The Berkeley Unified School District Multilingual Learner (EL) Master Plan represents the coordination, collaboration and contributions from educational partners within the district and across our broader Berkeley community. With support from school site and district leaders, classroom teachers and school-based support staff, students, families and community partners, this collective effort serves to actualize key components of BUSD’s mission - to enable and inspire our diverse student student body to achieve academic excellence and make positive contributions to our world.

We appreciate the hard work and dedicated efforts of our Multilingual Language Learner Leadership Team and the partnership with the California Association of Bilingual Education (CABE). Their work to analyze current research and state guidelines, synthesize information, and receive input from our students, families and staff through community input sessions and student focus groups have resulted in a revised Multilingual Learner Master Plan that will serve as a resource for our shared work toward ensuring high quality outcomes for our Multilingual Learner (EL) students.

We share appreciation to our research community and education partners. Their work to identify best practices in the service of multilingual learners (ELs) provided us with an extensive research-evidence base to inform the programs and services described in this document. We are also grateful to the California Department of Education for the publication of The California English Learner Roadmap. Leadership at the state level is critical to improving the educational outcomes for the over 1.4 million multilingual learners who are educated in our state. When we work in partnership at state and local levels, all students benefit.

The work of this Multilingual Learner Master Plan, builds from BUSD’s 2013 Master Plan for English Learners, and aligns with California Department of Education guidelines and the California English Learner Roadmap. Further, it signals a move from compliance to commitment as we strive to achieve Berkeley’s four E’s for all of our students - Excellence, Equity, Engagement and Enrichment. In order for us to realize the four E’s for all of our students, we need clarity of vision, shared purpose and a commitment to the best practices for our students and families.

We celebrate our multilingual learners (ELs) and the skills and capacities they bring to our schools. We acknowledge the educators and staff in BUSD whose work is codified in this Multilingual Learner Master Plan and know that their daily efforts will continue to make a difference in the lives of our students.

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The district gratefully acknowledges guidance and material developed for Multilingual Learner (EL) master plans in several California school districts. We are particularly appreciative of the examples and direction provided by the Los Angeles, San Rafael, Natomas, and Oakland Unified School Districts.
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Mission, Vision and Goals of the Berkeley Unified School District

Berkeley Unified School District Mission
The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

BUSD’s Four E’s

Berkeley Unified School District Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and fair and equitable in their distribution.
Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child’s education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally-relevant curriculum that builds on students’ interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of support to address the needs of the whole child.

Local Control and Accountability Plan (LCAP)

BUSD’s LCAP focused on four goals in 2021-2022, the first year of the three-year LCAP. In 2022-2023, Berkeley added a fifth goal, focused on the achievement and success of students experiencing homelessness. These goals serve as a framework for improving outcomes for all students while allowing us to use limited resources to prioritize the actions, services, and expenditures that will be most effective in serving "unduplicated students" as defined by the state - Socioeconomically Disadvantaged, English Learners, and Foster Youth. The California School Dashboard data also points to Students Experiencing Homelessness, Students with Disabilities, African-American students, and Latinx students as other student groups that should be closely monitored and supported in our community.
Values and Beliefs of Berkeley Unified School District

Students are our priority.

We take pride in our diversity.

We hold high expectations for ourselves and our students.

We treat each other with respect and act with integrity.
2020 Vision for Berkeley’s Children & Youth

The 2020 Vision is Berkeley’s community-wide effort to **end the disparities in academic achievement** that exist along racial lines among children and youth in Berkeley. The 2020 Vision represents a commitment by the Berkeley Unified School District, the City of Berkeley, the University of California at Berkeley, and several community partners to achieve the following:

“That all children, regardless of race, ethnicity, and income, who enter Berkeley Schools beginning in 2007 (and remain in the district) will achieve equitable outcomes with no proficiency differences by the time they graduate in June, 2020; and that all children born in Berkeley in 2007 and beyond, receive a healthy start and are equally ready to learn and succeed in Berkeley Public Schools.”

At the time this Vision was originally set forth in 2018, looking ahead to 2020, we did not foresee a global pandemic that would present a host of challenges including a disruption in student learning. But the belief articulated then is still true today - educators in Berkeley believe that improving educational outcomes for under-performing students improves outcomes for all students. **Equity and academic excellence work in tandem and both are a priority in our schools.** This is still true, now more than ever.

As we move into a post-pandemic world, we know that we have much work to do to better align the academic, social-emotional and culture-climate supports in the context of a Multi-Tiered System of Support (MTSS). California's Multi-Tiered System of Supports (MTSS) model establishes an integrated and comprehensive framework focused on quality teaching and learning for all students in all content areas, which includes comprehensive English language development (ELD) for Multilingual Learners (ELs), along with any necessary supplemental and intensive instruction students may need to be successful.

BUSD’s efforts to build and strengthen our own MTSS framework will encompass a deeper understanding of other systems that contribute to a MTSS system. These include:

- **Response to Instruction and Intervention (RTI²):** RTI² is a data driven general education framework that involves research-based instruction and interventions, regular monitoring of student progress and the subsequent use of these data over time to make educational decisions which ensure student success.
- **Positive Behavioral Interventions and Supports (PBIS):** The goal of PBIS is to provide positive, predictable, culturally responsive and supportive school-wide social and academic environments for all students.
- **Universal Design for Learning (UDL):** UDL is a framework for optimizing teaching based on scientific insights into how humans learn and focuses on eliminating systemic barriers. UDL offers flexibility in the ways students access material and show what they know.
The Multilingual Learner (EL) Master Plan defines the district expectations and policies for the education of our Multilingual Learners and serves as a guide for staff to ensure successful implementation of the various components of services for Multilingual Learners (ELs) in the Berkeley Unified School District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every Multilingual Learner (EL) in the district. It outlines for parents, families, staff and the community the options, opportunities, and outcomes for BUSD Multilingual Learners (ELs). It is based on a thorough analysis of our existing programs and services, building on the previous Master Plan for English Learners 2013, current education research on best practices in Multilingual Learner (EL) education and the California Department of Education publication of the California English Learner Roadmap.

BUSD’s Multilingual Learner (EL) Master Plan Goals

It is the mission of the Berkeley Unified School District to educate and support Multilingual Learners (ELs) in reaching their highest potential each school year. The Multilingual Master Plan encompasses six main goals for our Multilingual Learners as follows:

**Goal 1: English language proficiency**

Multilingual learners (ELs) will develop full receptive and productive proficiencies in English in listening, speaking, reading, and writing within five - seven years of receiving ELD services as measured by the Summative ELPAC.

**Goal 2: Academic success.**

English learners are taught highly rigorous academic content that enables them to meet performance standards in all content areas consistent with those for all students.

**Goal 3: Parent/Family Engagement.**

BUSD district office and school sites have safe, welcoming, and inclusive climates for all students and their families.

**Goal 4: Prepare all Multilingual Learners to be college and career ready.**

BUSD will monitor the progress of our Multilingual Learners in an unbiased approach to identify students in need of extra support and use evidence-based classroom strategies as our first priority to improve learning.
Goal 5: Implementation of Instructional Programs for Multilingual Learners (ELs) with fidelity.
The primary goal of the monitoring is to ensure that every school in the district has effective and compliant programs for all Multilingual Learners.

Goal 6: Language and literacy development in the Spanish Two Way Immersion program.
Students in the TWI program will become fully bilingual and biliterate in Spanish by the end of middle school. Elementary and Middle School graduates will earn the Bilingual Pathways Award and high schoolers can pursue the State Seal of Biliteracy on their high school diplomas.

What’s New in This Plan

<table>
<thead>
<tr>
<th>What's new in the 2022 Master Plan for our Multilingual Learners (ELs)?</th>
</tr>
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<tbody>
<tr>
<td>❖ Focus on Asset-based Education and culturally responsive teaching</td>
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<tr>
<td>❖ Focus on Multilingualism and affirming linguistic diversity</td>
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<tr>
<td>❖ Updated criteria for exiting the English Language Development program (reclassification)</td>
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<td>❖ Detailed information on ELPAC (English Language Proficiency Assessments for California), used to determine English Proficiency and monitor progress</td>
</tr>
<tr>
<td>❖ Ellevation: a new online platform for Multilingual Learner (EL) data, monitoring, and accountability</td>
</tr>
<tr>
<td>❖ Specific guidelines for our Multilingual Learners with disabilities for testing, instruction, and reclassification</td>
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</tbody>
</table>

Chapter Summaries

Chapter 1
The primary outcome of the Multilingual Learner Master Plan is to provide a resource to students, staff, families and the community on the key components related to service for our Multilingual students. Chapter 1 shares BUSD’s Asset-based and culturally responsive approach to teaching and outlines the six goals we have for our Multilingual Learners (ELs).

Chapter 2
This chapter details BUSD’s policies and procedures for identification, assessment and student placement. It also outlines the program models to serve Multilingual Learners (ELs) in accordance with state and federal legal requirements. These programs include Newcomer, Spanish Two-Way Immersion and English Language Mainstream programs.
Chapter 3
The third chapter provides information about instructional programs for Multilingual Learners in grades TK-12, including key elements of each program. This chapter outlines BUSD's English Language Mainstream program, the Two-Way Spanish Immersion TK-8 program, secondary programs for Newcomers and supports for Long-Term English Learners. This chapter concludes with information on the Seal of Biliteracy requirements.

Chapter 4
This chapter outlines the policies and practices for monitoring the progress of our Multilingual Learners at the district level and the state level. Also included in this chapter is the BUSD reclassification criteria and process and information on the protocols for monitoring students who have been reclassified to Fluent English Proficient (RFEP).

Chapter 5
BUSD recognizes multilingual learners with disabilities have unique needs that require additional support to receive the full benefit of their education. This chapter includes information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services or already have an IEP.

Chapter 6
Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff and administrators together form a rich professional development learning community where all are supported to hone our professional craft and improve our effectiveness. Chapter 6 provides information about staffing to support our Multilingual Learners and outlines professional development to support instruction for our culturally and linguistically diverse student population.

Chapter 7
Parents, Families and Community are integral to the success of our students and schools. This chapter provides an overview of BUSD's Parent and Community Engagement Model and outlines the role and function of key parent and family groups - the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). This chapter concludes with tips for parents and families.

Chapter 8
This chapter describes the evaluation and accountability processes at the local district, district, state, and federal levels for Multilingual Learner (EL) instructional programs and services. In addition, it provides a description of the Californias EL Dashboard, EL Online Accountability System, Minimum Progress Expectations for ELs, Every Student Succeeds Act (ESSA) reporting requirements, and the process for the annual Master Plan implementation evaluation. The Annual
Master Plan evaluation will serve to monitor and evaluate the implementation of the Master Plan's system inputs, instructional practices, and Multilingual Learner program goals.

Chapter 9
This chapter provides an overview of funding resources and outlines appropriate uses of these funds to support the needs of Multilingual Learners. This includes the Title I and Title III federal funding resources, as well as State and Local resources such as the Local Control Funding Formula (LCFF). This chapter also includes information about how use of these funds is monitored at the site and district level.
Chapter Summary

The primary outcome of the Multilingual Learner Master Plan is to provide a resource to students, staff, families and the community on the key components related to service for our Multilingual students. Chapter 1 shares BUSD’s Asset-based and culturally responsive approach to teaching and outlines the six goals we have for our Multilingual Learners (ELs).
1.1 Why the new term: Multilingual Learner?

In order to emphasize that Berkeley Unified values the rich language backgrounds of our students and utilizes an Asset-based approach to learning we are replacing the term, English Learner (EL), with Multilingual Learner (EL). This is also in accordance with the Principal One of the California EL Roadmap: Assets-Oriented and Needs-Responsive Schools. The California EL Roadmap was adopted in 2017 to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English Learners attending California public schools.

Note: whereas the use of English Learner is still utilized by Educational Testing Service and the California Department of Education, the term English Learner is used in some portions of this document.

What is an Asset-based Approach?

Research has shown that careful and strategic use of a student’s primary language can help English language learning, particularly in understanding grammar concepts, vocabulary, instructions, and in developing teacher-student and student-student relationships. An Asset-based Approach to teaching means understanding the value of students’ home languages and cultures and viewing them as foundations for classroom learning—for both language and content. Educators with an asset-based mindset recognize, respect, and integrate into classroom instruction the assets that students bring to the classroom, including a variety of language skills, diverse cultural backgrounds, and existing skills and knowledge acquired both inside and outside of school. Furthermore, an Asset-based Approach recognizes the ways in which parents of Multilingual Learners help their children and are critical partners in their children's education. BUSD Educators celebrate and promote the use of our students' primary languages in the home and at school.

For details on Asset-based Pedagogy, please review the chart below.

<table>
<thead>
<tr>
<th>Educators with Asset-Based Pedagogy</th>
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<tbody>
<tr>
<td>★ Acknowledge that translanguaging practices demonstrate highly operational cognitive abilities extending beyond those areas of the brain engaged by monolingual speakers</td>
</tr>
<tr>
<td>★ Incorporate cultural, historic, and linguistic information about the students’ culture into instruction</td>
</tr>
<tr>
<td>★ Are aware of and build upon each student’s interests and unique strengths</td>
</tr>
</tbody>
</table>
★ Show awareness and sensitivity to students’ names and identities
★ Show interest in students’ home languages by learning at least a few words or phrases
★ Use instruction of home language cognates to reinforce vocabulary comprehension
★ Use curriculum that connects to cultural and linguistic histories of the students
★ Use multiple means of communicating with ML families (e.g., translated notes, telephone calls, and use of an interpreter)
★ Seek professional development opportunities to learn research-based practices for ELs

Asset-based pedagogy goes hand in hand with Culturally Responsive Teaching. Berkeley Unified School Teachers provides on-going training in culturally responsive teaching strategies to all staff members.

What is Culturally Responsive Teaching?

**Culturally Responsive Teaching** is defined as using the cultural knowledge, prior experiences, frames of reference and learning styles of ethnically diverse students to make learning personally meaningful and effective for them. A culturally responsive school program has rigorous curriculum and supports equitable access for all students to high quality instruction.

The following chart highlights elements of a culturally responsive environment and is derived from current research on this topic.

**Culturally Responsive Learning Environments**

★ There is equity among all groups; that is, all participants are treated with justice and fairness.
★ Equity must be incorporated at many different levels—district, school, and classroom—and with respect to students, families, and teachers.
★ Equitable treatment requires a clear understanding of the needs of culturally, linguistically, and socioeconomically diverse students.
★ Equity is crucial in the dual language program model with emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds.
Effective schools have teachers and staff who are committed to equity and demonstrate awareness of the diverse needs of students.

Educators and staff are trained in sociocultural understanding.

Educators and staff use multiethnic curricular materials and integrate students’ cultural values into the classroom.

Educators and staff celebrate and encourage the use of all home language varieties.

Educators and staff invite students to think critically and engage in learning activities that promote social justice, and, perhaps most important, believe all students have the ability to succeed in school.

For more information on Asset Based and Culturally Relevant Pedagogy:
- California Department of Educations (CDE) page on Asset-Based Pedagogies
- CDE English Learner Road Map, principle one: Language and Culture Assets
- CDE page on Culturally Relevant Pedagogy

1.2 Goals for our Multilingual Learners

It is the mission of the Berkeley Unified School District to educate and support Multilingual Learners (ELs) in reaching their highest potential each school year. The Multilingual Master Plan encompasses six main goals for our Multilingual Learners as follows:

Goal 1: English language proficiency

Multilingual learners (ELs) will develop full receptive and productive proficiencies in English in listening, speaking, reading, and writing within five - seven years of receiving ELD services as measured by the Summative ELPAC. Daily Designated ELD is provided to Multilingual Learners to support this goal.

Goal 2: Academic success.

English learners are taught highly rigorous academic content that enables them to meet performance standards in all content areas, including English language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. Integrated ELD is implemented at all school sites during common core subjects to support academic success of our Multilingual Learners. This goal is measured by district benchmarks, local assessments and state assessments, which are given to students in the general education system.
Goal 3: Parent/Family Engagement.

BUSD district office and school sites have safe, welcoming, and inclusive climates for all students and their families. Positive school climates improve student achievement, teacher retention, and mental health, among other beneficial outcomes, (from LCAP Goal #3). The district provides training for parents on how to navigate the educational system and has the expectation that meetings and communication with parents will be accessible, welcoming, and inclusive. BUSD will provide a series of workshops for parents of Multilingual Learners (ELs) and members of ELACs and DELAC on how to successfully advocate for their children.

Goal 4: Prepare all Multilingual Learners to be college and career ready.

BUSD will monitor the progress of our Multilingual Learners in an unbiased approach to identify students in need of extra support and use evidence-based classroom strategies as our first priority to improve learning. In order to improve outcomes for all students, particularly our most marginalized, we ensure that all students have access to courses that will prepare them for college and career readiness, (LCAP Goal #1). BUSD will recruit, hire, train, and retain staff who are committed, caring, collaborative, and strive to implement asset based pedagogy and culturally responsive teaching.

Goal 5: Implementation of Instructional Programs for Multilingual Learners (ELs) with fidelity.

District and site staff monitor the implementation of site ELD services using the tools provided in Chapter 8, Evaluation and Accountability. The primary goal of the monitoring is to ensure that every school in the district has effective and compliant programs for all Multilingual Learners.

Goal 6: Language and literacy development in the Spanish Two Way Immersion program.

Students in the TWI program will become fully bilingual and biliterate in Spanish by the end of middle school. Elementary and Middle School graduates will earn the Bilingual Pathways Award and high schoolers can pursue the State Seal of Biliteracy on their high school diplomas. Their metalinguistic awareness, multicultural knowledge, and expanded worldview prepare them for 21st century society.
Chapter Summary

This chapter details BUSD’s policies and procedures for identification, assessment and student placement. It also outlines the program models to serve Multilingual Learners (ELs) in accordance with state and federal legal requirements. These programs include Newcomer, Spanish Two-Way Immersion and English Language Mainstream programs.
2.1: Registration and the Home language Survey

Transitional Kindergarten and Kindergarten Program Information and Registration

Kindergarten registration begins in January of the school year preceding the child's entrance into Kindergarten. Staff from the BUSD Admissions Office present the program options to caregivers/parents when beginning the registration process for Kindergarten. Presentations are made at BUSD preschools, private preschools and the Head Start YMCA programs to recruit students. In addition, upon registering, the identified Spanish-speaking students are also given an opportunity to be placed in the Spanish Two Way Immersion program.

Completion of the Home Language Survey

California public schools are required to determine the language(s) spoken in the home by each student at the time of enrollment (see BUSD English Learner Pathway from Identification to Reclassification flowchart below).

In order to gather this information, all parents/caregivers are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. All Berkeley Unified School entering students are surveyed for primary and home language with the Home Language Survey given at the time of registration.

The Home Language Survey consists of four questions

1. What is the language your child first learned when they began to speak?
2. What language does your child speak most frequently at home?
3. What language do you use most frequently to speak to your child?
4. What language is most often used by the adults in the home?

These questions are used to determine a student's home language status as follows:

<table>
<thead>
<tr>
<th>English Only (EO)</th>
<th>If the first three answers to the questions on the HLS are English, the child is classified as English Only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Multilingual Learner (EL)</td>
<td>If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another</td>
</tr>
</tbody>
</table>
Language Status
To Be Determined by Initial ELPAC

language, the California State Law requires that the student be assessed for English Proficiency using the Initial ELPAC (English Language Proficiency Assessments for California) within 30 days of first enrollment (Education Codes 313, 60810 and 60812).

The HLS remains on file for each student in the district including special education, and continuation school enrollees. This information will assist schools in providing appropriate instruction for all students.

BUSD English Learner Pathway from Identification to Reclassification

Home Language Survey Errors:
If a parent/caregiver or staff member believes that an error was made in filling out the Home Language Survey, BUSD has a protocol for making adjustments to the Home Language Survey. The instructions are outlined in the Suspected Home Language Survey Error document.

Note: corrections to the Home Language Survey can only be made before the Initial ELPAC is given.
2.2: English Language Proficiency Assessment of California (ELPAC)

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within 30 calendar days of initial enrollment. The 4th question provides information for schools to support communication with parents/caregivers, but does not mandate assessment.

The Initial English Language Proficiency Assessment for California (ELPAC) is administered to determine English language proficiency skills. The ELPAC is a criterion-referenced test based on the English Language Development (ELD) Standards that assesses students’ English language proficiency in listening, speaking, reading, and writing. At Berkeley Unified, the assessment is administered by trained Test Examiners at either the district office on Bonar Ave in Berkeley or the student’s school site.

2.3: Identification Criteria - K-12

Once all domains of the Initial ELPAC are complete an English Language Acquisition Status (ELAS) will be determined. The Initial ELPAC has three overall scores:

<table>
<thead>
<tr>
<th>Initial fluent English proficient (IFEP)</th>
<th>Students are considered to be English proficient when the Initial ELPAC Overall score is in the IFEP range. These students will not need to take the Summative ELPAC and will not require ELD programs and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate EL</td>
<td>Students are considered to be English learners when the Initial ELPAC Overall score is in the Intermediate or Novice range. These students will receive programs and services to support their English Language Development and take the Summative ELPAC annually to assess their progress.</td>
</tr>
<tr>
<td>Novice EL</td>
<td></td>
</tr>
</tbody>
</table>

The Initial ELPAC is administered to each student only once upon their initial enrollment into a California public school. The Summative ELPAC will then be administered annually in the spring to determine student progress in English Language proficiency skills and provide placement data for the following school year. The official Summative ELPAC assessment results are provided to parents when the results become available from the test publisher. More information on Summative ELPAC provided in Chapter 4 - Monitoring Student Progress and Reclassification.
Important Initial ELPAC Links and Resources

- Descriptions of the Initial ELPAC performance levels
- Initial ELPAC Fact Sheet

Parent Notification of ELPAC Testing and Results

The Test Examiner or district Assessment Specialist sends a Parent Letter of Notification of testing home before administering the ELPAC. Once the scores are available, the parents/care-givers will then receive a Parent Notification of Results letter in English, Spanish and a minimum of 5 other languages. In addition, the parents will receive parent notification letters of testing for the Summative ELPAC in the spring. Results of the summative ELPAC are shared with the family by late summer or early fall.

Once scores for the Initial ELPAC are available, the district assessment specialist will enter English Language Status results (IFEP or EL) for each student in the district’s Student Information System.

Transfer Students (from within and outside of BUSD)

**When students transfer between schools within the district**, all relevant data regarding the student’s Multilingual Learner (EL) assessment, academic progress, and interventions is automatically transferred through our Student Information System to the new school. The site ELD Teacher or Coordinator or principal’s designee is responsible for reviewing the information in the student information system to make sure the student is properly placed in their new class. This is also true for students transferring to Berkeley Technology High School. Students newly entering the district will have the relevant assessment and placement information entered into our Student Information System within ten days of enrollment.

**When a student transfers from another California public school**, the State data system will be used to determine the student’s current English Language Acquisition Status (ELA). Their language status (EO, IFEP, EL, or RFEP) carries over to our district. For example, if the student was reclassified in their previous California public school, their status shall remain as reclassified (RFEP). Recent ELPAC scores will be obtained from the previous district. If the ELA status is not available, the student will be given the Initial ELPAC within 30 days of enrollment.

**When a student enrolls from another state or country, or from private schools**: The 4-step initial identification process (outlined in the flowchart above) should be followed, starting with the Home Language Survey.
2.4: Spanish Language Assessment

As part of the initial placement process, all Spanish-speaking Multilingual Learners and Heritage Language Learners (as defined in TWI Admissions Policy (BP 6175) are given an opportunity to be placed in the Spanish Two Way Immersion Program at Sylvia Mendez. Should parents/caregivers choose this option, the student will be assessed in an age appropriate (pre-K and K) oral language proficiency test to measure the student’s expressive and receptive abilities in both Spanish and English.

<table>
<thead>
<tr>
<th>Priority Order</th>
<th>Student Population</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Priority</td>
<td>Spanish-Speaking English Language Learners</td>
<td>Spanish Speaking English Language Learners are assigned to a seat, up to a maximum of ⅔ of the available seats.</td>
</tr>
<tr>
<td>Second Priority</td>
<td>Spanish Language Heritage Speakers</td>
<td>Spanish Language Heritage speakers are assigned to a seat, so that assignments from the first two priority groups reach up to a maximum of ⅔ of the available seats. If the number of students in this category exceeds capacity, assignment shall be by lottery.</td>
</tr>
<tr>
<td>Third Priority</td>
<td>English Speakers, non-Spanish speaking ELs, and Spanish Heritage Language Speakers</td>
<td>Remaining seats are assigned to English Speakers, Non-Spanish Speaking ELL Students, and Spanish Heritage Language Speakers who remain unenrolled after the second priority assignments. Seats for the third priority are assigned using the elementary school assignment plan diversity categories, and by lottery within each of the three diversity categories.</td>
</tr>
</tbody>
</table>
2.5: Kindergarten-12th Grade Programs Overview

Berkeley Unified School District offers program models to serve Multilingual Learners (ELs) in accordance with state and federal legal requirements. Parental involvement in decisions regarding the school program selection of their children is required and critical to students' academic success.

TK-12th Grade Program options for Multilingual Learners (ELs) are as follows:

<table>
<thead>
<tr>
<th>Elementary (K-5)</th>
<th>Secondary (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● English Language Mainstream (K-5)</td>
<td>● English Language Mainstream (6-12)</td>
</tr>
<tr>
<td>● Two-Way Spanish Immersion (K-5)</td>
<td>● Newcomer Program (SEI) (6th -12th)</td>
</tr>
<tr>
<td></td>
<td>● Two-Way Spanish Immersion (6-8)</td>
</tr>
</tbody>
</table>

2.6: Program Placement: Elementary

BUSD elementary schools are organized into three zones. Parents/Families may request attendance in any school in their zone. A lottery is used to place students in accordance with the BUSD Diversity Index. Parents/Families can apply for the Two Way Immersion program regardless of their zone. The Admissions Office will make a reasonable effort to ensure that each student is assigned to the school and program requested by the parent. Parents/Families have the right to visit all classes and see the programs during yearly designated school tours windows.

Berkeley Unified offers two main programs for K - 5th grade students:
- ● English Language Mainstream Program (ELM)
- ● Spanish Two Way Immersion Program (at Sylvia Mendez)

ELD Instructional programs provided at all school elementary school sites:
- ● All schools are required to provide Multilingual Learners (ELs) with Designated English Language Development Instruction for at least 30 minutes daily (or 150 minutes weekly) at the student’s English language proficiency level.
• Students also receive Integrated ELD, which is specialized instruction to enable students to fully access and engage in the curriculum across all subjects.

More information about specialized instruction for English Language Development is in Chapter 3- Instructional Programs and Curriculum.

English Language Mainstream Program (ELM)

Berkeley Unified has 10 elementary schools with English Language Mainstream programs. The English Language Development teacher works with the principal and staff to ensure that our Multilingual Learner students receive both Designated and Integrated ELD. Students are assigned schools according to the Admissions Office lottery system outlined above.

Spanish Two Way Immersion (TWI) Program at Sylvia Mendez

During the enrollment process, the Parents/Families of Spanish speaking Multilingual Learners (ELs) are informed of the Spanish TWI Program at Sylvia Mendez. The Parents/Families of Spanish speaking Multilingual Learners (ELs) may elect to have the child considered for participation in the Two-Way Immersion Program by indicating so on the Enrollment Form.

The Sylvia Mendez Two-Way Immersion follows the placement guidelines detailed in the TWI Admissions Policy (BP 6175).

Prioritization of student groups are represented in the visual below:
Applicants to TWI programs will be assigned one of the three TWI Enrollment Groups on the basis of four criteria:

1. Responses on the BUSD Home Language Survey
2. Responses on the BUSD TWI Applicant Survey
3. Responses on the BUSD TWI Interview Questionnaire
4. Spanish Language Assessment Results

Transitional Kindergarten (TK)
In accordance with BP 6175, Transitional Kindergarten (TK) TWI prioritizes Spanish speaking Multilingual Learners, then Heritage Language Learners, and finally siblings of current Sylvia Mendez students. If a student does not meet this criteria, a student will be part of the general TK pool for the other TK classes within the district.

Kindergarten (K)
BUSD prioritizes Spanish speaking Multilingual Learners, then Heritage Language Learners, and finally siblings of current Sylvia Mendez students. The District shall create three categories of applicants, and assign seats in classes so that each of these three TWI Enrollment Groups are balanced.

Grades 1-5 Placement
Maintaining a language balanced ratio class composition is a priority for late enrollment. In addition, the educational needs and language proficiency levels of the late enrollee must be evaluated thoughtfully to ensure that they can actively participate and benefit from the TWI program.

- Any student wishing to enter the SpanishTWI Program at grades 1-5--either through BUSD waitlist or interdistrict transfer--must have Spanish proficiency levels showing fluency in speaking, writing, listening, and reading. Proficiency levels will be determined by using both oral and written assessment in Spanish. Prior report cards and/or prior teacher consultation from dual language programs may be considered as part of the assessment.

2.7: Program Placement: Middle School

There are three distinct programs offered at the middle school level for Multilingual Learners: Newcomer, Two Way Immersion (TWI) and English Language Mainstream (ELM) Programs. Berkeley Unified holds Middle School Information Nights to help parents make an informed decision on school site requests. In addition, every spring transition meetings are held between
school sites for teachers to make recommendations for program placement using classroom observations and formative and state assessments.

Multilingual Learners (ELs) will be placed in one of three programs according to their linguistic and instructional needs and the informed decision of the parents. The following table outlines the basic criteria for placement in the three different language programs offered at the Middle Schools for students continuing from a California Public School. **This criteria is used as a basepoint for transition meeting discussions between site teams; exceptions can be made based on other formative assessments and teacher recommendations.**

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Criteria for placement</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomer</td>
<td>Summative ELPAC Score of levels 1-3 and In U.S. schools typically less than 4 years</td>
<td>Martin Luther King Middle School</td>
</tr>
<tr>
<td>Spanish Two Way Immersion</td>
<td>Graduates of Sylvia Mendez continue the TWI program at Longfellow and for new students: Spanish Speaking Students with Summative ELPAC levels 3 - 4 and In U.S. schools 3 years or more</td>
<td>Longfellow Middle School</td>
</tr>
<tr>
<td>English Language Mainstream</td>
<td>Summative ELPAC levels 3 - 4 and In U.S. schools 3 years or more</td>
<td>Willard Middle School; Martin Luther King; Longfellow Middle School</td>
</tr>
</tbody>
</table>
Newcomer Program at Martin Luther King Middle School

BUSD recommends that Multilingual Learners (ELs) who have been in the U.S. less than 4 years and have a Summative ELPAC level of 1 - 2 attend the Newcomer Program at King Middle School to facilitate the delivery of instruction appropriate to this level. EL newcomers scoring level 3 may also be placed in the Newcomer Program based on elementary school team recommendations. English learners who have been in U.S. schools 4 years or more upon entry to 6th grade and/or are at ELPAC level 4 are not eligible for the Newcomer Program at King, but will receive designated ELD instruction as part of their class schedule. Decisions about placement will be made in conjunction with the student’s Parents/Families, the ELD Site coordinator, and supervising administrator.

Newcomer students will be placed into cohorts for math and other core subjects with teachers who have specialized ELD training including the use of effective integrated ELD strategies and experience teaching multilingual students. King Middle School provides newcomer students, their families, and their teachers with support that includes, but is not limited to, coaching, professional development, multilingual volunteers, designated ELD curriculum, and after school tutoring.

Placement for middle school students new to California Public Schools

There is a special protocol for students who are new to California public education entering BUSD middle schools. Students new to California public schools need to be assigned a school before they take the Initial English Language Proficiency assessment. The steps for school placement for these new students include interviewing the family and assessing the student’s language proficiency using a local English language assessment. These steps help the Admissions Office determine the program that is most suited to meet the student’s needs. After the school has been assigned, the results of the local assessment are shared with the school administrator and the ELD Site Coordinator to guide the selection of student courses. After the student has started school, they will then take the official state assessment, the Initial ELPAC, within 30 days of enrollment.

Spanish Two-Way Immersion (TWI) Program at Longfellow Middle

The Longfellow TWI Program is the continuation of the Sylvia Mendez TWI Elementary School Program. Students who have been promoted from Sylvia Mendez shall be enrolled at Longfellow Middle School for their middle school education irrespective of where they reside. This will have the effect of solidifying the TWI program through the 8th grade.
**Students new to BUSD:** Spanish speaking English learners interested in enrolling in the Two-Way Immersion Program at Longfellow Middle School must be able to demonstrate proficiency in Spanish literacy. A score of 3 or higher on the ELPAC is highly recommended as well.

**English Language Mainstream (ELM)**

The English Language Mainstream program is designed for students who have been in U.S. schools for 3 years or more upon entry to middle school and have an overall score on the Summative ELPAC of level 3 or 4. The majority of these students are placed in an AVID Excel class for their Designated ELD instruction. The student will progress through the program with the goal of obtaining reclassification. After a student is reclassified as Fluent English Proficient (RFEP) their progress is monitored for 4 years.

The English Language Mainstream Classroom is offered at Martin Luther King, Longfellow, and Willard Middle Schools. Multilingual Learners in the ELM program take at least one Designated ELD class a year and receive specialized instruction with support in their other mainstream classes.

**2.8: Program Placement: High School (9-12)**

Multilingual Learners will be placed in one of two programs: Multilingual Newcomer or English Language Mainstream. Below is a table for criteria of placement. **This criteria is used as a basepoint for transition meeting discussions between site teams; exceptions can be made based on other formative assessments and teacher recommendations.**

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
<th>Criteria for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multilingual Newcomer Program</td>
<td>Structured English Immersion - ELD, Math, Social Studies, Science</td>
<td>English Proficiency Overall Scores levels 1 - 3&lt;br&gt;Entered U.S. public schools within 4 years</td>
</tr>
<tr>
<td>English Language Mainstream</td>
<td>English Language Mainstream Classroom</td>
<td>English Proficiency levels 3 - 4</td>
</tr>
</tbody>
</table>
The Multilingual Newcomer Program at Berkeley High School follows a protocol for placing students who are new to California public schools. First, the Home School Liaison interviews the family. Then, the ELD Coordinator and the Home School Liaison assess the student’s language proficiency using a local English language assessment.

The ELD Coordinator and the Home School Liaison determine the program placement that is most suited to meet the student’s language and academic needs. The results of the local assessment are shared with the student’s academic counselor to determine the appropriate courses and class schedule. Students who demonstrate English proficiency are placed in the English Language Mainstream. The Berkeley High School admissions team enters the student in a lottery to determine their Small Learning Community (SLC). Following their preliminary placement, students take the Initial ELPAC within 30 days of enrollment.

Multilingual Newcomer Program (SEI)

Multilingual Learners who enroll in U.S. schools within the past 4 years and score at levels 1-3 on the ELPAC are placed in the Multilingual Newcomer Program at Berkeley High School. Multilingual learners who have been in U.S. schools for over 5 years and score at level 4 on the ELPAC are not eligible for the Multilingual Newcomer Program at Berkeley High School. (See Instructional Programs section) These students remain classified as Multilingual Learners and receive services within the English Language Mainstream Program until they meet reclassification criteria.

English Language Mainstream Classroom with additional and appropriate services

Multilingual Learners who have been in U.S. schools 5 years or more and who score at level 4 on the Summative ELPAC are placed in the English Language Mainstream Program. These students are placed in content classes with a highly qualified CTEL teacher and receive intervention and support services such as BRIDGE, RISE, LEAP, CCC and BHS Tutorial. In addition, 9th grade Multilingual Learners who score at level 3 on the ELPAC are placed in a specialized English class called Expository Writing with a primary focus on Expository Writing (EXW).

English Language Mainstream at B-Tech Alternative High School

B-Tech provides English Language Mainstream classrooms and support for Multilingual Learners who transfer to B-Tech from Berkeley High School.
Berkeley Adult School

The Multilingual Newcomer Program has recently partnered with the Berkeley Adult School to provide the appropriate recommendations and placement of Multilingual Learners who are approaching the age of 18.
Chapter 3 provides information about instructional programs for Multilingual Learners in grades TK-12, including key elements of each program. This chapter outlines BUSD’s English Language Mainstream program, the Two-Way Spanish Immersion TK-8 program, secondary programs for Newcomers and supports for Long-Term English Learners. This chapter concludes with information on the Seal of Biliteracy requirements.
3.1: English Language Development (ELD) Instruction for TK - 12th Grades

Multilingual learners face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education recognize that “both Designated and Integrated English language development (ELD) are an integral part of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level” (5CCR Section 11309).

The diagram illustrates how Designated and Integrated ELD work together to meet the various goals of an ELD program. Integrated ELD is woven into all core content areas so that Multilingual learners can meet the language demands of the common core curriculum. Designated ELD happens during a protected time during the day focusing on ELD standards, and is connected to core content areas so that students can "build into and from content" (CA ELA/ELD Framework, p. 31).

**Designated ELD**

Per state guidelines, all English learners receive daily, designated ELD instruction. Designated ELD is protected instructional time in which the teacher systematically aligns their instruction to the California ELD standards in order to build students’ development and understanding of the English language. In designated ELD, students are grouped by proficiency level and taught by a highly-qualified classroom teacher who has a credential with an English learner authorization.

Multilingual Learners receive a minimum of 30 - 45 minutes of Designated ELD a day depending on the grade level and class schedule. The 30 minutes of instruction may not include travel time and must occur during the regular school day.

Students should not be grouped by more than two English Language proficiency levels, as current research indicates that mixed proficiency grouping is an ineffective model of ELD instruction (Dutro, Kinsella, Olsen). Students can be grouped by up to two grade level spans in order to...
facilitate grouping the students by proficiency level. The Sonoma County Office of Education outlines various models for the implementation of Designated ELD in the document School and Classroom Structures for Designated ELD instruction. At the Middle School and High School level, Designated ELD is part of the student class schedule.

Key Components of Designated ELD

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD Curriculum</strong></td>
<td>Teachers utilize District Adopted ELD Curriculum and other supplementary materials that are based on the California ELD standards for the planning and implementation of Designated ELD. All ELD teachers are provided with training in the use of the District Adopted Curriculum.</td>
</tr>
<tr>
<td><strong>ELD Standards</strong></td>
<td>ELD instruction covers the two main areas from the ELD Standards: Interacting in Meaningful Ways and Learning About How English Works.</td>
</tr>
<tr>
<td><strong>Explicit Language Instruction</strong></td>
<td>Students receive explicit language instruction and daily practice of specific academic vocabulary and grammatical structures, within a scope and sequence framework based on evidenced based research.</td>
</tr>
<tr>
<td><strong>Formative &amp; Summative Assessment</strong></td>
<td>Teachers monitor the progress of each Multilingual Learner (EL) using formative and summative assessments to inform instruction and to make adjustments to groups and classes for ELD accordingly on a regular basis.</td>
</tr>
<tr>
<td><strong>Data Review</strong></td>
<td>ELD student data is reviewed regularly in collaboration with site leadership, ELD teachers, and district ELD staff to ensure students are progressing in their English language proficiency skills.</td>
</tr>
</tbody>
</table>
Integrated ELD (previously referred to as SDAIE)

Multilingual learners in all BUSD school programs also receive Integrated ELD in grade-level core content area classes, such as math, science, history/social science, and English language arts. According to the CA ELD Framework, Integrated ELD is defined as instruction in which all teachers use the CA ELD standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards (CA ELD Standards, p. 9). Access to CCSS content is accomplished through instructional strategies using Specially Designed Academic Instruction (SDAIE) techniques, as well as structure language protocols and scaffolds (as outlined in the table below).

Key Components of Integrated ELD

<table>
<thead>
<tr>
<th>ELD Curriculum</th>
<th>The general education teachers utilize an evidenced based District Adopted program for the implementation of Integrated ELD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Training</td>
<td>All general education teachers of math, science, English, and social studies are to receive comprehensive training on Integrated ELD.</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Teaching academic concepts and academic language involves teaching the language functions embedded in the academic/cognitive tasks they are encountering. The language function is the purpose of the language (i.e. describe, cause and effect, sequence, etc)</td>
</tr>
<tr>
<td>Common Core Standards</td>
<td>The Common Core State Standards are in the forefront. The Lesson should also include a language objective based on the ELD standards.</td>
</tr>
</tbody>
</table>
The following is a table of instructional strategies for teaching Multilingual Learners in both Designated and Integrated ELD

<table>
<thead>
<tr>
<th>Strategies for Designated and Integrated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to maximize comprehension and foster student engagement</td>
</tr>
<tr>
<td>- Modeling – such as the use of Fishbowl to model the learning activity or task; and use of a document camera to model the process</td>
</tr>
<tr>
<td>- Culturally and linguistically responsive content teaching</td>
</tr>
<tr>
<td>- Use of a clear language objective for the lesson that is tied to the ELD standards, and purposeful vocabulary development that is comprehensible to students</td>
</tr>
<tr>
<td>- Contextualized instruction – consistent use of non-verbal language, visual support materials, realia, clear speech and gestures, in order to provide students with a variety of resources in the environment that they can use to construct meaning</td>
</tr>
<tr>
<td>- Use of language modifications such as pause time and frequent checking for understanding</td>
</tr>
<tr>
<td>- The use of formative assessment to make adjustment to instruction while teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structured Language Protocols for language practice and engagement</th>
<th>Scaffolds for oral and written tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share</td>
<td>Sentence frames</td>
</tr>
<tr>
<td>My Turn, Your Turn</td>
<td>Interactive charts/posters</td>
</tr>
<tr>
<td>Lines of Communication</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Talking Stick</td>
<td>Word walls</td>
</tr>
<tr>
<td>Give One Get One</td>
<td>Personal dictionaries</td>
</tr>
<tr>
<td>Structured Role Play</td>
<td>Writing models and/or templates</td>
</tr>
</tbody>
</table>

Leveled ELD instruction is a high priority for all BUSD elementary and secondary programs. The responsibilities are outlined below to support systems for effective ELD instruction at every site.

**District Responsibility:** The BUSD ELD department will monitor consistent implementation of ELD instruction at every site. Sites that are not yet consistent in implementation will receive support in developing and following a clear action plan for ELD implementation. The district ELD department will monitor timely adherence to the action plan.

**Site Responsibility:** Principals will prioritize leveled ELD instruction in the master schedule and/or provide additional staffing where needed. The principal or designee must create and maintain systems that allow students to receive daily ELD instruction at their proficiency level. Sites with challenges in the implementation of ELD instruction with fidelity will work with the ELD Department to create an action plan with clear steps for timely, effective implementation.

**Teacher Responsibility:** Teachers assigned to teach ELD groups will use the District Adopted ELD Curriculum and framework to teach the ELD standards at the proficiency level of the group.
Teachers will use formative and summative assessments to monitor progress and inform the homeroom teacher. The ELD teacher(s) will coordinate with the student’s homeroom teacher to inform parents/caregivers of their child’s progress toward English proficiency.

### 3.2: English Language Mainstream Program TK-5

The English Language Mainstream program addresses two general student outcomes:

1. Multilingual Learners (ELs) will demonstrate continuous and educationally significant progress in developing academic English language and literacy skills.
2. Multilingual Learners (ELs) will demonstrate continuous and educationally significant progress toward mastery of grade-level content standards.

All Multilingual Learners receive Designated and Integrated ELD as described in the previous section. While instruction is provided in English, the students' primary languages and cultural backgrounds are viewed as resources. Research shows that acknowledging students' languages and cultures and treating these as resources in the classroom can build bridges between what students already know and what they are learning in school (Trueba, 1989). Each school should have resources and tools to provide primary language support when appropriate for improving access to the common core curriculum.

### Primary Language (L1) Support

Primary language support can be provided in various ways. The best way is by ensuring that students are clustered at schools and classrooms by language to the extent possible while still maintaining heterogeneous groups in the classroom. Students can then be given Primary language support in the following ways:

<table>
<thead>
<tr>
<th>Ways of providing Primary language support in the English Mainstream Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Oral support</strong></td>
</tr>
<tr>
<td>* Bilingual Instructional Aides</td>
</tr>
<tr>
<td>* Bilingual tutors</td>
</tr>
<tr>
<td>* Bilingual parents /caregivers and community volunteers</td>
</tr>
<tr>
<td>* Pairing with more advanced bilingual peer</td>
</tr>
</tbody>
</table>
English Language Mainstream Program have structures in place to meet the different needs of their Multilingual Learners, including Newcomers and Long Term English Learners.

### 3.3 Spanish Two Way Immersion (TWI) TK-8th

District resources will ensure all students, staff, administrators and families in the Spanish TWI Programs to be consistent and successful practitioners of the 4 Pillars of Dual Language:

- **Bilingualism/Biliteracy** – All students will be able to speak, write, read, listen, and use each of the TWI program languages as a support for the other.

- **High Academic Achievement** – All students will be ensured high academic achievement, in both program languages.

- **Sociocultural Competence** – All students will be able to identify similarities and differences in each other, but rather than identifying differences as obstacles to overcome, students will be able to view this as opportunities to connect.

- **Critical Consciousness** – To be able to actively engage in social analysis, then enact political and social action in order to disrupt power structure to rehumanize relationships with others.
• **Metalinguistic Awareness and Transferability** – All students will be able to actively engage in social analysis, in order to enact political and social action in order to disrupt power structures and inequities, to then heal and rehumanize relationships with themselves and one another.

**Goals for the Two Way Immersion Program (TWI) (TK-8)**

The BUSD TWI Program adheres to a 90/10 language allocation TWI Program Model where Spanish is used for 90% of the instructional time starting in transitional kindergarten and kindergarten, and then gradually decreases annually until both English and Spanish are used equally in grades 4 and 5. In middle school, two core academic classes are taught exclusively in Spanish.

Students that complete TWI TK-8th have the opportunity to pursue the Seal of Biliteracy as high school graduates. The Four Pillars of Dual Language are infused in our TWI Programs, both elementary and secondary. It is the goal of our TWI Programs to nurture and cultivate critical thinking scholars that are equipped to enact social and political action in order to become bilingual and biliterate change agents for the 21st century and beyond.

**Evaluation of the Impact of TWI Programs**

Berkeley Research, Evaluation, and Assessment (BREA) will provide an annual report of results for the school to evaluate the impact of the TWI programs on the following student outcomes:

1. **English language proficiency** – As determined by the number of English learners, by grade, meeting district targets on the ELPAC each year.
2. **Spanish language arts (SLA)** – As determined by the number of students scoring at each performance level on the Standard-based tests in Spanish (STS) in grades K-8.
3. **English language arts (ELA)** – As determined by students scoring at each performance level on the Smarter Balanced Assessment for California (SBA) ELA.
4. **Mathematics** – As determined by students scoring at each performance level on the SBA Math.
5. **Academic achievement** – When students exit the TK-8 TWI program, the district will determine past TWI students scoring at each academic performance level, including but not limited to language arts, math, science, and history.

Note: for students with matched assessment scores for the previous and current years, the number scoring at a higher level, at the same level, and at a lower level will also be provided.

**Two Way Immersion Conditions for Success**

In order to uplift a successful TWI model, the district must ensure that the following conditions are in place:

<table>
<thead>
<tr>
<th>Instruction</th>
<th>The program is supported by strong knowledge of language instruction from site educators, site leadership, resource personnel, and district leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school makes a commitment to a consistent instructional implementation in grades TK – 5, with strong instructional collaboration to bridge to grades 6 – 8</td>
</tr>
<tr>
<td></td>
<td>The district and school provide research and evidenced based instructional materials that are rigorous, standards based, and representative of the ethnic diversity of the students</td>
</tr>
<tr>
<td>Systems &amp; Structures</td>
<td>The school establishes and maintains systems and structures to regroup EL students for 30 minutes of daily leveled ELD at the start of the academic year</td>
</tr>
<tr>
<td></td>
<td>The school establishes and maintains systems and structures to support EL students with ongoing Integrated ELD in order to access the core curricula throughout the academic day</td>
</tr>
<tr>
<td>Assessment</td>
<td>The district supports the incoming assessment processes order to maintain the integrity of the program.</td>
</tr>
<tr>
<td>Staffing &amp; Capacity Building</td>
<td>The school assigns fully qualified staff to each TWI classroom</td>
</tr>
<tr>
<td></td>
<td>The district provides ongoing professional development aimed at strengthening pedagogical practices on, but not limited to:</td>
</tr>
<tr>
<td></td>
<td>a. dual language acquisition</td>
</tr>
<tr>
<td></td>
<td>b. translanguaging</td>
</tr>
<tr>
<td></td>
<td>c. Designated and Integrated ELD</td>
</tr>
</tbody>
</table>
Spanish Two-Way Immersion (TWI), Elementary

Spanish TWI Instructional Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish Language Arts</strong></td>
<td>Students receive rigorous Spanish language instruction in core content areas, aligned to the grade level Common Core State Standards. Content knowledge should be frontloaded prior to instruction to ensure background knowledge development.</td>
</tr>
<tr>
<td><strong>Transferability instruction</strong></td>
<td>Instruction of transferable and non-transferable literacy skills are explicitly taught and built upon at each grade level. BUSD will provide consistent and ongoing training to teachers, administrators, and families in the TWI program in order to better support the students' transition.</td>
</tr>
<tr>
<td><strong>Daily Designated English Language Development (ELD) instruction</strong></td>
<td>Multilingual Learners (ELs) receive daily ELD instruction for at least 30 minutes in Kindergarten- 5th grades based on their language proficiency levels.</td>
</tr>
<tr>
<td><strong>Integrated ELD</strong></td>
<td>Instruction delivered is differentiated in reading, writing, math, science, and social studies, and further supported using ELD standards to guide the use of scaffolds throughout the day. This instructional support is known as Integrated ELD, and is a required ongoing instructional support for all Multilingual Learners (ELs) throughout the instructional day.</td>
</tr>
</tbody>
</table>

TWI Language Allocation Use

The TWI Elementary model uses a 90/10 language allocation model, starting at 90% Spanish instruction and 10% English instruction, gradually moving to 50/50 by 4th and 5th grade as seen below:
Spanish Two-Way Immersion (TWI), Secondary

Longfellow Middle School houses the secondary TWI program. EL and RFEP students from TWI and other bilingual elementary programs are strongly recommended to continue in the secondary TWI Program. Mendez TWI students have first priority in TWI secondary placement. Spanish speaking ELs from other programs may be eligible, if student:

- Has achieved ELPAC 3 or higher, and
- Can demonstrate literacy (reading and writing) in Spanish

See the Chapter 4 - Identification, Assessment & Placement for specific Secondary TWI entrance criteria.

The secondary Two-Way Immersion program extends the goals of the TWI elementary program, and continues to provide academic instruction in both English and Spanish. Both languages are also used to provide students with grade-level instruction. If a Multilingual Learner (EL) student does not make adequate progress toward English proficiency in TWI, the student is placed in intervention courses in English, in addition to continuing enrolled TWI courses.
Middle School TWI Program Description by Grade

**Sixth Grade**
At Longfellow, TWI students take two courses in Spanish daily—one in Spanish Language Arts, and one in Ancient World History. These courses follow the Common Core Standards for English Language Arts and Social Studies, but also focus on areas of Spanish Language Arts that differ from English and therefore need extra attention. This rigorous program is focused around language development in both languages. The remainder of TWI coursework such as math, science, English language arts are provided in English, and teachers of these courses differentiate instruction based on different levels of English Language Proficiency.

**Seventh Grade**
In seventh grade, students have two TWI-specific Spanish classes: Science and Medieval History.

**Eighth Grade**
In eighth grade, students have two TWI-specific classes: Science and US History. During the US History class, students also review advanced Spanish grammar in preparation for placement into advanced Spanish classes at the high school level. Most TWI students qualify for the second-year Native Speakers class at Berkeley High School, but some need to take the first level course to improve reading, writing, speaking and listening skills. Additionally, students who can demonstrate a high level of oral and written proficiency are recognized at the Eighth Grade Promotion Exercise for being "Orgulloso de Ser Bilingüe" (Proud to be Bilingual), and all TWI students promoted earn a certificate entitled Bilingual Pathway Award.

Qualifications of TWI Staff
All TWI teachers will hold a Bilingual Cross-cultural Language and Academic Development (BCLAD) certification which includes cultural competence, knowledge of academic content and curriculum, theories and strategies for development of biliteracy, and the TWI model. Site leadership and certificated support staff, such as resource specialists, literacy coaches, etc, will also hold BCLAD certification. Every effort will be made to ensure that all classified staff are bilingual.

3.4: Newcomer and English Language Mainstream Instructional Programs 6th - 12th

Overview of Instructional Programs 6-12

Berkeley Unified School District offers a number of program models to serve Multilingual Learners (ELs) at the secondary level. The three programs to serve distinct Multilingual Learner profiles are
the following:

- Structured English Immersion: Newcomer Program at King (6th - 9th) and Multilingual Learner Program (MLP) at BHS (9th - 12th)
- English Language Mainstream (6-12) at all sites
- Two-Way Spanish Immersion (6-8) at Longfellow (described in the previous section).

Goals for Multilingual Learners, grades 6-12th

In alignment with BUSD’s mission to inspire our diverse student body to achieve academic excellence, we aim to prepare students for a career path that supports their post-secondary goals, create a college going culture for Multilingual Learners, A-G coursework, and support Multilingual Learners students in developing a positive self-concept. These goals include:

- Ensure that students learn English at an accelerated rate (reading, writing, listening, and speaking).
- Ensure that students have meaningful access to academic content required for graduation.
- When possible, include home language courses to maintain biliteracy. Provide access to high school level language testing for credit in native languages.

At the secondary level, there are four distinct profiles of our Multilingual Learner students. English learners of distinct profiles require different services. Student placement is determined based on a student’s profile and distinct needs. The four profiles include:

<table>
<thead>
<tr>
<th>1. Newly Arrived English Language Learners with Adequate Formal Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>These students have had some exposure to the formal study of English and have had a formal educational program in their native country. Students are on grade level with respect to the expectations of the schools in their native country, and have the content knowledge background that supports them in their content instruction in English. They also have strong literacy skills in their primary language, many of which can be transferred to English as they acquire English. Depending on their English proficiency upon initial enrollment, students entering U.S. schools in 8th grade or later may need an additional year of high school in order to master English and meet graduation requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Newly Arrived English Language Learners with Limited Formal Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrant students with little or no prior schooling typically score at the beginning level of their reading and writing in their primary language, and have grade three or below skills in Math. Many students come with interrupted schooling in their native country and face tremendous</td>
</tr>
</tbody>
</table>
difficulty in completing an academic secondary program. These students need an instructional program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill high school graduation requirements with additional summer school courses, an additional one or two years of high school, and an adult education option.

3. Long Term English Language Learners

Students who have over six years of uninterrupted schooling in the United States and have not yet met reclassification criteria are classified as long-term English Language Learners in California (EC 313.1, 313.2). LTEL students may appear to have high oral fluency in English, often without an accent, but lack academic English language structures and academic vocabulary. These students require explicit academic language instruction in all core content classes in addition to explicit ELD within their ELA course and an EXW course. Spanish speaking LTEL students are encouraged to enroll in Native Speaker language courses to develop literacy in their primary language.

4. Multilingual Learners who are meeting benchmarks

Students in this profile often came to the U.S. in upper elementary school, and have been in the U.S. for four to six years. Teachers and staff should use ELPAC and other assessment data to tailor instruction and course selection to support acquisition of skills necessary for reclassification. Note: students who are making adequate progress toward English proficiency and academic success still need support in order to sustain academic excellence over time.

Multilingual Newcomer Program for Middle and High School

The secondary Newcomer Program is designed for Multilingual Learners (ELs) who have recently emigrated to Berkeley USD from non-English speaking countries. There is a full Newcomer Program at King Middle School and Berkeley High School. Newcomer classes are staffed at the beginning of the year to accommodate students who arrive throughout the year. Although it is highly recommended that Multilingual Learners (ELs) who have been in U.S schools less than two years and are at ELPAC 1 or 2 attend King for middle school, students who choose to attend Willard or Longfellow will also receive Designated and Integrated within the English Language Mainstream program.

The Newcomer program is a Structured English Immersion Program (SEI) designed to meet the specific academic and linguistic needs of these culturally and linguistically diverse students. Immigrant EL students at the secondary level require specific, intensive instruction. The Newcomer Program teaches English as a new language, scaffolded core content, acculturation to
U.S. school culture and expectations, and fosters continued development of students' primary language and cultural heritage. Students in the Newcomer program are enrolled in one to two English Language Development (ELD) classes and are in Integrated ELD classes (also known as Specially-Designed Academic Classes) for their core content classes. Spanish speaking Newcomer students take Spanish for Native Speakers courses that are closely aligned with the ELD courses. Non-Spanish speaking students may take courses in their primary language when available. In addition, many Newcomer students enroll in a tutorial for academic support.

The Newcomer setting is staffed with teachers and a site ELD Lead teacher who are knowledgeable about the cultures of students as well as the immigration/refugee systems. Teachers in the Newcomer program are trained in Integrated ELD and District Adopted ELD Curriculum and collaborate regularly to ensure consistency and articulation.

The Newcomer program facilitates a smooth transition from Newcomer to the English Language Mainstream program and strives to mainstream students as soon as they have the requisite skills to be academically successful. Students who meet the minimum exit criteria are considered for mainstreaming on a case by case basis. Students who continue in the Newcomer program until graduation get the sustained Newcomer Program support to meet requirements for graduation as well as for their college and career goals.

ELD course offerings are based on current enrollment, staff, and funding. Sites are encouraged to provide targeted courses wherever possible. Ideally, there is a span of no more than 3 levels in any Newcomer content course and no more than a one level span in any Designated ELD course. When such a span is unavoidable due to extremely low numbers in a span, it is highly recommended for the site to provide extra support such as an Instructional Assistant and/or extra prep time and ongoing coaching for the teacher.

English Language Mainstream Secondary (Middle/High School)

The English Language Mainstream (ELM) Program is designed for Multilingual Learners (ELs) at levels 3 through 4. Long term EL students who have been enrolled in U.S. schools for 6 years or more and have not yet reclassified as Fluent English Proficient (RFEP) are placed in the English Language Mainstream program with support, regardless of ELPAC level, unless they have an IEP or other extenuating circumstances indicating otherwise.

Multilingual Learners in ELM receive Integrated ELD instruction to access grade level content in English. Mainstream teachers are highly qualified and hold teaching certificates designed for teaching English Learners (CTEL or CLAD credentials). They employ strategies to develop academic language through content instruction. In addition, a course in Expository Writing is offered to Long Term English Learners in the 9th grade to develop the academic language necessary for reclassification.
Sample Course Offering for Secondary Schools

Below is a table that illustrates a sample of course offerings for middle school and high school students based on California Department of Education Guidelines. Actual course offerings may differ between sites at BUSD schools.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ELD Emerging</td>
<td>ELD Emerging/Expanding</td>
<td>ELD Expanding/Bridging</td>
<td>ELD Bridging or Integrated ELD Language Arts</td>
</tr>
<tr>
<td>English</td>
<td>ELD Emerging</td>
<td>ELD Emerging/Expanding</td>
<td>Expository Writing or AVID EXCEL</td>
<td>Expository Writing or AVID EXCEL</td>
</tr>
<tr>
<td>History</td>
<td>Integrated ELD History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Multilingual Learner (EL) Math 1-2 Or Integrated ELD Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Integrated ELD Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective or PE</td>
<td>Spanish for Native Speakers, Drama, Art, etc Or Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective or Advisory</td>
<td>EL Tutorial</td>
<td>Study skills, academic support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses for Long Term English Learners (LTELs) in the English Mainstream Program

Expository Writing (EXW) at the high school or AVID Excel at the middle school are supplementary courses with emphasis on academic speaking, writing, and critical thinking, and use culturally relevant curriculum. EXW/AVID Excel are not academic support classes, but English Language Development classes specifically for Long Term English Learners (LTELS) that are offered during the school day. Long Term English Learner students enrolled in an English Language Mainstream program in grades 6th through 9th will be enrolled in an Expository Writing (EXW) or AVID Excel course in addition to their mainstream English course. This includes all LTELs who have been continuously enrolled in U.S. schools for 6 or more years and are not yet proficient in Academic English as measured by ELPAC, SBA, and/or English grades.
BUSD secondary schools with 15 or more LTEL students should provide a minimum of one section of Expository Writing (EXW) or AVID Excel to take the place of one elective for long term English learners. Parents can request to opt their child out of ELD or EXW, but **teachers can not recommend** that parents opt their child out. Here are the **opt out policies** and here is the **opt out form** to copy and give to parents upon request. The actual forms are included in the Appendices.

The Expository Writing course is taught by highly qualified teachers who are trained in EL professional development such as, Constructing Meaning, District Adopted ELD Curriculum, and have successful experience teaching Multilingual learners (ELs).

### Entry and Exit Criteria for Long-term Multilingual Learners (ELs) Courses

<table>
<thead>
<tr>
<th>EXW Course 1/HS EXW (AVID Excel) Entry Criteria</th>
<th>EXW/AVID Excel Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LTEL (EL is US schools for 6+ consecutive years), and</td>
<td>• Reclassification, and</td>
</tr>
<tr>
<td>• Reading level 3rd grade or higher (lexile level 550, Fountas- Pinnell level N), or</td>
<td>• academic grades in</td>
</tr>
<tr>
<td>✔ If below 3rd grade reading, has successfully completed a year of Read 180 (students not to take R180 and EXW concurrently), and</td>
<td>mainstream courses are 3</td>
</tr>
<tr>
<td>✔ If IEP, IEP indicates that English language is a significant issue rather than reading, processing, or other learning differences</td>
<td>SBP/C or higher</td>
</tr>
</tbody>
</table>

### EXW Course 2 Continuation Criteria

- Completed EXW 1 and did not meet exit criteria, or
- Humanities teacher or EL specialist data based recommendation
- Continuing EXW students who meet exit criteria may elect to take EXW again if there is space available

### Suggested EXW course sequence

**LTSEL English reading below level N in 5th grade should take:**

- 6th grade: Reading support or intervention
- 7th grade: AVID and sometimes also Reading support or intervention
- 8th grade: AVID and sometimes also Reading support or intervention
- 9th grade: HS EXW A
- 10th grade: HS EXW B (optional)
LTEL English reading level N or higher in 5th grade should take:
● 6th grade: EXW
● 7th grade: AVID
● 8th grade: mainstream or AVID
● 9th grade: HS EXW A
● 10th grade: HS EXW B (optional)

EXW Course Curriculum:
Curriculum alternates year to year so that students may take the course multiple times
● EXW A: English 3D, Issues 1-6 and supplemental curriculum
● EXW B: English 3D, Issues 7-12 and supplemental curriculum

Strategies and Supports for LTEL students
● Expository Writing course, AVID EXCEL and/or EL Tutorial
● Spanish for Native Speaker course to develop literacy base in L1 (for L1 Spanish speakers)
● Direct, explicit instruction of academic language in content classes
● Targeted, ongoing effort to recognize and validate the student’s home culture/language
● Quarterly data chats with a designated teacher or counselor using the Academic Learning Plan
● Designated staff person to “check in” periodically with the student (and family) to help engage, problem solve, mentor, advocate, or motivate.
● LTEL GAP Finder - designed for long term English Learners; to find the significant gaps in their English Language development. Teachers use the LTEL Gap Finder to determine the precise grammatical forms and vocabulary development for instruction.

Summer School ELD Program for Newcomers in Middle and High School

The district will also continue to offer a multi-grade 7th-12th grade Newcomer ELD 1/2 course in summer school as funding permits.
3.5 Biliteracy Pathways and Seal of Biliteracy

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 State Seal of Biliteracy is marked by a gold seal affixed to the diploma and transcript. It is a symbol statement of accomplishment for future employers and for college admissions.

Purpose of the Seal of Biliteracy Program

- Recognize and value bilingualism and biliteracy
- Encourage English learners to pursue full proficiency in English and in their primary language
- Officially certify attainment of biliteracy and/or bilingualism on school transcripts
- Affirm the value of diversity and honor the cultures of our community
- Provide students with 21st Century skills

Link to poster that outline the criteria for obtaining the Seal of Biliteracy.

The Biliteracy Pathway Recognitions

The Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English. Unlike the State Seal of Biliteracy, this program is not established in California Education Code and therefore the criteria are suggested only and may be modified.

Additional Purposes of the Biliteracy Pathway Recognitions

1. To encourage students to study languages, continue their language study, and become multilingual.
2. To raise awareness about the State Seal of Biliteracy requirements and ensure that multilingual students have the information they need to meet these requirements and earn the State Seal of Biliteracy upon graduation from high school.
3. To certify progress toward biliteracy.
4. To prepare students with twenty-first century skills.
5. To recognize and promote world language instruction in public schools.

6. To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures, histories, and languages of a community.

7. To implement principles one and four of the English Learner (EL) Roadmap Policy by creating an aligned and articulated pathway to multilingualism that embraces students’ home and community languages and cultures as assets.

For directions on how to apply for this program and resources go to:

[Biliteracy Pathways and State Seal of Biliteracy]

BUSD teachers and staff provide information and support on achieving the Bilingual Pathways Award for 5th and 8th grade graduates, and the Seal of Biliteracy award for Berkeley High School graduates.
Chapter Summary

This chapter outlines the policies and practices for monitoring the progress of our Multilingual Learners at the district level and the state level. Also included in this chapter is the BUSD reclassification criteria and process and information on protocols for monitoring students who have been reclassified to Fluent English Proficient (RFEP).
4.1 Monitoring of Progress

The progress of our Multilingual Learners is monitored using district and state assessment instruments, including the ELPAC; the Smarter Balanced Assessment for California (SBA); STAR; Grades and Teacher Feedback. Our district’s adopted curriculum includes daily formative assessments, as well as weekly and unit assessments to monitor the progress of our students in their English Language Development. ELD teachers use the results of the assessments to make informed instructional decisions, provide feedback to students, and as a basis for providing grades at the end of every grading period.

Multilingual Learner Online Accountability System

The district has partnered with Ellevation which provides one of the most comprehensive EL online program management systems. It organizes EL student data, enables accurate reporting, and supports instructional planning for multilingual students. Ellevation provides one platform that allows the district to manage the entire EL program. Program accountability is more important than ever, and decisions must be informed by accurate student data.

Here are some key areas that Ellevation supports:

- Provides Data Dashboards
- Contains unified data such as ELPAC, SBA & grades
- Comprehensive Individual student data, services, interventions, goals, notes, and documents
- Streamlines Reclassification
- Digitizes RFEP Monitoring
- Generates professionally translated Parent Notification letters

Our staff are trained on how to use Ellevation to monitor both our Multilingual Learners (ELs) and our students who have been reclassified to Fluent English Proficient (RFEP).

Smarter Balanced Assessment (SBA)

The Smarter Balanced Summative Assessments are comprehensive, end-of-year assessments for English language arts (ELA) and mathematics. They are aligned with the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics and measure progress toward college and career readiness. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and the timely turnaround of results. Students grades 3 - 8th, and 11th take the SBA every year in the spring. For more information see the Smarter Balanced Fact Sheet.
Minimum Progress Expectations for Multilingual Learners (ELs)

Clear minimum progress expectations allow individuals, sites, and other educational partners to hold themselves accountable for the quality of instruction for Multilingual Learners in BUSD. Failure to meet minimum progress indicates the need for interventions. BUSD’s minimum progress expectations for Multilingual Learners (ELs) are provided in the table below.

<table>
<thead>
<tr>
<th>Years in Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Proficiency (All ELs)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPAC Overall Level</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ELD Standards-Based Assessment</td>
<td>Enter Emerging</td>
<td>Exit Emerging</td>
<td>Enter Expanding</td>
<td>Exit Expanding</td>
<td>Enter Bridging</td>
<td>Exit Bridging</td>
</tr>
<tr>
<td><strong>English Academic Achievement (All ELs)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS K-5</td>
<td>WBB - Well Below Benchmark</td>
<td>BB - Below Benchmark</td>
<td>BB - Below Benchmark</td>
<td>B - Benchmark</td>
<td>B - Benchmark</td>
<td>Benchmark/Above Benchmark</td>
</tr>
<tr>
<td>Local Reading Assessment 6-12</td>
<td>Standard Not Met</td>
<td>Standard Nearly Met</td>
<td>Standard Nearly Met</td>
<td>Standard Met</td>
<td>Standard Met</td>
<td>Standard Exceeded</td>
</tr>
</tbody>
</table>
4.2 Summative English Language Proficiency Assessments for California (ELPAC)

The Summative ELPAC is a required state test given to students who have already been identified as English learners (EL students) based upon Initial ELPAC results. The Summative ELPAC is given in the spring every year to measure how well students are progressing with English development in each of the four domains: listening, speaking, reading, and writing.

The Summative ELPAC Purposes

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important to ensure that students continue to receive the support they need to do well in school. Multilingual Learners (ELs) will take the assessment every year until they meet the criteria for reclassification as fluent English proficient. The ELPAC

Parent Notification of Testing

Parents will receive parent notification letters of testing for the Summative ELPAC which will include information on how to take the practice ELPAC at home. In addition to Parent Resources on the district website, parents can also learn how to support their child on the ELPAC during the ELAC and DELAC meetings.

Parent Notification letters are provided in English and Spanish and a minimum of 5 other languages.
Link to the Summative ELPAC fact sheet flyer.

Summative ELPAC Scores

Parents will also receive a parent notification letter of the results of the Summative ELPAC scores. The ELPAC scores are explained at the DELAC and ELAC parent member meetings. Students are given a level of 1 - 4. Click here for The Summative ELPAC Performance Level Descriptors.

The score reports have 3 main score categories as configured in the graphic organizer below:

- Overall Performance Level: in blue
- Overall Oral: in green (composed of the listening and speaking domains)
- Overall Written: in green (composed of the reading and writing domains)
Important Summative ELPAC Links and Resources

- The ELPAC website has a Parent Resources page with links to videos and information on how students can take practice tests.
- Direct link to take Summative ELPAC Practice Tests
- The ELPAC Starting Smarter website is also an excellent resource for parents.

Students with Disabilities

Information on accessibility resources for students with 504 plans and IEPS can be found on the ELPAC Accessibility Resource page. Students with mild to moderate disabilities are provided with designated supports or accommodations as noted in their individualized education program (IEP). Multilingual Learner students with a significant cognitive disability may qualify to take the Alternate ELPAC. Accommodations and the Alternate ELPAC are covered in more detail in Chapter 5 - Multilingual Learners (ELs) with IEPs.

Expectations on progress of English Language Proficiency level

The goal is for our Multilingual Learners (ELs) to develop full proficiency in English in listening,
speaking, reading, and writing within five - six years of receiving ELD services. Students who have not exited the ELD program after 6 years of being in school are referred to as Long Term English Learners (LTELs).

The **LTEL GAP Finder** - is an assessment designed for long term English Learners; to find and address the significant gaps in their English Language development. ELD Teachers are encouraged to use this assessment for their LTEL students and students who are at risk of becoming LTELs at the beginning of every school year. Teachers use the results of the assessment to inform instruction and create individualized goals.

Parents are provided with information on how to access data such as Summative ELPAC scores and state tests results during ELAC meetings and other forms of outreach.

### 4.3 Reclassification to Fluent English Proficient (RFEP)

Multilingual Learners will be reclassified as Fluent-English Proficient (RFEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria includes multiple measures to insure both proficiency in the English language and participation equal to that of average native speakers in the school’s regular instructional program. The reclassification criteria validates each student’s readiness to exit from the English Language Development program, by demonstrating achievement and mastery of grade-appropriate standards-based assessments in the following areas:

- English language proficiency, in reading, writing, speaking and listening; and
- Academic achievement on grade level

In accordance with state and federal requirements, Berkeley Unified School District has adopted a Reclassification process to enable students identified as Multilingual Learners (ELs) to exit ELD program services and participate in their classrooms as Fluent English Proficient students without specialized support.

**Criteria for Reclassification**

Below is a table that outlines the general criteria for K - 12th graders to exit the ELD program. BUSD criteria follows California Department of Education guidelines as outlined in their [reclassification rainbow 2022 slidedeck](#). The reclassification criteria is to be shared with parents/families at DELAC and ELAC meetings every year.
### Reclassification Criteria Overview for TK - 12th Grades

<table>
<thead>
<tr>
<th>Criteria*</th>
<th>K-5</th>
<th>6th - 8th</th>
<th>9th - 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of English Language Proficiency (ELP)</td>
<td>Overall Performance Level 4 on the Summative ELPAC</td>
<td>Overall Performance Level 4 on the Summative ELPAC</td>
<td>Overall Performance Level 4 on the Summative ELPAC</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>3 or above on Overall reading grade</td>
<td>3 or above on English Language Arts course grade</td>
<td>C or better on English Language Arts course grade</td>
</tr>
<tr>
<td>Basic Skills Relative to English Proficient Students</td>
<td>Local Reading Assessment: DIBELS K - 2nd</td>
<td>Local Reading Assessment: STAR or SBA (ELA)</td>
<td>Local Reading Assessment: To be determined</td>
</tr>
<tr>
<td>Parent Consultation</td>
<td>Parent opinion and consultation</td>
<td>Parent opinion and consultation</td>
<td>Parent opinion and consultation</td>
</tr>
</tbody>
</table>

### Description of Reclassification Process Steps to Reclassification

District and school staff will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all Multilingual Learners (ELs).

<table>
<thead>
<tr>
<th>Steps</th>
<th>Who</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>District ELD Teacher on Special Assignment (TSA)</td>
<td>After each grading period, the district ELD TSA adjusts filters in Ellevation and then reviews the list of students who meet the reclassification criteria.</td>
</tr>
<tr>
<td>2</td>
<td>ELD Site Teacher</td>
<td>Fills out the teacher input form in Ellevation.</td>
</tr>
<tr>
<td>3</td>
<td>ELD Site Coordinator</td>
<td>Schedules meetings in Ellevation to review data, complete consultation with parents and collect signatures of ELD Site Coordinator and principal. Note: all members of the “meeting” do not have to be present at once and consultation can occur virtually or on the phone.</td>
</tr>
<tr>
<td>4</td>
<td>Director of Categorical and</td>
<td>Reviews data for final decision and signs. Then notifies the school sites and parents of the final decision.</td>
</tr>
</tbody>
</table>
### Parent Consultation

One of the four points of criteria for reclassification is the parent consultation. The ELD Site Coordinator makes arrangements to consult with the parents/care-givers to review the student’s academic performance in school and the reclassification assessment data.

Translation services are provided on an as needed basis, and forms are available in Spanish and other languages.

During the meeting, the ELD specialist explains the following:
- To be reclassified means that the student will no longer receive ELD services.
- Reclassified students will be monitored for 4 years, and if the student is not meeting grade level expectations a meeting will be held to determine what services/intervention can be provided.
- The decision to reclassify is not final until the last step when the district administrator signs the form.

The consultation can take place by video conference or telephone if the parent is unable to come to the school. The consultation must be documented on the Reclassification Form in Ellevation. If the school is unable to contact the parent/caregiver, the school must document their attempts to communicate with the family at a minimum of 3 times.

### Timeline for reclassification

While reclassification can happen at any point during the school year, BUSD will have reclassification workflow periods three times a year. This work will occur at the beginning, middle and end of the school year which coincides with the end of each grading period. Once a student is reclassified they will be placed in the mainstream program. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. ending of a semester or a trimester).
Recognition and Celebration

Each school site will recognize students who have been reclassified to Fluent English Proficient, in one or more of the following ways: during an ELAC meeting or assembly, through newsletters and oral announcements, and letters or certificates sent home to the families. The school district will also recognize students who have reached Fluent English Proficiency during DELAC, a BUSD Board of Education meeting, and/or an end of year district wide celebration.

Once students are reclassified, the school will monitor their progress for four years to ensure they are being successful in their current program placement. Reclassified students having difficulty in the Common Core State Standards will have access to the support services offered at the site to all students who are not meeting standards. Support services are outlined in the Single Plan of Student Achievement developed by each site and will be reviewed with parents at the time of the parent interview.

Reclassifying Multilingual Learners (ELs) with disabilities

Please see Chapter 5 - Multilingual Learners (ELs) with IEPs for BUSD policies and procedures for reclassifying EL students with Individualized Education Plans.

4.4 Monitoring Reclassified Students

RFEP students are to be monitored twice a year for 4 years.

The California Department of Education states that, “during this monitoring time, school districts ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet that standard, intervention and support is to be provided. These services are not dependent on specialized funds.” (20 U.S.C. Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304.) RFEP students are to be monitored twice a year for 4 years.

BUSD staff use Ellevation to review current grades and assessments of our students who have exited the ELD program. If the data indicates a student is not performing at grade level the RFEP monitoring Lead staff member will determine next steps (i.e. discuss the student at a COS team meeting and/or schedule an SST meeting to determine appropriate intervention). The four year monitoring process ensures that Multilingual Learners have not been prematurely exited, and that they are meaningfully participating in the district’s educational programs comparable to their never-EL peers.

BUSD has clear step by step instructions and guidelines for RFEP monitoring.
Chapter Summary

BUSD recognizes multilingual learners with disabilities have unique needs that require additional support to receive the full benefit of their education. This chapter includes information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services or already have an IEP.
Educators must understand the complex interrelationships of language, culture, and learning differences when making decisions about program placement, instruction, testing, and reclassification for Multilingual learners with disabilities so that they may receive the full benefit of their education. Toward that end, the California Legislature passed Assembly Bill 2785 that led to the development of California Practitioners’ Guide for Educating English Learners with Disabilities. This guide, written in 2019, provides information on identifying, assessing, supporting, and reclassifying English learners who may qualify for special education services or already have an Individualized Education Plan (IEP).

The California Department of Education guide can be found here [Educating English Learners with Disabilities](#). There are many tools in the appendix including an IEP Team checklist for ELs on page 441. BUSD policies and procedures for Multilingual Learners with IEPs were developed in accordance with the CDE guide.

### 5.1 Special Education Eligibility Assessment of Multilingual Learners (ELs)

Multilingual Learners (ELs) have access to Special Education services just as all other students in Berkeley Unified School district. Before initiating an assessment plan for special education, careful review of multiple measures by the school Response to Intervention (RTI) Team is used to determine whether student performance/behaviors are related to expected patterns of second language acquisition. The team can use the [Language Acquisition versus Learning Disability](#) and other tools for evaluation. If it is determined that a Multilingual Learner (EL) needs to be given a special education eligibility assessment, testing will be initiated upon parent’s written approval. When possible, assessment will be conducted in the primary language of the student and English, making certain that cultural differences are taken into consideration when determining eligibility.

The person who conducts the eligibility assessment will provide the Individualized Education Plan (IEP) team with information to help the team understand the impact of the student’s disability as it relates to a Multilingual Learner (EL). IEP teams will consult with at least one site or district staff person who can assist the IEP team in determining what special education services are necessary to provide the Multilingual Learner student with access to core curriculum instruction. The IEP must outline instructional decisions related to student’s language acquisition and include a goal that addresses English Language Development. Multilingual Learners (ELs) in grades K–12 with an IEP are to receive Designated and Integrated instruction from authorized teachers.
Special Education staff, including Special Day Class (SDC) and Counseling Enriched staff, receive the same training as general education staff in working with Multilingual Learners. Bilingual staff should be assigned to the program wherever possible to provide direct support to Multilingual Learners (ELs) with an IEP.

Individual Education Plan (IEP) for ELs with Disabilities

Guidelines for preparing for IEP meetings for ML students with IEPS:

- Include an IEP team member with English language development expertise who is knowledgeable about cultural competence and is able to interpret ELPAC results;
- Ensure that the parent/caregiver understands and participates in the IEP team meeting, including arranging for an interpreter; and
- Ask the parent/caregiver if they would like a written translation of the IEP document in their primary language (if feasible).

It is recommended that the following content be included in the IEP:

- The present levels of performance (PLOP): Identify the student as an English learner; Identify the language proficiency assessment used (ELPAC or Alternate ELPAC) and interpret results; Document the student’s levels of performance in their primary language when feasible and in English
- The special factors considerations: Indicate if the student requires primary language support; Indicate the student’s type of instructional program and language of instruction; Identify how English language development (ELD) instruction will be provided
- The linguistically appropriate IEP *goals and objectives created with the input of the speech teacher and the ELD teacher (when possible).

*Writing IEP Goals and Objectives: for more guidance on how to write linguistically appropriate IEP goals for Multilingual Learners with IEPs, see pages 209 -214 in the CDE Educating English Learners with disabilities guide.
5.2 ELPAC and Alternate ELPAC

Multilingual Learners with IEPs must take the annual Summative ELPAC or Alternate ELPAC to measure progress towards Fluent English Proficiency.

Summative ELPAC and Accessibility Resources

Students with specific learning needs often require accessibility resources to fully engage and demonstrate mastery of content during instruction and on assessments. To better serve them, the English Language Proficiency Assessments for California (ELPAC), provides a wide range of resources to ensure that the administration of the test meets the needs of all students, including those with disabilities. The California Assessment Accessibility Resources Matrix displays the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and ELPAC systems.

**Universal Tools** are available to all students on the basis of student preference and selection.

**Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/caregiver and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan.

In order for **Accommodations** to be provided on the Summative ELPAC, the student’s IEP must include “A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and district wide assessments” (EC 56345[6][A]) (link to CA Legislative Info: https://bit.ly/2UEfW0f) The ELD teacher works with the Special Ed Case Manager to ensure that the appropriate accommodations are written into the student’s Individualized Education Plan (IEP).

For more information go to the [ELPAC Accessibility Resource Page](#).

Alternate ELPAC

Multilingual Learners (ELs) with significant cognitive delays may qualify to take the **Alternate ELPAC**. To participate in the CAAs or Alternate ELPAC, a student must meet all three of the following criteria:

- The student has a significant cognitive disability.
- The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring
proficiency as identified in the 2012 ELD Standards.

- The student needs extensive, direct individualized instruction and substantial support to achieve measurable gains in the grade-level and age-appropriate curriculum.

The IEP team in conjunction with the ELD teacher will use the Alternate Assessment Decision Confirmation Worksheet as a guide in determining if a student meets the criteria. The administration of the Alternate ELPAC must be indicated in the student’s IEP. EL students who take the Alternate ELPAC must also take the California Alternate Assessments (CAA) instead of the Smarter Balanced Summative Assessments (SBA).

**5.3 Reclassification of MLs with IEPS**

When Multilingual Learner students demonstrate that they have acquired the necessary English skills to reach grade level standards and access the Common Core Curriculum, they are considered for reclassification as Fluent English proficient (RFEP). A Multilingual learner with a disability may be unable to meet a particular reclassification criteria due to the specific nature of their disability.

The ELPAC Information Guide states that students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. The IEP team along with the ELD specialist may use appropriate measures of English Language Proficiency and performance in basic skills with 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 313[f]).

**Step One: Language Acquisition or Learning Difference?**

It is important for reclassification teams to remember the purpose for identifying students as English learners when making a determination if an English learner has acquired sufficient English language proficiency and skills to perform successfully in academic subjects without ELD support. It is not advisable for staff/IEP team members to make uninformed recommendations when deciding whether or not to reclassify a student based solely on the student having a disability. **In order to determine if a student is unable to meet all of the reclassification criteria because of English language acquisition or Learning differences, the ELD specialist and the SPED Case Manager will work**
together to fill out the Language Acquisition versus Learning Disability survey.

**Step Two: Determine if the student meets the reclassification criteria using alternate assessments.**

The California Department of Education (CDE) provides guidance to local educational agencies (LEAs) on how to responsibly implement the four criteria for reclassification for English learners with disabilities as follows.

<table>
<thead>
<tr>
<th><strong>Criterion 1:</strong> Assessment of ELP</th>
<th>Assessment of English Language Proficiency using an objective assessment, including but not limited to the ELPAC or Alternate ELPAC, is one of four criteria, in state law per EC 313(f).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 2:</strong> Teacher Evaluation</td>
<td>The student’s academic performance information, that is based on the student’s IEP goals for academic performance and ELD, should be used for reclassification consideration.</td>
</tr>
<tr>
<td><strong>Criterion 3:</strong> Parent Consultation</td>
<td>The parent or guardian should be encouraged to be a participant on the IEP team and in understanding and making a decision on reclassification.</td>
</tr>
<tr>
<td><strong>Criterion 4:</strong> Comparison of basic skills</td>
<td>The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of English learners with disabilities to primary speakers of English with similar disabilities to determine whether the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student’s capacities.</td>
</tr>
</tbody>
</table>

If the Reclassification/IEP team determines that the primary reason the student does not meet the general education reclassification criteria is due to the disability rather than limited English proficiency and the student has met the 4 criteria based on the guidance above, the team can recommend that the student be reclassified.
The following are the steps for considering reclassification of ML students with IEPs who meet the modified BUSD criteria.

### Reclassification Process for ELs with IEPs

<table>
<thead>
<tr>
<th>Steps</th>
<th>Who</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>IEP team with consult of ELD Site Coordinator</td>
<td>Use <a href="#">Language Acquisition versus Learning Disability</a> tool and review data to determine if the student has met the 4 criteria for reclassification.</td>
</tr>
<tr>
<td>1b</td>
<td>IEP Team</td>
<td>The results of the language vs. disability Survey, progress on IEP goals, and ELPAC scores are reviewed during the meeting to discuss reclassification. If the team agrees on recommending the student for reclassification a note is made in the IEP and the ELD teacher is notified.</td>
</tr>
<tr>
<td>2</td>
<td>ELD Site Coordinator</td>
<td>Fills out the teacher input form in Ellevation.</td>
</tr>
<tr>
<td>3</td>
<td>ELD Site Coordinator</td>
<td>Schedules meetings in Ellevation to review data, and collect signatures. ELD Site Coordinator marks on the meeting form, <em>student does not meet criteria, but recommended for reclassification</em> and includes explanation in the comments section. A copy of the language vs. disability Survey must also be uploaded into Ellevation.</td>
</tr>
<tr>
<td>4</td>
<td>Director of Categorical and Special funds or district point person</td>
<td>Reviews data for final decision and signs. Then notifies the ELD Site Coordinator, SPED case manager, and parents of the final decision.</td>
</tr>
<tr>
<td>5</td>
<td>District Assessment Specialist</td>
<td>Updates ELA status in Student Information System from EL to RFEP (Reclassified Fluent English Proficient)</td>
</tr>
</tbody>
</table>

The academic progress of students who have been redesignated as fluent English proficient will be monitored for 4 years.
Chapter Summary

Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff and administrators together form a rich professional development learning community where all are supported to hone our professional craft and improve our effectiveness. Chapter 6 provides information about staffing to support our Multilingual Learners and outlines professional development to support instruction for our culturally and linguistically diverse student population.
6.1 Recruitment and Hiring

Teachers

In order to effectively serve our Multilingual Learners (ELs), we need educators who are knowledgeable and responsive to the strengths and needs of our students. Berkeley Unified School District works to ensure that all teaching personnel hold specific certification to provide necessary instructional services to Multilingual Learners (ELs) per State and Federal regulations. The Human Resources department verifies that new teachers hold a credential with an EL Authorization per Education Code §44253.1. Many employees have acquired either the Cross-cultural Language and Academic Development (CLAD) certificate or a Certificate to Teach English Learners (CTEL) which prepare teachers to provide Integrated and Designated ELD.

All teachers who provide primary language instruction in the Two Way Immersion Program must be appropriately authorized with an EL Bilingual Authorization, such as the Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate. The different types of instruction that the EL Bilingual Authorization are designed for include:

- Instruction for English Language Development (ELD)
- Instruction for Primary Language Development
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

In recognition of the extra work required of bilingual teachers, a stipend is provided to teachers who hold a bilingual authorization, such as the BCLAD credential.

Human Resources has primary responsibility for:

- Monitoring all hiring to ensure that teachers hired have the appropriate EL Authorization.
- Monitoring any teacher who has an emergency credential to ensure that the teacher meets the annual certification requirements.

Staff Roles at District and Sites

BUSD has prioritized funding for additional staffing positions designated to support the instructional program for our Multilingual Learners (ELs). There are three main Teacher on Special Assignment positions for ELD: one District Lead ELD Teacher, ELD Coordinators and ELD Teachers.
**District Lead ELD Teacher**
The District Lead ELD teacher supports ELD programming for TK - 12th grades. The following table outlines some of the main responsibilities of this position:

<table>
<thead>
<tr>
<th>District ELD Teacher on Special Assignment (TSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Facilitate ELD Site Lead meetings for the purposes of professional development, curriculum alignment, compliance procedures, and improving instructional practices</td>
</tr>
<tr>
<td>● Provide instructional leadership to schools for accelerating proficiency and academic achievement of all students</td>
</tr>
<tr>
<td>● Monitor progress towards achievement of the district Master Plan goals through review and analysis of data to ensure all decisions and program implementations are data driven</td>
</tr>
<tr>
<td>● Provide professional development and clear guidelines on completing compliance related activities, such as reclassification and RFEP monitoring</td>
</tr>
<tr>
<td>● Provide training on the administration of English Language Assessments for California and other formative assessments for English Language Development</td>
</tr>
<tr>
<td>● Collaborate with the Director of Categorical and Special Project to plan and facilitate the District English Language Advisory Committee</td>
</tr>
<tr>
<td>● Provide parent education and advocate for Multilingual Learners</td>
</tr>
</tbody>
</table>

**ELD Site Coordinators and ELD Teachers**
There are the two main staff positions to support Multilingual Learners at the school sites. These two roles can be held by one staff member. The following table outlines the main responsibilities of these roles:

<table>
<thead>
<tr>
<th>School Site Teachers on Special Assignment (TSAs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD Site Coordinators</strong></td>
</tr>
<tr>
<td>● Share effective systems for Integrated ELD through PD, coaching and mentoring</td>
</tr>
<tr>
<td>● Monitor student progress of RFEP students (K - 5)</td>
</tr>
<tr>
<td>● Access EL data and data analysis</td>
</tr>
<tr>
<td>● Advocate for Multilingual Learners</td>
</tr>
<tr>
<td>● Coordinate the administration of Summative ELPAC</td>
</tr>
<tr>
<td>● Coordinate and facilitate ELAC (English Learner Advisory Committee) along with the school administrator</td>
</tr>
<tr>
<td>● Support case management for EL students (connect to resources)</td>
</tr>
<tr>
<td>● Provide daily direct instruction in Designated ELD</td>
</tr>
<tr>
<td>● Provide progress monitoring and grades</td>
</tr>
<tr>
<td>● Communicate with family members on the progress of their students</td>
</tr>
<tr>
<td>● Attend SST and IEP meetings as needed</td>
</tr>
<tr>
<td>● Communicate with Site Coordinator</td>
</tr>
<tr>
<td>● Advocate for Multilingual Learners</td>
</tr>
<tr>
<td>● Test Examiner for ELPAC</td>
</tr>
</tbody>
</table>
**Bilingual Classified Staff**

Berkeley Unified strives to hire bilingual classified staff as instructional assistants and Family Engagement specialists to support our Multilingual Learners (ELs) in all instructional programs. The Family Engagement Specialists work with school sites to create welcoming and accessible schools. Instructional assistants provide support to Multilingual Learners and students with IEPs.

Bilingual instructional assistants should receive training focused on providing one-on-one or small group assistance in students’ native language or English. Instructional Assistants work under the constant guidance of the certificated classroom teacher who ensure they are providing appropriate assistance to access the core curriculum. They do not provide the direct teaching of the core instructional program.

Additionally, the bilingual classified staff responsibilities may include telephone or in person communication with parents and interpreting at parent teacher conferences or other meetings. The use of a Bilingual Instructional Assistant or Family Engagement Specialist to translate during SST or IEP meetings must be approved by the Principal.

**6.2 Professional Development**

The Berkeley Unified School District provides ongoing professional development (PD) to our leaders, teachers, and staff to ensure that all educators across the district are well prepared to meet the needs of our culturally and linguistically diverse student population. BUSD professional development is a combination of mandated PD, opt-in PDs and staff development meetings at the early education, elementary, middle, and high school levels.

**Site Staff Development Plan**

The site staff development plan should be aligned with the LCAP and Single Plan for Student Achievement and developed collectively with teachers, parents, and administrators at each site. The Single Plan for Student Achievement includes support for all staff in meeting the needs of English learners, e.g. District Adopted Designated ELD Curriculum, Integrated ELD and other areas identified in the Multilingual Learner Master Plan.

**Core Professional Development for the MLMP**

The district provides ongoing professional development opportunities to ensure that all staff are prepared to implement the components of the Multilingual Learner Master Plan. The training
for all faculty, staff and administration is ongoing. The following describes the core professional development to support the 6 goals of the plan:

- **Designated ELD for K-12th:** In alignment with the Multilingual Learner Goal #1 of this Master Plan, ELD specialists will receive ongoing professional development to support the implementation of designated ELD curriculum. This program must provide a detailed scope and sequence of vocabulary and grammatical forms based on the ELD standards and connected to the Common Core State Standards.

- **Integrated ELD for K-12th:** In alignment with the Multilingual Learner Goal #2, general education teachers will receive professional development in Integrated ELD to support student access to the curriculum and to improve academic achievement. The PD should include deeping knowledge of the Common Core State Standards to ensure our Multilingual Learners have access to and opportunities for rigorous academic work.

- **English Language Assessments for California (ELPAC):** In alignment with the Multilingual Learner goal #1, ELD teachers and Coordinators receive training on the Initial, Summative, and Alternative ELPAC which includes administration, logistics, accommodations, and data analysis.

- **Culturally Responsive Teaching:** In alignment with the Multilingual Learner goals #1 - 4, all district personnel will receive professional development to include and build upon the cultural and linguistic backgrounds of our student population. In addition, teaching staff will be invited to participate in paid opt-in professional development workshops on the topic of ethnic studies: *Applying an Ethnic Studies Lens, Ethnic Studies & Read Alouds, Ethnic Studies & Math, Ethnic Studies & History Social Studies.*

- **Ellevation:** In alignment with the Multilingual Learner goal #5, ELD teachers/Site Coordinators, RTI teachers and principals will be trained on how to use Ellevation to analyze data and complete various procedures for compliance, such as reclassification and RFEP monitoring. Ellevation also offers free PD on instructional resources and strategies for making language and content accessible to every learner. Link to more info on [Ellevation PD](#).

- **Two-way Immersion Programing and Instruction:** In alignment with the Multilingual Learner goal #6, teachers and related staff will receive professional development to support the goals of the TWI program.

Professional development, collaboration and coaching will be integrated where applicable with district-wide professional development goals. The professional development calendar will
include ELD curriculum training regardless of the PD theme for the year. This includes prioritizing funding and PD time for Integrated ELD and Designated ELD.

Administrators and Leadership staff for Specialized Programs (i.e. TWI) will be consulted annually to determine PD needs for staff related to Multilingual Learners.

Professional Development facilitators regularly review feedback and evaluation forms from the teachers and staff participating in PD opportunities to ensure that staff working with Multilingual Learners (ELs) are supported and investing a good faith effort in receiving ongoing training.

| Details on Professional Development for Designated and Integrated ELD |
|----------------------------------|-----------------|-----------------|
| Instruction Type                | Integrated ELD  | Designated ELD  |
| Target Audience                 | Elementary, middle, and high school common core subject teachers | ELD Specialists |
| Resource Commitment             | Adoption of an Integrated ELD model | Adoption and purchase of Designated ELD curriculum for elementary and secondary schools |

The funding sources for professional development are outlined in Chapter 9 - Funding Resources.

Other Key Professional Development Opportunities

Other professional development opportunities to support the instruction of Multilingual Learners (ELs) include, but are not limited to the following:

- New teachers receive training related to the BUSD Master Plan through the new teacher orientation and Induction Program.
- Ongoing training in using the district systematic and explicit phonics program in Grades K-2. Training in administration, data collection and analysis for instruction of Universal Reading Screening tool in K-8.
- Anti-racist and Trauma Informed teaching practices.
All teachers are encouraged to participate in both district offered and externally provided professional development to improve their support of Multilingual Learners (ELs) in their classroom.

Professional Development for staff who work with Multilingual Learners with IEPS

- County Offices of Education provide workshops on students who are dually identified with the most up to date CDE policies and procedures
- ELD Specialists and SPED case managers receive annual training on providing accommodations on the Summative ELPAC and the Alternate ELPAC. They also receive training on the process for reclassifying students with IEPs.
Chapter Summary

Parents, Families and Community are integral to the success of our students and schools. This chapter provides an overview of BUSD’s Parent and Community Engagement Model and outlines the role and function of key parent and family groups - the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). This chapter concludes with tips for parents and families.
7.1: Parent, Family and Community Engagement Model

Berkeley Unified School District recognizes that effective parent engagement and involvement is a critical component to student academic achievement in school. Our Vision identifies families and communities as an integral component to the success of our students and schools. Families are active, engaged and welcomed partners in their child’s education, who give valued input and participate in making important decisions about our academic and enrichment programs.

Meaningful parental engagement occurs when educators see parents/families as equal partners in promoting student achievement and recognize parents’ talents and skills as resources to promote children’s educational development. BUSD engages in cross departmental collaboration on a regular basis to ensure maximum parent/family participation.

The Parent and Community Engagement Model has the following six components:
1 - Build Relational Trust

Activities that build trust and humanize relationships between families, community members, and BUSD staff.

2 - Link Families to Learning

Activities that help families understand and support the academic learning progress of their children.

3 - Leverage Family & Community Assets

Activities that help BUSD understand and leverage the variety of assets and cultural wealth (i.e., strengths, experiences, resources) that our families and community members bring to our community, including connecting staff and families with community organizations.

4 - Develop Capacity in Interactive & Culturally-Responsive Ways

Activities that help families develop capacity to navigate the system and support their families and community, emphasizing empowerment over dependency and using culturally responsive approaches, and help educators better engage families. Includes opportunities to practice new skills and get feedback.

5 - Partner with Families as Learning Leaders

Activities that invite families to the table to engage in authentic decision-making, particularly those underrepresented in leadership, to shape the learning experiences for BUSD students.

6 - Design Systemic, Sustained, & Integrated Family & Community Engagement Programs

Activities that support the development of policies and practices for family engagement that will be aligned across the system, sustained over time, support shared responsibility, and collect data for improvement and progress monitoring.

Parent/Community and School Communication

Berkeley Unified strives to implement a highly effective two way system of communication between the District and parent/community stakeholders to ensure increased awareness and participation in the development of District’s educational programing for Multilingual Learners.

Berkeley Unified supports this communication system in the following ways:

- When 15% or more of the students enrolled at the school site speak a primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.
Whenever possible, the school will provide translations and interpretations of school information for all language groups.

Interpretation and translation services may be made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Response to Intervention Team (RTI) meetings, IEP meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.

Site administrators are responsible for arranging translators for meetings to facilitate communication between parents and staff.

The district has at least one district level translator/interpreter to assist with department and parent communication in relation to district level services.

Language Line phone-in Interpreter service - BUSD has a contract with the Language Line to provide interpretation service when a Berkeley Unified staff member is not available.

Family Participation & Engagement

Berkeley Unified seeks to establish relationships of trust, effective systems and a welcoming environment that empowers parents, care-givers, and community members to feel connected to student learning and the school community. In addition to the two way communication system described above, BUSD employs many strategies to promote parent participation and engagement, which include the following:

<table>
<thead>
<tr>
<th>Access</th>
<th>Family Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selecting convenient times and places for parents to participate, childcare, access to transportation, and food.</td>
<td></td>
</tr>
<tr>
<td>• The Education Services administrators collaborate with principals to recruit parents and ensure high participation in parent advisory committees</td>
<td></td>
</tr>
<tr>
<td>• Family Engagement and Equity Specialists serving each school that provide support across the family engagement model, including relationship building, capacity development, and support with connecting to community resources.</td>
<td></td>
</tr>
<tr>
<td>• School sites may review their Site Multilingual Learner (EL) support program with parents at a welcome meeting at the beginning of each school year. The following topics may be included: Program Placement, Reclassification, and Monitoring of student language and academic progress.</td>
<td></td>
</tr>
</tbody>
</table>
7.2: Parent Advisory Committees: ELAC and DELAC

The English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) are powerful venues for enabling parents and community members to partner with school districts to improve programs, services, and ultimately the achievement of Multilingual Learners.

Purpose of the ELAC

According to the California Education Code, each school with twenty-one or more Multilingual Learners (ELs) must establish an English Learner Advisory Committee. The ELAC’s purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide valuable input and advice on school decisions and the use of funding sources dedicated to Multilingual Learners. ELAC membership is open to all parents; however, the minimum percentage of EL
parents on the ELAC is fifty-one (51) percent. ELAC meetings may be attended by parents of Multilingual Learners (ELs), site administrators, teachers, staff, and any other community members.

Responsibilities of the ELAC

- Advise the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assist in the development of the schoolwide needs assessment.
- Identify ways to make parents aware of the importance of regular school attendance.

Represent on DELAC. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Monitoring Site level funds dedicated to Multilingual Learners (ELs) is part of the responsibility of both the School Site Council and the English Learner Advisory Committee. Both of these committees should review annual expenditures as part of the approval of the Single Plan for Student Achievement (SPSA).

BUSD ELAC members are asked to participate in the annual all schools committee training in October. Members may also be trained as a group at their school site. They may also request to receive additional training and information that will adequately prepare the committee members in carrying out their legal responsibilities (see DELAC Meetings section).

ELAC Membership Guidelines

- Members are requested to serve for one to two years.
- Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school’s total student population.
- If the school ELAC elects officers (i.e. Chair, Co-Chair, Secretary), those officers may conduct the meetings.
- Members should elect at least 1 parent of a Multilingual Learner to represent them at the District English Learner Advisory Committee (DELAC). DELAC representatives are encouraged to serve for at least two years.
Principal's Responsibilities for Implementing ELAC

The site principal is responsible for establishing the school’s ELAC and ensuring that ELAC members have fulfilled their responsibilities.

The principal or a designee is responsible to do the following:

- Facilitate formation of an ELAC by September 30th each year
- Facilitate selection of a representative and an alternate to the DELAC
- Assist the ELAC membership to develop meeting agendas and select meeting dates.
- Publicize meeting agendas 72 hours in advance
- Schedule and hold planning meetings
- Provide child care for general membership as needed
- Consult with ELAC members to develop and provide training to assist members in carrying out their legal responsibilities
- Arrange for additional training from the Educational Services Department or outside vendors as needed
- Review meeting minutes to ensure training, discussion, and advice is appropriately reflected for each area of responsibility
- Share the SPSA with ELAC at the start of each school year and get input from ELAC members on the needs of ELs to include in the following year’s SPSA.

District Responsibilities for Monitoring ELAC

Categorial and Special Funds staff monitor to ensure each school is in compliance with the implementation of ELAC.

ELAC Meetings

The District and school sites are permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC parents incur while carrying out their duties (e.g., transportation, child care, translation services, meals, and training) (EC 52168 (b) (4). The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. Every effort will be made to provide interpretation in order to support and encourage parent participation.
District English Learner Advisory Committee (DELAC)

Since there are 51 or more Multilingual Learners (ELs) in BUSD, there is a functioning District English Learner Advisory Committee (DELAC).

DELAC Purpose, Functions and Responsibilities

The purpose of this committee is to advise the Board of Education in matters pertaining to the District and its educational programs for Multilingual Learners, with particular attention to the establishment of the District English Learner Program and its policies, goals and objectives. Specifically:

- Advise on the development, revision, and implementation of the Multilingual Learner Master Plan, including creation of a timeline for its implementation.
- Review the Multilingual Learner Master Plan.
- Review a district-wide Multilingual Learner (EL) needs assessment conducted at sites or in the district.
- Be informed of the annual language census and advise on requests to use alternative instruments and/or procedures.
- Review and comment on the following:
  - Parent notification of initial enrollment required assessments and results in Education Code section 4308(b).
  - District English language acquisition reclassification criteria and procedures
  - The administration of the language assessment program
  - Other standards and procedures within the programs for Multilingual Learners (ELs)
- Assist the District in publicizing parent education programs.
- Review ongoing evaluation and progress reports from the District.
- Review categorical budgets, including appropriate use of funds and supplemental services to address the identified needs of Multilingual Learners (ELs) and students who have reached Fluent English proficiency (RFEP)
In addition, to the above, the committee can perform duties that may be assigned to it by the Board of Education and make recommendations that the committee deems beneficial to the Multilingual Learners of the District.

District Responsibilities for Implementing DELAC

The district provides appropriate materials and training in order to assist members in carrying out their legal advisory responsibilities.

Support provided to the DELAC includes:
- Publication of the agenda and calendar, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC
- Collaborating with DELAC members or elected officers to develop a calendar for the school year and to plan agendas to ensure that the DELAC meets at least 5 times per year and operates according to guidelines contained in this document

DELAC Membership

- All schools with an ELAC nominate at least 1 DELAC representative
- Members are selected by their school site by October of each school year and serve a minimum of one year beginning with the next meeting of DELAC
- Members of the DELAC will assist the District and sites in recruiting new members to the DELAC, if necessary
- At least 51 percent of the members are parents (not employed by the district) of English learners

Duties of DELAC Officers and Members

Possible leadership roles in DELAC include a Chairperson, a Vice-Chairperson and a Secretary. Officers may be elected at the first DELAC meeting attended by the members selected by October.

Duties of the Officers and Members:

| Chairperson | • Call meetings.  
|             | • Set the agenda for the monthly meetings in conjunction with the district staff and secretary. Any member may submit items for the agenda.  
|             | • Work with district staff to facilitate the meetings by encouraging open discussion and equal participation, keeping time limits, and keeping discussion moving and on topic.  

Co-Chairperson

- Perform duties of chairperson in their absence.
- Serve as a timekeeper at each meeting and establish a time limit for discussion of each agenda item, with agreement of membership.
- Ensure that time limits are adhered to, or changed with the consent of those present.

Secretary (with district staff)

- Prepare meeting notices in the appropriate languages.
- Prepare a written agenda for each meeting.
- Take written minutes summarizing each meeting and recording all actions taken by the committee.
- Maintain a current list of DELAC members and attendance records (sign-in sheets).

No officer or member of DELAC shall represent him or herself as speaking for the entire DELAC without consent from DELAC.

DELAC Meetings

The district will hold a minimum of 5 meetings a year and meeting agendas will be posted 72 hours in advance. Every effort will be made to send notices in languages deemed necessary or required by the DELAC composition. Each member, including those elected officers, present at the meeting has one vote. Language interpretation will be provided as necessary.

Conduct of Meetings

In order to ensure equal opportunity for participation, full discussion of agenda items, and timely meetings, ground rules for meetings will be established. The ground rules and agenda items structure for each meeting is described in the following table.

<table>
<thead>
<tr>
<th>Ground Rules</th>
<th>Agenda Items</th>
</tr>
</thead>
</table>
| ● Meeting norms are to be established at the first DELAC meeting of the year.  
  ● Meetings shall be scheduled to last no more than two hours.  
  ● Members are to restrict their comments to the agenda under discussion.  
  ● Off topic items may be brought up at the end of the meeting. | ● Welcome and Introductions  
  ● Review and approval of the current meeting’s agenda  
  ● Review and approval of previous meeting’s minutes  
  ● New and Old Business Agenda Items  
  ● For the Good of the Order (for off topic items)  
  ● Suggestions for future agenda items |
Suggested Topics for Meetings

In addition to topics needed to assist committee members in carrying out their responsibilities, below are some suggested topics for DELAC meetings.

- Local Control and Accountability Plan (LCAP) Annual Update & plan development
- Programs and services for Multilingual Learners (ELs)
- Assessment, Data and Accountability
- Progress monitoring and reclassification
- District Plan for English Learners/Title III Plan
- Using the school’s student information system and navigating other school-related technology (Google Classroom, curriculum, communication apps, etc)

7.3: Tips for Parents and Families

BUSD values and strives to build strong, family and community partnerships. If you have questions about your student’s program or progress, there are a number of staff who are available to assist you. First ask your school site ELD teacher or ELD Coordinator. If they are not able to assist you, you may contact your school principal, the Office of Family Engagement, or see the BUSD Multilingual Learner’s Resource page.

Helpful Tips

Below are some things parents can do to support their child’s success in school:

<table>
<thead>
<tr>
<th>Ask questions to find out what your child is learning and how your child is being taught core content and English.</th>
<th>Ask the principal or ELD Site Coordinator to explain the school’s ELD program, including when and how your child is being taught English at the appropriate level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk with other parents. Ask them about how you can best be involved.</td>
<td>Ask your child’s teacher to explain your child’s ELPAC, state, and district test scores to you.</td>
</tr>
<tr>
<td>Ask your child to show you his/her homework every night. Even if you don’t understand it, you can see whether it is done or not. Explaining it to you in your home language will help your child understand the work even better. This also shows your child that you care about academics.</td>
<td>If you think your child might be behind in school, ask the teacher or principal to discuss options for extra academic support.</td>
</tr>
</tbody>
</table>
You may wish to bring an advocate with you to school meetings. Let your child’s school know ahead of time if you need a translator.

Join and attend ELAC and DELAC meetings.

Parental Rights

In the case where EL programs or services are not in compliance, a parent may initiate a complaint against any district or school policy, practice, or procedure by filling out a Uniform Complaint Form and following the process outlined on the second page of the form. The Uniform Complaint Form may be obtained on the BUSD website and at all school site offices. Parents should submit the Complaint Form to the principal. If this complaint is against a principal or central office administrator, it may be filed with the Director of Student Services.
Chapter Summary

This chapter describes the evaluation and accountability processes at the local district, district, state, and federal levels for Multilingual Learner (EL) instructional programs and services. In addition, it provides a description of the Californias EL Dashboard, EL Online Accountability System, Minimum Progress Expectations for ELs, Every Student Succeeds Act (ESSA) reporting requirements, and the process for the annual Master Plan implementation evaluation. The Annual Master Plan evaluation will serve to monitor and evaluate the implementation of the Master Plan’s system inputs, instructional practices, and Multilingual Learner program goals.
8.1: Evaluation on Progress on MLMP Goals

Berkeley Unified is committed to monitoring the implementation of its Multilingual policies, programs, and services and to evaluating their implementation as well as their effectiveness to continuously improve them and to hold the District accountable.

The table below outlines how we will evaluate progress and performance on the 6 goals outlined in Chapter One. This Annual Master Plan evaluation will occur each Winter in order to inform the LCAP process.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Goal Area</th>
<th>Progress Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Language Proficiency</td>
<td>Annual review on progress of ELPAC scores. BUSD’s minimum progress expectations for ELs are provided in the table below.</td>
</tr>
<tr>
<td>2</td>
<td>Academic Success</td>
<td>Annual review of state tests (Smarter Balanced Assessments) which measures academic performance on the Common Core State Standards. Monitoring of student course grades to measure if students are performing at grade level. Annual review of data on attendance, suspensions, expulsions, other disciplinary actions and retentions which impact student participation in instruction, including review of desegregated data by EL subcategories.</td>
</tr>
<tr>
<td>3</td>
<td>Parent/family Engagement</td>
<td>Annual review of attendance and participation in the ELAC and DELAC committee and other school and district community events. Annual survey to receive feedback on school climate, communication and accessibility.</td>
</tr>
<tr>
<td>4</td>
<td>College and Career Readiness</td>
<td>California School Dashboard and Accountability System Graduation Rate Indicator</td>
</tr>
<tr>
<td>5</td>
<td>Implementation of programs with Fidelity</td>
<td>Annual review of program schedules for newcomer, Two-Way Immersion and English Language Mainstream, including schedules for Designated ELD and implementation of Integrated ELD</td>
</tr>
<tr>
<td>6</td>
<td>Spanish Language bilingual and biliteracy development in TWI program.</td>
<td>Tracking of the number of students who receive the Biliteracy Pathways Award and the Seal of Biliteracy. Review of grades in classes delivered in both Spanish and English and local and state tests. District data on the performance of ELs in the TWI program are presented to the School Board annually to inform program and instructional decisions as well as planning professional development.</td>
</tr>
</tbody>
</table>
8.2: State & Local Accountability

The California School Dashboard

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.

EL students take the ELPAC annually to measure their progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI.

The EL Dashboard uses the English Learner Progress Indicator (ELPI). The ELPI shows the percentage of current English learner students making progress towards English language proficiency or maintaining the highest performance level on the Summative English Language Proficiency Assessments for California (ELPAC). The ELPAC results are used to measure progress. To calculate current year data the individual student progress needs to be determined in addition to the overall progress towards English proficiency.
These calculations are then reported on the California School Dashboard. For the past 2019-20 and 2020-21 school years, California accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. The requirements to hold districts and schools accountable for student outcomes resumes with the 2021-22 school year and release of the 2022 California School Dashboard (Dashboard).

For more information on the California School Dashboard:
https://www.cde.ca.gov/ta/ac/cm/caschdashboard.asp
Local Control Accountability Plan (LCAP) Review

Supplemental and Concentration funds from the California Local Control Funding Formula (LCFF) should be spent in ways that improve student achievement for ELLs, Foster Youth, and Low Income students. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on Multilingual Learners (ELs) at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, if a site’s supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs.

The District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC) review and generate recommendations and comment on the district’s Local Control and Accountability Plan (LCAP) prior to the plan being brought to the School Board of Education for approval. The DELAC provides input and recommendations as it relates to Multilingual Learners.

For more information on the BUSD’s LCAP:
https://www.berkeleyschools.net/local-control/

8.3: Federal Accountability

Federal Program Monitoring (FPM) Review

School districts that receive Title III funds may be chosen for a review by the state. The purpose of this review is to ensure that the district is utilizing the funding as required by law. At the end of the review, the state will provide a report that details any findings of non-compliance and informs the school and district how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Possible areas for FPM review:

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- English Learner Identification and Assessment
- Implement, Monitor, and Revise the Title III Plan
- English Learner Program Inclusion in the SPSA
- Funding
- Evaluation of Title III funded services and programs
- Teacher and English Learner Authorization
● Professional Development specific to English Learners
● Language Acquisition Program and parent choice
● English Language Development
● Access to standard instructional program

For more information on Federal Program Monitoring:
https://www.cde.ca.gov/ta/cr/

Title I Accountability Requirements

Previous federal statute under Title III of the No Child Left Behind Act required statewide accountability on English proficiency achievement objectives for English learners. With the reauthorization of the ESSA under the ESEA, the English learner accountability requirements, formerly specified under Title III, have been amended and moved to Title I. Title I requires that States and LEAs annually report on ELs’ progress in achieving English language proficiency, attainment of English language proficiency and academic achievement. (ESEA Section 1111(h)(1), (h)(2)).

For more information on Title I:
https://www.cde.ca.gov/sp/sw/t1/
Chapter Summary

This chapter provides an overview of funding resources and outlines appropriate uses of these funds to support the needs of Multilingual Learners. This includes the Title I and Title III federal funding resources, as well as State and Local resources such as the Local Control Funding Formula (LCFF). This chapter also includes information about how use of these funds is monitored at the site and district level.
9.1: Funding for Multilingual Learner (EL) Programs and Services

Berkeley Unified provides base general funds that support highly qualified Tier 1 instruction for all students. There are additional supplemental funds for our Multilingual Learner programs to focus on all six goals of this Master Plan (see Chapter 1, Asset-based Framework and Goals for our ELs). These financial resources are maintained centrally to provide district level support and a portion of these funds are allocated for specific programs and services, such as a Newcomer Program and LTEL support. The district receives funds based on the number of identified Multilingual Learners (ELs) each year.

The state of California and the federal government provide supplemental funds that are used to support programs and services for Multilingual Learners. These funds should not be used to replace or supplant the base program. BUSD receives annual allocations of Title I, Title III and Local Control Funding Formula (LCFF) supplemental funds to benefit Multilingual Learners. The use of these funds is based on annual needs assessments and reported through the Local Control Accountability Plan (LCAP) process alongside the planning and development of each school’s Single Plan for Student Achievement (SPSA).

BUSD uses these state and federal dollars to support the district as a whole and provide professional development, coaching, materials, and other services to schools within BUSD. Dedicated staff including Teachers on Special Assignment (TSAs), support staff at secondary schools, and Educational Services staff are paid for by these funds.

The funds may be spent for supplemental services and materials including, but not limited to, the following:

- Staff working with Multilingual Learners - not core teachers
- Professional Development
- Supplemental Materials and Programs
- Social-Emotional Services
- Extended Day or Summer Programs beyond Title I or other summer school time
- Community and Family Programs beyond what is already offered to English Only families

Each year, the school principal meets with a budget analyst and staff from the Categorical and BSEP departments to review the site budget and provide guidance and support so that principals appropriately engage with their School Site Councils and ELACs.
Federal Funds

**Title I Part A**

Title I Part A is a federal fund provided for supplementary programs and services for identified students (targeted assistance) or school-wide programs (SWP). Title I funds are appropriately used to promote the English and academic achievement of Multilingual Learners (ELs) through instructional support activities, intervention programs, and parent education as determined at each school site.

**Categorical funds may be used to supplement general funds as follows:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Staff and Professional Development</th>
<th>Student Support</th>
<th>Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of student progress</td>
<td>Staff development to accomplish EL goals</td>
<td>Primary language support</td>
<td>Translation/interpretation support</td>
</tr>
<tr>
<td>Opportunities for staff to review data</td>
<td>Administrators, teachers, facilitators, and paraprofessionals</td>
<td>Supplemental instruction for EL students beyond core curriculum, including transportation</td>
<td>Parent involvement</td>
</tr>
<tr>
<td>ELD, academic areas, and primary language assessments</td>
<td>Conference registration, release time</td>
<td>Specialized or targeted interventions</td>
<td>Training and advisory committees</td>
</tr>
<tr>
<td></td>
<td>Staff, materials, training</td>
<td>Field-trips to support learning goals</td>
<td>Childcare support and refreshments for meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Before-and-after school and summer programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials, equipment, software</td>
<td></td>
</tr>
</tbody>
</table>

**Supplemental Funds may not be used to supplant general funds in the following ways:**

- Regular teacher or other regular staff salaries
- Staff materials, furniture, equipment, etc.
- Supplies intended for all students and not specific to Multilingual Learner (EL) goals
- Technology hardware and software that is already supplied/available to all students
**Title III**

Title III Limited English Proficient (LEP) (English Language Acquisition, Language Enhancement, and Academic Achievement Act) Student Program funds are federal funds provided for programs and services for Multilingual Learners (ELs). Funds must be used for the following supplementary services and target the District’s goals for English Learner achievement:

- ELD supplemental instruction
- Research-based professional learning for teachers and support staff
- Parent Engagement Programs

In addition, Title III LEP student program funds may be used for:

- Upgrading program objectives and instructional strategies
- Identifying and improving curricula, materials, and assessments
- Providing tutorials for academic and/or vocational education
- Acquiring or developing educational technology
- Providing community participation programs, including family literacy and parent outreach
- Administering programs, including any indirect costs (limited to two percent of subgrant)
- Providing instruction and instructional support services related to English language development and academic progress in the core curricula in a manner that allows ELs to meet grade level and graduation requirements
- Providing supplementary development opportunities to school staff assigned to ELs
- Supporting other related Multilingual Learner program activities

**State & Local Funds**

**Local Control Funding Formula**

California's Local Control Funding Formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. This new system is intended to ensure greater local control which allows school districts to determine how to best meet students needs with a goal of improving and increasing services for low income students, English Learners and foster youth through supplemental and concentration funds.

Goals, actions and the use of these LCFF funds are documented in the district’s Local Control and Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for each school district to identify which programs and services are being identified to address student needs. For more information about BUSD’s website, please visit the district website page: https://www.berkeleyschools.net/local-control/
**General Fund**

BUSD uses the District General Fund to provide the base program for all students. These funding resources are used for core curricular materials, classroom instructional supplies, salaries for teachers, principals and other school support staff, alongside other district services including providing professional development, data monitoring and evaluation and intervention programs. The base program curricular materials also includes district adopted curricular materials, including materials to support ELD instruction to improve English language proficiency.

**Local Funds**

Berkeley taxpayers have recognized the value of public education and provide a significant amount of additional resources through the Berkeley Schools Excellence Program, the Berkeley Educators Recruitment and Retention Act (BERRA) and the Facilities Safety and Maintenance Act, Measure H. BSEP allows Berkeley schools to maintain small class sizes and to support libraries, music and funds for each school. Measure E provides funds to recruit and retain staff, and Measure H maintains school buildings and grounds.

### 9.2: Monitoring of EL Funding

Monitoring of Site level funds dedicated to Multilingual Learners (ELs) is part of the responsibility of both the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Both of these committees should review annual expenditures as part of the approval of the School Plan for Student Achievement (SPSA). Site level funds are to be used to provide additional resources (supplement), not to fund mandatory program requirements (supplant). The SPSA is updated annually, approved by both the SSC and by the Board of Education each spring. BUSD’s Categorical department is responsible for ensuring that all schools are appropriately using designated funds for Multilingual Learner support and documented appropriately in the SPSA. The BSEP department reviews each school’s budget before it goes to the Board for approval.

While dedicated Multilingual Learner (EL) funds may not always be provided to school sites, these committees should ensure that adequate funds are provided to Multilingual Learners to support their needs.

District staff is responsible for monitoring funds allocated to their individual departments, following the federal, state and local guidelines for appropriate use of these funds. Expenditures are monitored by each department according to goals and actions that are outlined in the LCAP. BUSD’s Categorical department staff works in collaboration with the Business Services department to complete annual reporting requirements for State and Federal funds.
Appendices
Academic Language – Language used in the teaching and learning of academic subject matter in formal schooling.

BCLAD authorization – Bilingual Cross-Cultural Language and Academic Development. The BCLAD is a State certification that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.)

CCSS – Common Core State Standards. Part of an education reform movement aimed at raising academic standards, graduation requirements, improving assessments, and strengthening accountability in all 50 states. The standards are a coherent progression of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success.

CDE – California Department of Education. The CDE is the state agency that regulates and monitors public schools in California.

CLAD – Cross-Cultural, Language and Academic Development. A State certification granted to teachers who have mastered competencies related to providing English language development instruction.

Content standards – Statements of what students should know and be able to do in each area of the curriculum.

Core curriculum - The basic course of study deemed critical and usually made mandatory for all students of a school or school district.

Designated ELD - A protected time during the regular school day during which qualified teachers work with Multilingual Learners (ELs) grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects.

Differentiated instruction – The process of designing lesson plans that meet the needs of the entire range of learners in the classroom.

EL – English Learner. Synonymous with the term Multilingual Learner.

ELA – English Language Arts.
ELAC – English Learner Advisory Committee – Whenever 21 or more Multilingual Learners (ELs) are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The ELAC plays an active role in the development of the Single Plan for Student Achievement and otherwise ensures that the parents of Multilingual Learners (ELs) are actively involved in the school.

ELD – English Language Development. A specialized instruction for Multilingual Learners (ELs) that includes Designated and Integrated ELD. It includes speaking, listening, reading and writing at developmentally appropriate language levels.

ELM – English Language Mainstream. ELM is an English language classroom where the program and instruction is overwhelmingly in English. Students receive Integrated ELD to ensure they have access to the curriculum.

EO – English Only student. A student whose native language is English.

ELPAC – English Language Proficiency Assessments for California. This state-mandated test determines the student’s level of proficiency in English. The Initial ELPAC is administered only once at the time of enrollment and the Summative ELPAC is administered annually, until the student is fully proficient in English.

FPM – Federal Program Monitoring. A state review process focused on determining whether a district’s programs and practices are in compliance with federal and state law and regulations.

Home language – The language the child first learned and/or the language used in the home to communicate.

HLS – Home Language Survey. A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a child’s language(s). The HLS is given to parents for every child enrolled in a California public school.

IEP – Individualized Education Plan. An IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a program of Special Education.

IFEP – Initially Fluent English Proficient. A child classified as IFEP met the criteria for fluent English proficient upon initial language assessment using ELPAC.
**Integrated ELD** - Instruction in which all teachers use the CA ELD standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards (CA ELD Standards, p. 9)

**L1** – The language that has been identified as the student’s primary or home language.

**L2** – The second language the student acquires (usually refers to English).

**LEA** – Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

**LTEL** – Long Term English Learner. Students who have over six years of uninterrupted schooling in the United States and have not yet met reclassification criteria are classified as Long Term English Language Learners in California.

**Newcomer** – A Multilingual Learner (EL) at ELPAC proficiency level 1 or 2 who has been enrolled in a U.S. school for less than three years.

**Parent Notification Letter** – Parents are notified of the results of initial assessment of English proficiency and recommended program placement on the Parent Notification Letter (PNL).

**Professional Standards for Teaching Multilingual Learners (ELs)** – Competencies that teachers are expected to demonstrate related to teaching Multilingual Learners (ELs). Berkeley’s Professional EL Teaching Standards are aligned with the California Standards for the Teaching Profession.

**Reclassification** – The process that determines whether a Multilingual Learner (EL) is ready to be reclassified as Fluent English Proficient (RFEP).

**RFEP student** – A student who has met district criteria for reclassification as fluent English proficient.

**RTI²** - Response to Instruction and Intervention is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. RTI² begins with high-quality culturally responsive instruction and positive behavior systems for all students in the general education classroom.

**SBA - Smarter Balanced Summative Assessments (SBA)**. State mandated, comprehensive, end-of-year summative assessments for English language arts (ELA) and mathematics for students in grades 3-8 and grade 11.
SDAIE – Specially Designed Academic Instruction in English. A previous term used to describe the methodology used by teachers who possess the competency to make academic content comprehensible to EL students. Now referred to as Integrated ELD

SPSA - Single Plan for Student Achievement. California Education Code (EC) Section 64001 and the Every Student Succeeds Act Section 1114(b) requires schools that operate a Title I, Part A Schoolwide Program (SWP) annually develop and implement a SWP plan. The SPSA is a one-year plan that is intended to be developed by the school’s SSC and approved by the school district’s governing board or body before or during the school year for which the plan is being implemented.

SSC – School Site Council. The SSC is a committee of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

Title I – The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). It provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.

Title III – Title III is officially known as the Language Instruction for English Learner and Immigrant Students Act. This federal funding source provides additional supplementary funds to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.

Transferability of Skills – Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English.
1. What does it mean to be classified as an English Learner/Multilingual Learner?
   Students who come from non-English-speaking homes and backgrounds are identified as an English Learner based on the test results of the Initial ELPAC. English Learners require specialized instruction in both the English language and in their academic courses.

2. If my child is classified as a Multilingual Learner (EL), when will the school notify me of that designation?
   When a child is identified as a Multilingual Learner (EL), the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student’s program, he or she should make an appointment with the school teacher, principal, or counselor.

3. My child speaks English; why is he/she in the ELD program?
   Multilingual Learners (ELs) are legally entitled to receive specialized language and academic support services until they meet the criteria for reclassification as Fluent English Proficient (RFEP). While a student may have sufficient every day oral English skills, students often need to further develop their academic English listening, speaking, reading, and writing skills to perform on grade level on par with English-proficient peers.

4. How long will my child likely receive ELD services?
   Multilingual Learners (ELs) receive ELD services until they meet the criteria for reclassification. There are 4 main criteria for reclassification as outlined in chapter 4. For most children, it takes up to 6 years, although some take more time and others take less. Your child’s teachers will monitor his or her progress closely to make sure that appropriate progress is made. If your child struggles, he or she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is reclassification?
   Reclassification is the term used to describe the process for changing a student’s status from English Learner to Reclassified Fluent English Proficient (RFEP). Once a student is reclassified as Fluent English Proficient they no longer receive ELD services.

6. What can I do if my child has already met the requirements to exit the ELD program, but the school hasn’t reclassified my child to RFEP?
If you believe your child has met the criteria for reclassification, but the process has not yet taken place, you should contact the teacher or school principal.

7. How will my child learn in school if s/he doesn't speak English?
   BUSD teachers have an EL authorization credential that has prepared them to provide instruction to Multilingual Learners (ELs). Berkeley Unified also provides professional development to teachers on instructional strategies to ensure students have access to the curriculum and can fully engage in academic tasks.

8. How can I help my child do well in school?
   Parents can help their child by monitoring if they are keeping up with their class assignments and homework and asking their child to explain what they are learning in school. Reading with children at home and listening to them read is also helpful. Other key activities to be involved and support your child’s education is to attend the school ELAC meetings (see chapter 7) and parent teacher conferences.

9. How can I help my child acquire the necessary skills to exit the ELD program if I don’t speak English?
   Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another, so speaking frequently with your child and building the child’s vocabulary in the primary language of the home helps children succeed in developing English language skills.

10. How can I help my child prepare for the Summative ELPAC?
    Parents can have their child practice taking the Summative ELPAC at home. They can ask the child’s ELD teacher which of the four domains (listening, speaking, reading and writing) should the child focus on to help improve their overall score. For more information see this flier on how to take a practice ELPAC test.

11. Are there funds designated only for Multilingual Learners (ELs)?
    Yes, the Federal government provides funds to be used directly for English Learners. See chapter 9 for more details.

12. Is the Multilingual Learner (EL) designation a reason to place my child in the Special Education program?
    No. A child is given special education services when testing has shown that he or she has a disability and could benefit from an Individualized Education Plan (IEP). A child’s identification as a Multilingual Learner (EL) is not a basis for special education services.
13. If my child is a Multilingual Learner (EL) and in the special education program, how can I help him/her exit the ELD program?

A multilingual Learner (EL) with a disability is entitled to receive both ELD and special education services until the student meets reclassification criteria and specialized language services are no longer needed. Chapter 5 outlines how the ELD teacher works with the student’s IEP Team to determine if and when a child no longer has the need for ELD services.

14. Who represents me as the parent of a Multilingual Learner (EL) at the school?

Every school with 21 or more Multilingual Learners (ELs) has an ELAC. The roles and responsibilities of that committee are described in chapter 7. In addition, every school has a School Site Council and parents of Multilingual Learners (ELs) may participate on both committees.

15. Does the law protect Multilingual Learners (ELs)?

Federal laws protect Multilingual Learners (ELs) from discrimination and mandates that they be provided with language services to enable them to meaningfully participate in school programs and activities, both curricular and extracurricular.
Appendix C
Forms

The following forms are included in this appendix:

1. Policies on Parent Rights to Opt out of ELD services
2. Parent Opt out of ELD form
3. Language Acquisition versus Learning Difference
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Caregiver/Parental Opt-Out/In of Services

Policies for ELD Site Coordinators to Review

BUSD Guidance Document Parental Right to Refuse English Language Development Services

Refusal of English Language Development (ELD) programs and/or services or "opt out of ELD" indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program.

A “waiver” indicates a desire by the caregiver/parent to waive the child from participation in the English Language Development programs or services offered by the school.

BUSD Obligations Under the Parent Refusal of ELD Program Scenario Specialized services or instruction are those only provided for English Learners, for example:

-- ELD pull out classes, ESL tutoring, after school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

BUSD may not recommend that a caregiver/parent opt a child out of EL programs or services for any reason.

BUSD must...

--inform parents within 45 days of the beginning of the school year or 14 calendar days within the school year of their child’s EL identified status in the caregiver/parents’ preferred language --describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success --inform caregiver/parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state-required ENGLISH LANGUAGE DEVELOPMENT PROGRAM Caregiver/Parental Waiver Form(see above) --ensure that
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Caregiver/Parental Opt-Out/In of Services

caregiver/parents do not opt their children out of any ELD programs or services based on:

- schedule conflicts with other programs (such as special education programs);

- insufficient space in the available ELD programs; or

- insufficient offerings within the ELD program

BUSD must annually test “opt-out ELs” with the State-required ELPAC test until the student attains English proficiency by meeting the State and District exit criteria (Reclassification/RFEP) and is Reclassified non-EL status.

BUSD must maintain the student’s EL status on all reporting, even though the student’s caregiver/parent declined services to provide English Language Development instruction within the general education content area instruction to meet the needs of the “opt-out EL student.”

Regardless of opt-out decisions on behalf of the caregiver/parent, BUSD must notify the caregiver/parent if their child is struggling in general education classes, and again recommend the ELD program and services.

BUSD must present the ELD Program Inclusion Form to parents who wish to opt their child back into the school’s ELD programs and services.

BUSD must have policies and procedures in place for all of the above actions. If you have any further questions, please contact: Liza Estupin, Lizaestupin@berkeley.net or Kathleen Marte, Kathleenmarte@berkeley.net
CAREGIVER/PARENTAL REINSTATEMENT OF ELD SERVICES REQUEST FORM

Student Name: ______________________________ Date: ____________________

School Name: ____________________________ Student ID#: ______________________

I, __________________ (insert caregiver/parent name) reviewed my child’s academic progress and English language proficiency level to date, and wish to…

_______ have my child participate in all specialized Designated ELD classes and services.

Caregiver/Parent Signature: _________________________ Date: ___________________
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Caregiver/Parental Opt-Out of Services Form

As required by federal law, your child has been given the English Language Proficiency Assessments for California (ELPAC). Based on the results of the exam, your child has been identified as an English Learner (EL). As a result, your child is eligible to receive English Language Development instruction designed to help students acquire English language proficiency and access grade level content instruction. If you would like to opt your child out of specialized ELD classes offered at your school, please fill out the form below:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt out date:</td>
<td>Grade:</td>
</tr>
<tr>
<td></td>
<td>Student ID#:</td>
</tr>
</tbody>
</table>

I, ________________________________, caregiver/parent of __________________________ have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes, ELD tutoring, after school English tutoring for ELs or content classes consisting of only ELs.

By checking each item below with ✓ or X, I acknowledge that I have read and understand each statement.

☐ I am aware of my child's English language assessment score and my child's current academic progress, and understand why s/he/they was recommended for additional English language instruction.

☐ My decision to decline or opt-out of specialized ELD instruction is voluntary.
ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Caregiver/Parental Opt-Out of Services Form

☐ The school district will report my child’s data to the California Department of Education as an English Learner (EL) until my child meets the criteria for reclassification to fluent English proficiency (RFEP).

☐ Federal and state law requires that my child will be tested annually with the ELPAC until s/he/they attain English proficiency and is no longer considered EL status.

☐ The school district will monitor my child’s academic progress without benefit of receiving specialized ELD instruction until my child attains fluent English proficiency, and four years after exit from EL status.

☐ The school district will continue to inform me of my child’s progress in attaining English proficiency.

☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, ____________________________(caregiver/guardian name), with a full understanding of the above information, wish to decline specialized Designated ELD classes and services for my child for the 2022-2023 school year.

Caregiver/Parent Signature: _________________________  Date: ____________
### Purpose:
This form is completed by the supporting Special Education teacher to bring information about the student to the Reclassification Review Team (RRT)/Professional Learning Community (PLC)/Site Administrator in collaboration with Coordination of Services Team (COST) for the purpose of Pathway for Reclassification (RFEP) for dual identified students.

### Section 1: IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>Student:</th>
<th>site:</th>
<th>grade:</th>
</tr>
</thead>
</table>

### Overall ELPAC Proficiency Level:

#### Comparison of Language Acquisition Versus Learning Difference

| Learning Behavior Manifested | Indicators of a Language Difference due to 2nd Language Acquisition | Indicators of a Learning Difference
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Comprehension/Listening</td>
<td>When Compared to Like Peers</td>
<td>When Compared to Like Peers</td>
</tr>
<tr>
<td>1. Student does not respond to verbal directions</td>
<td>1. Student lacks understanding of vocabulary in L2 but is able to demonstrate understanding in L1</td>
<td>1. Student consistently demonstrates confusion when given verbal directions in L1 and L2, may be due to processing deficit or low cognition</td>
</tr>
<tr>
<td>2. Student needs frequent repetition of oral directions and input</td>
<td>2. Student is able to understand verbal directions in L1 but not L2</td>
<td>2. Student often forgets directions or needs further explanation in L1 and L2 (home &amp; School), may be due to an auditory memory difficulty or low cognition</td>
</tr>
<tr>
<td>3. Student delays responses to questions</td>
<td>3. Student may be translating question in mind before responding in L2, gradual improvement seen over time</td>
<td>3. Student consistently takes a longer time period to respond in L1 &amp; L2, and it does not change over time, may be due to a processing speed deficit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking / Oral Fluency</th>
<th>When Compared to Like Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student lacks verbal fluency (pauses, hesitates, omits words)</td>
<td>1. Student lacks vocabulary, sentence structure, and/or self confidence</td>
</tr>
<tr>
<td>2. Student is unable to orally retell a story</td>
<td>2. Student does not comprehend story due to a lack of understanding and background knowledge in English</td>
</tr>
<tr>
<td>3. Does not orally respond to questions or does not speak much</td>
<td>3. Lacks expressive language skills in English; it may be the silent period in 2nd language acquisition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonemic Awareness/Reading</th>
<th>When Compared to Like Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student does not remember letters sounds from one day to the next</td>
<td>1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress</td>
</tr>
<tr>
<td>1. Student doesn't remember letters sounds after initial and follow-up instruction (even if they are common between L1/L2), may be due to a visual/auditory memory or low cognition</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from Janice Butterfield's ELLs With Disabilities Training Material © Janice Butterfield Ph. D. Revised 9-25-16*
**Purpose:** This form is completed by the supporting Special Education teacher to bring information about the student to the Reclassification Review Team (RRT)/Professional Learning Community (PLC)/Site Administrator in collaboration with Coordination of Services Team (COST) for the purpose of Pathway for Reclassification (RFEP) for dual identified students.

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</thead>
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</tr>
<tr>
<td></td>
<td>2. Student needs frequent repetition of oral directions and input</td>
<td>2. Student is able to understand verbal directions in L1 but not L2</td>
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<tr>
<td></td>
<td>3. Student delays responses to questions</td>
<td>3. Student may be translating question in mind before responding in L2; gradual improvement seen over time</td>
</tr>
<tr>
<td>Speaking / Oral Fluency</td>
<td>1. Student lacks verbal fluency (pauses, hesitates, omits words)</td>
<td>1. Student consistently takes a longer time period to respond in L1 &amp; L2; and it does not change over time; may be due to a processing speed deficit</td>
</tr>
<tr>
<td></td>
<td>2. Student is unable to orally retell a story</td>
<td>2. Student does not comprehend story due to a lack of understanding and background knowledge in English</td>
</tr>
<tr>
<td></td>
<td>3. Student speaks little in both L1 and L2; student may have a hearing impairment or processing deficit</td>
<td>2. Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits into</td>
</tr>
<tr>
<td>Phonemic Awareness/Reading</td>
<td>1. Student does not remember letters sounds from one day to the next</td>
<td>1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1; but with repeated practice over time will make progress</td>
</tr>
<tr>
<td></td>
<td>1. Student consistently demonstrating difficulty remembering letter sounds in L2; may be due to a low auditory memory or low cognition</td>
<td></td>
</tr>
</tbody>
</table>

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## Comparison of Language Acquisition Versus Learning Difference

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<th>Indicators of a Learning Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student misspells words</td>
<td>1. Student will &quot;borrows&quot; sounds from L1; progress seen over time as L2 proficiency increases</td>
<td>1. Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning or ending sounds; may be due to a visual memory or processing deficit</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student manifests difficulty learning math facts and/or math operations</td>
<td>1. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1</td>
<td>1. Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems, may have visual memory or processing deficits</td>
</tr>
<tr>
<td>2. Student has difficulty completing multiple-step math computations</td>
<td>2. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1</td>
<td>2. Student forgets the steps required to complete problems from one day to the next even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit</td>
</tr>
<tr>
<td>3. Student is unable to complete word problems</td>
<td>3. Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals</td>
<td>3. Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student appears inattentive and/or easily distracted</td>
<td>1. Student does not understand instructions in English due to level of proficiency</td>
<td>1. Student is inattentive across environments even when language is comprehensible; may have attention deficits</td>
</tr>
<tr>
<td>2. Student appears unmotivated and/or angry, may manifest internalizing or externalizing behavior</td>
<td>2. Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition</td>
<td>2. Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability</td>
</tr>
<tr>
<td>3. Student does not turn in homework</td>
<td>3. Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home</td>
<td>3. Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit</td>
</tr>
</tbody>
</table>

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