in further EL/ML monitoring at the school site. One of the key functions of the LAT is to ensure that ELs/MLs receive and participate in an effective instructional program. To ensure this, the LAT must regularly assess the quality of the school's EL/ML program and monitor its progress, at least, four times per year to prevent language and academic gaps among individual students and groups. The results of ELD progress monitoring influence instruction, intervention, and professional development related to MLs at the school site.

Key questions to consider during EL/ML monitoring include:
- Are ELs/MLs making adequate progress in ELD and ELA (and target language when in a dual language program)?
- Are ELs/MLs mastering the grade-level learning standards in all areas of the curriculum?
- Are ELs/MLs meeting the reclassification criteria within five to seven years?
- How can we reduce the number of long-term ELs (LTELS) at the school?
- What patterns and trends can we see in EL student data? What should our next steps be?

<u>Ongoing *Schoolwide* Monitoring of Tier 1 Instruction</u>

The LAT conducts ongoing school-wide monitoring of Tier I instruction using multiple data sources. The purpose of this monitoring is to review data in a holistic manner across a variety of measures for student groups and subgroups and identify patterns and trends. Analysis of school-wide data must take place regularly and, <u>at a minimum</u>, twice per year. From this analysis, the LAT:
- Determines areas of need to accelerate learning for all ML students, to ensure college and career readiness.
- Identifies achievement disparities (focus grades and focus areas).
- Recommends differentiated and systematic supports needed to close achievement gaps to promote success for all ML students.

The LAT collects and reviews school-wide data including:
- California Assessment of Student Performance and Progress
- English Language Proficiency Assessments for California (ELPAC)
- i-Ready Benchmark Assessments
- Other District Assessments
- Reclassification rate of English Learner status students
- Multilingual Master Plan minimum progress expectations
- Credit attainment toward High School Graduation Requirements
- Successful completion of A-G coursework
- Practice Scholastic Aptitude Test (PSAT)
- Advanced Placement Reports
- Suspension Data
- Attendance Data
- Office Discipline Referrals/School-Wide Behavior Inventory
- Survey data from parents, students, and staff

The LAT shall review the progress of MLs and LTELs at least twice per year to determine readiness for reclassification. The LAT shall also make reclassification recommendations, as described in the *DSUSD Multilingual Learner Plan*. In addition, the LAT shall monitor the progress of reclassified fluent english proficient (RFEP) students at least twice per year and provide supports as described in the *DSUSD Multilingual Learner Plan*.

Identification of Systematic Supports

As part of school-wide monitoring and at least twice a year, the LAT shall identify ELs/MLs and LTELs requiring additional supports in one or more of the following areas:
- Academic Achievement
- College and Career Readiness
- Behavior
- Language Development, including
  - ELs/MLs not meeting the minimum progress expectations
  - Long term english learners (LTELs) not making progress with interventions
  - RFEP students not reaching proficiency in core academic content areas
- School Attendance
- Health
- Social/Emotional Functioning

Based on the school-wide data and predominant needs identified through the data, the LAT will make recommendations and identify students for interventions at targeted levels (i.e., school-wide, classroom, and individual). The LAT will consider the entire school system and the intervention capacity, support and resources available to students. Students participate in the interventions and progress monitoring occurs throughout the intervention period. For students who are not responding or demonstrating insufficient progress to the interventions, as evidenced by the progress monitoring data, an LAT meeting should be initiated using a site-determined LAT, student study team (SST), or MTSS referral form.

Monitoring Progress of LTELS and At-risk for LTEL (Tier 2)

In order to prevent EL/ML students from becoming or remaining as LTELs, the LAT should review the EL/ML and LTEL monitoring rosters. At each site, the EL/ML lead is responsible for monitoring the progress of LTELs and sharing this information with all educational partners at the school. The EL/ML Lead or designee does the following:

1. Monitors each LTEL's:
   - Language status
   - Test results
   - Goals for meeting grade level standards
   - Progress towards reclassification
2. Facilitates the completion of each LTEL academic support plan with educational partners in the fall and spring of each year.
3. Meets with students and parents twice a year to review:
   - Language status
   - Program placement
   - Test results
   - Goals for attaining reclassification criteria and accelerate academic progress targets
4. Provides relevant data and information to the LAT to assist in monitoring the progress of LTELs and to ensure that school-wide EL/ML and LTEL monitoring are coordinated.

Monitoring Progress of RFEPs and Recommending Interventions

As required by Title III and the California Education Code, students reclassified as fluent english proficient (RFEP) must be monitored. While RFEP monitoring begins in the classroom, in DSUSD the LAT officially monitors RFEP students at regular intervals from student date of reclassification: six months, one year, two years, three years, and four years. RFEP students not meeting benchmarks in core content areas referred to the LAT will also trigger a review.

The LAT meets to review data to support RFEP students in transitioning successfully from the supports and differentiation provided in the EL/ML program to the supports provided for all students at the school site. This data includes student grades in core content areas and assessment results. At the individual student level, the LAT should also review authentic student work samples produced as part of standards-based classroom activities. Because the LAT monitors the whole child, the team should also consider the academic, behavioral, attendance, and socio-emotional factors that are relevant to all students when analyzing student progress.

The LAT documents its analysis and recommends next steps using the K- 5 or 6-12 RFEP monitoring form within the Ellevation platform, completed with the participation of parents/guardians. Additionally, at the high school level graduation criteria checks are monitored twice a year by the student's counselor.

If a reclassified student is not making satisfactory progress, the LAT and the classroom teacher(s) should collaborate to develop an intervention plan with specialized support. This may include EL/ML support as appropriate to the student's linguistic needs. Intervention strategies may include, but are not limited to, any of the following:

- before/during/after-school tutoring
- specialized dELD, reading, writing or math instruction
- content–based language development support class
- extended year/summer learning opportunities

Language Differences and Learning Delays

In addition to general concerns about progress in learning English or progress in core content, there may be questions about whether a student's difficulties stem from issues related to the language acquisition process or to more general learning delays. The LAT should take all possible steps to remove any structural and instructional obstacles that may impact students' language acquisition and progression. While identifying potential learning disabilities are not within the scope of the LAT, the LAT should investigate problems arising as part of the language acquisition process. Being able to distinguish between a disability and a language acquisition issue is challenging and can be supported by referencing the *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document. There are multiple language acquisition factors, such as limited language proficiency. The role of the LAT is to ensure that problems related to language acquisition are examined and targeted. It is especially critical that the LAT confirms that high-quality integrated and designated ELD instruction is provided to ELs/MLs.

Conclusion

Chapter 4 has described the DSUSD plan for designated ELD including time allocations, materials, and organization for ELD instruction. This chapter has also provided a process for monitoring program implementation. Chapter 5 will present the district's design for providing its ML population access to the core content through the effective and intentional implementation of Integrated ELD.

Resources To Support Implementation of LAT Responsibilities

Federal Program Monitoring (FPM) Item Alignment

Chapter 4 – Relevant English Learner FPM Items (2021-22)[27]
Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

EL 14: ELD
14.0 As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, that shall include designated and integrated ELD.

(a) Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English

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[27] California Department of Education Compliance Monitoring, https://www.cde.ca.gov/ta/cr/; English Learner 2021-22 Program Instrument, https://www.cde.ca.gov/ta/cr/documents/el2122.docx

language skills necessary for academic content learning in English.
(5 *CCR* Section 11300 [a])

    (b) Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.
        (5 *CCR* Section 11300 [c])

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

(20 U.S.C. Section 6825 [c][1][A], *EC* sections 305, 306, 310; 5 *CCR* sections 11300 [a] and [c], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

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

(20 U.S.C. sections 1703 [f], 6825 [c][1][A]; *F* sections 300, 305, 306, 310; 5 *CCR* sections 11302[a], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

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

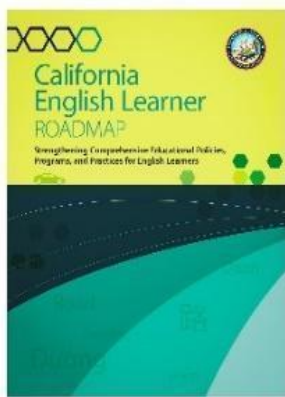(20 U.S.C. Section 1703 [f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011; 5 *CCR* Section 11309)

Desert Sands Unified School District Multilingual Learner Master Plan
Chapter 5 – Access to Core Curriculum and Integrated English Language Development

CHAPTER OVERVIEW
Chapter 5 provides information about how Desert Sands Unified School District ensures that multilingual learners participate meaningfully and equally in curricular programs that are standards-based and delivered using a variety of research-based instructional practices. The use of integrated English language development for content areas is described, including specially designed academic instruction in English (SDAIE) strategies and primary language support and instruction.

The *DSUSD Multilingual Learner Master Plan* is aligned with the California English Learner Roadmap (ELR) policy.   At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. Chapter 5 content is primarily reflective of the following EL roadmap principles and elements:

Principles	Relevant Elements
▪ **Principle 1**: Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2**: Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation Within and Across Systems	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-Based Instruction 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students Home Language 2F. Rigorous Instructional Material 4A. Alignment and Articulation 4C. Coherency

A list of corresponding items from the Federal Program Monitoring, English Learner Program Instrument is provided at the end of this chapter.

Introduction

Chapter 5 of the *DSUSD Multilingual Learner Master Plan* focuses on key elements that ensure all multilingual learners have meaningful and equitable access to the core instructional program. Educators in DSUSD are committed to providing MLs academic instruction that is designed and implemented based upon research-based practices. Integrated English language development (iELD) for content areas is provided in elementary and secondary schools, including the use of specially designed academic instruction in English (SDAIE) strategies, along with the use of primary language support and instruction.

According to the California ELA/ELD framework, site level data should be examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. District level data is used to guide curriculum improvement, recommend innovations, sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning. Under a multi-tiered system of support (MTSS), all students are provided high quality best first instruction. The hallmark of best first instruction is equity and access, which requires

building relationships with multilingual learners and providing them safe and brave spaces in order to access best-first instruction. Those for whom initial instruction is ineffective are provided supplemental instruction. Students who experience considerable difficulty are provided more intensive intervention.

Equity and Meaningful Access

Desert Sands Unified School District's enveloping vision for all students is educational equity. Educational equity is when each and every student is provided the academic, social, emotional, cultural, linguistic resources, and supports they specifically need, when they need them, to experience belonging in school, achieve academic success, and attain self-actualization.

Grounding our efforts towards equity and access to the core curriculum are four practices that are espoused by the California ELA/ELD framework[28] as foundational to the success of English learners (2015 - Chapter 1, p. 32). These are expanded on in Chapter 5 of the California Department of Education's *Improving Education for Multilingual and English Learners* (2020) publication[29]. The four practices that support our multilingual learners are:

1. Interacting in meaningful ways
2. Understanding how english works
3. Using English purposefully
4. Engaging in formative assessments

The following figure illustrates how these practices are contextualized within policies and structures that foster culturally and linguistically sustaining approaches that respect and nurture the knowledge and language resources all children bring from their homes and communities and their implementation during integrated and designated ELD instruction.

"Multilingual learners" is used to refer to students who speak or understand, to varying degrees, more than one language.

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[28] California Department of Education (2014). English Language Arts/English Language Development Framework.
[29] California Department of Education (CDE). (2020). *Improving Education for Multilingual and English Learner Students: Research to Practice*. Sacramento: California Department of Education.

Figure 5.1 Four Practices that Support Multilingual and English Learners
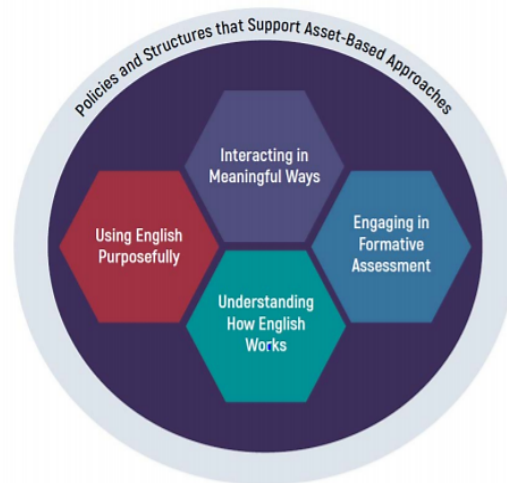
Source: *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California *Department of Education, Chapter 5, p. 254*.

These four practices are not separate steps to teach in isolation, rather they are implemented together in every lesson to ensure access and engagement of students in tasks that both support language development and concept learning.

Meaningful access is not the watering down of content. Rather, as stated in Element 2.B of the English learner roadmap, "Students are provided rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery". This applies to all content areas such as language arts, math, science, social science, physical education, art, technical subjects, and music.

> Integrated english language development (iELD) is instruction in which the state-adopted ELD standards are used in tandem with the state adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (5 CCR Section 11300[c]).

Integrated English Language Development

All teachers of multilingual learners provide integrated English language development (iELD) to MLs throughout the school day and across all subject areas. DSUSD provides comprehensive, sustained, and responsive professional learning for all educators of MLs to support effective implementation of iELD in elementary and secondary settings. Please see *DSUSD Multilingual Learner Plan*, Chapter 8: Staffing and Professional Learning. The California English language development standards (ELD) are used in tandem with the California English language arts (ELA) and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

The district's integrated ELD instructional design principles are based on research-based practice[30] and reflective of state policy and guidance[31] (see *DSUSD Multilingual Learner Plan*, Chapter 1: Introduction. Key components include:

- A clear language focus amplifies content learning.
- Intellectually challenging texts and tasks prepare all students with the language they need to become empowered, independent learners.
- Scaffolding is strategically structured to support access to content and build independence.
- Language is explicitly taught.
- Students engage in academic discourse for a variety of purposes in all lessons.
- Academic discourse facilitates interactive and engaging learning.

All MLs in DSUSD will receive Integrated ELD in all content areas throughout the school day to ensure access to the standards-based core curriculum. Integrated ELD teachers will receive professional development that focuses on the ELD standards, Integrated ELD principles, the California ELA/ELD framework, and research-based strategies that support students to develop proficiency in the four domains of reading, writing, listening, and speaking within the content areas. DSUSD ensures that teachers have appropriate credentials and English learner authorization to teach integrated ELD content courses. Please see *DSUSD Multilingual Learner Plan*, Chapter 8: Staffing and Professional Learning.

DSUSD educators will create multiple opportunities for students to read, analyze, and create different types of texts. Students will also receive rich and varied opportunities to collaborate and interact using academic language to gain and exchange information and ideas. Teachers will also provide different levels of language scaffolds to support the students' abilities to succeed in these tasks. These scaffolds include unpacking the meaning of the texts by analyzing the vocabulary and syntax used in sentences, in addition to analyzing text organization and structure. This ensures students are able to better comprehend the topic as well as the language of the discipline. [Examples] of Integrated ELD organized by grade level are found on the California Department of Education website.

The following table lists the strategies and routines that DSUSD will consistently implement to provide MLs with effective integrated ELD to ensure their linguistic and academic progress in all areas of the curriculum. These strategies have been identified in the research and set forth in the guiding documents and publications provided by the California Department of Education.[32] The strategies promote two essential elements of Integrated ELD that enable the practices that support multilingual learner students (academic language development and access/comprehensibility of content through specially designed academic instruction in English (SDAIE)). SDAIE strategies make instruction comprehensible and meaningful for ML students in all lessons across content areas. Together, these two elements give our ML students access to the core/standard program and allow them to comprehend the curriculum content.

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[30] National Academies of Sciences, Engineering, and Medicine (NASEM). 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures.* Washington, DC: The National Academies Press.

[31] California Department of Education (2020). *Improving Education for Multilingual and English Learner Students.*

[32] California Department of Education (2014). *English Language Arts/English Language Development Framework.*
California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches.* Sacramento: California Department of Education.
Nagy, W, García, G., Durgunoglu, A. & Hancin-Bhatt, B. (1993). Spanish/English Bilingual Students' Use of Cognates in English Reading. *Journal of Reading Behavior.* 25: 241–259.
Baker, Scott, et al. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (NCEE 2014–4012).

Table 5.1. Elements of Integrated ELD – Supporting Strategies

Academic Language Development	Access/Comprehension of Content through SDAIE
- Post frequently used phrases that facilitate turn-taking, elaborations, and extensions during small group discussions or collaborative learning. - Chart domain-specific vocabulary as reference for student use in discussions and writing. - Structure collaborative activities in such a way that students use the vocabulary in purposeful ways. - Use sentence frames or grouping structures that allow for use of target academic language and more extended discourse. - Tap into students' primary language knowledge such as cognates. - Focus on word structure (ie., affixes and root words of academic language). - Focus on Tier 2 cross curricular vocabulary. - Guide the analysis of text-type organization applicable to the content area and the connecting and transitional words that make it cohesive.	- Use ELPAC data, Lexile scores, CAASPP results, among other data sources, to inform instruction, group structures, and progress monitoring. - Use content objectives coupled with appropriate specific language objective(s) aligned to the students' language proficiency levels within the ELD standards. - Contextualize instruction through TPR, visual support materials, realia, oral/verbal amplification to provide students with a variety of resources they can use to construct meaning. - Avoid the use of idioms and cultural references without explanations. - Use language modifications such as wait time, questioning, chunking information, repetition, and highlighting. - Include frequent checks for understanding. - Use task-based instruction, allow students to work with concepts and the language of those concepts in a variety of ways (i.e., drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts). - Provide opportunities to summarize key learning and ideas (i.e., co-constructing concept charts). - Tap prior knowledge from previous learning or personal experience. - Integrate ongoing assessment of student progress through observations, portfolios, journals and analysis of student work.

Leveraging Primary Language Use

Primary Language Instruction
Research shows that the use of primary language can have a positive effect on the performance of English/multilingual learners in English and the home language[33]. DSUSD's dual language (DLI) program provides access to the core curriculum by using the primary language (Spanish) as the medium of instruction during the Spanish language portion of the day. For students in these programs—especially those at the Emerging and Expanding levels of English acquisition—primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are in the process of acquiring English proficiency. For students in the DLI program in DSUSD, an additional goal of target language

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[33] Dolson, D. & Burnham-Massey, L. (2011). *Redesigning English-Medium Classrooms: Using Research to Enhance English Learner Achievement*. California Association for Bilingual Education. Covina, CA.
Thomas, W.P., & Collier, V.P. (2000). Accelerated schooling for all students: Research findings on education in multilingual communities. In S. Shaw (Ed.), *Intercultural education in European classrooms* (pp. 15-35). Stoke on Trent, United Kingdom: Trentham Books.
National Academies of Sciences, Engineering, and Medicine (NASEM). 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures.* Washington, DC: The National Academies Press.

instruction is to develop biliteracy. Expanding and developing our DLI program is crucial as most of the district's MLs do not currently have access to primary language instruction.

Primary Language Support

In DSUSD, 95.76% of our multilingual learners have a primary language of Spanish.   Vietnamese and Arabic are the next most prevalent languages, with both comprising 1.29% of our ML population. Primary language support for MLs is defined as using the students' home language to facilitate understanding of core content that is taught in English for MLs who are in DSUSD's structured English immersion programs. According to the California EL roadmap, adopted by the California Department of Education in 2017, California has entered a new era of English learner education that embraces linguistic diversity as an asset. Educators are encouraged to provide language and content support necessary to empower these students so they gain meaningful access to intellectually rich and engaging curriculum. The use of the first language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low proficiency, can benefit from such strategies delivered in their primary language.

The following recommendations are provided for primary language support when instruction is in English:
- Use of primary language supports and materials available within the core curriculum (i.e., cross-linguistic transfer charts).
- When available, provide a trained bilingual paraeducator for non-bilingual teachers. Bilingual peer tutors may also be utilized at the teacher's discretion.
- Use of access strategies such as the intentional instruction of transferable skills such as cognates and prefixes and suffixes.
- For students with grade level literacy skills in their primary language, a core textbook could be provided (if available). Providing bilingual resources (i.e. dictionaries, trade books, and other support materials in the primary language facilitates access to core content).
- Use of parent volunteers or community members for language and literacy support will facilitate access to the curriculum as well as affirm the value of the home language.

Instructional Materials

For all content areas, DSUSD remains committed to adopting standard-based instructional materials that embrace the ELD standards. By employing the ELD standards in tandem with content standards throughout the school day, educators can strengthen MLs' abilities to use English as they simultaneously learn content through English. The instructional materials should be developmentally appropriate and embrace the spirit and provisions of this master plan. In alignment with the statements above, DSUSD remains committed to acquiring and utilizing instructional materials that meet the following criteria for integrated and designated ELD:
- Integrated ELD ensures that ELD standards are taught in tandem with ELA standards during core instruction to fully support MLs in accessing rich content knowledge and linguistic development.
- Designated ELD builds into and from core ELA instruction with strategic support and appropriate scaffolds to foster progression through the language proficiency levels (emerging, expanding, and bridging).

All California content frameworks (i.e., ELA/ELD, mathematics) offer guidance for evaluating instructional materials and resources for kindergarten through grade eight by providing five-category criteria, as delineated in Table 5.2.

Table 5.2. Category Criteria for Instructional Materials Selection

Category 1 (English language arts and English language development) - **Content/ Alignment with the Standards**: Instructional materials include content as specified in the CA standards for ELA and the CA ELD standards, as appropriate for the program type. Programs must meet all identified standards fully for the appropriate program type to be eligible for adoption. **Category 2 - Program Organization**: Instructional materials support instruction and learning of the standards and include such features as the organization and design of the program and standards; chapter, unit, and lesson overviews; and glossaries. **Category 3 - Assessment**: Instructional materials include assessments for measuring what students know and are able to do and provide guidance for teachers on how to use assessment results to guide instruction. **Category 4 - Universal Access**: Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of English language arts, and students who speak African American English (AAE). **Category 5 - Instructional Planning and Teacher Support**: Information and materials contain a clear roadmap for teachers to follow when planning instruction and are designed to help teachers provide effective standards-based instruction.

Source: ELA/ELD Framework 2014, Chapter 12, p. 1012

Educators at all levels (TK-12) should carefully consider the value and appropriateness of instructional materials for multilingual learners for any content area using the five criteria consistent across frameworks. Educators should also consider the extent to which instructional materials address these additional factors:

- **Elevate** student assets and contributions
- **Develop** multiple dimensions of academic language:
    - discourse (i.e., amount, structure, density, organization, cohesion, variety of speech/written text)
    - sentence (i.e., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)
    - phrase/Word Dimension (multiple meanings of words, general, specific, and technical language)
- **Differentiate** between language proficiency levels
- **Address** all four language domains (i.e., expressive language via the speaking and writing domains and receptive language via listening and reading domains)
- **Require** rigor as described by the *California English Learner Roadmap, Element 2F: Rigorous Instructional Material*
    - *Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English Learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.*

Multi-Tiered Systems of Support (MTSS)

Equity demands that core content instruction is presented in a manner that is comprehensible to multilingual learners, and that a variety of strategies are intentionally incorporated into classroom instruction to provide meaningful access to the curriculum. High-quality, research-based first instruction (Tier 1) grounded in culturally responsive instruction and universal design for learning (UDL) will provide greater access to the general curriculum and integrate more coherently with the plethora of services and strategies provided for all

MLs. Student engagement focused on time on-task and active learning will support more oral language development and academic language development in the classroom. This can be achieved with efficient teacher-led direct instruction with a majority of time dedicated to student-mediated learning around academic tasks using research-based strategies (i.e., reciprocal teaching, peer assisted learning, class-wide peer tutoring, cross-age peer tutoring, problem-based learning, cognitive strategy instruction, metacognitive strategy instruction, and primary language instruction). Furthermore, on an ongoing basis, educators in DSUSD at the site and district level will reflect using our MTSS School Accountability Plan to ensure research-based best practices for Integrated and designated ELD are utilized throughout our systems to create equitable learning opportunities and optimize student outcomes for all English/multilingual learner typologies.

MTSS is DSUSD's district-wide, data-driven, prevention-based framework for improving outcomes for EVERY student. MTSS integrates and aligns academic, social/behavioral, and social emotional programs. It involves all staff, students, and families. MTSS, student study team (SST), language appraisal team (LAT), and individualized education program (IEP) teams in DSUSD look at the child's social-emotional history (i.e., educational, familial, health, immigration, or trauma). By looking at social, behavior, emotional learning and positive behavioral interventions and supports (PBIS), educators can study the whole child ecologically and use the tiered system of support, universal screening, and progress monitoring to develop positive instruction and intervention in social and academic behavior.

In DSUSD, MTSS is a framework for alignment and integration of multiple initiatives that have common goals and implementation needs. It embraces universal design for learning where educators address:
- What are some of the barriers to student learning?
- How can we break through these barriers?

Students for whom initial instruction (Tier 1) is inaccessible or ineffective are provided supplemental instruction (Tier 2). For students who experience considerable difficulty despite supplemental instruction are provided more intensive intervention (Tier 3).

DSUSD's MTSS framework, in accordance with the California Department of Education's ELA/ELD framework, requires a comprehensive gathering and analysis of data in order to make optimal instruction and systemic decisions to benefit all students. At the school level, data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning.

The language appraisal team (LAT) will examine patterns of English/multilingual learner progress as well as monitor individual progress. The LAT is part of a broader framework known as a multi-tiered systems of Support (MTSS) within our district. Please see *DSUSD Multilingual Learner Plan*, Chapter 4: English Language Development (Designated) for more information.

**Integrated English Language Development for English/Multilingual Learners
with Disabilities**

Per guidance provided by the US Department of Education regarding *Every Student Succeeds (ESSA) requirements,* instruction for English learners with disabilities should consider their specific special education and related services needs, as well as their language needs. Teachers should have an understanding of the

second language acquisition process, and how this might be influenced by the child's individual development, knowledge of EL/ML effective instructional practices and, if relevant, the child's disability.

The *Desert Sands Unified School District English Learner Policies and Procedure Considerations for Students with Disabilities* document provides recommendations including the identification (pre-referral, assessment), individualized education plan (IEP) processes, student progress monitoring, accommodations, and educational programming.

Conclusion

This chapter described DSUSD's plan for providing multilingual learners consistent, effective, and equitable access to the core curriculum. It is our intent that the strategies and practices identified within will serve as a guide for educators in their implementation of Integrated ELD as part of their content instruction as they support MLs' successful academic language development. This chapter concludes with an overview of how our district's multi-tiered system of support ensures that research-based best practices are utilized throughout our systems to create equitable learning opportunities and optimize student outcomes for all English/multilingual learner typologies. In the next chapter we provide student progress and monitoring benchmarks to guide systematized district-wide expectations for multilingual learner students.

Federal Program Monitoring (FPM) Item Alignment

Relevant English Learner FPM Items (2020-21)[34]

Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

VII. Teaching and Learning

EL 15: Access to Standard Instructional Program

15.0 Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.

15.1 Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:
   a.   Enrollment in the standard instructional program, which, at a minimum, consists of:
   b.   Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
   c.   Courses required to meet state and local high school graduation requirements, and
   d.   Courses required for middle school grade promotion;
   e.   Enrollment in a full course load of courses that are part of the standard instructional program, and
   f.   Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.
(20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011)

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[34] California Department of Education Compliance Monitoring, https://www.cde.ca.gov/ta/cr/; English Learner 2021-22 Program Instrument, https://www.cde.ca.gov/ta/cr/documents/el2122.docx

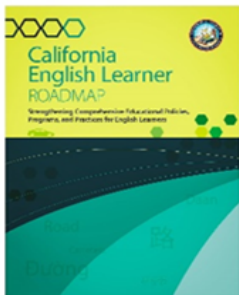**Desert Sands Unified School District Multilingual Learner Master Plan**
Chapter 6 – Student Progress Monitoring Benchmarks

CHAPTER OVERVIEW
This chapter provides an overview of progress monitoring for English/multilingual learners (ELs/MLs). In alignment with federal program monitoring, assessments are used to monitor individual student progress in relation to minimally expected benchmarks on specific English academic achievement and language assessments. Progress monitoring includes integral systems like professional learning communities, multi-tiered system of supports, and language appraisal teams. Considerations for dually identified English learners with Disabilities are provided. This chapter also provides minimally expected benchmarks and Spanish achievement and language assessments for Spanish-speaking ELs/MLs in the dual language immersion program.

The DSUSD English learner master plan is aligned with the California English Learner Roadmap (ELR) policy. At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. At the beginning of each chapter, we list principles and elements that are most relevant to the chapter content.

Chapter 6 ELR Principles and Elements Alignment:

Principles	Relevant Elements
▪ **Principle 3:** System Conditions that Support Effectiveness	3A. Leadership 3C. Assessments
▪ **Principle 4:** Alignment and Articulation Within and Across Systems	4A. Alignment and Articulation 4C. Coherency

A list of corresponding items from the Federal Program Monitoring, English Learner Program Instrument is provided at the end of this chapter.

Introduction

Desert Sands Unified School District (DSUSD) evaluates and monitors language proficiency as well as academic progress of all multilingual learner students. Principals, assistant principals, instructional coaches, EL leads, language appraisal teams, and teachers monitor progress throughout the school year at their school sites. District personnel in state and federal programs regularly monitor English/multilingual learner progress to ensure compliance with the district, state, and federal requirements. The district uses data to determine the following:

"A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement."

-California English Learner Roadmap, Principle 3C

1. English/multilingual learners attainment of English language proficiency within a reasonable time
2. The degree to which English/multilingual learners are achieving English language proficiency and academic results comparable to that of DSUSD's average native English speakers (English Only - EOs) or students who entered the district already proficient in English (identified fluent English proficient - IFEPs)
3. The effectiveness of programs and activities in supporting English/multilingual learners in achieving proficiency in academic content standards
4. Any necessary improvements to English/multilingual learner programs and activities.

Desert Sands continually reviews and revises assessment expectations for all students and utilizes data to ensure that ELs/MLs are making progress and meeting learning expectations. Designated English language development classes will use both formative and summative assessments to monitor progress to ensure these students are meeting growth targets in English proficiency.

As stated in *DSUSD EL Master Plan,* Chapter 2: Responding to diverse learners, DSUSD welcomes and responds to a diverse range of ML strengths, needs, and identities. There are six distinct groups of English/multilingual learners in the Desert Sands Unified School District, the majority of whom are Spanish speakers:

1. Newcomers (newly arrived ELs – two years or less[35]) with formal schooling
2. Newcomers (newly arrived ELs – two years or less[1]) with limited/interrupted formal schooling
3. ELs at risk of becoming long term English learners (four to five years as ELs, plus additional criteria per Education Code 313.1[36])
4. Long term English learners (LTEL) (six years or more as ELs, plus additional criteria per Education Code 313.1[2])
5. English learners on Track - ELs who have been enrolled in U.S. schools for less than four years and are meeting minimum progress expectations ELs who speak languages other than Spanish and who have the characteristics of groups 1–5

Desert Sands recognizes that students obtain English proficiency at various rates depending on several variables: age at entry, language and literacy levels in primary language, prior former schooling, presence of learning disabilities, and motivation. The *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document provides guidance for dually identified ELs. DSUSD is responsive to all EL profiles and ensures equity to meet the needs of each student.

Student Progress Monitoring

District-adopted and state-mandated assessments are used to monitor and evaluate the progress of all students. The assessments utilized in DSUSD are shown in the charts below. Data from these assessments is used to determine English language proficiency and evaluate students' academic performance. Results are used for placement in ELD programs, reclassification progress, and identifying students in need of intervention.

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[35] The California Department of Education specifies that, "Newcomer is an umbrella term for foreign-born students who have recently arrived in the United States". https://www.cde.ca.gov/sp/el/er/newcomerstudnts.asp
The CDE data dashboard signals newcomers as EL students who have been in the U.S. for one year or less. The DSUSD *Newcomer Support Pathway* specifies newcomer support for a two year period.
[36] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=313.1.&lawCode=EDC

Table 6.1 Minimally Expected Benchmarks for English Language Proficiency and Academic Achievement

MINIMALLY EXPECTED BENCHMARKS for English/Multilingual Learners by year enrolled						
Years in Program	1	2	3	4	5	6
English Language Proficiency*						
ELPAC (Summative)	Minimally Developed (Level 1)	Somewhat Developed (Level 2)	Somewhat Developed to Moderately Developed (Level 2-3)	Moderately Developed to Well Developed (Level 3-4)	Moderately Developed to Well Developed (Level 3-4)	Well Developed (Level 4)
ELD District Assessment	Emerging	Low to Mid Expanding	Mid-Upper Expanding	Upper Expanding to Low Bridging	Low-Upper Bridging	Upper Bridging
Academic Achievement						
CAASPP English Language Arts (ELA)	Standards Not Met	Standards Not Met	Standards Not Met	Standards Not Met	Standards Nearly Met	Standards Met/Exceeded
District ELA Assessment (iReady)	Below Grade Level	Below Grade Level	Below Grade Level	One Grade Level Below	Approaching Grade Level	On or Above Grade Level
CAASPP Math	Standards Not met	Standards Not Met	Standards Not Met	Standards Not Met	Standards Nearly Met	Standards Met/Exceeded
District Math Assessment (iReady)	Below Grade Level	Below Grade Level	Below Grade Level	One Grade Level Below	Approaching Grade Level	On or Above Grade Level

*Proficiency level category descriptions taken from the California ELD Standards and the ELPAC Summative assessment general performance level descriptors. For more information see https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

These minimum expectations will vary based on the typology of the English/multilingual learner as well as the profile within a particular typology. For example, all newcomers are not alike. Newcomers with a strong background in their primary language differ from newcomers with limited or interrupted formal education in their primary language. Thus the minimum expectations for the latter group might require easing of the expectations relative to the former.

Clearing the road to reclassification, as explained in *DSUSD Multilingual Master Plan,* Chapter 2 (Responding to Diverse Learners) in the Initial Assessment and Reclassification section and in Chapter 4 (English language Development) in the Language Appraisal Team (LAT) section, is an important undertaking that relies to a great extent on the understanding of the expectations of English/multilingual learners as they develop their communication and academic language skills. The i-Ready reading diagnostic, taken three times annually, is one of the criteria to identify the basic skills relative to English proficient students.

To meet the minimum expectations, each English/multilingual learner, regardless of current ELPAC level, is entitled to integrated ELD throughout the school day in all content areas. Every EL/ML, regardless of current ELPAC level, is entitled to designated ELD on a daily basis. DSUSD has a process for monitoring the EL/ML progress. The language appraisal team, which may merge with the MTSS team as explained in Chapter 4 of this English Learner Master Plan, monitors EL/ML progress systematically and thoroughly throughout the school year to ensure these students receive the supports, interventions, services, and attention they deserve.

The English academic achievement and language assessments are described in the table below. The grade levels, timelines, and required personnel are delineated.

Table 6.2 English Academic Achievement and Language Assessments

English Academic Achievement and Language Assessments				
Assessments Instruments	Type	Grade Level and Type of Program	Description	Administration Timeline* & Personnel
English Language Proficiency Assessments				
Initial ELPAC	State Mandated Initial	K-12[37] (one time only)	Standardized assessment of listening, speaking, reading, writing	Within first 30 days of enrollment Trained out-of-classroom support personnel
Initial Alternate ELPAC (for student with significant cognitive disabilities & whose primary language is other than English)	State Mandated Initial	K-12 (one time only)	Standardized assessment of receptive and expressive language	Within first 30 days of enrollment classroom teacher
Summative ELPAC	State Mandated Summative	K-12[38]	Standardized assessment of listening, speaking, reading, writing	February-May classroom teacher preferred, paraeducator or ELPAC specialist (with approval)

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[37] The Initial ELPAC is administered to students in K through grade twelve (K–12), ages three through twenty-one; kindergarten includes year one of a two-year kindergarten program, known as transitional kindergarten. https://www.cde.ca.gov/ta/tg/ep/elpacfaq.asp

[38] The Summative ELPAC is administered to students in K through grade twelve (K–12), ages three through twenty-one; https://www.cde.ca.gov/ta/tg/ep/elpacfaq.asp

English Academic Achievement and Language Assessments				
Alternate ELPAC (for ELs with significant cognitive disabilities & alternate assessment noted in IEP)	State Mandated Summative	K-12	Standardized assessment of receptive and expressive language	February-May classroom teacher
ELD District Assessment (Elementary)	District Adopted	TK-5	Standardized assessment of ELD standards	August, November, February
ELD District Assessment (Secondary)	District Adopted	6-12	Standardized assessment of ELD standards	August, November, February
Academic Achievement Assessments				
CAASPP/CAA ELA	State Mandated Summative	3-8, 11	Online assessment system aligned to the California English language arts standards.	March-May
District Assessment ELA (iReady)	District Adopted Formative	K-12	Reading diagnostic to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August/September, January, April-June
CAASPP/CAA Math	State Mandated Summative	3-8, 11	Online assessment system aligned to the California mathematics standards.	March-May
District Assessment Math (iReady)	District Adopted Formative	K-12	Math diagnostic to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August/September, January April-June
CAST/CAA Science	State Mandated Summative	5, 8, and 11	Online assessment system aligned to the Next Generation Science Standards.	March-May (CAST) September-May (CAA)

*On an annual basis, the district will align the timeline in accordance with the state's testing windows.
**DSUSD strongly recommends the use of the following common assessments for TK students: entry level screener, ESGI, and informal and formal ongoing observational assessments
DSUSD identifies assessments for TK students that are aligned with the preschool foundation standards and the Kindergarten standards to best inform progress monitoring and instructional practice for TK English learners.

Desert Sands educators understand that student attitudes can affect the performance of multilingual learners who endeavor to demonstrate their English language acquisition during testing. For example, negative feelings such as a lack of self-confidence or learning anxiety can hinder and obstruct the performance on a language assessment. In order to ensure students perform to their potential, it is preferred that classroom teachers administer assessments whenever feasible. The English learner's classroom teacher is the person the student knows best and the person who can lower the affective filter that testing often creates.

English Language Development

English language development is required all day, every day, in all content areas. multilingual learners must receive daily designated ELD and Integrated ELD as described in Chapters 4 and 5 respectively. At both the elementary and secondary levels, assessments from the adopted ELD programs will be utilized. Adopted ELD programs have a plethora of assessments that can serve as formative assessments, not merely as summative assessments. Teachers, with the support of educational personnel, can make strategic instructional decisions to advance the proficiency levels of their students. Further, it is strongly recommended that schools use the state recommended ELPAC interim assessments, when available, to leverage: 1) their potential as a formative assessment tool to inform differentiated instruction based on students' language acquisition progress and 2) decision-making about flexible student groupings to maximize designated and integrated English language development instructional time. On at least an annual basis, DSUSD will review the interim assessments for the summative ELPAC and develop a schedule for administration. On a regular basis, DSUSD will review the available assessments and develop a strategic schedule of selected assessments and timeline for administration. Results from these progress monitoring assessments will be utilized to guide instruction and to facilitate fluid groupings to best meet the needs of our MLs.

Spanish Language Development

The DSUSD dual language immersion (DLI) program uses a research-based approach to the education of multilingual students. It was established to provide DSUSD students the opportunity to become biliterate and responds to the California Education for a Global Economy (Ed.G.E.). The goals of the dual language immersion program are bilingualism and biliteracy, grade-level academic achievement in two languages, and sociocultural competence for all participants. For students in a DLI program there are minimum benchmark expectations to monitor their progress in Spanish language development in Spanish language arts and math. For Spanish-speaking MLs, the following table provides the minimally expected benchmarks by year enrolled.

Table 6.3 Dual Language Immersion - Minimally Expected Benchmarks

DUAL LANGUAGE IMMERSION - MINIMALLY EXPECTED BENCHMARKS for English/multilingual learners by year enrolled						
Years in the Dual Language Immersion Program	1	2	3	4	5	6
Spanish Academic Achievement (English/Multilingual learners* in the Dual Language Immersion Program)						
California Spanish Assessment	Standards Met or Exceeded	Standards Met or Exceeded	Standards Met or Exceeded	Standards Met or Exceeded	Standards Met or Exceeded	Standards Met or Exceeded
District Spanish Assessment (iReady)	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level
District Math Assessment (iReady)	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level

The criteria are for Spanish-speaking English learners.

The Spanish academic achievement and language assessments are described in the table below. The grade levels, timelines, and required personnel are delineated.

Spanish Academic Achievement and Language Assessments				
Assessments Instruments	**Type**	**Grade Level and Type of Program**	**Description**	**Administration Timeline* & Personnel**
Spanish Academic Achievement Assessments (English/Multilingual learners in the Dual Language Immersion Program)				
California Spanish Assessment	State Summative	3-8, 11	Online assessment system aligned to the California language arts standards in Spanish	March-May
District Assessment Spanish Language Arts (iReady)	District Adopted Formative	K-12*	Spanish reading diagnostic to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August, December, May
District Assessment Math (iReady)	District Adopted Formative	K-12*	Math diagnostic in Spanish to identify standards known by grade level. From one diagnostic to the next, focus would be on goal-setting and growth.	August, December, May
*On an annual basis, the district will align the timeline in accordance with the state's testing windows. ******DSUSD strongly recommends the use of the following common assessments for TK students: entry level screener, ESGI, and informal and formal ongoing observational assessments. DSUSD identifies assessments for TK students that are aligned with the preschool foundation standards and the K standards to best inform progress monitoring and instructional practice for TK English learners.				

DSUSD utilizes Ellevation, a program that allows all educators and administrators to store and analyze EL data in one platform. Educational partners will have the most up to date information on DSUSD's ELs and their needs. Ellevation enables staff to identify trends and make key decisions to promote EL success.

Figure 6.1 EL Data - Ellevation Platform
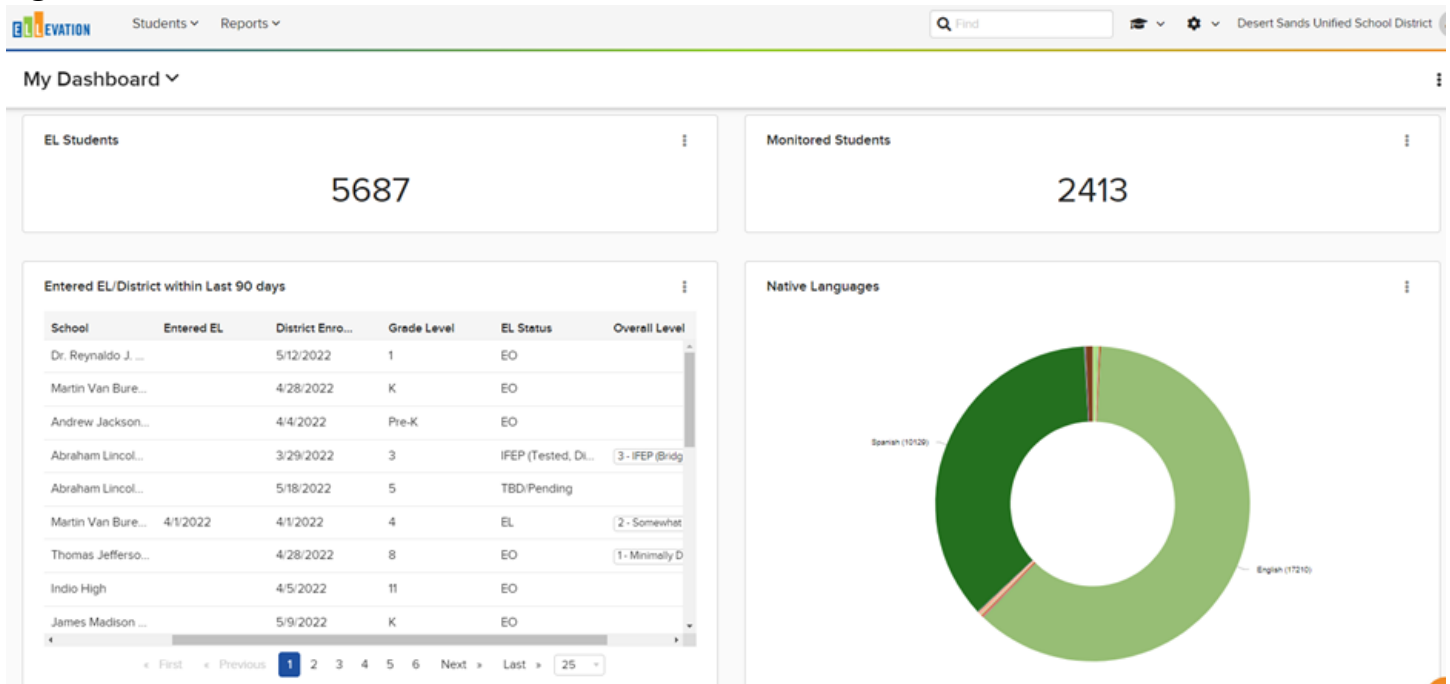
Progress Monitoring Systems

DSUSD is committed to ongoing monitoring of our students at each step of their language development through careful coordination of each level of responsibility to ensure the continuous progress of all ELs. DSUSD's professional learning communities (PLCs) serve as one of the monitoring structures and include opportunities for engagement in planning for lessons, implementation, assessment and monitoring the success of MLs. Chapter 7 (Program Evaluation) addresses how PLCs serve as integrated monitoring structures to support cycles of continuous improvement for both student and program evaluation.

Under DSUSD's MTSS, the language appraisal team (LAT) provides a framework for collaboration to identify and deploy research-based strategies that address the instructional, linguistic, behavior, and social emotional needs of ML students. Chapter 4 (English Language Development) describes in detail the LAT responsibilities to provide support to ALL individual English learners as well as resources to support implementation of the LAT responsibilities. In general, the LAT is responsible for providing oversight and guidance in the following areas:
- Monitoring and review of ELs language and academic development (Tiers 1 and 2)
- Reviewing overall and annual representation of ELs in special education services (Tier 2 and 3)
- Reviewing EL instructional program placement, progress, and intervention (Tiers 1 and 2)
- Monitoring progress of RFEP students (Tiers 1 and 2)

Whether the current responsibilities are performed by a separate LAT or by MTSS tier teams, both are intended to adopt a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student, with an explicit focus on MLs, through a layered continuum of research-based practices, systems, and supports.

Considerations for English Learners with Disabilities

Per the *CDE Practitioners Guide for Education of ELs With Disabilities*[39], all educators, to include special educators, share the responsibility of monitoring the ELD progress of English learners with disabilities. Special education teachers play an important role in not only monitoring and tracking progress towards IEP goals and objectives, but in ensuring that ELs with IEPs are making satisfactory progress towards acquiring English. It is recommended in DSUSD that general education teachers/teachers of ELD collaborate with special education staff/case managers to engage in continuous progress monitoring of students with disabilities that are English learners to ensure they are adequately progressing in obtaining English. The *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document provides more guidance and Chapter 4 (English Language Development) of the *DSUSD Multilingual Learner Master Plan* details considerations regarding language differences and learning delays, monitoring progress and recommending interventions, identification of systematic supports.

Conclusion

Desert Sands Unified School District (DSUSD) evaluates and monitors language proficiency as well as academic progress of all EL students. Desert Sands continually reviews and revises district-wide assessment expectations for all students and utilizes data to ensure that English/multilingual learners are making progress and meeting learning expectations. District-adopted and state-mandated assessments are used to monitor and evaluate the progress of all students. Data from these assessments is used to determine English language proficiency and evaluate students' academic performance. Results are used for placement in ELD programs, reclassification progress, and identifying students in need of intervention. Desert Sands recognizes that each ML is unique; however, DSUSD relishes the responsibility to be responsive to all EL/ML profiles and ensure equity to meet the needs of each student.

Federal Program Monitoring (FPM) Item Alignment

Relevant English Learner FPM Items (2021-22)[40]
Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.
IV. Standards, Assessment, and Accountability

EL 09: Evaluation of Title III-Funded Services and Programs
   9.0 Each LEA must evaluate all services and programs funded by Title III to determine the effectiveness of those activities. (20 U.S.C. Section 6841)

   9.1 Each such LEA receiving Title III funds must provide a program evaluation report that includes:

       (a) A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;

       (b) The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability;

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[39] California Department of Education (2019). *California Practitioners' Guide for Educating English Learners with Disabilities*. Sacramento, CA: California Department of Education.

[40] California Department of Education Compliance Monitoring, https://www.cde.ca.gov/ta/cr/; English Learner 2021-22 Program Instrument, https://www.cde.ca.gov/ta/cr/documents/el2122.docx

(c) The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of 4;

(d) The number and percentage of ELs reclassified each school year;

(e) The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability;

(f) The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and

(g) Analytical findings on the effectiveness of Title III-funded services and programs.

(20 U.S.C. Section 6841[a][1-7])

VII. Teaching and Learning
EL 15: Access to Standard Instructional Program
   15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable.

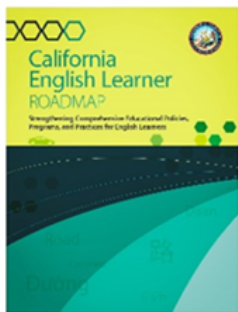**Desert Sands Unified School District Multilingual Learner Master Plan**
Chapter 7 – Program Evaluation and Accountability

CHAPTER OVERVIEW
This chapter provides an overview of program evaluation and accountability specific to English learner programs. In accordance with state policy and federal program monitoring, assessments are used to monitor the overall programs that are offered throughout the district for multilingual learners. This chapter also includes a description of the collective responsibilities of both classified and certificated personnel at the school site and district levels in an effort to clarify the roles associated with English Learner accountability.

The *DSUSD Multilingual Learner Master Plan* is aligned with the California English Learner Roadmap (ELR) policy. At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content. At the beginning of each chapter, we list principles and elements that are most relevant to the chapter content.

Chapter 7 ELR Principles and Elements Alignment:

Principles	Relevant Elements
• **Principle 3:** System Conditions That Support Effectiveness • **Principle 4:** Alignment and Articulation Within and Across Systems	3A. Leadership 3B. Adequate Resources 4A. Alignment and Articulation 4B. Providing Extra Resources 4C. Coherency

A list of corresponding items from the Federal Program Monitoring, English Learner Program Instrument is provided at the end of this chapter.

Introduction

The Desert Sands Unified School District and site personnel are committed to the implementation of the *Multilingual Learner Master Plan* so that English learner students:
1. achieve English proficiency and proficiency in another language whenever possible.
2. are successfully prepared for college, career, and life.
3. develop a positive self-image and an understanding and respect for cultural diversity.

District, site, and educational partners reflect on whether these outcomes for multilingual learners are achieved by engaging in a process of reflection, accountability, and continuous improvement. Continuous improvement processes, including the plan, do, study, act (PDSA) reflection process guides the accountability, responsiveness and monitoring work for DSUSD.

The district believes that accountability work is everyone's responsibility. This includes students, parents/families, and all personnel at the school and district levels—teachers, counselors, instructional assistants, and administrators. We consider it part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this master plan.

In order for the needs of ML students to benefit from a consistent platform, the district has established structures that engage staff in the collaborative work of analyzing data, identifying areas of priority based on such analysis and developing action plans. A "guiding coalition" composed of educational partners from all departments that address teaching and learning for multilingual learner students such as: curriculum and instruction, assessment, special education, state and federal monitoring, regularly collaborate to deepen learning around research-based practices that address the needs of staff and students in DSUSD. This "guiding coalition" has the potential to serve as the district's reflective mirror in providing services and reaching outcomes for ML students.

Roles and Responsibilities

Improvement and responsiveness to the needs of ML students are part of the district's daily work. The district's ownership and commitment to the implementation of programs and services for English/multilingual learners and adherence to federal requirements is publicly reviewed annually in a report presented to the board of education, inclusive of recommendations from the district's English learner advisory committee (DELAC).

DSUSD is committed to engaging all educational partners in the education and support of multilingual learners. The table below provides an overview of the main roles and stipulates the collective responsibility that allows DSUSD to implement equitable programs and instruction for MLs that elevate their assets and respond to their needs. Several evaluation questions guide the data inquiry and the analysis cycle for each of the goals and evaluation activities focus on these evaluation questions.

Table 7.1 Roles and Responsibilities

Role	Responsibilities
Student	- Attends school daily, arrives on time, and works towards high achievement - Participates in school activities - Communicates regularly with parents, teachers, and support staff
Parent/Family	Works in cooperation with school site to monitor and promote ML progress in academics, homework, attendance, and behavior through: - Continuous support for MLs in activities to promote student achievement - Regular communication regarding student progress with student, teachers and school-site - Involvement in school activities such as: parent conferences and school functions (i.e., back to school nights, conferences) - Participation in school committees: ELAC, site council., etc.
Classroom Teacher	- Works directly with ML students to ensure delivery of appropriate ELD instruction - Implements district approved EL/ML programs as described in the *DSUSD Multilingual Learner Master Plan* and provides instruction that aligns with state

Role	Responsibilities
	frameworks and district/state standards ● Collaborates with colleagues to monitor ML student progress, reviews school/district data ● Reviews data in order to modify instruction and to respond to student needs ● Reviews content and ELD standards and assessment procedures ● Determines/implements differentiated strategies for MLs and RFEP students ● Advocates for support services for students not meeting standards
Instructional Coach	For school sites with an instructional coach, this position supports multilingual learner (ML) services as follows: ● Supports English/multilingual learner Lead and site administration by monitoring ML student progress and student programs ● Provides resources and support to the language appraisal team (LAT) ● Assists with data collection and surveys ● Provides support and resources to teachers of ELs/MLs ● Provides support and resources to parents of ELs/MLs
English/ Multilingual Learner Lead	● Attends district ML Leadership meetings held throughout the school year and disseminates information with appropriate educational partners ● Supports site administration by monitoring student progress and student programs ● Provides resources and support to the Language Appraisal Team (LAT) ● Provides professional development to staff members through structured academic support time (SAST) ● Assist with family communication and needs assessment ● Utilizes and monitors the use of Ellevation at site to ensure the progress monitoring of EL/ML students
Academic Counselor	● Assists with student course placement ● Assists with progress monitoring of EL/ML students ● Provides social emotional learning (SEL) support to ML students
Paraeducator	● Provides differentiated supports to ML students in accessing the core curriculum
Classified Support Personnel	● Assists with data entry in student information system ● Assists with family/parent communication
Assistant Principal	● Supports classroom teachers with programs and services for MLs ● Assists the site principal in implementation and monitoring of programs and services to EL/MLs
Principal	● Monitors EL/ML programs offered at site including staffing ● Oversees the procedures and legal requirements pertaining to MLs at the school ● Works with administrative team and counseling department to monitor placement

Role	Responsibilities
	of MLs ● Selects an EL/ML Lead to oversee reclassification process ● Reports periodically to district administration and/or at principal meetings on implementation of EL/ML programs and services ● Leads and participates in the analysis and use of data to facilitate student progress monitoring ● Oversees the use of Ellevation to ensure the progress monitoring of ML students ● Provides leadership in all aspects of the educational program at school site ● Provides leadership and responsiveness in working with parents and community: English learner advisory committee (ELAC)
English Learner Advisory Committee (ELAC)[41]	● Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role ● Reviews site and district-level EL/ML data ● Advises on issues relevant to English/multilingual learners at the site ● Works with other site committees
District English Learner Advisory Committee (DELAC)[42]	● Regularly meets to address the needs of EL/ML students across DSUSD ● Works with other district committees ● Participates in the development of an *Multilingual Learner Master Plan* for educational programs and services to EL/ML students ● Conducts a district-wide needs assessment on a school-by-school basis ● Establishes district program goals and objectives for ELs/MLs ● Develops a plan to ensure compliance with the teacher and paraprofessional requirements to teach English/multilingual learners ● Reviews and comments on the district's reclassification procedures for ELs/MLs ● Reviews and comments on the written notifications required to be sent to parents and guardians ● If the DELAC acts as the EL parent advisory committee, the DELAC shall also review and comment on the development or annual update of the local control and accountability plan (LCAP)
Director of State and Federal Programs	● Support schools in implementing the *Multilingual Learner Master Plan* ● Monitors implementation of *Multilingual Learner Master Plan* ● Monitors language acquisition programs, including dual language ● Reviews EL/ML and dual language data for DSUSD ● Oversees SFPO project facilitators ● Monitors the instructional materials used in the classroom delivery of ELD and core curriculum for ELs/MLs ● Collaborates with site principals to review site plans for services to ELs/MLs
Senior Director	● Recruits and monitors placement of EL/ML staff in collaboration with principals

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[41] See *DSUSD English Learner Master Plan, Chapter 9: Family and Community Engagement* for ELAC roles and responsibilities
[42] See *DSUSD English Learner Master Plan, Chapter 9: Family and Community Engagement* for DELAC roles and responsibilities

Role	Responsibilities
of Certificated Personnel	and directors ● Arranges/Publicizes English learner or bilingual authorization training ● Monitors credentials of all personnel working with English/multilingual learners
Assistant Superintendent of Educational Services	● Supervises directors and facilitates intersectionality of roles to support EL/ML services and program implementation, including professional learning ● Identifies opportunities to create coherent and aligned services for ELs/MLs and educators who serve them
Superintendent	● Oversees the evaluation of district goals relative to the LEA and Title III Plans, including implementation of the *Multilingual Learner Master Plan*

Evaluation Plan and Focus Areas

Desert Sands Unified School District is committed to conducting an annual evaluation of programs and services for English/multilingual learners. This inquiry into the progress and extent to which identified English/multilingual learner program goals as put forth in all subsequent chapters of the *DSUSD Multilingual Learner Master Plan* have been met. The following program evaluation areas will guide our inquiry and guide next actionable steps.

Table 7.2 Plan for English/Multilingual Learner Program Evaluation

Program Evaluation Areas	Desert Sands USD EL/ML Program Evaluation Questions[1]	Sources of Evidence and Frequency	Person(s) Responsible
English Learner Program Implementation	To what extent is the *DSUSD Multilingual Learner Master Plan* used to support implementation and monitoring of EL/ML programs to ensure we are fully and consistently meeting or exceeding state and federal mandates? How are areas of concern evaluated and addressed to identify adequate resources and training?	***Annually:*** ● Principal Evaluation ● EL/ML Program Reviews ● Surveys ***Ongoing:*** ● Meeting Agendas, Sign-Ins ● Site Visits ● Instructional Schedule Review	● Site Administrators ● District Leadership ● Project Facilitators
Staffing and Professional Learning	To what extent does DSUSD provide resources and support (i.e. materials, PL sessions, staffing) for educators of EL/ML students? To what extent do DSUSD educators feel prepared to respond to EL/ML students' linguistic,	***Annually*** Professional Learning Surveys ***Ongoing*** Professional Learning Calendars, Agendas, Sign-In sheets	● Site Administrators ● District Leadership ● Instructional Coaches ● Project Facilitators

Program Evaluation Areas	Desert Sands USD EL/ML Program Evaluation Questions[1]	Sources of Evidence and Frequency	Person(s) Responsible
	academic, and socio-emotional needs? To what extent are content/integrated language development teachers (TK-12) increasing their knowledge and skills to implement research-based practices for ELs/MLs?		
Student Performance: English Language Development, including Reclassification	What patterns exist regarding annual EL proficiency progression to signal adequate progress to meet or exceed minimum state expectations? To what extent are EL/ML students meeting reclassification criteria to exit from EL/ML programs within a reasonable period of time?	***Annually*** ELPAC assessment results Reclassification Data (including OPTEL) English Learner Progress Indicator (ELPI) ***Ongoing*** ● Language Appraisal Team Monitoring ● Formative Curriculum-Embedded Assessment ● Report Cards	● Site Administrators ● District Leadership ● Instructional Coaches ● Project Facilitators ● Teachers

Program Evaluation Areas	Desert Sands USD EL/ML Program Evaluation Questions[1]	Sources of Evidence and Frequency	Person(s) Responsible
Student Performance: Academic Achievement	**Rate of academic progress:** To what extent are EL/ML students making sufficient academic progress in the core- content areas so that they are either at academic grade level or will be able to close the gap academically within a reasonable period of time? **Comparison to Other Students:** To what extent do longitudinal data compare performance in the core-content areas (i.e., via valid and reliable standardized tests), and graduation, drop-out, and retention data among current ELs, former ELs (RFEPs), English only, and IFEPs?	*Annually* SBAC, ELA, Math District-Standardized Summative Assessment *Ongoing* ● Language Appraisal Team Monitoring ● District Assessment (i.e. i-Ready) ● Formative Curriculum-Embedded ELA, Math Assessment ● Report Cards	● Site Administrators ● District Leadership ● Instructional Coaches ● Project Facilitators ● Teachers
Student Engagement: Academic Engagement (Course Enrollment, College and Career Readiness, Academic Supports)	**Enrollment in rigorous coursework** To what extent do we see an increase in the proportion of ELs/MLs enrolling in <u>and</u> passing rigorous academic coursework (i.e. UC courses, AP, etc.)? **High quality academic supports** To what extent do EL/ML students enrolled in academic supports show an increase in academic and/or language development progress?	*Annually and Ongoing* ● EL/ML enrollment and pass rates in honors and AP courses Participation rate in GATE, AVID, and advanced secondary pathways ● Participation rates in electives and enrichment activities such as music, sports, debate, academic decathlon, etc.	● Site Administrators ● District Leadership ● Instructional Coaches ● Project Facilitators ● Teachers
Family/Parent Participation	To what extent is there an increase in the rate of parent engagement for families of ELs/MLs? To what extent do EL/ML families report effective communication about monitoring and supporting their child's academic progress?	*Annually* ● DSUSD English/multilingual Learner Parent Needs Assessment *Ongoing* ● Meeting Agendas, Sign-Ins	● Site Administrators ● District Leadership ● Project Facilitators ● Family/Parents/Comm unity

Program Evaluation Areas	Desert Sands USD EL/ML Program Evaluation Questions[1]	Sources of Evidence and Frequency	Person(s) Responsible
	To what extent do EL/ML families report effective communication about monitoring and supporting their child's language development progress?	• Family/parent training calendars	

Monitoring Program Implementation

DSUSD utilizes several systems to monitor English/multilingual learner programs and services. These systems inform processes for gathering, analyzing, and evaluating summative, formative, quantitative and qualitative data to evaluate the implementation of programs *and* to inform next steps in service of multilingual learners. DSUSD's professional learning communities serve as one of the monitoring structures and include opportunities for engagement in planning for lessons, implementation, assessment, and monitoring the success of MLs. They answer the following guiding questions:
- What will students learn?
- How will we know they have learned it?
- How will we respond when students don't learn it?
- How will we respond when students do learn it?

The professional learning communities support mutually agreed-upon student learning goals and outcomes that drive their learning. These are documented in the School Plan for Student Achievement (SPSA). Criteria for success or improvement in student-learning is established by each DSUSD school site and is in alignment with the District's Local Control and Accountability Plan (LCAP) goals. Within each professional learning community, there is specific evidence that is collected to validate the success of cycles of implementation. This information is regularly analyzed as cycles of implementation conclude, and is intended for sites to use the current data to set measurable goals that can be monitored through various forms of evidence. This information is intended to drive the SPSA academic action plan (AAP), a progress monitoring tool that a) supports discussions; b) informs the SPSA needs assessment/evaluation; and c) contributes to planning for subsequent school years.

Other structures to monitor program implementation and success include timely analysis of data by leadership and educational partners at the district, school, and parent advisory levels. Summative and quantitative data is utilized as success indicators. Such data is inclusive, but not limited to the following: reclassification rate, ELPAC results, as well as CA School dashboard indicators for achievement in ELA, math, English Learner Progress (ELPI), and attendance.

Student Progress Monitoring Systems

DSUSD utilizes several student information platforms, as well as student work, assessments agreed upon by professional learning communities, and other measures to monitor student progress. The Ellevation and the DSUSD Data Warehouse platforms serve to monitor EL/ML student progress.

Classroom Level Implementation Monitoring Systems

Classroom teachers access information on the Ellevation platform to monitor the progress of English/multilingual learners. The platform allows teachers to target student needs based on language acquisition progress (ELPAC scores) and academic progress (i.e. iReady[43]), as well as monitoring progress towards reclassification. Another way classroom teachers, support personnel and school leadership utilize Ellevation is to monitor those students that have been reclassified, as they engage in grade level content. Teachers and school site administrators use Ellevation to make data informed decisions that support EL/ML and RFEP students.

With a district wide, digital platform that is focused on supporting and monitoring English/multilingual learners, Ellevation will be utilized to monitor the progress and to facilitate their reclassification.

School and District Monitoring Systems

The Ellevation platform provides data to monitor EL/ML and RFEP student progress and to make day-to-day decisions by teachers. Site and district leadership also utilize the DSUSD Data Warehouse platform and district assessments (i.e. i-Ready) to gather additional data which facilitates progress monitoring for progress for ELs/MLs, including reclassification. The DSUSD data warehouse, along with Ellevation, are intended to equip teachers, school leaders and staff on how to leverage these two data sources to review data and progress for all students, and specifically for English/multilingual learners. Both systems are also utilized by site leadership to note trends and make informed decisions as they monitor and revise the SPSA, school-wide priorities and interventions.

Family Communication and Engagement Monitoring Systems

The goal of family engagement is to provide assistance and information by coordinating efforts between departments to produce benefits for students. This includes social-emotional well-being, increased attendance, social skills, higher grade point averages and test scores, and improved behavior at home and at school. These connections can also improve parent feelings of efficacy and increase community support for schools.

The District English Language Advisory Committee (DELAC) conducts a yearly parent survey focused on systems and structures that provide equitable opportunities to all students. This continuous process of disseminating data results provides a framework for discovering information that may be contributing to discrepancies in child access, opportunities, and outcomes. Additionally, the questions on the survey help gain insights that are unique to the school site.

Resource Allocation

In 2013 California adopted the Local Control Funding Formula (LCFF)[44], a school finance system intended to provide more local control and a more equitable school finance system with targeted attention to increase or improve services for low-income students, English learners (ELs) and foster youth using supplemental and concentration funds.

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[43] As of the publication of this EL Master Plan the district adopted assessment for reading and mathematics is iReady.
[44] https://www.cde.ca.gov/fg/aa/lc/

The Annual Local Control and Accountability Plan processes require school districts to engage educational partners in the identification of goals, actions, and services to support pupil outcomes and overall performance stipulated by metrics, and outcomes associated with resource allocation.

Desert Sands Unified School District provides a base program for all students using general funds to fund all core materials, teachers' salaries and other district services. General funds are also designated for monitoring program implementation, student progress, and program evaluation. Core materials in language arts and mathematics provide universal access components to ensure that multilingual learners have access to the core. The base program also includes ELD program materials. For students enrolled in the language academy (Dual Language) programs, core materials include primary language instructional resources. Supplemental funds are used to support programs and services for English/multilingual learners. These funds must not be used to replace or supplant the base program.

District and site-level expenditure decisions are aligned to the *DSUSD Multilingual Learner Master Plan* as well as to other district and site-level policy, planning and budgeting documents. These include, but are not limited to:
- Local Control and Accountability Plan (LCAP)
- LCAP Federal Addendum
- Multi-Tiered Systems of Support (MTSS) Initiative
- Title III Plan
- School Plans for Student Achievement (SPSA)
- English Learner Federal Program Monitoring (FPM) Instrument
- Other relevant federal, state, and local directives

The district maintains documentation showing evidence of how programs and services are funded and aligned to LCAP goals, actions and services. Expenditures are audited annually.

Federal Program Monitoring (FPM) Item Alignment

Relevant English Learner FPM Items (2021-22)[45]
Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

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  9.1 Each such LEA receiving Title III funds must provide a program evaluation report that includes:
   (a) A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds.
   (b) The number and percentage of ELs making progress toward attaining English language proficiency, including ELs with a disability.
   (c) The number and percentage of ELs attaining English language proficiency based on the SBE-approved ELPAC overall score of four.
   (d) The number and percentage of ELs reclassified each school year.
   (e) The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade-level content standards during each of the four years after reclassification, including ELs with a disability.
   (f) The number and percentage of LTEL students and their date of first enrollment at the LEA or charter; and

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(g) Analytical findings on the effectiveness of Title III-funded services and programs.
(20 U.S.C. Section 6841[a][1-7])

II. Governance and Administration
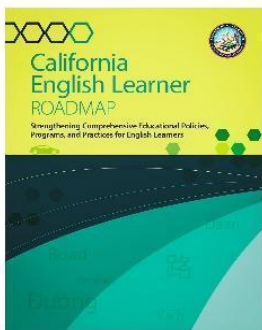## EL 05: EL Program Inclusion in the SPSA (Schoolwide)

5.0   The EL program must be included in the development of the SPSA. (EC Section 64001[c])

5.1   The development of the SPSA shall include the following actions:

(a) The administration of a comprehensive needs assessment with an analysis of academic performance and language development data, that includes a determination of EL student and program needs. (EC Section 64001[g][2][A])

(b) Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])

5.2   An approved SPSA must contain:

(a) Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])

(b) Evidence-based strategies, actions, or services to reach goals.
(EC Section 64001[g][3][B])

(c) Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

5.3   The SPSA shall be reviewed and updated annually, and approved by the local governing board whenever there are material changes to the plan. (EC Section 64001[i])

CHAPTER OVERVIEW
Chapter 8 provides information about Desert Sands Unified School District's hiring requirements, priorities, and recruitment procedures for staff programs serving multilingual learners. The district's stated commitment to quality teaching is described and the professional learning plan for educators of multilingual learners details research-based elements for deepening and refining educator capabilities.

The *DSUSD Multilingual Learner Master Plan* is aligned with the [California English Learner Roadmap (ELR) policy](). At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content.

Chapter 8 content is primarily reflective of the following EL Roadmap Principles and Elements.

Chapter 8 Alignment to ELR Principles and Elements:

Principles	Relevant Elements
▪ **Principle 3**: System Conditions That Support Effectiveness ▪ **Principle 4:** Alignment and Articulation Within and Across Systems	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

A list of corresponding items from the [Federal Program Monitoring, English Learner Program Instrument]() is provided at the end of this chapter.

Introduction

Desert Sands Unified School District shares the vision of the California English Learner Roadmap that English/multilingual learners have full, meaningful access and participation in a twenty-first century education that results in the attainment of high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages (see *DSUSD Multilingual Learner Master Plan,* Chapter 1: Introduction). We actualize this vision by recruiting, preparing, developing, and nurturing the capacity of our teachers, administrators, and paraprofessionals to ensure that each multilingual learner student is inspired and provided the opportunity to succeed.

Commitment to Quality Teaching and Learning

Desert Sands Unified School District commits to preparing quality educators to support learning for multilingual learner students. We are guided by the California English Learner Roadmap's commitment to Principle #3 – System Conditions that Support Effectiveness. Specifically, *Element 3D* of the English Learner Roadmap highlights the importance of systemwide approaches to capacity building grounded in research-based professional learning and communities of learning that support refining and improving pedagogical practices and leadership capacities to address the needs of English learners.

The *California Quality Professional Learning Standards* ([QPLS](#))[46] identifies characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Seven interdependent standards promote professional learning that is:

- Rooted in student and educator needs demonstrated through **data**
- Focused on **content and pedagogy**
- Designed to ensure **equitable** outcomes
- Designed and structured to be **ongoing, intensive, and embedded** in practice
- **Collaborative** with an emphasis on **shared accountability**
- Supported by **adequate resources**
- **Coherent and aligned** with other standards, policies, and programs

By utilizing the QPLS, educators, policymakers, education officials, and other educational partners will share a common understanding regarding the features of high-quality professional learning and how best to support it. The standards are not meant to be used to evaluate any educator in any aspect of his or her work.

Staffing and English Learner Authorization

California state law requires appropriate authorization of teachers to provide instruction to English learners, including individuals providing specified EL services *(EC Section 44001,* EC *Section 44830(a),*EC *Section 44831, and* EC *Section 44253.1)*. Desert Sands Unified School District ensures that all administrators and teaching personnel whose assignment includes English learners hold appropriate certification to provide necessary instructional services. In DSUSD any teacher assigned to provide designated English language development, integrated English language development (content area/sheltered instruction), or primary language instruction to EL/ML students must be appropriately certified with an English learner or bilingual authorization such as cross-cultural, language and academic development (CLAD), language development specialist (LDS), SB 1969/39/2042, bilingual cross-cultural, language and academic development (BCLAD)/bilingual certificate of competence (BCC), or other current English learner authorizations designated by the California Commission on Teacher Credentialing (CTC). Table 8.1 provides an overview of DSUDS's English/multilingual learner programs and their respective requirements for teacher authorization. More information about program types can be found in *DSUSD Multilingual Learner Master Plan,* Chapter 3: Language Acquisition Program Options.

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[46] California Department of Education (2014, revised 2015). *Quality Professional Learning Standards*. CDE, Professional Learning Support Division. Sacramento, CA.

Teacher hiring and placement decisions are based on student and program needs, including EL/ML enrollment data, and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require bilingual or English learner authorization, district personnel actively recruit and hire teachers who are fully certified to fill such positions.

Table 8.1 Required Teacher Authorizations

Instructional Program	Grade Level	Proper Authorization
Structured English Immersion (SEI)	TK - 12	Bilingual authorization/BCLAD or equivalent OR EL authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
Dual Language Immersion (DLI)	TK – 12*	For Spanish partner teacher in DLI classrooms: bilingual authorization/BCLAD or equivalent For English partner teacher in DLI classrooms: EL authorization/CLAD or equivalent OR EL authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
Newcomer Support Pathway	3-5, 6-8, and 9-12	Bilingual authorization/BCLAD or equivalent OR EL authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed.

*At the time of this publication (2021-22 school year), the DLI program exists through 2nd grade with the intent of expanding through 12th grade in subsequent years.

Recruitment Procedures

Recruitment Procedures for Teachers

Desert Sands Unified School District is committed to a system that effectively addresses the teaching shortage and builds a recruitment and development pipeline of educators skilled in addressing the needs of multilingual learners, including bilingual teachers.

The director of state and federal programs (SFPO) works closely with the assistant superintendent of personnel and the personnel department staff on issues of recruitment, interviews, and recommendations to site administrators.

The district's approach to recruitment of teachers for English/multilingual learner programs includes recurring processes. Each spring, district and site leaders work collaboratively to plan for adequate numbers of qualified teachers to fully implement these programs at each school site, as detailed in the *DSUSD Multilingual Learner Master Plan,* Chapter 3: Language Acquisition Program Options. The business services department provides staffing projections to the director of personnel; these are based on projected student enrollment. Subsequently, the director of personnel meets with site administrators to review their projected staffing needs. Vacancies are posted as necessary, listing required commission on teacher credentialing (CTC) authorizations for the positions. Properly credentialed teachers are assigned to specific programs with consideration for specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations. This limited term permit of one-year, enables the teacher to enroll in and complete classes, then file with CTC for authorization, based on teacher/credential need.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

1. Job announcements sent to the following types of organizations:
    - Public and private universities in California and across the nation that enroll diverse educator candidates (i.e. Universities of California, Cal State Universities, and other)
    - State educational conferences or fairs
    - County offices of education

2. Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:
    - EDJOIN
    - Local newspapers and trade periodicals
    - Newsletters of education organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE)

3. Recruiting booths at conferences such as:
    - California Association for Bilingual Education (CABE)
    - Career Day events at local colleges/universities and secondary schools, where the district provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring
    - Use of informal contacts in the community and/or local community organizations to identify potential local candidates

Hiring Priorities and Procedures for Certificated Staff

A priority is placed on the hiring of bilingually authorized (i.e. BCLAD or equivalent) teachers and their subsequent placement in the dual language immersion (DLI) program and in structured English immersion (SEI) classrooms, especially to work with multilingual learner students who are at the emerging proficiency levels and who are most in need of primary language support in core curricular areas. DSUSD follows all legal requirements and hires teachers with English learner authorization (i.e. CLAD or equivalent) teachers. Teachers with EL authorization are assigned to serve ELs/MLs in SEI programs. Guest teachers assigned to long term assignments are expected to have an English learner or bilingual authorization. The district's collective bargaining agreements are adhered to in making all staffing decisions.

**Requirements for Teachers on Interim Assignment Providing
Instructional Services to English/Multilingual Learners**

Every effort is made to place fully credentialed teachers in classroom assignments; however, should an interim assignment be needed, teachers remaining in this assignment longer than 30 days (20 days for special education classes) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Recruitment Procedures for Paraeducators
Paraeducators, including bilingual paraeducators, must meet the classified work requirements in order to test and interview for the position. Bilingual paraeducators are also required to pass an additional second language skills assessment confirming proficiency in listening, speaking, reading, and writing.

DSUSD seeks opportunities to assist classified employees to pursue a career as a teacher. An example of this is DSUSD's state-funded California Classified to Classroom Pipeline to Teaching (C3P2T) grant (2017-2023). The grant provides financial assistance to the recipients. Funding is applied toward the cost of tuition for the completion of a bachelor's degree and or a teaching credential in the high needs areas of special education, math or science. Classified employees receive tuition support. In exchange, participants are required to teach in DSUSD one year for every year of financial assistance received. Six DSUSD employees have successfully met the requirements to become a certificated classroom teacher as a result of participation in this program. This grant fortifies our teaching staff by providing more teachers with classroom experience. The C3P2T grant continues through the 2022-2023 school year, DSUSD continues to seek future grants and/or funding to support this effort.

Appropriate Use of Bilingual Paraeducators

As DSUSD seeks to meet the needs of multilingual learners in the classrooms, hiring bilingual paraeducators is a benefit to students, their families, and school sites. A bilingual paraeducator is able to contribute their specialized skills in an English/multilingual learner program while actively working with the instructional team. Bilingual paraeducators serve as a primary language support and their role is centered on motivating students, providing clarification, when necessary, while also providing direct content support to MLs. Along with these duties, bilingual paraeducators may also offer assistance to MLs and their families at school sites, both in and out of the classroom, in the following ways:

- Translation assistance during parent-teacher conferences
- Translation assistance during ELAC meetings
- Primary language testing assistance
- Translation assistance in both oral and written communication

In collaboration with special education teachers, bilingual paraeducators are also trained to support dually identified students. Training includes linguistically appropriate language goals, reclassification criteria, goal setting and lesson design. Student support services and state and federal programs office are jointly committed to supporting the certificated and classified staff who support our dually identified students.

Professional Learning Systems in Desert Sands Unified School District

The professional learning systems in Desert Sands intentionally address building capacity for teachers and leaders of English learners. The systems are aligned with DSUSD's Local Control and Accountability Plan (LCAP) goals, the district's continuous improvement cycle and the DSUSD data protocol. The DSUSD continuous improvement cycle highlights the Plan, Do, Study, Act process, and the DSUSD Data Protocol describes the ways in which teams process data.

Information about each of the district's professional learning components is addressed in specific sections of this guiding document. The figure below provides an overview of our professional learning approach across the school district.

Figure 8.1 DSUSD Continuous Improvement Cycle
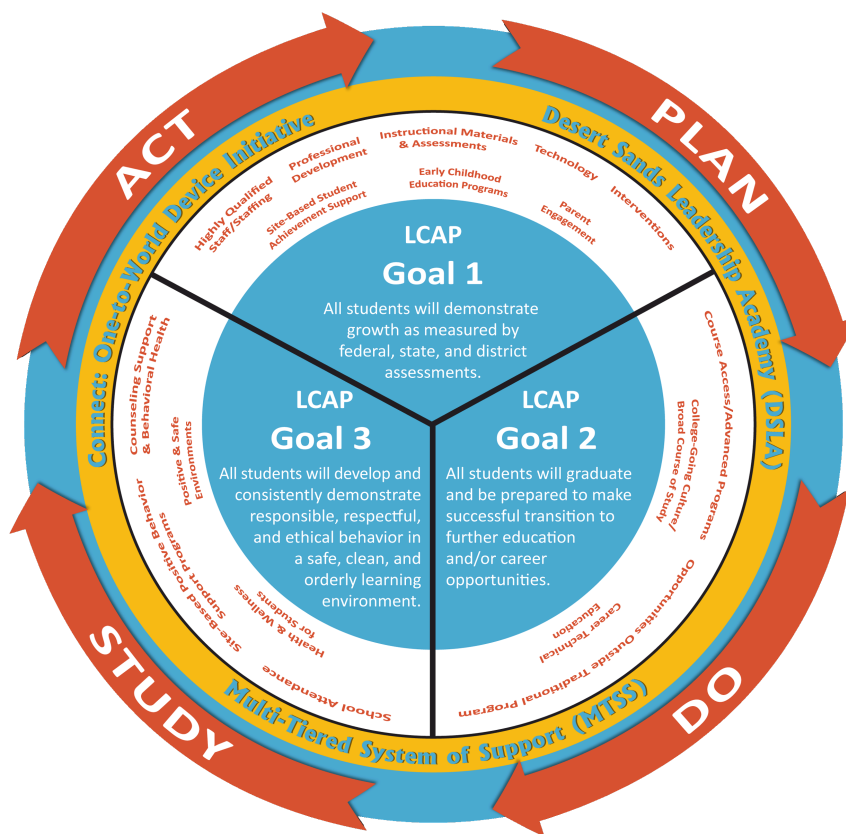
District wide and site level structures work to create alignment and cohesion across the system, which is operationalized through Tier 1 site leadership days, structured academic support Time (SAST), professional learning communities (PLCs), and other teams (i.e. multi-tiered systems of support (MTSS), language appraisal team (LAT)). The Tier 1 site leadership teams ensure district wide professional learning for teachers and administrators with purposeful attention to integrated ELD and differentiated support for MLs. The SAST structure provides alignment and cohesion to the school's early release time or late start days, targeting support of ELs/MLs including newcomers and long term English learners (LTELs). The SAST organization allows time to engage in data analysis and to focus on instructional strategies that intentionally address the needs of MLs. PLCs afford common planning time for teachers of MLs to engage in recurring cycles of collective inquiry to achieve better results for these students so they may attain high levels of success and continued progress with English language development. District and school practices are further supported by site-based

instructional coaches who provide job embedded support, thus ensuring implementation of curriculum, improved instructional practices, and increased student outcomes. Each of these professional learning systems supports educator development and refinement to keep the progress of DSUSD's multilingual learners at the forefront.

Intentional Professional Learning for Educators of Multilingual Learners

> "Effective PL incorporates active learning, where educators have opportunities to engage with authentic artifacts and in interactive activities that are highly contextualized to their work…given the discipline-specific language demands and discourse that educators must consider; this focus may be particularly important for developing educators' capacity to engage EL students in content-based integrated ELD lesson." (Source: *Improving Education for Multilingual and English Learner Students*, Chapter 7, p. 477)[47]

All professional learning structures in DSUSD are thoughtfully designed to provide a cohesive and aligned system that builds capacity, engages education in reflection processes, and supports them to lead improved outcomes for MLs. These structures align with the Plan, Do, Study, Act (PDSA) process.

Figure 8.2 Professional Learning Plan for Educators of Multilingual Learners
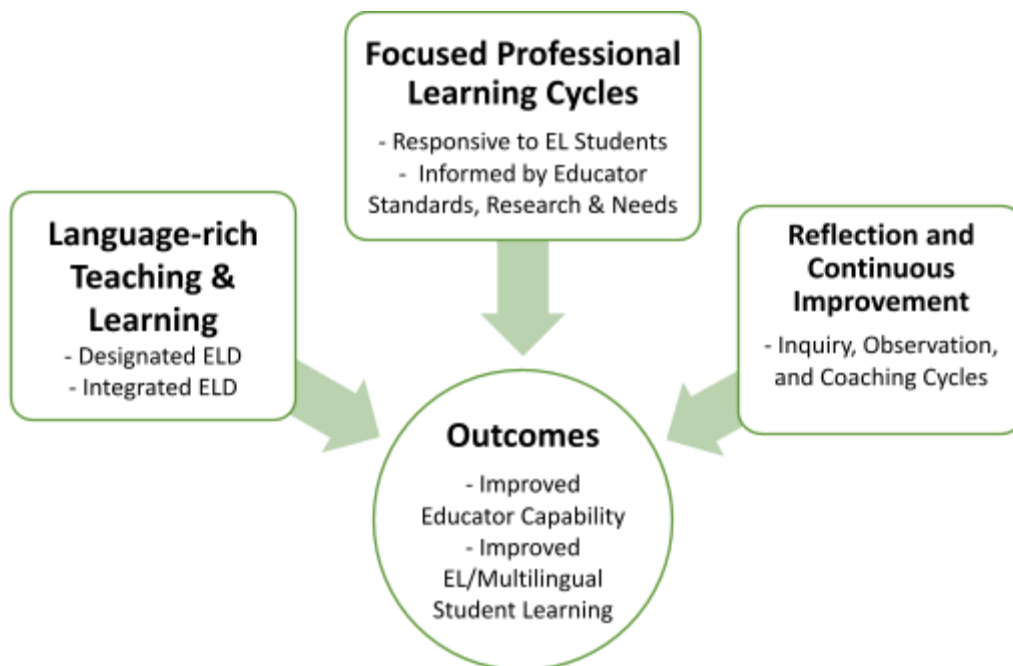
Figure 8.2 illustrates DSUSD's commitment to comprehensive professional learning focused on improving educator capability to positively affect ML student learning. All educators of MLs engage in ongoing professional learning cycles guided by the QPLS (see above). These cycles are intended to refine and improve instructional practices and supports for ML students.

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[47] Santos, M. & Hopkins, M. (2020). Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners. In California Department of Education (Ed.). *Improving Education for Multilingual and English Learner Students: Research to Practice* (pp. 413-504).

Professional learning topics focused on ML teaching and learning include: instructional strategies for integrated and designated ELD, student information system, Ellevation, integrated technology use to enhance instruction, digital and print curriculum (each of which are evaluated and selected with special consideration for embedded ML supports), administration of ELA, ELD, and math diagnostics, and data analysis to address individual student needs. All teachers have varied opportunities for professional growth and development. Dual language Immersion (DLI) teachers are also supported via the district wide professional learning community which includes opportunities such as attending sessions hosted by the California Association for Bilingual Education (CABE).

Specialized support is provided for teachers newly hired in DSUSD. Initial onboarding takes place through new teacher orientation including multiple days of training. As part of ongoing support, beginning teachers have training throughout the year, induction coach support for two years, access to all professional learning around curriculum, instruction and assessment, participation in site and district-wide professional learning communities, and job embedded coaching from the site instructional coach.

As part of its commitment to providing quality teaching and learning for MLs, DSUSD utilizes qualitative and quantitative data in its professional learning cycles to ensure that the agreed upon teaching and learning strategies implemented in the classroom provide a positive impact on student achievement. Educator coaching and reflection are data driven. Figure 8.3 delineates the protocol that allows district and site leaders to engage all educators in reflection cycles to elevate, analyze, and interpret EL-specific data to inform instructional decisions.

Figure 8.3 DSUSD Data Protocol to Support EL/ML Instructional Decisions
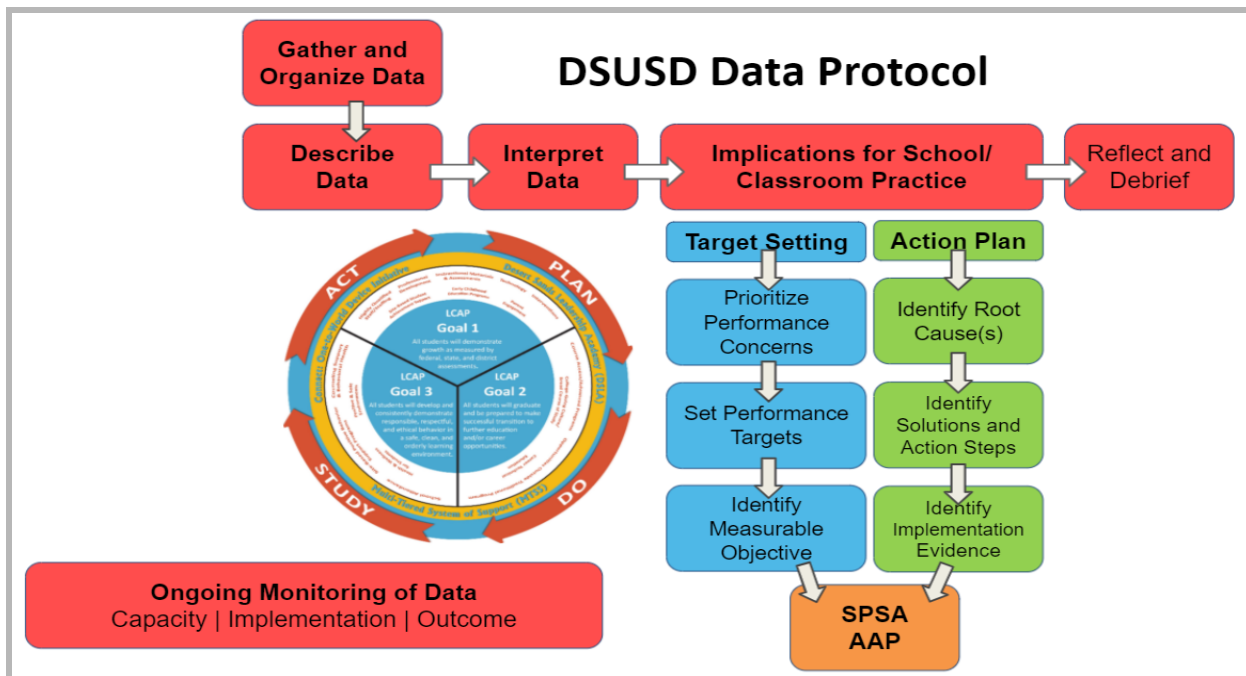
Professional communities within DSUSD practice and support mutually agreed-upon student learning goals and outcomes that drive their learning. These are documented in the School Plan for Student Achievement (SPSA). Criteria for success or improvement in student-learning is established by each DSUSD site and is in alignment with the District's local control and accountability plan (LCAP) goals. Within each professional learning community there is specific evidence that will be collected to validate the success of cycles of implementation. The next steps in professional learning are determined based on such evidence. This information is used during Tier 1 site leadership days and is intended for sites to analyze and debrief on current data in order to identify measurable goals that can be monitored through various forms of evidence. This information is intended to drive the SPSA academic action plan (AAP), a progress monitoring tool that a) supports discussions; b) informs the SPSA needs assessment/evaluation; and c) contributes to planning for subsequent school years.

Alignment and Coherence

At the district level, directors and project facilitators specifically assigned to support MLs work in collaboration with parallel positions throughout the district, including special education, technology, professional learning and teacher support, child welfare and attendance, curriculum, instruction, and assessment. The outcome is aligned curriculum, instructional practices, assessments, and monitoring tools designed to effectively implement evidence-based practices to support MLs. Additional layers of communication and support at the district level involve professional learning for leadership, principals, instructional coaches, English/multilingual learner site leads, MTSS site leads, assistant principals, counselors, and other certificated and classified staff members. Ongoing professional learning opportunities are then designed and provided to site-based certificated and classified staff.

Leadership for Multilingual Learner Success

> "*It turns out that leadership not only matters; it is second only to teaching among school-related factors in its impact on student learning...*"
>
> *Wallace Foundation[48]*

DSUSD offers leadership development opportunities focused on equity for all students and improved teaching and learning for multilingual learners. DSUSD offers two pathways that build leadership skills to improve teaching and learning for MLs. The Desert Sands Leadership Academy (DSLA) builds current leader capacity in establishing systems with quality teaching and learning that result in equity and success for MLs. DSUSD, in partnership with the Riverside County Office of Education, prepares certificated staff interested in obtaining an administrative credential with an equity-based program that provides experiences in observing and coaching teachers of MLs to improve planning and implementation of EL/ML research-based practices.

Site-Level Support

To ensure coherence and alignment across DSUSD school sites, DSUSD prioritizes leadership development and coaching support. District and site leaders ensure that resources are provided so that teachers receive direct support on how to maximize learning for MLs. Coaching leverages job-embedded professional learning to improve learning for MLs.

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[48] Leithwood, K., Louis, K.S., Anderson,S. & Wahlstrom, K. (2021/2004). *How Leadership Influences Student Learning. Review of Research.* The Wallace Foundation.

Leaders engage in developing knowledge and skills in topics that directly impact multilingual learners such as: designated and integrated ELD, differentiating instruction by English/multilingual learner typologies, asset-based instruction, and curriculum.

At the site level, the aligned structures in place at DSUSD are designed to support each site to provide professional development (PD) specific to the implementation of programs for ELs/MLs. These include our MTSS framework, defined teaming structures, and designated time within the certificated bargaining agreement each week for professional learning. Teaming structures at each site include Tier I, Tier II, language appraisal team (LAT), and PLC teams. Each team ensures that there is an intentional focus on multilingual learner needs and embedded support.

The research on professional development for teachers consistently points to the need to provide ongoing-support and coaching to teachers in order to transfer knowledge and skills learned in workshops or presentations to classroom practice. The 2018 NASEM report[49], among others, identifies educator capability as a critical component for transforming schools and classrooms. As illustrated in Table 8.2, an essential practice of professional learning for teachers is to provide coaching support which allows for feedback, reflection and improved practice.

Table 8.2 Professional Learning Components and Impact[50]

Components	Knowledge	Skill	Transfer
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching	95%	95%	95%

District Communication Pathways to Support Multilingual Learners

Professional learning opportunities and expectations to support MLs are communicated through a multitude of structures in DSUSD. A few of these structures include: weekly principals' newsletters, monthly principals' meetings, EL/ML leadership meetings, SAST and Con App meetings for site leadership. This vertical and horizontal communication includes regular board and educational partner updates and ensures continuous alignment and coherence of EL/ML programs and services throughout the system.

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[49] National Academies of Sciences, Engineering, and Medicine. 2018. *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives*. Washington, DC: The National Academies Press
[50] Joyce, B. & Showers, B. (2002). *Student achievement through staff development (3rd ed.).* Alexandria, VA: Association for Supervision and Curriculum Development.

Continuous Improvement and Impact Monitoring

DSUSD is informed by the California Department of Education's *Aligned Continuous Improvement Model* (see Figure 7; Santos & Hopkins, Chapter 7, 2020; p 425)[51]. Developing educators' capabilities involves a system-wide approach to use data to inform and support all educators and to plan systematically to support leaders and teachers for English learner success. As such cross-departmental leadership is critical to ensure coherence and alignment across systems, especially with a focus on impact monitoring to support continuous improvement processes.
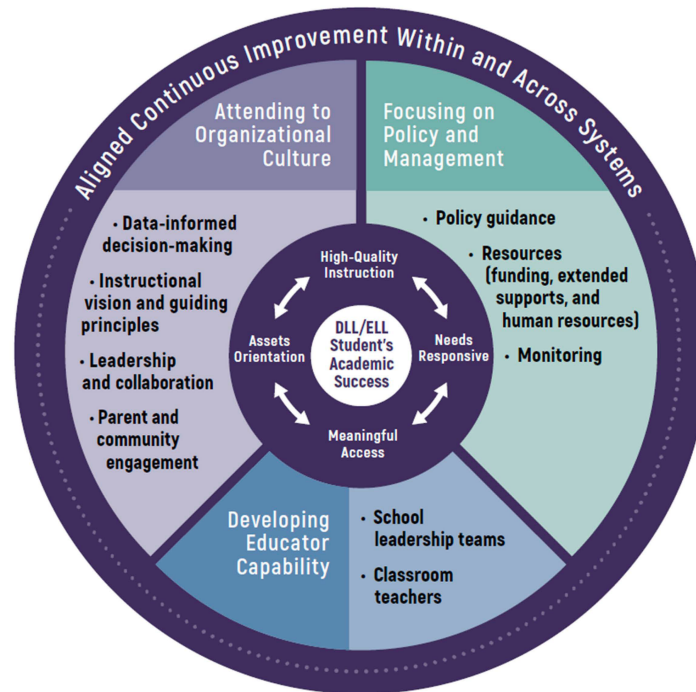
Source: *Improving Education for Multilingual and English Learner Students*, Figure 7; Santos & Hopkins, Chapter 7, 2020; p425

Impact Monitoring

The intent of Desert Sands Unified School District's professional learning structures is to improve teaching and learning so that MLs may achieve high levels of success. DSUSD leaders engage in continuous improvement processes to monitor high quality professional learning systems by addressing the following reflective questions raised in *DSUSD Multilingual Learner Master* Plan, Chapter 7: Program Evaluation and Accountability.
- To what extent does DSUSD provide resources and support (i.e., materials, PL sessions, staffing) for educators of ML students?
- To what extent do DSUSD educators feel prepared to respond to ML students' linguistic, academic, and socio-emotional needs?
- To what extent are content/integrated language development teachers (TK-12) increasing their knowledge and skills to implement research-based practices for ELs/MLs?

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[51] Santos, M. & Hopkins, M. (2020). Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners. In California Department of Education (Ed.). *Improving Education for Multilingual and English Learner Students: Research to Practice* (pp. 413-504).

Conclusion

DSUSD is committed to ensuring that multilingual learners have an equity driven, rigorous education that leads to attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. To ensure the realization of this vision DSUSD employs intentional strategies that lead to recruiting educators that share this vision and are prepared to engage MLs in quality learning experiences. The district's professional learning plan for multilingual learner educators and leaders is aligned to DSUSD's vision and ensures the on-going development and refinement of teacher, administrator and paraprofessional capacity to ensure coherence and equity for MLs throughout the system.

Federal Program Monitoring (FPM) Item Alignment

Chapter 8 - Relevant English Learner FPM Items (2021-22)[52]

Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

V. Staffing and Professional Development

EL 11: Teacher EL Authorization

11.0 Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013)

EL 12: Professional Development Specific to English learners

12.0 Each LEA must provide professional development (PD) specific to the implementation of programs for ELs.

12.1 Each LEA must provide sufficient PD to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011–1013)

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

    a) Designed to improve the instruction and assessment of ELs;

    b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

    c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and

    d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. Section 6825[c][2][A–D])

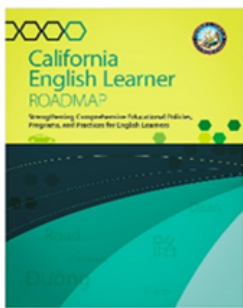**Desert Sands Unified School District Multilingual Learner Master Plan**
Chapter 9 – Family-School Partnerships

CHAPTER OVERVIEW
This chapter provides an overview of the opportunities that exist to engage families in implementing and monitoring programs for English/multilingual learners. Content includes an overview of authentic and meaningful family-school partnerships in DSUSD as well as a description of parent participation in school-level and district-wide governance structures through the English Learner Advisory Committee (ELAC) and the district English learner advisory committee (DELAC). Family-parent learning opportunities and communication processes are also discussed.

The *DSUSD Multilingual Learner Master Plan* is aligned with the California English Learner Roadmap (ELR) policy. At present, English learners (ELs) is the term used in federal policy, legislation, and court cases. However, we uphold the potential for multilingualism and use the term multilingual learners (MLs) throughout this document to acknowledge the assets our ELs bring and to leverage their multilingualism as a resource. At the beginning of each chapter, we list ELR principles and elements that are most relevant to the chapter content.At the beginning of each chapter, we list principles and elements that are most relevant to the chapter content.

Chapter 9 ELR Principles and Elements Alignment:

	Principles	Relevant Elements
	▪ **Principle 1:** Assets Oriented and Needs-Responsive Schools	1C. School Climate 1D. Family and School Partnerships
	▪ **Principle 3:** System Conditions that Support Effectiveness	3A. Leadership
	▪ **Principle 4:** Alignment and Articulation Within and Across Systems	4A. Alignment and Articulation 4C. Coherency

A list of corresponding items from the Federal Program Monitoring, English Learner Program Instrument is provided at the end of this chapter.

Introduction

"Over 50 years of research links the various roles that families play in a child's education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child."

(U.S. Department of Education and Southwest Educational Development Laboratory, p 5)

Desert Sands Unified School District is committed to providing collaborative opportunities for parents and guardians of multilingual/English learners at all school sites to contribute to the education of their children. The families of students within DSUSD, especially those of our ELs/MLs, bring with them talents and resources that can be celebrated. DSUSD recognizes that families across our district are the encouragers of both grit and determination and serve as the primary role models for students. This includes unique languages, talents, cultures and lived experiences that provide insight and opportunity for growth within each school site as well as the overall surrounding community.

DSUSD values strong family partnerships and recognizes that families are critical partners in the development of English language acquisition. With this in mind, DSUSD seeks to collaborate with families to ensure clear communication around the identification, assessment, instruction, and reclassification of English learners. In alignment with the California Department of Education *English Learner Roadmap* and *Family Engagement Framework[53]*, this also includes opportunities to partner with families in order to:

- Build Capacity (EL Roadmap Principles 1-3; Program Dimensions - I: Involvement, V: Staffing and Professional Development, and VII: Teaching and Learning)
- Demonstrate Leadership (EL Roadmap Principles 1, 3, and 4; Program Dimension - II: Governance and Administration)
- Prioritize Resources (EL Roadmap Principles 1- 4; Program Dimension - III: Funding
- Monitor Progress (EL Roadmap Principles 1-3; Program Dimensions - IV: Standards,Assessment, and Accountability)
- Ensure Access and Equity (EL Roadmap Principles 1-4; Program Dimension VI: Opportunity and Equal Educational Access

Authentic and Meaningful Family-School Partnerships

Authentic and meaningful family-school partnerships are dependent on building systems that employ a dual-capacity process to implement essential conditions and policy and program goals to facilitate collaborative communication structures and power-sharing that promote student and school improvements (see Figure 9.1)[54]. The Desert Sands Unified School District promotes homeschool connections that prioritize the following:

- A welcoming environment in all schools and offices
- An asset-based approach that affirms all languages, cultures, talents, lived experiences of the families/parents/guardians of DSUSD as resources
- Families as an integral partner in the learning process

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[53] California Department of Education (2014). *Family Engagement Framework: A Tool for California School Districts*. Sacramento, CA.
[54] Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). www.dualcapacity.org

Figure 9.1 The Dual Capacity-Building Framework for Family-School Partnerships
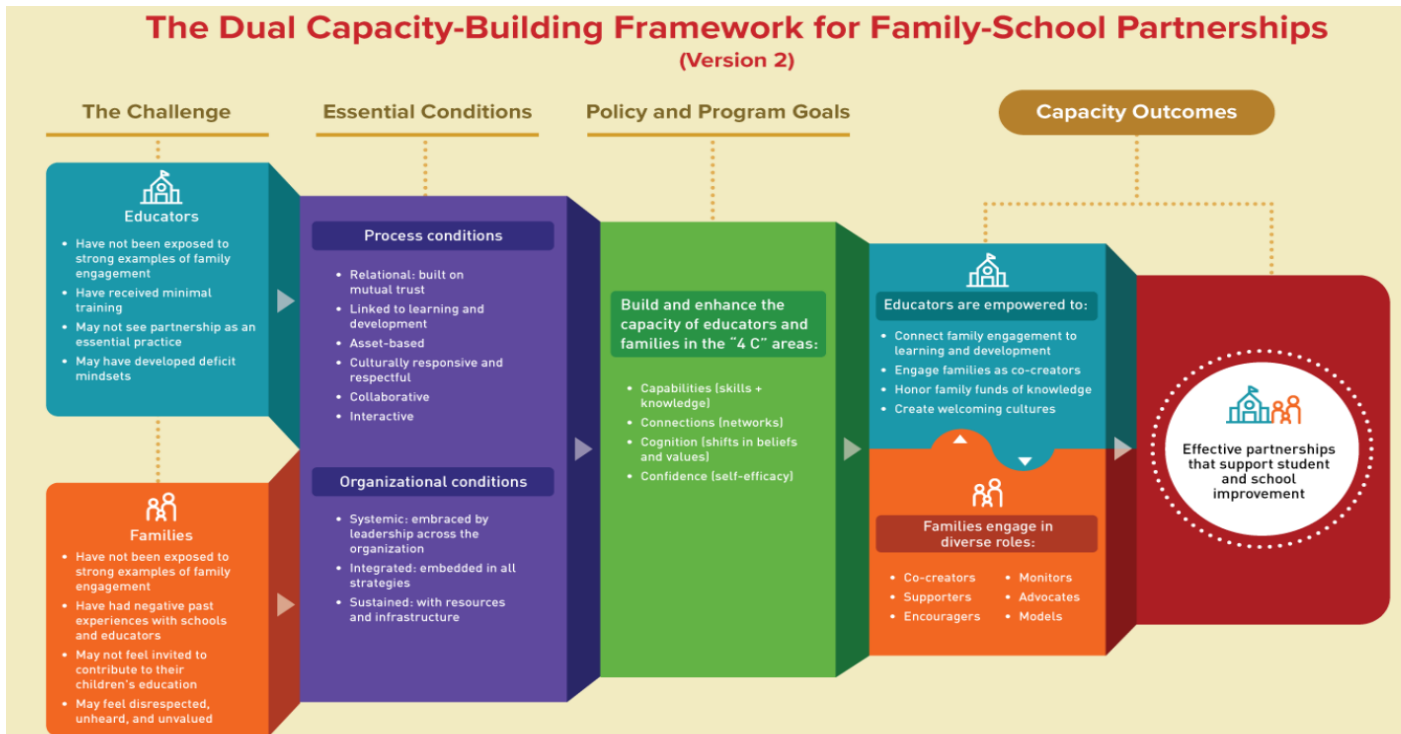
Source: Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). www.dualcapacity.org

At the school-site, leadership teams and staff commit to:
- creating safe and welcoming environments at each site in order to build community and collaboration.
- building relationships with families of ELs/MLs through celebratory events, family-school exchanges, on-going programs and services to support social-emotional, academic, and linguistic development.
- creating partnerships with families through the formation of a site school site council (SSC) and English learner advisory committee (ELAC) with the intention of providing a parent representative from both to serve on district advisory committees.
- aligning plans, resources, and services to create an infrastructure that supports family-school partnerships.
- providing district approved interpreters and translators for school events where a language is represented in at least 15% of ELs, and for all other languages where practicable.

Diverse Educational Partner Engagement and Input

Desert Sands Unified School District promotes diverse educational partner engagement and input by offering programs that foster connections with culturally and linguistically diverse families. District and site leadership are committed to strengthening interpersonal connections that address all ethnic, family and cultural groups to enhance educational outcomes for English/multilingual learners.[55] DSUSD strategically designs experiences such as the Parent Institute for Quality Education (PIQE) that uplifts family/community strengths and build bi-directional leadership and input cycles that inform programs, services, and processes responsive to English/multilingual learners[56] at each school.

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[55] Mapp, K. & Kuddner, P. (2014). *Partners in Education: The Dual Capacity-Building Framework for Family-School Partnerships*. AIR: Washington DC

[56] California Department of Education. (2017). *Family Engagement Toolkit: Continuous Improvement Through an Equity Lens*. https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

Leadership who oversee parent groups such as district English learner advisory committee (DELAC), district advisory council (DAC), African American, Migrant, and Native American committees assure intentionality and cross-district articulation in responding to the specific requirements of each, while simultaneously offering joint opportunities for focused work with multilingual learner families to capitalize on and further develop home environments that support their children's learning.

Additionally, DSUSD leadership affords diverse educational partner participation for local control and accountability plan engagement processes to ensure alignment of district-wide and school resources through:
- Opportunities for input to inform district and site-level decisions about EL programs and services
- Parent outreach strategies and promising examples to maximize family/parent participation (i.e. ELAC)

Family/Parent Learning Opportunities

Building relationships to increase parent participation is essential to increase academic achievement and to ensure the social-emotional needs of our students. There are many district-wide and school site opportunities for parents to participate.

The parent outreach and education programs, including meetings, workshops and [SEL websites,](#) are informed by parent surveys. Examples of workshops or institutes include:

- Advocacy strategies for students, including informational sessions on school operations as well as who the contact person is to seek assistance related to problems or concerns
- Benchmarks and expectations for English learner progress
- Reclassification criteria, processes, and monitoring
- For families new to the U.S., opportunities to learn about the DSUSD school system

Additional opportunities for participation include the Parent Institute for Quality Education (PIQE) program, celebrations of reclassification, student achievement awards, and multicultural family nights which include community resources to support family needs such as immigration laws and counseling services. Parents also have the opportunity to participate in the local control accountability plan (LCAP) and school plan for student achievement (SPSA) development processes which outline measurable goals, metrics, actions and services that promote parent involvement. Additionally, DSUSD continues its commitment to support parents' attendance at county-wide and state-wide conferences such as the California Association for Bilingual Education (CABE).

Communication Processes for Families of Multilingual/English Learners

Desert Sands Unified School District understands that optimal classroom effectiveness and student learning stems from active engagement between all educational partners. This begins with ensuring that parents of all students are able to fully participate in all activities that are offered at the site and district level. For EL families this is particularly important as the educational system may be unfamiliar and navigating a school district and a school site may be challenging.

In order to promote communication and ongoing partnership with EL families, school sites will provide written communication in the primary language of the parent/guardian when 15% or more of the students speak a language other than English, as indicated on the required reports. Schools must ensure that all parents/guardians, including those who speak low-incidence languages, receive meaningful access to important information. DSUSD will identify community and other resources to facilitate translation/interpretation for languages other than the majority (i.e. Vietnamese, Arabic). Interpreters are made available for parent/teacher conferences, school advisory committees, school safety forums, student study teams (SSTs), individualized education plans (IEPs), suspension and expulsion conferences/hearings, and for all due process actions. When any parent or student of any language background is in need of critical information regarding the student's education, due process, or safety, all possible resources shall be sought and/or made available.

For families who require support with literacy and oral communication, interpretation and translation must be provided in the parents'/guardians' or families' primary language. All DSUSD communications to parents via School Messenger and Peach jar are provided in both English and Spanish. Every school site, as well as the district office have on-site Spanish interpreters. Interpretation services are provided at all school and district meetings along with American Sign Language. The district provides ongoing staff development on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.

Desert Sands Unified has partnered with Ellevation, a digital platform that serves the needs of the EL community within public schools. Ellevation is accessible to all classroom teachers, counselors, administrators and provides information on student progress as well as allows for collaboration in order to best serve EL students.

For parents/guardians of EL students with disabilities, there are continued efforts to ensure that students will have access and support across the district. This includes reference to *Desert Sands Unified School District's English Learner Policies and Procedure Considerations for Students with Disabilities* document to utilize as a resource and a cohesive structure to ensure equity for EL/SpEd students across DSUSD.

In an effort to effectively communicate with families of EL students, an English/multilingual learner parent needs assessment survey is sent out yearly in order to obtain information necessary to best meet the needs of EL students and their families. This survey helps ascertain EL parent perspectives on needs, provides opportunity for feedback on parent participation, and seeks to obtain information on how the school site can best support the student and their family. This is part of the communication process for continuous improvement and collaboration that seeks to strengthen the home/school connection. This survey is completed electronically with support as needed. The results of these surveys are shared with various educational partners as well as used throughout the LCAP development process to ensure that fiscal decisions are made specific to the needs of special populations.

Across Desert Sands Unified School District, there are various ways that sites reach out to families. Every school year, school sites hold back to school nights to welcome students and families in order to create a home/school partnership. Elementary and middle schools also hold parent/teacher conferences to provide parents/families with opportunities to discuss student progress. School sites also have parent-teacher associations/organizations that include fundraisings to support various projects and activities at each site.

English Learner Advisory Committee

The California Department of Education outlines the requirements, responsibilities, and guidelines for English learner advisory committees[57]. In collaboration with school site leaders, the DSUSD district leadership identifies and shares strategies for how to increase English/multilingual learner family involvement.

Each school with 21 or more English learners must establish a functioning English learner advisory committee (ELAC). The following requirements pertain to the formation of ELAC: parent members are elected by parents of English learners; parents of English learners constitute at least the same percentage of committee membership as students represented in the student body; and, all parents/guardians of English learners have an opportunity to vote.

Per state guidelines, the ELAC is responsible for the following tasks:
- Advising the principal and staff in the development of the school's program for English learners and submitting the plan to the school site council (SSC) for consideration of inclusion in the school plan for student achievement
- Assisting in the development of the schoolwide needs assessment
- Making parents aware of the importance of regular school attendance
- Electing at least one member to the district English learner advisory committee (DELAC)

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

In addition to the above required topics, parents of English/multilingual learners may also be interested in topics such as:
- Meeting the social and academic needs of EL
- Increasing communication with parents and the broader community
- Reviewing academic performance measures for EL students
- Improving parent‑teacher conferences

The state and federal projects office provides oversight and guidance for the implementation of the site ELAC committees.

District English Learner Advisory Committee

Districts that have more than 51 English learner students are required to have a district English learner advisory committee (DELAC)[58]. The committee is composed of school staff, parents of EL students, other parents, and community members who are interested in English learner programs. At least 51% of the committee must be made up of parents of English learner students who are not employed by the school district. DELAC members are elected by ELAC members at school sites.

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[57] English Learner Advisory Committee (ELAC) - California Department of Education - https://www.cde.ca.gov/ta/cr/elac.asp

[58] District English Learner Advisory Committee (2022): California Department of Education.

Per state guidelines, the purpose of the DELAC is to advise the school district governing board on EL services and programs offered by the district. As an advisory group, DELAC member duties include:

- Develop a master plan for educational programs and services to English learners
- Conduct a district-wide needs assessment on a school-by-school basis
- Establish district program goals and objectives for English learners
- Develop a plan to ensure compliance with the teacher and paraprofessional requirements to teach English learners
- Review and comment on the district's reclassification procedures for English learners
- Review and comment on the written notifications required to be sent to parents and guardians

The district provides DELAC members with appropriate training and materials to assist in carrying out required advisory responsibilities.

The overall goal of DELAC is to help parents effectively assist their student(s) toward educational success, acquisition of as well as fluency in English, and to advocate for their student(s) within the schools and community.

Monitoring Engagement Efforts for EL Families

Desert Sands Unified School District is committed to conducting and systematically monitoring ongoing parent engagement programs and services for English/multilingual learners, including identifying opportunities to conduct parent focus groups to discuss: perceptions on engagement structures, recruitment for committee involvement, and uplifting EL-family interests/needs. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant research-based programs for English/multilingual learners. The monitoring process is designed to:
- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved
- Promote full involvement of all education partners (administrators, instructional coaches, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the *Multilingual Learner Master Plan* to be updated as needed

Conclusion

This chapter demonstrates DSUSD's commitment to fostering strong home and family school connections for all students, especially for ELs/MLs. The value of family involvement in the work of our schools goes beyond compliance requirements, as outlined in the California education code. In conclusion, DSUSD recognizes the valued role that parents and guardians provide as they support student learning along with their impact in school governance. As staff and parents work together to oversee the responsibility for academic achievement, we seek to create within DSUSD a learning community where students may excel and thrive.

Federal Program Monitoring (FPM) Item Alignment

Relevant English Learner FPM Items (2021-22)[59]

Note: The California Department of Education provides LEAs updated FPM items annually. The items below reflect the current year alignment and will be reviewed annually to ensure compliance.

I. Involvement
EL 01: English Learner Advisory Committee (ELAC)

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

    (a) Parent members are elected by parents or guardians of ELs
    (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body
    (c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance
    (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA)
    (e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
    (California *Education Code* [*EC*] sections 52176(b), 62002.5; Title 5, *California Code of Regulations* [5 *CCR*] Section 11308)

1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above.
(*EC* Section 52176[b]; 5 *CCR* Section 11308[d])

1.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 *CCR* Section 11308[b])

EL 02: District English Learner Advisory Committee (DELAC)

2.0 Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (*EC* sections 52176[a], 62002.5; 5 *CCR* Section 11308)

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

    (a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services, that takes into consideration the SPSAs.
    (b) Conducting of an LEA-wide needs assessment on a school-by-school basis.
    (c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE adopted EL Roadmap Policy.
    (d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
    (e) Review and comment on the LEA's reclassification procedures.
    (f) Review and comment on the written notifications required to be sent to parents and guardians. (5 *CCR* Section 11308)
    (g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 % ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local

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[59] California Department of Education Compliance Monitoring, https://www.cde.ca.gov/ta/cr/; English Learner 2021-22 Program Instrument, https://www.cde.ca.gov/ta/cr/documents/el2122.docx

Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under *EC* sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 *CCR* Section 11301)

2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 *CCR* Section 11308[d])

2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (*EC* Section 64000[d])