



English Language Learners (ELLs) comprise close to 30% of San Bruno Park School District’s student population. While we have pockets of success in many of our schools where ELLs thrive, our district-wide data indicates the need to increase overall academic and language achievement for our English Language Learners. Addressing the needs of this population is a compelling and urgent issue, and it is imperative that these students are prepared for college, career and civic life. At the same time, we recognize the challenge of preparing our educators to meet the varied needs of our diverse language learners, including students with strong educational backgrounds in their first language, refugees fleeing from their homelands, and children with interrupted formal schooling. However, when English Learners are given the right supports, they will achieve at high levels.

The following document represents our unwavering commitment to support every English Language Learner to develop the language skills, academic competencies, and habits of mind to achieve his or her dreams. It outlines SBPSD’s instructional program for English Learner success in both grade level content and English language proficiency. Components include the following:

- I. Identification and Placement
- II. English Learner Pathways
- III. English Learners in Special Education
- IV. English Learners in Early Education
- V. Designated and Integrated ELD
- VI. Guidelines for Scheduling Designated ELD
- VII. Assessments and Monitoring
- VIII. Instructional Materials and Other Resources
- IX. Essential Instructional Practices
- X. Supporting English Learners’ Social-emotional Well-being
- XI. Program Monitoring



I. IDENTIFICATION AND PLACEMENT OF ENGLISH LEARNERS

Identification

SBPSD utilizes the following process for the initial identification and placement of English Learners. Upon registration, parents complete a Home Language Survey (HLS), as required by law. This survey is completed the first time a parent enrolls the child in California public schools and the results are maintained in CALPADS thereafter. Answers to questions 1 - 3 determine the designation of students as an English Learner (EL) or an English Only (EO) student.

- If answers to 1-3 contain any language other than English, students are designated as EL pending assessment and consultation of CALPADS;
- If answers to 1- 3 are English, the students is classified as EO.

Placement

After CALPADS has been consulted to determine whether students have a previous designation, SBPSD will determine whether to students classification as EL or EO is appropriate. Students whose designation has not been previously determined and had a pending status, will be assessed using an objective assessment instrument including but not limited to the state test of English Language Development. Based upon initial assessment results, students who attain an ~~overall performance level of Early Advanced or Advanced without any domain falling below the Intermediate performance level~~ a Performance Level Descriptor (PLD) of Initial Fluent English Proficient (IFEP) will be designated as Initially Fluent English Proficient (IFEP) and their status in the school information system will be updated to reflect this designation. Students who do not meet this criteria will be designated as EL and their designation will be updated. Parents will be notified of their designation.

II. ENGLISH LEARNER PATHWAYS

SBPSD offers three pathways for English Learners (ELs): *Newcomer, English Immersion, and Long-Term English Learner*. All opportunities provide grade level content instruction in English. Courses are taught by teachers with appropriate EL certification who use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials.

Newcomer Pathway

SBPSD will offer a Newcomer pathway for middle school students who have been enrolled in US public schools for less than one year to ensure that each Newcomer has the instructional, community and social emotional supports necessary to thrive. Designed as a one year program or less, the Newcomer Pathway helps recently arrived immigrant English Learner students who need a period of adjustment and orientation to their school and the community. The district provides ~~research-based~~ evidence-based newcomer-specific resources and professional development to newcomer teachers and leaders. The curriculum, Houghton Mifflin System 44, grades 6-8 includes transition support and primary language instruction in grade level academic areas.



Newcomers receive a minimum total of 90 minutes of instructional support daily in their newcomer center and



including an opportunity for students to use the online platform Imagine Learning. Students participate in grade-level content in the areas of math, science, social studies, PE and elective. Newcomers exit this pathway once they have achieved reasonable fluency as measured by the Scholastic Reading Inventory (SRI).

| Newcomer Pathway | | | | | |
|------------------|-------------------------------------|--|--|--|-----------------|
| Grade Levels | Designated ELD and Core ELA program | Math | Science | Social Studies | PE/ Elective |
| K - 5th | 30 minutes daily; in ELA | English with primary language support, when available; Integrated ELD instruction using SDAIE strategies | | | |
| 6th grade | 2 periods/day | 1 period/day | 1 period/day | 1 period/day | 1-2 periods/day |
| 7th - 8th | 2 periods/day (back-to-back) | 1 period/day | <u>1 semester</u> <u>1 period/day</u> | <u>1 semester</u> <u>1 period/day</u> | 1-2 periods/day |

English Immersion Pathway

The English Immersion Pathway is an intensive English language pathway. English Learners who are not Newcomers nor Long-term ELs are placed in this pathway. It helps ensure ELs achieve English proficiency and grade level academic competency in all content areas. Teachers use differentiated and strategically planned scaffolding through Specially Designed Academic Instruction in English (SDAIE), Integrated ELD, Designated ELD, and EL supplemental materials to provide full access and active engagement in core instruction. This pathway starts in Transitional Kindergarten and continues through the middle school level.

| English Immersion Pathway | | | | | | |
|------------------------------------|------------------|--|---------------|---------------|----------------|-----------------------------|
| Grade Levels | Designated ELD | Language Arts | Math | Science | Social Studies | Physical Education/Elective |
| Kinder - 6th <u>5th</u> | 30 minutes/daily | English with primary language support, when available; Integrated ELD instruction using SDAIE strategies | | | | |
| 6th <u>7th</u> - 8th | 1 period/ day | 1 period /day | 1 period /day | 1 period /day | 1 period /day | 1 - 2 periods/ day |



Long-Term English Learner (LTEL) Pathway

Starting at the beginning of fifth grade, the long term English Learner pathway is designed to reduce the number of long term English Language Learners districtwide. Courses explicitly address the language and literacy gaps that impede students' academic success. Teachers firmly believe that students can do the work, and they insist that LTELs do the heavy lifting of critical thinking, learning new skills, and pushing through their comfort zones. Expectations are high and students are required to master rigorous material. Content focuses on academic language and literacy development and emphasizes student participation, expository text and goal setting. Teachers build supportive learning environments where trusting relationships are established and students feel safe to talk, share ideas and work with others. Ongoing opportunities for public speaking, active listening and academic dialogue drive curriculum planning and maximize oral communication. Regular check-ins with teachers and academic counselors hold students accountable for their learning. Students understand their progress towards reclassification, and they review their ~~CELDT~~/ELPAC scores, quarterly benchmark results and coursework assessments. Teachers and/or site administration meet with LTELs and their parents to explain LTELs are closely monitored through clearly articulated outcomes, ongoing benchmark assessments embedded in the District adopted designated ELD program for grades 6 - 8. The Educational Services team ensures LTEL classes are implemented with fidelity and school principals.

III. ENGLISH LEARNERS IN SPECIAL EDUCATION

The IEP of the English Learner with disabilities should include goals that address Designated English Language Development (ELD), and goals that support access to Integrated ELD in content areas and/or primary language support where available and appropriate for any selected goals in the IEP should be marked. Also, the student's IEP may include ~~CELDT~~/ELPAC accommodations and modifications for each domain as needed and or consideration of an alternate assessment to the ~~CELDT~~/ELPAC.

The multidisciplinary assessment team that conducts the eligibility assessment must include qualified personnel in non-biased assessments and provide the IEP team with information to help the team understand the impact of the student's disability as it relates to the English Language Development.

The IEP team should consult with at least one certificated staff with a CLAD or BCLAD authorization who can assist the IEP team in determining what special education services are necessary to provide the English Learner with access to core curriculum instruction, and what linguistically appropriate goals should be developed to address both the disability and/or need of the student, even if not related to the student's disability.

If ELD goals are not included in an EL student's IEP because the student's disability does not affect the student's involvement and progress in this area, then the school must ensure that the student participates in integrated ELD during content instruction and at least 30 minutes of Designated ELD targeted specifically to the student English Proficiency level until reclassified.



Reclassification Process for ELLs with Special Education Services

The SBPSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines to determine when an English Learner has met the various linguistic and academic criteria to be considered Reclassified as Fluent English Proficient (RFEP). Students initially identified as English Language Learners are reclassified as RFEP when they meet the following standard criteria:

1. Overall proficiency level of 4 (Early Advanced) or 5 (Advanced) on the ~~CELDT~~, with sub-scores of 3 (Intermediate) or higher. ~~ELPAC criterion to be developed.~~ Performance Level Descriptors (PLD) of Well-Developed;
2. Demonstration of “basic skills” in English from an objective assessment that is also given to English Proficient students of the same age (CAASPP, Benchmark assessments);
3. Teacher Evaluation; and
4. Parent/Guardian has been consulted/notified (Parent Consent Letter).

If deemed appropriate by the IEP team, the English Learner student who is receiving special education services may be assessed with the **Brigance Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)** as an alternate assessment to the ~~CELDT/ELPAC~~ to determine that an English Learner with an IEP would benefit from EL reclassification, but the student’s disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate for this relatively small number of students.

Educational Services distributes a list of English Learners to each site on an annual basis. The list provides teachers and administrators with the necessary test information to initiate the reclassification process. In addition, Educational Services distributes a list specifically of students who potentially qualify for reclassification. It is the responsibility of the school site to initiate the reclassification process. After a student is reclassified, his/her academic progress must be monitored for ~~two~~ four years. Upon reclassification, site administration will note the reclassification status in the student’s cumulative folder, update their status in the student information system and provide a copy of reclassification form to Educational Services.

IV. ENGLISH LEARNERS IN EARLY LEARNING

Role of the Teacher

Language is an essential tool for learning. Oral language development in English differs from acquiring academic English, and involves using English within different contexts for different purposes. In SBPSD, teachers foster children's learning and development through both direct and indirect teaching of language in a rich, stimulating environment.¹

Planning learning experiences based on high expectations is important but it is not enough for English language learners. Intentional teaching should also include curricular enhancements and strategic use of the home language to support English language learners.² Provide fun and interactive enrichment activities that extend learning for English language learners to practice and explore new concepts and ideas, and plan hands-on opportunities to develop oral language.



The strategies outlined are aligned with the TK Implementation Guide for the State of California, 2013 and are highlighted on the [TKCalifornia](#) website.

Creating a Classroom Environment that Supports English Language Learners

- Learn key phrases and vocabulary in all home languages represented in the classroom.
- Instead of large group activities, plan for small group and pair activities and focused small-group interventions.³
- Color-coded labels in the classroom (one color per language, all languages represented in the classroom should be included).
- Promote family-school partnerships⁴ and volunteering to read and participate in the classroom.

Key Instructional Approaches

- Explicitly teach vocabulary to support concept development in English language learners. Plan for indirect and direct interactive teaching of words.⁵
- Teach new vocabulary through stories and using the home language strategically.
- Incorporate Total Physical Response (**TPR**) **strategies** for children to understand stories and learn new words.
- Avoid back-to-back translation during class time. Instead, use gestures, movement, realia, photographs, songs and poems to illustrate new concept or word. Read stories in the child's home language and in English, but on different days/time of the day.
- Describe and model how to ask for help in English when children cannot solve a problem or follow an activity (e.g. math exploration activity).
- Model the use of the dictionary and teach the use of transferable strategies (e.g. cognates).

Five English Language Development Teaching Strategies

The teaching strategies below give concrete approaches for English language development in Early Learning classrooms. They are designed to guide developmentally appropriate Early Learning instruction, moving students along a continuum of learning by bridging the **Preschool Learning Foundations** with the **Kindergarten Common Core**. Click through to view all five.

Strategy 1: [Comprehension of English \(Receptive English\)](#)

Strategy 2: [Self-expression in English \(Expressive English\)](#)

Strategy 3: [Understanding and Response to English Literacy Activities](#)

Strategy 4: [Symbol, Letter and Print Knowledge in English](#)

Strategy 5: [Integrated Approaches for English Language Development and Family Engagement](#)

¹ Adapted from the **Preschool English Learner Guide** (CDE, 2009)

² Espinosa, L. (2010). Getting it right for young children from diverse backgrounds: Applying research to improve practice. Upper Saddle River, NJ: Pearson Education.

³ Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., Pollard-Durodola, S. D., Fletcher, J. M., & Francis, D. J. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449-487.; McMaster, K. L., Kung, S.-H., Han, I., & Cao, M. (2008). Peer-Assisted learning strategies: A "Tier 1" approach to promoting English learners' response to intervention. *Exceptional Children*, 74(2), 194-214.

⁴ Goldenberg, C., Reese, L., and Gallimore, R. (1992). Effects of school literacy materials on Latino children's home experiences and early reading achievement. *American Journal of Education*, 100, 497-536.; Hancock, D.R. 2002. The effects of native language books on the pre-literacy skill development of language minority kindergartners. *Journal of Research in Childhood Education* 17 (1): 62-68.



V. INTEGRATED AND DESIGNATED ELD

Integrated ELD

The ELA/ELD Framework uses the term **Integrated ELD** to refer to ELD throughout the day and across the disciplines. Teachers with ELs in their classrooms use the [CA ELA/ELD](#) framework, the [CA EL Roadmap](#), in addition to the California Common Core State Standards to support their English Learners' linguistic and academic progress. English Learners engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning. Although consideration is given to students' proficiency levels, their grade-level subject-matter learning is the goal, and language support is in the service of achieving content standards.

The following are descriptions of effective instructional experiences English Learners should be engaging in throughout the day and across disciplines (Ch.2, Figure 2.21, p.114):

- Interactive, engaging, meaningful and relevant, intellectually rich and challenging
- Appropriately scaffolded in order to provide strategic support that moves learners towards independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

Sobrato Early Academic Literacy (SEAL)

Two SBPSD elementary schools implement the Sobrato Early Academic Literacy (SEAL) program. SEAL is a comprehensive and age-appropriate model of enriched language and literacy education designed for English Learners. As a preschool through third grade model, the goal is age-appropriate literacy skills in English, grade-level mastery of the academic curriculum, and high levels of motivation and confidence as learners. SEAL seeks to develop students who love reading and writing, are proficient in English language, and are curious and active learners. The model includes six related components of a comprehensive approach to enriched language and literacy development:

- Academic language and literacy;
- Language-rich instruction with an emphasis on oral language development and vocabulary;
- Text-rich curriculum and environment that engages children with books and leads to the appreciation and love of reading and writing;
- Development of language through an enriched academic curriculum;
- An affirming learning environment, and;
- Teachers and parents working together to support strong language and literacy development at home and at school.



Designated ELD

“Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. This means that Designated ELD should not be viewed as separate and isolated from ELA, Science, Social Studies, Mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (Ch. 2, p.91)

During this protected time, English Learners should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development, in addition to the reading and writing tasks students engage in to learn to use English in new ways.

Content plays a key role in Designated ELD since it is not possible to develop advanced levels of English by using texts and tasks that are devoid of the language of academic content topics. However, Designated ELD is NOT a time to teach (or reteach) content. It is a time to focus on the language of the content areas in ways that are closely aligned with what is happening in content instruction. The intense focus on language in ways that build into and from content both reinforces content learning and promotes academic language development. The following list are essential features of Designated ELD Instruction ([CDE ELA/ELD Framework Ch.2, Figure 2.23](#))

1. Intellectual Quality
2. Academic English Focus
3. Extended Language Interaction
4. Focus on Meaning
5. Focus on Forms
6. Planned and Sequenced Events
7. Scaffolding
8. Clear Lesson Objectives
9. Corrective Feedback
10. Formative Assessment Practices



VI. GUIDELINES FOR SCHEDULING DESIGNATED ELD

Until reclassified, all students identified as English Learners, at every site, receive at least 30 consecutive minutes a day of daily designated ELD targeted specifically to their English proficiency level. ~~Students in the Newcomer Pathway receive an additional 30 consecutive minutes of daily Designated ELD per day.~~ Special Education English Learner students must receive at least 30 consecutive minutes of daily Designated ELD by proficiency level, either integrated into the site's ELD structure, or provided by a CLAD or BCLAD (or the appropriate EL certification) Special Education teacher in addition to special education services.

English proficiency levels to determine placement in Designated ELD classes are based on a holistic approach including:

- Current ~~CELDT~~/ELPAC results;
- Other assessments including diagnostic ELD placement assessments, publisher assessments, and reading and/or writing assessments as needed;
- Teacher evaluation from the previous year and current year; and
- Date of student entry.

~~Special consideration must be made when scheduling Designated ELD for students in the Newcomer Pathway and/or those who receive Special Education services. An additional 30 minutes of Designated ELD (for a total of 60 minutes) are required for students in these pathways.~~

Following SBPSD EL Program guidelines, sites should make decisions about the specific Designated ELD implementation structure that best serves their EL students and maximizes the opportunity for ELs to move between ELD clusters mid-year, if they are advancing quickly.

~~Kindergarten~~ Teachers must level students for ELD instruction once official results of initial ~~CELDT~~/ELPAC assessments are available for their students. Prior to receiving ~~CELDT~~/ELPAC scores, we recommend the use of other language proficiency assessments such as Fountas & Pinnell Text Level Gradient or Renaissance STAR to level potential English Learners for ELD as soon as possible. While ~~kindergarten~~ teachers wait for the ~~CELDT~~/Initial ELPAC results, they still must teach ELD for a minimum of 30 minutes per day from the start of the school year. Until official ~~CELDT~~/ELPAC scores are available, non-ELs may be included in this instructional time in kindergarten, as long as the focus is on oral language development.



Below are SBPSD options for **school-wide** structuring of Designated ELD programs:

| | |
|---|--|
| <p>Option 1: School-wide Designated ELD</p> | <p>This option helps maintain consistent leveling of ELD. ELD instruction is scheduled at the same time each day for every grade level, preferably as the first activity each morning so as to support core instruction scheduled after ELD.</p> <p>ELs within each grade/grade level span are flexibly grouped by proficiency level and receive targeted ELD at their proficiency level by a designated grade level teacher.</p> <p>Instruction specifically targets English skills and academic language specified in the language objectives for each lesson. Lessons must be explicitly linked to ELA Core Curriculum learning outcomes and other content areas.</p> <p>English proficient students (non-ELs) can participate in academic enrichment activities such as academic language development, writing, etc.</p> |
| <p>Option 2: Designated ELD by Grade Level</p> | <p>Designated ELD is implemented everyday by grade level(s) at a teacher agreed upon time.</p> <p>ELs are flexibly grouped by proficiency level.</p> |
| <p>Option 3: Designated ELD within Classrooms</p> | <p>ELs (within one to two proficiency levels) and non-EL students are in the classroom during Designated ELD time. ELs remain in, or move to the classroom, that is targeting their proficiency level.</p> <p>Designated ELD is taught at a set time every day within a grade level to ensure that ELs have at least 30 consecutive minutes of ELD with ample structured oral language practice.</p> <p>Center model based on language needs of students.</p> |
| <p>Option 4: Designated ELD with Push-in or Pull-out Teacher</p> | <p>ELs within one to two proficiency levels across grade levels receive targeted ELD every day by a dedicated resource/ELD teacher. The teacher targets students at similar proficiency levels across grade spans for a minimum of 30 minutes every day.</p> |
| <p>Option 5: ELD in Self-Contained Classrooms</p> | <p>ELs may receive their ELD within the classroom for 30 consecutive minutes per day during a designated period within the ELA block, when the focus of the 30 minutes is ELD for ELs (and Academic Language Development for non-ELs).</p> <p>Language development must be differentiated according to the students' proficiency levels, with whole group instruction focusing on oral language development.</p> |



VII. ASSESSMENT AND MONITORING

The assessment plan for English Learners will be determined by their level of proficiency and length of time in the program. The purpose of the assessment and progress monitoring process is to determine program placement, progress monitoring, and reclassification.

Assessment Matrix

| Frequency | All EL Students | Newcomers (12 months) | Long Term EL Students (6+ Years in Program) | At Risk EL Students (No progress in one year) | EL Students with Disabilities |
|--|--|--|--|--|--|
| Annual | ELPAC & CAASPP | ELPAC & CAASPP- <i>Math Only</i> | ELPAC & CAASPP | ELPAC & CAASPP | ELPAC or VCCALPS* & CAASPP |
| District EL Progress Monitoring (2x yearly) | Renaissance Star 360 Math & ELA <u>Imagine Learning</u> | HM SRI <u>Imagine Learning</u> | <u>Imagine Learning</u> | <u>Imagine Learning</u> | HM SRI <u>Imagine Learning</u> |
| District Level Benchmark (3-4x yearly) | Renaissance Star 360 Math & ELA <u>Fountas & Pinnell</u> | Renaissance Star 360 Math & ELA <u>Fountas & Pinnell</u> | Renaissance Star 360 Math & ELA <u>Fountas & Pinnell</u> | Renaissance Star 360 Math & ELA <u>Fountas & Pinnell</u> | Renaissance Star 360 Math & ELA <u>Fountas & Pinnell</u> |
| Other Data Measures | Local Curriculum Embedded Unit Assessments Attendance and Discipline Data | Local Curriculum Embedded Unit Assessments Attendance and Discipline Data | Local Curriculum Embedded Unit Assessments Attendance and Discipline Data | Local Curriculum Embedded Unit Assessments Attendance and Discipline Data | Local Curriculum Embedded Unit Assessments Attendance and Discipline Data |

*Administration of the ~~Brigance~~ VCCALPS is determined by IEP team.



VIII. INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

| Grade | Integrated ELD in ELA | | | Designated ELD | | | |
|-------|-----------------------|---------------------------|------------------------------|------------------------------|---------------------|---------------------|-------------------------------------|
| | Core Curriculum | Core Intensive (Newcomer) | Vocabulary | Newcomer | English Immersion | LTEL | Supplemental Resources (all levels) |
| TK | Wonders | | | | | | Imagine Learning |
| K | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | | Imagine Learning |
| 1st | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | | Imagine Learning |
| 2nd | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | | Imagine Learning |
| 3rd | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | | Imagine Learning |
| 4th | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | Wonders ELD | Imagine Learning |
| 5th | Wonders | | Academic Vocabulary Toolkit* | | Wonders ELD | Wonders ELD | Imagine Learning |
| 6th | Amplify | Amplify | Academic Vocabulary Toolkit* | Universal Read 180-System 44 | English 3D Course B | English 3D Course B | Rosetta Stone (Newcomers) |
| 7th | Amplify | Amplify | Academic Vocabulary Toolkit* | Universal Read 180-System 44 | English 3D Course B | English 3D Course B | Rosetta Stone (Newcomers) |
| 8th | Amplify | Amplify | Academic Vocabulary Toolkit* | Universal Read 180-System 44 | English 3D Course B | English 3D Course B | Rosetta Stone (Newcomers) |

* Exploring 2019 - 2020 and 2020 - 2021 pilot implementation



IX. ESSENTIAL INSTRUCTIONAL ROUTINES

English Learners benefit from consistent academic routines. They face the challenge of grappling with rigorous academic content, trying to master new skills and simultaneously wrestling to learn through a language they haven't mastered. English Learners easily feel anxious and unsure in classrooms where there is little consistency in how things are approached and inadequate instructions for how to proceed with activities. Consistency in a set of routine instructional approaches enables them to lower their "affective filter" and to participate more fully in class.

San Bruno Park will be rolling out three instructional routines based on Dr. Kate Kinsella's work. Teachers will be trained on *Partnering Protocols*, *Daily Do Now* structures and *Reading Routines* over the next two years. These approaches provide a consistent and recognizable process with clearly-delineated student and teacher roles that maximize student engagement and thereby learning. Teachers are expected to utilize these routines, as appropriate, throughout the school day, in all classes, and in every content area.

X. SUPPORTING ENGLISH LEARNERS' SOCIAL-EMOTIONAL WELL-BEING

The vision of the alignment of the social emotional work within the EL program focuses on building communication skills, ensuring inclusivity and equity. English Language Learners (ELL) are considered to have greater challenges in social /emotional situations than those of their peers. Newcomers often struggle with cultural and social adjustments. Providing newcomers with social emotional supports may help them transition successfully and affirm their experiences and cultural backgrounds. In addition, newcomers may experience trauma from language barriers and/or immigration.

Trauma-informed practice gives educators a framework that encourages them to understand the students rather than resorting to blaming them for their behavior. Social emotional learning and a trauma informed approaches are essential components to effective learning environments. By integrating social emotional learning and trauma informed practices into the ELL standard academic curriculum, students can work on acquiring life skills, building relationships and foster feelings of emotional safety.