

Fullerton Joint Union High School District

District Master Plan for English Learner Education

2021 - 2022



District Master Plan for English Learner Education

Fullerton Joint Union High School District
1051 W. Bastanchury Rd.
Fullerton, CA 92833

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INTRODUCTION: PURPOSE

The District Master Plan for English Learner Education aims to ensure appropriate identification, initial and summative assessments, placement, and services for English Learners (ELs) enrolled in schools within the Fullerton Joint Union High School District. It states a philosophy and a set of goals for EL students as well as the plans, processes, and procedures to attain those goals in correspondence with the District's Local Control Accountability Plan (LCAP), and Single Plans for Student Achievement (SPSA).

INTRODUCTION: CONTACTS

School	EL Family Liaison	E-Mail Address	Principal	School Number
Buena Park	Liliana Gallo	lgallo@fjuhsd.org	Sonje Berg, Ed.D	(714) 992-8600
Fullerton	Olivia Cortes	ocortes@fjuhsd.org	Laura Rubio	(714) 626-3800
La Habra	Angelica Quintero Vasquez	aquinterovasquez@fjuhsd.org	Matthew Eeles	(562) 266-5000
La Sierra/ La Vista	TBD		Sandi Layana	(714) 447-7820
Sonora	Angelica Rodriguez	arodriguez@fjuhsd.org	Marvin Atkins	(714) 266-2000
Sunny Hills	Angelica Rodriguez	arodriguez@fjuhsd.org	Craig Weinreich	(714) 626-4200
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INTRODUCTION: EDUCATION FOR ENGLISH LEARNERS

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

The District shall identify in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English Learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in developing and evaluating programs for English Learners.

English Learners shall be provided differentiated English language development instruction targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The District's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the entire educational program.

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

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

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

BP 6174

Policy adopted: June 22, 1999, December 11, 2018

INTRODUCTION: CIVIL RIGHTS



Fullerton Joint Union High School District Board Priority (H)

High-Needs Students:

Take actions to materially close educational achievement gaps that may be reflected in low graduation rates, college eligibility, and career readiness of underperforming students.

Continue to update and monitor the implementation of the LCAP. Make use of data-driven information to re-align instruction, intervention, testing, and student achievement.



U.S. Dept. of Education: English Learner Civil Rights

Our mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.



U.S. Department of Justice, Civil Rights Division

Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to registration and enrollment in school and school programs, grievance procedures and notices of nondiscrimination, language assistance programs, parent handbooks, report cards, gifted and talented programs, student discipline policies and procedures, magnet and charter schools, special education and related services, and meetings to discuss special education parent-teacher conferences, and requests for parent permission for student participation in school activities.

- Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

- When a child enrolls, s/he should receive a home language survey or similar form to fill out that helps the school identify potential English Learners who are eligible for language assistance services. If the child is identified as an English Learner, the school must notify the child's parents in writing within 30 days of the school year, starting with information about the child's English language proficiency level, programs and services available to meet the child's educational needs, and the parents' right to opt the child out of a program or particular services for English Learners.
- School districts must develop and implement a process to determine whether parents are limited English proficient and to identify their language needs. The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English. A school district may, for example, use a home language survey to inquire whether a parent requires oral and/or written communication in a language other than English. The school's initial inquiry should be translated into languages common in the school and surrounding community so that the inquiry is designed to reach parents in a language they are likely to understand.
- School districts must provide effective language assistance to limited English proficient parents by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff or through appropriate and competent outside resources. School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

Through the Office of Civil Rights and Division of Justice's enforcement work, the Departments have identified several areas that frequently result in school districts' noncompliance and state education agencies (SEAs) at times encounter while attempting to meet their Federal obligations to EL students. This letter offers guidance on these issues and explains how the Departments would evaluate whether SEAs and school districts met their shared obligations to:

- A. Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner;
- B. Provide EL students with a language assistance program that is educationally sound and proven successful;
- C. Sufficiently staff and support the language assistance programs for EL students;

- D. Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;
- E. Avoid unnecessary segregation of EL students;
- F. Ensure that EL students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluations and delivery of services;
- G. Meet the needs of EL students who opt out of language assistance programs;
- H. Monitor and evaluate EL students in language assistance programs to ensure their progress in acquiring English proficiency and grade-level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied; 21 Id. § 6841(b)(2) (requiring every school district receiving Title III, Part A funds to engage in a self-evaluation every two years and provide it to the SEA to determine the effectiveness of and improve the LEA's programs and activities). 22 Id. §§ 6823(b)(3)(C) & (D), (b)(5), 6841(b)(3), 6842; see also *supra* note 9 (quoting regulations regarding SEA's obligations as a recipient of any Federal funds to oversee subgrantees).
- I. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable time;
- J. Ensure meaningful communication with LEP parents.

INTRODUCTION: VISION STATEMENT

It is the philosophy of the Fullerton Joint Union High School District that all individuals are unique and of value, born with the capacity for intellectual, creative response. All individuals have the growth potential and should have the opportunity to develop their potential.

The District recognizes the value of each individual, offers each the freedom and opportunity to grow to self-fulfillment, recognizes the will of the majority, and respects the rights of the minority. This belief in a free society provides the opportunity for individuals to make decisions regarding their lives.

The public high school is one of several distinct institutions whose purposes are to assist individuals in their intellectual, physical, social, and moral development. This is a cooperative enterprise that assumes an effort on the part of the learner, is in partnership with parents and community at large, and is obligated to involve students, staff, parents, and community members in the planning and operation of the school.

All high schools in the District strive to develop, maintain, and improve individuals' mental and physical health. They also strive to aid individuals in choosing and preparing for satisfying and beneficial vocations, to assist individuals in developing an acceptance and understanding of themselves and their physical and mental potentials, and to instill within individuals an appreciation for the American heritage and a willingness to assume active responsibility for citizenship in a free and democratic society.

INTRODUCTION: MISSION STATEMENT

The mission of the Fullerton Joint Union High School District is to graduate its English Learner (EL) population as fluent English proficient individuals who continue to strive for personal and academic excellence. In alignment with the California State Standards, ELs achieve college and career readiness via productive oral and written interactions, meaningful extractions, and knowledgeable demonstrations. Language and learning outcomes are communally supported in this endeavor through shared resources and scaffolded instruction. In partnership with its parents, the Fullerton Joint Union High School District seeks to instill in its English Learners not only high levels of skill mastery but also integrity, leadership, and responsible citizenship.

INTRODUCTION: BOARD POLICY

EDUCATION FOR ENGLISH LEARNERS

BP 6174

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

The District shall identify in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English Learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in developing and evaluating programs for English Learners.

English Learners shall be provided differentiated English language development instruction targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The District's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the entire educational program.

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

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

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

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English Learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English Learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English Learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress (CASPP). The test shall be administered with testing variations per 5 CCR 854.1-854.3. English Learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

Formative assessments may analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs

The District shall offer research-based language acquisition programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the District shall offer a Structured English Immersion Program that includes designated and integrated English language development. In the Structured English Immersion program, nearly all classroom instruction shall be provided in English, with the curriculum and presentation designed for students learning English. (Education Code 305-306; 5 CCR 11309)

To determine the amount of instruction to be conducted in English in the Structured English Immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the District may include, but are not limited to, the following: (Education Code 305-306)

1. The District may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

2. The District may offer a transitional or developmental program for English Learners that provides literacy and academic instruction in English and a student's native language and that enables an English Learner to achieve English proficiency and academic mastery of subject matter content and higher-order thinking skills, including critical thinking, in order to meet state academic content standards.

In establishing the District's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel within the District.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the District, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request the establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Parents/guardians of English Learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English Learner is determined based on state and District reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

In order to evaluate the effectiveness of the District's educational program for English Learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English Learners towards proficiency in English.
2. The number and percentage of English Learners reclassified as fluent English proficient.
3. The number and percentage of English Learners who are or are at risk of being classified as long-term English Learners in accordance with Education Code 313.1.

4. The achievement of English Learners on standards-based tests in core curricular areas.
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309.
6. Progress toward any other goals for English Learners identified in the district's LCAP.
7. Comparing current data with data from at least the previous year regarding items #1-6 above.
8. A comparison of data between the different language acquisition programs offered by the District.

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

Upon the request of the student's parent/guardian, a student shall be placed in an English-language-only classroom rather than in a Structured English Immersion classroom.

The Superintendent is directed to develop regulations to implement this policy.

Reference: Education Code Sections 300-340, 305- 310, 311-313, 430-446, 6190,33050, 42238.02-42238.03, 44253.1-44253.11 ,48980, 48985,52052, 52060-52077, 52160-52178, 52164.6; 56305, 60603, 60640, 60810-60812, 62002.5, Title 5, California Code of Regulations Section 11301, 854.1-854.9 CAASPP, 11300-11316 , 11510-11517.5, 11517.6-11519.5, Local control funding formula, Title 20, Title I, Title III, Title 34,

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INTRODUCTION: ADMINISTRATIVE REGULATIONS

EDUCATION FOR ENGLISH LEARNERS

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Except as provided in the Education Code, all students will be taught in English. Students who are English Learners will be educated through English immersion methods. The purpose of English Immersion programs is to provide the student with a transition-learning experience that promotes the student's development of proficiency in English as rapidly and effectively as possible. Therefore, placement in such classes is regarded as temporary. It is expected that the student will be moved into mainstream English-only classes as soon as it is determined that the student has acquired a reasonable level of English proficiency as measured by appropriate assessment instruments. Typically, a student would not be expected to remain in an English immersion class for more than one year.

For purposes of this regulation, the following definitions are applicable:

1. "English Learner" is a student age 3-21 years whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English Learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas who comes from an environment in which a language other than English has had a significant impact on the individual's level of English language proficiency; or a migratory student, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. An English Learner may also be referred to as Limited-English-proficient.
2. Designated English language development classrooms means instruction is provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English Learners in developing critical English language skills necessary for academic content learning in English. (5 CCR 11300)
3. Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development instruction includes Specially Designed Academic Instruction in English (SDAIE). (5 CCR 11300)
4. Native speaker of English means a student who has learned and used English in his/her home from early childhood, and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessment of Students

Upon enrollment in a District school, each student's primary language shall be determined through a Home Language Survey. Education Code 52164.1 and 5 CCR 11307 require a district to administer a home language survey to all enrolled students. Any student who is identified as having a primary language other than English as determined by the Home Language Survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11511)

Within 30 days of their initial enrollment, students identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading, and writing. Students identified as having Limited-English proficiency within 90 days of initial enrollment shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. Placement of limited or non-English speaking students in appropriate instructional programs or classrooms will be based on these assessments. The parents of the assessed students will be notified of the results of the English proficiency assessments.

Each year after a student is identified as an English Learner and until he/she is reclassified as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1, as determined by the California Department of Education. (Education Code 313) The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English Learners pursuant to 5 CCR 11518.30-11518.35.

Any student with a disability identified as an English Learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) Section 504 plan. If the student cannot participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as outlined in his/her IEP. (5 CCR 11518.25-11518.35; 20 USC 1412)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by Federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or if the student is identified for program participation during the school year within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English Learner and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the student's academic achievement status.
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
 - b. How the program will meet the educational strengths and needs of the student.
 - c. How the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English Learners, and the expected rate of graduation from secondary school, if applicable.
 - e. Where the student has been identified for special education, and how the program meets the requirements of the student's IEP.
4. As applicable, the identification of a student as a long-term English Learner or at risk of becoming a long-term English Learner, as defined in Education Code 313.1, and how the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request.
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or choose another program or method of instruction, if available.

7. Information designed to assist a parent/guardian in selecting among available programs if more than one program or method is offered.

Language Acquisition Programs (per Education Code)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests regularly and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the District shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within ten days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the District's English Learner Parent Advisory Committee (DELAC) and parent advisory committee, in writing, of the requests for a language acquisition program.
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.
 - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is impossible to implement

the program, provide a written explanation of the reason(s) the program cannot be provided.

The District shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including Structured English Immersion and English Language Mainstream.
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English.
3. How the program is designed using evidence-based research and includes both designated and integrated English language development.
4. How the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals.
5. How the program will, within a reasonable period, lead to language proficiency and achievement of the state-adopted content standards in English and when the program includes instruction in another language in that other language.
6. The process to request establishment of a language acquisition program not offered at the school.
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification

The District shall continue to provide additional and appropriate educational services to English Learners to overcome language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to the District's average native English language speakers.
2. Recoup any academic deficits that may have been incurred in other areas of the core curriculum due to language barriers.

English Learners shall be reclassified as fluent English proficient when they can comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English Learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation.
4. The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and his/her opportunity to participate in the process. It shall encourage his/her involvement in the process.

Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level shall be included.

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

District English Language Advisory Committee (DELAC)

A parent/guardian advisory committee shall be established at the District level when there are more than 50 English Learners in the District and at the school level when there are more than 20 English Learners at the school. Parents/guardians of English Learners shall constitute committee membership in at least the same percentage as English Learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The District's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English Learners, considering the school site plans for English Learners.
2. The Districtwide needs assessment on a school-by-school basis.

3. Establish a District program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with an applicable teacher or aide requirements
5. Administration of the annual language census.
6. Review of and comment on the District's reclassification procedures.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least fifteen percent English Learners in the District, with at least 50 English Learner students, a District-level English Learner parent advisory committee shall be established to review and comment on the District's Local Control and Accountability Plan (LCAP). The committee shall be composed of a majority of parents/guardians of English Learners. (Education Code 52063; 5 CCR 11301, 15495)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English Learner advisory committee if its composition includes a majority of parents/guardians of English Learners.

Parental Exception Waivers

A parent/guardian may request that the District waive the requirements that English Learners shall be educated through English immersion classes. In doing this, the parent/guardian must demonstrate that one or more of the following circumstances exist:

1. The student already possesses good English language skills as measured by appropriate assessment instruments.
2. It is the informed belief of the school principal that an alternative course of study would be better suited to the student's rapid acquisition of basic English skills.
3. It is the informed belief of the school principal that the student has special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians will be informed of the placement of their student in a Structured English Immersion Program. They shall be notified of an

opportunity to apply for a parental exception waiver. The parent/guardian shall personally visit the school to apply for the waiver.

Upon request for an application for a "Parental Exception Waiver," the principal shall provide to the parents/guardians a complete written description of:

1. The intent and content of the Structured English Immersion Program
2. Any alternative courses of study offered by the District and available to the student
3. All educational opportunities offered by the District and available to the student
4. The educational materials to be used in the different educational program choices

Upon request of the parent/guardian, a verbal explanation of items 1-4 above shall also be provided.

The principal or designee shall act upon a parental exception waiver request within twenty instructional days of submission to the principal. Parental exception waivers shall be granted unless the school principal and educational staff members have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. In cases where a parental exception waiver is denied because the student is older or the student has special needs, the parents and guardians must be informed in writing of the reason(s) for denial and, if relevant, advised of any procedures that exist to appeal the decision to the Assistant Superintendent Education and Assessment Services.

Standard and Nonstandard Testing Accommodations

Any District student of limited English language proficiency who has been enrolled in a California public school for less than twelve months shall take the designated State achievement tests and standards-based achievement tests in English and any State-mandated tests in his/her primary language. Any English Learner enrolled in the District for less than 12 months may be tested with standard or nonstandard accommodations in accordance with the manuals or other instructions provided by the test publisher. Nonstandard accommodations may include but are not limited to reading and translating the test instructions into the student's primary language and using a bilingual dictionary. The same standard and nonstandard accommodations shall be available to all first-year English Learners. Accommodations shall not include translation of test passages or content.

Reference: Education Code Sections 305, 306, 310, 311, 6662.51, 52164, 52173; Title 5, California Code of Regulations Section 853, 11303

Regulation approved: June 22, 1999; March 13, 2001, December 3, 2018

INTRODUCTION: GOALS

District goals for English Learner (EL) students are the same as for all District students. Every student in the District receives the same basic support services through general funding. The District Master Plan for EL Education is designed to identify the supplemental resources and support services necessary to allow EL students to achieve success in all phases of their educational experience: academic, social, cultural, and extracurricular. In addition, resources and support services are provided to enlist the participation of the parents of EL students in the school community.

IDENTIFICATION: GENERAL PROCEDURES

Every student entering FJUHSD shall complete a Home Language Survey as part of the registration process. Students answering anything other than English to the first three questions will be assessed. These students will be assessed using the ELPAC Initial for fluency in English comprehension, listening, speaking, reading, and writing within thirty days of enrollment.

Who takes the ELPAC?

- Initial ELPAC: The primary identification of students as English learners (ELs); the administration window is July 1 to June 30.
- Summative ELPAC: The annual assessment to measure an EL student's progress and identify the student's English-language proficiency level; the administration window is February 1 to May 31.
- Alternate ELPAC: The annual assessment to measure and identify the student's English-language proficiency level for students with the most significant cognitive disabilities; the administration window of the Statewide Operational Field Test is November 1, 2021, through May 31, 2022.

Why must English Learners take the ELPAC?

- Initially, to determine the English language ability of a student.
- To measure a student's progress in learning English from one year to the next.
- To determine whether a student is ready to be reclassified as fluent English proficient.
- As group data, to measure how well a school or district is teaching students to learn English.

How can a teacher use ELPAC data?

- To determine the general English language ability of a student
- To differentiate instruction.
- To group students.
- To plan lessons.

IDENTIFICATION: HOME LANGUAGE SURVEY

HOME LANGUAGE AND RESIDENCY SURVEY

The California Education Code requires schools to determine each student's language(s) spoken at home. This information is essential for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this requirement is requested. Please answer the following questions **(ONLY ONE LANGUAGE PER LINE. IF CHINESE, PLEASE SPECIFY MANDARIN, CANTONESE, ETC.):**

1. Which language did your student learn when he/she first began to talk?
2. What language does your student speak most frequently at home?
3. What language do you use most frequently to speak to your student?
4. Name the language most often spoken by the ADULTS in the home.

Student's date of entry into a California school:

Student's date of entry into a U.S. school:

REFUGEE: YES NO

Each refugee has an "I-20" card issued by the Immigration and Naturalization Service. The card will indicate "refugee status."

Student's date of entry into the United States: _____

IDENTIFICATION: INITIAL ELPAC NOTIFICATION LETTER TO PARENTS

California Department of Education • July 2021

English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Computer-Based Assessment

Dear Parent/Guardian:

When registering your child for school, you listed that your child speaks a language other than English. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English.

The Initial ELPAC is a required test that will help identify students who need help learning English by determining whether the student is an English learner or is fluent in English. This is important so they can get the support they need to do well in all school subjects. Your child's voice is being recorded as part of the Speaking portion of the computer-based test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

Based on the Home Language Survey results, **your child will be assessed with the Initial ELPAC.**

This year, ELPAC tests may be administered remotely, in person, or through a combination of in-person and remote testing, based on county public health department guidelines. At this point, the Fullerton Joint Union High School District is planning to administer ELPAC tests in-person to all eligible students. We will be providing more information on spring testing soon.

For more information, visit the Parents/Guardians Resources web page at <https://www.elpac.org/resources/parent-resources/>.

You are an essential part of your child's education. To help your child get ready for the test, you can:

- Read to your child or have your child read to you regularly.
- Use pictures and ask your child to tell you what they see or what is happening in each picture.
- Provide your child with opportunities to use language outside school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>. You also can review sample test questions on the practice tests, which can be found on the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/>.

If you have any questions about your child taking the ELPAC, please contact _____.

Sincerely,

Assistant Principal, Student Services

@fjuhsd.org

IDENTIFICATION: INITIALLY FLUENT ENGLISH PROFICIENT (IFEP)

A student with a primary language other than English is determined to be Initially Fluent (IFEP) if, upon entering the public school system, they are tested and meet the District's criteria for English proficiency. A student can score Early Advanced or Advanced to be determined IFEP.

IDENTIFICATION: PLACEMENT

ELD Class Placement Cutoff Scores					
Initial ELPAC (Overall Score)			Summative ELPAC (Overall Score) (Spring Test for Fall Placement)		
ELD One	150 - 369			9 – 10	11 - 12
ELD Two	370 - 409		ELD One	1150 – 1492	1150 -1499
ELD Three	410 - 449		ELD Two	1493 - 1544	1500 - 1554
IFEP	450 - 600		ELD Three	1545 - 1605	1555 - 1614

Assessment is used to determine the appropriate ELD level. The District ELD Standards and Criteria for Student Placement establish criteria for reasonable fluency in placing each EL student. The District EL Program Description provides guidelines for related electives and core curriculum classes. An Individualized Learning Plan (ILP) is written for each student and includes student data, test scores, class schedule, and parent signature.

English Learners are placed in either the Structured English Immersion Program (SEI) or English Language Mainstream Program (ELM).

Structured English Immersion Program (SEI): English Learners are placed in a Structured English Immersion Program unless a Parental Exception Waiver (see Parental Exception Waivers section below) has been granted. When the student's language designation is less than early advanced (Level Four) based on the District's initial identification criteria, he/she is recommended to be placed in an SEI/EL program.

SEI is an instructional program taught in English for students beginning to learn English and includes ELD One through ELD Three classes.

- Students acquire English language skills with appropriate support while learning standards-based content to succeed in a mainstream English program.
- Students learn academic subjects in English through various methods.
- Teachers use particular strategies to teach academic subjects to English Learners.
- English Learners receive Designated ELD instruction daily.

English Language Mainstream Program (ELM): English Learners with an early advanced to advanced (Level Four or Level Five) language designation are placed in an English Language Mainstream Program and provided the support they need to progress toward meeting district reclassification criteria. A parent may request to have a student moved into an English Language Mainstream Program at any time, regardless of language level.

The English Language Mainstream Program is an instructional program taught in English for English proficient students and English learners with reasonable fluency.

- Students learn standards-based academic content in grade-level academic English designed for English-proficient students. English is used as the only language of instruction.
- English learners receive support as needed in English, including particular strategies for English learners.

Parents of students assessed as Fluent English Proficient (IFEP) at entrance receive written notification that includes the student's test scores. Parents of students assessed as English Learners (EL) at entrance receive written notification that includes the student's test scores, the Structured English Immersion classes and/or mainstream English classes in the student's program assignment, an attached copy of the student's class schedule, a notification of the opportunity to request a parental exception waiver, the requirements to apply for a waiver and an invitation to join the English Learner Parent Advisory Committee. The written notification can be mailed to parents or given to the parents when the student registers.

IDENTIFICATION: PLACEMENT—PARENT INFORMATION

Program Placement Options for English Learners

The chart below shows all program placement options. To request that your child be placed in an alternative program, you must apply for a “Parental Exception Waiver.”

English Language Proficiency Levels	Program Placement
Emerging/ Expanding Fluency	Structured English Immersion (SEI) or General Program with an approved Parental Exception Waiver
Expanding/ Bridging Fluency	Structured English Immersion (SEI) or English Language Mainstream (ELM) or General Program with an approved Parental Exception Waiver
Initial Fluent English Proficient	District's General Program
Above Students Served with an IEP or 504 Plan	Possible other instructional settings and/or program based on IEP or 504 Plan.

Program Goals and Descriptions for English Learners

The goals of all programs are for students to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Structured English Immersion Program (SEI): Students who score at emerging/expanding fluency **may be** placed in an SEI program. Authorized teachers teach students ELD and other core subjects using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

English Language Mainstream Program (ELM): Students who score at **expanding/bridging fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for students to be reclassified as fluent English proficient.

Parent Notification Process and Letters

When a parent/guardian fills out the Home Language Survey, and the response to any or all of the first three questions is anything other than English, the student is identified as a possible English Learner. The parent/guardian will be notified through the following process:

1. Initial Identification of Designation
2. Initial Assessment Scores and Placement; parent may inquire about a waiver.
3. ILP – Individual Learning Plan
4. Annual Program Continuance
5. Annual Reclassification Assessment
6. Monitoring Plan

IDENTIFICATION: SUMMATIVE ELPAC NOTIFICATION LETTER TO PARENTS

California Department of Education • December 2021

English Language Proficiency Assessments for California (ELPAC)

Dear Parent/Guardian:

As an English learner, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring. The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double-check test scores and will not be saved or made public. This test will give your child's teacher information about where your child may need extra support.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English. The testing schedule is listed below:

[Insert school testing schedule]

This year, the Fullerton Joint Union High School District will give the Summative ELPAC in person.

You are an essential part of your child's education. To make sure your child feels comfortable taking the test, you can:

- Explain to your child that the test is a tool to help them learn and not to be anxious or scared.
- Remind your child that you and their teacher want them to try their very best.
- Explore a practice test with your child at elpac.org/resources/online-practice-and-training-test/ so they are familiar with the platform and setup.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.

You will receive your child's results at or before the beginning of the next school year. The results will identify where your child is doing well or needs more help, so you can better support their learning at home, and teachers can better support their learning in the classroom.

To learn more about these tests, go to the ELPAC Starting Smarter web page at elpac.startingsmarter.org/, or review the Parent Guides to Understanding at cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp.

If you have any questions about your child taking the Summative ELPAC, please contact _____.

Sincerely,

Assistant Principal, Student Services

@fjuhsd.org

IDENTIFICATION: ALTERNATIVE ELPAC NOTIFICATION LETTER TO PARENTS

California Department of Education • June 2022

**Initial Alternate English Language Proficiency Assessments for California (ELPAC)
Parent Notification Letter
Federal Title I or Title III and State Requirements**

To the parent(s)/guardian(s) of _____:

State Student ID#: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s):

A language other than English was noted on your child's Home Language Survey when your child first enrolled in a California public school and whose Individualized Education Program (IEP) identified the use of an alternate assessment. The Initial Alternate ELPAC identifies students with the most significant cognitive disabilities as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's language proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code* [EC] Section 310). This letter also identifies United States Code (U.S.C.) Section 6312(e)(3)(A)(i),(vi).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][ii])

Results: Initial Alternative ELPAC Performance Level

Overall Status and Score
Status: _____ Score: _____

Based on results of the Initial Alternate ELPAC, your child has been identified as an [Insert Calculated ELAS] student.

A description of how your child's program placement will contribute to meeting the objectives of the IEP is identified in the current IEP (20 U.S.C Section 6312[e][3][A][vii]). Students with the most significant cognitive disabilities who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified to fluent English proficient.

The results will identify where your child is doing well or needs more help, so you can better support their learning at home, and teachers can better support their learning in the classroom.

If you have any questions about your child taking the Alternative ELPAC, please contact _____.

Sincerely,

Assistant Principal, Student Services

@fjuhsd.org

INSTRUCTIONAL PROGRAMS: OVERVIEW

Assessment is used to determine the appropriate ELD level. The District ELD Standards and Criteria for Student Placement establishes criteria for reasonable fluency in placing each EL student. Level One, Level Two, and Level Three EL students will be placed in corresponding ELD classes. The District EL Program Description provides guidelines for related electives and core curriculum classes. An Individualized Learning Plan (ILP) is written for each student and includes student data, test scores, class schedule, and parent signature.

EL students shall be provided with a sequential course of study that develops English fluency as effectively and efficiently as possible, provides an opportunity for academic achievement through access to the core curriculum, and provides positive reinforcement of the self-image of participating pupils. ELD standards are integrated throughout the instruction.

Applicable EL students shall be provided English Language Development (ELD) by a qualified teacher. All classes are taught in English. All EL students are provided appropriate instructional classroom materials, library resources, and supplemental guidance services. ELD classes assist EL students in acquiring and developing oral and written English. ELD also provides an introduction to the school system and culture.

The Fullerton Joint Union High School District ELD Program has been developed by the District ELD Curriculum Committee and ELD teachers. ELD courses are offered at all schools in the District. Courses follow the District course outlines for ELD One, ELD Two, and ELD Three.

ELD curriculum materials are coordinated through the District ELD Curriculum Committee. Individual counseling and monitoring by ELFLs support EL students to progress to the most challenging levels.

An ELFL provides additional guidance support. The ELFL monitors grades and progress regularly. EL and non-EL D and F grade comparisons serve to monitor student progress and implement follow-up intervention.

This process also allows for identifying students experiencing problems and for intervention. The ELFL and/or the counselor meet with the student to discuss problem areas, contact teachers and/or parents and arrange for the student to participate in tutoring sessions or other means of support.

EL students continue to be monitored as they move through the sequence of ELD classes into mainstream classes. ELD Two and ELD Three count as English credit toward graduation; ELD Three is accepted by the UC and CSU systems as college prep English credit.

Students who have recently arrived in the United States and have completed seventh grade in their home country meet the University of California entrance requirements for two years of foreign language. Students who arrived in the United States after their freshman year may be able to receive credit for courses completed and validated by a transcript from their previous school.

INSTRUCTIONAL PROGRAMS: PARENTAL EXCEPTION WAIVERS

Board Policy and Administrative Regulations provide guidelines for implementing Structured English Immersion and processing parental exception waivers. A parent/guardian may request that the district waive the requirements of Education Code 305 if one or more of the following circumstances exists:

1. The student already possesses good English language skills as measured by appropriate assessment instruments.
2. It is the informed belief of the school principal that an alternative course of study would be better suited to the student's rapid acquisition of basic English skills.
3. It is the informed belief of the school principal that the student has special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians will be informed of the placement of their student in a Structured English Immersion Program. They shall be notified of an opportunity to apply for a parental exception waiver. The parent/guardian shall personally visit the school to apply for the waiver. Upon request for an application for a "Parental Exception Waiver," the principal shall provide to the parents/guardians a complete written description of:

1. The intent and content of the Structured English Immersion program
2. Any alternative courses of study offered by the District and available to the student.
3. All educational opportunities offered by the District and available to the student.
4. The educational materials to be used in the different educational program choices. Upon request of the parent/guardian, a verbal explanation of items 1-4 above shall also be provided.

The principal or designee shall act upon a parental exception waiver request within twenty instructional days of submission to the principal. Parental exception waivers shall be granted unless the school principal and educational staff members have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. In cases where a parental exception waiver is denied because the student is older or the student has special needs, the parents and guardians must be informed in writing of the reason(s) for denial and, if relevant, advised of any procedures that exist to appeal the decision to the Board of Trustees. Standard and Nonstandard Testing Accommodations.

Reference: Education Code Sections 305, 306, 310, 311, 6662.51, 52164, 52173; Title 5, California Code of Regulations Section 853, 11303 Regulation approved: June 22, 1999; March 13, 2001

INSTRUCTIONAL PROGRAMS: ELD COURSE DESCRIPTIONS

COURSE OFFERINGS

UC	Course Title	Course No.	Length	Grade	Initial ELPAC (Overall Score)	Summative ELPAC (Overall Score) (spring test for fall placement)	
						9 – 10	11 - 12
	ELD One	927	Variable	9-12	150 - 369	1150 – 1492	1150 -1499
	ELD Two	928	Variable	9-12	370 - 409	1493 - 1544	1500 - 1554
“b”	ELD Three	929	Variable	9-12	410 - 449	1545 - 1605	1555 - 1614

Course No.	Course Title	Length	Grade	Prerequisite	Location
927	ELD One (Beginning)	Variable	9-12		All
English Language Development (ELD) One is for the student with little or no expressive or receptive English. The course stresses the acquisition of listening and speaking language skills that meet the immediate communication needs of the student in a social and academic setting. ELD One builds the foundation of basic English skills: listening, speaking, reading, and writing. An introduction to literature, a focus on study skills, and cultural awareness are also included in the course. This course is for elective credit only; it does not take the place of English One, English Two, English Three, or English Four.					
Course No.	Course Title	Length	Grade	Prerequisite	Location
928	ELD Two (Intermediate)	Variable	9-12	ELPAC Scores	All
English Language Development (ELD) Two is for the student whose English is not fluent yet understands most of what is said in general conversation. This intermediate course continues to stress the acquisition of listening and speaking language skills of the student in a social and academic setting. ELD Two utilizes meaning-centered activities and selected literature to build on integrated English skills introduced in ELD One, including listening, speaking, reading, and writing English. Vocabulary, grammar, writing, reading, and pronunciation skills are refined to meet the demands of content area study. Life skills and cultural awareness are also included in the course. Five units of credit per semester may be applied toward English credit for graduation, not to exceed a total of ten English units.					
Course No.	Course Title	Length	Grade	Prerequisite	Location
929	ELD Three (Advanced)	Variable	9-12	ELPAC Scores	All
English Language Development (ELD) Three is for the student who needs to refine and expand language skills introduced at previous levels. ELD Three is a literature-based curriculum that emphasizes listening, speaking, reading, and writing skills necessary to succeed in academic content area classes. Five units of credit per semester may be applied toward English credit for graduation, not to exceed a total of ten English units.					

INSTRUCTIONAL PROGRAMS: ENGLISH COURSE DESCRIPTION

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

1. Course Title: English One
2. Length of Course: Year
3. Units of Credit: Ten
4. Prerequisites: None
5. Grade Level: Nine
6. Special Course Designation: College Preparation
7. Course Code Number: 301

Course Description: English One, a college-preparatory course, concentrates on the basic skills of composition, language, and literature. Composition study includes the organization of the multi-paragraph essay. Grammar, vocabulary, spelling, speaking, listening, and reading and understanding literature are included. Competence in each skill is the primary objective.

1. Course Title: English Two
2. Length of Course: Year
3. Units of Credit: Ten
4. Prerequisites: None
5. Grade Level: Ten
6. Special Course Designation: College Preparation
7. Course Code Number: 310

English Two, a college-preparatory course, continues the development of basic skills introduced in English One. Composition study involves an intensive review of how to organize and write the multi-paragraph essay. Literature emphasizes the study of increasingly challenging works in various genres. The course includes the study of vocabulary, spelling, usage, and mechanics.

SUPPORT SERVICES: EL CALENDARED EVENTS

The EL Calendared Events are designed to attain goals affiliated with maintaining and enhancing the school climate, instruction, curriculum, and assessments. The EL Calendared events are as follows:

Add ELFL Calendar

SUPPORT SERVICES: EL CALENDARED EVENT: May Welcome Notification:

Fullerton Joint Union High School District
1051 West Bastanchury Rd.
Fullerton, CA 92833-2247

Dear Parents,

Welcome to the Fullerton Joint Union High School District's English Learner Program. It is our pleasure to work with your child to increase content language and skill development. You are invited to visit our website at <http://www.fjuhsd.org> to stay informed. The website contains important information about our Local Control Accountability Plan, individual school calendars, recent and upcoming events, and more!

As parents, you are essential members of our school community. In order to best serve you, we ask that you complete the attached Needs Assessment Survey and return it to your child's home school. Your input and interest are greatly appreciated. We therefore highly encourage you to actively participate in school activities throughout the school year.

Thank you for your support!

Sincerely,

Assistant Principal, Student Services
_____@fjuhsd.org

SUPPORT SERVICES: EL CALENDARED EVENT: Roundtable

ELFLs meet briefly with teachers of EL students either one day during their conference period or as professional development at the beginning of the school year. Discuss EL demographics at the site along with any or all of the following:

- Reclassification process
- Teacher access to pertinent student data
- Support systems in place at the site
- ELD integration
- EL and non-EL student performance comparisons
- Importance of documenting intervention and response to intervention

SUPPORT SERVICES: EL CALENDARED EVENT: Data Clean-up/Upkeep

Please note that the data and guidance techs have a high familiarity with these items.

1. Once classes settle, load and run the following to list RFEP students
LIST STU LAC STU.SN STU.NM STU.GR STU.LF LAC.U2 LAC.YP IF STU.LF = R

2. Also, load and run the following query to list ELs, including LTEL and SpEd EL Students:

LIST STU LAC STU.SN STU.NM STU.GR STU.LF LAC.U2 LAC.YP IF STU.LF = L

3. Check for proper tagging of reclassified (**RFEP**) students. Tag in **Language Assessment** Table (under Programs):

- a. Change Language Fluency from L to R.
- b. Remove any LTEL tags.
- c. Add Reclassification Date.
- d. Add Program End Date.
- e. Add optional "Z" to User 2 for reclassified LTELS.
 - a. Please note that #2 and #5 (on the screenshot below) should be empty for reclassified students unless your school opts for the Z under User 2 to indicate a reclassified LTEL student.

Reporting Language: 01 | Spanish 1 Language Fluency: L | LEP

General CELDT Test Test History Other Waivers

Tests	Date	Name	Listen		Speak		Oral		Reading		Writing		Composite		Language Designation
			Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	
English:	9/24/2014		555	3	590	5	0	0	491	2	519	3	538	3	-
Spanish:		-	0	0	0	0	0	0	0	0	0	0	0	0	-
Other:		-	0	0	0	0	0	0	0	0	0	0	0	0	-

Home Language Survey

First	Primary	at Home	by Adults	US Entry	US School	CA School	District Entry	School Entry
00- English	01- Spanish	00- English	01- Spanish		9/4/2007		08/08/2016	08/08/2016

Dates

Start Date	End Date	Yrs in Prgm	YPCalc Date	Program	Curr Lang Des	Lang of Inst	Eng Class Elig	Srvcs Rcvd
9/4/2007		9	7/14/2017	3-	LM- LEP Monitored (334)	-	-	334- Other Instructional Language Services or SDAIE only (3)

Reasonable Fluency Dt 3 Redesignation Dt

Code	30 Day	Code	180 Day	Code	1 Yr	Code	2 Yr	Code	3 Yr	Code

Follow-Up Dates/Codes

Birth City	State	Country	ELAS Code	ELAS Date	LTEL	Years EL	IFEP Date	User 1	User 2	User 3	RCLDT	OCLDT	Eng Lang Prof
Whittier	California	United States Of America	EL	9/4/2007	L	0		-	E-	ac-	-	OS-	

Comments 5

Change Print

4. Check for proper tagging of LEP/LTEL students:

If an EL student has been in the program for six or more years, (s)he should be tagged with an L in the #2 (**LTEL**) area, and **Years in the Program** should coincide with the length of time between the Start Date and current date. Your system's output may require updating by running a macro to refresh incoming 9th-grade data (e.g., LTEL and Years in Program).

5. Correct any "P" for Pending tags under LangFlu. These students may have been awaiting a change to IFEP or RFEP status.

6. Replace EL "services received" **code 332** with a more appropriate code such as 331. It is located on the language assessment data screen in Aeries in the lower right-hand corner. Code 332 is for LEP students receiving "ELD and SDAIE with Primary Language Instruction" (primary meaning native). Do not use it. This information is not reported to CALPADS. However, it could be reported to other agencies (e.g., WASC).

SUPPORT SERVICES: EL CALENDARED EVENT: Individual Learning Plan

Dear Parent(s) or Guardian(s):

When your child enrolled in _____ High School, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. Based on the English language proficiency assessment results, your child has been identified as an **English Learner**. The backside of this letter explains the criteria for a student to exit the English Learner program. *(20 United States Code section 6312[e][3][A])*.

Reclassification (Exit Criteria)

The goal of language acquisition programs is for students to become proficient in English as quickly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed on the ILP.

Graduation Rate

As reported by The California Department of Education through DataQuest, the 2020-2021 graduation rate for FJUHSD English Learners was 68%. The graduation rate for the English Learners statewide was 67.1%; in Orange County, it was 77.9%.

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) Program option. If you choose this option, your child will be placed in a classroom that uses mainly English for instruction.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English Learners based on the state-adopted academic content standards, including English language development (ELD) standards. *(EC Section 306[c])*

Description of Program and Goals for English Learners

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

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program designed to provide language instruction shall be required to offer such a program to the extent possible. *(EC Section 310[a])*

Parents may provide input regarding language acquisition programs during the Local Control Accountability Plan development. If you are interested in a different program from that listed above, please contact _____ to ask about this process.

Parents of English Learners have a right to decline or opt their children out of the school district's language acquisition program or opt-out of particular English Learner service(s) within a language acquisition program. *(20 U.S.C Section 6312[e][3][A][viii])* However, LEAs remain obligated to provide the student meaningful instruction *(5 CCR Section 11302)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Respectfully,

English Learner Family Liaison
_____@fjuhsd.org

SUPPORT SERVICES: EL CALENDARED EVENT: Reclassification



FULLERTON JOINT UNION HIGH SCHOOL DISTRICT 1051 West Bastanchury Road, Fullerton, California 92833

English Learner Reclassification Form 2021-2022

Student Name _____ Date _____

School _____ Grade _____

- ☐ Student has met the criteria and may be reclassified as Fluent English Proficient (RFEP).
Please see the attached Individual Learning Plan (ILP) for more information.

2021-22 EL Reclassification Criteria		
In order to reclassify English Learners (EL) as Fluent English Proficient (RFEP), the first four criteria <i>must</i> be met; five (of eight) additional criteria <i>must</i> be met.		
Reclassification Criteria Required (All four required criteria must be met.)	Minimum Competency Required	Met
ELPAC Summative Written Language Scale Score (4) or CAASPP English Language/Literacy (3)	Well Developed (4) 8: 1610+ 9-10: 1632+ 11-12: 1646+ or Standard Met (3)	<input type="checkbox"/> or <input type="checkbox"/>
Overall ELPAC Summative Scale Score (4)	Well Developed (4) 8: 1590+ 9-10: 1606+ 11-12: 1615+	<input type="checkbox"/>
English Grade (Previous Semester)	C- or Higher	<input type="checkbox"/>
Parent/Guardian Consent	Parent/Guardian Consent (Parent must sign below to indicate agreement with reclassification.)	<input type="checkbox"/>
Additional Criteria (Any five of the following criteria must be met.)	Minimum Competency Required	Met
Nelson-Denny Reading Test or iReady Reading Assessment	No lower than two levels below academic grade level.	<input type="checkbox"/>
ELPAC Summative Listening Performance Level	Moderately Developed (3) 8: 1505+ 9-10: 1512+ 11-12: 1514+	<input type="checkbox"/>
ELPAC Summative Speaking Performance Level	Moderately Developed (3) 8: 1505+ 9-10: 1512+ 11-12: 1514+	<input type="checkbox"/>
ELPAC Summative Reading Performance Level	Moderately-Developed (3) 8: 1562+ 9-10: 1578+ 11-12: 1595+	<input type="checkbox"/>
English Grade (Two Semesters Prior)	C- or Higher	<input type="checkbox"/>
SOLOM (Completed by English Teacher)	4 or Higher	<input type="checkbox"/>
SOLOM (Completed by Add. Core Curriculum Teacher)	4 or Higher	<input type="checkbox"/>
Cumulative Grade Point Average	2.0 or Higher	<input type="checkbox"/>

IEP/504 Plan ☐ Yes ☐ No

Parent/Guardian: Select one of the following options

- ☐ I consent to reclassification. ☐ I do not consent to reclassification.

Parent Signature: _____ Date: _____

Prepared by: _____

Please return this form to (contact name) and contact (contact phone and/or email) for questions. If this form is not returned within two weeks of the date above, the reclassification process will move forward. Copies available upon request.

1/27/22

SUPPORT SERVICES: EL CALENDARED EVENT: LEP/RFEP Follow-Up

ILP Fluency Goals & Strategies	
<p>Directions:</p> <ol style="list-style-type: none"> 1. Look closely at your ILP. 2. Compare the reclassification requirement scores to your scores. 3. Create one or two specific goals based on areas you need to focus on to be reclassified (e.g., raise my English grade from a D to a C- or increase my ELPAC reading score from a Level Two to a Level Three). 4. How will you go about achieving this goal? What specific things will you do? 	
<p>Write your fluency goals here.</p>	<p>Fluency Goal Examples:</p> <p>My goal is to get a four or higher on ELPAC overall. Right now, it's a three. Also, on the ELPAC reading level, I got a two when I needed a three or higher, so my goal is to get a three or higher on the reading level.</p> <p>I will raise my English grade from an F to a C- and my ELPAC writing score from a three to a four this year. I also need to raise my CAASPP ELA from a two to a four or higher</p>
<p>Write your strategies here.</p>	<p>Strategy Examples:</p> <ul style="list-style-type: none"> • I will read more grade-level books and improve my reading skills • I will read the questions first before choosing the answer to a multiple-choice question. • To improve my reading skills, I will look up words I do not understand. • I will study word parts like prefixes, suffixes, and roots. • I will use online quiz sites to prepare for tests. • I will spell check and grammar check my writing before turning it in. • I will discuss my reading/writing/speaking/listening progress with my teacher. • I will study common prefixes, suffixes, and roots to increase my vocabulary knowledge. • I will practice grammar. • Before state testing, I will take/review ELPAC, CAASPP, or other practice tests. • I will read more books on the subject of _____. • I will challenge myself to read and understand more books. • I will work on expanding my vocabulary.

PARENT INVOLVEMENT: STUDENT/PARENT/SCHOOL CONTRACT

The key to a successful educational experience is a commitment to responsible actions. Each partner in the school community must fulfill their responsibilities for the student to achieve.

STUDENT

As a student, I _____ will take responsibility for my learning.

These responsibilities include:

- Attending each class every day unless I have an excused absence.
- Doing my own work.
- I organize my school materials, including charging my Chromebook to study and meet deadlines.
- Participating in-class activities and discussions.
- Doing the best quality work I can on each assignment.
- Obeying school rules.
- Treating students and staff with courtesy and respect.
- Using appropriate language.
- Asking teachers, counselors, or administrators to help when I have a problem.

PARENT/GUARDIANS

As parent(s) or guardian(s), I (we), _____ will take responsibility for providing the support our student needs to succeed in school. These responsibilities include:

Supporting studies at home such as:

- Providing a healthy home environment: nutritional food, a good night's sleep, a quiet place to study, and appropriate rules of conduct.
- Supporting educational activities: overseeing and helping with homework, going to the library, providing materials for school work, and encouraging the use of school tutoring programs.
- Staying informed of my student's grades and attendance.
- Giving rewards/praise for successes and consequences for not doing schoolwork.

Discussing school issues with students:

- Encouraging students to ask teachers for help and to participate in school activities.
- Making time every day to discuss what is happening at school and how the student feels about school.
- Enforcing appropriate dress for school.
- Discussing long-term goals for job/career and education to attain job/career.

Attending school activities for your student:

- Attending all parent meetings and conferences.
- Volunteering for school activities.
- Attending games and performances when your student is involved.

SCHOOL

As school staff members, we will take responsibility for providing a safe environment, educational guidance, and appropriate instructional programs for your student. These responsibilities include:

Serving students in:

- Maintaining a safe school environment.
- Assessing each student and placing the student in a challenging course of study.
- Providing a staff development program to keep teachers updated on the best instructional strategies and use of technology.
- Presenting a strong academic program with evaluation based on clear objectives for each course.
- Providing a caring environment.
- Enforcing all student rules fairly.

Serving Parents in:

- Communicating with parents about the progress of their student.
- Communicating with the parent when a student is falling behind in schoolwork or when grades drop.
- Communicating with parents about expectations for behavior, attendance, and school rules.
- Communicating with parents about opportunities for volunteering, parent education, and college information.
- Providing parent education on issues identified through the parent survey.

PARENT INVOLVEMENT: DISTRICT OUTREACH

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

I-EL 1. The LEA outreach to parents of English Learners includes the following actions:

- a. The LEA sends notice of and holds regular meetings to formulate and respond to the parents' recommendations (*20 USC7012[e][2]*)
- b. The LEA informs the parents of how they can be involved in the education of their children and be active participants in assisting their children to
 - attain English proficiency
 - achieve at high levels in core academic subjects
 - meet challenging state academic standards expected of all students (*20USC7012[e][1]*)

PARENT INVOLVEMENT: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

I-EL 2. A school with 21 or more English Learners has a functioning EL Advisory Committee (ELAC) that meets the following requirements:

- a. Parent members are elected by parents or guardians of English learners (5 CCR 11308[b]; EC 62002.5)
- b. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b])
- c. The school may designate an existing school-level advisor committee or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176[b][c], 64001[a], CCR 11308[d])
- d. The ELAC advises the school site council (SSC) on developing the Single Plan for Student Achievement (SPSA). (EC 64001[a])
- e. The ELAC advises the principal and staff on the school's program for English learners. (EC 52176[c])

PARENT INVOLVEMENT:

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

A parent/guardian advisory committee shall be established at the District level when there are more than 50 English Learners in the District and at the school level when there are more than 20 English Learners at the school. Parents/guardians of English Learners shall constitute committee membership in at least the same percentage as English Learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The District's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English Learners, considering the school site plans for English Learners.
2. The Districtwide needs assessment on a school-by-school basis.
3. Establish a District program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with an applicable teacher or aide requirements

5. Administration of the annual language census.

6. Review of and comment on the District's reclassification procedures.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

PARENT INVOLVEMENT: LCAP ADVISORY COMMITTEE

When there are at least fifteen percent English Learners in the District, with at least 50 English Learner students, a District-level English Learner parent advisory committee shall be established to review and comment on the District's Local Control and Accountability Plan (LCAP). The committee shall be composed of a majority of parents/guardians of English Learners. (Education Code 52063; 5 CCR 11301, 15495)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English Learner advisory committee if its composition includes a majority of parents/guardians of English Learners.

RECLASSIFICATION: OVERVIEW

When an English Learner demonstrates English language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program, the English language student will be reclassified as Fluent English Proficient (RFEP).

This reclassification will take place with an opportunity for parent opinion and consultation. A reclassified student will continue to be monitored for two years to ensure that the student is continuing to succeed without supplemental EL support services. The reclassified RFEP student will continue to be monitored with the same process, in the same manner as used for EL students.

The ELFL monitors grades and progress once per semester or as needed. This process allows for identifying students experiencing problems and for timely intervention. The ELFL meets with the students to discuss problem areas and then contacts teachers, counselors, parents, and/or arranges for academic interventions. If academic problems continue, the student will receive supplemental support services designed to improve the student's academic achievement.

Regulations: Each English Learner who meets the established reclassification criteria is reclassified as Fluent English Proficient (RFEP). Each former EL student reclassified as RFEP has demonstrated English language proficiency comparable to that of the average native English speaker and can participate equally with them in the school's regular instruction program.

RECLASSIFICATION: PROCEDURES FOR EL STUDENTS

Before being reclassified as fluent-English proficient (RFEP), an EL student must meet the District-adopted standards and procedures. The Education Code Section 52163 (n) identifies FEP students as:

Students whose English proficiency is comparable to that of the majority of pupils of the same age or grade whose primary language is English.

The Education Code Section 62164.6 and the California Administrative Code, Title 5, Education Section 4306 states that reclassification criteria must include:

1. Teacher evaluation of the student's English proficiency and classroom performance in the English curriculum
2. Objective assessment of the student's comprehension of English and speaking proficiency

3. Objective assessment of the student's reading and writing skills
4. Parent opinion and consultation
5. Objective data on the student's academic performance in English
6. Other adopted criteria

FJUHSD PROCEDURE

Based on teacher evaluation, annual results, District criteria, or a request by parent or school personnel, the student may be considered for reclassification using a Recommendation to Reclassify form.

The ELFL will schedule a reclassification meeting within thirty days of the recommendation. He/she will notify the student, his parents, and appropriate school personnel of the reclassification meeting's date, time, and location.

The recommendation to reclassify is communicated in writing to the parents, who are notified of their legal right to challenge decisions of language reclassification.

A reclassified student's progress is monitored after the first grading period and for two years after reclassification. If the student is experiencing difficulty, the ELFL will develop a plan to improve the student's academic achievement.

The student's permanent record will document the criteria, participants, and decisions.

RECLASSIFICATION:

CRITERIA FOR RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS

According to the California Department of Education, four criteria must be considered to reclassify English language learners from LEP to RFEP. In addition, districts may include other criteria that would assist in determining whether or not a student will succeed in the District general education program.

The required criteria include:


- ELPAC Summative Written Language Score (of Four/Well-Developed) OR CAASPP English Language/Literacy Score (of Three/Standard Met)
- Overall ELPAC Summative Scaled Score (of Four/Well-Developed)
- English Grade, Previous Semester (C- or Higher)
- Parent/Guardian Consent

The Fullerton Joint Union High School District has included additional local criteria to ensure that the English language learner has the skills necessary to succeed in the general education program. The additional criteria include:

- Reading Assessment (No lower than two levels below academic grade level.)
- ELPAC Summative Listening Performance Level Three/Moderately Developed
- ELPAC Summative Speaking Performance Level Three/Moderately Developed
- ELPAC Summative Reading Performance Level Three/Moderately Developed
- English Grade, Two Semesters Prior (C- or Higher)
- SOLOM (Completed by English Teacher) (Four or higher)
- SOLOM (Completed by Additional Core Curriculum Teacher) (Four or higher)
- Cumulative GPA (2.0 or Higher)

RECLASSIFICATION:
RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP) FORM

2021-2022 Reclassification Criteria



FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
1051 West Bastanchury Road, Fullerton, California 92833

English Learner Reclassification Form 2021-2022

Student Name _____ Date _____

School _____ Grade _____

☐ Student has met the criteria and may be reclassified as Fluent English Proficient (RFEP).
Please see the attached Individual Learning Plan (ILP) for more information.

2021-22 EL Reclassification Criteria		
In order to reclassify English Learners (EL) as Fluent English Proficient (RFEP), the first four criteria must be met; five (of eight) additional criteria must be met.		
Reclassification Criteria Required (All four required criteria must be met.)	Minimum Competency Required	Met
ELPAC Summative Written Language Scale Score (4) or CAASPP English Language/Literacy (3)	Well Developed (4) 8: 1610+ 9-10: 1632+ 11-12: 1646+ or Standard Met (3)	<input type="checkbox"/> or <input type="checkbox"/>
Overall ELPAC Summative Scale Score (4)	Well Developed (4) 8: 1590+ 9-10: 1606+ 11-12: 1615+	<input type="checkbox"/>
English Grade (Previous Semester)	C- or Higher	<input type="checkbox"/>
Parent/Guardian Consent	Parent/Guardian Consent (Parent must sign below to indicate agreement with reclassification.)	<input type="checkbox"/>
Additional Criteria (Any five of the following criteria must be met.)	Minimum Competency Required	Met
Nelson-Denny Reading Test or iReady Reading Assessment	No lower than two levels below academic grade level.	<input type="checkbox"/>
ELPAC Summative Listening Performance Level	Moderately Developed (3) 8: 1505+ 9-10: 1512+ 11-12: 1514+	<input type="checkbox"/>
ELPAC Summative Speaking Performance Level	Moderately Developed (3) 8: 1505+ 9-10: 1512+ 11-12: 1514+	<input type="checkbox"/>
ELPAC Summative Reading Performance Level	Moderately-Developed (3) 8: 1562+ 9-10: 1578+ 11-12: 1595+	<input type="checkbox"/>
English Grade (Two Semesters Prior)	C- or Higher	<input type="checkbox"/>
SOLOM (Completed by English Teacher)	4 or Higher	<input type="checkbox"/>
SOLOM (Completed by Add. Core Curriculum Teacher)	4 or Higher	<input type="checkbox"/>
Cumulative Grade Point Average	2.0 or Higher	<input type="checkbox"/>

IEP/504 Plan ☐ Yes ☐ No

Parent/Guardian: Select one of the following options

☐ I consent to reclassification. ☐ I do not consent to reclassification.

Parent Signature: _____ Date: _____

Prepared by: _____

Please return this form to (contact name) and contact (contact phone and/or email) for questions. If this form is not returned within two weeks of the date above, the reclassification process will move forward. Copies available upon request.

1/27/22

RECLASSIFICATION:
STUDENT ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:				Grade:	Date:
Language Observed:				Administered By (signature):	
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

The student oral language matrix has five categories: comprehension, fluency, vocabulary, pronunciation, and grammar.

According to your observation, indicate with an (X) across the square in each category which best describes the student's abilities (with "1" being the lowest mark and "5" being the highest). Those students whose marks are to the right of the darkened line will be considered for reclassification to RFEP if test scores and achievement data also indicate English proficiency.

A. Comprehensive

Cannot be said to understand even simple conversation Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with repetitions. Understands most of what is said at a slower than average speed with repetitions. Understands nearly everything in ordinary speech, although occasional repetition may be necessary. Understands everyday conversation and regular classroom discussions without difficulty.

B. Fluency

Speech is halting and fragmentary as to make conversation virtually impossible. Usually hesitant; often forced into silence by language limitations. Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression. Speech in everyday conversation and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression. Speech in everyday conversation and classroom discussion is fluent and effort – approximating that of a native speaker.

C. Vocabulary

Vocabulary limitations are so extreme as to make conversation virtually impossible. Misuse of words and minimal vocabulary make comprehension quite difficult. Frequently uses the wrong words; conversation is somewhat limited because of inadequate vocabulary. Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. The use of vocabulary and idioms approximates that of a native speaker.

D. Pronunciation

Pronunciation problems are so severe that speech is virtually unintelligible. Very hard to understand because of pronunciation problems. Must frequently repeat in order to make self-understood. Pronunciation problems necessitate concentration on the listener's part and occasionally lead to misunderstanding. Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation patterns. Pronunciation and intonation approximate that of a native speaker.

E. Grammar

Errors in grammar and word order are so severe as to make speech virtually unintelligible. Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict self to basic patterns. Makes frequent errors of grammar and word order, which occasionally obscure meaning. Occasionally make grammatical and/or word order errors that do not obscure meaning. Grammatical usage and word order approximate that of a native speaker.

FUNDING

Funding for English language support can be derived from several funding sources. These sources may include, but are not limited to:

General Fund

The first source of funds is the general fund. All English Learners are entitled to the same basic services as all other students. The students are entitled to a classroom, desks, chairs, a teacher, textbooks, and other supplies and equipment that students must have to receive an education. The other funding sources are supplementary and are available to enhance and improve the student's educational experience.

Supplemental Funds

Title I

Title III – Limited English Proficient

Title I funds are available when needs are not specifically related to language issues. Title III-LEP funds are directly targeted at English Learners. State and federal funds are supplementary and must be used to enhance general funds provided to support the District's educational program.

The supplementary funds are targeted to meet the specific needs of English Learners. All supplemental funding sources have specific use requirements. The regulations governing supplemental state and federal funds require that 85% of the funds be used for direct services to students.

The remaining 15% of funds can be used for indirect and administrative costs related to operating the special programs. The amounts for each program must be included in the central service's budget provided to schools when completing the Single School Plan for Student Achievement. Funding is allocated to schools based on the number of EL students being served utilizing the previous year's data.

One-Time Funds

Certain one-time funds (e.g., ESSER III, Expanding Learning Opportunities grant, Educator Effectiveness Block grant) are also available and are used to support EL students.

STAFFING AND PROFESSIONAL GROWTH

Classes for English Learner (EL) students needing EL assistance will be staffed by highly qualified teachers.

Teachers of ELD may hold any of the following: a Bilingual Certificate of Competence (BCC), Cross-cultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Clear Certificate of Staff Development (CCSD), a bilingual degree from a CTC approved college or university, Language Development Specialist (LDS), Supplementary Authorization in ESL/ELD, or valid California Credential with English Learner authorization embedded in the document.

The Education and Assessment Services Division monitors site EL Staffing Plans.

Through the District Professional Learning Plan, the Education and Assessment Services Division provides additional training for all staff members who work with LEP students.

2022-2023 District LCAP Goals

Goals and Actions

Goal

Goal #	Description
1	Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century skills (State Priorities 4 and 8).

An explanation of why the LEA has developed this goal.

This goal reflects the values of the District as described in the Priorities of the Board of Trustees. It also reflects two of the eight state priorities; priority four - Pupil Achievement and priority eight - Other Pupil Outcomes. Finally, it reflects the values and priorities of the various stakeholder groups including students, parents, teachers, support staff members, community members, and administration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of students meeting or exceeding state summative assessments (SBAC): English	63%	65.7%			70%
Percent of students meeting or exceeding state summative assessments (SBAC): Math	42%	51%			50%
Percent of students completing UC/CSU "a-g" requirements	54%	57%			60%
Percent of students identified as "CSU ready" in English on the Early Admission	34%	38%			40%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Program (EAP) assessment results; the questions for which are embedded in the state summative (SBAC) English test					
Percent of students identified as "CSU ready" in math on the Early Admission Program (EAP) assessment results; the questions for which are embedded in the state summative (SBAC) math test	22%	29%			28%
Percent of students passing AP exams with a score of 3 or better	73%	73%			78%
Percent of students passing IB exams with a score of 4 or better	85% (Baseline taken from 18/19 data - no IB tests administered in 19/20 or 20/21 due to Covid pandemic)	NA - Due to the Covid 19 pandemic, no IB tests were administered in the 20/21 school year.			Meet or exceed baseline metric
ELPAC: Baseline year for new summative assessment (18/19)	18% well developed (proficient) (state = 16%) 34% moderately developed (state = 38%) 28% somewhat developed (state = 30%)	17% 36% 32% 15%			Meet or exceed baseline metrics

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	19% minimally developed (state = 16%)				
Percent of students meeting qualifications for the State Seal of Biliteracy	28%	20%			33%
Percent of students completing a CTE pathway	40%	42%			50%
Percent of students that have successfully completed both A-G and CTE Pathways.	not required in 200/21	baseline year 7%			10%
Percentage of students indicated as meeting "prepared" status on the College Career Indicator (CCI) of the California School Dashboard	54%	NA - not calculated for 2021 due to Covid 19			60%
Reclassified Fluent English Proficient (RFEP) rate	6.5%	11.3%			16%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staffing to improve and increase student	Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes: <ul style="list-style-type: none"> Tutoring both inside and outside the school day. 	\$5,100,936.00	Yes

2022-23 Local Control Accountability Plan for Fullerton Joint Union High School District

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Action #	Title	Description	Total Funds	Contributing
	achievement and outcomes	<ul style="list-style-type: none"> EL Family Liaisons -TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community AVID program instructors and tutors The 10th-grade Opportunity program at LVHS instructors and aides. Guidance services for increased academic support and career exploration (Guidance Technician, one additional per site and additional counselor per site beyond the core educational program) Instructional Aides in general education classes including ELD classes. District Administrative support (50% salary for Director of Ed Svcs and Special Programs, Data Systems Management Technician) Library Technicians at each school 		
1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	Equipment, supplies, and technology to improve instruction and increase access to AP/IB testing primarily for EL, foster, and low-income students but will benefit all students includes: <ul style="list-style-type: none"> AVID supplemental materials and equipment Hardware and software 	\$11,000.00	Yes
1.3	Services to provide academic guidance support and college exploration	Services to provide academic guidance support and college exploration include: <ul style="list-style-type: none"> College tours and field trips for AVID students, most of whom are either low income or EL or both. the Naviance web-based guidance program at each school (career exploration and college admissions support) AP and IB Test sponsorships for low-income students 	\$419,645.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Math and literacy intervention programs (Read 180, Math 180, etc) Tutor.com (24/7 online tutoring services) 		
1.4	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency.	Support to EL students includes <ul style="list-style-type: none"> EL TOSA - to facilitate district-wide training in ELD standards and instructional strategies for teachers of EL in mainstream classes (funding reflected in 1.1) EL Family Liaison at each District comprehensive school to work with EL students and families. Translation/Interpretation services Two-period block of ELD 1 for all schools - extra sections (7) 	\$1,053,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions included:

Hiring three TOSA (Education Technology Coordinator, EL Family Liaison, World Languages) interviews did not identify qualified candidates.
Hiring an additional Guidance Technician for each school. Interviews did not identify more than three qualified candidates in the fall semester. More have been added in the spring semester
No college field trips were taken due to Covid 19 restrictions

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated material differences between budgeted expenditures and estimated actual expenditures: The District purchased Chromebooks and ViewSonic devices well above estimated budgeted expenditures (\$7.77 million) to upgrade learning devices for students

Budgeted for the TOSAs, Guidance Technicians and College field trips = approximately \$430,250. Therefore, estimated actual expenditures are \$430,250 less than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

State scores on CASSPP tests went up 3% in English and 7% in math.
A-G completion rates increased by 3%
EAP results in English and Math went up by 4% and 7% respectively

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on student outcome and survey data, changes to the LCAP for the coming year include:
Additional tutoring through Tutor.com
Broader career exploration opportunities through Naviance at all District schools
The addition of a second hour of ELD 1 instruction at each District school to accelerate EL student acquisition of English.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and low income students.

An explanation of why the LEA has developed this goal.

Goal two insures equity for students in relation to three state priorities:

Basic services, which includes being taught by appropriately credentialed and experienced teachers, in clean and safe schools (Priority 1)
Standards-based instruction and curriculum (Priority 2)
Course Access including access for students with disabilities, English learners, foster youth, homeless students, and low-income students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of high-quality (appropriately credentialed) teachers (Williams Settlement Report)	92%	92%			95%
Triennial Professional Learning Plan goals and expenditures	Develop a triennial Professional Learning Plan with goals and projected expenditures	SET for Success, a three-year professional learning plan was developed and will begin implementation in the spring of 2022. Projected expenditures are yet to be fully determined and budgeted.			Meet triennial professional development plan goals in expenditures and subject matter through annual review and training evaluations

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meet or exceed previous year's rating in facilities site inspections (Williams Settlement Report)	Facilities site inspections. Three-quarters each rated "Good" (Williams Settlement Report)	Facilities site inspections. Three-quarters each rated "Good" (Williams Settlement Report)			Meet or exceed baseline metric
Maintain deferred maintenance program at \$1,000,000 (Williams Settlement Report)	Met deferred maintenance program goal at \$1,000,000 (Williams Settlement Report)	Met deferred maintenance program goal at \$1,000,000 (Williams Settlement Report)			Meet or exceed baseline metric
All students will have access to all required standards-aligned instructional materials (Williams Settlement Report)	100%	100%			Maintain baseline metric
CSU/UC "a-g" completion rate	54%	57%			60%
Enrollment of unduplicated students in honors, AP, and/or IB courses including EL, foster, and low-income student populations	48.3%	45.5%			Meet or exceed baseline metric
Enrollment of students in CTE courses	59%	51%			Meet or exceed baseline metric
Enrollment of students in VAPA courses	35%	36%			Meet or exceed baseline metric
Enrollment of students in world languages courses	61%	60%			Meet or exceed baseline metric

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of the academic content and performance standards adopted by the state board	Develop an annual review template to ensure 100% implementation of the academic content and performance standards adopted by the state board	Aligned to the state standards and implemented: <ul style="list-style-type: none"> • ELA • Math • Science • ELD Being adopted and aligned <ul style="list-style-type: none"> • Social Science • Visual and Performing Arts 			Maintain baseline metric

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Basic staffing, and salaries and benefits to provide professional learning, and extended learning opportunities for all students	Basic Staffing and salary and benefits to provide professional learning, and extended learning opportunities include: <ul style="list-style-type: none"> • Districtwide basic staffing (LCFF Base) • Maintaining 186 workdays for teaching staff • Maintaining a 28.5:1 student to teacher basic ratio • Summer school • Enhancing CTE pathway instruction • Professional Learning administrative support 	\$132,812,436.00	No
2.2	Equipment, supplies, and technology	Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments include: <ul style="list-style-type: none"> • Industry-standard equipment and supplies for CTE pathways 	\$11,455,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Deferred maintenance on facilities • Adoption of new instructional materials (Social Science - \$1.2 million estimated) • Maintenance services • Educational technology: both hardware and software (specific to the goal of providing access for all students to a broad course of study) 		
2.3	Equipment, supplies, and technology	- Educational technology: both hardware and software primarily targeting the needs of English learners, foster youth, Homeless students, and low-income students	\$50,000.00	Yes
2.4	Services to provide training and educational technology. Services to provide intervention support, increased translation/interpretation services, and additional meal support for non student days.	Services to provide training and educational technology include: <ul style="list-style-type: none"> • Consultants and conferences for professional learning • Continued professional development related to Universal Design for Learning (UDL) • Continued professional development and implementation of a multi-tiered system of supports (MTSS), Standards-based instruction • Career Technical Education • Ongoing professional learning for teachers to ensure EL students receive appropriate instruction in ELD and in mainstream classes where additional language support for EL is needed so that EL are afforded instruction in ELD standards and in the state standards in each course. • Reading and Math intervention through both dedicated courses and after-school programs of support (accelerated learning due to Covid) • Translation and interpretation services • Meal Kit Distribution for nonstudent days 	\$696,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Salaries and benefits to provide professional learning for staff and extended learning opportunities primarily directed toward unduplicated student populations	Salaries and benefits include: <ul style="list-style-type: none"> Professional Learning to improve/increase standards-based learning for all students with an emphasis on English learners, Foster youth, homeless students, and students with special needs. Extended library services 	\$314,191.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Social Science instructional materials adoption was not included in planned actions \$1,600,000
The District did not utilize professional learning consultants to the extent planned for due to Covid 19 - approximately \$30,000

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The District expects to spend approximately \$1,570,000 over budgeted expenditures to purchase Social Science curriculum

An explanation of how effective the specific actions were in making progress toward the goal.

SET for Success, a three-year professional learning plan was developed and will begin implementation in the spring of 2022. Projected expenditures are yet to be fully determined and budgeted.
100% of students received required instructional materials
Facilities Inspections reported all sites receiving "good" rating for three quarters.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on student performance and survey data:

The development of a comprehensive health and safety program that addresses health and safety needs through facilities enhancements, support personnel, oversight, and training
Meal Kit distribution for students during non-student days for homeless and low-income families

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The District engages students and their families as partners to create a climate of support and success.

An explanation of why the LEA has developed this goal.

This goal summarizes the District's value in engaging parents and students in decisions that affect their educational program so that they can be supported and successful. This goal addresses three state priorities: priority 3- parent involvement, priority 5 - pupil engagement, and priority 6 - school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent participation rate on LCAP survey	2468 responses	1,358			Meet or exceed baseline metric
Average attendance at ELAC and DELAC meetings	ELAC - 8 average DELAC - 8 average	ELAC - 8 DELAC - 9			Increase to 12 for both committees
Number of EL family surveys completed	69	89			100
Parent participation at DAC meetings	12	8			21
chronic absenteeism rate	8.8%	7%			5%
suspensions	991	91			940
expulsions	2 (pandemic made this number much lower than normal years)	2			Maintain baseline metric

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation rate	90%	88%			Meet or exceed baseline metric
dropout rate	7.1%	5.2%			5%
School attendance rate	91%	88%			94%
Parent participation in programs for individuals with exceptional needs	Baseline year for parent participation in District Special Education Committee and in Parent committee for students with exceptional needs.	N/A			Exceed baseline metric

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing to provide oversight and support to students	Staffing to provide oversight and support to students includes: <ul style="list-style-type: none"> District Community Liaison Administration (APSS at each school and APIO at LS/LV HS) to support English learners, foster youth, homeless students, and students with exceptional needs. Restorative teams for students returning from suspension, long term illness, or hospitalization Creation of Director of Student Support Services to oversee: Discipline, Title 9, Homeless and Foster Youth, Mental Health, and related duties Mental Health Specialists (four additional to provide one for each school) Nurses beyond the core educational program Educational Services Special Programs Coordinator (CTE, Title 9, Grants, LCAP support) Program Specialists/Coordinators (2) 	\$2,543,514.00	Yes

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Action #	Title	Description	Total Funds	Contributing
3.2	Equipment, supplies, and technology	Equipment, supplies, and technology includes: <ul style="list-style-type: none"> Instructional materials for suspension reduction efforts to help students develop coping skills 	\$5,000.00	No
3.3	Services to support student success and contribute to building a climate of support, safety, and connectedness.	Services to support student success and contribute to building a climate of support include: <ul style="list-style-type: none"> The annual LCAP survey facilitated by the Orange County Department of Education through a contract with the District which includes responses related to school safety and school connectedness for all grade levels of students. It also includes perception responses about safety and school connectedness for parents and staff members. The Annual EL parent survey Parent committees for students with exceptional needs The annual senior survey that is also administered six months after seniors have graduated. Social/emotional training for staff Parent institutes utilizing internal staff or external agencies (eg. - PIQE). Social/emotional and mental health services to students utilizing agencies that will connect students and families to resources at their level of need. Pathways to connect students to their school community through extra-curricular programs 	\$1,172,500.00	Yes
3.4	Services to support student success and contribute to building a climate of support	Services to support student success and contribute to building a climate of support specific to foster and homeless youth <ul style="list-style-type: none"> Specific support to vulnerable student population of foster and homeless students and students with exceptional needs that 	\$1,472,500.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		includes mental health services, social/emotional coping skill training, tutoring, mentorships, and resources specific to students physical and health-related needs.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Restorative teams were not fully realized at each District school. This has already become a focus for the Director of Student Support Services and school leaders for the remainder of the 2021/22 school year and will be a focus for the 22/23 school year. The District set a goal to hire four Mental Health Specialists. Only two viable candidates were identified through the recruitment process. The District has reposted openings for additional Mental Health Specialists and expects that, with spring upon us, there will be an increase in the number of viable candidates. The District did not create a parent committee dedicated to students with exceptional needs in the fall of the 21/22 school year. However, the District plans to formulate and begin inviting parents to join the committee this spring. There were no other substantive differences in planned actions and actual implementation of those actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As stated above, the District hired two of four budgeted Mental Health Specialists. The difference between the budgeted and estimated actuals is approximately \$300,000. Though the District did not formulate a parent committee for exceptional needs students, it will be formulated in the 22/23 school year. However, there were no budgeted expenditures for the committee. The District believes it can use existing staff to implement without additional expenditures. There are no material differences expected between budgeted expenditures and estimated actual expenditures or planned percentages of improved services.

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An explanation of how effective the specific actions were in making progress toward the goal.

The District did not meet expected metrics on parent participation in the LCAP survey or in the number of parents participating in ELAC, DELAC, or DAC meetings. Parent participation in committees like DELAC and DAC will continue to be a focus for the Director of Student Support Services, the Community Liaison and the EL Family Liaisons as well as school site administration. Expulsions, suspensions, and chronic absenteeism all were reduced in part due to the specific work of the APSS at each school and the APIO at La Vista High School. But the pandemic also contributed to the low number of students getting suspended or expelled. Drop out rates decreased as part of the concerted efforts of the staff dedicated to direct student support to unduplicated student populations. The Community Liaison provided training and support to parents of EL through DELAC meetings and ELAC meetings per the request of parent leaders. As a result, meetings are run increasingly more by parent leaders than District staff. Increased interpreting services have also contributed to more informed parent participation in meetings. The Community Liaison, along with dedicated counseling staff members conducted AB 216 and related meetings to help foster youth, homeless students, students of military families, as well as students who are unaccompanied minors to meet graduation requirements based on the state minimum requirements so that they can receive a high school diploma. Based on the direct support of the APSS, EL Family Liaisons, and guidance staff, dropout rates for EL, foster and homeless youth dropped by 14%, 15%, and 9% respectively. Over 600 students received some level of mental health support through the efforts of the Mental Health Specialists working with outside agencies to identify and appropriately resource students needing support. Staff members also received training and support.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on feedback from our educational partners, the District will be adding Mental Health Specialists; one per school. The District created the position of Director of Student Support Services to, among other related duties, more directly support and monitor programs dedicated toward foster youth and homeless students as well as mental health services. The Director will also establish a more comprehensive alternative-to-suspension program and a program to restore students who have been suspended or expelled to reacclimate them into the school community. The District will hire a Title IX coordinator in Education and Assessment Services Division to provide support to all students, and will also provide support in CTE, Grant funds dedicated to high-needs student populations, and LCAP development including data review and monitoring. The District will provide funding that will allow schools to create extra-curricular programs that will help connect students to their school and increase graduation rates, A-G completion rates, and improve overall school climate and culture.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$13,956,567	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.31%	0.00%	\$0.00	9.31%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Fullerton Joint Union High School District has a large population of EL, foster youth, homeless and low-income students. When considering the reality that of the 13,125 students who will all need additional support to recover from learning loss due to COVID-19, there are populations of students that will have the most difficult time connecting with their school while returning to in-person instruction. EL, foster youth, homeless students, and low-income students; these are the students who traditionally underperform. Additional actions and services ought to be, therefore, generated with them in mind first. To take that approach is consistent with the District's broad support of Universal Design for Learning (UDL). While all students will benefit from the supports outlined in this plan, they will do so because the District has considered first the equitable services that will meet the needs of those student populations who need the support the most. Social/Emotional support aimed first at foster and homeless youth who often struggle to make lasting and meaningful connections to school even in the best of circumstances will benefit all students who are experiencing mental health and/or social/emotional issues.

Goal 1, Action 1: Staffing to improve and increase student and family engagement and academic outcomes. Staff support primarily directed to increasing/improving services to EL, Foster, and Low Income Youth includes:

- Tutoring both inside and outside the school day. TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community. AVID program

instructors and tutors. The 10th-grade Opportunity program at LVHS. Guidance services for increased academic support and career exploration. Instructional Aides in general education classes. District Administrative support

The highest percentages of students identified as needing increased support in order to be college and career ready are among foster youth, homeless youth, Low Income Students, and EL as evidenced in:

Graduation rates: 89% for all students as reported on Data Quest for the 2020/21 School year as compared to:

Foster Youth = 49%
Low Income = 85%
Homeless Students = 78.0%
English Learners = 68%

Chronic Absenteeism Rate: 7% for all students as reported on Data Quest for the 2020/21 school year as compared to:

Foster Youth = 58%
Low Income = 14%
Homeless Students = 36%
English Learners = 20%

and academic indicators according to the 2020/21 CAASPP results: 66% of all students met or exceeded standards in ELA and 51% % of all students met or exceeded standards in Math; as compared to:

English Learners - ELA = 10%; Math = 9%
Low Income - ELA = 53%; Math = 38%
Homeless = N/A (numbers too small to report)
Foster = N/A (numbers too small to report)

In order to address this disparity for these four subgroups, Foster Youth, Homeless, Low Income, and English Learners we will increase tutoring utilizing both internal and external staff (outside agencies), continue providing dedicated staff members and outside agencies to specifically target and build mentoring relationships with EL (EL Family Liaisons, District Community Liaison, EL TOSA, and dedicated administrative support through the Assistant Principal of Student Services position), dedicated staff and outside agencies to support foster and homeless students in connecting them to their school community and providing one to one and group mentoring support with academic tutoring, counseling, and wrap-around services for their families (Leaders in Resiliency, Tasha's Consulting and Training, Seneca Family of Supports, Dedicated administrative support at La Vista High School specifically aimed at supporting foster and homeless youth, TOSA assigned to support homeless and foster youth, etc)

These actions are being provided on an LEA-wide basis and we expect/hope that all students who are performing below standards will benefit. However, because of the lower performance level of Foster Youth, Homeless students, Low Income, and English Learners and because the actions meet needs most associated with the chronic stresses and experiences of students in these conditions, we expect that the performance level for our Foster Youth, Homeless students, Low Income, and English Learners will increase significantly more than the average performance of all other students.

the actions are the most effective use of funds to meet the needs of unduplicated pupils and the basis for this determination. "Youth from backgrounds of environmental risk and disadvantage appear most likely to benefit from participation in mentoring programs..." (Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review; American Journal of Community Psychology, Vol. 30, No. 2, April 2002 ('C 2002)

Goal 1 Action 2: Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms

Equipment, supplies, and technology to improve instruction and increase access to AP/IB testing primarily for EL, foster, and low-income students but will benefit all students includes: AP and IB Test sponsorships for low-income students and AVID supplemental materials and equipment

In reviewing student surveys at each District school to determine the number of students who planned to take either or both AP and IB tests in the spring, survey results showed that a significant number of students who qualified for free/reduced-priced meals did not plan to take all of the tests they were qualified to take due to financial hardships. Therefore, the District has set aside funds to sponsor students who otherwise would not take AP or IB tests due to the costs of the exams and registration fees. Test sponsorships for AP and IB testing for low-income students will allow them full and equitable access to rigorous tests that can qualify them for college courses early, saving them time and money once they have matriculated to college. While these sponsorships are designed specifically with low-income student's needs first, other students who may be experiencing temporary economic hardships will also benefit from the funds

AVID students are predominantly low-income and EL. Equipment and supplies, including multifunctional learning furniture and technology to foster the AVID tutorials and virtual field trips, will allow low-income and EL students the opportunities to take full advantage of the AVID curriculum and program. The support is offered districtwide and the District expects that all students who participate in the AVID program will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Therefore, supporting the AVID program districtwide benefits students whose population is largely made up of low-income and EL students.

Goal 1, Action 3: Services to provide academic guidance support and college exploration

Services to provide guidance support and college exploration include:

- * College tours and field trips for AVID students, most of whom are either low income or EL or both.
- * the Naviance web-based guidance program at all District schools

Evidence suggests that students who are given the opportunity to tour college campuses may increase their desire to take more challenging courses in high school and apply for college. Quoting a 2019 study, "As preliminary as the study is, it appears to be among the first research specifically on college campus visits. An older study on Upward Bound — an intensive program that aimed to help prepare low-income students for college, including through campus visits found it had no overall effect on college completion, but did seem to help students who started with lower academic aspirations. A recent study of GEAR UP in Iowa found that it boosted college enrollment by 3 to 4 percentage points. (What College Visits do for Middle Schoolers? Get Them Taking Tougher Classes, New Research Hints, Chalkbeat, March 27, 2019).

In addition, career exploration has been shown to have a positive effect on student outcomes. "Career exploration works; it is associated with both positive educational and employment outcomes, keeps students engaged in school, and helps them develop a better sense of self." (Association for Career and Technical Education (ACTE). (2017). Career exploration in middle school: Setting students on the path to success. Alexandria, VA: ACTE and Career Cruising. Retrieved on February 25, 2020, from https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf).

Again, AVID students are predominantly low-income and EL. The AVID program and the online guidance program, Naviance, and programs like it will allow low-income students who would not normally have the funds to visit prospective colleges or have the opportunity to explore various career opportunities with a virtual college/career exploration experience that will help them work with guidance staff in putting together their four-year high school plan.

The support is offered districtwide and the District expects that all students who participate in the AVID program and career exploration units will benefit. However, because of the inequities experienced by low-income and EL students, the District expects that the performance level of low-income and EL students will increase significantly more than the average performance of all other students. Therefore, supporting the AVID program, Naviance and other career exploration programs like it districtwide benefits students whose population is largely made up of low-income and EL students.

Goal 1, Action 4: Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.

Support to EL students includes

- EL TOSA - to facilitate district-wide training in ELD standards and instructional strategies for teachers of EL in mainstream classes
- EL Family Liaison at each District school to work with EL students and families.
- Translation/interpretation services

In both the EL Parent survey and in the LCAP annual survey parents of EL expressed the need for more translation services for parents both in written communications and in-person meetings. In addition, surveys also revealed that parents of EL would like continued personalized support for EL families to better connect both students and their families to their school community. Staff surveys indicated that instructional staff desire more professional learning, in part to address the specific learning needs of EL acquiring English as they teach in content areas.

These actions are effective in meeting the goals for these students by providing professional learning to instructional staff on best practices in ELD and in differentiating instruction for EL, more personalized support to ensure EL students are making progress in acquiring the English language while learning content along with their English-only peers. Translation and interpretation services will provide parents the opportunity to fully engage in their student's education.

Goal 2, Action 3: Equipment, supplies, and technology

- Educational technology: both hardware and software primarily targeting the needs of English learners, foster youth, and low-income students

These actions are effective in meeting the goals for these students districtwide by targeting educational technology to the unique needs of unduplicated student populations. Educational Technology directed at English language acquisition emphasizing academic language vocabulary, comprehension skills, and writing fluency will help ELs acquire the language while keeping up with the rigorous learning of their English-only peers. While primarily directed toward providing the hardware and software to support EL, foster and homeless youth, all students will benefit and will allow unduplicated student populations to have equitable access to technology.

Goal 3, Action 1: Staffing to provide oversight and support to students

Staffing to provide oversight and support to students includes:

- * District Community Liaison
- * Administration to support English learners, foster youth, and homeless students
- * Restorative teams for students returning from suspension, long term illness, or hospitalization
- * Mental Health Specialists
- * Director of Student Support Services
- * Educational Services Coordinator

Given the underperformance of English Learners, foster youth, and low-income students and the increased suspension rates for the same student populations (See above Goal 1, action 1), and given the research suggesting that mentorships, personalized attention, and specific

interventions targeting EL, foster youth and low-income students result in positive student outcomes (Goal 1, action 1), the District has set aside funding for support staff directed primarily toward connecting students and their families to the school community, providing administrative support specific to EL, foster youth, low-income, and homeless students, creating school-site restorative teams for students returning from suspension or long-term hospitalization.

These actions are offered LEA-wide and will benefit all students. However, it is the expectation/belief that these actions will be most effective in meeting the goals for unduplicated students in that the Community Liaison, dedicated administrative staff, and restorative teams will supply community resources that will address the academic and social/emotional needs of our highest needs student populations of EL, foster, low-income, and homeless youth. The District expects that EL, foster, and low-income students will benefit the most from these actions and services. For example, foster and homeless youth make up the largest percentage of students who qualify for graduation requirement waivers but the waivers also benefit all students who may find themselves in need of such waivers due to unforeseen circumstances related to the pandemic and the economic hardships that have become a reality for many families.

Goal 3, Action 4: Services to support student success and contribute to building a climate of support

Specific support to the vulnerable student populations of foster and homeless students and students with exceptional needs that include mental health services, social/emotional coping skill training, tutoring, mentorships, and resources specific to students' physical and health-related needs.

Through the LCAP survey parents, students, and teaching staff indicated a need for additional social/emotional and mental health services. Research indicates social/emotional training and mental health support improves student engagement and student outcomes, especially among high-needs student populations of EL, foster, and low-income students. "A 2011 study [focusing on students of poverty] reviewed over 200 studies that involved more than 200,000 children. It found that school-based SEL programs, implemented by teachers in primary, middle, and secondary schools not only improved children's SEL skills but also improved their mental health/behavioral problems and their standardized achievement test scores. In short, we have a robust evidence-based approach to help close the cognitive/academic and social/emotional gaps in learning" (Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream, AEI/Brookings Working Group on Poverty and Opportunity, 2015).

EL, foster youth, and low-income students, as well as students facing homelessness have and traditionally feel more acutely the effects of economic downturns than all other student groups. This has been especially true during the pandemic where isolation has increased the need for mental health support nationwide. These services are offered Districtwide and will benefit all students but given the added trauma experienced by EL, foster, homeless, and low-income students the District expects/believes that these unduplicated student populations will benefit most and receive an increased benefit as a result of offering these services.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners, and low-income students are being increased or improved in the following ways as outlined in the goals of the LCAP:

- Tutoring both inside and outside the school day.
- TOSA's, Community Liaison, and other personnel dedicated to increasing EL, Foster, Low Income, and Homeless family engagement and academic achievement in the school community
- AVID program instructors and tutors. The program is predominantly populated with unduplicated student populations
- The 10th-grade Opportunity program at LVHS
- Florence Crittenton Foster Youth programs (Kate Weller Barret School and Unaccompanied Minors Programs)
- Guidance services for increased academic support and career exploration
- Instructional Aides in general education classes to help with language acquisition and other academic needs
- District administrative support to coordinate services to unduplicated student populations
- AP and IB Test sponsorships for low-income students
- AVID supplemental materials and equipment
- College tours and field trips for AVID students, most of whom are either low income or EL or both.
- the Naviance web-based guidance program.
- Educational technology: both hardware and software primarily targeting the needs of English learners, foster youth, and low-income students
- District Community Liaison to connect families of English learners, foster youth, and at-risk students to their school community and local resources
- Site administration to support English learners, foster youth, and homeless students
- Restorative teams for students returning from suspension, long term illness, or hospitalization
- Specific social/emotional and mental health support to the vulnerable student population of foster and homeless students

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:85	1:45
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:20

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,253,622.00	\$140,602,100.00		\$250,000.00	\$157,105,722.00	\$141,824,077.00	\$15,281,645.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staffing to improve and increase student achievement and outcomes	English Learners Foster Youth Low Income	\$4,311,936.00	\$789,000.00			\$5,100,936.00
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	English Learners Foster Youth Low Income	\$11,000.00				\$11,000.00
1	1.3	Services to provide academic guidance support and college exploration	English Learners Foster Youth Low Income	\$81,545.00	\$338,100.00			\$419,645.00
1	1.4	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency.	English Learners	\$189,000.00	\$864,000.00			\$1,053,000.00
2	2.1	Basic staffing, and salaries and benefits to provide professional learning, and extended learning opportunities for all students	All	\$4,607,436.00	\$128,205,000.00			\$132,812,436.00
2	2.2	Equipment, supplies, and technology	All	\$955,000.00	\$10,250,000.00		\$250,000.00	\$11,455,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Equipment, supplies, and technology	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.4	Services to provide training and educational technology. Services to provide intervention support, increased translation/interpretation services, and additional meal support for non student days.	English Learners Foster Youth Low Income	\$640,000.00	\$56,000.00			\$696,000.00
2	2.5	Salaries and benefits to provide professional learning for staff and extended learning opportunities primarily directed toward unduplicated student populations	English Learners Foster Youth Low Income	\$314,191.00				\$314,191.00
3	3.1	Staffing to provide oversight and support to students	English Learners Foster Youth Low Income	\$2,443,514.00	\$100,000.00			\$2,543,514.00
3	3.2	Equipment, supplies, and technology	All	\$5,000.00				\$5,000.00
3	3.3	Services to support student success and contribute to building a climate of support, safety, and connectedness.	English Learners Foster Youth Low Income	\$1,172,500.00				\$1,172,500.00
3	3.4	Services to support student success and contribute to building a climate of support	Foster Youth Low Income	\$1,472,500.00				\$1,472,500.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover—Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
149,912,442	\$13,956,567	9.31%	0.00%	9.31%	\$10,686,186.00	0.00%	7.13%	Total:	\$10,686,186.00
								LEA-wide Total:	\$10,686,186.00
								Limited Total:	\$9,199,495.00
								Schoolwide Total:	\$10,686,186.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staffing to improve and increase student achievement and outcomes	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$4,311,936.00	
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
1	1.3	Services to provide academic guidance support and college exploration	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$81,545.00	
1	1.4	Staffing and services to support to improve	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$189,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		programs/services that will contribute to EL students accessing state standards and improving ELD for language proficiency.		Limited to Unduplicated Student Group(s)				
2	2.3	Equipment, supplies, and technology	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.4	Services to provide training and educational technology. Services to provide intervention support, increased translation/interpretation services, and additional meal support for non student days.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$640,000.00	
2	2.5	Salaries and benefits to provide professional learning for staff and extended learning opportunities primarily directed toward unduplicated student populations	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$314,191.00	
3	3.1	Staffing to provide oversight and support to students	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$2,443,514.00	
3	3.3	Services to support student success and contribute to building a climate of support, safety, and connectedness	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,172,500.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Services to support student success and contribute to building a climate of support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,472,500.00	

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2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$146,251,503.00	\$154,023,642.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staffing to improve and increase student and family engagement and academic outcomes	Yes	\$3,093,941.00	3,093,941
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	Yes	\$282,400.00	\$8,054,539
1	1.3	Services to provide academic guidance support and college exploration	Yes	\$100,260.00	100,260
1	1.4	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency	Yes	\$660,000.00	660,000
2	2.1	Basic staffing, salaries and benefits to provide professional learning, and extended learning opportunities for all students	No	\$126,265,102.00	126,265,102
2	2.2	Equipment, supplies, and technology	No	\$10,175,000.00	10,175,000
2	2.3	Equipment, supplies, and technology	Yes	\$200,000.00	200,000
2	2.4	Services to provide training and educational technology	No	\$1,075,000.00	1,075,000

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Staffing to provide oversight and support to students	Yes	\$1,789,800.00	1,789,800
3	3.2	Equipment, supplies, and technology	No	\$5,000.00	5,000
3	3.3	Services to support student success and contribute to building a climate of support, safety, and connectedness	No	\$2,305,000.00	2,305,000
3	3.4	Services to support student success and contribute to building a climate of support	Yes	\$300,000.00	300,000

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2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,336,395	\$6,141,911.00	\$13,914,050.00	(\$7,772,139.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staffing to improve and increase student and family engagement and academic outcomes	Yes	\$2,936,971.00	\$2,936,971.00		
1	1.2	Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional materials platforms	Yes	\$282,400.00	\$8,054,539		
1	1.3	Services to provide academic guidance support and college exploration	Yes	\$100,260.00	\$100,260.00		
1	1.4	Staffing and services to support to improve programs/services that will contribute to EL students accessing state standards and ELD for language proficiency.	Yes	\$660,000.00	\$660,000.00		
2	2.3	Equipment, supplies, and technology	Yes	\$100,000.00	\$100,000.00		
3	3.1	Staffing to provide oversight and support to students	Yes	\$1,762,280.00	\$1,762,280.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Services to support student success and contribute to building a climate of support	Yes	\$300,000.00	\$300,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
145,269,932	12,336,395	0.00%	8.49%	\$13,914,050.00	0.00%	9.58%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

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Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e](1)). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/ref/c/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

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- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lcl/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/cf/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

GLOSSARY

Acronyms & Terms Related To English Learners

Academic Language:

Language used in the learning of academic subject matter in formal schooling contexts. Aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study.

Accommodations:

Changes allowed in the administration of state-mandated testing. These accommodations are allowed only if corresponding modifications and strategies are routinely employed in the classroom. Accommodations include testing in separate room, scheduled extended time, multiple testing sessions, student reads aloud to self, test administrator reads test aloud in English, use of glossary, etc.

AR:

Administrative Regulation

BICS:

Basic Interpersonal Communication Skills

BICS is often referred to as “playground English” or “survival English.” It is the basic language ability required for face-to-face communication. It is cognitively undemanding and includes known ideas, vocabulary, and syntax. BICS contains the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). It is non-academic oral communication. BICS skills represent the informal aspects of social talk and skills that do not require much cognition (e.g., naming objects and actions, referring to non-existence, disappearance, rejection, negation). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language, they can typically develop BICS within one to three years.

Biculturalism:

The near native-like knowledge of two cultures. It includes the ability to respond effectively to the different demands of these two cultures.

Bilingual Instruction:

Provision of instruction in school settings through the medium of two languages, usually a native and a second language. The proportion of the instructional day delivered in each language varies by the type of bilingual education program in which instruction is offered and the goals of said program.

BP:

Board Policy

CALP:

Cognitive Academic Language Proficiency

The language ability required for academic achievement. This is the level of language proficiency needed to succeed in an academic setting. CALP skills are those that are necessary for literacy attainment and academic success. CALP enables students to have academic, analytical conversation and independently acquire factual information. CALP is used to acquire information, find relationships, make inferences, and draw conclusions. Students acquire academic language within five to seven years. CALP takes much longer to develop than BICS.

CDE:

California Department of Education

CELDT:

California English Language Development Test

This is a state-mandated language assessment utilized to determine students' English proficiency levels. The CELDT is no longer given; the State of California transitioned from CELDT to ELPAC in 2017.

CMT:

Communicative Competence

The ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday setting; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Comprehensible Input:

Language that is presented to a new language learner in a meaningful way to that learner. Input may be made more comprehensible through visual and context clues, short sentences, avoidance of idiomatic language, etc.

Culture:

The total of people's ways of life includes norms, learned behavior patterns, attitudes, and artifacts. It also involves traditions, habits, or customs; how people behave, feel and interact; how they order and interpret the world; ways of perceiving, relating, and interpreting events based on social norms. A system of standards for perceiving, believing, evaluating, and acting.

DAC:

The District Advisory Council (DAC) for Compensatory Education Programs is a district-level advisory group comprised of parents, site staff, and community leaders who consult with the Board of Education and district staff on behalf of Compensatory Education participants.

Designated ELD:

Designated English Language Development is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction to develop critical English language skills, knowledge, and abilities needed for content learning in English.

DELAC:

District-Level English Learner Advisory Committee

Each California public school district, grades kindergarten through 12, with 51 or more English Learners must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee. The DELAC, or subcommittee on English Learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English Learners.

Dialect:

A regional variety of language distinguished by features of vocabulary, grammar, and pronunciation that differ from other regional varieties.

EFL:

English as a Foreign Language

ELD:

English Language Development

EL:

English Learner is a student whose first language is not English and who is learning English.

ELAC:

English Learner Advisory Committee

Each California public school, grades kindergarten through 12, with 21 or more English Learners must form an English Learner Advisory Committee (ELAC). The ELAC shall be responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on developing the Single Plan for Student Achievement (SPSA).

ELPAC:

English Language Proficiency Assessments for California

This is a state-mandated language assessment utilized to determine students' English proficiency levels.

ELP:

English Language Proficiency

ESEA:

Elementary and Secondary Education Act, enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.

ESL:

English as a Second Language

A method of instruction for students learning English as a new language. Courses, classes, and/or programs designed for students learning English as an additional language. This is not the same as bilingual education.

RFEP:

Reclassification Fluent English Proficient

A FEP student is at the advanced stage of language acquisition. An RFEP student has been reclassified due to reaching a set of state and district-established criteria.

FPM:

Federal Program Monitoring

The CDE Monitoring Tool (CMT) is a new Web-based tool that was developed by the California Department of Education (CDE) to facilitate the monitoring of local educational agencies (LEAs) to ensure that they meet fiscal and program requirements of federal categorical programs and State funding they receive.

HLS:

Home Language Survey

A form that every student or parent of the student must complete at the time of initial enrollment; federal requirement. It gives information about a student's language background. Must be on file for every student.

Home Language:

Language(s) spoken in the student's home by significant others (e.g., family members, caregivers) who reside there. Sometimes used as a synonym for first language, primary language, or native language.

IFEP:

Initial Fluent English Proficient

A student who was designated as FEP on an initial language assessment when entering a school district.

ILP:

Individual Learning Plan

ILP is a user (student) specific program or strategy of education or learning that considers the student's strengths and weaknesses.

Immersion Program:

Language immersion programs can be a short burst of study during a school holiday or a more extended educational program to get your language skills closer to native fluency.

Integrated ELD:

Use strategies and activities that dig into the ELA/ELD framework and generate thinking, talking, reading, and writing focusing on **ELD** and academic language.

ISTE:

The International Society for Technology in Education (ISTE) is a nonprofit organization that serves educators interested in better using technology in education. ISTE serves more than 100,000 education stakeholders worldwide through individual and organizational membership and support services.

Language Acquisition:

Learning a language through interaction with the environment without conscious effort or through direct instruction.

Language Minority:

A student who comes from a home where a language other than English is primarily spoken. The student may or may not speak English well.

Language Proficiency:

The level of competence at which an individual can use language for both basic communicative tasks and academic purposes. LEP students are classified according to oral, listening, reading, and writing proficiency, including regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, etc.

LCAP

Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, and the community to establish these plans.

LCFF:

The State of California has changed how it funds public education, allowing school districts to serve our high-needs students better. This new funding system is called the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).

LEA:

Local Education Agency, also known as a school district.

LEP:

Limited English Proficient

The term identifies students who are in the process of acquiring English proficiency. An LEP student's first or primary language is a language other than English, and English language ability is below that of a native English speaker.

There are three levels of Proficiency:

- NES = Non-English Speaker
- LES = Limited English Speaker
- FES = Fluent English Speaker

Linguistic Competence:

A broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.

LTEL:

Long term English Learner

A formal educational classification given to students who have been enrolled in American schools for six or more years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

Modifications:

Changes that are made in assignments and tests to make the requirements for LEP students more feasible and attainable.

Monitoring:

RFEP students are not actively enrolled in ESL/Bilingual classes during the monitoring period. However, regular grade/performance checks ensure students' academic success without program services. If during the monitoring period the student is struggling, he/she can re-enter the program at any time. The typical monitoring period is two years, although it could include all high school years.

Multilingualism:

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

Native:

Primary language or first language spoken by an individual.

NCLB:

No Child Left Behind

The federal legislation passed in 2001. There are nine titles in No Child Left Behind-Title III that specifically addresses language acquisition programs for Limited English Proficient (LEP) students.

Non-Verbal Communication:

Paralinguistic and non-linguistic messages that can be transmitted in conjunction with language or without the aid of language. Paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations. Nonlinguistic behaviors include gestures, facial expressions, and body language.

Primary Language:

First or native language spoken by an individual.

Reclassification:

A student meets or exceeds a set of state and district-established criteria to transition from LEP to FEP status.

RFEP:

Reclassified Fluent English Proficient

A student meets state and district criteria to transition from LEP to RFEP

Sheltered Instruction:

An approach where students develop knowledge in specific subject areas through the medium of English, their second language. Teachers adjust the language demands of the lesson by relating instruction to student experience, adapting the language of texts or tasks, and using specific methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students developing proficiency in English.

SIOP:

Sheltered Instruction Observation Protocol

A method of delivering instruction to LEP students in the regular classroom. The focus is on both language and content objectives.

Social Language:

The aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom.

Sociocultural Competence:

Ability to function effectively in a particular social or cultural context according to the rules or expectancies for behavior held by members of that social or cultural group.

Sociolinguistic Competence:

Related to communicative competence; the extent to which language is appropriately understood and used in a given situation. For example, the ability to make apologies, give compliments, and politely refuse requests.

SDAIE:

Specially Designed Academic Instruction in English;

Subject area instruction that takes into account the Designated Academic Instruction in English, special needs of LEP and other students by fostering:

1. active student participation
2. social interaction
3. integrated oral and written language
4. authentic books and tasks
5. adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc.)

SOLOM:

Student Oral Language Observation Matrix;

The SOLOM is a rating scale that teachers can use to assess their students' command of oral language based on what they continually observe in various situations - class discussions, playground interactions, and encounters between classes. The teacher matches a student's language performance in a five mains – listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each

TBE:

Transitional Bilingual Education

TESL:

Teaching English as a Second Language

TESOL:

Teaching English to Speakers of Other Languages

TITLE I:

According to Title I of the Elementary and Secondary Education Act, as amended, ESEA provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

TITLE III:

Title III is a part of the federal No Child Left Behind Act of 2001 proposed and signed into law by the George W. Bush Administration. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.

TPI:

Transitional Programs of Instruction

Waiver Bilingual Education/ESL Services Waiver:

Form that parents/guardians sign when refusing consent for placement in bilingual education and/or English as a Second Language.