

EXHIBIT A

MASTER PLAN FOR MULTILINGUAL EDUCATION

The San Francisco Unified School District ("District") is committed to ensuring that its students who are not fluent in English ("English Learners" or "ELs") have access to the District's curriculum, programs and services. In furtherance of that commitment, the District's Board adopted this Master Plan for Multilingual Education ("Master Plan") in September of 2008.

A. PROPER IDENTIFICATION OF ENGLISH LEARNER STUDENTS

Proper identification of English Learners is a foundational component for ensuring appropriate placement and access to services. The District will take the following steps to support the proper identification of EL students:

- 1. Utilize the Home Language Survey to Initially Assess Home Language.** Prior to student enrollment in the District, the student's parents/guardians complete SFUSD's Home Language Survey ("HLS") at the District's Educational Placement Center ("EPC"). If the Survey indicates that a language other than English is spoken in the home, further assessment follows.
- 2. Administer the California English Language Development Test ("CELDT") to Classify Fluency Level.** The CELDT is a state-mandated assessment that tests a student's listening, speaking, and (beginning in 2nd grade), reading and writing in English. Using the CELDT results, the District classifies students as one of five "English Learner" fluency levels: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. If a child demonstrates English proficiency, s/he is designated as Initial Fluent English Proficient ("I-FEP").
- 3. Utilize Primary Language Assessments to Supplement CELDT Testing.** The District also assesses the student's proficiency in her/his home language, using a primary language test, where available.
- 4. Analyze Foreign Transcripts to More Effectively Place and Serve Secondary Students.** EPC will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. EPC will provide the school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.
- 5. Inform Parents About the EL Identification Process.** EPC and the English Learner Support Services Team will provide all parents/guardians with information about how student identification and assessment takes place in the SFUSD Enrollment Guide in the top three languages of the District, and will provide parents/guardians with the results of the assessments. The District will ensure that parents/guardians can obtain further assistance in understanding the assessments and their implications through translation and

interpretation services described in this Master Plan, and will also work with Community Liaisons, the ELACs and the DELAC to further this objective. The Enrollment Guide and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments in the top three languages of the District, and in other primary languages, as described in procedures developed as required by section G.2.

B. APPROPRIATE PLACEMENT OF ENGLISH LEARNERS

SFUSD's current student assignment process is a complex system that places EL students based upon parental requests and the EL students' language and program needs, according to availability. Appropriate placement depends, therefore, upon the quality of information parents/guardians receive about their students' language and academic assessments, the available program models, and the importance of submitting a timely request for program placement. To this end, the District will ensure that parents can meaningfully participate in this process by providing them information in a language and at a level they can understand either in writing or verbally, as described in this Master Plan.

In order to ensure the appropriate placement of English Learners into the programs that will provide the most effective English language development and access to grade-level curriculum, the District will take the following steps:

1. Develop Guidelines for Appropriate Placements for Secondary Students. The English Learner Support Services Team will develop a set of student placement guidelines for EL students in secondary schools for appropriate placement of English Learners in English Language Development ("ELD") courses, the types of academic course placements appropriate for students at differing English fluency levels, and the different "typologies" (e.g., newcomers, long term English Learners) of EL students. The guidelines will include definitions of the appropriate program and pathway for long term English Learners. These guidelines will be developed during the 2009-2010 school year. A copy of the guidelines will be provided to counsel for the private plaintiffs and the United States when they are available, but no later than August 2010.

2. Provide Training to Educational Placement Center ("EPC") Staff To Enable Them To Better Counsel Parents on Program Models. EPC counselors will receive training in understanding the differing goals of the various program models offered by SFUSD for EL students, the program structures, and the implications for appropriate student placement. EPC counselors will use this information to counsel parents regarding the various EL program choices. This training will take place each year prior to the open enrollment process. When necessary, EPC will collaborate with on-call staff in the English Learner Support Services Team on counseling parents and making placement decisions. EPC counselors will also receive training regarding the availability of translators and interpreters to assist in the counseling process, where necessary.

3. Post EL Program Information on the SFUSD Website. The District will provide

information on its website, in the top three languages spoken by families in the District, about the program models and their goals. The District will expand this coverage to the top 5 languages in the District by September 2009. The Enrollment Guide and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments in the top three languages of the District, to be expanded to the top 5 languages in September 2009, and in other primary languages as described in procedures to be developed as required by section G.2.

4. Publish EL Program Information in the SFUSD Enrollment Guide. The English Learner Support Services Team will ensure that the correct descriptions of school programs for EL students, including information about the implications for appropriate student placement, are included in the SFUSD Enrollment Guide, which is available in the top three languages spoken by families in the District. EPC will release the translated Enrollment Guide and EL program descriptions at the same time as the English versions of these documents.

5. Provide EL Program Information to ELAC/DELACs. The English Learner Support Services Team will work with DELAC and ELACs to make sure that parents of EL students receive adequate information about how EL student placement takes place, and about the available EL program models – their goals, structure and duration. An annual topic for ELAC meetings will include: the benefits of bilingualism, the impact of school practices and community/home practices on the development of English and bilingualism.

6. Train Secondary School Counselors on Appropriate EL Placement. The District will provide all secondary school counselors with professional development on the above-described guidelines for appropriate English Learner placement, including training on reviewing foreign transcripts, placement of ELs in Gifted and Talented Education and in Special Education. This training will be provided in counselor meetings that are held monthly.

7. Integrate Strategies to Support EL Programs Into Development of New Student Assignment System. For over 30 years, the District was subject to a federal desegregation consent decree that required the District to racially desegregate its schools. For the last 6 of those 30 years, the consent decree mandated a student assignment process that was designed to integrate District schools based on factors other than race. The consent decree ended on December 31, 2005. The District is currently developing a new student assignment system.

The English Learner Support Services Team will be involved in the design of the new student assignment system to raise and address the following issues:

- Supporting the assignment of a sufficient number of students of the same language background at each grade level within a school so that a high-quality

- program model can be implemented with fidelity and consistency at all grade levels.
- Supporting the consistent placement of students in subsequent levels of a chosen EL program as they articulate into the upper grades.
 - Educating parents about the importance of consistent placement in a chosen EL program to encourage their continued choice of that program, assuming that parent choice remains a core component of the District's student assignment system.
 - Developing a timeline for the student assignment process that supports the completion and return of language assessments prior to program placement.

C. ACCESS TO EFFECTIVE PROGRAMS

To maximize English Learner access to a quality education, SFUSD will provide effective programs that result in high quality English language and primary language development, as well as full access to the District's comprehensive grade-level academic program (language arts, mathematics, science, history/social science, visual and performing arts, and world languages).

SFUSD currently offers a variety of programs and program models for English language development. These include: Early and Late-Exit Bilingual programs, Dual Immersion programs, and Intensive English programs (which include ELD and content classes taught with SDAIE strategies). All programs are designed for students to develop proficiency in English and to provide grade-level academic content. Some programs focus primarily on English language development (Early-Exit Bilingual and Intensive English), while other programs are designed to develop literacy in the home language as well as in English (Late-Exit Bilingual, Dual Immersion).

Finally, SFUSD provides a one-year Newcomer Program to help recently arrived immigrant students function in their new language and culture. The program is offered in English and either Cantonese, Mandarin, Filipino or Spanish (the top language groups in SFUSD). There are two Newcomer Centers at the elementary level, two at the middle school (Spanish and Cantonese), and one Newcomer High School for high school students of all language groups arriving from any country. After one year, students transition from newcomer settings into either a Dual Immersion, Early Exit Bilingual, Late-Exit Bilingual or Intensive English program.

As discussed more fully below, the District plans to modify and enhance various existing EL programs to strengthen their ability to produce high achievement and high literacy for English Learners. The District's plans include enhancements to the existing Dual Language Immersion program (Dual Language Immersion Pathway); transition of the Early and Late Exit Bilingual programs into a Biliteracy Pathway and enhancements to this program; provision of an English Plus pathway for low incidence languages and students who do not waive English instruction as required by California Education Code Section 310; and provision of a Newcomer Pathway for recently arrived English Learner immigrant students. The District also plans to create two new pathways that will address

the particular needs of newly arrived immigrant students with interrupted, inadequate or no prior schooling (Underschooled Pathway); and ELs who enter high school after having been enrolled in U.S. schools since kindergarten or first grade, but are struggling academically and have little or no primary language literacy (Long Term English Learner Pathway). The current programs will continue until the enhancements and/or transitions are phased in.

1. All Pathways Will Share The Following Principles or Elements:

a. Avoid Linguistic Isolation. In the development and maintenance of pathways, the District shall strive to avoid linguistic isolation by incorporating opportunities for interaction with native English speakers;

b. Minimum 30 minutes ELD. The District shall provide all EL students who have not opted out of EL services at least 30 minutes of ELD per day leveled by English proficiency until redesignation. These classes will be taught by a teacher with a CTC authorized ELD certification or CLAD. The District will vary the amount of ELD provided based on the EL's level of proficiency and will develop guidelines to this effect for schools to be used in scheduling ELD instruction beginning in the 2009-10 school year. These guidelines will be provided to the parties when they are completed, but no later than August 2009.

c. Primary language and Specially Designed Academic Instruction in English ("SDAIE") methodology. The District shall provide content classes taught in primary language or SDAIE methodology by a teacher with a CLAD or BCLAD certification until redesignation.

d. BCLAD or CLAD teachers. All EL classes will be taught by teachers with at least CLAD certification, and all Dual Immersion and Biliteracy Pathway classrooms will be staffed by teachers with BCLAD certification.

Each pathway below that provides ELD and SDAIE will continue to offer these services and they will be offered in 2008-2009 and going forward. The District will utilize the monitoring process and annual audits to address the consistent provision of these services. Section C.2, below, includes a description of the current and future program pathways for EL students, and the timelines for implementation of new pathways, phasing out of old pathways, and enhancement of existing pathways. But pedagogical practice, particularly as it relates to the education of EL students, is, by its nature, dynamic. In the future, the District may decide to modify or eliminate one or more of the pathways described in Section C.2, or to maintain an existing program. Such adjustments may be necessary due to shifts in the District's demographics, changing needs of the District's EL students, the District's evaluation of the effectiveness of the various pathways, the site planning process, feedback from parents of EL students, input received from District's ELAC, its BCC, or other interested individuals or organizations, and the findings of academic researchers in the field of EL education.

The District will report to the parties and to the court on the implementation of the pathways described in Section C.2, below, and any changes to those pathways, in accordance with Section J.2.a, below. The District will seek court approval prior to making such changes when: 1) one or more of the parties objects to the changes; or 2) the District intends to deviate from the principles outlined in this Section C.1, above.

2. Provide ELs With Effective Programs.

a. Dual Immersion Pathway.

- **Program Description**

The Dual Immersion Language Pathway is designed to help native speakers of the target language, bilingual students, and English speakers to develop proficiency and academic competency in English and the target language. Each class is a mix of English fluent students (1/3 to 1/2 of class) with English Learners (2/3 to 1/2 of class). In Kindergarten and First grade, the target language is used for 80%-90% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target language. Elementary students receive ELD daily leveled by proficiency, and other academic classes taught in English utilizing SDAIE strategies or taught in primary language.

At the secondary level, students continue to study academic content in the target language for at least two periods a day in addition to one period of ELD (leveled by proficiency), and all other academic courses taught in English through SDAIE strategies.

- **Enhancements/Modifications**

In order to provide articulated and continuous Dual Immersion programs K – 12, the District will institute processes to assign an appropriate balance of English fluent and English Learner students per grade level and classroom. Language of instruction will reflect the 80:20 model in Elementary School.

The District will institute processes to limit placement into Dual Immersion classrooms above the first grade to students who demonstrates linguistic competency in the target language deemed sufficient for successful participation in the program.

SFUSD will develop courses at the secondary level to support the continuation of the Dual Immersion Pathway.

- **Teacher Credential Requirements**

Dual Immersion Language classrooms will be staffed by teachers with BCLAD certification.

- **Timeline**

The enhancements to this pathway will begin operation for grades K-5 in the 2009-2010 school year; for 6th grade in the 2009-2010 school year; for 7th grade in

the 2010-2011 school year. Another grade level will be added each year with full implementation through grade 12 in the 2014-2015 school year.

b. Biliteracy Pathway.

- **Program Description**

The Biliteracy Pathway is designed to help English Learners to develop English language proficiency/literacy, and academic competency and literacy in their home language. In Kindergarten and First grade, the target language is used for 80% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target language. Elementary students receive ELD daily leveled by proficiency and all other academic courses are taught in English utilizing SDAIE strategies, or are taught in primary language.

At the secondary level, students continue to study in the target language for at least two periods/day in addition to one period of English Language Development (leveled by proficiency), and all other academic courses taught in English through SDAIE strategies.

- **Enhancements/Modifications**

In order to support articulated and continuous Biliteracy Pathway programs K – 12, the District will assign students to this pathway with the language of instruction reflecting the 80:20 model in Elementary School. Transition students from Early and Late Exit Bilingual programs into the Biliteracy Pathway by expanding the program to grade levels beyond current programs, based on facility capacity. SFUSD will develop courses at the secondary level to ensure the continuation of the Biliteracy Pathway.

- **Teacher Qualifications**

Biliteracy Pathway classrooms will be staffed by teachers with BCLAD certification.

- **Timeline**

The enhancements to this pathway will begin operation for grades K-5 in the 2009-2010 school year; the enhancements for 6th grade will begin in 2009-2010 school year; for 7th grade in the 2010-2011 school year; and one grade level will be added each year with full implementation through grade 12 in the 2015-2016 school year.

c. English Plus Pathway

- **Program Description**

The English Plus Pathway is designed for English Learners of low-incidence language groups that do not have sufficient numbers to enable a full Biliteracy Pathway program to be provided. It is also designed for English Learners whose parents do not waive English instruction as required by Education Code Section 310. Instruction in the English Plus Pathway is in (SDAIE), with at least 30 minutes per

day of ELD, leveled by linguistic proficiency.

- Teacher Qualifications
English Plus Pathway classrooms will be staffed by teachers with CLAD credentials.
- Timeline
This Pathway is currently offered and the services described above will continue to be offered in 2008-2009 and going forward. The description above sets forth the basic services guaranteed by the District, but does not limit the District from adding enhancements to the English Plus Pathway pursuant to its own internal Strategic Plan, such as 30 minutes of daily primary language instruction where practicable.

d. Newcomer Pathway

- Program Description
The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture in a one-year program (with an option for a second year as needed). The curriculum includes orientation and transition support, primary language instruction in academic areas at grade level or as designed to address gaps due to differences in national schooling systems or gaps in prior schooling. Students receive two periods of English Language Development (leveled by linguistic proficiency) including “survival” English. All non-ELD academic classes are taught either in English with SDAIE methodology or primary language instruction.

Students normally transition to the Biliteracy Pathway, Dual Immersion or the English Plus option after one year.

- Teacher Qualifications
Newcomer programs will be staffed by teachers with CLAD or BCLAD credentials.
- Timeline
This pathway is currently offered and will continue to be offered in 2008-2009 and going forward. The description above sets forth the basic services guaranteed by the District, but does not limit the District from adding enhancements to the Newcomer Pathway pursuant to its own internal Strategic Plan

e. Underschooled Student Pathway

- Program Description
The Underschooled Student Pathway is designed for newly arrived immigrant students of high school age (16 years or older) who enroll in SFUSD with interrupted, disjointed, inadequate or no prior schooling. It is designed for students who are three or more years below grade level and have little or no primary language literacy or English proficiency. The Underschooled Program is a self-contained program leading to a high school diploma or articulation with adult education GED programs.

Transition to a regular high school program is possible as students gain academic and linguistic proficiency.

The program provides developmental home language literacy instruction, two periods per day of English Language Development, and all other academic courses are taught either in English with SDAIE methodology or in primary language instruction. The program provides a curriculum that incorporates career-oriented electives, a focus on study skills, and developmental academic courses designed to provide a basic foundation in math, science and history.

Depending on resources available, the Pathway will include the provision of supplemental summer school programs. The District will explore the option of allowing students up to 6 years (through age 21) to complete this pathway.

- Teacher Qualifications
Underschooled Pathway classes will be staffed by teachers with CLAD credentials.
- Timeline
This Pathway will begin implementation in the 2010-2011 school year.

f. Long-Term English Learner Pathway

- Program Description
The Long Term English Learner Pathway is designed for students who enroll in SFUSD high schools as English Learners despite having attended U.S. schools since kindergarten or first grade. Their needs are quite different from immigrant students who are more newly arrived, and the curriculum is tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and are struggling academically.

The program includes English for Academic Purposes ELD which emphasizes writing skills and reading comprehension based on relevant literature, a Native Speakers language arts/literacy class, SDAIE academic courses, a mix of career oriented and visual/performing arts electives and a success skills enrichment course. Assessment of individual gaps in English language proficiency is the basis for an online individualized learning system.

- Teacher Qualifications
Long Term English Learner Pathway classes will be staffed with teachers who have a CLAD credential.
- Timeline
This Pathway will begin implementation in the 2010-2011 school year.

2. Develop A Proposal To Situate and Consolidate EL Programs To Provide Greater Access to Continuous EL Pathways. The District shall consider the optimal location for placement of EL programs and pathways within sites across the district in order to maximize access of English Learners to the most powerful program pathways, and to support a reasonable opportunity for program continuity with adequate services and resources K-12. A Phase-In Proposal shall be developed for the District's Program Placement Committee by 2010 that will recommend how to situate and consolidate EL programs with the goal of providing K-12 EL pathways that minimize the need for families to balance program choices against transportation concerns. Student program placement practices will be reviewed to ensure that they support (1) student linguistic and academic strengths, needs, and interests; (2) informed parent choice; (3) the District's student placement priorities; and (4) K-12 program continuity and viability.

3. Identify Demonstration Schools and Establish Professional Learning School Networks. The District will identify demonstration schools that are examples of quality implementation of the various EL program pathways. These schools will provide other sites with opportunities to visit and observe. School networks will be established that include both demonstration schools and high need/underperforming schools so that learning about successful implementation of powerful program pathways can extend across the District.

D. ACCESS TO SPECIALIZED PROGRAMS AND SERVICES

In order to have full access to the comprehensive academic program of the District, English Learners must also have equal access to specialized services and programs, such as the Gifted and Talented Education program and Special Education services. The District will take the following steps to provide equal access to these programs/services:

Gifted and Talented Education

The District will ensure that ELs have an equitable opportunity to participate in the Gifted and Talented Education (GATE) program at all District sites. This will occur through the following steps:

1. Develop Procedures to Identify ELs Who Qualify for GATE. During the 2008-2009 school year, the District will develop and implement written procedures for identifying ELs in each school who may be able to qualify for GATE programs, and that describe the GATE referral process. The District will train GATE Coordinators on these procedures in monthly meetings held with the GATE Supervisor, and Coordinators will train principals and teachers regarding these procedures in staff meetings or one-on-one sessions, as appropriate. The written procedures will include: (a) a written list of indicators of giftedness in EL students; (b) written reminders that EL students may be eligible for GATE services under measures of giftedness or talent other than traditional measures such as standardized test scores; (c) written reminders that English fluency is not a criteria for eligibility; and (d) an explanation of the GATE referral process. The

District will provide a copy of the written procedures to the United States and the private plaintiffs when they are available, but no later than September 2009.

2. Conduct GATE Identification for English Learners. The District will continue to begin the yearly identification process in November with mid-February and mid-March deadlines. Each school site's identification team will refer students to the District GATE office, which will complete the identification process. It is important to note that the District currently uses a multivariable points system that includes six points that lead to GATE identification. The District will utilize the existing GATE identification process more systematically to identify eligible EL students for GATE services. Testing is only one of the six points that can lead to GATE identification, and where testing is the appropriate means of identifying English Learners as gifted and talented, the District will continue to use the Naglieri Cognitive Processing Test. This nonverbal test, designed to be effective in testing non-English speakers, avoids problems that arise from having to use translation or interpretation in the screening and testing process. The brief test directions have been translated into Spanish and Chinese.

3. Implement parent outreach strategies. The District will implement parent outreach strategies to inform EL parents in their primary language about the GATE program, including what the program offers, the referral process, and how to obtain more information. These strategies will include, but not be limited to, GATE information in the predominant primary languages on the District's website, and placing an item regarding the GATE program on the agenda of at least one ELAC meeting at each school site annually.

4. Monitor EL Participation in GATE. By September 2009, the District will design and implement a data collection system that enables the District to track students by language proficiency status at each stage in the GATE identification and services process.

a. Student Data: This system will include tracking the following information for each student referred to GATE in mid-spring semester: school, grade, language proficiency status (EL, IFEP, RFEP, EO), eligibility finding, and placement decision. Comparative data from two consecutive years will track changes in identification patterns/trends, including disaggregation by language status, language, grade, school, and GATE identification category.

b. School Data: At least once a year, the District will review that year's data as well as consecutive/multiple year data to determine Districtwide and school number/percent of ELs referred to, identified for, and receiving GATE services and whether these are proportionate to EL populations within the larger district/school populations. Where school data reveal disproportions, strategies will be developed to assist those schools in increasing EL GATE referrals to, identification for, and participation in GATE services. The District will retain these data, numbers, and percentages and make them available for the United States' and private plaintiffs' review upon request.

Special Education

The District's strategies to provide special education services to EL students who qualify for such services will include the following:

5. Ensure that EL Students who Qualify for Special Education Services Receive Special Education Services and Appropriate Language Acquisition Services through one of the six models below or some other combination of services: But notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law.

- Instruction by a BCLAD teacher who holds special education certification. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by a BCLAD teacher and a special education certified teacher. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Instruction by a teacher with both ELD and Special Education certifications. This model can be used for ELs at the Intermediate or higher levels of English proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by an ELD-certified teacher and a special education-certified teacher. This model can be used for ELs at the Advanced level of English proficiency. It can be organized as a self-contained or a resource program.
- A special education certified teacher with ELD training paired with a bilingual/biliterate teacher assistant or aide. This model can be used when the models listed above cannot be implemented because they do not offer native language or ELD instruction. This model offers only native language support from the bilingual assistant or aide.
- Consultation between a certified special education teacher and a BCLAD or ELD-certified teacher can be used when an EL spends less than 50% of the school day in special education classes and has an Advanced level of English proficiency.

6. Address the Particular Needs of EL Students In the Special Education Referral, Evaluation and Placement Process. The following actions are designed to address EL needs at all points in the special education process:

7. Referral. The District's Student Success Teams ("SSTs"), which are a site-based body that may make special education referrals, will consistently implement procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students, including:

- Providing a consult with at least one certificated staff person with a CLAD, BCLAD, or ELD certification for student study team meetings concerning EL students.

- Fully considering the language background and all language-related issues of EL students, including lack of academic progress in an appropriate EL program pathway, and carefully document EL student information when making the decision to assess EL students for special-education evaluation.
- Using SST forms that include information about the students' primary language proficiency assessment results, educational history, and CELDT scores. These forms shall be completed and fully considered with respect to each SST meeting held for EL students.

8. Evaluation of EL Students for Special Education. The District's Screening and Assessment Office is responsible for determining special education eligibility, including the following steps:

- Assess EL students for special education eligibility in each student's primary language unless it is not feasible to do so.
- Provide EL students with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the District, the District will make its best efforts to locate and obtain the services of such personnel.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

9. Placement of EL Students in Special Education. IEP teams will take into account each student's particular needs as an English Learner, such as the need for special language assistance, when determining appropriate special education services.

- The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner. IEP teams will consult with at least one certificated staff person with a CLAD, BCLAD, or ELD certification who can assist the IEP team in determining what special education services are necessary to provide the EL student with access to core curriculum instruction. If English language acquisition services are necessary for a child to receive FAPE under special education law, a description of such services will be written into the IEP.
- Upon parental request, the District will translate IEPs for parents of EL students in a timely fashion.
- When the District notifies a parent of an EL student of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the District will provide adequate interpreter services at IEP meetings.

10. Require That All Special Education Teachers also Hold a CLAD or BCLAD Authorization. The District will establish as its first priority when hiring special education teachers those candidates who also hold a CLAD or BCLAD authorization. If such candidates are not available, the District will make hiring of new special education teachers contingent on commitment to pursue CLAD or BCLAD certification. For current special education teachers without the CLAD or BCLAD authorization, the District will work with the bargaining unit to seek to establish a requirement that teachers secure a CLAD or BCLAD authorization within a reasonable time period. Teachers in hard to fill subject areas, such as special education and bilingual education, and at hard to staff schools will receive financial incentives provided pursuant to Proposition A funding for teaching in those subject areas and schools.

11. Prioritize Placement of Teachers Who Have Special Education Certification and a BCLAD or CLAD Certification at Schools with the Largest Number of Special Education EL Students in order to best serve their special education EL students. SFUSD has negotiated an agreement with the teachers union to establish a pilot program allowing the District to fill positions, including special education and bilingual education positions, at twenty-five hard to staff schools at any time during the school year instead of abiding by a staffing calendar that applies to other schools in the district. The twenty-five schools are chosen based on the needs of the school population including the number of special education and English learner students.

12. Train Principals, Student Success Teams, Placement Teams, and IEP Teams regarding the procedures and obligations required in Section D.5 - D.9, above, in the 2008-2009 school year. Thereafter, new staff will be trained on these requirements as part of their new-hire orientation.

E. INSTRUCTION OF ENGLISH LEARNERS

Effective instruction is essential to accomplishing the goal of providing quality programs for English Learners that yield powerful results. This includes strategies, instructional resources, time, grouping, language of instruction, differentiation, and articulation across grades and disciplines. Furthermore, instruction strategies must focus on and reflect intended student outcomes and goals. SFUSD has committed to developing English and home language proficiency as well as high levels of academic mastery across the curriculum. In order to accomplish these goals, the program pathways available to students must reflect quality instruction designed specifically to engage students in both language learning (English and home language) and academic learning. The District will take the following steps to achieve these goals:

1. Provide Professional Development on ELD Instruction, Primary Language Instruction, and SDAIE Instruction. The professional development discussed in sections (a), (b), and (c) below will be provided by the end of summer 2009, and will be required training for all school site administrators and teachers of ELs in schools that have a significant EL population and are currently under federal or state sanction for failure to meet accountability measures.

The District will expand this training beginning in the 2009-10 school year to include additional school sites, and to be staggered and differentiated based on schools with the highest need. The District will continue to develop its professional development strategies as part of the SFUSD Strategic Plan development that will occur in summer 2008. The District will also engage in collective bargaining with the administrators and teachers unions regarding professional development requirements.

In light of these variable factors, the District will present more details to the parties about the professional development planned for the 2008-2009 school year in September 2008; and will provide more information about future professional development plans in the September 2009 Lau report.

a. Provide Professional Development on ELD Instruction. In order to support quality ELD instruction, the District will provide the following professional development through existing professional development structures, such as pre-service orientations and principal and/or staff meetings.

- **School Site Administrators.** Provide professional development about the purposes of ELD, the requirement of 30 minutes minimum ELD instruction daily, and how it should increase depending on proficiency level, and how to recognize and support quality ELD.
- **Teachers.** Provide professional development and follow-up coaching for teachers in implementing appropriate ELD standards-aligned curriculum and instructional strategies, grouping students appropriately by English fluency level, and addressing all four domains of language development. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

b. Provide Professional Development on Primary Language Instruction. In order to support high quality primary language instruction for its English Learners, the District will provide the following professional development through existing professional development structures, such as pre-service orientations and/or principal and staff meetings by the end of summer 2009:

- **School Site Administrators.** Provide professional development about the purposes of primary language instruction and how to recognize and support quality primary language instruction.
- **Teachers.** Provide professional development and follow-up coaching for teachers in implementing appropriate primary language standards-aligned curriculum and instructional strategies, grouping students appropriately, and addressing all four domains of language development for language/literacy instruction, and content standards and academic language for subject matter instruction. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

c. Provide professional development on SDAIE strategies. In order to support appropriate and quality SDAIE instruction across the curriculum the District will provide the following professional development through existing professional development structures, such as pre-service orientations and principal and/or staff meetings by the end of summer 2009:

- **School Site Administrators.** Provide professional development for administrators and site leadership teams about the appropriate uses of SDAIE instruction, and how to recognize and support quality SDAIE instruction.
- **Teachers.** Provide professional development and follow-up coaching for all teachers serving English learners in their classrooms on SDAIE instructional strategies and approaches to differentiating SDAIE instruction to address varying English fluency levels of students. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

2. Identify Most Effective Standards-Aligned Supplemental ELD Materials. By September 2, 2009, SFUSD's English Learner Support Services and Textbook/Instructional Materials Units will assess the need for supplemental ELD materials to support focus on all four domains of language development (reading, writing, speaking, listening), and the availability of needed materials appropriate to the different levels of English Learners' linguistic and academic strengths and needs. This assessment will determine the best use of funding available to provide supplemental ELD materials. The District will provide the United States and private plaintiffs with a copy of this assessment by September 2, 2009.

3. Develop a Districtwide Plan to Increase the Use of Standards-Aligned Primary Language Materials. Pursuant to state law, Districts can only use state instructional materials funding to purchase State Board of Education (SBE) adopted materials in grades K-8, and local Board of Education approved standards-aligned materials in grades 9-12. The SBE adopts a small number of Spanish language materials, and does not adopt any materials in Chinese or other languages. While Districts can use non-SBE adopted books in grades 9-12, or can attempt to obtain a waiver from the State to use non-SBE adopted materials in grades K-8, there are limited primary language materials available, and these materials would have to be closely evaluated by the District to ensure that they meet California state content standards prior to their use. Moreover, the process to obtain a waiver would be time and resource intensive, and the likelihood of success is unknown.

The District's first step will be to determine which core primary language materials shall be used in EL primary language programs with Chinese and Spanish as the first priority by reviewing existing materials and assessing which materials are aligned to state standards. The District's goal is to be able to centrally identify and purchase these core materials beginning in January 2009, using whatever limited amount of funding can be identified for this purpose (due to state law limitations on instructional materials funding,

as explained above). The District may need to stagger its purchase of these materials in spring and fall 2009, as alternative funding becomes available.

The District will pilot the materials it is able to procure in targeted primary language programs in the District beginning in fall 2009 and in spring 2010, in order to obtain experience with the materials and demonstrate their success to build a case for a potential state waiver that would allow the District to use state instructional materials funds for its selected primary language materials.

The District will provide the parties with a report on its identified core materials and purchasing plans in February 2009; and will report on its primary language pilot programs and plans related to obtaining a state waiver in September 2010.

F. STAFFING AND PROFESSIONAL DEVELOPMENT

Assuring the provision of appropriately trained teachers and their use of research-based instructional strategies requires inter-related strategies for: (1) teacher recruitment and hiring; (2) teacher assignment, and (3) professional development and ongoing support.

Recruiting/Hiring

1. Establish a Board Policy Requiring CLAD Certification. The District will propose a policy for adoption by the Board of Education in the 2008-2009 school year that would require all new teachers to be CLAD-certified, and establish requirements for existing teachers without CLAD to obtain such certification.

2. Set a High Priority on Hiring Teachers With CLAD/BCLAD Certification, Demonstrated Expertise in Teaching English Learners, and High-Level Bilingual/Biliterate Skills. Human Resources will develop a teacher candidate recruitment process that identifies and gives preference to applicants for any teaching positions who possess one or more of the following qualifications: CLAD/BCLAD certification, demonstrated expertise in teaching English Learners, and high-level bilingual/biliterate skills. Applicants who do not have these qualifications will be required to commit to enrolling in a program toward authorization prior to being hired by the District.

3. Develop A Screening Process That Identifies Effective EL Teachers. Human Resources will utilize a new screening and interview process that will take into account, among other things, a candidate's verbal ability, their background working with diverse students, including English Language Learners, and their level of certification.

4. Explore Financial Incentives For EL Teachers. The District has negotiated an agreement with the San Francisco Teacher's Union's collective bargaining unit to provide financial incentives with funding provided pursuant to Proposition A to attract teacher candidates in hard to fill subject areas and hard to staff schools. These teachers will include those who possess CLAD/BCLAD certification, demonstrated expertise in

teaching English Learners, and/or high-level bilingual/biliterate skills.

5. Make Particular Efforts To Recruit Diverse Bilingual Educators. The District's Human Resources Department will utilize strategies to identify and attract diverse bilingual educators. These strategies will change and adapt to changing circumstances, and include:

- Building relationships with local institutions of higher education for the District Intern Program. The close relationship between SFUSD and the university programs will also allow District input into course development so that candidates exit with the skills necessary to be effective educators in an urban district.
- Operating a Para-To-Teacher program ("PTTP"), one of the most successful of SFUSD's methods for placing teachers from diverse backgrounds in shortage areas.
- Recruiting at events targeting multilingual educators, such as California Association of Bilingual Educator Conference.

Assignment

6. Pursue Goals to Assign the Most Expert and Most Experienced Teachers to Classrooms of the English Learner Groups With Greatest Needs. The District will work with the San Francisco teacher's union collective bargaining unit to support the assignment of the most expert and experienced teachers to teach the English Learner populations with greatest needs, and teachers with near-native levels of bilingual/biliterate skills to teach in English Learner programs that provide primary language instruction.

Professional Development and Ongoing Support

7. Provide Teachers of English Learner Students with Professional Development in ELD, Primary Language Instruction and SDAIE Strategies in targeted, highly EL-impacted schools in state and federal sanction, and provide follow-up coaching from content specialists and other staff from the English Learner Support Services Team. (See Section E.1.a.-c. for more details.)

8. Annually Re-Assess EL Professional Development Needs. Each year, the District's Internal Monitoring Committee will structure EL professional development to respond to quality of instruction issues raised by the District's Monitoring and Evaluation processes (See Section H this Master Plan), and to support new pathways and curriculum, and will integrate EL issues into new District Initiatives and corresponding professional development that is developed over time. The Committee will also determine which staffs (i.e., administrators, teachers, paraprofessionals) require such training. The District will report to the United States and the private plaintiffs on any changes to the EL professional development recommended by the Internal Monitoring Committee.

9. Train and Assign Current EL Content Specialists, Resource Teachers, Coaches, and Instructional Reform Facilitators to Work On-Site at the Most EL-Impacted Schools.

At least one day per week per site, to include a mix of on-site and off site support, these coaches, resource teachers, and facilitators will coach general education, ELD, primary language, and SDAIE teachers on implementing differentiated instruction that provides access to grade-level curriculum for English Learners at varying English fluency levels. Coaches, resource teachers, specialists and facilitators will also be trained to monitor and coach schools for consistent implementation of EL programs, and to promote uniformity and quality of approach and practice in classroom instruction. These supports will be offered with a priority to the most EL-impacted and low-performing schools.

10. Provide EL Teachers with Student Rosters for their Classrooms.

The rosters will provide information on English Learners by name regarding their current and former CELDT levels and subscores, grade point averages, and "typologies." The rosters will also provide standardized and formative assessment results and multiple year growth trends. EL resource teachers, facilitators, and coaches will provide support to teachers in understanding the instructional implications of these data and in approaching lesson planning to address the differentiated needs of their EL students. The class rosters will identify English Learners by name, their EL status, and their current CELDT level and subscores available by the start of the 2008-09 school year. Other information such as GPAs and multiple-year growth trends will be added for the 2009-10 year, as based on available and accurate EL data and formative assessments.

G. PARENT OUTREACH AND INVOLVEMENT

Working cooperatively, various District departments -- the Translation Services Department, the Parent Relations Office, the English Learner Support Services Team, and the Office of Public Outreach and Communications -- will maintain current translation and interpretation services and will take the following steps to improve communication with limited-English-proficient parents ("LEP parents"):

1. Assess Predominant Languages in Parent Community. By October 2008, the District will determine the predominant non-English language groups in the LEP parent community to ensure the availability of appropriate staff resources for interpreting and translating for these language groups.

2. Provide Notice of Translation/Interpretation Services Available at School Sites and District Offices. By January 2009, the District will develop a written notice about the translation and interpretation services that are available at school sites. The notice shall include information about how to request translation/interpretation services, provide instructions for filling out the Primary Language Assistance Request form (see below), and provide information about how to file a complaint about translation services.

The notice will be posted in the District central offices, such as the Office of Parent Relations and the Educational Placement Center, and at each school site. The notice will

also be included in the Student and Parent/Guardian Handbook, distributed at ELAC and DELAC meetings, and be posted on the District's website in the three predominant languages of the District, to be expanded to top 5 languages by September 2009.

By January 2009 the District will also develop procedures for providing interpretation services to parents who do not speak one of the top 5 predominant languages of the District.

3. Develop Primary Language Assistance Request Form. By January 2009, the District will develop and distribute a primary language assistance request form for parents to use to request translation/interpretation support at school sites. The form will be printed in the top three predominant languages of the District, to be expanded to top 5 languages by September 2009. The form will be made available at appropriate District offices such as the Office of Parent Relations and Education Placement Center, school sites, ELAC and DELAC meetings, and will be included in the Student and Parent/Guardian Handbook. The request form will include information on where to return the form, and where to obtain additional information on interpretation and translation services, and that such services are provided at no cost to the parents.

4. Design Procedures for Timely Provision of Competent Interpretation Services. By January 2009, the District will develop the following processes/procedures, and will begin implementation of these processes and procedures in spring 2009, including the distribution of these procedures to District administrators and staff with instructions on effective communication with parents of ELs:

- **Criteria for Interpreters/Translators.** Staff or other individuals who provide oral interpretation must demonstrate the following: (a) ability to verbally communicate information accurately in both English and the target language, and to employ the appropriate mode of interpretation; (b) knowledge in both languages of any specialized terms or concepts peculiar to the program or activity, and any particularized vocabulary and phraseology used in the LEP person's country of origin; and (c) understanding and adherence to the responsibility to maintain confidentiality and to refrain from acting as a counselor or advisor or taking on any other role.

Provide written notice to all school sites and central office staff that individuals who are not district-qualified interpreters, including students and other children, may not be relied upon to provide oral interpretation, except in emergency situations.

- **Criteria for Written Translations.** These procedures shall require competent and timely written translations, and provide criteria for determining which District and school-generated documents contain essential information and should therefore be translated into the District's predominant languages.

5. Distribute Roster of District Interpreters/Translators. By October 2008, the District will develop and maintain a current roster of District and school staff members who have been trained to provide assistance in interpreting or translating. The District

will post the roster in each school's central office, and provide it to Community Liaisons, ELAC and DELAC leadership, and EL Coordinators.

6. Enter Into Contract With Outside Interpreters. Enter into a contract with an entity that will promptly provide qualified in-person and telephone interpreter services for languages other than Spanish and Chinese. Access to these services will be provided in response to school principal request, to the extent that funding is available. The District will maintain a record of requests that could not be accommodated because of (1) funding, (2) other reasons, and make that record available to the parties upon request.

7. Create Clearinghouse of Translated Documents. By September 2008, the District will provide central office and school-based staff with an inventory of translated District documents that are located on the District website.

8. Provide Periodic Required Training for District Interpreters and Translators. beginning in the 2008-2009 school year, including explanation of their duty to provide meaningful access to information and to update their knowledge of specialized language related to the provision of services.

9. Develop Accountability Measures. By September 2, 2008, the District will develop and implement a system to track information on interpreter and translator services requested, including primary language of the request, date of the request, and date of services provided. At least once a year, the District will evaluate this information to assess the adequacy of the District's efforts to meet the communication needs of national-origin LEP parents in a timely and effective manner. The District will use evaluation forms, information obtained from the BCC, ELAC/DELACs, Community Liaisons, parent organizations and principal surveys to determine effectiveness of interpreter and translation services, and to determine whether training or modifications are necessary.

10. Incorporate Parent Communication Strategies Into School Academic Plans. Require that each school site includes in its Academic Plan – a document it must revise every 3 years – a Parent Involvement and Communication Component addressing how the school will work to specifically engage and communicate with LEP parents, and identify needs, if any, to effectively communicate with parents. For example, Academic Plans should consider issues such as comprehensible and welcoming signage and visual displays in the schools, and LEP parent access to meetings or information. The plans will be made available to the parties upon request.

11. Provide Information to Support School Site ELAC/DELACs. At least once a year, the District will provide information to ELAC/DELACs about the: (1) Proper formation of the ELAC/DELAC; (2) Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement; (3) Proper election of members and officers of the ELAC/DELAC; and (4) Proper function of the ELAC/DELAC; and (5) the availability of, and the procedures for parents to follow to obtain translation and interpreter services at no cost.

12. Hold Community Forums. At least annually, the District will hold a community forum at which it will update the public as to the state of English Learner programs in the District. The administrator who oversees the provision of multilingual education in the District, and other appropriate District administrators, shall participate in the forum, and shall: 1) solicit public comment on the District's multilingual education program; and 2) answer questions about the program from members of the public. The District will solicit advice from the DELAC, the BCC and other community groups, particularly those groups that serve immigrant communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

H. MONITORING

The District will engage in annual site-based and District-level monitoring of EL programs, and will continue to support monitoring, including site visits by the California Department of Education, the Consent Decree parties, and the Bilingual Community Council ("BCC").

1. Continue to Support External Monitoring Processes and Protocols. The District will continue to support the BCC by providing staff support to the BCC and making presentations to the BCC regarding EL Programs. The District will provide the BCC and Consent Decree parties with an annual report on the implementation of the Master Plan, which will include aggregated and disaggregated data obtained from the monitoring instrument (see below) used in observations throughout the year, and the results of annual audits. The BCC will have the opportunity to review and comment on the annual report before it is filed and served on the parties, and will have the opportunity to file a minority report if the BCC voting majority opts to do so. The District will also continue to participate in categorical program monitoring required by the California Department of Education.

2. Develop, Pilot Test and Train on the Use of an Observation Protocol to Monitor EL Program Pathways and Services. During the fall of the 2008-09 school year, the District will develop an Observation Protocol that will provide a consistent and uniform measure of EL program pathways and services. The District will pilot test all components of the Observation Protocol for content and functional validity during the spring of 2009. Based on the results of the pilot testing, the District will rework the Observation Protocol, as necessary, during the summer of 2009 so that the District can conduct a large-scale test of the Protocol during the following fall (2009). Assuming that the fall testing does not reveal major problems with the design or implementation of the Observation Protocol, the District, during the spring of 2010, will make necessary revisions and begin to train its principals, specialists, coaches, facilitators, and other groups that monitor implementation of the Master Plan in the effective use of the Observation Protocol. This training will include effective use of the Observation Protocol to monitor the quality, consistency, and coherence of the program pathways and to ensure program/pathway fidelity across grades and schools. The Observation Protocol will be used to monitor EL Program Pathways and Services at all schools with such programs in the 2010-11 school year and thereafter.

3. Establish an Internal Oversight Committee. The District will establish an Internal Oversight Committee (IOC) to oversee SFUSD's implementation of the Master Plan. The Committee will be headed by the Deputy Superintendent for Instruction, Innovation and Social Justice and will be charged, in part, with ensuring that monitoring activities are woven into existing accountability and monitoring practices and structures of the District. The Internal Oversight Committee will also identify effective and ineffective uses of weighted student formula and other categorical funds to develop guidelines for administrators and school site committees that support adoption of effective practices. The IOC will be in place and operative beginning in the 2008-09 school year.

In order to improve instruction for English Learners and keep the Master Plan effective and relevant, the Committee will collect, analyze, and apply information from the observation protocol, audit results, and evaluation data to:

- Plan professional development;
- Identify effective EL programs and phase out ineffective programs;
- Determine optimal placement for EL programs within the District;
- Determine the most effective uses of EL funding sources;
- Update the Observation Protocol based on pilot test results; and
- Inform the development of District policies and site academic plans.

The District will present these measures to the BCC for comment and review. The District will also include any such measures in the annual report to the Consent Decree parties and the Court.

The IOC and the BCC shall engage in an ongoing dialogue throughout the year. At least quarterly, the IOC shall invite a representative from the BCC to make a report, orally or in writing, to the IOC about BCC concerns or questions regarding implementation of the Master Plan, and recommendations for improving the District's program for multilingual education. In addition, the District official who oversees the provision of multilingual education in the District shall, at the first BCC after each meeting of the IOC, report to the BCC on the matters addressed at the IOC meeting.

4. Conduct an Annual Audit of EL Program Pathways and Services. The District's Internal Oversight Committee will conduct an annual internal audit that includes school site visits and review of data from a randomized selection of 8-10 school sites (at least 2 high schools, at least 2 middle schools, and at least 4 elementary schools). Site visits will be conducted without alerting the schools to the specific date of the visit. For the schools that are visited, the auditing team will assess the following:

- Identification of EL students;
- Assessment and placement of EL students (including special education ELs);
- Consistency and fidelity of EL program pathways offered;
- Quality and consistency of ELD, SDAIE, and primary language instruction for EL students;

- ELD, primary language, and SDAIE supplemental materials;
- ELs' access to special education and GATE services;
- Monitoring of current ELs and RFEP student achievement and success;
- Professional development for EL staff; and
- Parent involvement and outreach.

5. Monitor Placement of EL Students. Within 60 days of the start of each school year, the English Learner Support Services Team will monitor whether all eligible EL students are appropriately placed in an ELL program or Pathway, including special education students, based on their academic and linguistic needs, strengths, and interests. This process will randomly select students based on program pathway, grade level, and CELDT level across all sites in the District. The District will begin this monitoring in the 2008-09 school year, when it will perform the monitoring manually. The District will further refine the monitoring process as it develops its new student assignment database (see section I.2, below) and implements its new student pathways (see section C.2, above).

6. Implement a Principal Support and Accountability Process to ensure that program pathways at sites are effectively implemented, supported, monitored, and evaluated to support EL students' ability to make appropriate linguistic and academic progress. This process will be managed and supported by the Associate Superintendent of School Operations and Instructional Support, with assistance from Academics and Professional Development. Within the process outlined in the San Francisco United Administrators collective bargaining agreement, the District will work with principals to incorporate these accountability measures into the principal's evaluation protocols. The District will begin this accountability process by the 2009-2010 school year.

7. Create a Standing Agenda Item at Bi-Monthly Superintendent's Cabinet Meetings to raise and resolve major issues related to EL student access, achievement, and accountability.

8. Design New Implementation Measures. Based on these Cabinet-level discussions, the results of the annual internal audit, review of monitoring reports, and evaluation data (when valid and reliable), the IOC will annually assess and develop, as appropriate, new implementation measures to improve the District's EL programs during the upcoming academic year. These implementation measures will be incorporated into the District's Strategic Plan -- the Balanced Scorecard. The District will present these measures to the BCC for comment and review, and will include any such measures in the annual report to the Consent Decree parties and the Court.

I. EVALUATION

The District will conduct annually a program-level analysis to evaluate the enrollment and effectiveness of its EL programs/pathways over the past year including, student academic achievement and the acquisition of English, by school and by pathway, as assessed by the state-adopted standards based assessments. Currently, the evaluation will

include enrollment demographics with a comparison, or "pre-post," research design to assess effectiveness using the state assessment as the measure. In the next 5 years we will be able to do longitudinal trends on the academic performance of the students enrolled in the pathways and evaluate effectiveness with multiple measures.

1. Evaluate Current Student Information System and Identify Level of Data

Accuracy. The District's primary goal in the area of data evaluation is to ensure the accurate entry of data with the capability to show program change longitudinally for each student. In order to accomplish this goal, the District will first need to evaluate its current student information system to identify and address problems such as missing or inaccurate data. The District will take the following steps to achieve this goal.

2. Build a Robust Student Information Database with the Capacity to Document EL Student Identification, Assessment, Placement, Language Proficiency, and Achievement, Track Students Longitudinally, and Analyze the Effectiveness of EL Program Pathways.

Once the evaluation discussed above is complete, the District will build an effective student information database by improving upon the current system or by creating a new system. The District will implement an aggressive schedule to design and build the updates to the current SIS system or implement a new system. To support this task, the District will determine the amount of funding available through the parcel tax passed in June 2008, and will seek additional funding as necessary. The District will build in validity checks and establish an inter-departmental team to monitor the input of the data. The District will convert existing data such that the system is operable by the end of the 2011-12 school year.

Using the new database, the District will begin collection of data in the 2012-2013 school year for longitudinal evaluation, including:

- EL and RFEP student outcomes related to the development of English and primary language proficiency, and academic achievement across the curriculum;
- Analyses of the different program pathways to assess and compare student performance in different EL program pathways.

Program impact cannot be determined longitudinally until the program pathways have been implemented for at least 3-5 years. Students will also be monitored once they are reclassified from a program to assess their post-reclassification academic success. All data will be disaggregated by pathway, student CELDT level, and length of time in the program.

3. Improve the Amount, Quality and Usability of EL Data Provided to the School Sites.

In addition to collecting student achievement data from the Research and Accountability Department, the English Learner Support Services Team and the Assistant Superintendents for Instruction and Operations will improve the flow of EL data from the central office to principals, teachers and others at the schools sites, improve the quality, timeliness, usability and accessibility of EL data, and increase the use of EL data at the school sites to support student achievement and the development of the annual site plan.

J. REPORTING

For the 2008-09 school year, the District will prepare, file with the Court, and provide to the United States, the private plaintiffs, and the BCC a report consistent with the terms of the 1976 Consent Decree. Thereafter, the District will prepare, file with the Court, and provide to the parties and the BCC a restructured "*Lau* Report," which will include a format for data reporting that more accurately assesses the efficacy of particular English Learner services. Beginning on September 15, 2009, the District will provide the report annually on September 15 for the preceding academic year. The *Lau* Report will include the following data:

1. EL student population

- The number of students by language group whose primary or home language is other than English according to the home language survey administered by the District.
- The number of EL students at each school by language group and grade level.

2. Program pathways

- A description of each EL program pathway offered at each school site, including the target language, if any.
- The number of ELs at each school by language group and grade level assigned to each EL program. (See Section I.2, above.)
- The number of ELs who opted out of EL programs by school and language group.
- The number of ELs who have not opted out, but who are not receiving services, by school and language group.
- The percentage of EL students receiving instruction in a language other than English by (i) school and (ii) EL program pathway at the District level (beginning with the 2012-13 academic year) who gained one overall proficiency level on a test of primary language/literacy development, or gained the "proficient" or equivalent level on a test of primary language/literacy development.
- A copy of any program-level analysis conducted by the District to evaluate the effectiveness of its EL programs/pathways over the past year (see Section I.2, above), including, student academic achievement and the acquisition of English, by school and by pathway, as assessed by District-adopted primary language assessments or benchmarks.

3. Student achievement

- For each school, the number and percentage of students who exited the EL program on the basis of exit criteria at the end of the prior school year.
- The percentage of EL, RFEP, and EO students who scored at or above proficient on the CST and SST in prior year by (a) school, and (b) by program (starting with the 2011-12 school year) at the District level.
- The percentage of EL students by (a) school and (b) EL program (starting with the 2011-12 school year) at the District level who (i) gained one overall proficiency level

on the CELDT, and (ii) reached the "English Proficient" level on the CELDT.

4. Special programs

- By school, the number of EL students who: (a) were referred for special education; (b) were found eligible for special education services; and (c) receive special education services. The data on these students shall include: CELDT level, disability, special education service category, type of EL services.
- The number of ELs by school, grade and primary language who were referred to the GATE program, were found eligible for GATE, and participate in GATE.
- The percentage of EL students who graduated from high school.
- The percentage of EL students who took advanced placement/honors programs.

5. Staffing data

- By school, and EL program type (See Section I.2, above) the number of teachers assigned to provide ELD, SDAIE, and primary language instruction and their teaching certification(s) and language fluency other than English, where available.
- The number of special education teachers who are: (a) certified, noting all of their certifications (*e.g.*, ELD, BCLAD, or CLAD); or (b) working on obtaining certification, noting the certification sought.
- The number of all paraprofessionals, assigned by school and language, who assist in providing EL service, and the number by school and language assigned to assist in providing EL services to special education students.

6. Professional development

- The title, schedule, and location of all Districtwide EL-related professional development offered over the past year, and total staff participation for each. (Because the District will be developing a registration management system for professional development during the 2008-09 academic year, the data reported for that year will be incomplete.)
- A report of any changes to the EL professional development recommended by the Internal Monitoring Committee as part of its annual reassessment of EL Professional Development Needs under Section F.8.

7. Results of the District's internal monitoring

- Aggregated and disaggregated data obtained from monitoring protocol used in observations throughout the year.
- A copy of the District's annual audit of EL programs.

8. Instructional Materials

A report regarding the availability of ELD, native language, and SDAIE supplemental materials in each school for the prior school year and any District plans to obtain additional materials for identified schools in the coming school year.

9. Translation/Interpretation for LEP Parents

A summary of the District's provision of translation and interpreter services for EL students and their parents, including:

- The list of predominant non-English language groups in the LEP parent community;
- The roster of District and school staff trained to provide assistance in translating or interpreting;
- The District's inventory of translated documents;
- The District's yearly evaluation of the adequacy of its interpreter and translator services based on its tracking system, evaluation forms, and principal surveys;
- Copies of any changes made to the following documents: guidelines for effective communicating with LEP parents, notice regarding translator/interpreter services, primary language assistance form, and written procedures for interpretation services.