

OVERCOMING OBSTACLES TOGETHER



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SUMMARY

In the Salinas City Elementary School District (SCESD), students impoverished in both language and financial stability are ill-prepared to begin school. In many cases English is not a requirement to function in their home, community and playground. There is no academic language base, they have few books, and their parents are often illiterate. Students may have English “street” language, but struggle in understanding English language structure. The school is expected to prepare these students to fully integrate into American society, while respecting the students’ own culture and traditions.

Students who are not English proficient by the end of 6th grade are considered long-term English Language Learners. If they are not reclassified by high school, they may not be able to take required college entrance courses.

Collaboration within the SCESD, and the time to collaborate, seems limited by the length of the teaching day and access to instructional aides. There is insufficient time allotted for parent-teacher conferences.

BACKGROUND

The Monterey County Office of Education (MCOE) responded to the 2014-15 Monterey County Civil Grand Jury report, *Education A “No Excuses” Approach to English Language Learning in Monterey County*, by stating that it was not responsible for the English language (EL) programs in the County school districts. In California, each school district is responsible for designing a successful English Language Learner (ELL) program. The program must be educationally sound in theory, and effective in practice, preventing the development of “long-term English Learners.”¹

¹ Students enrolled in school for more than six years, not progressing toward English proficiency, and struggling academically due to their limited English skills; accessed April 14, 2016, <http://edglossary.org/>

SCESD was selected because the District is large and diverse enough to be representative of English language teaching and learning in Monterey County. SCESD has a population of 9,125 students in 14 elementary schools (K-6) having an average of 54% ELLs with some schools as high as 81%. Investigative interviews revealed major negative impacts to EL learners. Socio-economic obstacles and the absence of school readiness undermines their ability to learn, and is subsequently reflected in the students' test scores.

Figure 1 is a snapshot of SCESD:²

FIGURE 1

School	% of ELL	State Ranking ^a	CAASPP ^b English Score (St Avg 44%)	CAASPP ^b Math Score (St Avg 33%)	Free/ Reduced Lunch ^c
Mission Park	13%	5	36%	27%	49%
Lincoln	25%	3	30%	15%	40%
Laurel Woods	28%	4	26%	19%	67%
University Park	39%	1	15%	9%	78%
Monterey Park	44%	2	18%	9%	75%
Henry Kamman	47%	3	25%	21%	81%
Boronda Meadows	61%	2	18%	10%	87%
El Gabilan	63%	1	13%	10%	86%
Roosevelt	67%	1	13%	7%	96%
Natividad	68%	1	14%	8%	91%
Loma Vista	70%	1	11%	7%	89%
Los Padres	75%	3	23%	17%	90%
Sherwood	81%	1	11%	11%	94%
Boronda Dual Immersion Academy – Too new to rate					

^a Scale is 1-10 based on standardized state tests; 1-3 below average, 4-7 average & 8-10 high

^b CAASPP percentage reflects students at or above grade level.

^c Percentage of children (from families with incomes at or below 130% of the poverty level) who qualify for the federal free and reduced lunch program.

² Great!Schools, Finding a Great School in California, SCESD Ranking; accessed April 14, 2016, <http://www.greatschools.org/california/salinas/salinas-city-elementary/schools/>

INVESTIGATIVE METHODOLOGY

The Grand Jury used multiple methods of investigation for this report including:

- Interviews with SCESD officials, administrators and staff
- Interview with MCOE staff
- On-site school visits
- Attended SCESD public meeting
- Websites
- Documentaries
- Documents and Articles; please refer to Bibliography for list

DISCUSSION

SCHOOL DISTRICT

SCESD is in a rebuilding mode. The new Superintendent, in her first year with the District, has over 40 years of educational experience, many of those in bilingual programs. Many principals and administrators are new to their positions, and have extensive educational experience and background. In addition, most staff is bilingual.

The Superintendent met with each principal at the beginning of the 2015-16 school year to develop and implement two goals for the academic year; one each in English and math, with goal achievement to be evaluated at year's end. These goals are based on State student achievement data. The primary goal of SCESD is for all ELL to be reclassified as Fluent English Proficient (FEP)³ by the end of 6th grade. Without reclassification, the student becomes a long-term EL. Not being reclassified to FEP status prevents them from taking the high school courses necessary to meet college entrance "a to g" requirements.⁴

Like all districts across the country, SCESD has been negatively impacted by the current teacher shortage. They have had to hire not-yet-credentialed teachers and substi-

³ Students whose primary language is other than English and who have met the district criteria for determining proficiency in English.

⁴ High school college-preparatory courses; history/social science, English, mathematics, laboratory science, language other than English, visual and performing arts.

tutes into full time classroom positions. SCESD offers Saturday classes and evening “Boot Camp” to help support and train these new teachers.

Instructional aides are hired for kindergarten, 1st grade, Special Education and after school programs. They currently are not hired for 2nd through 6th grades as in past years. Aides are particularly needed in ELL classes to provide teacher assistance with small-group work and other non-credentialed tasks. Playground supervision often falls upon teachers and administrators. Federal Title III funds⁵ are available to hire these instructional aides.

In the early years children learn to read, later on they read to learn.⁶ The City of Salinas has been chosen as a pilot city for a new electronic literacy program. Footsteps2Brilliance® – an early learning solution that helps children become proficient readers by 3rd grade. This electronic platform uses mobile devices (iPads and Smart phones) and a parent email address. It contains over 1,000 interactive books, songs and games that can be read in English or Spanish.⁷ Some of the SCESD schools have purchased iPads for their students to access this program.

ELL PROGRAMS

ELL programs should not be an isolated pocket within the elementary school; it should be part of how the entire educational program is designed. It must be integrated into each subject as a coordinated effort. When a child enrolls in school, a Home Language survey is conducted with the parents by bilingual staff to identify each child’s home language. If the child is determined to be an ELL, they are placed into the default Prop 227 SEI (Structured English Immersion) program. The following, taken from SCESD Educational Services, describes the Alternative programs available to parents wishing to opt out of the default SEI program.

⁵ Title III, Part A funds may be used for trained supportive personnel, including Teacher (Instructional) Aides.

⁶ United Way, “Reading for All, Read to Learn/Learn for Life,” accessed April 14, 2016, <http://reading4all.com/>

⁷ Footsteps2Brilliance, accessed April 14, 2016, <http://www.footsteps2brilliance.com/>

1. Structured English Immersion Program (SEI) – Provides instruction of all subjects in English for students with less than reasonable fluency in English. 80-100 percent of the day consists of English Language Development (ELD), Content-Based ELD and Specially Designed Academic Instruction in English (SDAIE). Students may be supported by instruction in their primary language the remaining 1-20% of the day to motivate, clarify, explain and extend concepts or ideas. (Approximately 70-75% of ELL students)
2. Alternate Program –
 - a) Dual Immersion (Approximately 10% of students)
 - b) Transitional Early Exit⁸ (Approximately 10% of students)
 - c) Transitional Late Exit⁹ and
 - d) School Community

The Alternate Program classroom includes primary language instruction. Instruction, textbooks and teaching materials are in the student's native language and English depending on their grade level and level of English proficiency. Instruction in 1st through 6th grade is taught in an increasing percentage of time in English, including Content-Based ELD, SDAIE and GLAD (Guided Language Acquisition Design). An approved parent/guardian exception waiver is required for EL students to participate in this program.

3. English Language Mainstream Program – Students receive the entire core curriculum overwhelmingly in English. Students are native English language speakers, Initial Fluent English Proficient (I-FEP) and Reclassified English Proficient (R-FEP).

All schools offer SEI and Early Exit with a limited number of schools providing Dual Immersion programs.

⁸ Designed to transfer a student to English-only instruction not earlier than two or later than five years after the student enrolls in school.

⁹ Designed to transfer a student to English-only instruction not earlier than six or later than seven years after the student enrolls in school.

TRACKING THE ELL

To assess the students' EL abilities they are given a California English Language Development Test (CELDT) within 30 days of enrollment. This test identifies students who are English learners, determines their level of proficiency, and assesses their progress toward acquiring English proficiency. On a one-on-one basis, a speaking, listening, reading and writing test is administered between July and October each year. The kindergarten and 1st grade focus is letter and letter combination sounds, and the 2nd through 6th is comprehension. Other evaluations by teachers are conducted annually to see if the student is meeting objectives for all instruction to assess their ELL progress. Figure 2 is the 2014-2015 SCESD overall ELL performance, by grade level (K-6), using the CELDT:

FIGURE 2
Number and Percent of Students at Each Overall Performance Level by Grade

Performance Level	K		1		2		3		4		5		6	
# of students % at Perform Level	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced ^a	5	1	24	3	9	1	38	4	24	4	40	7	15	4
Early Advanced ^b	27	3	146	18	125	15	133	15	173	25	212	39	71	21
Intermediate ^c	159	17	284	34	314	36	335	39	298	43	206	37	161	46
Early Intermediate ^d	177	19	199	24	265	31	213	25	105	15	59	11	65	19
Beginning ^e	545	60	179	21	150	17	148	17	89	13	31	6	36	10
Number Tested	913	100	832	100	863	100	867	100	689	100	548	100	348	100

^a Advanced: Communicate effectively in English and can identify and summarize concrete details and abstract concepts; errors infrequent and communication not reduced.

^b Early Advanced: Begin to combine elements of English and summarize most concrete details and abstract concepts; errors less frequent and communication rarely difficult.

^c Intermediate: Begin to tailor English skills with increasing ease, usually limited to phrases and memorized statements; errors make communication difficult.

^d Early Intermediate: Able to identify and understand more concrete details, increase ease to more varied communication; frequent errors reduce communication.

^e Beginning: Demonstrate little or no English skills, may be able to respond to some communication; frequent errors make communication difficult.

Information from the CELDT is used to create a comprehensive evaluation tool, the Gainers/Stickers/Sliders Report.¹⁰ Gainers show improvement, Stickers remain the

¹⁰ The Gainers/Stickers/Sliders report is derived from the CELDT student performance comparison over a two year period.

same and Sliders lose proficiency. The evaluation tool is color coded to visually emphasize student performance and readily identifies high-performing schools and teachers. The District uses the report to track ELL student academic progress over sequential years.

SCHOOL CLIMATE

Collaboration is a key element for successful schools. It creates a culture that generates commitment, encourages teamwork, and positively impacts the school climate. Shared professional development strategies integrated into the activities of teaching enables lesson planning to accelerate student achievement.

Teachers and instructional aides need time to collaborate, share and implement goals district-wide in order to achieve mutual accountability. A shared commitment enables ordinary people to share extraordinary things for the betterment of student outcomes. The best teachers become mentors and coaches.¹¹ “It is interesting to note that the world’s top-performing school systems... set aside significant and frequent time for teacher collaboration and preparation.”¹²

The collaborative approach gets high marks from US teacher unions,¹³ however, in the SCESD it may be harder to achieve due to restrictions included within the teachers’ Master Agreement. As noted in the Master Agreement, the instructional period per day is: preschool is less than 360 minutes, K is 200 minutes, 1st-3rd is 285 minutes and 4th-6th is 305 minutes. The workday begins 30 minutes before the first regularly scheduled

¹¹ Melinda Burns, “Teacher Collaboration Gives Schools Better Results,” *Pacific Standard Magazine*, August 22, 2011, <https://psmag.com/teacher-collaboration-gives-schools-better-results-8e2ca35991dc#.gnskhb899>

¹² Ed 100, California’s Education System 100% Demystified, 3.6 *Collaboration: How Do Teachers Work Together*, accessed April 14, 2016, <http://ed100.org/teachers/collaborate/>

¹³ Melinda Burns, “Teacher Collaboration Gives Schools Better Results,” *Pacific Standard Magazine*, August 22, 2011, <https://psmag.com/teacher-collaboration-gives-schools-better-results-8e2ca35991dc#.gnskhb899>

class, and ends when the required instructional time has been worked.¹⁴ However, the instructional period does not include time for collaboration among teachers.

SCESD fosters an atmosphere of collaboration and mutual respect between the students, as well as between the student, teacher, staff and administrators. Students learn to collaborate by working with and learning from each other. Collaboration was reflected in the classrooms visited by the placement of desks and tables to encourage small group interaction. The classrooms were clean, colorful, and well organized with positive messages and student work displayed on the walls. According to the Association for Supervision and Curriculum Development,¹⁵ the following are necessary characteristics of high performing schools:

- The belief that all students can succeed at high levels
- High expectations
- Collaborative decision making
- Teachers accept their role in student success or failure
- Strategic assignment of staff
- Regular teacher-parent communication
- Caring staff and faculty
- Dedication to diversity and equity

SCESD schools reach out to parents via newsletters, at the school-site ELAC (English Learner Advisory Committee) and DELAC meetings. DELAC (a district-wide forum) and ELAC (the school-based forum), are offered as an avenue for two-way communication between SCESD, the school, and parents regarding their children's education. DELAC serves as an avenue of training and information for parents. Agenda items may include effectiveness of educational programs, parent involvement at home and school, infor-

¹⁴ Master Agreement by and between Salinas City Elementary School District Board of Education and Salinas Elementary Teachers' Council, July 1, 2014 – June 30, 2015, <http://www.salinascityesd.org/human-resources/>

¹⁵ Patricia J. Kannapel and Stephen K. Clements with Diana Taylor and Terry Hibpshman, "Inside the Black Box of High-Performing, High-Poverty Schools: A report from the Prichard Committee for Academic Excellence," *Association for Supervision and Curriculum Development*, February 2005, <http://people.uncw.edu/kozloffm/highperforminghighpoverty.pdf>

mation on student academic progress, educational topics and leadership. DELAC also offers computer training, math, nutrition, and health information. DELAC advises the Board of Education, conducts a district-wide needs assessment and establishes goals and objectives for programs. In addition to DELAC and ELAC, some SCESD schools provide federally funded eight-week educational programs for parents. Currently, a limited number of parents participate in these meetings and programs.

SCESD offers an after-school grant-funded program, Best of Education and Safety Time (BEST), also known as After School Education & Safety program (ASES). “The BEST program involves collaboration among parents, youth, representatives from schools and government agencies, and individuals from community-based organizations and the private sector. The program is offered at eleven of our school sites. Programs provide literacy, academic enrichment, and safe, constructive alternatives for students in transitional kindergarten¹⁶ through sixth grade (TK-6) during non-school hours.”¹⁷

SCESD offers two preschool programs; State Preschool, free preschool for children meeting income eligibility funded by the California Department of Education, and Smart Start Preschool, a fee based program. “SCESD Preschool Programs are designed to develop the whole child, including social and emotional development and self-regulation. Preschool curriculum is designed to establish early academic capabilities that serve as the foundation for a lifetime of learning...”¹⁸

Preschool plays an important role in preparing the child to enter school. This is especially true for children who have language deficiency. According to First 5 Monterey County; “In the first 5 years of a child's life, critical brain connections are made that shape lifelong learning. Incredibly, by age 3 a child's brain has grown to 80 percent of that of an adult. How we nurture and support our children today will impact their suc-

¹⁶ A two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate; <http://www.montereycoe.org/>

¹⁷ SCESD, BEST After School Program, accessed April 14, 2016, <http://www.salinascityesd.org/best-page/>

¹⁸ SCESD, Preschool, accessed April 14, 2016, <http://www.salinascityesd.org/preschool-page/>

cess in school and in life.”¹⁹ And, “Chronic stress from growing up in poverty can physiologically impact children’s brains, impairing their working memory and diminishing their ability to develop language, reading and problem-solving skills, reports a new Cornell study.”²⁰

The average number of children attending the preschool programs is 250 to 300 (approximately 30% of the average SCESD kindergarten population). The currently available SCESD State Preschool program offers two sessions, 8:00 – 11:00 am and noon – 3:00 pm. The limited hours of these sessions may contribute to the inability of children of low-income working parents to participate in this invaluable resource, because many are unable to leave work to take or pick up their children.

HOME ENVIRONMENT

Educational obstacles in the home include poverty, generational poverty, no home stability, lack of nutrition and sleep, parent literacy and limited exposure to books. In 2013 the percentage of children living in the SCESD below the federal poverty level (FPL) is 28.1%. The current FPL for a family of four is \$24,300 annually.

Generational poverty leads to a tremendous deficit in vocabulary, and a lesser variety of words spoken in the home affects both ELL and English students. “Children from low-income families hear, on average, 13 million words by age 4. In middle-class families, children hear about 26 million words during that same time period. In upper-class families, they hear a staggering 46 million words by age 4 – three times as many as their lower-income counterparts (Hart & Riley, 1995)... This language difference is not subtle; it’s a mind boggling, jaw-dropping cognitive chasm.... When children aren’t familiar with

¹⁹ First 5 Monterey County, Who We Are, accessed April 14, 2016, <https://www.first5monterey.org/who-we-are.htm>

²⁰ “CU study: Poverty can physically impair brain, reducing children’s ability to learn,” *Cornell Chronicle*, April 22, 2016, <http://www.news.cornell.edu/stories/2009/04/poverty-changes-brain-reduces-childrens-learning>

words, they don't want to read, often tune out, or feel like school is not for them."²¹ This background is a very powerful determiner of how well students do in school.

Parents respect the educational institution, its teachers and administrators. However, "Because of the high respect with which the teacher is held, parents will be reluctant to question the teacher, to give suggestions, or to appear to be interfering in the educational process."²²

"Families are the primary socializing agents for their children... Early parent-child interactions help children learn regulatory process and socialize them into the rhythm of their family and culture."²³

OBSTACLES TO LEARNING

Many children in the SCESD experience poverty. Their limited exposure to books, coupled with their parent's literacy barriers, results in a deficient vocabulary that places them at a major learning disadvantage. Although there are federally funded preschools, only a small number of children currently attend. When these children enroll in the SCESD, they are not prepared to enter the educational environment and, in many cases, to learn a new language.



**"Education is not received,
it is achieved."**

Albert Einstein

Courtesy of Shutterstock

²¹ Eric Jensen, "How Poverty Affects Classroom Engagement," *United Way, Reading for All*, <http://reading4all.com/entries/page/1156>

²² "Understanding Cultural Aspects of the Hispanic Culture," *In SlideShare*, accessed April 14, 2016, <http://www.slideshare.net/kmeza/hispanic-culture-11218506>

²³ Patrice L. Engle and Maureen M. Black Wiley, "The Effect of Poverty on Child Development and Educational Outcomes," *Online Library*, July 25, 2008, <http://onlinelibrary.wiley.com/doi/10.1196/annals.1425.023/full>

FINDINGS

- F1. Many children enter school with a limited vocabulary and lack of school readiness.
- F2. There are no District preschool programs that provide aftercare.
- F3. Grades 2–6 do not have aides who can provide teacher assistance in classroom tasks and small-group work.
- F4. Students who are not reclassified to Fluent English Proficient status prevents them from taking the high school courses necessary to meet college entrance “a to g” requirements.
- F5. There is low parent participation in school meetings, programs and activities.
- F6. Insufficient time is available for collaboration between District teachers and administration.
- F7. Inadequate time is allocated to parent/teacher conferences to enable parents to be involved and support their child in school.
- F8. The shortage of credentialed teachers has resulted in the District hiring not-yet-credentialed and substitute teachers to fill the vacant teaching positions.

RECOMMENDATIONS

All the following recommendations are for action by the Salinas City Elementary School District, under the direction of the Salinas City Elementary School Board.

- R1. Provide affordable on-site aftercare for preschool and pre-K classes.
- R2. Increase parent(s) participation and awareness of school meetings, programs and activities by requiring a parent orientation when a new student is registered for school. This orientation should be included in the 2016-17 student registration.
- R3. Hire aides to work in grade 2-6 classrooms who can provide teacher assistance with small-group work and other non-credentialed tasks. Hiring of these aides should be accomplished in the 2016-17 school year.
- R4. Compensate teachers for the additional time spent outside their designated instructional period to collaborate with parents, and other teachers.

- R5. Make reclassification to Fluent English Proficiency status a priority by the end of 6th grade, and stress the importance of this in teacher in-service trainings beginning in the 2016-17 school year.
- R6. Seek and encourage partnerships with community agencies, civic groups, local business and foundations (e.g. First 5 Monterey County, Salinas City Library “paleteros”) to sponsor school readiness services and student academic support.

REQUEST FOR RESPONSES

Pursuant to Penal Code section 933.05, the Monterey County Civil Grand Jury requests responses as follows:

Martha L. Martínez, Superintendent, Salinas City Elementary School District
All Findings and Recommendations

Salinas City Elementary School District Board of Education
All Findings and Recommendations

Reports issued by the Grand Jury do not identify individuals interviewed. Penal Code section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Grand Jury.
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GLOSSARY:

Annual Measureable Achievement Objective (AMAO) - All public schools in California use three measures to track English Learner progress towards proficiency. AMAO 1 is the percentage of English Learners moving up one CELDT performance level, becoming and maintaining proficiency. AMAO 2 is the percentage of English Learners who have attained English proficiency level. AMAO 3 is the percentage of English Learners meeting No Child Left Behind requirements for English language arts and math.

Academic Performance Index (API) - The centerpiece of the California Public Schools Accountability Act of 1999. A measurement of academic performance and improvement of individual schools in California. API scores range from a low of 200 to a high of 1000. The statewide performance target for all schools is 800. API has been discontinued as of March, 2014.

California Assessment of Student Performance and Progress (CAASPP) -

Established on January 1, 2014, the CAASPP System replaced the prior Standardized Testing and Reporting (STAR), which became inoperative on July 1, 2013. CAASPP will focus on achievement using the newly adopted Common Core Standards.

California English Language Development Test - (CELDT) - A test administered to any student from Kindergarten to 12th Grade who has a home language other than English. The CELDT identifies students who are English learners, determines their level of proficiency, and assesses their progress toward acquiring English proficiency.

District English Learner Advisory Committee (DELAC) - Each California public school with more than 51 English Learners must have a DELAC. It advises the district's local government board on programs, conducts assessments, and establishes goals and objectives for services to English learners.

English Learner Advisory Committee (ELAC) - Committee of parents, school staff, and community members who advocate for English Learners at a school level. They are responsible for advising the school on programs and services for English Learners

English Language Development (ELD) - Formerly known as English as a Second Language (ESL), a program model to teach English to non-English speakers with a focus entirely on language development. ELD refers to the curriculum and course materials used to instruct students learning English.

English Language Learner (ELL) - A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (K-12) assessment procedures and literacy (3-12), has been determined to lack the clearly-defined English language skills of listening comprehension, speaking, reading and writing necessary to succeed in the school's regular instructional programs.

Fluent English Proficient (FEP) - Students whose primary language is other than English and who have met the district criteria for determining proficiency in English.

Federal Poverty Level (FPL) - FPL guidelines are used to determine eligibility for certain Federal Programs

Guided Language Acquisition Design - A K-12 instructional model consisting of 35 well-articulated strategies. It is particularly designed for teachers who have a significant number of ELLs in their mainstream classrooms.

Initial Fluent English Proficient (IFEP) - Newly enrolled students who "passed" the CELDT are designated as IFEP. They will be placed in regular instruction rather than an English Learner Program

Long-term English Learners - Students, who have been enrolled in school for more than six years, are not progressing toward English proficiency, and are struggling academically due to their limited English skills.

Monterey County Office of Education (MCOE) - Provides vital resources to support Monterey County's 24 school districts, two colleges and one university. It serves as a connection between schools, State and Federal governments. It offers its staff as a resource to inform and train district administrators, guide certification of teachers and helps schools stay current with changing laws that affect education.

Policy Analysis for California Education (PACE) - An independent non-partisan research center that seeks to define and sustain a long-term strategy for comprehensive policy reform, and continuous improvement in performance at all levels of the California Educational System. It works with local school districts and professional organizations aimed at supporting policy innovation, data use and rigorous evaluations.

Reclassified Fluent English Proficient (RFEP) - The designation for students who were initially classified as English Learners but passed both CELDT and local district criteria as fluent in English. They no longer participate in the English Language Learner program and join their peers in the regular classes.

Salinas City Elementary School District (SCESD) - One of the school districts in Monterey County that was chosen for this report.

Specially Designed Academic Instruction in English (SDAIE) - A methodology (set of specific strategies) designed to make instruction comprehensible and grade-level academic accessible for English Learners. It is a teaching approach intended for teaching academic content (such as social studies, science, and math) using English language to students who are still English learners.

Structured English Immersion (SEI) - A basic core program that provides instruction of all subjects in English for students with less than fluency in English.

Title III - Officially known as the English Language, Language enhancement and Academic Achievement Act. The purpose is to ensure that Limited English Proficient (LEP) students, called English Learners under California law, including immigrants and youths, attain English proficiency. It provides grants to the State based on the number of LEP and immigrant students enrolled. The school districts must meet reporting requirements to continue receiving the grants.

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