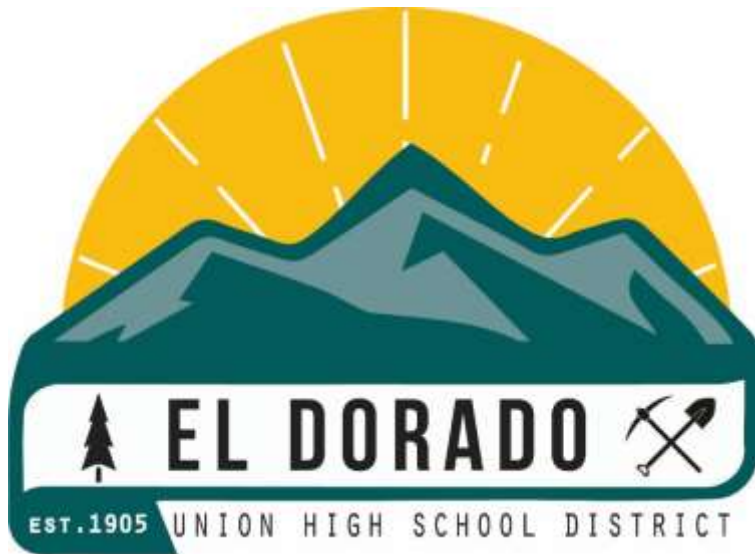


Master Plan for Services to English Learners



El Dorado Union
High School District

Board Approved October 9, 2018

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Chapter 1

Identification, Assessment and Placement

The process for initial identification and placement of students into an appropriate instructional program is shown in Figure 1 on page 10 and is explained in detail below. Student enrollment and assessment takes place at the student's attendance area school with a staff member meeting with parents whenever possible.

STEP 1: Registration, including completion of the Home Language Survey

Parents take their student(s) to their school to enroll. At the school, parents complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the student in the district, and the results are maintained thereafter.

- If the answers to Items 1, 2, 3, and 4 are "English," the student is classified as English Only (EO).
- If Item 1, 2 **or** 3 on the Home Language Survey is answered with a language other than English, the student is tested for English proficiency. (Continue to Step 2)
- If only item 4 on the Home Language Survey is answered with a language other than English, the school must determine whether to continue with the assessment of English (go to step 2), or to identify the student as Fluent English Proficient (FEP). The parent or guardian of the student will be interviewed by the person enrolling the student to determine whether the student continues with the assessment or not.

STEP 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used, the student's English language proficiency must be assessed within 30 calendar days of initial enrollment. Students' English language proficiency is assessed as part of the enrollment process by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and students.

The assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The following table shows the areas that are currently assessed using ELPAC.

Grade Span	Areas Assessed
9th– 12th Grades	Listening, Speaking, Reading, Writing

The student receives a score for each part of the test (Listening, Speaking, Reading, and Writing) as well as an overall score.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given an alternative assessment determined by the IEP team according to individual student need.

STEP 3: Parent Notification of Assessment Results and Program Options

Upon completion of the testing, parents are notified of the assessment results and are given a description of the program placement (see step 5). Preferably in a meeting, parents are provided an explanation and discuss the benefits of each. This information is also provided to parents in writing in a language designed to be readily understandable to the parent.

Once the program options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver. This information is also provided in writing, using language and materials designed to be readily understandable to the parent.

If after the programs have been explained, a parent elects to have their English learner, who is “less than reasonably fluent,” placed in the English Language general education program, a Parental Exception Waiver is necessary and the district will honor the parent’s informed request. The parent may be asked to sign and date a written request to document that a request was made if the request was not made in writing.

A copy of all Parental Exception Waivers, and requests to be placed in an English Language general education program, are placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage of the approval, denial, or request.

STEP 4: Program Placement

On the basis of the English language assessment, students are classified as either Initially Fluent in English Proficiency (IFEP) or English learner (EL).

The parents of IFEP students are informed of the results and given the same program options as those given EO (English Only) students. Placement is made on the same basis as for EOs. (See Step 1)

ELPAC scores for English learners will indicate whether the student has moderately developed, somewhat developed or minimally developed listening, speaking, reading and writing skills. Students with minimally developed skills are placed into an English Language

Development (ELD) level I course. Students scoring between somewhat and minimally developed are placed in into an ELD level 2 course. Students scoring between moderately developed and somewhat developed are placed into an ELD level 3 course. Students scoring moderately developed but not well developed are not required to be enrolled in an ELD course, but are encouraged to be enrolled in a Reading Improvement course.

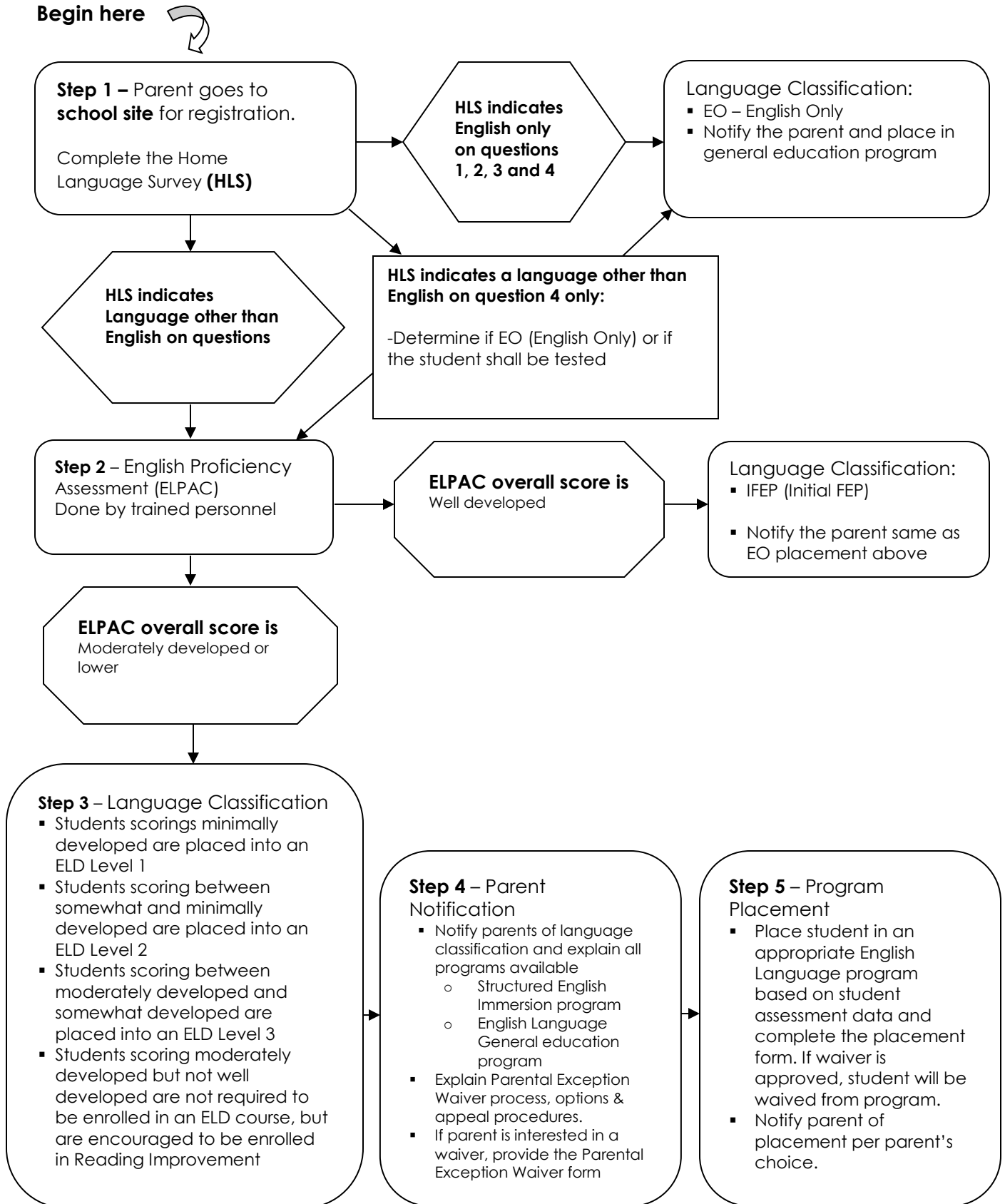
The ELD leveled course is designed specifically to improve the students listening, speaking, reading and writing skills. English learners are also strongly encouraged to be enrolled in a Reading Improvement course in addition to an ELD course.

English learners take general education courses using a structured English immersion format. Support for English learners in their general education course may include one or more of the following:

- Content instruction using SDAIE techniques
- Tutoring
- Participation in strategic interventions
- Before and/or after school intervention programs
- Primary language support
- Migrant Education support
- Other appropriate services

The EL Coordinator assigns an English learner to an appropriate English language program based on the student's assessment data.

Figure 1: Initial Language Proficiency Assessment, Identification and Placement Process
Begin here



TRANSFER STUDENTS

Transfers from other California schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, RFEP, IFEP, and EL). These students do not need to go through the EDUHSD initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results. Records are obtained from the previous school/district, and entered into the district's record keeping system. The district of origin is required by education code to provide English Learner identification and assessment information. EDUHSD staff will take all initiative necessary to obtain this information. If these records or information cannot be acquired within ten days of enrollment, English and primary language assessments precede and the identification/notification placement process is implemented per the above description.

Transfers from out of state or from other countries

The five-step language assessment, classification and placement process shown in Figure 1, page 10, will be followed for students entering EDUHSD who are new to the state or from another country. The date the student is enrolled in the district is entered into the student's records and the student database system and is used as the date they first enrolled in a California school and (when appropriate) the date they first enrolled in a US school.

TRAINING FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT AND PARENTAL OPTIONS/INFORMED CONSENT

The district provides ongoing training for administrators and staff on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- Initial identification;
- Program placement and procedures; and,
- Parental options and informed consent, including the Parental Exception Waiver process.

The persons who participate in the training include, but are not limited to, district and site administrators, teaching staff, staff members who work with EL students and student records, office staff members responsible for registration, EL technician, special education teachers, aides, and any other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their student.

Chapter 2

Instructional Programs

PROGRAM COMPONENTS FOR ENGLISH LEARNERS

The El Dorado Union High School District offers two options to English Learners: (1) Structured English Immersion program (SEI), (2) English Language Mainstream (ELM). SEI classrooms are designed for students with less than “reasonable fluency” and English language mainstream classrooms are designed for native English speakers or students with reasonable fluency or that have already acquired a “good working knowledge of English”. All students in the SEI program are enrolled in an English Language Development Course and enroll in ELM courses needed to meet graduation requirements. ELM students have moderate to well-developed English skills but they still require classroom accommodations and support. The EL program is designed to ensure students acquire English language proficiency.

The EL program is designed to provide the following:

1. Well-articulated, standards-based, differentiated English Language Development (ELD) instruction for SEI students, specifically designed to teach English to non-English speakers
2. Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE) for both SEI and ELM students
3. Structured activities designed to develop cultural proficiency and positive self-esteem.
4. Effective pedagogy to develop EL students’ English proficiency and mastery of grade level standards

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, in-class assignments or assessments in the primary language. It may be provided within the general education English programs by a teacher who is bilingual, a trained bilingual para-educator or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, assist the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students and also to clarify, direct, support, or explain concepts.

Even where daily primary language is not supported by bilingual staff, teachers are expected to make use of various materials and resources to ensure that all primary language support tools

are available to students and their families. These can include bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. A site EL Instructional Aide can assist teachers to prepare classroom displays that include the primary language, noting important English-Spanish cognates, and resources that students may use at home. School libraries should be stocked with age-appropriate bilingual dictionaries, fiction and non-fiction in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials.

ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is a course for EL students who scored levels 1-3 on the ELCPAC. The ELD curriculum develops students' reading, writing, speaking and listening skills as specified in California English Language Arts/English Language Arts Standards and Framework. The teaching of English within the program is based on the students' level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) with the goal of assisting students to develop skills related to cognitive academic proficiency in English.

ELD is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure students learn English within a reasonable amount of time. It is designed to teach ELs at their proficiency levels and to bring them, at least, to the next proficiency level, thus ensuring that instruction is differentiated to meet student needs. It is recommended that, when available, students will be grouped by proficiency level for ELD instruction.

ELD 1 curriculum develops students' reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring minimally developed on the ELPAC.

This course is designed for English Language Learners who tend to rely on learned words and phrases to communicate meaning at a basic level. ELD 1 students need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts and need substantial linguistic support to communicate on less familiar tasks and topics. The ELD 1 course assists students in developing the English skills they must acquire to become proficient in the structured English immersion general education courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

ELD 2 curriculum develops students' reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring minimally developed to somewhat developed on ELPAC.

This course is designed for English Language Learners who tend to use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. ELD 2 students need moderate-to-light linguistic support to engage in familiar social and academic contexts, and they need substantial-to-moderate support to communicate on less familiar tasks and topics. The ELD 2 course assists students in developing the English skills they must acquire to become proficient in the structured English immersion general education courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

ELD 3 curriculum develops students' reading, writing, speaking, and listening skills as specified within the California English Language Arts/English Language Development Standards and Framework. This course is for students scoring somewhat developed to moderately developed on the ELPAC.

This course is designed for English Language Learners who sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. ELD 3 students need light-to-minimal linguistic support to engage in familiar social and academic contexts, and they need moderate support to communicate on less familiar tasks and topics. This course may be used as one of the 4 years of required English. It may also be used for elective credit.

Instructional Materials

The district has adopted materials for use in the delivery of ELD instruction to teach the California English Language Arts/English Language Arts Standards and Framework. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. However, current lists of district-adopted materials are available at the school site and at the district Educational Services Office.

Monitoring Student Progress

Assessments are used within the district to monitor the progress of English Learners in acquiring English skills. These include, but are not limited to, the following:

- English Language Proficiency Assessments for California (ELPAC)
- Curriculum-embedded assessments from the leveled ELD materials (Edge Fundamentals Curriculum)
- Student work samples – for example, student writing, oral reports, etc., evaluated using standards-based rubrics
- California Assessment of Student Performance and Progress

ACCESS TO GRADE LEVEL CORE CONTENT

English Learners are provided with access to well-articulated, standards-based core curriculum program. In general education settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE).

Instructional materials in all content areas are carefully reviewed by appropriate district adoption committees. Parallel materials in Spanish and English are adopted whenever possible. The district is committed to consistent use of materials on a district-wide basis.

Levelled ELD	Reading/ Language Arts	History/ Social Science	Math	Science	Other Subjects
	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Use of strategies to teach <u>language structures and vocabulary</u> for students to learn English </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Use of strategies to make <u>language structures and vocabulary</u> relevant to content </div>			
		<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Use of strategies to make <u>content</u> comprehensible: <ul style="list-style-type: none"> ▪ Access to Core/Integrated Curriculum to scaffold instruction ▪ Culturally responsive pedagogy </div>			

The approaches outlined above use the following to help make instruction comprehensible and meaningful to students:

- Teachers contextualize instruction by using: non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification. Students use a variety of resources in the environment so they construct meaning;
- Teachers modify language to deliver instruction such as wait time, questioning, pacing and highlighting;
- Student-centered instruction, allows students to work with concepts and the language of those concepts in a variety of ways to demonstrate mastery of the content standard (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc.);
- Content teaching and assessment is linguistically and culturally responsive;
- Accommodations are planned and purposeful in the learning environment;
- Activities encourage, engage and support students to risk active use of their developing language;
- Teachers emphasize the major ideas and/or organize principles that underlie the content so students access concepts in an organized logical sequence;
- Teachers frequently check for understanding and allow equitable student participation in demonstrating knowledge;

- Teachers make assessment and instruction accommodations to ensure EL students are able to functionally comprehend and demonstrate understanding of the learning around discipline-specific topics.
- Students are provided access to large collections of appropriate age-level informational text and literature in the classroom and school libraries.
- Primary language support provided by a teacher who is bilingual or a trained bilingual technician is a further means of increasing access.
- Students are encouraged to use their primary language with a bilingual teacher, bilingual paraprofessional, or bilingual peer to develop and organize fluent and coherent thoughts whenever they need to communicate knowledge, questions, or other information.

Chapter 3

Monitoring of Student Progress and Reclassification

Annual Assessments

Student progress is monitored at least annually based on a set of district-adopted and state mandated assessments. The assessments in use are shown on page 15. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every 6 to 8 weeks, planning to differentiate instruction and provide classroom interventions as appropriate. ELPAC data is used for instructional grouping in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of the data.

Ongoing Review of Student Progress

Student assessment and program progress is monitored regularly as part of the school system of curriculum implementation. When an English learner is not making adequate progress, additional support, intervention and action are necessary.

ASSESSMENTS GIVEN TO ENGLISH LEARNERS

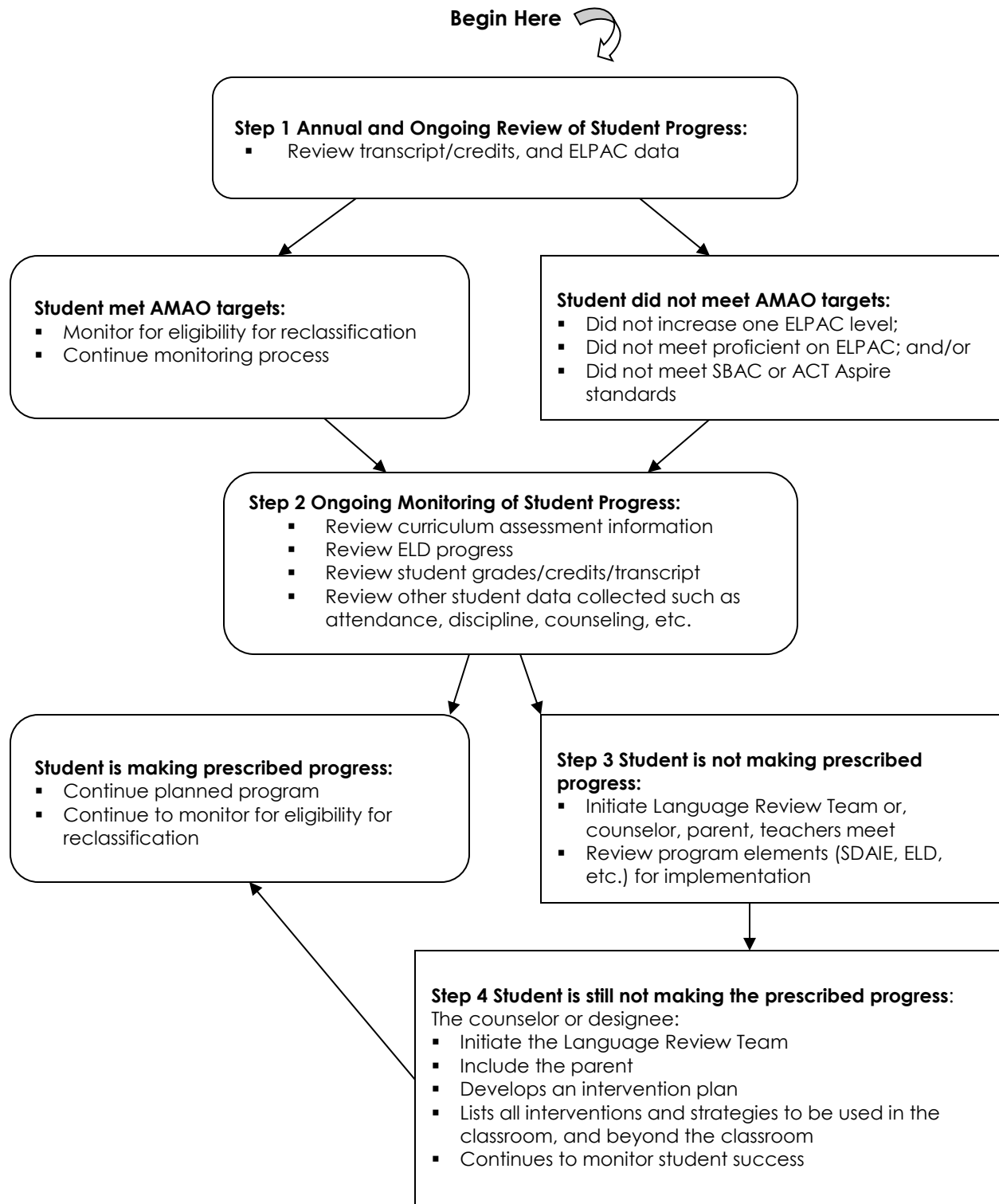
ENGLISH LANGUAGE DEVELOPMENT ASSESSMENTS

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
English Language Proficiency Assessments for California (ELPAC)	9-12	<ul style="list-style-type: none"> ▪ Assesses listening, speaking, reading and writing in English ▪ State mandated instrument ▪ Used to measure Annual Measurable Achievement Objectives for ESSA Title III ▪ Used for state-wide accountability 	<p><u>Initially:</u> Within 30 calendar days from date of registration</p> <p><u>Annually:</u> April to May</p>	<p><u>Initial:</u> Trained staff person</p> <p><u>Annually:</u> Trained staff person</p>

ACADEMIC ACHIEVEMENT – NORM CRITERION REFERENCED ASSESSMENTS IN ENGLISH

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Smarter Balance Assessment Consortium (SBAC)	9, 12	<ul style="list-style-type: none"> ▪ Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts ▪ Used to determine reclassification eligibility 	<p><u>Annually:</u> April to May for students in grade 8 and 11. Results are used for reclassification purposes for students entering grades 9 and 12.</p>	High school staff
ACT Aspire	10, 11	<ul style="list-style-type: none"> ▪ Norm reference test for reading and English Language Arts ▪ Used to determine reclassification eligibility 	<p><u>Annually:</u> April to May</p> <p>The SBAC is not given to students in grades 9-10. The ACT Aspire is used for reclassification for students entering grades 10 and 11.</p>	High school staff

Figure 2: Ongoing Student Monitoring



Annual Review of Student Progress

The EL Coordinator at each school site collects and reviews the transcripts, ELPAC scores, other assessment data, student grades, and teachers' recommendations for all EL students. On the basis of this review, EL Coordinator identifies those students who are eligible for reclassification. The district's criteria are shown in the table on page 18. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, writing and mathematics, measured by SBAC or ACT Aspire
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and,
- Consultation with parent for their opinion and input during the process of reclassification.

The EL Coordinator notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their student. The school provides an opportunity for the parent or guardian to attend the Reclassification Team (RT) meeting (see the section on reclassification below). The meeting is scheduled at a time convenient for the parent/guardian.

If unable to attend, the parent may communicate his/her opinion in writing or via phone call. The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal; and,
- Invite parents to a group meeting to explain that their student has met all the criteria to be reclassified, and explain that staff will monitor their student's academic performance for at least two additional years. Students are also included in this meeting. Staff is available for individual consultation.

RECLASSIFICATION PROCESS AND CRITERIA

The reclassification decision is made by a reclassification team (RT), after considering the evidence regarding the student's performance, and in full consultation with the parent (See Figure 3 on page 19). The membership of the Reclassification Team includes: the EL Coordinator, content classroom teacher(s), ELD teacher, parent, and any other relevant specialists. After the team has made a determination and made recommendations regarding the student's future placement and educational needs:

- The counselor or designee fills out the district Reclassification Form;
- Copies are given to the parent;
- A copy of the reclassification form is placed in the student's red EL folder;
- The student's record is then coded as reclassified in the district student information system;

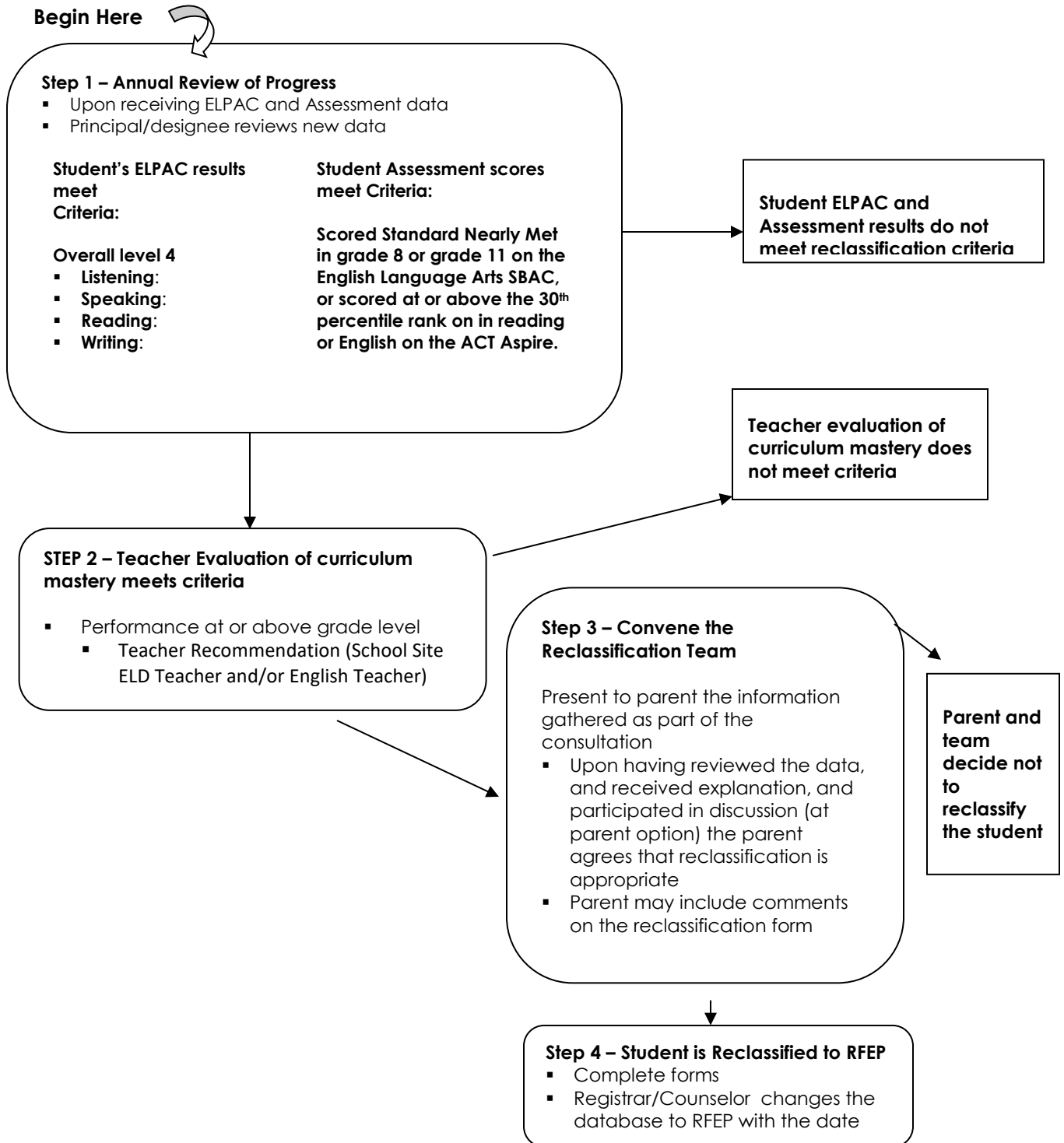
- The EL site coordinator updates the reclassification form at each monitoring period documenting continued progress toward proficiency in the content areas;
- If after two years of monitoring post-reclassification and students have demonstrated sufficient progress, forms are placed in the student’s EL folder; and,
- Students who do not make continued progress shall continue to be monitored.

RECLASSIFICATION CRITERIA

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent ELPAC test	Overall Level 4: Well Developed <ul style="list-style-type: none"> ▪ Listening: Well Developed ▪ Speaking: Well Developed ▪ Reading: Well Developed ▪ Writing: Well Developed
Academic Achievement	ELA SBAC or ACT Aspire reading and English Academic progress toward diploma requirements	Grade 9-12: <ul style="list-style-type: none"> ▪ Scored a 30th national percentile rank or higher ACT Aspire in Reading or English OR <ul style="list-style-type: none"> ▪ Scored Standard Nearly Met on the ELA SBAC in either grade 8 or grade 11 Grades 9-12: On target to graduate based on transcript review AND Earning 60 credits per academic year
Teacher Evaluation	Teacher's recommendation form, current report card and other assessment information may inform reclassification	Grades 9-12: <ul style="list-style-type: none"> ▪ Teacher Recommendation (School Site ELD Teacher and/or English Teacher)
Parent Consultation	Description and results of consultation with parents documented on the reclassification form	<ul style="list-style-type: none"> ▪ Upon having reviewed the data, and received explanation, and participated in discussion (at parent option) the parent agrees that reclassification is appropriate ▪ Parent may include comments onto the reclassification form

Figure 3: The Reclassification Process

The annual reclassification process begins as soon as official ELPAC results are received by the school.



PROVISION FOR SPECIAL EDUCATION STUDENTS

English Learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)-(iv) and 28 C.F.R. section 35.130(b)(1)(i)-(iv). If a student has an Individualized Education Program (IEP) the following procedures are followed:

Students with Mild/Moderate Disabilities

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student's Case Manager is included as a Reclassification Team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine further services needed including assessment accommodations to be used. Prior to making this determination a thorough assessment is conducted and the IEP includes a statement of the student's development of proficiency in English.

Students with Moderate/Severe Disabilities

Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team participates in the decision of reclassification.

Due to a manifestation of the student's disability, IEP Teams need to determine whether a Special Education Student who is also identified as being EL should be reclassified. For example, an lower cognitive functioning student may not be able to pass the ELPAC or a district/state standardized assessment because of their disability and not their language proficiency.

FOLLOW-UP MONITORING OF THE PROGRESS OF RECLASSIFIED STUDENTS

Site principal/designee monitors the progress of reclassified ELs at the end of each grading period and upon receipt of annual accountability assessment data for at **least two school years** following a student's reclassification. Student performance on achievement and performance measures is documented on the student's reclassification form. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the EL Review Team meets to develop an intervention plan for the student. Students are not reclassified back to EL. Services that may be provided include but are not limited to:

- Specialized academic assessment;
- Tutoring;
- Specialized reading instruction;
- Primary language support;
- Participation in strategic or intensive interventions provided by the school; and,
- Development of a success plan.

Chapter 4

Parent and Community Involvement

PARENTAL EXCEPTION WAIVER PROCEDURES

EL students in the EL Dorado Union High School District are placed in one of the following programs:

1. Structured English Immersion (SEI), in which the language acquisition process, curriculum and instruction are designed for students who are learning the language
2. English Language Mainstream (ELM), classrooms in which the students are either native English language speakers or already have acquired reasonable fluency in English. English learners who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests.

In addition, El Dorado High School provides two Heritage Language Program courses. Spanish Heritage Language Program courses provide instruction to pupils utilizing English and a pupil's native Spanish language, enabling non-English speakers or students who have weak literacy skills in their native Spanish language to achieve language proficiency and meet academic achievement goals. EL students throughout the district may transfer to El Dorado High School to participate in the Spanish Heritage Language Program.

Parents and guardians of ELs must be notified of the opportunity to apply for a parental exception waiver for their children to participate in an alternative program in which some or all of the instruction is delivered in the pupil's primary language. When the parent/guardian of an EL wishes to have his/her student placed in a program that is an alternative to being taught in English, per EC Section 305, a waiver is required. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered.

English Learners in Special Education whose Individualized Educational Program (IEP) requires primary language services are not subject to the waiver process. The IEP acts as the waiver.

WAIVER APPROVAL PROCESS

- Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of SEI, ELM, and alternative programs, and all educational opportunities offered by the school district and available to the student.

- The parent submits a waiver for their student each school year requesting that their child be offered an alternative to being taught in English.
- All parental exception waivers shall be acted upon by the school within 30 instructional days of submission to the school principal.
- Individual schools in which 20 pupils or more of a given grade level receive a waiver to be taught in language other than English shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.
- If a waiver is denied, parents and guardians must be informed in writing of the reason(s) for denial.

ANNUAL NOTIFICATION

Each year EL parents will receive:

- Their student’s annual assessment results;
- Information regarding all the district program options
- An opportunity to review the Parental Exception Waiver processes and submit such a waiver.

The Superintendent or designee will monitor schools to ensure compliance with the procedures and related policies and laws described above. The Superintendent or designee will make recommendations to the EDUHSD Board of Trustees regarding any necessary enhancements to the implementation of this plan.

PARENT ADVISORY COMMITTEES

IMPLEMENTATION OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee membership as students represented in the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement.

The ELAC advises the principal and staff on the school's program for English Learners. The ELAC assists in the development of the school's:

- Needs assessment;
- Language Census (R-30); and,
- Efforts to make parents aware of the importance of regular school attendance.

The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

ELAC members have an opportunity to elect a representative to the District English Learner Advisory Committee (DELAC).

Other topics related to English Learners may also be of interest to the ELAC in addition to, but not in place of, the above mentioned required items. These topics might include:

- Meeting the social and academic needs of ELs;
- Communication with parents and the broader community;
- Strengthening coordination with the district and DELAC to provide programs for all students with approved waivers;
- Review of academic performance measures for EL students;
- Improving parent-teacher conferences; and,
- Number of parental exception waivers requested

ELACs are monitored by the district office. Guidance for the implementation of the ELACs is also provided. ELAC members will be provided with a handbook of training materials and sample bylaws. However, the ELAC may adopt its own bylaws. It may also elect officers within its membership.

IMPLEMENTATION OF SITE ELAC

The site EL Coordinator is responsible for establishing ELAC and monitoring that ELAC has fulfilled their responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas;
- Assist the ELAC membership in selecting meeting dates;
- Schedule and hold planning and general membership meetings;
- Monitor ELAC membership;
 - Membership may include school staff and community members; (Community members and school staff together should constitute fewer in number than parents of English Learners);

IMPLEMENTATION OF THE DELAC

If EDUHSD has more than 51 parents of English Learners the district must have a DELAC.

The DELAC advises the EDUHSD Board of Trustees on at least the following:

- A timetable for and development of a district Master Plan for English Learner Services, taking into consideration the Local Educational Agency Plan (LEAP) and Single Plan for Student Achievement from the school sites as these plans relate to English Learners;
- A district-wide needs assessment on a school-by-school basis;
- The district program, goals, and objectives for programs and services for English Learners;
- The plan to ensure compliance with applicable teacher or aide requirements;
- District student reclassification procedures;
- Written parent notification of initial school enrollment; and,
- The district's Consolidated Application.

Other Areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
- A cumulative report of the number of waiver applications processed; and,
- Program evaluation results.

The DELAC meets sufficiently to plan, discuss, and provide advice on all required items. The District Office will support the DELAC. This department assists with:

- Agenda preparation, meeting notices and arrangements for meetings;
- The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

ACTIVITIES TO HELP PARENTS EFFECTIVELY ASSIST THEIR STUDENT TOWARD EDUCATIONAL SUCCESS AND ADVOCATE FOR THEIR STUDENT WITHIN THE SCHOOLS AND COMMUNITY

The following goal has been established: Parents of English Learners at all schools in the EDUHSD will participate meaningfully in the education of their student. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

- Site Council
- ELAC

- DELAC
- Spanish Speaking Parent Outreach Meetings

Communication in the Home Language

When 15 percent or more of students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST meetings, suspension and expulsion conferences and hearings, and for all due process actions.

The district utilizes existing technology to improve communication in parents' home language. The district website has a dropdown language menu that allows web content to be translated into different languages. In addition, the district communication software, ParentSquare is used to provide Spanish language text and voice messaging. Numerous district publications are translated into Spanish and are available in PDF viewing format. The Local Control and Accountability Plan (LCAP) Annual Parent Survey is provided in both English and Spanish to ensure Spanish speaking parents' voices are heard prior to LCAP development.

Chapter 5

Evaluation and Accountability

Every employee of the EDUHSD is accountable for ensuring that programs are optimally implemented and effective. All district personnel are expected to follow the procedures specified in this Master Plan.

Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by the EDUHSD board of Trustees and that they are consistent with state and federal law.

MONITORING OF EL MASTER PLAN IMPLEMENTATION

GOAL: All English Learners Become Proficient in English

District and site staff will periodically monitor implementation of all programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for ELs.

Document Reviews

All schools will conduct annual monitoring by means of review of EL students' ELPAC results, progress in meeting graduation requirements, and college and career readiness. In addition, schools will review the California School Dashboard results. The California School Dashboard includes items related to programs and services for EL students. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress toward language proficiency from one year to the next on the ELPAC and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

Ongoing Staff Development Support

District designees will help organize site staff development and assist with classroom coaching for sites. They will assist with the document reviews and have lead responsibility for organizing in-depth reviews and any needed follow-up.

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Principals are provided with training on the requirements of the Master Plan and on their role in assuring complete implementation at their sites.

EVALUATION AND ACCOUNTABILITY: ROLES AND RESPONSIBILITIES

Role	Responsibilities
Student	<ul style="list-style-type: none"> ▪ Attends school daily, arrives on time, and works for high achievement ▪ Participates in school activities ▪ Communicates regularly with parents, teachers, and support staff ▪ Participates in all assessment activities
Parent	<ul style="list-style-type: none"> ▪ Monitors and promotes EL's progress in academics, homework, attendance, behavior ▪ Supports EL in activities to promote student achievement ▪ Communicates regularly re: student progress with student, teachers and school ▪ Attends parent conferences and school functions (e.g., Open House, Back to School Night, conferences) ▪ Participates in school committees – ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> ▪ Implements specific EL programs and services as described in Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards and effective best practices for English Learners ▪ Ensures effective delivery of appropriate ELD instruction ▪ Monitors ELs' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD state standards and assessment procedures ▪ Determines/implements differentiated strategies for ELs and RFEP students ▪ Advocates for support services for students not meeting standards who may be at risk of retention or who require interventions in order to reach goals ▪ Attends team meetings and informs parents of progress and strategies to support students in meeting standards
Principal	<ul style="list-style-type: none"> ▪ Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan ▪ Is responsible for all procedures and legal requirements pertaining to ELs at the school ▪ Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent participation and notifications at the site

	<ul style="list-style-type: none"> ▪ Reports to district administrators on implementation of EL programs and services as required
EL Coordinator	<ul style="list-style-type: none"> ▪ Implements annual testing, primary language assessment, and reclassification protocols ▪ Monitors the accuracy of ELs data in the district computer system, including information of waiver results ▪ Informs staff of students identified for possible reclassification ▪ Serves as a resource for the Student Study Team, and Reclassification Team ▪ Provides staff development for teachers of EL students ▪ Assists with data collection, analysis, and surveys ▪ Assists with grade-level collaboration or departmental grouping recommendation ▪ Assists with parent involvement activities ▪ Facilitates ELAC meetings
Role	Responsibilities
Counselor	<ul style="list-style-type: none"> ▪ Assists with initial placements, using the Master Plan for ELs and assessment data ▪ Monitors progress of ELs toward meeting language, academic, and multicultural benchmarks ▪ Assists with interpretation of student assessments and collaborates with teachers, the site EL Coordinator, and others in devising individual program modifications and interventions, as needed ▪ Supports the implementation of the Master Plan for ELs
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> ▪ May request to examine program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role ▪ Completes all legal requirements as outlined in Chapter 5
Assistant Superintendent	<ul style="list-style-type: none"> ▪ Supports sites in implementing the EL Master Plan by providing ongoing professional development and technical assistance to individuals or groups of individuals as requested by the principal or as need indicates ▪ Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site EL data ▪ Monitors and supports implementation of the LEA and Title III Plans ▪ Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners ▪ Develops work plan for, supervises, and works closely with site EL Coordinator ▪ Meets with principals to review site plans for and implementation of services to ELs ▪ Monitors compliance and EL procedures at the site and district levels ▪ Provides ongoing training for site EL Coordinator, teachers, Para-educators, parents, and support staff (e.g., administrative assistants and school office staff) ▪ Works with principals, and Assistant Superintendent of Human Resources to produce EL staffing plan to ensure timely recruitment, hiring and training of teachers for EL assignments

Chapter 6

Funding

The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Local Control and Accountability Plan (LCAP) Supplemental funds, Title I funds and other categorical funds are used to supplement the base educational program and not to supplant general fund money obligations. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The district must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

The LCAP includes a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

The LCAP also demonstrates how the services provided in the LCAP year for English learners provide for increased or improved services for these pupils in proportion to the funding provided for such pupils in that year.

THE APPENDIX

Glossary

Glossary of Terms

AMAO: *Annual Measurable Academic Objective.* A NCLB, Title III accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (ELPAC), are established for all districts in the state by the state. Districts receiving federal Title III funds and failing to meet these targets for 2 or more successive years are subject to state sanctions.

AMO: *Annual Measurable Objective.* The AMO is part of the state's implementation of the federal system of accountability under *No Child Left Behind*. Annual targets are set for all schools and districts in the state for the percent of students scoring Proficient and Advanced on the California Standards Tests in English Language Arts and Mathematics. All schools and districts in the state are evaluated against meeting the annual targets. Schools and districts receiving Title I funds are subject to sanctions if they fail to meet all targets for two or more successive years. The targets apply to English Learners as well as other significant subgroups in the school/district.

API: *Academic Performance Index.* A California state accountability measure that combines results from several state assessments and data elements. Each school in the state is assigned an improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

BCC: *Bilingual Certificate of Competence.* BCC is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCC and BCLAD are equivalent. (See Chapter 4)

BCLAD: *Bilingual Cross-Cultural, Language, and Academic Development.* The BCLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction

(SDAI) in English and/or another language. The BCLAD and BCC are equivalent. (See Chapter 4)

CABE: *California Association for Bilingual Education.*

CAHSEE: *California High School Exit Examination.* Students must pass this state examination in order to receive a High School diploma.

CATESOL: *California Association of Teachers of English to Speakers of Other Languages.*

CDE: *California Department of Education.* The CDE is the state agency that regulates and monitors public schools in California.

ELPAC: *California English Language Development Test.* A state test required to be given to students, who's Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English Learners are tested annually each fall until they are reclassified to Fluent English Proficient.

CLAD: *Cross-Cultural, Language and Academic Development.* The CLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

CPM: *Categorical Program Monitoring.* A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

ACT Aspire: ACT (American College Testing) college readiness assessment is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc.

The Common Core is a new series of education standards being adopted by many states in the US. **The standards are supposed to be more rooted in critical and creative thinking**, so they are less straightforward than the old standards.

CTEL: *California Teacher of English Learners.* The CTEL is a series of examinations leading to a CLAD or BCLAD certificate. The examinations would be in lieu of acquiring the certificates though university coursework.

DELAC: *District English Learner Advisory Committee.* An advisory committee that advises the district's governing board on programs and services for English Learners as identified in California Education Code.

EIA-LEP: *Economic Impact Aid/Limited English Proficient.* A state funding source.

EL: *English Learner.* English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP student. This student has been assessed with ELPAC and has not developed fluent proficiency in English. EL is also known as English Language Learner (ELL).

ELA: *English Language Arts.*

ELAC: *English Learner Advisory Committee.* The ELAC is a committee that advises the principal and school staff on programs and services for English Learners. Education Code requires four tasks of ELAC.

ELD: *English Language Development.* ELD is a broad term encompassing all aspects of learning the English language for ELs. It includes speaking, listening, reading and writing at developmentally appropriate language levels.

ELL: *English Language Learner.* (see EL)

EO: *English Only.* An EO is a student with no home language other than English.

ESL: *English as a Second Language.* Typically refers to courses for learning the English language for those who are not fluent in English.

FEP: *Fluent-English-Proficient.* FEP students are those students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by ELPAC and/or other criteria.

Focused Approach to Frontloading: A teaching methodology in which the teaching of vocabulary and language structures, needed to participate fully in the content of the upcoming lesson in content course of study, both verbally and in writing, are integral.

GATE: *Gifted and Talented Education.* GATE is a supplemental program for identified students.

HLS: *Home Language Survey.* A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a student's language(s). The HLS is given to parents for every student enrolled in a California public school. It is also used by many private schools participating in public programs. (See Chapter 1)

IEP: *Individualized Education Plan.* An IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a student identified in need of a program of Special Education.

IFEP: *Initially Fluent English Proficient.* A student classified as IFEP met the criteria for fluent English proficient upon initial language assessment using ELPAC.

L1: The language that has been identified as the student's primary or home language.

L2: The second language the student acquires (usually refers to English).

Language Census, R-30: An annual report to the CDE in which the district identifies the number of English Learners and FEP students at each school by

language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.

LAS (Language Assessment Scales):

A norm-referenced standardized test used to determine language proficiency with parts in listening/speaking, reading and writing. EDUHSD uses the Spanish version to assess Spanish speaking English Learners upon first enrollment in a California public school.

LEA: Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

LEP: Limited-English-Proficient. The term used in federal legislation to refer to English Learners.

Newcomer: A student who is a recent immigrant to the United States from another country.

OCR: Office for Civil Rights. The OCR is a branch within the U.S. Department of Education.

Overwhelmingly in English: A term used in Education Code 300 – 311 but is left to be defined by the school district. In EDUHSD, a school day in which instruction is overwhelmingly in English allows up to two class periods or subjects to be taught to English Learners using their primary language with all other subjects being taught in English.

Parental Exception Waiver: The Parental Exception Waiver is a process by which a parent request and alternative

program in a language other than English. An approved waiver allows the student to be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Primary Language (L1): The language, other than English, identified on the Home Language Survey. Usually the first language the student learns to speak or the language other than English spoken at home.

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

R-30, Language Census: An annual report to the CDE in which the district identifies the number of English Learners and FEP students by school, by language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.

Reclassification: A process to change a student's classification from English learner (EL) to Fluent English Proficient (RFEP). This occurs when a student meets the district criteria and no longer requires language learning support. The student may, however, still be in need of additional academic support if not proficient in an academic subject area(s).

Red Folder: A folder which contains all relevant information regarding the language and academic progress of ELs. The red folder is stored in, and is part of, the

student's permanent Cumulative Record folder at the school of attendance.

RFEP: *Reclassified to Fluent-English-Proficient.*

RT: *Reclassification Team.* The RT is a group of school staff (teachers and administrators) and the parent. The RT considers the EL student's data to determine whether to reclassify the student from EL to RFEP.

SDAIE: *Specially Designed Academic Instruction in English.* A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

SEI: *Structured (or Sheltered) English Immersion.* An English language acquisition process for students in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. EDUHSD's goal is for students in this program to develop academic proficiency in English. Instruction is nearly all in English. (See Chapter 2)

SSC: *School Site Council.* The SSC is a group of school staff, parents and sometimes students. The SSC advises the Principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

Title I: Title I is a federal program authorized in NCLB that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic

standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement as described in the Local Education Agency (LEA) plan.

Title III: Title III is a federal program authorized in NCLB that provides supplementary funds to help improve the education of English Learners by assisting them in learning English and meeting state academic standards.



English Learner Reclassification Form

Student Name: Click or tap here to enter text.

ID #: Click or tap here to enter text.

Grade: Click or tap here to enter text.

School: Click or tap here to enter text.

Please check "Yes" or "No" to the following questions.

- | | <u>Yes</u> | <u>No</u> |
|--|--------------------------|--------------------------|
| 1. Did the student score Level 4 Overall on the Annual ELPAC? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did the student score standard nearly met on the 8 th or 11 th Grade ELA SBAC? | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>OR</i> | | |
| Did the student score at or above the 30 th National Percentile Rank on ACT Aspire for either English or Reading? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the student earning 60 credits per year and on-track to graduate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the student's English teacher or ELD teacher recommend the student for reclassification? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has the EL School Coordinator consulted with the student's parent/guardian regarding reclassification? | <input type="checkbox"/> | <input type="checkbox"/> |

If the EL School Coordinator answered "Yes" to all of the above, the student may be reclassified RFEP in Aeries. The signatures below indicate that the EL Coordinator and parent/guardian are in agreement that the student shall be reclassified. The signed original form shall be placed in the student's cumulative file.

EL School Coordinator Name:

Parent Name:

Signature:
X

Signature:
X

Date: _____

Date: _____