crescent view west

PUBLIC CHARTER SCHOOL

A LEARN4LIFE SCHOOL

Master Plan for Multilingual Learners

2025-2026

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INTRODUCTION

This plan outlines Crescent View West's vision and mission for educating students whose primary language is other than English. Crescent View West affirms, welcomes, and responds to a diverse range of Multilingual Learner (ML) strengths, needs, and identities. The school is dedicated to offering personalized learning experiences that align with these strengths.

Crescent View West equips students with the linguistic, academic, and social skills that language learners need to succeed in college, career, and civic engagement in a global, diverse, multilingual society. This plan follows The English Learner Roadmap, which was adopted by the State Board of Education in 2017 as an integral part of serving ML students.

PURPOSE

The purpose of Crescent View West's Multilingual Learner (ML) Plan is to provide education and tools for the correct identification, program placement, English Language Development (ELD) instruction, assessment, monitoring, and reporting of students whose primary language is other than English. Parents and guardians of MLs are informed annually about their student's instructional program placement. The parents of MLs receive information regarding their student's assessment and progress, along with opportunities for collaboration and decision-making.

This plan outlines the legal requirements for serving MLs to provide equal access to education according to federal and state laws, court decisions, and California State Board of Education regulations that define the requirements for educational services for MLs. Crescent View West anticipates that this plan will guide the best instructional practices for MLs and implement necessary changes to ensure their academic success. The school and staff acknowledge that serving MLs is a joint responsibility of all educational partners.

GUIDING PRINCIPLES

1. **Assets-Based Learning–**Knowing that no one-size-fits-all approach works for all Multilingual learners, the school is responsive to individual Learners' strengths, needs, and identities and supports their socio-emotional health and development.

2. **Language and Culture–** The school welcomes the languages and cultures that Multilingual learners bring to the school as a benefit for their own learning. Encouraging bilingualism benefits students' future academic success and their community.

3. **Rigorous Academics–** Multilingual learners participate in an intellectually rich, standards-based curriculum with instructional scaffolding that promotes high levels of proficiency in English and academic achievement across the curriculum.

4. **Supporting Effectiveness–** To understand and address the strengths and needs of Multilingual learners, the school provides professional learning and collaboration time in which teachers and staff utilize academic data to inform instruction and improvement.

5. **Articulation Across Programs–**The school's Multilingual learners undergo a structured and coordinated series of programs that lead to reclassification and graduation, preparing them for college and careers in the 21st century.

6. **Systematic Support–** The school, families, and the community share the responsibility for educating and monitoring the progress of Multilingual learners and are accountable and responsive to their needs.

(SBE, EL Roadmap 2017)

I. STUDENT IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

This section explains Crescent View West's policies and procedures for the initial identification, assessment, and placement of students. The process ensures consistency in enrollment procedures, including assessments, providing information to parents about program options, and placing students in the appropriate programs.

Home Language Survey

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents/guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

The results are stored in Crescent View West's Student Information System.

If the responses to questions 1, 2, 3, and 4 on the Home Language Survey indicate that the student speaks "English," then the student is designated as English Only (EO). If questions 1, 2, or 3 indicate that a language other than English is spoken in the home, the student will receive an assessment to measure their English proficiency level (California Code of Regulations § 11510(k), 11511(a)).

English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is spoken at home, the student's English Language Proficiency level must be evaluated within 30 calendar days of initial enrollment. The assessment used to determine the student's initial English proficiency is the state-mandated English Language Proficiency Assessments for California (ELPAC). The ELPAC evaluates English proficiency in listening, speaking, reading, and writing according to sections 5 CCR § 11307(a) and 11511.

The student will receive a score for each part of the test and an overall proficiency score. If the student's overall score on the Initial ELPAC indicates well-developed oral and written English skills, the student will be classified as Initial Fluent English Proficient (IFEP). If the student's overall score on the Initial ELPAC indicates minimally, somewhat, or moderately developed oral and written English skills, the student will be classified as an English Learner (EL).

If an Individualized Education Program (IEP) states that a student is unable to take all or part of the ELPAC, the student will be given the Alternate ELPAC in accordance with California Department of Education (CDE) regulations (5 CCR § 11516.5).

Parent Notification

Crescent View West provides written communication to the parent in a language they understand to inform them of their student's assessment results. This notification also includes a description of the program placement at Crescent View West, allowing parents to make an informed decision about the best program option for their student.

Instructional Program Placement

At Crescent View West, multilingual learners will be placed in the program that is most suitable for them. The school offers English Mainstream Instruction, Structured English Immersion programs, and a Newcomer Program for students who have recently arrived in the country.

Transfer Students

Students usually have documentation of their Home Language Survey (HLS), scores from state assessments like the ELPAC, and an initial language classification (EO, IFEP, and EL). These students are exempt from the initial identification process. If parents provide the student's records, school staff will review them to determine the appropriate placement. If parents are unable to provide the records, school staff will contact the student's previous school to obtain the necessary information through email/fax or via the California Longitudinal Pupil Achievement Data System (CALPADS). Once the school receives the records, they will input the relevant information into the Student Information System (SIS).

Multilingual Learner Typologies

Initial identification processes and ongoing monitoring are essential in proper program placement for language Learners. Eight multilingual learner profiles help Crescent View West respond to different students' characteristics and experiences.

1. **Adult English Learner-** A student identified as an English Learner who is 22 years old or older.

2. **Newcomer -** Students who are recent immigrants to the United States, who have little or no proficiency in English, and who may have had limited formal education in their native countries.

3. **English Learner –** A student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. This pupil is also known as a Limited English Proficiency (LEP) student.

4. **Dually Identified Student -** A student identified as an EL with a current Individualized Education Program (IEP) designed to meet their educational needs. According to their IEPs, these students need special education services, support, and appropriate accommodations to progress toward meeting grade-level standards and becoming fully English proficient.

5. **Initially Fluent English Proficient (IFEP)** A student whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment, is determined to be proficient in English.

6. **Long-Term English Learner (LTEL) -** A student who has not achieved English language proficiency within seven years of being initially classified as an English learner.

7. **Reclassified Fluent English Proficient (RFEP) -** A student who has been identified as an English Learner (EL) and has subsequently met the reclassification criteria in California to be redesignated as proficient in English.

8. **Ever English Learners (Ever-ELs) -** Students currently classified as ELs and RFEP students.

(SBE,ELRoadmapP1B2017)

II. INSTRUCTIONAL PROGRAM OPTIONS

Crescent View West is committed to providing various program options for Multilingual learners to help them develop English Language Proficiency and achieve academic success. The school understands that students can achieve this goal through well-designed, rigorous, standards-based programs that allow students to access the full curriculum while also learning English (SBE, EL Roadmap P2, 2017)

Crescent View West offers English Language Mainstream, Structured English Immersion, and Newcomer program options for MLs.

English Language Mainstream (ELM)

The English Language Mainstream program supports students' continued progress linguistically and academically toward meeting content and proficiency-level ELD standards. Multilingual Learners receive differentiated ELD instruction, which includes designated ELD and scaffolded academic content instruction and support. The students in this program have access to a-g course requirements to be college and career-ready. This program option also meets the needs of recently reclassified students to ensure that their linguistic and academic skills are comparable with the performance of their English-proficient peers.

STUDENT SERVED	PROGRAM COMPONENTS
EL & LTEL ELPAC Level 4 IFEP RFEP EO	**Designated ELD Instruction** Aligned with the student's level of English proficiency or as a designated part of their English course. **Integrated ELD Instruction** Grade-level instruction in English, math, science, and social science is delivered through Integrated English Language Development (ELD) using specially designed academic instruction with materials aligned to standards. **Linguistic Accommodations** Students receive accommodations based on their English Language Proficiency in order to help them master the standards.
Interventions and Support • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring • Counseling	

Structured English Immersion (SEI)

Structured English Immersion focuses on students acquiring English language skills and accessing core content so that Multilingual Learners can succeed in the English Language Mainstream (ELM) program. This program option is designed to ensure that students meet grade-level English Language Development (ELD) standards through high-quality language development instruction. Students receive grade-level core content appropriately differentiated and scaffolded in English, with primary language support for clarification. Depending on the student's needs and prior education, interventions will be provided to assist students in meeting core curriculum and ELD standards. The focus is to minimize any academic deficits that may occur as students are not yet proficient in the English language.

STUDENT SERVED	PROGRAM COMPONENTS
EL ELPAC Levels 1-2	**Designated ELD Instruction** Aligned with the student's level of English proficiency or as a designated part of their English course. **Integrated ELD Instruction** Grade-level instruction in English, math, science, and social science is delivered through Integrated ELD using specially designed academic instruction with materials aligned to standards. **Linguistic Accommodations** Students receive accommodations based on their English Language Proficiency (ELP) to help them master the standards. **Primary Language Support** Students receive this support as needed.
EL ELPAC Level 3	**Designated ELD Instruction** Aligned with the student's level of English proficiency or as a designated part of their English course. **Integrated ELD Instruction** Grade-level instruction in English, math, science, and social science is delivered through Integrated ELD using specially designed academic instruction with materials aligned to standards. **Interventions** Students receive personalized interventions to strengthen the academic and language skills necessary to become fluent in English. **Linguistic Accommodations** Students receive accommodations according to their ELP to help them master the standards.
LTEL ELPAC Levels 2-3	**Designated ELD Instruction** Aligned with the student's level of English proficiency or as a designated part of their English course. **Integrated ELD Instruction** Grade-level instruction in English, math, science, and social science is delivered through Integrated ELD using specially designed academic instruction with materials aligned to standards. **Interventions** Students receive personalized interventions to strengthen the academic and language skills necessary to become fluent in English. **Linguistic Accommodations** Students receive accommodations according to their ELP to help them master the standards.
Interventions and Support • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring • Counseling	

Newcomer Program

The Newcomer program with primary language support provides Multilingual learners with an intensive English acquisition program while they learn about their new school environment, culture, and country. The curriculum in this program focuses on developing foundational English fluency skills but may be more advanced depending on students' needs and prior education. Primary language support helps students access the core curriculum taught in English and tap into their previous knowledge. This support is necessary to motivate students and to clarify, assist, or explain concepts. When bilingual staff cannot provide primary language support, teachers are encouraged to use various materials and resources to ensure that all primary language support tools are available to students.

STUDENT SERVED	PROGRAM COMPONENTS
EL Initial ELPAC Novice or EL SA ELPAC Level 1	**Designated ELD Instruction** Aligned with the student's level of English proficiency or as a designated part of their English course. **Integrated ELD Instruction** Grade-level instruction in English, math, science, and social science is delivered through Integrated ELD using specially designed academic instruction with materials aligned to standards. **Instructional Grouping** Students are grouped based on their English language proficiency and have access to core courses when appropriate. **Linguistic Accommodations** Students receive accommodations according to their ELP to help them master the standards. **Primary Language Support** Students receive this support as needed. **Assessment** Frequent assessments, data review, and analysis assist in developing the students' foundational skills in English.
Interventions and Support • Counseling • Community Resources Connection • Specialized Reading Instruction • Specialized Writing Instruction • Academic Skills Targeted Instruction • Tutoring	

Students with Disabilities

Students with disabilities must have the same access to ELD instruction and support as their peers who do not have IEPs. When a student qualifies for Special Education Services, the IEP team decides linguistically, and developmentally appropriate goals and objectives based on the student's needs. The student's IEP will include goals that address English Language Development and accommodations and/or modifications that support access to the content areas (SBE, EL Roadmap P1E 2017).

III. MONITORING OF STUDENT PROGRESS AND RECLASSIFICATION

This section includes information about state and school assessments used to monitor the academic and linguistic progress of Multilingual Learners. It also provides information about the reclassification processes and procedures at Crescent View West.

California's English Language Proficiency Assessments

Crescent View West must comply with state and federal laws (California Education Code [EC] 313 and 60810) that require the administration of an annual assessment to measure progress in English Language Proficiency (ELP) for all students identified as English Learners (ELs). The current ELP state-approved assessment is the English Language Proficiency Assessments of California (ELPAC) and is aligned with the CA 2012 ELD standards. The ELPAC, a crucial tool in our educational system, evaluates students' language development in listening, speaking, reading, and writing. These assessments track English language proficiency for students enrolled in English Language Development programs to ensure that each student is progressing toward meeting state proficiency-growth expectations. The Alternate ELPAC is intended explicitly for ELs with the most significant cognitive disabilities; this test is administered to these students as indicated in their Individualized Education Program (IEP).

English Language Proficiency Assessment of California (ELPAC)

Type	Grade Level	Testing Administration	Guidelines
Initial or Initial Alternate	9-12	July 1st-June 30th	Assess students within 30 days of enrollment to determine if they will be identified as ELs.
Summative or Summative Alternate	9-12	February 1st-May 31st	Annually measure students' progress in achieving English fluency and determine their ELP level.

Academic Assessments Used to Monitor Student Progress

The California Assessment of Student Performance and Progress (CAASPP) assesses a student's English Language Arts (ELA) and Mathematics performance in grades 3-8 and grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. These state-mandated assessments are required for all students, regardless of their language classification. However, newcomers to the United States who have been in the country for less than 12 months are exempt from taking the ELA portion of the CAASPP. The California Alternate Assessments (CAAs) for ELA and Mathematics are available to students with disabilities in grades 3-8 and grade 11 when specified in the student's IEP.

The school uses summative assessments to track students' academic progress in reading and mathematics. Students take these assessments every semester using Measures of Academic Progress (MAP) by the Northwest Evaluation Association (NWEA). Academic courses evaluate each student's mastery of the state's content standards through end-of-module assessments. Multilingual learners who receive instructional support in Structured English Immersion and English Language Mainstream programs are required to complete these assessments in English, with appropriate linguistic accommodations based on the student's English Language Proficiency level.

Academic Achievement Assessments

Type	Grade Level	Testing Administration	Guidelines
CAASPP ELA	11	Spring	Students' progress in English language arts (ELA) is assessed yearly to determine their readiness for college and careers.
CAASPP Math	11	Spring	Students' progress in Mathematics is assessed yearly to determine their readiness for college and careers.
NWEA MAP Reading	9-12	July 1st-June 30th	Students are tested within 30 days of enrollment and then on a semesterly basis.
NWEA MAP Math	9-12	July 1st-June 30th	Students are tested within 30 days of enrollment and then on a semesterly basis.
Core Assessments	9-12	July 1st-June 30th	Evaluates students' academic growth in their coursework.

Assessment Data for Instructional Planning

Student assessment results are essential to instructional planning and monitoring student progress and can be accessed through the Student Information System (SIS) on the student's dashboard at Crescent View West. The SIS also offers essential information about Multilingual Learners, such as enrollment trends, language proficiency levels, placement in instructional programs, and academic performance. This data is essential to support instructional planning and tracking student progress toward reclassification.

Teachers use course assessments to review student progress, plan differentiated instruction, and provide linguistic accommodations. ELPAC data and course assessment results are used to assess student placement in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and Lexile scores in ELA, reading, and mathematics are used to identify students needing interventions. Department teams regularly meet to review student data and plan instruction accordingly. Crescent View West's leadership team is responsible for monitoring the progress of all students' language development.

Multilingual Learner (ML) Team

The Multilingual Learner (ML) team at Crescent View West meets collaboratively to focus on the language and academic achievement of multilingual learners. During meetings, they collectively monitor students' progress. The team utilizes data to make decisions, solve problems, identify student instructional needs, provide interventions, and track student progress.

The ML team provides oversight and guidance in various areas, including:

- Monitoring and reviewing the language and academic development of MLs
- Reviewing the placement, progress, and intervention of the ML instructional program
- Monitoring the progress of students reclassified as Fluent-English Proficient (RFEP)

Reclassification Criteria and Process

Multilingual Learners will be classified as fluent in English when they have acquired the comprehension, speaking, reading, and writing skills required to thrive in an English-fluent learning environment. The board of the Crescent View West has adopted reclassification criteria following guidance from the California Department of Education (CDE) (EC 11511(a)).

<table>
<tr><th>Reclassification Criteria</th><th>Data/Documents Reviewed</th></tr>
<tr><td>1. Assessment of English Language Proficiency on the English Language Proficiency Assessment for California (ELPAC) or Summative Alternate ELPAC test for students with the most significant cognitive disabilities (EC § 313(d)(1); 5 CCR § 11303(a)</td><td>• Student performance on the Summative ELPAC is an overall score of PL 4
• Student performance on the Summative Alternate ELPAC is an overall score of PL 3</td></tr>
<tr><td>2. Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
(EC § 313(d)(2); 5 CCR § 11303(b)</td><td>Student grade records must display a "C" or higher grade in either their English or English Language Development course.</td></tr>
<tr><td>3. Parent opinion and consultation (EC § 313(d) (3); 5 CCR § 11303(c).</td><td>Acknowledgement by the parent or guardian that their student has demonstrated English language proficiency and meets the criteria for reclassification.</td></tr>
<tr><td>4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.
(EC § 313(d)(4); 5 CCR § 11303(d)</td><td>Student performance on the NWEA MAP assessment in Reading
<table><tr><td>Grade Level</td><td>Lexile Range</td></tr><tr><td>9-12</td><td>850L or Above</td></tr></table>Or
Student performance on CAASPP ELA with a score of Standard Nearly Met or Higher</td></tr>
</table>

Guidelines for Reclassification of Dually Identified Students

The following processes are in place for an English learner with an Individualized Education Program (IEP).

Students with Mild/Moderate Disabilities

The SPED team will follow the reclassification process for general education students for students with IEPs who are being instructed to use the general education curriculum with accommodations and/or modifications. The IEP team may determine an alternative reclassification process if a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame due to the student's disability.

The IEP team, in close collaboration with parents/guardians, must identify the Alternative assessments for use in the Reclassification process for the student. The results from these assessments, a product of shared effort, are gathered and reviewed to assess the student's progress toward reclassification. The results are then presented to the IEP team and parents/guardians, who together determine if reclassification is in the best interest of the student.

Students with Moderate/Severe Disabilities

An alternative reclassification process is used for students with moderate to severe disabilities. This process is designed for students whose IEP teams have determined that they are unable to participate in the ELPAC. Reclassification for the students with the most significant cognitive disabilities is based upon the Summative Alternate ELPAC. The IEP team, after a thorough review of the data, makes the final decision about reclassification, ensuring that the student's unique needs are considered.

At Crescent View West, our leadership takes the responsibility of monitoring the progress of reclassified students very seriously. This monitoring continues for a minimum of four years after a student's reclassification. Annually, we compile a list of reclassified students who require this monitoring and review their performance on achievement and performance measures. If a student begins to fall behind on measures of achievement related to grade-level standards, the ML Team meets to develop an intervention plan for the student.

Interventions provided to students:

- Specialized Reading Instruction
- Specialized Writing Instruction
- Integrated ELD Instruction
- Linguistic Accommodations
- Academic Skills Targeted Instruction
- Tutoring

Student data is reviewed each semester to determine whether the student is demonstrating appropriate academic progress.

Supporting documentation monitoring students' progress is maintained until monitoring is complete. Forms documenting this progress are kept within the student's folder, and the monitoring is terminated. The monitoring process will continue if a student does not make sufficient progress. The school must monitor RFEP students for a minimum of four years. The ML Team will continue to monitor and provide intervention recommendations for RFEP students until they demonstrate mastery of grade-level content standards.

IV. ENGLISH LANGUAGE DEVELOPMENT

This section explains how the Crescent View West supports Multilingual Learners (MLs) unique challenge of learning English while also learning grade-level content. Teachers provide high-quality English Language Development (ELD) instruction for students across all subjects, aligning with the California curricular frameworks to provide students with 21st-century academic, linguistic, and intercultural skills (State Board of Education, EL Roadmap P2 2017).

Overview

English Language Development (ELD) instruction at Crescent View West is specifically designed to purposefully teach English, building a solid language foundation for social and academic settings. ELD also acts as the building blocks for literacy development, helping to enhance and reinforce the California Standards in English Language Arts. Our teachers concentrate on the critical themes of ELA/Literacy and ELD Instruction: creating meaning, developing language, expressing ideas effectively, gaining content knowledge, and mastering foundational skills.

All teachers will support their student's language learning needs in ways that encourage the growth of content knowledge and proficiency in English.

ELD instruction adheres to the CAELD Standards, which are explained in two ways.

1. Designated ELD is a set-aside time during the regular school day when teachers prioritize the CA ELD Standards as the primary focus to build critical English language skills and knowledge needed for learning content in English.

2. Integrated ELD is incorporated throughout the day and across various subjects. All teachers with MLs in their courses should use the CA ELD Standards alongside the CA CCSS for ELA/Literacy and other content standards to support their student's language and academic progress. (California ELA/ELD Framework (2014) Ch. 2, pp. 106)

Multilingual Learners have access to a well-structured, standards-based core curriculum. In Structured English Immersion (SEI) and English Language Mainstream (ELM) environments, core instruction and integrated English Language Development occur in English. Instruction includes specially designed academic instruction in English (SDAIE) strategies and primary language support as needed to ensure access to the core curriculum.

Designated English Language Development

Designated ELD instruction is standards-based and follows a scope and sequence of language skills to support students in learning English within a reasonable amount of time. It is designed to teach students at their English proficiency levels as determined by English language assessments. The results of these assessments support teachers in differentiated instruction to meet students' needs. When possible, students are grouped by proficiency level for Designated ELD to advance them to the next proficiency level before they participate in the annual ELPAC.

The 2012 California ELD Standards provide descriptions of achievement at three proficiency levels. These levels are listed as Emerging, Expanding, and Bridging. The standards address skills necessary within the collaborative, interpretative, and productive communicative modes to become proficient with California's ELD standards. The standards also call for acquiring linguistic resources so students can better understand how English is used to structure text orally or in print and communicate clearly. Designated ELD focuses on developing skills to use English by interacting in meaningful ways and with language to acquire knowledge of how English works.

Designated ELD instruction highlights the development of oral language skills and abilities using academic language. At the Expanding and Bridging proficiency levels, students produce more refined and complex oral and written texts as they progress toward English proficiency. The teacher must address the individual needs of LTELs during Designated ELD by targeting each student's instructional and linguistic gaps. At the Emerging proficiency level, English Language Development instruction will emphasize oral language development and foundational English skills for students.

Courses for Designated ELD Instruction

Courses specifically designed for English Language Development (ELD) instruction are taught by fully credentialed teachers to all students regardless of their program option until they achieve Reclassification as Fluent English Proficient (RFEP). The chart below assists school staff in assigning an ELD course that matches a student's proficiency level.

9-12 English Language Development Course Placement Guide

Introduction
This guide provides direction when selecting an appropriate course for students learning English. When possible, thoroughly review students' transcripts and ELPAC/CAASPP scores, and talk with them about their educational history and exposure to the English language before enrolling them into a course of this guide.

Newcomers	Students who are learning a new language develop metacognitive awareness of what language is and how it is used. They utilize this awareness in their language learning strategies and draw upon the knowledge of their native language in the process.		
Initial ELPAC Level	**Lexile Range**	**ELA/ELD and Intervention Courses**	**Details**
Grades 9-12			
Novice	BR-400L	Rosetta Stone English 1 - 2	An online program supports students to develop fundamental English language skills.
Novice	BR-400L	ELL Foundations Newcomer (Edmentum)	An online program that facilitates the introduction of basic vocabulary and sentence structure.
Novice	BR-400L	ELD Newcomer	Provides essential vocabulary and language instruction for Newcomers.
Novice	BR-565L	The Code	The Code is for students needing phonics support in their first language and English.
These courses focus extensively on developing and utilizing fundamental literacy skills. Such skills involve understanding print concepts, phonological awareness, phonics, word recognition, and fluency.			

Emerging	Students who enter the emerging level require more receptive and expressive English skills. As they advance through this level, they can complete a broader range of communication tasks using learned words and phrases with greater ease.		
ELPAC Level	**Lexile Range**	**ELA/ELD and Intervention Courses**	**Details**
Grades 9-12			
Level 1 or Novice	BR-0L	Rosetta Stone English 2- 3	An online program that facilitates the development of fundamental English language skills.
Level 1 or Novice	BR-0L	ELL Foundations Level 1 (Edmentum)	An online course that helps students learn academic vocabulary, reading comprehension, and analysis.
Level 1 or Novice	BR400L- 565L	The Code	The Code is for students needing phonics support in their first language and English.

Expanding (Low)	Students who enter the expanding level can use English to learn and communicate about various topics and academic subjects. They start to modify phrases and sentences they have learned in English to better suit their immediate communication and learning needs.		
ELPAC Level	**Lexile Range**	**ELA/ELD and Intervention Courses**	**Details**
Grades 9-12			
Level 2 or Intermediate	BR-650L	**ELD II A/B (Edge Fundamentals)**	Wonders strategic language support for students provides integrated support and scaffolds for designated ELD instruction. The Code is for students needing phonics support in their first language and English.
Level 2 or Intermediate	450L-750L	**ELD III A/B (Edge A)**	An ELD course that provides explicit, rigorous, focused, and guided instruction in reading, writing, speaking, and listening.

Expanding (High)	Students are working toward engaging in English more effectively in more complex, cognitively demanding situations. After exiting the expanding level, students will be able to learn and communicate about various topics and academic content areas.		
ELPAC Level	**Lexile Range**	**ELA/ELD and Intervention Courses**	**Details**
Grades 9-12			
Level 3 or Intermediate	600L-850L	**ELD IV A/B (Edge B)**	An ELD course focuses on teaching language acquisition and preparing students for success in English and content courses at their grade level.
Level 3 or Intermediate	585L-1100L	English9-12 Intensive A/B	Structured reading comprehension instruction and support provided for students reading at 4th–8th grade levels.

Bridging	Students at the bridging level are continuing to improve their communication skills in various social and academic settings by adapting to different tasks, purposes, and audiences. They are working towards enhancing their English language abilities in a wider range of contexts.		
ELPAC Level	**Lexile Range**	**ELA/ELD and Intervention Courses**	**Details**
Grades 9-12			
Level 4	750L-900L	**Conventional English A/B (Edge C)**	This ELD course enhances and strengthens students' academic language skills and prepares them for more challenging college-level courses.
Level 4	585L-1100L	English9-12 Intensive A/B	Structured reading comprehension instruction and remediation are available for students in grades 9-12 who are reading at a 4th-8th grade level.
Level 4	810L- 1240L	**Writing Intensive A/B**	Focus and support for structured writing.

Students at the bridging level are prepared for the reclassification process. The criteria for reclassification include achieving an overall PL 4 score on the ELPAC (PL 3 or higher for the Alternate ELPAC), a Lexile Range of 850L or higher, or a recent CAASPP ELA score of “standard nearly met” or higher, as well as earning a grade of “C” or higher in an ELA/ELD course.

Lifelong Language Learners	Students who have reached proficiency in the English language continue to develop a greater understanding and ability to use English in a variety of different contexts with increasing breadth, depth, and complexity.
Please use the **L4L ELA, Literacy & Experiential Learning Placement Guide** for students who have been identified as Initial Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP).	

Footnotes	• Students learning English as a second language must receive Integrated & Designated ELD instruction in reading, writing, speaking, and listening from the courses listed in this guide. • The Lexile ranges in this guide help teachers determine the appropriate ELA/ELD courses for students learning English as a second language. • Please consult the **L4L ELA, Literacy & Experiential Learning Placement Guide** for students who speak English as their primary language. • A **bold** course indicates the course is A-G approved. Students can only count one year of ESL/ELD courses towards the four-year English requirement.

Long-Term English Learners

AB 2193 was signed into law in September 2012, adding EC 313.1 and313.2 to California's Education Code. A Long-Term English Learner (LTEL) is defined in EC 313.1 as an English Learner who meets the following criteria:

- Is enrolled in grades six to twelve.
- Has been enrolled in schools in the United States for six years or more.
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC.
- Scores "Nearly Met" or "Does Not Meet" on the English-Language Arts standards-based achievement test.

Many factors contribute to a student becoming a Long-Term English Learner (LTEL). These factors, such as limited ESL/ELD support, high mobility, frequent absenteeism, partial access to the content curriculum, unidentified learning disabilities, and/or socio-emotional issues, can pose significant challenges. These students often have the oral English skills to function in the everyday world outside the classroom but need more academic language skills to succeed in the school setting. We are committed to addressing these challenges and providing the necessary support.

At Crescent View West, our dedicated staff creates a comprehensive and tailored Personalized Learning Plan (PLP) and an Individual English Language Development Plan (IELDP) for each LTEL. These plans are designed to ensure that LTELs achieve success in their English language development. The thoroughness and individualized nature of these plans demonstrate the school's commitment to each student's progress. Once the student's plan is in place, they will receive Integrated and Designated ELD instruction focusing on areas where they need targeted support as identified in their assessments. The student will also receive one-on-one support with the teacher and free tutoring on a weekly basis.

Integrated English Language Development

Integrated English Language Development instruction is a key component of the Crescent View West's language acquisition program. Its purpose is to help students access content in all subjects by using Specially Designed Academic Instruction in English (SDAIE) strategies. This instruction also aims to enhance students' language skills in core subjects by teaching academic language, discourse practices, and different types of texts.The ELD standards and students' English Language Proficiency (ELP) levels help teachers determine the linguistic support needed for students. This support enables students to work together, understand, and complete tasks in all four language domains according to their proficiency level.

Both the California Content Standards and the ELD Standards emphasize integrating language across content areas such as reading, writing, listening, and speaking. The ELA/ELD Framework suggests an interdisciplinary approach to teaching in order to promote connections between concepts and subject areas. Responsibility for English Language Development (ELD) instruction is shared through collaboration and planning

among teachers across departments at the Expanding level in order to successfully implement the California standards for literacy and the ELD standards

Specially Designed Academic Instruction in English (SDAIE) Strategies

SDAIE instruction is a methodology that combines the best practices of content area teaching and language acquisition. It was developed to meet the needs of students with limited academic English skills. SDAIE places special emphasis on various teaching strategies that provide contextual support for complex content area concepts and language. Teachers use important features of SDAIE to make instruction understandable and meaningful to students. Teachers also consider a student's EPL and the linguistic demands of the assignment.

Teachers use research based SDAIE strategies from "Improving Education for English Learners," published by the California Department of Education. These strategies include:

1. Contextualizing instruction – using non-verbal language, visual support materials, realia, graphic organizers, and oral/verbal amplification to provide students with resources in the environment to construct meaning.
2. Using language modifications such as pause time, questioning, pacing, and highlighting.
3. Using task-based instruction, allowing students to work with concepts and language in various ways (e.g., drama, drawing, mapping, poetry, song, chant).
4. Using language-sensitive and culture-sensitive content teaching.
5. Avoiding the use of idioms and cultural references without explanation.
6. Providing accommodations in the learning environment (e.g., slowing the pace, repetition, chunking information) to maximize student access to content.
7. Providing opportunities to summarize key learning and ideas, such as co-constructing concept charts.
8. Emphasizing major ideas or organizing principles underlying the content.
9. Checking for understanding frequently.
10. Tapping into prior knowledge from previous learning or personal experience.
11. Integrating assessment and instruction ongoingly through observations, portfolios, journals, and analysis of student work.
12. Providing access to age-appropriate literature and informational texts within the student's assessed Zone of Proximal Development.

Primary Language Support

California has entered a new era of ELD instruction that embraces linguistic diversity as an asset while providing the necessary support for Multilingual learners to access intellectually rich and engaging curriculum (SBE, EL Roadmap 2017). Primary language support for ELs includes using students' home language to facilitate understanding of core content taught in English in the Newcomer program and Structured English Immersion program when needed. Students with low levels of English proficiency can benefit from using their home language to support their English Language Development toward fluency.

The following options are available for primary language support:

- If the teacher is not bilingual, a bilingual paraeducator may be provided.
- Bilingual dictionaries and other support materials can be provided for students with literacy skills in their home language.
- Utilization of parent volunteers or community members for language and literacy support.
- Instruction on transferable skills such as cognates, prefixes, and suffixes.

V. STAFFING AND PROFESSIONAL LEARNING

This section explains the certification requirements and staffing procedures for providing instruction to Multilingual learners. It will also cover the professional learning provided by Crescent View West.

Certification and Staffing

California state law requires appropriate authorization of teachers to provide instruction to Multilingual Learners, including individuals providing specified ELD services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). Any teacher assigned to provide ELD instruction to MLs must be appropriately certified with an English Learner or Bilingual Authorization. These authorizations may include Cross-cultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Cross-cultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC), and other current EL authorizations designated by the California Commission on Teacher Credentialing (CCTC). Administrators or additional teaching personnel at the school whose assignment includes ELs will also hold the appropriate certification to provide necessary instructional services to English Learners. (SBE, EL Roadmap PA3 2017)

Bilingual Paraeducators

The paraeducators at Crescent View West contribute specific skills to the Multilingual Learner program. Bilingual paraeducators spend most of their time providing instructional support to students in English, math, social studies, and science. If the teacher does not have a Bilingual Authorization, the paraeducator collaborates with a teacher who has an English Learner Authorization to offer primary language support to the student.

Paraeducators may also help with various instructional and related needs outside of the learning center, such as parent-teacher conferences, ELAC meetings, ELPAC testing, and oral and written translations.

Recruiting

The staff hiring and placement decisions at Crescent View West are based on student and program needs, which include English Learner enrollment data and other factors. When there are open teaching positions that require Bilingual or English Learner Authorization, the school's human resources team actively seeks teachers who are fully certified to fill those positions.

The school is dedicated to recruiting, developing, and retaining highly qualified teachers who can effectively teach English Learners.

Advertising and recruitment efforts continue until all positions are filled, and include:

- Sending job announcements to educational placement centers with teacher training programs
- Placing advertisements in appropriate newspapers and/or organizational newsletters

Parent Advisory Committee (PAC)

Crescent View West has formed a Parent Advisory Committee (PAC) that consists of families of Multilingual Learners (MLs). The PAC recognizes the significance of parental involvement in ensuring the academic success of students. The responsibilities of the PAC include supervising programs at the school that benefit all students, including MLs. Furthermore, the school's English Learner Advisory Committee specifically addresses the needs of MLs. These committees allow parents to participate in their students' education by working closely with school staff to assess instructional services and offer suggestions (California Education Code sections 52063 and 52069).

• Setting up recruiting booths at career events and conferences.

Professional Learning (PL)

Crescent View West adheres to federal and state legal requirements when it comes to providing Professional Learning. This Professional Learning is targeted towards adults and is based on principles of adult learning theory. It is supported with coaching and follow-up and is assessed to measure its impact on student learning (according to the CDE - Greatness by Design and California Professional Learning Standards).

The school's focus on Professional Learning is on developing teachers' expertise with Multilingual Learners, using students' linguistic and cultural assets. The school also offers teachers research and evidence-based instruction for MLs, designed to maximize students' English development, and utilize their core knowledge and skills through differentiated instruction.

The school's Professional Learning for Educators follows the California Quality Professional Learning Standards (CDE, 2014/15), which guide the school in its professional learning goals and plans. The school provides educators with various opportunities for Professional Learning, including time for reflection and collaboration on instructional practices and the use of assessments to guide instruction.

Training related to MLs at Crescent View West focuses on ELD standards, differentiation, assessments including Language Proficiency Assessments,designated ELD instruction,integrated ELD instruction, Specially Designed Academic Instruction in English (SDAIE), and parent engagement.

VI. PARENT AND COMMUNITY INVOLVEMENT

This section will discuss the importance of parent and community engagement regarding Multilingual learners at Crescent View West. Crescent View West values and promotes relationships between parents, staff, students, and the community, which form the foundation for successful education programs for Multilingual learners (Source State Board of Education, English Learner Roadmap Plan 1D, 2017).

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) is a committee at the school level that consists of parents, staff, and community members. They are designated to advise the leadership of Crescent View West on Multilingual learner programs and services. Each school with 21 or more Multilingual learners must establish a functioning ELAC meeting on a quarterly basis. The ELAC provides valuable input and advice on school decisions and the use of funding sources that are specifically for English Learners. This is outlined in the California Education Code (EC 35147 (c), 52176 (b & c), 62002.5, 64001 (a)), as well as the 5 CCR § Section 11308 (b, c & d).

ELAC Election Process

Elections for the English Learner Advisory Committee (ELAC) will take place annually at Crescent View West before the end of the first quarter of the school year. The elected members will serve for a term of one year.

Membership on the committee will be representative of the percentage of Multilingual learners enrolled at the school and will include parents, school

ELAC Requirements

1. The ELAC members will be elected. All parents/guardians of Multilingual learners have the opportunity to vote for officers.

2. ELAC members will receive materials in their native language and training related to their legal responsibilities.

3. The ELAC provides recommendations to the principal and staff on programs and services for Multilingual learners based on academic performance measures.

4. The ELAC will help the school with:

   a. Learning Continuity and Attendance Plan/Local Control Accountability Plan (LCAP)

   b. School's needs assessment

   c. Communication strategies to promote regular school attendance.

   d. Approaches to meet the social, emotional, and academic needs of Multilingual learners.

   e. Strategies to improve communication with parents and the community.

   f. English Language Development Program

   g. Annual Language Proficiency Assessment

5. The ELAC keeps records of meeting minutes, agendas, and attendance logs.

6. The principal and ML team will review the implementation of ELAC annually to ensure that all school requirements are met.

7. Parents or guardians of MLs can vote in the election.

staff, and community members. Each ELAC committee will consist of a minimum of five members and a maximum of ten members. If a member of the ELAC committee needs to be replaced during the year, the replacement will serve for the remainder of the term. An election to fill any vacant position must be held at the beginning of the following school year.

ELAC Training Requirements

Crescent View West will provide ELAC members with the training, materials, and information they need to fulfill their responsibilities and duties. ELAC members will have the opportunity to provide input on the selection of the following required training topics:

- LCAP development and implementation
- Data analysis for reclassification and instructional programs for MLs
- Attendance policies, patterns, and trends
- Initial identification, reclassification, and program placement of MLs
- Monitoring procedures for the academic progress of reclassified (RFEP) students
- Overview of effective techniques for promoting language acquisition and academic content knowledge for MLs.

Annual Notification

Parents will receive an annual notification about program placement options for their students. Furthermore, general information about Crescent View West's placement options will be available year-round at the learning center. This information will include a summary of the programs and placement procedures.

Communication and Interpretation

Communication with parents of Multilingual learners in their primary language is crucial. Crescent View West will ensure that parents receive written communication in their primary language if fifteen percent or more students speak a language other than English, as indicated in their Home Language Survey. This includes all written correspondence sent to parents or guardians, such as IEPs, report cards, discipline notices, and other important notifications. If families are not able to read in their native language, verbal communication will be provided instead. During individual parent-teacher conferences each year, parents of multilingual Learners will be updated on their student's progress in English Language Development and in core content areas, in accordance with California Education Code (EC) § 48985 and 5 California Code of Regulations (CCR) § 11316.

VII. PROGRAM EVALUATION AND ACCOUNTABILITY

This section explains the program evaluation and accountability for Multilingual learner programs at Crescent View West. Accountability work is the responsibility of everyone, including students, parents, administrators, teachers, and school staff.

Accountability

Under the leadership of the principal, the Multilingual Learner team works with educational partners to provide data and tools to support the success of students. The team meets regularly to discuss topics related to the implementation of

programs for MLs. During these meetings, the team will (1) Review strategies, ideas, and suggestions for Multilingual learner programs. (2) Evaluate practices, resources, and personnel to ensure effective implementation of instructional programs for MLs; (3) Review data on the performance of MLs; and (4) Ensure clear communication within the school to improve instructional programs for students achieving English fluency.

The school conducts an annual evaluation of programs and services for MLs. The programs and services outlined in this Plan are centered around five goals: program implementation, parental participation, mastery of English, academic achievement, and monitoring "at-risk" categories.

Program Implementation Monitoring

Crescent View West will consistently monitor the implementation of Multilingual learner programs to ensure they are effective and based on research. The purpose is to confirm that the programs continue to be effective for students. The monitoring process is designed to:

- Assess the effectiveness of programs, services, and procedures in supporting students' linguistic and academic success, including their readiness for college and careers.
- Encourage the participation of all educational partners in the planning, implementation, and evaluation of activities.
- Ensure that program evaluation is a crucial aspect of school improvement.
- It will serve as a foundation for reviewing and modifying the ML Plan (SBE, EL Roadmap PC4 2017).

The principal is responsible for implementing the ML Plan. Data is collected and analyzed to assess the effectiveness of the program. The progress of students in English Language Proficiency and academic achievement will be monitored and studied as part of the program evaluation. The data collected and analyzed will provide information on the implementation and outcomes of the program.

Monitoring Program			
Goal	**Data Collections**	**Evidence**	**Timeline**
Multilingual Learner programs have been fully implemented.	a. Document Reviews	ML Program Self-Monitoring Form Meeting Agendas Surveys	Annually
Parents of MLs and RFEPs participate meaningfully in their student's education.	a. Sign-in Sheets, Meeting Agendas, Surveys	Sign-in sheets Meeting Agendas Surveys	Quarterly parent meetings and regularly scheduled parent community engagement activities
Students will make adequate progress towards English proficiency.	a. ELPAC Results b. Analysis of ELPAC c. Analysis of ELPI Status	ELPAC assessment results ELPI Status	Annually
MLs will achieve academic success comparable to EOs.	a. CAASPP performance data in ELA and Mathematics, MAP reading and math	CAASPP ELA, Math Reading and Math growth RIT scores School report cards Participation rates in electives and extracurricular activities	Annually
Rates for MLs and RFEPs in categories indicating a risk for school failure are not higher than those for EO students.	a. Data on graduation, suspensions, expulsions, other disciplinary actions, retentions, Student Study Team referrals	Attendance Records Student Records Graduation rate	Annually

Program Improvement

The analysis of Multilingual Learner data helps Crescent View West identify strengths and areas needing improvement in program implementation. Reports showing progress towards proficiency goals will help staff identify students needing additional support. Teachers and department teams will use the data to track program implementation. Annual improvement goals and timelines will be set.

VIII. FUNDING

This section offers information about funding for the successful implementation of programs for Multilingual Learners. Funding and resources are distributed based on the requirements outlined in the Education Code, state regulations, and school policies and procedures.

Appropriate Use of General Funds

The general fund is used to support the delivery of core curriculum and program services at Crescent View West. The school allocates general funds to support the implementation of programs for Multilingual Learners. These general funds will be used for instructional programs, teacher salaries and benefits, purchasing school-adopted core curricular materials, English Language Development materials, instructional supplies, mandated assessments, and other essential school services that are provided to all students.

Funds Supporting English Learners

Crescent View West receives funding based on a per- pupil formula for identified English Learners. Eighty-five percent of these funds are to be used for school services to students. Schools receiving funds must establish a budget and prioritize the allocation of these funds in their LCAP goals. The ELAC is to provide recommendations to the school regarding the development of the LCAP. Allowable funds are to be utilized to promote the academic achievement of ELs.

These funds should also support the involvement of parents and strengthen compliance with state and federal mandates. These allowable expenditures may include:

- Hiring certified staff to provide direct supplemental services to MLs, including interventions
- Hiring bilingual paraprofessionals to assist students in accessing the core curriculum
- Employing bilingual parent advisors and bilingual community liaisons
- Purchasing supplemental instructional materials
- Providing professional development for teachers of MLs and bilingual paraprofessionals
- Supporting instructional coaches
- Organizing teacher articulation meetings
- Offering extended-day tutorials for MLs in need of intensive language instruction and/or specialized academic support
- Hosting parent education events and training
- Providing translation services
- Offering stipends for teachers who perform duties outside their job scope related to MLs
- Covering other reasonable expenses related to the ML programs
- Offering stipends for teachers who perform duties outside their job scope related to MLs
- Covering other reasonable expenses related to the ML programs

IX. GLOSSARY OF TERMS

Adult English Learners (ADEL)
A student who has been identified as an English Learner and is 22 years old or older.

Alternate ELPAC
The Alternate ELPAC is administered to English learner students in grades TK-12 (through age 21) who have the most significant cognitive disabilities. It measures a student's progress towards English language proficiency through receptive (reading and listening) and expressive (speaking and writing) task types using their preferred mode of communication.

California English Language Development (CAELD) Standards
The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.

Culturally Responsive Teaching
It involves using ethnically diverse students' cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant to and effective for them. Culturally and linguistically responsive instructional practices validate and affirm students' home language and culture.

Designated ELD Instruction
Is instruction provided during the regular school day to focus on the state-adopted ELD standards in order to help English learners develop critical English language skills needed for academic content learning in English.

Dually-Identified Student
A student identified as an EL with a current Individualized Education Program (IEP) designed to meet their educational needs. According to their IEPs, these students need special education services, support, and appropriate accommodations to progress toward meeting grade-level standards and becoming fully English proficient.

English Language Mainstream (ELM)
A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to English language development instruction, English learners continue to receive additional and appropriate educational services in order to recover any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

English Language Proficiency Assessments for California (ELPAC)
The ELPAC is administered to English learner students in grades TK-12 (through age 21). It measures a student's progress towards English language proficiency through receptive (reading and listening) and expressive (speaking and writing) task types using their preferred mode of communication.

English Learner (EL)
An English learner is a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. This pupil is also known as a Limited English Proficiency (LEP) student.

English Learner Advisory Committee (ELAC)
A school-level committee comprised of parents, staff, and community members designated to advise school leadership on Multilingual Learner programs and services.

English Learner Roadmap
The California English Learner Roadmap was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) to welcome, understand, and educate the diverse population of students who are Multilingual Learners attending California public schools.

English Only (EO)
A designation for students who are native English speakers.

Ever English Learners (Ever-ELs)
Students currently classified as ELs and RFEP students.

Every Student Succeeds Act (ESSA)
Every Student Succeeds Act (ESSA) is the most recent reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in overseeing public educational services in the U.S.

Home Language Survey (HLS)
Every new student completes a Home Language Survey. If the answers to questions indicate a language other than English, the student will be assessed to determine if he/she is an English Learner.

Individual Educational Program (IEP)
An Individualized Education Program (IEP) is a document mandated by the IDEA that clearly defines the individual goals and objectives set for a student with a disability. These programs are written documentation of the special education program and academic modifications required to meet the student's individual needs.

Initially Fluent English Proficient (IFEP)
A student whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate assessment, is determined to be proficient in English.

Integrated ELD Instruction
Is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

Limited English Proficient (LEP)
A student who was not born in the United States or whose native language is a language other than English; or is a Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State Assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Long-Term English Learner (LTEL)
A student who has not achieved English language proficiency within seven years of being initially classified as an English learner.

Migratory Student
A student is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity.

Newcomer
Students who are recent immigrants to the United States, who have little or no proficiency in English, and who may have had limited formal education in their native countries.

Primary Language
The first language a student learns to speak. Primary language is a language other than English that is the language the pupil first learned or the language that is spoken in the pupil's home.

Proficiency Level Descriptors (PLDs)
Provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs can do at early stages and at each of three proficiency levels: Emerging, Expanding, and Bridging.

> **Emerging:** Students at this level typically progress quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
>
> **Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
>
> **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a variety of contexts, including comprehension and production of high-level technical texts. The bridge alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

Reclassification
Reclassification is the process of reclassifying a student from English learner (EL) status to Fluent English Proficient (RFEP) status.

Reclassified Fluent English Proficient Student (RFEP)
A student who has been identified as an English Learner (EL) and has subsequently met the reclassification criteria in California to be redesignated as proficient in English.

Specially Designated Academic Instruction in English
Specially Designated Academic Instruction in English (SDAIE) is an approach to teaching academic courses to English learner (EL) students in English. It is designed for non-native speakers of English and focuses on increasing the comprehensibility of academic courses.

Structured English Immersion (SEI)
Sheltered English or structured English immersion means an English language acquisition process for young children in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.