English Learner Program
Master Plan

November 2018
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Statement of Purpose
This English Learner Master Plan document is intended for sites and the district to use in ensuring the appropriate Identification, Initial Assessment, Placement, and Services for English learners (ELs). It summarizes the District’s EL Program, including the ELD services and supports that all English learner students receive.

CUSD MISSION STATEMENT
Each CUSD student is equipped academically, prepared socially, and empowered to participate and thrive in a challenging, diverse world.

CUSD VISION STATEMENT
Each CUSD student is recognized and valued, inspired to be a life-long learner, and prepared to be a contributing member of our global society.

CUSD CORE VALUES
We, the Claremont Unified School District, hold ourselves accountable to:
- Promote and encourage the intellectual curiosity, creativity, and individuality of each student.
- Treat everyone with kindness, dignity, respect and equity.
- Communicate and act with honesty, integrity and transparency.
- Embrace high expectations.
- Be good stewards of our fiscal resources.
- Provide each student and staff member with resources and support in a safe environment.
- Support learning environments with varied instructional and assessment practices.
- Foster staff, student, parent, family, and community engagement.

Definitions
The definitions below are common terms used to describe the English learner program and services. The definitions are found in the California Education Code 300-340 and are referred to frequently throughout the English Learner Master Plan.

Core Curriculum
- English Language Arts, math, science, and social science are courses that are required for graduation, and instruction incorporates SDAIE strategies for supporting English learners with content acquisition.

Designated ELD
- Instruction during which teachers provide lessons to develop English proficiency. Lessons are based on ELD standards and time is set aside each day for Designated ELD Instruction to occur. (Compare to Integrated ELD)
**English Language Development (ELD)**

- English Language Development (ELD) instruction is designed to develop proficiency in the four areas of English; *Listening, Speaking, Reading* and *Writing*. Integrated and Designated ELD instruction appropriate to the English proficiency level of each EL student is required and must be provided by a CLAD certified teacher until the student is Reclassified Fluent English Proficient (RFEP).
  
  - **Grades K-6:**
    - Claremont Unified School District has recommended at least 30 minutes of daily ELD small group instruction for English learners incorporating state approved ELD/ELA (English Language Arts) curriculum.
  
  - **Grades 7-12:**
    - Claremont Unified School District secondary English learner students receive instruction in an ELD class and an English Language Arts (ELA), or English reading class, incorporating ELA/ELD standards and SDAIE support strategies. SDAIE strategies are implemented in core curriculum classes to support English learners in content acquisition.

**English Language Mainstream (ELM)**

- The English Language Mainstream (ELM) Program is designed for English learners at the English language proficiency level of Well Developed (Level 4). Students are assigned to an English Language Mainstream Program unless a Parental Exception Waiver for an alternate program has been approved. English Learners at Beginning Stage (Level 1), Somewhat Developed (Level 2), and Moderately Developed (Level 3) ELD levels will also be assigned to an English Language Mainstream Program upon parental request.

- ELM Program teachers will be responsible for providing ELD instruction for English learner students to prepare them for reclassification. These teachers are also responsible for providing instruction that will allow students to make up any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Students will be provided with academic instruction using SDAIE strategies.
English Language Proficiency Assessments for California (ELPAC)

- The ELPAC is the successor to the California English Language Development Test (CELDT). It became fully operational in spring 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student's level of ELP. There are four levels of performance levels: Beginning Stage (Level 1), Somewhat Developed (Level 2), Moderately Developed (Level 3), and Well Developed (Level 4).

English Learner (EL)

- An English learner is a student who is not yet proficient in listening, speaking, reading and writing English.

Home Language Survey (HLS)

- Every new student completes a Home Language Survey when enrolling to attend school in the Claremont Unified School District. If the answers indicate a language other than English, the student will be assessed to determine if the student is an English Learner or is Initially Fluent English Proficient (IFEP).

Initially Fluent English Proficient (IFEP)

- Initially Fluent English Proficient refers to students entering the school district whose overall score on the Initial ELPAC is Well Developed in Oral and Written Language. ELD instruction is not necessary.

Integrated ELD

- Instruction during which teachers provide lessons to develop mastery of content standards. Lessons are based on core content standards in English Language Arts, math, science, and history/social science. Integrated ELD Instruction occurs during core content instruction. (Compare to Designated ELD)

Reclassified Fluent English Proficient (RFEP)

- RFEP refers to students who were previously classified as English learners and have attained a score of Well Developed (Level 4) on the Summative ELPAC, and have met the district’s additional reclassification criteria.
Sheltered English Immersion (SEI)

- Nearly all classroom instruction is in English. The curriculum is designed for students who would benefit from intensive language learning instruction. Sheltered English Immersion (SEI) is for students whose assessment results indicate they are at Beginning Stage (Level 1), Somewhat Developed (Level 2), or Moderately Developed (Level 3) on the ELPAC. SEI provides a high level of support through intensive ELD instruction. English Learners receive instruction to acquire the academic English needed to meet grade-level ELD/ELA content standards, with the goal of developing the ability to understand and use English for both social and academic purposes. SEI takes place in small group settings within the classroom at elementary grades in Claremont, and in whole class settings at the secondary level where EL students are grouped by their proficiency levels for daily English Language Development (ELD) instruction.

Specially Designed Academic Instruction in English (SDAIE)

- Specially Designed Academic Instruction in English is an instructional methodology featuring strategies that focus on the key vocabulary concepts for subject area content. SDAIE strategies include connecting prior knowledge to new learning, use of graphic organizers, and sheltering or reducing the language demands, with adaptation of instruction and assignments appropriate to the English proficiency levels of the students. SDAIE strategies can be integrated with ELD (English Language Development) and the learning of core curriculum concepts. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of English Language Arts, math, science, and social science and meet grade level standards.
Home Language Survey

The Home Language Survey is used to determine if a newly enrolled student is a potential English learner.

Who administers the HLS?
- The HLS is completed, dated and signed by parents or guardians upon initial enrollment in a California public school. In Claremont Unified School District, the HLS is completed in the Student Services Department located at the Claremont Unified School District Office. Please note, if a student has attended public school prior to enrolling in Claremont Unified School District, the information from the previous HLS will be used.

What questions are about language?
- Which language did your child learn when your child first began to talk?
- Which language does your child most frequently speak at home?
- Which language do you (the parents or guardians) use most frequently to speak to your child?
- Which language did your child learn when your child first began to talk?

In what languages is the HLS available?
- Arabic, English, Korean, Simplified Chinese, Spanish, and Vietnamese

What happens to the information provided?
- If one of the four questions on the Home Language Survey reflects a language other than English, Student Services notifies the parent or guardian, in writing, that the student will be administered the ELPAC. Student Services then notifies the Director of Intervention and English Learner Programs that a student requires ELPAC testing. The school site is also notified that a new enrollee will be administered the ELPAC.

Where is the HLS kept?
- The HLS is kept with the student’s registration paperwork in the cumulative file at the school site. The information from the HLS is uploaded into the California Longitudinal Pupil Achievement Data System (CALPADS).
**Immigrant Student Identification**

CUSD defines immigrant students as students age 3-21 who were not born in any state and have not attended school in the United States for more than three full school years. Identified students are eligible for additional support services based on immigrant status.

**English Language Proficiency Assessments for California (ELPAC)**

The Initial ELPAC is used to determine English proficiency for new enrollees. The Summative ELPAC is administered to all students in the spring to measure a student’s progress in learning English.

**Timeline:**
- The Initial ELPAC is administered after parent notification and within 30 days of initial enrollment. All EL students currently in the program take the Summative ELPAC annually until reclassified fluent English proficient (RFEP).

**Who takes the ELPAC?**
- Any student whose Home Language Survey indicates a language other than English takes the Initial ELPAC. Every English learner takes the Summative ELPAC annually.

**Are any students exempt from ELPAC?**
- If initial testing attempts are unsuccessful, an alternative assessment may be used for special education students with low incidence and severe disabilities. Alternative administration must be addressed in the student’s IEP.

**Are accommodations allowed for any students?**
- Special Education students and students with 504 plans can have accommodations if delineated in the student’s Individual Education Plan (IEP) or 504 plan.

**Who administers the ELPAC?**
- The district has several personnel who administer the ELPAC. There are test administrators who are proficient in English and Spanish.

**What training does the staff receive?**
- Personnel receive annual training funded by the California State Department of Education and serve as district trainers. New staff is trained as needed.

**What do the results of the ELPAC mean?**
- Students taking the Initial ELPAC can score in one of three levels. Students who score Initial Fluent English Proficient do not require EL services in the classroom. Students who score Intermediate EL and Novice EL will receive classroom support services. The Summative ELPAC measures English Language acquisition progress and instructs teachers to the level of EL support needed in the classroom. Students who score at Level 4 on the Summative ELPAC may be eligible for reclassification.
**ELPAC Test Performance Level Descriptors**

*These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial and Summative ELPAC.*

<table>
<thead>
<tr>
<th>Initial Levels</th>
<th>Initial Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fluent English Proficient (IFEP)</td>
<td>Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.</td>
</tr>
<tr>
<td>Intermediate English Learner</td>
<td>Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.</td>
</tr>
<tr>
<td>Novice English Learner</td>
<td>Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Levels</th>
<th>Summative Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>fully functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately functional</strong> receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat functional</strong> receptive (listening and reading) and productive English skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.</td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>limited functional</strong> receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.</td>
</tr>
</tbody>
</table>
ELPAC Domains and Test Components

The ELPAC assesses students in K-12 in four domains: Listening, Speaking, Reading, and Writing. The test components of ELPAC domains are listed in the chart below.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Test Component K</th>
<th>Test Component Grade 1</th>
<th>Test Component Grade 2</th>
<th>Test Component Grades 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>• Listen to a Classroom Conversation</td>
<td>• Listen to a Classroom Conversation</td>
<td>• Listen to a Classroom Conversation</td>
<td>• Listen to a Classroom Conversation</td>
</tr>
<tr>
<td></td>
<td>• Choose a Reply</td>
<td>• Choose a Reply</td>
<td>• Choose a Reply</td>
<td>• Choose a Reply</td>
</tr>
<tr>
<td></td>
<td>• Listen to a Story</td>
<td>• Listen to a Story</td>
<td>• Listen to a Story</td>
<td>• Listen to a Story</td>
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<tr>
<td></td>
<td>• Listen to an Oral Presentation</td>
<td>• Listen to an Oral Presentation</td>
<td>• Listen to an Oral Presentation</td>
<td>• Listen to an Oral</td>
</tr>
<tr>
<td>Speaking</td>
<td>• Talk about a Scene</td>
<td>• Talk about a Scene</td>
<td>• Talk about a Scene</td>
<td>• Talk about a Scene</td>
</tr>
<tr>
<td></td>
<td>• Answer and Ask Questions (Speaking with Listening)**</td>
<td>• Speech Functions**</td>
<td>• Speech Functions**</td>
<td>• Speech Functions</td>
</tr>
<tr>
<td></td>
<td>• Speaking - Support an Opinion**</td>
<td>• Speaking - Support an Opinion**</td>
<td>• 4-Picture Narrative</td>
<td>• Support an Opinion**</td>
</tr>
<tr>
<td></td>
<td>• 4-Picture Narrative</td>
<td>• Summarize an Academic Presentation</td>
<td>• Summarize an Academic Presentation</td>
<td>• Summarize an Academic</td>
</tr>
<tr>
<td>Reading</td>
<td>• Read-Along Word with Scaffolding</td>
<td>• Read-Along Story with Scaffolding</td>
<td>• Read and Choose a Word</td>
<td>• Read and Choose a Word</td>
</tr>
<tr>
<td></td>
<td>• Read-Along Story with Scaffolding</td>
<td>• Read-Along Sentence*</td>
<td>• Read and Choose a Sentence**</td>
<td>• Read a Short</td>
</tr>
<tr>
<td></td>
<td>• Read-Along Sentence</td>
<td>• Read and Choose a Sentence**</td>
<td>• Read a Short Informational Passage**</td>
<td>Informational Passage</td>
</tr>
<tr>
<td></td>
<td>• Read-Along Information**</td>
<td>• Read a Literary Passage**</td>
<td>• Read a Literary Passage**</td>
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<td></td>
<td>• Read a Short Informational Passage</td>
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<td>• Read an Informational Passage**</td>
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<td></td>
<td>• Read an Informational Passage</td>
<td></td>
<td>• Read and Respond to a Message**</td>
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<tr>
<td></td>
<td>• Label a Picture - Word with Scaffolding</td>
<td></td>
<td>• Write about an experience**</td>
<td></td>
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<tr>
<td></td>
<td>• Write a Story Together with Scaffolding</td>
<td></td>
<td>• Write about Academic Information**</td>
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<td>• Write and Support an Opinion **</td>
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<td></td>
<td>• Write an Informational Text Together **</td>
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<td></td>
<td>• Write and Support an Opinion</td>
<td></td>
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<td></td>
<td>• Label a Picture ï Sentence**</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Write an Informational Text Together</td>
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<td></td>
<td>• Write and Support an Opinion</td>
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<td></td>
<td>• Label a Picture ï Sentence</td>
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</tr>
<tr>
<td>Domain</td>
<td>Test Component Grades 6-8</td>
<td>Test Component Grades 9-10</td>
<td>Test Component Grades 11-12</td>
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<td></td>
</tr>
</tbody>
</table>
| Listening       | • Listen to a Classroom Conversation  
• Choose a Reply  
• Listen to a Story*  
• Listen to an Oral Presentation  
• Listen to Speakers Support Opinions** | • Listen to a Classroom Conversation  
• Choose a Reply  
• Listen to an Oral Presentation  
• Listen to Speakers Support Opinions | • Listen to a Classroom Conversation  
• Choose a Reply  
• Listen to an Oral Presentation  
• Listen to Speakers Support Opinions |
| Speaking        | • Talk about a Scene  
• Speech Functions  
• Speaking - Support an Opinion**  
• Summarize an Academic Presentation  
• Present and Discuss Information** | • Talk about a Scene  
• Speech Functions  
• Speaking - Support an Opinion**  
• Summarize an Academic Presentation  
• Present and Discuss Information** | • Talk about a Scene  
• Speech Functions  
• Speaking - Support an Opinion**  
• Summarize an Academic Presentation  
• Present and Discuss Information** |
| Reading         | • Read and Choose a Sentence*  
• Read a Short Informational Passage  
• Read a Literary Passage**  
• Read an Informational Passage  
• Read a Student Essay** | • Read and Choose a Sentence*  
• Read a Short Informational Passage  
• Read a Literary Passage**  
• Read an Informational Passage  
• Read a Student Essay** | • Read and Choose a Sentence*  
• Read a Short Informational Passage  
• Read a Literary Passage**  
• Read an Informational Passage  
• Read a Student Essay** |
| Writing         | • Read and Respond to a Message  
• Write about an Experience  
• Write about Academic Information  
• Justify an Opinion**  
• Summarize a Presentation** | • Read and Respond to a Message**  
• Write about an experience**  
• Write about Academic Information  
• Justify an Opinion  
• Summarize a Presentation | • Read and Respond to a Message**  
• Write about an experience**  
• Write about Academic Information  
• Justify an Opinion  
• Summarize a Presentation |

Domains are assessed on both the Initial and Summative Assessment unless otherwise noted.
*Initial Assessment Only
**Summative Assessment Only

**ELPAC Record Keeping**

Where are ELPAC tests kept?

- Overall scores and subscores are kept in the EL green folder in the student’s cumulative file and in the District databases Í Q, Illuminate, and Ellevation.

Who has access to the records?

- Teachers, site administrators, district office administrators, parents/guardians
Alternative Assessments

In the event that the ELPAC is not an appropriate measure of language proficiency, students can be administered an alternate assessment.

Who can be administered an alternative assessment?
- Students with IEPs, whose IEP team has decided the ELPAC is an inappropriate measure of language proficiency due to the disability of the child, may elect to specify an alternative assessment in the student’s IEP.

What alternative assessment can be offered?
- Currently, the only alternative assessment that CUSD offers is the Alternative Language Proficiency Instrument for Students with Significant Disabilities (ALPI). The ALPI is a language proficiency instrument for students with severe disabilities who are unable to answer Listening, Speaking, Reading, and Writing questions on the ELPAC.

Correction of Classification Errors
There are three scenarios in which a student’s EL classification may be corrected:

1. If a student is classified as English only but CUSD has an indication that the student’s primary or native language is not English and the student is unable to perform ordinary classroom work in English, the district staff may collect and review evidence. Based on this review, CUSD shall determine whether the student shall be administered the Initial ELPAC in order to determine the student’s classification. At least 10 calendar days prior to administration of the Initial ELPAC, CUSD shall notify the student’s parent or guardian, in writing, that the student will be assessed. If the Initial ELPAC is administered and the student does not meet the Initial ELPAC criterion for proficiency, CUSD shall classify the student as EL. CUSD shall notify the student’s parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC, within 14 calendar days of its determination.

2. If CUSD administers the Initial ELPAC to a student who is not eligible for the assessment, the student’s classification shall remain unchanged regardless of the assessment results, and CUSD shall not maintain any such results as student records, including in the California Longitudinal Pupil Achievement Data System.

3. After the administration of the Initial ELPAC to a student but before the student takes the Summative ELPAC and at the request of the student’s parent or guardian or a certificated employee of CUSD, school administration and classroom teacher(s) shall collect and review evidence about the student’s ELP. Based on the results of the review, CUSD shall determine whether the student’s classification should remain unchanged or be changed. CUSD shall notify the student’s parent or guardian in writing of the results within 14 calendar days of its determination. This review shall occur only once over the course of the student’s enrollment in the California public school system.
Claremont Unified offers two types of instructional programs for English learners. The process for additional instructional programs requests can be found in section 6. All English learners are provided ELD instruction as part of their core curriculum. In addition to core ELD, students may receive additional intervention in content areas.

**English Language Mainstream (ELM)**

*English Language Mainstream (ELM)* is designed for English learners at the Well Developed (Level 4 level). ELs at ELD levels 1-3 will also be assigned to an English Language Mainstream program upon parental request. CLAD certified teachers will provide instruction using Integrated ELD and incorporating SDAIE strategies to support English learners’ understanding of core content material.

**Do students receive ELD in the ELM setting?**
- Yes. ELD is still provided in an ELM class if the student is not yet reclassified as proficient or if they are reclassified and still need ELD support.

**How long does this program last?**
- The student remains in the program until reclassified.

**How many minutes per day of ELD does the student receive in these programs?**
ELD support is generally integrated into lesson delivery and supports vocabulary, grammar, fluency, language nuances, and idioms.

- **Grades K-6:**
  - Claremont Unified School District has authorized a recommended 30 minutes daily of Designated ELD small group instruction for English learners incorporating state approved English Language Development/ English Language Arts curriculum, and continuous Integrated ELD in content area instruction.

- **Grades 7-12:**
  - Claremont Unified School District secondary English learner students receive Integrated ELD instruction in content area classes. SDAIE strategies are implemented in core curriculum classes to support English learners in content acquisition. Designated ELD occurs as necessary in content area classes.
Sheltered English Immersion (SEI)

*Sheltered English Immersion* is for students whose assessment results show they are at Beginning Stage (Level 1), Somewhat Developed (Level 2), or Moderately Developed (Level 3) on the ELPAC. SEI provides a high level of support through intensive ELD instruction. English learners receive instruction to acquire the academic English needed to meet grade-level ELD/ELA Content Standards, with the goal of developing the ability to understand and use English for both social and academic purposes. SEI takes place in small group settings within the classroom at elementary grades in Claremont, and in whole class settings for secondary, where EL students are grouped by their proficiency levels for daily English language development instruction and core content instruction.

How many minutes per day of ELD does the student receive in SEI?

- **Grade K-6**
  - Daily English Language Arts instruction plus a recommended 30 minutes per day of Designated ELD support
  - Integrated ELD provided in English Language Arts, math, science, and history/social science content
- **Grades 7-12**
  - One period of Designated ELD instruction
  - Integrated ELD provided in English Language Arts, math, science, and history/social science content.

May a parent request that their child NOT be placed in an SEI class?

- Yes. Parents may request that secondary students be placed in an English Language Mainstream (ELM) class by opting out of SEI. See the attached opt out letter in Appendix A. Parents may also apply for a waiver requesting placement in an alternative program. Procedures for Parental Requests are addressed in section 6.

Verification of appropriate classroom placement

- Sites provide the Director of Intervention and English Learner Programs with a list of student placements for ELD instruction. Students are monitored for progress and instructed as appropriate.

**Recommended ELD Curriculum and Support Materials**

- Grades 7-8: *AVID Excel*, *NewsELA*, *Scholastic Action*, *Bridges to Literature*
- Grades 9-12: *English Yes!*, *Access Newcomers*, *Nat Geo Inspire*, *Grammar in Action* and *Composition Practice* by Heinle and Heinle
Elementary: Grades K-6

- Integrated ELD instruction is delivered for content standards mastery using SDAIE strategies and is differentiated according to the English proficiency level of the student. Designated ELD occurs daily to instruct toward mastery of ELD standards. Groupings vary from site to site. Elementary students are in self-contained classes with English-only peers.

Secondary: Grades 7-12

- All English learners at proficiency levels 1, 2, and 3 participate in an English Language Development class. All English learners receive ELD instruction that also occurs within the content area classes by integrating ELD content standards and objectives within English Language Arts, math, history and science standards. English learners' instruction is delivered using SDAIE methodology.
Access to the Standard Instructional Program

*English Learners in Claremont Unified will be provided both supports in English language acquisition and access to the full instructional program.*

**Secondary enrollment information**

- It is the understanding of CUSD that English learners enter school with languages and cultures that are assets to the educational community. When students enter school at a beginning level of English development, a pathway is put in place to assist in language acquisition as quickly as possible.
- As students demonstrate increased English proficiency, they are enrolled in full course loads that are part of the standard instructional program. No English learner will be denied access to courses based on the identification as an English learner.
- CUSD recognizes that ELD is not a ‘one size fits all’ approach to learning and has teachers, counselors, and administrators who meet with English learners to ensure that academic goals are met and appropriate instructional programs are developed.

**English Language Development and Special Education**

*When English learners qualify for Special Education services, the IEP team addresses language acquisition needs and develops language acquisition goals. All members of the team work together to increase language acquisition while also mastering content standards.*

- Students with an active IEP or 504 plan are annually assessed for English language proficiency using the accommodations, modifications, or alternative assessments listed in their IEP or 504.

**Technology**

*CUSD prides itself on the use of technology in classrooms. English learners have access to technology daily.*

- Every student in grades TK-2 has an iPad center in their classroom
- Every student in grades 3-6 has a one-to-one iPad cart in their classroom
- Every secondary English class has a one-to-one iPad cart
- Additional secondary core classes and elective classes have one-to-one iPad carts
- All immigrant students are offered a take home iPad
- All AVID students in grades 9-12 are given a take home iPad

**Seal of Biliteracy**

*The Seal of Biliteracy is an award given by CUSD in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.*

- The Seal of Biliteracy is a statement that mastery of two or more languages is important and honored by CUSD
- The Seal of Biliteracy is granted to all students who meet proficiency requirements, not just English learners.
- Proficiency requirements include:
  - Completion of English graduation requirements with an overall GPA of at least 2.0
  - Standards Met or Exceeded on CAASPP test in English Language Arts
  - Demonstrated proficiency in one or more languages other than English
  - For English Learners only: Score of Level 3 or 4 on Summative ELPAC
Response to Instruction and Intervention

Needs assessment
- Students who are not making progress towards grade level standards proficiency, as measured by district benchmarks, California Assessment of Student Performance and Progress (CAASPP), or who are not making adequate progress in acquiring English as measured by ELPAC, are identified for intervention through CUSD’s Student Success Team process. Program adjustments are made and documented in the EL green folder in the student’s cumulative file.
  - Grades K-6
    - English Learners are monitored throughout each grading period for progress in English language and content acquisition with interventions taking place as needed, as documented by the district’s Student Success Team process.
  - Grades 7-12
    - English Learners are monitored twice each grading period.
    - Teachers of students with failing grades (D/F) complete a grade monitoring information form describing reasons for failure and specific interventions implemented.

Targeted interventions
Interventions may include:
- Increased instructional time and support
- Increased ELD instruction emphasizing acquisition of academic language, concepts, sentence structures and study skills
- Interventions identified in ELD curriculum
- Specific instruction and interventions for Long Term English Learners
- Specific instruction and interventions for Newcomers
- Content tutoring
- Literacy interventions
- After school programs
SECTION 4: Monitoring of Student Progress and Reclassification

As students progress through the stages of language acquisition, it is the goal of CUSD to reclassify students as Fluent English Proficient (RFEP). Students must meet board approved reclassification criteria in order to exit the English Learner program. Once exited, students are monitored for four years to ensure academic success in English Mainstream classes.

Criteria for Reclassification

- **Overall score of Level 4 on Summative ELPAC**
  - Subscores of 3 or 4 in both Oral and Written Language

- **Performance on Basic Skills as assessed by:**
  - Grades K - 2: Meeting grade level benchmark on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Basic Phonics Skills Test (BPST)
  - Grade 3: Meeting grade level benchmark on DIBELS
  - Grades 4 - 6: Standards Met or Exceeded on CAASPP or Meeting grade level benchmark on DIBELS
  - Grades 7 - 12: Standards Met or Exceeded on CAASPP or Score of ‘On Watch’ or higher on STAR Reading assessment

- **Teacher Evaluation** of language acquisition skills
- **Parent Recommendation**

Criteria for Reclassification of English Learners with Disabilities

English learners with disabilities are initially expected to be held to the same standard of language acquisition as students without disabilities. In the event that students are not meeting the district criteria, the IEP team can consider reclassification based on disability.

No severe developmental delays:

- At least two years of structured ELD instruction dedicated to specific ELD goals
- Documentation showing no growth in acquisition of ELD standards over at least a two year period
- English Learner with Special Needs Reclassification Worksheet is completed as part of the IEP process and filed in the EL green folder in the cumulative file
- IEP team considers and determines recommendation for reclassification
- A determination is made that the student’s learning disability affects the student’s ability to listen, speak, read and write in both English and the first language
- Procedures for reclassification through Ellevation are followed

Severe developmental delays:

- The ALPI, an alternative language assessment, is documented in the student’s IEP as the annual assessment in language proficiency in lieu of ELPAC
- Documentation showing receptive and expressive vocabulary in English is similar to or better than home language
- English Learner with Special Needs Reclassification Worksheet is completed as part of the IEP process and filed in the EL green folder in the cumulative file
- IEP team considers and determines recommendation for reclassification
- A determination is made that the student’s learning disability affects the student’s ability to listen, speak, read and write in both English and the first language
- Procedures for reclassification through Ellevation are followed
**Procedure for Reclassification**

*EL Facilitators and administrators have access to Ellevation and can proceed with the process of reclassification for students.*

- Identify students who meet reclassification criteria
- Send out teacher evaluation forms via Ellevation
- Schedule a reclassification meeting via Ellevation
- Hold a meeting with parents and administration to discuss reclassification
- Complete and sign a hard copy of the EL Reclassification Meeting Form in *Ellevation* file the original in EL green folder in the student’s cumulative file
- Send copy of EL Reclassification Meeting Form to Brooke Johnson in Education Services

**Reclassification Timeline**

- Students take Summative ELPAC from February to May, CAASPP from April to May, STAR Reading anytime
- Student ELPAC and CAASPP scores are reported in summer
- District office uses teacher reclassification monitoring forms from April/May and CAASPP/STAR/ELPAC scores to reclassify eligible students during the summer
- Students are placed appropriately for the following school year
- EL Facilitators monitor students who scored a 4 on the ELPAC for potential reclassification during the year

**Monitoring of English Learners and Reclassified Students**

*Students who are reclassified must be monitored for progress in content standards mastery for a minimum of four years. In addition to monitoring reclassified students, CUSD opts to monitor current English learners through the same process.*

- Monitoring forms for current English learners and reclassified students are sent via Ellevation in December and May
- Elementary homeroom teachers and secondary core content area teachers fill out monitoring forms
- If reclassified students show a need for support in core content areas, the EL Facilitator or classroom teacher will contact the administration or counseling team to initiate interventions through the district’s Student Success Team process
- Interventions are initiated as necessary to support student success, and documented in a Performance Improvement Plan.
SECTION 5: Staffing and Professional Development

The District is committed to providing qualified staff for ELD and SDAIE instruction as well as appropriate professional development to maintain high quality instructional standards.

Teacher Authorizations

- Teachers providing ELD or SDAIE instruction to English learner students must hold a CLAD, BCLAD, BCC, LDS, SB 395, or AB 2913 certification. All CUSD teachers who teach English learners hold appropriate credentials.
- As site ELD student groupings are identified, only teachers holding CLAD certification credentials are assigned to provide ELD instruction.
- Status of teacher certification is checked annually.

English Learner Facilitators

- Each elementary site, El Roble, and CHS all have English Learner Facilitators to coordinate the services and monitoring of English learners. EL Facilitators attend professional development, regularly stay in contact with the Director of Intervention and English Learner Programs, and assist site staff in refining instructional practices and reclassifying English learners. EL Facilitators work in conjunction with the principals to hold ELAC meetings, and regularly attend DELAC meetings.

Additional Staff

- The Director of Intervention and English Learner Programs in Educational Services oversees the development of English learner programs at school sites, develops the EL Master Plan, coordinates EL Facilitators, attends monthly county ELD meetings, and presents at DELAC meetings.
- The district employs a Clerical Assistant in Educational Services to assist in ELPAC testing, reclassification, and the monitoring of English learners in CALPADS.
- The district employs a paraeducator to assist in the coordination of ELPAC testing.
- The district employs an ELD Paraeducator to work with newcomer students in either an individual or small group setting.
**Professional Development**

- Each year teachers are given the names and proficiency levels of their English learner students and are trained in using strategies that address the needs of individual English learners.
- Copies of professional development materials, power points, agendas, and sign-in sheets offer evidence of ongoing and completed training for teachers and administrators.
- Teachers and site administrators are trained on the following strategies and practices. Training is provided by or funded by the district.

### Instructional Practices Include

- Setting of clear instructional objectives
- Sequencing/scaffolding/pacing of lesson content
- Preview of materials before instruction
- Explicit pre-teaching of key concepts
- Connecting prior knowledge
- Checking for understanding
- Review/restate lesson content
- Teacher questions matched to proficiency levels
- Use of multiple assessments
- Extended response time (Wait time)
- Oral repetition, choral responses
- Higher order thinking questions by proficiency level

### Engagement Strategies Include

- Kagan Active Engagement Strategies
- Class building
- Team building
- Round Robin
- Thumbs up
- Think-pair-share
- Expert groups
- Jigsaw groups
- Balanced cooperative groupings
- Peer Assisted Learning
- Cloze reading and response
- Random questioning
- Give one-get one
- Numbered Heads Together, Shoulder Partners, Face Partners

### Professional Development for Teachers

- Thinking Maps
- Path to Proficiency
- Write From the Beginning and Beyond
- AVID
- Positive Behavior Interventions and Supports (PBIS)
- Multi-Tiered Systems of Success (MTSS)
- English Learner Roadmap Training
- Data Driven Decision Making
- Technology Training
- NGSS
- Academic Vocabulary

### Professional Development for Administrators

- AVID
- Positive Behavior Interventions and Supports (PBIS)
- Multi-Tiered Systems of Success (MTSS)
- English Learner Roadmap Training
- Data Driven Decision Making
- Technology Training
- NGSS
- Equity Training
Parent Notification of Program Placement

- Home Language Survey is filled out at registration
- Initial ELPAC Administered
  - Parental Notification before testing
- EL Services provided throughout the school year
  - Parental Notification within 30 days of enrollment
- Summative ELPAC Administered
  - Parental Notification within 30 days of receiving results

Notification

- Following the completion of the Home Language Survey, parents are informed of the district’s process of Initial ELPAC testing.
- Following the Initial ELPAC administration, parents are notified of the student’s Initial ELPAC scores, recommended instructional program placement and program goals, and, if the initial student placement is Sheltered English Immersion, the opportunity for the parent to apply the right to a transfer to an English Language Mainstream placement.
- Following the Summative ELPAC administration, parents are notified of the student’s Summative ELPAC scores, continued instructional program placement and program goals, and, if the initial student placement is Sheltered English Immersion, the opportunity for the parent to apply for a transfer to an English Language Mainstream placement.

English Learner Parent Support

*Parent communication and support is imperative to the success of English learner students. CUSD engages with parents continually throughout our students’ academic journey.*

English Learner Parent Support

- EL Newsletters and Informational Nights
- CUSD English Learner Parent Webpage
- EL Program description in CUSD parent handbooks
Translation Services
Translation services are offered at all school sites and the district office, in any language needed.

In person translation:
- CUSD staff members can contact Educational Services through the Translation Request Form to request translation for any in person meeting, whether formal or informal.
- Many Spanish translators are available on site to provide immediate translation.

Over the phone translation:
- CUSD partners with Language Line to provide phone translation. Any staff member can use Language Line to connect with parents or communicate with students at any time.

English Learner Advisory Committee (ELAC)

English Learner Advisory Committee (ELAC) overview at the school sites:
- Each school site with 21 or more English learners enrolled has a functioning ELAC
- The Principal, EL Facilitator, or Principal designee coordinates the meetings
- Membership reflects EL parent representation in a least the same percentage as that of EL students at the school
- All parents of EL students at the school have been contacted and given the opportunity to nominate and elect represented members to ELAC
- Two to five meetings are required each year
- ELAC members may vote to merge with SSC, but this can only be done after ELAC has been formed through an election, and training on rights and responsibilities is completed
- ELAC and SSC members may meet together to discuss and vote on the blending of funds and services, if an ELAC representative is elected and training of ELAC members has taken place
- Each ELAC elects at least one member to represent their committee at the District English Learner Advisory Council (DELAC)

ELAC responsibilities are to:
- Develop a detailed School Plan for English Learners (as part of the School Site Plan) for submission to the Claremont Unified School District Board of Education
- Develop the school’s needs assessment
- Ensure that parents are aware of the importance of regular school attendance
- Provide evidence that ELAC members have received training to assist them in carrying out their legal responsibilities
- Ensure that ELAC agendas, minutes, and handouts indicate the advisement, review, and comments on the required tasks
District English Learner Advisory Council (DELAC)

District English Learner Advisory Council (DELAC) overview:
- Each school district with 51 or more English learners enrolled has a functioning DELAC
- Coordinated by the Director of Intervention and English Learner Programs
- Each site ELAC elects at least one member to DELAC
- DELAC members are provided training, planned in full consultation with the committee which is appropriate to assist parent members in carrying out their responsibilities
- DELAC agendas, minutes, and handouts indicate the advisement, review, and comments on the required tasks
- A minimum of two DELAC meetings per year are required
- Elected representatives share information between ELAC and DELAC

DELAC responsibilities are to advise and assist the Director of Intervention and English Learner Programs and the CUSD Board of Education on the following topics:
- Developing a timetable for development of the district EL Master Plan, taking into consideration the School Site Plan goals for English learners
- Reviewing the EL Program Parent Survey and procedures for distribution and maximum return rate
- Establishing a district program plan with goals and objectives for programs and services for English learners
- Reviewing the contents of the district’s written notifications sent to parents/guardians pursuant to Education Code Section 48985
- Reviewing the district’s plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements
- Reviewing the district reclassification procedures for compliance

Parent Requests to Establish a Language Acquisition Program
Annual notification of language programs must be sent to every parent, not just parents of English learners. Parents may request that their child participate in an alternative program. A parent request notification is provided in Appendix B. The process is outlined below:

Parents must make a written request including:
- The date of the request
- The names of parent and student
- A general description of the request
- The student’s grade level on the date of the request

When the parents of at least 30 students enrolled in a school, or at least 20 students enrolled in the same grade level at a school, request the same, or substantially similar, type of language acquisition program, CUSD shall respond by taking the following actions:
- Within 10 days of reaching the required amount of requests, CUSD will notify, in writing, the following parties of the parents’ request for a language acquisition program:
  - Parents of the students attending the school
  - Teachers of the school
  - Administrators of the school
  - ELAC and other parent advisory groups
- Identify the costs and resources necessary to implement any new language acquisition program including, but not limited to:
  - Certificated teachers with appropriate authorizations
  - Necessary instructional materials
  - Pertinent professional development
  - Opportunities for parent engagement

- Determine, within 60 days of reaching the required amount of requests, whether it is possible to implement the requested language acquisition program, and provide the determination in writing to the following:
  - Parents of students attending the school
  - Teachers of the school
  - Administrators of the school

**If the program is to be implemented:**
- A reasonable timeline of actions necessary to implement the language acquisition program must be created and published

**If the program will not be implemented:**
- CUSD will provide a written explanation, to the parents requesting the program, of the reasons the program cannot be implemented, and may offer an alternative option that can be implemented at the school.

_Descriptions of examples of alternative language programs not currently offered by Claremont Unified School District are listed below._

**Dual-Language Immersion (DLI) Program:** Also referred to as Two-Way Immersion. 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. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

**Transitional Bilingual Program:** A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.

**Developmental Bilingual Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

**Heritage Language Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.
System Evaluation

English learner programs and services are constantly monitored and annually evaluated.

District
- Monitors teacher assignments
- Trains principals and teachers in ELD strategies
- Monitors student placement
- Monitors student progress and reclassification
- Monitors ELD classroom instruction through visitations and dialog with teachers, students, and parents
- Uses Q, Illuminate, and Ellevation to disaggregate data and provide sites and teachers with information concerning English learners
- Ensures parents and site personnel develop and revise the ELD goals in the LEA Plan
- Provides parents with information about student progress
- Reviews annual results of English Learner Program Survey for district EL program improvement

Sites
- Principals and teachers maintain and analyze disaggregated student data through Q, Illuminate, and Ellevation.
- ELD/SDAIE teachers meet to discuss and improve program delivery (Team meetings, Department Meetings, Professional Learning Communities)
- Single Plan for Student Achievement specifically addresses the program, goals, delivery, and funding for ELD programs at the site
- Review annual results of English Learner Program Survey for site EL Program improvement
- Monitors ELD classroom instruction through visitations and dialog with teachers, students, and parents

Teachers
- Attend workshops, implement programs and new strategies
- Monitor student progress
- Are aware of the language proficiency levels of each student and tailor lessons to meet language acquisition needs
- Aggressively pursue interventions as needed

Parents
- Maintain contact with teachers and administrators
- Monitor the progress of their children
- Participate in ELAC, DELAC, and School Site Council
- Attend school events
Data Analysis

Claremont Unified School District utilizes data analysis to identify strengths and areas of need pertaining to English learners.

The district has established annual benchmarks for yearly progress using the California Assessment of Student Performance and Progress (CAASPP) in Language Arts, and Mathematics, and district created benchmark assessments.

Student progress is analyzed annually based on district data and measured against our own benchmarks and the progress established on the California Dashboard.

Data Analyzed Includes:

- Number and percent of all students meeting or not meeting annual benchmarks
- Number of RFEP students meeting or not meeting benchmarks
- Annual ELPAC growth (when available)
- Percent “Standards Met” or higher on California Assessment of Student Performance and Progress (CAASPP)
- Achievement gap analysis
- D and F grades for secondary students
- Progress towards graduation for high school students
- Information provided by reports generated through Q, Illuminate, and Ellevation to track and improve student success
- Students receiving State Seal of Biliteracy

District Accountability

- Teachers are certified to teach EL students
- Training provided to site administrators
- State Dashboard: English Learner Progress Indicator (growth and performance level)
- Local Control and Accountability Plan (LCAP) evaluated and updated annually
- District visitations of ELD and SDAIE classrooms

Site Accountability

- State Dashboard: English Learner Progress Indicator (growth and performance level)
- Single Plan for Student Achievement evaluated and updated annually
- Provide updates on EL student placement and programs to the Director of Intervention and English Learner Programs
- Appropriate implementation of ELD with support from the Director of Intervention and English Learner Programs
- Site visitations of ELD and SDAIE classrooms
- Periodic review of student records
- Teachers use ELD progress monitoring to guide and differentiate instruction
Funding

Claremont Unified School District ensures that financial plans and practices meet legal requirements and programs operate to achieve the district's priorities and goals for student success. Teachers use the core curriculum and state approved supplemental materials provided by district funding, with specific materials to support language and content acquisition for English Learner students. Funding sources and expenditures are included in, but not limited to, the examples below:

General Funds
- Teacher salaries
- Core adopted curriculum
- Special Education services

Supplemental Funds - used within state and federal guidelines to supplement, not supplant, educational services for unduplicated students
- Instructional support
- Parent involvement
- Technology
- Interventions

Title III Funds - used within federal guidelines to supplement, not supplant, educational services for English learners
- Instructional support
- Parent involvement
- Supplemental EL programs
- Technology specific to English learners
- Interventions specific to English learners
Dear Parent/Guardian,

The English Learner Program at Claremont Unified School District provides instruction to guide in the acquisition of the English language. Sheltered English Immersion (SEI) is for students whose assessment results show they are at Beginning Stage (Level 1), Somewhat Developed (Level 2), or Moderately Developed (Level 3) on the ELPAC. SEI provides a high level of support through intensive ELD instruction. English learners receive instruction to acquire the academic English needed to meet grade-level ELD/ELA Content Standards, with the goal of developing the ability to understand and use English for both social and academic purposes.

As a parent or guardian of an English learner, you have the right to opt your student out of SEI, and have them placed in an English Language Mainstream (ELM) class. In ELM, CLAD certified teachers will provide instruction using Integrated ELD and incorporating SDAIE (Specially Designed Academic Instruction in English) strategies to support English learners' understanding of core content material.

If you wish to opt your child out of SEI, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date and return the form to your child’s school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ I am aware of my child’s English language assessment score and other information about my child’s current academic progress, and understand why my child was recommended for additional English language instruction.

_____ I am familiar with the EL programs and services the school has available for my child.

_____ I have had the opportunity to discuss the available EL programs and services with the school.

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ I understand that my child will still be designated an “English learner” and have their English proficiency assessed once per year until they no longer meet the definition of an English learner.

_____ All of this information has been presented to me in a language I fully understand.

I, _____________________________, with full understanding of the above information, wish to decline the SEI EL program offered to my child.

Parent/Guardian’s Signature _____________________________ Child’s Name _____________________________ Date _____________________________

Representative’s Signature _____________________________ School _____________________________ Date _____________________________
Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

**Description of Program Option for English Learners**

A description of the language acquisition program provided in Claremont Unified School District is listed below.

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

The following programs are not currently offered in Claremont Unified School District:

- **Dual-Language Immersion (DLI) Program**: Also referred to as Two-Way Immersion. 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. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

- **Transitional Bilingual Program**: A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.

- **Developmental Bilingual Program**: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

- **Heritage Language Program**: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil’s native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for grades 6-8 and 9-12.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **Natalie Taylor, Director of Intervention and English Learner Programs** to ask about the process.