

Wright Elementary School District

Master Plan For English Language Learners

Board Approved November 15, 2018

Wright Elementary School District Master Plan for English Language Learners

The major goal for the District's English Learners is to develop fluency in English as rapidly and effectively as possible and achieve academic success by meeting district content and performance standards. In order to meet this goal, the district provides a continuum of programs for the English Learner. English Learners who are reclassified as Fluent English Proficient have met district criteria established to ensure that they have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English language proficiency comparable to that of the district's average native English language speakers.

The purpose of the Master Plan is to provide clear direction to district staff regarding programs and accountability for English Learners. A common understanding of our goals and procedures helps to ensure that our English Learners receive consistently implemented services designed to meet their linguistic and academic needs.

The District English Learner Advisory Committee (DELAC) *will review and comment* on the Master Plan as required by State regulation at their first regular meeting of the year on *October 12, 2018*.

The Wright Elementary School District Board approved the English Learners Master Plan on November 15, 2018.

Wright District Demographics

Wright District is an elementary school district with certificated teachers in all kindergarten through eighth classrooms. The district's 1457 of students attend two K-6 and one K-8 schools. The average teacher per pupil ratio is approximately 1 to 22 at the primary level and 1-24 at the upper grades.

In the 2017/18 School year 45% of students in the District were English Learners. These students were identified through the mandated State test, English Language Proficiency Assessment (ELPAC). The primary language for 75% of these students is Spanish. The district has a staff of 61 classroom teachers, 8 Special Education teachers, 3 reading teachers, 3 ELD teachers, 2 PE teachers, and 2 Music teachers. The District also runs a Full-Inclusion preschool class and a Special Day Preschool class.

Using assessment results, the following has been determined regarding our English Learners:

- All English Learners receive English Language Development at the appropriate level as identified by the assessment.
- In addition to English Language Development provided by the certificated teacher, identified students receive supplemental instruction in English Language Development from an ELD instructor.
- All English Learners are placed in a Structured English Immersion (SEI) program within the regular classroom.

NON-DISCRIMINATION STATEMENT

The Wright Elementary School District is committed to providing equal opportunity for all individuals in employment, education services, and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Any student, staff member, or parent who feels that unlawful discrimination has occurred should immediately contact a teacher, the school principal or district Title IX Compliance Officer. A formal complaint may be initiated at the school or by directly contacting the Title IX Compliance Officer. Please refer to the district's Uniform Complaint Procedures process.

Title IX Compliance Officer:

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Section 1: Family and Community Involvement

English Learners Advisory Committee (ELAC)

Each school site within the Wright Elementary District has established an English Learner Advisory Committee.

The functions of the ELAC are to:

1. advise the principal and staff on programs and services for English Learners.
2. advise the School Site Council on development of the Single Plan for Student Achievement (SPSA).
3. assist the school in the development of the school's needs assessment.
4. recommend ways to make parents aware of the importance of regular school attendance

Elections for ELAC members

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners in the school population.
2. Other members of the ELAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is met.
3. Parents of English learners must have an opportunity to elect the parent members to serve on ELAC.
4. Each ELAC shall have the opportunity to elect one member to the District English Learner Advisory Committee (DELAC).

The School/District will:

1. Ensure that all legally required functions of the ELAC are completed each year.
2. Facilitate communication with DELAC and between the ELAC and other school leadership groups such as the school board and school site council.
3. Maintain minutes of all ELAC meetings and record of attendance.
4. Provide training for all ELAC members.

District English Learner Advisory Committee (DELAC)

The Wright Elementary School District has established a District English Learners Advisory Committee (DELAC)

The DELAC shall be composed of parents of English Learners representing each school site ELACS, Principals, Teachers of English learners representing school site ELACs, Resource teachers and Instructional Aides representing school site ELACs, and other interested parents in the district.

The functions of the DELAC are:

1. Advise the governing board in the development of a district master plan for educational programs and services for English learners, including the establishment of district program, goals and objectives for programs and services for English learners.
2. Conduct a district wide needs assessment by school and advise the governing board on the needs of English learners.
3. Review and comment on the district's reclassification procedures and required written parent notifications.

District Responsibilities to the DELAC:

1. Provide sufficient training and training materials for DELAC members
2. Facilitate regular DELAC meetings
3. Facilitate communication between the DELAC and the governing board.
4. Maintain minutes of all DELAC meetings and a record of attendance

Section 2 : Identification, Placement, Parent Notification, Documentation, and Reclassification

The process for initial identification, parent notification, assessment, and program placement of English Learners is as follows:

Home Language Survey

A parent/guardian who is enrolling a child for the first time in a California school shall complete a Home Language Survey (HLS) at the time of enrollment to any one of our district schools. The HLS is available in Spanish and English.

English Language:

If English is listed in all four categories on the survey, the school will file the Home Language Survey in the student's cum file and the student is classified as English Only (EO). If the survey is completed with English as a response to the first three questions and a language other than English to the fourth, the student is also classified as EO.

Other Languages:

If a language other than English is listed in any of the first three categories, the student's Language Fluency is entered into Aeries as "To Be Determined." The school office will copy the Home Language Survey and give it to the ELD teacher or Instructional Assistant. The ELD teacher will prepare a file for the student's EL records with, the student's name, date of birth, and day of registration. The ELD teacher will initiate English Language Proficiency testing (ELPAC) to determine EL status for all students with a language other than English as a response to the four questions on the HLS

Newcomer/Transfer Enrollment Procedures

For students who were previously enrolled in a California School:

After a parent completes the school enrollment form, student records such as the HLS, state assessment scores, including the CELDT and/or ELPAC, and official language classification (EO, IFEP, EL, RFEP) are reviewed by school staff. If student records are unavailable at the time of enrollment, staff shall contact the previous district to request the cumulative folder/necessary information.

The ELD teacher receives a copy of the student's enrollment form from school office staff. The ELD teacher asks to have the site CALPADS person review student record information in CALPADS to determine English language acquisition status. The student's EL status is then entered into the School Information System (Aeries). The most recent ELPAC scores are found in CALPADS or the cumulative folder and are entered into the Aeries. If scores are missing, a request for scores is sent to the previous school.

For students who transfer from out-of-state or another country:

If a student transfers from out-of-state or another country, the initial identification and assessment process is used. Note that students who were born outside of the U.S. may have two different enrollment dates:

- District Enrollment Date- The student's first day of attendance is the official enrollment date with the District.
- U.S. Enrollment Date- The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

To determine the U.S. Enrollment date for transfers from out-of-state/another country, the ELD teacher reviews the student's enrollment form, and when available, the cumulative folder. The ELD teacher asks the site data coordinator to enter the U.S. Enrollment date into Aeries , which is then uploaded into CALPADS.

Initial English Assessment

Site ELD teachers will ensure that English Language Proficiency Assessment for English Learners will be completed within 30 school days of initial enrollment. Students in grades TK - 8 are assessed for Listening, Speaking, Reading, and Writing using the English Language Proficiency Assessments for California (ELPAC)

Student proficiency levels in each skill area (listening, speaking, reading, and writing) will be identified as one of the following according to the state-adopted cut scores:

- Initial Fluent English Proficient
- Intermediate English Learner
- Novice English Learner

At a teacher's request, for Spanish speaking students, the ELD instructor or Spanish speaking staff will administer the IPT oral and the LAS or STAR 360 in Spanish in order to assess literacy level in their primary language.

English Learner Identification

Once the student's overall proficiency level is determined, the the student will be classified as English Learner (EL) or Initially Fluent English Proficient (IFEP) according to the following criteria;

EL: Initial Assessment results are Novice English Learner or Intermediate English Learner

IFEP: Initial Assessment results are Initial Fluent English Proficient

English Learner Placement

English Learners are placed in classes based on their English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). Unless placed in an alternative program, based on parent request and the feasibility of the school offering such a program, students are

placed in Structured English Immersion (SEI). Teachers differentiate instruction within the classroom according to student proficiency levels and academic needs.

Structured English Immersion Program (SEI)

The Structured English Immersion Program at Wright Elementary District is a simultaneous program providing instruction in English and the core curriculum. The instruction is appropriate for students learning English as a new language. Students are taught all aspects of English language skills (listening/speaking, reading, and writing), and will also be taught academic subjects using SDAIE. Instruction is overwhelmingly (90%-100%) in English. Instructional materials are written in English. Some materials and instruction in the student's primary language may be used for support and clarification of concepts. The classroom teacher provides English language development (ELD) instruction using the Integrated or Designated ELD components of the District's English Language Arts adopted curriculum, Benchmark Advance, which contains a full ELD curriculum.

The ELD intervention program provides 1-2 1/2 hours a week of additional small group instruction using the Houghton Mifflin Harcourt "English 3D" for middle school and upper grades, McGraw Hill "Language for Learning" and "Language for Writing" in lower grades, and the designated ELD components of the Benchmark Advance curriculum. Students who score an overall 1 or 2 on ELPAC are identified for additional intervention. In addition, students in level 3 who had low scores in listening, speaking or writing are considered for the ELD intervention program. Level 3 students who are low in reading may receive intervention in the reading intervention program. Long term English Learners (LTELs) in middle school who scored level 3 on ELPAC and are level 1 or 2 on SBAC may receive ELD intervention.

Identification of Immigrant Students

In California, a student is identified as an immigrant if he/she:

- Was not born in any of the 50 states, Washington D.C. or Puerto Rico
- Has been in U.S. Schools for 3 full (cumulative) academic years or less; and
- Is between the ages of 3 and 21

The process in which immigrant students are identified, according to the above criteria, begins in the front office of each school site in the district.

1. During enrollment, families receive an enrollment packet which contains a registration form for the Wright Elementary District. There are sections on the form regarding the name of the previous school and address that the student attended. If the previous school was outside of the United States, additional questions will be asked to find out if the student had ever attended school in the United States.

2. If the birth certificate provided at the time of registration shows the student was born outside of the United States, and it is determined that the student will be attending school for the first time in the United States, the US entry date, US School date, District entry date and School entry date will all be the same date in the Student Information System (Aeries).
3. CALPADS will receive the information from Aeries and the District can then monitor the number of immigrant students in the district for funding purposes.
4. Also in the enrollment packet is the Home Language Survey (HLS). Further information regarding the home language survey follows.

Parent Requests for Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process:

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language

acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program.

Parent Notification Procedures and Recording Initial Test Scores

If the student is designated as EL (English Learner), the ELD Teacher or Instructional Assistant does the following:

- Adds the student's name to the roster of EL students.
- Files a copy of the assessment results and any other assessment materials in the student's EL file.
- Mails home the Parent Notification of Assessment Results letter (in English and primary language, if available). Places a copy of the letter in the student's EL file.
- Starts an Individual Student Language Profile and records the student's test scores on it.

If the student is designated as IFEP (Initial Fluent English Proficient), the ELD teacher or Instructional Assistant does the following:

- Adds the student's name to the roster of IFEP students
- Files a copy of the assessment results and any other assessment materials in the student's EL file.
- Mails home the Parent Notification of Assessment Results letter (in English and primary language, if possible). Places a copy of the letter in the student's EL file.
- Places the EL file in the student's cum.
- a red sticker will be placed on the front of the student's cum file indicating s/he is an English Learner.
- gives the student's teacher the results of the student's initial ELPAC results

English Learner Documentation/Record Keeping for EL Students

The ELD teacher or data coordinator inputs assessment data and student EL status into Aeries and maintains a school database for all EL students. The following components should be kept in a EL

Student file in the ELD room:

1. Home Language Survey/registration form
2. ELPAC/CELDT results
3. Initial Parent Notification Letter
4. Annual Parent Notification Letter
5. Waiver form (if submitted)

If a student has moved from another California school, the ELD teacher will fax an EL Records Request to the previous school or contact the site CALPADS person to investigate.

Reclassification

The district has adopted language reclassification criteria and procedures. (Board Policy 6174). These criteria and procedures are used to determine when English Learners have developed the English skills necessary to succeed in English.

A student is reclassified from English Learner (EL) to Fluent English Proficient (REEP) when it can be established that the student has the English language skills to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

The criteria for student reclassification will include objective assessment of reading, writing, speaking, and listening comprehension, the student's academic proficiency in basic language skills, teacher evaluation, and parental opinion.

Annual Summative Assessments of English Proficiency

Within the testing window (February 1 - May 31) the district administers the Summative English Language Proficiency Assessments for California (ELPAC) to all English Learners who have not yet been reclassified Fluent English Proficient (RFEP). These assessment measure a student's progress in learning English and to identify a student's English Language Proficiency (ELP).

Reclassification Criteria

These are the current district criteria until we receive further guidelines from the state.

1. Overall ELPAC level 3 or above. Oral language and written language must be a level 3 or above.
2. The classroom teacher's evaluation shows that the student's skills in English are comparable to those of native English speakers of the same age and grade level. This is measured by a score of 19 or above on the SOLOM and classroom work samples.
3. Parent notification, explanation, and consent with signature on reclassification form.
4. Students must score level 3 (standard met), or above, on the SBAC in English Language Arts or a percentile rank of 40 or above on the STAR Reading assessment.

Reclassification of English Learners with Disabilities

The IEP team will actively contribute in developing the ELD goals to ensure that each student's needs are met throughout the instructional day. The alternative reclassification process for English learners who qualify for Special Education services and do not meet standard reclassification criteria follow a differentiated process:

1. The Classroom teacher, ELD teacher or Special Ed teacher identifies students who may qualify for reclassification. This team also consults with speech pathologist or school psychologist as appropriate.
2. Reclassification of ELs should be considered each year.
3. Using the Reclassification Form, the IEP team considers whether the student's disability is impacting performance on English language testing.
 - a. If the team agrees to reclassify the student, the Reclassification Form is submitted to the ELD teacher for final approval.

 - b. If the team is not ready to reclassify the student, the team identifies additional data to be collected for next year (e.g. additional assessment, parent/teacher interview, student interview, etc.). The Reclassification Form should still be completed and placed in the student's cumulative folder.

Reclassification Procedures

The reclassification review process begins when:

District EL coordinator and site ELD teachers review ELPAC assessment data annually and determine when the District will set reclassification conferences and a Reclassification celebration

Upon receipt of the ELPAC Score Report, site ELD teachers will:

1. Review ELPAC scores for students who meet the district criteria for reclassification
2. Review SBAC scores in Language Arts/ or other local assessments (e.g. STAR Reading) for all students eligible for reclassification.
3. Write student information, ELPAC, SBAC ELA and other local assessment data results on each student's *Reclassification Form*.
4. Distributes the *Reclassification Form* to classroom teachers along with the SOLOM matrix for teacher assessment of student oral proficiency.
5. Collect completed *Reclassification Forms* and SOLOM assessments from classroom teachers.
6. Review teacher input to determine if a student is ready for reclassification, needs further services, or if a meeting is necessary to make that determination.
7. Notify parent using *Reclassification Parent Notification Letter* and make further contact as necessary to ensure parent participation.
8. Records parent notification date, any comments, and final reclassification decision on the *Reclassification Form*.
9. Collects signed *Reclassification Parent Notification Letter* and files it in the student's EL file along with the completed *Reclassification Form and SOLOM assessment*.
10. Change status from EL to R-FEP in the site student record database for all reclassified students. Record the reclassification date in the database to facilitate annual monitoring of R-FEP students.

11. Give a list of new RFEP students to the data coordinator to make changes in Aeries.

Follow-up for Redesignated Students

Individual Student Level:

To assure the student reclassified as RFEP is still succeeding, the student will be monitored by the principal and or classroom teacher on a yearly basis. At any time after reclassification to RFEP the student may be re-evaluated on the recommendation of the teacher, parent or administrator by calling for a Student Study Team meeting.

School/District Level:

Data will be collected and reviewed to ensure that the district or site has evidence that demonstrates that former EL students have not left with any substantive academic deficits. The percentage of EL students meeting district's standards in reading, language arts, and mathematics will be monitored.

Section 3: Instructional Program, Support and Materials

The Wright School District is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.

Integrated and Designated English Language Development (ELD)

Each English Learner receives a program of instruction in integrated and designated English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible.

Teachers use ELPAC assessment data and local assessment data to plan for differentiated ELD instruction appropriate for each student’s identified level of proficiency. Teachers either differentiate by grouping students across classrooms or within the classroom.

Integrated ELD:

The goal of Wright School District is to provide all students with access to core academic curriculum to meet rigorous state grade-level standards. A myriad of district and charter-wide instructional strategies, based on CA English Language Development Standards and CA State Standards for academic content areas, support implementation of Integrated ELD to help EL students master academic content. A sampling of common Integrated ELD strategies used in Wright District includes:

Grade Level	District and Charter-wide Integrated ELD Strategies
K-6	<ul style="list-style-type: none">- Structured Oral Discourse- Academic Vocabulary Instruction- Student use of Complete Sentences- Collaborative Conversations

	<ul style="list-style-type: none"> - Thinking Maps - Number Talks - Informational Listening Activity - RACE strategy for Close Reading - <i>Step Up to Writing Strategies</i>
7-8	<ul style="list-style-type: none"> - Academic Discourse/Structured Oral Discourse - Collaborative Conversations - Close Reading/Critical Reading - Process Writing - Thinking Maps

Designated ELD:

English learners will receive approximately 30-45 minutes of Designated ELD instruction focused on listening, speaking, reading, and writing English according to the California English Language Development standards:

- For grades TK-6, Designated ELD instruction will focus on:
 - Implementation (Grades 4 - 6) of the *English 3D program Academic Language Development Program*
 - Teachers working with small groups of EL students, grouped by English proficiency level, utilizing core adopted content curriculum and supplemental materials to advance student proficiency of the ELD Standards (focusing on Parts I and II of the ELD Standards- Interacting in Meaningful Ways & Learning How English Works).
- For grades 7-8, Designated ELD instruction will take place 4 days/week during one of two elective periods. Instruction will focus on:
 - Teachers working with small groups of EL students, grouped by English proficiency level, on specific ELD standards students need support with.
 - Curriculum utilized will include *English 3D Academic Language Development Program, Course B* (middle school)

Identification and Monitoring Student Progress

During the academic year, classroom teachers, ELD teachers, reading teachers, and site administrators examine school assessment data to monitor student progress and identify students who need intervention services. The assessments include the following:

- ELPAC
- SBAC
- STAR 360 Reading

- DIBELS
- Classroom assessments and benchmarks

Support Services:

Staff at each site target intervention services to English Learners who need extra support in order to achieve grade level standards in the core curriculum. Intervention services may include:

- Small group instruction within the classroom
- After school small group tutorials
- Additional literacy support from the instructional assistants, teacher, or community/parent volunteers
- Peer tutoring
- Computer programs focused on intervention
- Classroom accommodations including use of audio, visuals, and other SDAIE techniques
- Literacy intervention programs

English Language Development Materials

A variety of ELD materials are used in the Wright District to ensure that English Learners are achieving English Language proficiency.

These include:

- Benchmark Advance ELA/ELD Curriculum which includes designated and integrated English Language Development support
- Houghton Mifflin Harcourt *English 3D Academic Language Development Program* - for grades 4-6 and course B for middle school
- McGraw Hill *Language for Learning* and *Language for Writing* - for lower grades
- Lexia Reading Core 5 for grades 1-5 and Power Up Reading for grade 6-8

Section 4: Student Progress and Program Evaluation -

Wright District will evaluate this plan as part of the Local Control and Accountability Plan annual update each year. The report, presented at the May Board meeting will examine the SBAC performance of EL students, plan implementation; and the effectiveness of these efforts. The report will conclude with recommendations regarding activities, timelines, and the estimated implementation date.

Section 5: Staffing and Professional Growth

Recruiting Qualified Teachers

Recruitment practices to obtain qualified staff members include a statement on the vacancy announcements that include:

- a preference for bilingual candidates
- a preference for candidates who have a CLAD/BCLAD certificates

Dissemination of notices of a vacancy include the placement office at Sonoma State University, Sonoma County Office of Education, other local colleges, local newspapers, and other higher educational placement offices. Historically, the turnover rate of certificated employees is low.

Professional Development

Wright District is committed to staff development that upgrades the skills of its staff. The school district provides release time and reimbursement for expenses for conferences, workshops, and classes emphasizing first and second language acquisition, ELD methodologies, and Specifically Designed Academic Instruction in English (SDAIE) techniques. Resources for this training include the Sonoma County Office of Education, Sonoma State University, California Association of Bilingual Education, and the North Coast Bilingual Consortium. The district takes advantage of frequent County Office opportunities to provide training for interested teachers. The district is committed to a high-quality staff development program for all educational personnel- teachers, paraprofessionals, counselors, and administrators. Over the last 3 years Staff Development has included:

- Training on integrated and designated ELD differentiation in newly adopted ELA program: Benchmark Advance ELA/ELD and Benchmark Advance Designated ELD
- Training on integrated and designated ELD differentiation in newly adopted Math program: My Math
- Literacy training for K-6 teachers which including meeting the learning needs of English language learners
- Training for teachers and instructional aide staff in using technology programs, such as Lexia for reading and IXL for math
- On-going evaluation regarding effective programs for English learners
- County Office offerings as they arise ,including the EL collaborative for ELD teachers

Section 6: Funding

The Wright Elementary School District is committed to serving the needs of its English Learners. The district budget reflects this commitment. Adequate LCFF and Federal Title funds and resources are provided to each English Learner with learning opportunities in an appropriate program.

Each English learner is provided with a set of district-adopted textbooks. A portion of the materials purchased for the school or classroom libraries are purchased in students' primary languages, if needed.

In addition to basic textbooks, instructional materials, and library books, the district further supports the needs of its English Learners through the following programs/expenditures:

1. Counseling services
2. Instructional materials to support classroom teachers
3. Technology and computer-based programs to support language acquisition and mastery of academic content standards
4. Administrative support
5. Interventions for students who need additional support for academic achievement
6. Staff development
7. Parent Education
8. Bilingual Liaisons to support parent engagement and involvement