

PSUSD

English Learner Programs Master Plan

Palm Springs Unified School District
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PSUSD English Learner Programs Master Plan

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PSUSD English Learner Policies and Procedures for Identification, Assessment and Placement

Our Commitment

Palm Springs Unified School District is committed to providing quality education for English learners as we prepare them to be productive members of society while working collaboratively with administrators, teachers, support staff, district staff, community members, students, and parents to provide the most effective instructional programs for English Learners.

Our district is committed to closing the achievement gap for all students and we strive to provide our English learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. All district staff are accountable for ensuring that programs for English learners are optimally effective and all are expected to follow the procedures specified in this plan. To make sure everyone knows their roles and responsibilities, training on the Master Plan for English Learners will be provided for district and site staff, along with direct support to each school site.

Procedures

The Palm Springs Unified School District (PSUSD) process for initial identification and placement of students into an appropriate instructional program is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice.

Registration and the Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school-aged children which can be found in [PSUSDs enrollment packet](#).

When a parent or legal guardian enrolls their child in the PSUSD for the first time, the parent/legal guardian completes the HLS as part of the District's enrollment procedure. If a child speaks English only in the home, the child is placed in a regular mainstream general education classroom. If a student's HLS indicates a primary home language other than English, the student will be given the ELPAC initial assessment within 30 days. The HLS remains on file for each student in the district. The information will assist schools in providing appropriate instruction for all students.

Home Language Survey

The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services. [Click here](#) for the Home Language Survey Guidelines.

HOME LANGUAGE SURVEY	
1. Which language did your child learn when he/she first began to talk?	_____
2. What language does your child most frequently speak at home?	_____
3. What language do you (the parents or guardians) most frequently use when speaking with your child?	_____
4. Name the language most often spoken by the adults in the home? (parents, guardians, grandparents, or any other adults)	_____

What is your preferred Language for communication at home?	

	OFFICE USE ONLY
	Language of Origin: _____
	STAFF NAME: _____

ENCUESTA DE IDIOMA DEL HOGAR	
1. ¿Qué Idioma aprendió su hijo cuando empezó a hablar?	_____
2. ¿Qué Idioma habla su hijo en casa con más frecuencia?	_____
3. ¿Qué Idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?	_____
4. ¿Qué idioma se habla con más frecuencia entre los adultos en el hogar? (padres, tutores, abuelos, o cualquier otro adulto)	_____

¿Qué Idioma prefiere para las comunicaciones a casa?	

	USO DE OFICINA SOLAMENTE
	Language of Origin: _____
	STAFF NAME: _____

Assessment Requirements

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students that speak a language other than English as identified on the Home Language Survey. State regulations require that all students whose Home Language Survey indicates a language other than English on the Home Language Survey be assessed in English language proficiency skills within *30 calendar* days of initial enrollment and that [parents or guardians be notified of this in writing prior to testing](#).

A state approved assessment instrument, the English Language Proficiency

Assessments for California (ELPAC), is administered to determine English language proficiency (ELP). The initial ELPAC assessment is used to determine students' English language proficiency level, resulting in placement in an appropriate educational program. The [ELPAC is a criterion-referenced test](#) that assesses students' English language proficiency in listening, speaking, reading, and writing and is based on the English Language Development (ELD) Standards and correlated with the Common Core State Standards (CCSS) and California Assessment of Student Performance (CAASPP). These initial results and program options are communicated to the school site and the parent via the [Initial Parent Notification Letter](#).

English learners are tested annually with the [Summative ELPAC](#) until they achieve [reclassification](#). The results of the annual summative exam are provided before the beginning of the subsequent school year to help with accurate placement of students and [notice of placement pertaining](#) to this exam are provided to families within 30 days from the start of each new school year. ELPAC results and program placement are stored in the [PSUSD EL orange folder](#) inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

Based on the English language assessment, students are classified as either [Initially Fluent English Proficient \(I-FEP\)](#) or English Learner (EL). The parents of I-FEP students are informed of the results and students are placed in the Structured English Immersion Program.

[Board Policy AR6174](#)

[Board Policy BP6174](#)

Identification, Assessment and Reporting Roles and Responsibilities

Task	Who	When
ELPAC (English Language Proficiency Assessments for California)	Trained Testing Team Members	Initial: Within 30 calendar days of enrollment for initial students. Annual: Between February 1 and May 31 yearly.
Informal Primary Language Assessment (Optional)	Principal or designee, a fluent speaker of the student's primary language who is trained in test administration, English Learner Facilitator, or trained Instructional Assistant	Within 90 calendar days of enrollment
Parent Notification of Assessment Results	English Learner Programs Department	Within 30 days of the completion of the assessment
Student Information System Data Entry	English Learner Programs Department, School Registrar, Data Systems Members, or Instructional Assistant	When any English Learner data is received.
Student Cumulative Record (PSUSD Orange Folder)	English Learner Programs Department, Teacher, School Registrar, or Instructional Assistant	Upon completion of HLS, assessments, or any other documentation and receipt of official results from the testing contractor or district.

PERSONNEL	RESPONSIBILITIES
District English Learner Programs Department	<ul style="list-style-type: none"> • Respond to ELPAC inquiries from other districts. • Prepare and deliver initial and annual notifications centrally based on CDE timelines. • Administer and Facilitate the ELPAC for initial assessment within 30 calendar days of enrollment. • Inform parents or guardians in writing that their student will be taking the Initial ELPAC.
Assessment and Accountability Department 760-883-273	<ul style="list-style-type: none"> • Develop a testing schedule to facilitate initial and annual ELPAC administration district-wide. • Order additional ELPAC materials as needed. • Distribute results to sites upon receipt. • Transfer results to Educational Technology Information Services Department so that ELPAC data is available in our SIS
Data Systems Specialist	<ul style="list-style-type: none"> • Update ELPAC information in the student information system within 30 calendar days of receipt.
Site Administrator	<ul style="list-style-type: none"> • Ensure parents receive an enrollment packet which includes the Home Language Survey. • Ensure that students with a language other than English are tested within 30 calendar days using the ELPAC. • Ensure that parent notifications of language assessment results are delivered within 30 calendar days of the student's first day of school. • Ensure site EL support updates and files appropriate forms in the orange EL folder in student records.
Test Site Coordinator	<ul style="list-style-type: none"> • Administer ELPAC for annual assessment between February 1 and May 31. • Input data into the student information system. • Contact the District English Learner Programs Department at elsupport@psusd.us or asksis@psusd.us for student information issues.

Reclassification

Each school district reclassifies a pupil from English Learner to Proficient in English by using a process comprising four criteria. The Palm Spring Unified School District reclassifies pupils from English Learner to Reclassified Fluent English Proficient (R-FEP) by using a process and criteria that aligns with the legal guidelines.

Reclassification Procedures

Annually students who are eligible for Reclassification are identified by the English Learner Programs Department. Students are considered for Reclassification at any time throughout the school year. Following the delivery of official ELPAC results in the summer, additional groups of students are identified for Reclassification who meet the criteria. The reclassification procedures for the Palm Springs Unified School

District include:

- The student has an overall Summative ELPAC Proficiency Level of 4.
- The student has demonstrated basic skills using an objective assessment, by scoring at an empirically established range of performance comparable to English proficient students of the same age.
- Educator Evaluation
- Parent Opinion and Consultation

[Click here](#) to view our Reclassification Guidance Document.

The Palm Springs Unified School District Reclassification form is used to record whether the student met the reclassification criteria.

Reclassification Procedures for Students with IEPs

If a student with an IEP does not meet one or more criteria, can the student be reclassified?

The Individualized Reclassification Process provides opportunities for ELs with IEPs to be considered for reclassification. The Individualized Reclassification is a process by which an English Learner student with an IEP may be reclassified by the English Learner Programs Department as a fluent English proficient student. Students with disabilities, including severe cognitive disabilities, should be provided the same opportunities to be reclassified as students without disabilities. The Individualized Reclassification process may be appropriate when the IEP team determines that an English Learner student with an IEP would benefit from reclassification, but the student's disability prevents the student from meeting the standard reclassification criteria.

When does Individualized Reclassification happen?

Individualized Reclassification happens throughout the academic school year. As IEP teams hold meetings at various times during the year students may be recommended upon completion of required documentation (IEP and Individualized Reclassification form).

How does an IEP team determine whether Individualized Reclassification is appropriate for an English Learner with an IEP?

During an IEP meeting (initial, annual, triennial or amendment) the IEP team discusses English language proficiency and progress towards reclassification. The IEP team considers recent measures of English language proficiency (ELPAC or alternate assessment if appropriate) and recent performance data for English basic skills. The IEP team can make a recommendation for individualized reclassification if the student does

not meet standard criteria due to disability rather than limited English proficiency, and the student's English language proficiency is commensurate with similarly disabled English proficient peers. The English Learner Programs Department will review each case and issue a determination of approved or not approved for EL reclassification.

How is a student reviewed for Individualized Reclassification?

After the IEP team makes the recommendation the Special Education case manager [submits a request to initiate a review to the English Learner Programs Department](#). The four reclassification criteria are reviewed with consideration for the [impact of the disability/disabilities on the four reclassification criteria](#).

Reclassification Monitoring Process

[Reclassified students are monitored for a minimum of four years](#) to ensure correct placement and provide additional academic support if needed. The results of the reclassification process and monitoring are placed in the student's permanent record using the [EL Catch-up Plan](#) and the [PSUSD Reclassification Monitoring Form when needed](#) to guide the monitoring meeting. This form is used for

PERSONNEL	RESPONSIBILITIES
District English Learner Programs Department	<ul style="list-style-type: none"> • Provide a list of English Learners who are possibly eligible for reclassification. • Provide a list of R-FEP students to be monitored for the 4 year period. • Support with monitoring reclassified students using the English Learner Catch Up Plan • Assist with reclassification process: creating forms, parent notifications, and data input. • Provide annual training on reclassification procedures for Administrators, Teachers, Counselors, Paraprofessionals and Support Staff. • Monitor and analyze yearly reclassification data. • Provide and collect Reclassification Teacher Survey as part of the reclassification process (if needed). • Complete reclassification paperwork. • Contact parents of those recommended for reclassification. • Forward completed reclassification form to parents (if needed) and place the original form in the cumulative record in the orange English Learner folder.
Site Administrator	<ul style="list-style-type: none"> • Ensure the reclassification and monitoring process throughout the school year. • Review list of students eligible for reclassification. • Follow up with District English Learner Support Services on reclassification data.
Classroom Teacher	<ul style="list-style-type: none"> • Complete and submit Reclassification Teacher Survey for students eligible for reclassification (if necessary). • Participate on the LAT as needed.

Purposeful Placements and Instructional Programs

Our Commitment

Palm Springs Unified School District is committed to educate and support English learners in reaching their highest potential each school year. The main goals of the English Learner Program are to support students in developing proficiency in English as effectively and rapidly as possible while developing mastery of grade level content standards comparable to native English speakers. In order to achieve these goals, PSUSD will:

- Provide all English Learners with [Integrated and Designated ELD](#)
- Provide all students with the opportunity to participate in high quality courses that address rigorous, grade level, academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide on-going, high-quality staff development for all teachers, administrators, specialists and instructional assistants on the practices and strategies for effective ELD
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of programs for English learners

Procedures

Language Acquisition Program-Standard Instructional Program Options for English Learners

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and to provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (EC Section 306[c]). The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. Palm Springs Unified School District offers the following programs for English Learners, TK-12:

- Structured English Immersion:
 - This model provides a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning

English. At minimum, students are offered a strong, structured, sequential English Language Development (ELD) program and access to grade level academic subject matter content. All students grades TK-12 in this program receive daily [Integrated and Designated ELD](#).

- Dual-Language Immersion (DLI):
 - This model, also referred to as Two-Way Immersion, is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten and continues to twelfth grade. The Dual-Language Immersion Program is based on parent choice of both English Learners and English Only (EO) students who desire bilingualism and biliteracy in their children's education. Additionally, it is an additive program offered to all students. All students grades TK-12 in this program receive daily [Integrated and Designated ELD](#).

Process to Request Establishment of a Language Acquisition Program

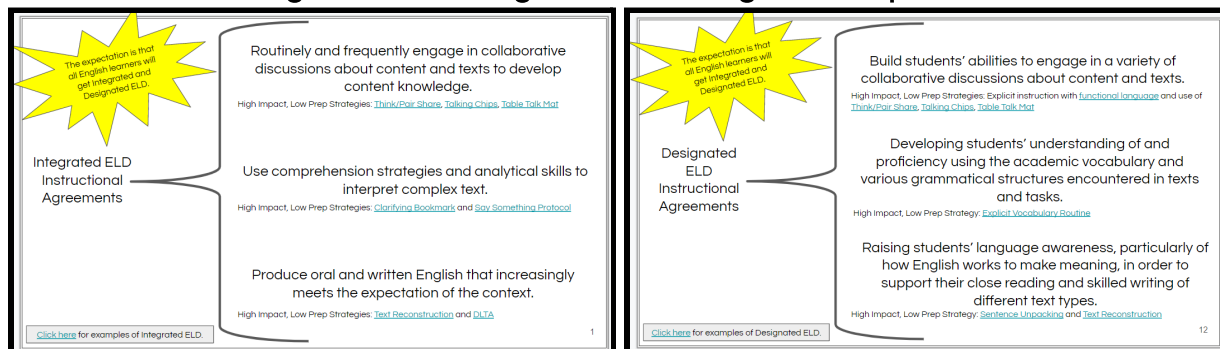
Parents or guardians may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. [EC 306(c), 310; 20 USC 6312(e)(3)(A)(iii), (v)] School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305 [a][2], 306[c][3]) Parents or legal guardians of the students enrolled in the school may choose a language acquisition program that best suits their child. [Click here](#) for a complete guide to the process. [Click here](#) for the form PSUSD uses to track this data. Additionally, this information is logged into our Student Information System:

The screenshot shows a web-based form titled "English Language Learners". At the top, there are input fields for Student Name, School, Room Name, Staff Name, Age, Birth Date, Counselor Name, and State ID (SSID). Below these are several tabs: ELL, Assessment, Parent Contact, ELL History, Waiver History, Follow Up, and Language Instructional Programs. The "Waiver History" tab is selected, revealing a table with the following columns: Line, Waiver Enter Date, Waiver Grade, Waiver Type, Waiver Status, Waiver Status Date, and Waiver Exit Date. The table currently contains one row with yellow placeholder boxes for the data.

Structured English Immersion (SEI) Program Description

Structured English Immersion (SEI) is a specialized process of teaching the English language to students whose first language is not English. The goal of SEI is for English Learner students to acquire English, master academic core content and acquire multicultural proficiency. Instruction is predominantly in English. All English Learners are eligible to receive these services.

Integrated and Designated ELD Program Components



Integrated ELD

All TK-12 students receive [Integrated ELD during core instruction](#), throughout the day and across all content areas where the CA ELD Standards are used in tandem with the California Common Core Standards. Teachers use the following [instructional agreements during Integrated ELD](#):

- Routinely and frequently engage in collaborative discussions about content and texts to develop content knowledge.
- Use comprehension strategies and analytical skills to interpret complex text.
- Produce oral and written English that increasingly meets the expectation of the content.

Designated ELD

All TK-12 students receive Designated English Language Development (DELD) that is leveled according to the English Learner students' English proficiency level. Designated ELD is of sufficient duration and intensity to be effective, and is targeted at the English Learners' specific needs based on their level of English proficiency. Designated ELD lessons should provide students with strategic opportunities to develop language skills needed to learn content and to be able to express their content knowledge through access to the English language development standards. New content should not be taught during Designated ELD but instead the focus of this protected time needs to be on the critical English language skills students need to develop deep meaning around the content standards based on their English Proficiency Level as defined by their

Summative ELPAC score. Appropriate grouping strategies should consistently be used to address individual student needs.

(20 U.S.C. sections 1703 [f], 6825 [c][1][A]; EC sections 300, 305, 306, 310; 5 CCR sections 11300[a] and [c], 11302[a]; Castañeda v. Pickard [5th Cir.1981] 648 F.2d 989, 1012–1013)

English Learner Proficiency Data to Support Designated ELD Placement and Instruction

Teachers have access to the student data by proficiency level using a [report in our student information system, Synergy](#), to see each student's individual EL Proficiency level. Additionally, there are icons on each teacher's seating chart that show the following:

- Overall EL Level
 - Level 1, level 2, Level 3, Level 4, Initial Novice or Initial Intermediate
- RFEP
- RFEP monitoring
- LTEL
- ARLTEL

Year: 2020-2021
Report: U-ELL104

Teacher:		Term:		Period #	Room#					
Form ID		Student Name		Grade	EL Level	LtelArtel	OverallScale	Designated ELD Level	SPED	Lang. of Origin
				05	EL3		1528	Bridging		Spanish
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EL2	ARLTEL	1471	Expanding		Spanish
				05	EL3		1500	Expanding		Spanish
				05	EO					English
				05	EL3		1504	Expanding		Spanish
				05	RFEP					Spanish
				05	EO					English
				05	RFEP					Spanish
				05	EO					English
				05	RFEP					Spanish
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	EO					English
				05	RFEP		600			French
				05	EO					English
				05	EO					English

Teachers use the following [instructional agreements during Designated ELD](#):

- Build students' abilities to engage in a variety of collaborative discussions about content and texts.
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in texts and tasks.
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types.

Required instructional expectations for Designated ELD are as follows:

- 30 minutes, five days a week for all Transitional kindergarten-5th grade students
- or
- 45 minutes, four days a week for all Transitional kindergarten-5th grade students
 - Daily, in grades 6–12 during ELA or English instruction, using the Designated ELD Path from the adopted core materials found within StudySync.
 - Newcomer and Immigrant students are provided with additional class periods during the school day to further develop their English language skills

[Click here](#) for a complete description of the PSUSD Designated ELD Program

[Click here](#) for the PSUSD Guidance Document for Integrated and Designated ELD during Distance Learning for TK-12.

Access to the Core Curriculum

English Learners receive explicit, well-articulated, standards-based, differentiated instruction in the core curriculum (e.g. math, science, social studies) in English. Teachers instruct using high impact, low prep strategies to support the delivery of the CA ELD Standards and CA Common Core Standards during Integrated and Designated ELD instruction. Primary language support is allowable to clarify, direct, support, explain and or motivate English Learners. Students are placed in grade level content area classes (math, science, social studies, etc.) and have access to the full range of available interventions to assist them with accessing core content.

Staffing Requirement

Teachers must hold appropriate multiple subject (K-6), or single subject, teaching authorizations. All teachers in the Palm Springs Unified School District have been required to have a CLAD or equivalent authorization since January 1, 2008. Equivalent authorizations include, SB 395, SB 1969, AB 2913, BCC, LDS, Supplemental ESL authorization (ELD only), and internship credential with CLAD/BCLAD emphasis. Primary language support must be provided by a BCLAD or BCC authorized teacher or a highly qualified Bilingual Instructional Assistant.

Special Support Options

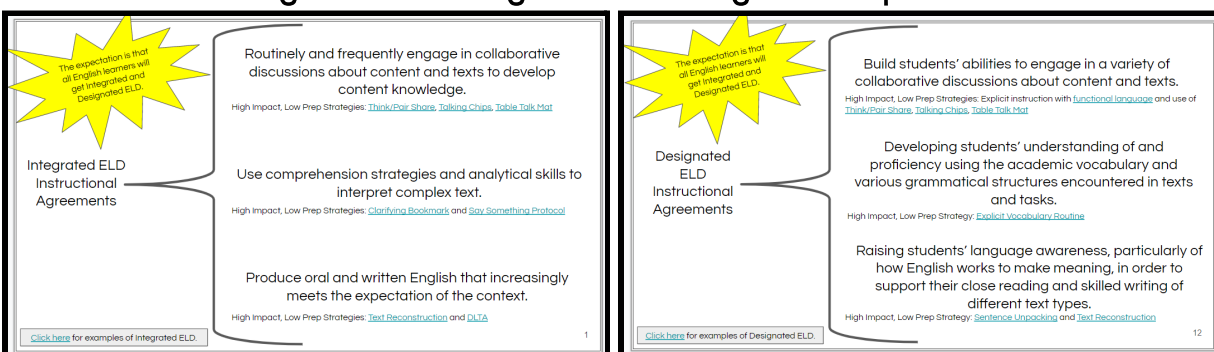
- Classroom level interventions include grouping, regrouping, reteaching, preteaching, parent conferencing, additional instructional strategies and additional instructional time.
- School level interventions include, but are not limited to:
 - Specialized instruction by reading or literacy specialists
 - Tiering
 - Benchmark, strategic or intensive interventions

- Additional instructional minutes
- ASES- Think Together
- Intersession
- After school tutoring
- Student Success Teams
- Students centered planning
- Parent education
- College support transition programs
- District interventions include, but are not limited to:
 - Mission Graduate (high school)
 - Saturday academies
 - FEV tutoring

Dual Language Immersion Model (TK-5) Program Description

The Palm Springs Unified School District Dual Language Immersion Model has the goal of developing academic proficiency in two languages: English and Spanish, together with the mastery of academic core content, literacy in English and literacy in Spanish, and multicultural proficiency. Instruction is delivered in both English and Spanish. The Palm Springs Unified School District Dual Language Model is 50/50 model. Due to the unique needs and challenges in implementing this type of program, District Office support is necessary. The program characteristics include the inclusion of English Only (EO) students into a highly structured environment that includes a teaming model where languages are separated by time and space. All students will develop English literacy and proficiency. The additive nature of this program also fosters the development of biliteracy and bilingualism among the native Spanish speaking and native English speaking student participants.

Integrated and Designated ELD Program Components



Integrated ELD

All TK-12 students receive [Integrated ELD during core instruction](#), throughout the day and across all content areas where the CA ELD Standards are used in tandem with the California Common Core Standards. Teachers use the following [instructional agreements during Integrated ELD](#):

- Routinely and frequently engage in collaborative discussions about content and

texts to develop content knowledge.

- Use comprehension strategies and analytical skills to interpret complex text.
- Produce oral and written English that increasingly meets the expectation of the content.

Designated ELD

All TK-12 students receive Designated English Language Development (DELD) that is leveled according to the English Learner students' English proficiency level. Designated ELD is of sufficient duration and intensity to be effective, and is targeted at the English Learners' specific needs based on their level of English proficiency. Designated ELD lessons should provide students with strategic opportunities to develop language skills needed to learn content and to be able to express their content knowledge through access to the English language development standards. New content should not be taught during Designated ELD but instead the focus of this protected time needs to be on the critical English language skills students need to develop deep meaning around the content standards based on their English Proficiency Level as defined by their Summative ELPAC score. Appropriate grouping strategies should consistently be used to address individual student needs.

(20 U.S.C. sections 1703 [f], 6825 [c][1][A]; EC sections 300, 305, 306, 310; 5 CCR sections 11300[a] and [c], 11302[a]; Castañeda v. Pickard [5th Cir.1981] 648 F.2d 989, 1012–1013)

Teachers have access to the student data by proficiency level using a [report in our student information system, Synergy](#), to see each student's individual EL Proficiency level. Additionally, there are icons on each teacher's seating chart that show the following:

- Overall EL Level
- RFEP
- RFEP monitoring
- LTEL
- ARLTEL

Teachers use the following [instructional agreements during Designated ELD](#):

- Build students' abilities to engage in a variety of collaborative discussions about content and texts.
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in texts and tasks.
- Raising students' language awareness, particularly of how English works to make meaning, in order to support their close reading and skilled writing of different text types.

Required instructional expectations for Designated ELD are as follows:

- 30 minutes, five days a week for all Transitional kindergarten-5th grade students
- or
- 45 minutes, four days a week for all Transitional kindergarten-5th grade students

- Daily, in grades 6–12 during ELA or English instruction, using the Designated ELD Path from the adopted core materials found within StudySync.
- Newcomer and Immigrant students are provided with additional class periods during the school day to further develop their English language skills

[Click here](#) for a complete description of the PSUSD Designated ELD Program

[Click here](#) for the PSUSD Guidance Document for Integrated and Designated ELD during Distance Learning for TK-12.

Access to the Core Curriculum

All students participating in the Dual Language Immersion Model must receive explicit, well-articulated, standards-based, differentiated instruction in reading, writing, math, science and social science, delivered in Spanish. High leverage, low prep instructional techniques for non-native speakers of each language are used, using state approved, District adopted, standards-based materials. All students are assessed in English on the Smarter Balanced Assessment Consortium (SBAC) test at the end of third grade, fourth grade and fifth grade. Great effort should be made to ensure that students are confident and well prepared in their English skills in order to assist them in accurately demonstrating their academic proficiency. Students are encouraged to maintain and support their native language proficiency through a variety of extra-curricular events and opportunities.

Staffing Requirements

Teachers must hold appropriate multiple subject (K-6), or single subject, teaching authorizations. In addition, all teachers providing Primary Language instruction must hold a BCLAD or equivalent or be in training to receive one (an internship credential with BCLAD emphasis is considered an equivalent authorization). All teachers in the Palm Springs Unified School District have possessed a CLAD or equivalent authorization since January 1, 2008.

Special Support Options

1. Classroom level interventions include grouping, regrouping, reteaching, preteaching, parent conferencing, additional instructional strategies and additional instructional time.
2. School level interventions include, but are not limited to:
 - Tiering
 - Specialized instruction by reading or literacy specialists
 - Benchmark, strategic or intensive interventions
 - Additional instructional minutes
 - ASES- Think Together
 - Intersession
 - After school tutoring

- Student Success Teams
 - Students centered planning
 - Parent education
- District interventions include, but are not limited to:
 - Saturday academies
 - FEV tutoring
 - Summer Dual Language Enrichment Programs

Instructional Practices

Our Commitment

Each English Learner receives a program instruction of Integrated and Designated English language development in order to develop proficiency in English as rapidly and effectively as possible. Palm Springs Unified School District is committed to providing services to English Learners to ensure that they acquire English-language proficiency and recoup any academic or social emotional learning deficits that may have been incurred. The district provides additional and appropriate educational services to English Learners in Transitional kindergarten through grade twelve in all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to that of the district's average native English speakers. English Learner students receive program services that meet their assessed needs.

Instruction

Teachers use Palm Springs Unified School Districts, High Impact, Low Prep strategies for Integrated and Designated ELD to assist with their instructional delivery. Primary language support is provided to clarify, direct, support, explain and/or encourage English Learners when needed. All teachers providing core content instruction to English Learners must be appropriately authorized and credentialed. Regular, ongoing professional development opportunities are provided to certificated, classified and administrative staff to continually develop their teaching skills, knowledge base and abilities to support English learners on their road to reclassification. English Learners have access to a full range of available interventions to assist them as they access the core content. The district provides additional and appropriate educational services to English Learners in kindergarten through grade twelve in all classroom situations.

The District English Learner Programs office monitors, with the Directors of Elementary and Secondary Curriculum and Instruction, the selection of materials used in classrooms for delivery of Integrated and Designated ELD instruction to English Learners. Professional Development is provided to assist teachers with the implementation of new materials and curriculum while connecting to the expectations for Integrated and Designated ELD. Single Plans for Student Achievement (SPSA) are reviewed annually by the Coordinator of English Learner Programs and the School Site Principal for specific actions to improve educational practice for English Learners. School site administrators ensure effective and efficient academic programs for English Learners by monitoring the implementation of Integrated and Designated ELD. Teachers are evaluated and monitored on their use of effective strategies to increase

English Learner access to the core curriculum. All school sites establish annual goals for the percentage of English Learners that will increase on the Summative ELPAC to show progress towards English proficiency and eventually reclassification.

All teachers working with EL students are required to provide Integrated and Designated ELD. English Learner students have full access to the core curriculum and to any appropriate supplemental intervention or ELD programs and/or materials.

Elementary School Designated ELD:

Elementary school site administrators ensure an effective and efficient ELD program by grouping EL students by proficiency level in order to provide targeted, intensive instruction in Designated English Language Development. Here are the expectations for Designated ELD:

- Half Day Transitional Kindergarten, 20 minutes a day, 5 days a week
- 30 minutes, five days a week for full day Transitional kindergarten-5th grade students

or

- 45 minutes, four days a week for all Transitional kindergarten-5th grade students

Designated ELD Grouping Suggestion Option 1	Teacher 1	Teacher 2	Teacher 3	Teacher 4
	EOs/RFEPs/IFEPs	Bridging Level 3 (scale score at higher end) Level 4	Expanding Level 3 (scale score at lower end) Level 2	Emerging Level 1
Designated ELD Grouping Suggestion Option 2	Teacher 1	Teacher 2	Teacher 3	Regardless of the option, instruction during this time is targeted to the student's proficiency level.
	EOs/RFEPs/IFEPs	Bridging and Expanding Level 3 Level 4	Expanding and Emerging Level 2 Level 1	
Designated ELD Grouping Suggestion Option 3	Teacher 1	Teacher 2 (add additional support staff here if available)	When placing students in groups, feel free to adjust a student's placement if their domain scores show that they need more or less language support. Summative ELPAC data is from last Spring. Therefore this should not be the only data used to determine the placement of a student for Designated ELD grouping.	
	EOs/RFEPs/IFEPs	Bridging/Expanding/Emerging Levels 1-4		

Middle School Designated ELD:

Middle school site administrators ensure an effective and efficient ELD program by grouping newcomer English learners according to proficiency level during a Designated ELD block during the school day to provide targeted, intensive instruction.

Here are the course options for Newcomer English Learners in middle school:

- Newcomer and Immigrant students are provided with additional class periods during the school day to further develop their English language skills in addition to a regular ELA or English class. [Here are examples of what that could look like:](#)

Middle School English Learner Newcomer Placement Guide		
Class	Course Description	Grade Level
ELD I (Integrated and Designated ELA course)	This course is for any newcomer student that needs basic English, foundational skills support, and language acquisition provided through Integrated and Designated ELD using the grade level State standards. This course would replace the student's grade level ELA class.	6-8
ELD II (Integrated and Designated ELA course)	This course is for any <i>continuing</i> newcomer that needs continued Integrated and Designated ELD instruction OR an entering newcomer student that has some previous English instruction from their home country.	6-8
ELD I (elective)	This course is for any newcomer student that needs basic English, foundational skills support, and language acquisition provided through Designated ELD using the grade level ELD standards. This class is offered in addition to the student being enrolled in their grade level ELA course.	6-8
ELD II (elective)	This course is for any <i>continuing</i> newcomer student that needs basic English, foundational skills support, and language acquisition provided through Designated ELD using the grade level ELD standards. This class is offered in addition to the student being enrolled in their grade level ELA course.	6-8
<i>*English learner Newcomer students need to be evaluated on a student-by-student basis to provide the best course schedule possible. US Enrollment date needs to be part of the scheduling process. Newcomer students should not remain in ELD I or ELD II longer than 2 years, unless when reviewed by the LAT there is supporting documentation or data that shows otherwise. English proficiency will be assessed each trimester.</i>		

All other English learners, including ARLTEs and LTELs, receive effective and efficient Designated ELD during Language Arts and/or core content subjects as teachers use the following Designated ELD resources from the adopted core ELA curriculum, StudySync:

- Daily, in grades 6–12 during ELA or English instruction, using the Designated ELD Path from the adopted core materials found within StudySync.

Designated ELD Lessons

ALL student lessons written at 3 levels!

- Teachers easily personalize each student's activities and tasks
- All three levels cover the same core theme and content

Introduction: A Moral Compass

To develop a focus for this unit, students will learn about the concept of a moral compass and preview some of the upcoming themes and texts. Students will practice explaining the meaning of figurative language to help them better understand how events shape people's lives.

Teacher Resources: [Lesson Plan](#)

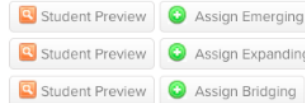
Access Handouts: [Access 1](#), [Access 2](#), [Access 3](#)



Emerging Lesson →

Expanding Lesson →

Bridging Lesson →



Designated ELD Suggestion Option 1 for ELA/English Teachers	Monday	Tuesday	Thursday	Friday
	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level
Designated ELD Suggestion Option 2	Monday	Wednesday	Friday	Regardless of the option, instruction during this time is targeted to the student's proficiency level.
	Designated ELD Path Support 30 minutes a day by proficiency level	Designated ELD Path Support 30 minutes a day by proficiency level	Designated ELD Path Support 30 minutes a day by proficiency level	
Designated ELD Suggestion Option 3 for Core Content Teachers	Tuesday and Thursday (or twice a week)			When placing students in groups, feel free to adjust a student's support if their domain scores show that they need more or less language support. Summative ELPAC data is from last Spring. Therefore this should not be the only data used to determine how to best support students with Designated ELD instruction.
	Embed one or more instructional agreements into core content instruction using the ELD standards to drive instruction supported by the content.			

High School Designated ELD:

High school site administrators ensure an effective and efficient ELD program by grouping newcomer English learners according to proficiency level during a Designated ELD block during the school day to provide targeted, intensive instruction. Here are the course options for Newcomer English Learners in high school:


- Newcomer and Immigrant students are provided with additional class periods during the school day to further develop their English language skills in addition to a regular ELA or English class. [Here are examples of what that could look like:](#)

High School English Learner Newcomer Placement Guide*		
Course	Student Description	Grade Level
English Basics for English Learners	This course is for any newcomer student that needs basic or survival English. The students in this course would include students coming into the country with little to no instruction in English. This can be taken in conjunction with English I for English Learners or English II for English Learners. It is not mandatory that students take this course.	9, 10, 11, 12
English Basics II for English Learners	This course is an extension of English Basics for English Learners for any year 2, newcomer student that needs an extension of foundation elements to further develop the active component of language acquisition and output reading, writing, speaking and listening skills. This can be taken in conjunction with English I for English Learners or English II for English Learners. It is not mandatory that students take this course.	9, 10, 11, 12
English I for English Learners	This course is for any newcomer student that has no previous English credit and little to no instruction in English. This course would replace the first course of English for students, regardless of the grade level they are in. If, at the end of the course, the teacher feels that a student is capable of moving to regular English, then they should be placed in the appropriate grade level, regular English. If, at the end of the course, the teacher feels that a student needs continued language development support, then they should be placed in English II for English Learners to receive an additional year of grade level English credit.	9, 10, 11, 12
English II for English Learners	This course is for any <i>continuing</i> newcomer that needs continued Designated ELD instruction OR an entering newcomer student that has had some previous HS English credit from their home country. This course would replace the second course of regular English II for students. If, at the end of this course, the teacher feels that a student is capable of moving to regular English, then they should be placed in the appropriate grade level, regular English. If, at the end of this course, the teacher feels that a student needs additional language development support, then they should be placed in the appropriate grade level English with Integrated and Designated ELD support that is aligned to the English Language Proficiency level as defined by their Summative ELPAC score and/or the Public Speaking Course.	10, 11, 12
Public Speaking	This course is meant to be an LTEL intervention for students not connected in any other way – AVID, CTE Pathways, etc. Consider grades 9 and 10 students first, but this course can be for any LTEL student who needs additional academic language support via Integrated and Designated ELD that is aligned to the English Language Proficiency level as defined by their Summative ELPAC score and/or the Public Speaking Course	9, 10, 11, 12
*English learner Newcomer students need to receive a consultation with their school counselor and the site COSA in order to provide the most appropriate course schedule possible. Students should not be denied enrollment in CP/A-G courses.		

All other English learners, including ARLTEs and LTELs, receive effective and efficient Designated ELD during Language Arts and/or core content subjects as teachers use the following Designated ELD resources from the adopted core ELA curriculum, StudySync:

- Daily, in grades 6–12 during ELA or English instruction, using the Designated ELD

Path from the adopted core materials found within StudySync.



Designated ELD Lessons

ALL student lessons written at 3 levels!

- Teachers easily personalize each student's activities and tasks
- All three levels cover the same core theme and content

Introduction: A Moral Compass


To develop a focus for this unit, students will learn about the concept of a moral compass and preview some of the upcoming themes and texts. Students will practice explaining the meaning of figurative language to help them better understand how events shape people's lives.


Teacher Resources: [Lesson Plan](#)
Access Handouts: [Access 1](#), [Access 2](#), [Access 3](#)


Emerging Lesson →


Expanding Lesson →


Bridging Lesson →





 Student Preview


 Assign Emerging

 Student Preview

 Assign Expanding

 Student Preview

 Assign Bridging


School Education Group
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Designated ELD Suggestion Option 1 for ELA/English Teachers	Monday	Tuesday	Thursday	Friday
	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level	Designated ELD Path Support 15 minutes a day by proficiency level
Designated ELD Suggestion Option 2	Monday	Wednesday	Friday	Regardless of the option, instruction during this time is targeted to the student's proficiency level.
	Designated ELD Path Support 30 minutes a day by proficiency level	Designated ELD Path Support 30 minutes a day by proficiency level	Designated ELD Path Support 30 minutes a day by proficiency level	
Designated ELD Suggestion Option 3 for Core Content Teachers	Tuesday and Thursday (or twice a week)			When placing students in groups, feel free to adjust a student's support if their domain scores show that they need more or less language support. Summative ELPAC data is from last Spring. Therefore this should not be the only data used to determine how to best support students with Designated ELD instruction.
	Embed one or more instructional agreements into core content instruction using the ELD standards to drive instruction supported by the content.			

ARLTSLs and LTEL might also be enrolled in the Public Speaking elective as seen above. This course is meant to be an LTEL intervention for students not connected in any other way – AVID, CTE Pathways, etc. Consider grades 9 and 10 students first, but this course can be for any LTEL student who needs additional academic language support via Integrated and Designated ELD that is aligned to the English Language Proficiency level as defined by their Summative ELPAC score and/or the Public Speaking Course

Expected Objectives for Progression in Designated ELD

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →	→ Expanding →	→ Bridging →	→ Bridging →	→ Bridging →	→ Bridging →	
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.	General Extent of Support						
	Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.				Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

PSUSD uses the ELD Proficiency Level Continuum provided in Chapter 2 of the ELD Standards to identify how students move from one proficiency level to the next, reflecting a linear progression across the levels. When students enter into a level, they progress through the level and then exit from the level based on the results of their yearly Summative ELPAC. As students exit a level and move into a new level, instruction is then targeted to meet the needs of students at their new level. Oftentimes, students exit proficiency levels because they have met the PSUSD Reclassification Criteria. Designated ELD grouping and support is not stagnant. Adjustments must be made throughout the year to provide targeted instruction during Designated ELD in order to support students in achieving reclassification.

Procedures

District Level English Language Learner Support Services Include:

PERSONNEL	RESPONSIBILITIES
District English Learner Programs Coordinator	<ul style="list-style-type: none"> ● Monitor, with Directors of Elementary and Secondary Curriculum and Instruction, selection of core content materials used in the classroom that support English Learner access to standards based content. ● Provide staff development of sufficient intensity and duration to all district employees on strategies to assist English Learners in accessing core content instruction. ● Support implementation of key instructional strategies with professional development and coaching. ● Train sites in the implementation of the EL Master Plan to ensure compliance at site and district level. ● Monitor implementation of the EL Master Plan. ● Consult with sites about options for core content delivery. ● Review district and site EL data and recommend program modifications and enhanced instructional support for EL access to core content, as needed. ● Support principals during the creation of the SPSA specific actions to improve educational practice for English Language Learners. ● Review site plans for English Learners with the school site administrator annually. ● Establish and monitor district benchmark performance expectations for EL students. ● Assess incoming EL students facilitating articulation between levels. ● Provide coaching on key instructional strategies, for classroom teachers providing core content instruction to EL students. ● Provide informal feedback to teachers.
District English Learner Programs Liaisons	<ul style="list-style-type: none"> ● Assist English Learner students, staff, teachers, parents and community members to provide support for Long Term English Learner students. ● Assist and support the monitoring of Reclassified (RFEP) students. ● Visit families in their homes and assess situations to improve communication and provide information regarding policies, programs and support. ● Communicate with parents to ensure that an ongoing partnership between the home and school is formed, and language and cultural barriers are removed. ● Conduct parent meetings and classes. ● Coordinate with community leaders and organizations to build resources and expand program capabilities. ● Provide individual assistance to students and families regarding English learner support programs. ● Identify at risk students and provide support and referrals to improve student progress and ensure the families ongoing involvement in the educational process. ● Respond to inquiries from callers and visitors and provides information, emotional support, referrals and direction. ● Administer a variety of tests (e.g. Initial and Summative, etc.). ● Interpret and translate during meetings, phone calls and written correspondence.

	<ul style="list-style-type: none"> ● Compile data from a variety of sources to assist in the development and evaluation of support programs. ● Attend and assist in a variety of meetings and training programs. ● Maintain manual and electronic documents, files and records for English Learners.
Counselors on Special Assignment (COSA) *High School	<ul style="list-style-type: none"> ● Support implementation of the LCAP goal, 1.9, and its main components. Specifically, the COSA will work with the site's newcomer, long-term English learner students and reclassified students to improve student academic achievement and social emotional well-being through the review and analysis of student academic records, transcripts, and behavioral history with the goal of accelerating progress towards attaining English proficiency and closing academic gaps. ● Collaborate with the site leader(s), counselors, and English Learner Programs Coordinator to create measurable and attainable goals for student learning through meeting, counseling and facilitating conferences with students. ● Serve as a member of the student study team (SST); IEP team; other committees as assigned. ● Assist in the development of appropriate intervention services for newcomer and long-term English learner students to include but not limited to implementing and evaluating academic, counseling and mental health services. ● Plan and facilitate appropriate workshops and data chats for teachers and administrators that are aligned with district initiatives, including after school offerings pertaining to the responsive teaching and learning in support of English learners. ● Collect and analyze data and support the use of it in identifying students in need of intervention as well as developing intervention plans that address both linguistic and academic challenges. ● Assist in the implementation of the master schedule designed to facilitate accelerated movement in English proficiency to include the scheduling of students and balancing classes as assigned. ● Provide individual and/or group counseling for interaction, communication, conflict resolution and support skill development. ● Ensures that student/family conferences includes an explanation, discussion and assistance with: academic records; performance on standardized and diagnostic assessments; educational options including college preparatory programs, vocational programs, regional occupational centers and programs, and other alternatives available within the district; remediation strategies, middle/high school courses, and alternative education options as appropriate; course work and academic progress needed for satisfactory completion of middle or high school; availability of career technical education options, transition to postsecondary education, training, or employment. ● Maintain accurate and timely data records within the district's student information system. ● Create and maintain trusting and collegial relationships with school site staff, district teachers and leaders.
Data Systems Specialist	<ul style="list-style-type: none"> ● Monitor the accuracy of EL student data.
Site	<ul style="list-style-type: none"> ● Ensure that EL students have access to grade level core content through

Administration	<p>implementation of key instructional strategies.</p> <ul style="list-style-type: none"> ● Schedule with the District English Learner programs office to provide no fewer than two EL professional development sessions for teaching staff annually. ● Support implementation of the district's key instructional strategies for English Learners. ● Monitor progress of EL students, as they acquire English, by reviewing student performance data. ● Use the articulation results to appropriately place incoming EL students. ● Ensure that teachers have the ability to access student performance data. ● Evaluate and monitor teachers on their use of key instructional strategies to increase English Language access to core content. ● Establish a school-wide goal for increasing academic performance for the English Learner subgroup. ● Ensure that all content classes for English Learners meet high school graduation requirements.
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School Site Level English Language Learner Support Services Include:

PERSONNEL	RESPONSIBILITIES
<p>Site English Learner Support</p> <p>*This support can be the site administration team, site Prevention Specialist,</p>	<ul style="list-style-type: none"> ● Serve as a model of high quality implementation of EL instructional strategies. ● Implement strategies learned during professional development. ● Assist teachers with needs related to EL instructional materials/practices. ● Assist teachers with bilingual support staff working with students. ● Assist in scheduling time for bilingual support staff working with students. ● Assist with EL-related accountability data gathering. ● Assist with staff development in Integrated and Designated ELD and primary language support. ● Provide support for new teachers and long term substitutes working with English Language Learners. ● Attend district and other approved training. ● Assist with the ELD materials inventory when necessary. ● Assist with reviewing student intervention placement recommendations. ● Assist with LTEL and RFEP monitoring using the English Learner Catch up Plan.
Classroom Teachers	<ul style="list-style-type: none"> ● Utilize the student information system (SIS) to gather information about the language proficiency level of each English Learner. ● Review and monitor appropriate student performance data. ● Provide ELD instruction via Integrated and Designated ELD targeted to each English Learner's proficiency level. ● Design and teach lessons using the CA ELD Standards and California Common Core Standards. ● Participate in the articulation process for English Learners. ● Provide classroom level interventions for students not making expected progress. ● Recommend additional school site and district interventions for EL students. ● Attend professional development on the district's ELD program and implement strategies learned during these professional development sessions in the classroom. ● Participate in coaching and co-planning and co-teaching opportunities.

Instructional Assistants	<ul style="list-style-type: none">• Attend required ELD trainings.• Support teacher implementation of Integrated and Designated ELD.
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English Learner Student Profiles

English Learner Student Profiles

Level or Classification	Description	Progression
IFEP		
Initial Novice		Level Entering Typically this is TK or Kindergarten but could be any grade if this is the student's first time in a CA school.
Initial Intermediate		
Newcomer EL		
Immigrant EL		
EL Level 1		Second Year in EL program
EL Level 2		Third Year in EL Program
EL Level 3		Fourth Year in EL Program
EL Level 4		Fifth Year in EL Program
RFEP		6th year or until student meets Reclassification Criteria
Migrant		
ARLTEL		
LTEL		
Ever EL		

Additional Support for Special Groups

Newcomer and Immigrant Students

Middle and high school newcomer and immigrant students participate in weekly before and after school support groups to provide this student group with the following additional services:

- tutoring for their core content area classes
- homework help
- English basics
- reading foundational skills
- academic language enrichment

Enhanced Instructional Opportunities for Immigrant Children and Youth

Immigrant children and youth are defined as individuals who:

- (a) Are aged 3 through 21;
- (b) Were not born in any U.S. State; and
- (c) Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011[5])

This student group is frequently considered as “traditional” immigrant students; most of them enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English in their previous country. This group of students are challenged with the need to master English quickly and to complete all district high school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for students in this group.

As a result, PSUSD has designed additional programs for enhanced instructional opportunities for students in this group on top of what they are already receiving during the school day. These opportunities increase the English Language Proficiency by providing effective language instruction educational programs that move this student group to the next level. These programs are available to all Immigrant students throughout the school year and during off-track periods such as fall, winter, spring and summer breaks. The success of this student group, both academically and socially, is measured using our district level benchmarks and monitoring provided within our [English Learner Catch-up Plan](#).

PSUSD Enhanced Instructional Opportunities for Immigrant Children and Youth

Programs	Activities	Strategies
Wonders and StudySync Newcomer Curriculum	Newcomer Support before and after school	1-1 tutoring
Get Ready! Curriculum for grades 6-12	Newcomer Family meetings	Peer Mentoring
Duolingo	Growth Mindset Saturday Academy	COSA positions at each high school
Mission Graduate for High School Students	Summer Bridge	Language Link
	Field trips to colleges and universities	EL Catch-up Plan
	Family Literacy Nights	
	Family Math Nights	
	Creator Camp	
	Spring into Science	

Long-Term English Learners

[AB 81](#) requires local educational agencies and charter schools to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL). In PSUSD, this is done through the Annual Notification. [Click here to see a copy of this document.](#)

Long-Term English Learner (LTEL): LTEL This icon will now show in Synergy.

An English learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information see Education Code 313.

"At-Risk" of Becoming a Long-Term English Learner (ARLTEL): ARLTEL This icon will now show in Synergy.

An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP ELA. For more information see Education Code 313.1

Palm Springs Unified School District's English language development instruction will meet the educational strengths and needs of long-term English learners (LTELs) or English Learners at risk of becoming long-term English learners (ARLTELs) by providing effective language instruction educational programs via [Integrated and Designated ELD](#) through the core curriculum program path specifically for expanding and bridging students. Teachers are trained to implement [high leverage strategies that specifically target the needs of LTELs/ARLTELs](#). The educational programs provided via Integrated and Designated ELD will help LTELs/ARLTELs develop English proficiency and meet age-appropriate academic standards. In addition, PSUSD has staff dedicated to meeting with LTELs regularly to monitor their progress and intervene when needed:

- School Counselors- Elementary, Middle and High School
- COSAs at each High School
- English Learner Programs Liaisons
- School Site Prevention Specialists

Additionally, Federal guidelines require that districts provide a more intensive level of support for English learner students that have not exited EL status after receiving 6 or more years of Integrated and Designated ELD. English learners that have not exited EL status after receiving 6 or more years of Integrated and Designated ELD need a more intensive level of support. As students enter their sixth plus year of being an English learner, PSUSD must be strategic in providing support for this group of students that is different from the previous supports students have received. Our actions must further tailor programs and interventions to provide more intensive support to include goal setting based on what each ARLTEL or LTEL needs to achieve reclassification.

Involvement-English Learner Advisory Council (ELAC)

School sites with 21 or more English Learners have a functioning English Learner Advisory Committee that meets the legal requirements.

Our Commitment

The Palm Springs Unified School District is committed to supporting schools in their creation, development and implementation of English Learner Advisory Councils. The [ELAC Handbook](#) can support this implementation.

Procedures

All school sites with 21 or more English Learners have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Parent members are elected by parents or guardians of English learners.
- Parents of English learners [constitute at least the same percentage](#) of the committee membership as their children represent of the student body.
- The ELAC has [advised the school site council](#) (SSC) on the development of the Single School Plan for Student Achievement (SPSA).
- The ELAC shall advise the school on [ways to make families aware of the importance of regular school attendance](#).
- The ELAC shall assist the school in the development of a [school needs assessment](#).
- The ELAC has received [training materials](#) and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- The ELAC has the opportunity to elect at least one member to the DELAC.

School sites are required to submit meeting announcements, agendas, sign in sheets, minutes and training materials, using the [PSUSD ELAC Google Folder](#).

PERSONNEL	RESPONSIBILITIES
District English Learner Programs Department	<ul style="list-style-type: none">• Review ELAC formation procedures with Site Administrators.• Provide templates to support ELAC.• Collect, monitor and maintain documentation from all sites for State and Federal program compliance.• Ensure that the ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.• Provide support to school sites through district wide parent trainings, translation services, guest speakers, etc.• Monitor implementation of parent involvement strategies and ensure compliance with state and federal program compliance.• Assist with ParentVUE and other internet services for use by parents.

Site Administrators	<ul style="list-style-type: none"> ● Form a functioning English Learner Advisory Committee (ELAC) through the election of parents/guardians of English Learners with parent representation constituting at least the same percentage of committee membership as children represent the student body. ● Inform the school site council (SSC) of advice from the ELAC on the development of the Single School Plan for Student Achievement. ● Discuss and receive advice from the ELAC on the school's program for English Language Learners. ● Facilitate the ELAC's assistance in the development of the school's needs assessment and efforts to make parents aware of the importance of regular school attendance. ● Meet with ELAC officers to create ELAC agendas. ● Attend ELAC meetings and assist ELAC officers with conducting the ELAC meetings. ● Facilitate the election of at least one member as a representative for the District English Learner Advisory Committee (DELAC). ● Collect and maintain ELAC documentation for state and federal program compliance. ● Inform parents/guardians how they can be involved in the education of their children and be active participants in assisting their children to attain proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students. ● Send notice of and hold regular meetings for the purpose of formulating and responding to the parent and guardian recommendations. ● Provide all parent/guardian communication in English and Spanish and in any other language when 15% or more of the student population at the school site speak a primary language other than English. ● Provide parents/guardians with learning opportunities to better assist their students.
Classroom Teacher (s)	<ul style="list-style-type: none"> ● Provide all parent/guardian communication in English and Spanish and in any other language when 15% or more of the student population at the school site speak a primary language other than English. ● Provide suggestions to parents on ways to assist their children in attaining English proficiency and achieve at high levels in core academic subjects. ● Encourage parents to participate in school activities.

Involvement-District English Learner Advisory Council (DELAC)

The Palm Springs Unified School District has more than 51 English Learners, therefore the District has a functioning DELAC.

Our Commitment

The Palm Springs Unified School District has a DELAC that was created with the legally required components in order to support parent involvement and facilitate increased communication.

Procedures

The Palm Springs Unified School District has a functioning DELAC that meets a minimum of 6 times annually. This committee is composed of elected representatives from site ELACs. Through meeting minutes and the annual report to the Governing Board, the DELAC has the opportunity to advise the governing board on the seven required training topics:

- Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement.
- Conducting a district wide needs assessment on a school by school basis.
- Establishment of district programs, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the school district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

The district provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. The Coordinator of English Learner Programs or designee, serves as a district liaison to the DELAC. This person assists DELAC representatives with agenda communication pertaining to the DELAC. Minutes using the District and State approved templates, from the DELAC meetings will be forwarded to the Governing Board and Superintendent via the English Learner Coordinator or designee.

PERSONNEL	RESPONSIBILITIES
District English Learner Programs Coordinator	<ul style="list-style-type: none"> ● Establish a functioning DELAC of members who are parents/guardians (not employed by the district) of English Learners. ● Provide training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. ● Attend DELAC meetings and assist DELAC officers with planning the agendas and conducting the ELAC meetings. ● Distribute meeting flyers to school sites and DELAC representatives. ● Facilitate the DELAC's advisement to the governing board on all of the following required training topics: <ul style="list-style-type: none"> ○ Development of a district master plan for English Language Learners that takes into consideration the Single Plan for Student Achievement. ○ Conducting a districtwide needs assessment on a school-by-school basis. ○ Establishment of district programs, goals and objectives for programs and services for English Language Learners. ○ Review of and comment on the written notifications required to be sent to parents and guardians. ● Monitor attendance and advise site principals if DELAC representatives are not attending DELAC meeting. ● Collect and maintain documentation for State and Federal program compliance.
Site Administrator	<ul style="list-style-type: none"> ● Facilitate the election of at least one member as a representative for the District English Learner Advisory Committee (DELAC). ● Ensure regular attendance of the DELAC representative and/or alternate at the scheduled DELAC meeting.
Site English Support Staff	<ul style="list-style-type: none"> ● Encourage DELAC representatives and/or alternate to attend the scheduled DELAC meetings.

Professional Development

The Palm Springs Unified School District provides high-quality professional development to classroom teachers, principal, administrators, and other school or community-based personnel.

Our Commitment

Palm Springs Unified School District is committed to providing focused professional development to all teachers and staff to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners. Professional development is designed to improve the instruction and assessment of English Learners while also enhancing the ability of teachers and principals to understand and use the curricular materials, assessment measures, and instructional strategies for English Learners. Professional development is based on research demonstrating the effectiveness of the professional development sessions provided in increasing the English Learner's English proficiency or the teacher's subject matter knowledge. Sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom is essential when offering professional development.

Procedures

Every year, an extensive program of workshops and in-services are available for administrators, teachers and staff, as well as parent representatives and community members. Our district offers, sponsors, and/or publicizes professional development opportunities for teachers, staff, bilingual instructional assistants and/or administrators. Trainings are provided through district-wide after school or Saturday workshops, school site professional development meetings during the 2-1-2 schedule, interaction with EL Specialists and non-student Professional Development Days. In addition to providing training for teachers, staff development is provided to ensure understanding of the English Learner Master Plan. These trainings include but are not limited to:

- Trainings on EL issues is provided as part of the New Administrator's Trainings and as a part of other trainings conducted throughout the year in conjunction with regularly scheduled meetings
- New teachers receive specific training related to the EL Master Plan during the new teacher workshops held annually in July and August
- ELPAC training is provided for test administrators
- Data input for our student information system
- ELAC and DELAC trainings
- Integrated and Designated ELD
- ELPAC Task Type Integration

- CA ELD Standards
- EL Roadmap
- ARLTEL and LTEL students
- Newcomer and Immigrant students

PERSONNEL	RESPONSIBILITIES
District English Learner Support Services	<ul style="list-style-type: none"> ● Develop an annual schedule of professional development opportunities with Assistant Superintendent, Human Resources, Professional Development administrator and Site Principals to provide on-going EL training for Administrators, EL Site Support Staff, teachers, paraprofessionals, and support staff. ● Plan, coordinate and assist in the delivery of professional development programs for administrators, teachers, paraprofessionals and parents on research based, standards aligned, English Language Development and content instructional methodologies. ● Publicize professional development opportunities ● Research and procure consultants as needed, to provide EL training. ● Provide support to administrators for classroom observation of implementation of EL strategies. ● Provide coaching and co-planning and co-teaching opportunities.
Site Administrators	<ul style="list-style-type: none"> ● Provide staff development days (minimum days, professional development days, monthly staff development meetings) for EL department to deliver professional development. ● Monitor teacher participation in required EL professional development. ● Select effective teachers to participate in district Trainer of Trainer professional development as opportunities arise. ● Incorporate implementation of EL teaching strategies as part of evaluation process (teaching standards 1.2, 3.4, 4.3, 4.5, etc.) ● Use feedback forms during formal/informal observations that demonstrate the degree of teacher use of instructional strategies geared toward English Learners. ● Inform teachers of district sponsored EL training opportunities.
Classroom Teachers	<ul style="list-style-type: none"> ● Participate in district EL trainings. ● Implement strategies learned during professional development. ● Participate in coaching and co-planning, co-teaching opportunities. ● Participate in necessary training to complete EL authorization. ● Use the knowledge and strategies encompassed within the EL authorizations. ● Maintain and renew teaching credentials knowing all renewal requirements and timelines.

Assistant Superintendent, Human Resources	<ul style="list-style-type: none"> ● Recruit staff with appropriate EL authorization. ● Monitor placement of EL staff. ● Monitor credentials and authorizations of all personnel working with English Learners. ● Assist teachers in identifying various credentialing and authorization pathways. ● Develop and implement a “plan to remedy” with the Coordinator of English Learner programs to address local shortage of qualified teachers.
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