



Coast Unified School District

Master Plan for Services

to English Learners

Coast Unified School District has a Master Plan for Services to English Language Learners that is well written. We have revised this plan to reflect changes in assessments administered in the State of California. We will continue to evaluate and modify the plan, as needed.

This plan provides opportunities for choice among multiple resources and honors the professionalism of our teachers to select the best options for their English Learner students and their families. Each instructional level has contact teachers and an administrator. Listed below are the educational leaders who work in the area of English Language Learners:

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Coast Unified School District Master Plan for Services to English Learners

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Acknowledgements

The Coast Unified School District Master Plan for Services to English Learners was developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the Coast Unified School District's Board of Trustees: Del Clegg, Cindy Fratto, Dr. Judith Hillen, Lesli Murdoch and Dr. Sue Nash. It is due to their vision, support, and commitment to the children of Cambria, Cayucos, Harmony and San Simeon that this document came to be.

Message from the Superintendent

January 2015

Our Students

The Coast Unified School District (CUSD) aims for outstanding programs for all our students. We know that English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning all that we provide in our schools and also must master a new language. There are over 300 English Learners in the district—42 percent of student enrollment. Almost 50 percent of all students come from homes where a language other than English is spoken.

Our Mission and Vision

We guarantee that CUSD will commit their talents and resources everyday to promote and develop tomorrow's leaders today. To accomplish this, we must have a clear action plan for students of various needs and faithfully implement the plan.

The Master Plan for Services to English Learners

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency so necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English learner in our district. We are all expected to follow the plan, as it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

Support to Schools and Teachers and Families

As we move ahead to implement this plan, we are fortunate to have the enthusiastic support of our Board. We will provide professional development and guidance to each school and each teacher so that they can provide the effective instruction that every student needs and deserves. We will also work closely with parents and community members so that we can strengthen the bonds of collaboration between our schools and families in the education of all our students. We look forward to the major improvements that will come as district and site staff implement this plan.

Introduction

The Coast Unified School District Master Plan for Services to English Learners serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. The plan describes how we identify, serve and support students who initially enroll in the Cambria schools with limited proficiency in the English language. The plan sets forth five goals for this work:

1. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
2. English Learners will master the English language as efficiently and effectively as possible.
3. English Learners will achieve academic success comparable to English Only (EO) students.
4. English Learners and Reclassified Fluent English Proficient Students

will be at no greater risk for school failure than English Only students.

Staff should frequently consult this plan to ensure consistency and the delivery of the highest quality of services to English learners and their families.

Unique features include the availability of an online forms repository that provides instant access to all district English learner forms and form letters.

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked to ensure that the very best pedagogy, practice and procedures will be used in Coast Unified's schools. As such, it should be relatively easy for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard student needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. Coast Unified School will ensure that programs and services for English learners will be of the highest quality.

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Chapter 1

Initial Identification, Assessment, and Placement

A process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice.

Step 1: Registration, Including Completion of the Home Language Survey

Parents take their child(ren) to the appropriate school site in order to enroll in school. At the school, parents complete a Home Language Survey (HLS), as required by state law. This survey is completed as the parent enrolls the child in the district, and the results are maintained in the district's student information system, the English Learner folder and in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 *and* 4 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of

the placement options open to the student. The default option is Mainstream English. If Item 1, 2 *or* 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. If *only* Item 4 on the Home Language Survey is answered with a language other than English, staff must determine whether to continue with assessment of English, or to identify the student as English Only (EO) without such assessment. The child need not be assessed with the CELDT, unless informal assessment of English indicates that the child might be an English Learner.

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 at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment. Trained personnel in the English Language Development Department assess the students' English language proficiency after the enrollment process. The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized

language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken, (Listening, Speaking, Reading, Writing), as well as an overall score. The score types include: raw score, scale score and proficiency level. Staff may calculate a preliminary score for the purpose of determining the default program and placement options. The assessment is also forwarded for official scoring by the test publisher. The official results are sent to the parent within 30 days of receipt by the district. CELDT results are maintained in the student's English Learner folder, the student's CUM, and in the district's student information system for future use in monitoring of student progress and in program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the CELDT, the student will be given an alternative assessment, (to be determined by the IEP team according to individual student need), in accordance with California Department of Education (CDE) regulations.

On the basis of the English language assessment, students are classified as either

Initially Fluent English Proficient (IFEP) or English Learner (EL).

- *IFEP Students* —Parents are informed of the results and given the same program options as those given EO students.
- *English Learners*—Proceed to primary language assessment.

Step 3: Primary Language Assessment

The results of the Home Language Survey, the language assessments, (and any other information related to prior schooling, including transcripts, if available), are used to determine the degree of English proficiency and the program placement options are explained.

Step 4: Parent Notification of Results

Upon completion of the testing, parents are notified of the results, provided with a description of the program placement, and explained available program options.

Step 5: Program Placement

The following process is used to identify the most appropriate program for the English Learner. CELDT results indicate whether the student is *reasonably fluent in English* or not.

*To be *reasonably fluent in English*:

1. Student's *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking, Reading, Writing.

*If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*.

Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE techniques + Content Literacy Instruction
- Tutoring/Academic Support
- After school intervention programs (CGS/SLMS)
- Primary language support (Newcomers)
- Other appropriate services (Rosetta Stone, English 3D)

*If a child is *not reasonably fluent* in English by the above criteria, then the default placement is the *Structured English Immersion program (SEI)*. In SEI, the instruction is nearly all in English. Primary

language support and the types of support services listed in the previous paragraph are provided as needed, and as resources allow. English Language Development is required. Once the official CELDT results have been received from the test publisher, the parent is notified of the results. This written notification is in English and in the student's primary language. A copy of this notification is placed in the student's English Learner file.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional *program* options. More than one *program* may exist within a given *classroom*. For example, a classroom may provide English Only and Fluent English Proficient students with a Mainstream English program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion.

Chapter 2

Program Options for English Learners (K–12)

Coast Unified School District (CUSD) is committed to providing English Learners with “a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society”. Board Policy states that “the district’s program shall be based on sound instructional theory and shall be adequately supported so that English Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.”

The district will offer the following program options to English Learners: (1) Mainstream English, (2) Structured English Immersion. Both options may contain the following components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for ELs.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, featuring primary language

support, frontloading of content, and/or Specially Designed Academic Instruction in English (SDAIE).

- Structured activities designed to develop cultural proficiency and positive self-esteem.

English Language Development (ELD) is a Component of *All* Program Options for English Learners

The ELD component is aligned with the California English Language Development standards. The teaching of English within the program is based on the student’s 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), and a pathway leading to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students in developing skills related to cognitive academic proficiency in English. ELD instruction occurs daily for all English Learners until reclassified to fluent English proficient (RFEP). It is a systematic, explicit component of the English Learner’s total educational program. There is no maximum

amount of time that can be devoted to ELD. However, the following are the minimum daily ELD times, as recommended by the California State Department of Education:

- *K - 8* —150 minutes per week in addition to reading/language arts.
- *9 -12* —190 minutes per week in addition to reading/language arts.

Systematic English Language Development (ELD) instruction

Systematic ELD is a vertical slice of the curriculum—a **content** area with the purpose of developing a solid foundation in the English language and increasing students' communicative competence in speaking, listening, reading, writing, and thinking. ELD is taught at a regularly scheduled time that is specifically dedicated to teaching English. Instruction targets each student's level of English proficiency. Instruction may occur in large or small group settings within a single class or through groupings across grade levels that pull students together based on their level of proficiency.

Systematic ELD uses an organized method that does not leave the development of vocabulary, forms, or fluency to random experiences and chance encounters. It follows a developmental scope and

sequence of language skills and includes substantive practice to ensure that students develop fluency and accuracy.

Systematic English language instruction:

- Lays out a scope and sequence of grammatical forms and functions.
- Teaches basic and general utility vocabulary.
- Is engaging and explicit and provides ample varied practice so that students can apply newly learned language in meaningful ways.
- Groups students by level of proficiency for this portion of the instructional day;
- Draws students' attention to a variety of aspects of language formation, including rules of discourse and tuning the ear to cadence, oral articulation, and colloquial expressions.
- Focuses on the written expression of language through a variety of engaging instructional strategies so that students develop 21st century and common core aligned writing skills.
- Includes ongoing assessment of language mastery and the ability to apply language in different contexts. This information drives instructional planning to assure that learning is on track.

Lessons can be based on literature, content, or activities, but must provide focus on the forms of the language.

Note that systematic ELD, by itself, is not sufficient to guarantee that English Learners have full access to a curriculum. Systematic ELD paired with frontloading and comprehensible content instruction is needed to ensure student success.

To implement a program of effective English Language Development (ELD) instruction, the California Department of Education recommends that schools:

- Designate a special time for daily ELD instruction, allowing at least 30-45 minutes for this purpose
- Group students for instruction by proficiency levels, including no more than three proficiency levels in a group (i.e., beginning/early intermediate/intermediate or intermediate/early advanced/advanced)
- Assess English Language Proficiency (ELP) progress on an ongoing basis
- Align ELD instruction to key ELD and ELA standards
- Ensure that appropriately credentialed teachers provide ELD instruction

Chapter 3

Monitoring of Student Progress

Assessments in Use in the District

Student progress is monitored at least annually, based on a set of district-adopted and state-mandated assessments. The assessments in use are shown in Appendix Figure 3.1. These assessments are used to determine English language proficiency and evaluate students' academic performance. Assessment results are maintained in electronic form in the Illuminate student information system. This allows for rapid access to results in a variety of formats. This information is used for a variety of purposes, including, (but not limited to), information that relates to transition from one program to another, reclassification, and identification of students needing to participate in Response to Intervention (RtI).

District-adopted formative assessments are given during the year to monitor students' progress in English language development (listening, speaking, reading and writing), language arts, and math.

- Curriculum embedded assessments in language arts are taken in English by

English Learners in the SEI and mainstream programs.

- State-mandated *California Assessment of Student Performance and Progress* (CASPP) tests (*Smarter Balanced Assessments*), are taken by all students in grades 3 – 11, regardless of their language classification.
- An additional *assessment*, CELDT, is for English Learners only and is taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the *Smarter Balanced Assessments* and CELDT.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every six to eight weeks. This data is used for planning differentiated instruction and to provide classroom interventions, as appropriate. CELDT data, (supplemented by curriculum embedded assessment results), are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses in the middle and high school levels. 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 these data. *Smarter Balanced Assessments* results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:

- Grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
- At least twice per year, a team, consisting of the principal or designee, the student's classroom teacher(s), and other personnel, (EL counselors, specialist teachers, intervention teachers), as appropriate, reviews and evaluates

performance data. These meetings may refer students to the Student Success Team (SST) for further review and possible interventions.

Annual Review of Student Progress

Each February, English Language Development Teacher(s) and Principal at each school site collect and review the *Smarter Balanced Assessment* results, the CELDT scores, other assessment data, student grades, and teachers' recommendations, for all English Learners. On the basis of this review, the English Language Development Teacher(s) and Principal identify those students who are eligible for reclassification. The district's criteria are shown in Appendix Figure 3.2. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Teacher's evaluation, along with supporting documentation;
- Parent's opinion.

The English Language Development Teacher(s) and Principal notify parents and guardians of their right to participate in the reclassification process. The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of English Learners who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents to a meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least two additional years. Students may also be included in this meeting/celebration.

Reclassification Fluent English Proficient (RFEP)

Reclassification Process and Criteria

The reclassification decision is made by the student's English Learner Review Team, (ELRT), after considering the evidence regarding the student's performance and consulting with the parent. The membership of the ELRT includes: Principal, classroom teacher, ELD teacher, parent, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the child's future program and support needs, the English Language Development Teacher fills out the district Reclassification Form Appendix Figure 3.3. Copies are given to the parent, and a copy is placed in the student's cumulative folder and

EL file. The English Language Development Teacher verifies each student's eligibility and ensures the student is then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students as a group for ongoing success in the mainstream program.

Provision for Special Education Students

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 an ELRT member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine whether the student's failure to meet the criteria is primarily due to the student's disabling condition and not due to lack of proficiency in English. Prior to making this determination a thorough assessment must be conducted and the IEP must include a statement that the student's primary educational needs are other than

the development of proficiency in English. The English Language Development Teacher(s) at the school site will be involved in and must concur with the determination. The IEP team may determine that the student can be best assessed through an alternative standards based assessment process, the California Alternate Performance Assessment (CAPA).

- *Students with moderate/severe disabilities*

An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with accommodations and/or modifications. Reclassification for these students is based upon alternative proficiency testing. The IEP team reviews the data and makes the decision about reclassification. The site English Language Development Teacher(s) will be involved in and must concur in the decision.

Follow-Up Monitoring of the Reclassified Students

The English Language Development Teacher(s) and principals monitor the progress of reclassified English Learners at the end of each grading period for at least

two school years following a student's reclassification.

Student performance on critical achievement and performance measures is documented and the English Learner Review Team's findings are recorded. 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 English Learner Review Team, (ELRT), meets to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion
- Primary language support
- Participation in benchmark, strategic or intensive interventions provided by the school.

Chapter 4

Staffing and Professional Growth

Staffing and Certification

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. English Language Development Teacher(s) should hold the CLAD or equivalent teaching certification. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized. Newly hired teachers must hold the BCLAD/BCC, CLAS/LDS. SB1969/SB395 or are enrolled in courses leading to appropriate authorization. All teachers who provide ELD and/or SDAIE must be appropriately authorized with the SB1969/SB395 or are enrolled in courses leading to appropriate authorization. All teachers who provide primary language instruction must be appropriately authorized with BCLAD/BCC or the equivalent. Teacher hiring and placement decisions are based on student and program need, including English Learner enrollment data,

and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions.

Whenever open teaching positions require BCLAD or CLAD certification, the district Personnel staff actively recruits and hires teachers who are fully certified to fill such positions. The district will not hire any teacher that is not English Learner authorized.

Recruitment Procedures - Teachers
Teachers or staff will work closely with the Superintendent on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for English Learners.

- Following the California Longitudinal Pupil Achievement Data System (CALPADS) Language Census report, the English Language Development Teachers and principals work collaboratively to plan regarding the need for adequate numbers of qualified teachers to fully implement the English Learner programs at the school, as called for in the district's English Learner Master Plan. The elements that

comprise these programs include: English Language Development, content instruction with SDAIE strategies, and primary language support.

- A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school's English Learners in the coming year.
- This plan is reviewed each spring by the English Language Development Teachers, principals and District Personnel staff. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Personnel staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise.

Professional Development Related to the Master Plan for English Learners

The English Learner Master Plan will be introduced to district and site staff through a carefully planned professional development process. Key features of the plan and

procedures to be adopted by all sites will be emphasized. This training will be given to all district and site administrators as well as all the English Language Development Teachers.

Annual training on the English Learner Master Plan will be provided for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to faithful and high quality implementation.

Focus Areas for District Professional Development

Training efforts related to English Learners will focus on the following areas:

- Frontloading and Specially Designed Academic Instruction in English (SDAIE)
- English Language Development
- Cultural Proficiency
- Parent Engagement
- 3-Part Lesson Plan Design
- Explicit Vocabulary Instruction
- Writing Strategies

English Learner Development Teachers

Each instructional level or group of instructional levels will have an ELD

designated teacher to work in a collegial manner with classroom teachers, administrators and staff.

The English Language Development teachers work closely with and are evaluated by site principals. They also work closely with district staff on organization of services to English Learners, maintenance and usage of assessment data, monitoring of student progress and reclassification. English Language Development Teachers are selected using a process that includes both district and site personnel.

Monitoring of Professional Development and Support

The site principal and the English Language Development Teachers monitor teacher professional development related to English Learner support to ensure that all staff members working with English learners receive relevant professional development and support. The Superintendent monitors the progress of teachers in training as they fulfill their agreements to complete English Learner services related requirements.

Chapter 5

Parent and Community Involvement

This chapter is in regard to the engagement of parents of English Learners in their children's education. The first part of the chapter addresses parent participation in governance at the school through the English Learner Advisory Committee (ELAC) and at the district level through the District English Learner Advisory Committee (DELAC).

Parent Advisory Committees

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

The following requirements pertain to the ELAC:

1. Members will be chosen by election. All parents/guardians of English Learners have an opportunity to vote to elect the officers.
2. Members will receive materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC advises the principal and staff on topics related to English Learners, including:

- Development of the school's Single Plan for Student Achievement
- Development of the school's needs assessment
- Efforts to make parents aware of the importance of regular school attendance
- Meeting the social and academic needs of ELs
- Communication with the parents and the broader community
- Review of academic performance measures for ELs
- Improving parent-teacher conferences

4. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC).

5. ELAC minutes will be sent to the Superintendent.

6. The English Language Development Teachers will hold schools accountable and ensure compliance with these procedures and related policies and laws.

7. The Superintendent, site Principal, and the English Language Development Teachers will annually review the implementation of the ELAC in order to ensure that all requirements are met by each school.

8. Each school will actively encourage all

English Learner parents to run for election to ELAC and DELAC and to participate in ELAC and DELAC meetings even if not a formal representative.

Implementation of the Site ELAC

The site principal is responsible for establishing the ELAC. The principal or a designee will coordinate meetings and communication/documentation between the site and the district's Superintendent. Elected officers may also conduct the meetings. Elections for ELAC will be conducted at the school site *by September 30* each year. Members will serve for two years, with half the membership elected each year. Membership composition must reflect the percentage of English Learners in the school. Membership will include parents and school staff, (fewer than the number of parents). If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

Training for ELAC Members

Each year, the school and district will provide training for ELAC members. The site principal and/or designee will provide an overview of roles and responsibilities,

and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to act as liaisons between the two groups. ELAC members will provide input into the selection of training content.

Roles and Responsibilities

1. The site principal is responsible for ensuring that regular meetings of the ELAC take place.
2. The principal and/or a designee and English Language Development Teachers will assist with planning the ELAC meetings, attend the meetings, and may run the meetings, though the ELAC chair or other designee may also run them. An effort should be made to ensure that ELAC meetings are run in a consistent manner throughout the year.
3. The principal and/or a designee will arrange an agenda planning session with the ELAC chairperson prior to each meeting
4. Meeting dates will be determined and publicized in English and other languages in advance.
5. The ELAC will conduct at least three formal and advisory meetings, with agendas and minutes per year.

6. Childcare will be provided and parents will be informed of this opportunity.
7. Review and comment on the written notifications required to be sent to parents and guardians. During the school year, the ELAC members will receive training materials and training, planned in full consultation with committee members, to assist them in carrying out their legal responsibilities. This training will include descriptions of both the opportunities and limitations on actions members may take.
8. The district will provide a set of by-laws and a handbook for ELAC members. However, the ELAC may adopt its own by-laws. It may also elect officers.
9. Each school will actively encourage all English Learner parents to run for election to ELAC and DELAC and to participate in ELAC and DELAC meetings, even if not a formal representative.

Implementation of the DELAC

The DELAC will advise the governing board on at least the following:

1. The development of a district Master Plan for English Learner Programs and Services, taking into consideration the school site plans for English Learners.
2. A district wide needs assessment on a school-by-school basis.

3. The district program, goals, and objectives for programs and services for English Learners.
4. Review of and comment on the district's student reclassification procedures.

The DELAC will meet at least 2 times per year and will operate according to guidelines contained in state and federal regulations and in its by-laws. Minutes of DELAC meetings will be posted on the district's Web site.

The DELAC chairperson will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the chairperson's absence, resignation or inability to perform the duties, the Vice-chair will assume these duties.

The district will provide all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties, including the responsibility of site ELAC representatives to take back information from the DELAC meetings to the ELAC members. DELAC members will have input into the content of training each year. The information provided to the DELAC will include data from the annual evaluation of English Learner programs and services

related to program implementation and student outcomes, as well as an annual staffing report on the number of certified and noncertified teachers instructing English Learners. ELAC and DELAC representatives will be offered training related to English Learner program options and the waiver process.

**Activities to Help Parents
Effectively Assist their
Children Toward Educational
Success and Advocate for their Children
Within the Schools and Community**

The following goal has been established:

*Parents of English Language Learners
at all schools in the Coast Unified
School District will participate
meaningfully in the education of their
children.*

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.

1. *Communication in the home language.*
When 15 percent or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Translators will be made available for

parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.

2. School sites may assign a staff member and alternate to provide parent support at the site, and/or may employ a parent liaison.

3. Parent meetings should be parent friendly: held at convenient meeting times, with child care, and translation services provided.

4. Parent training sessions may be provided on parental rights, and parents should be encouraged, in a variety of ways, to exercise these rights. Other related topics of district parent/community education programs should be provided, including training for parents on ELAC and DELAC, and information for parents on objective quality indicators of services to English Learners, for example, reclassification rates, levels of student achievement, etc.

5. The school should encourage parent volunteerism by providing parents with opportunities to volunteer and by providing training sessions for volunteers.

6. Parent advocacy training on how to successfully advocate for their children may be provided. Such trainings may include informational sessions on school

operations and who to go to for assistance related to problems or concerns.

7. Training should also be provided to EL parents on the topic of cultural proficiency, including the importance of working together with people of differing cultural backgrounds.

The district will provide ongoing staff development on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns. The principal will provide information to the English Language Development Teacher(s) on the school's parent outreach and education efforts, including meetings, workshops, programs for parents and families, parent contacts by school outreach personnel, and other activities. Such information will be included in the annual document review of English Learner services.

Chapter Six

Evaluation and Accountability

This chapter begins with an overview of evaluation and accountability, then describes the specific district goals for English Learners and the evaluation questions. Specific assessments and methods are then referenced for each goal. The chapter concludes with a detailed description of the responsibilities of involved individuals and groups, in order to make clear their roles in English Learner accountability.

Accountability work is everyone's responsibility. This includes students, parents and all personnel at the school and district levels—teachers, counselors, instructional assistants, and administrators. Rather than considering evaluation as a specific event, (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective.

All district personnel are required to follow the procedures specified in this Master Plan. Staff members who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisors for approval, in

order to ensure that any such modifications meet the standards set by our local governing board and that they are consistent with state and federal law.

The district will conduct an annual evaluation of programs and services for English Learners. The programs described in earlier sections are structured around six goals. The evaluation activities will focus on the evaluation questions listed in the Appendix Figure 6.1

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Master Plan for English Learners

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

The monitoring process is designed to:

- establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved

- promote full involvement of all stakeholders, (administrators, teachers, parents, students), in all phases of planning, implementation and evaluation activities
- provide for high levels of coordination between district-level and site-level improvement efforts
- ensure that program evaluation is an integral part of school improvement initiatives and activities
- provide a basis for review and modification of the English Learner Master Plan every three to four years.

This monitoring will consist of three activities:

1. *Document Reviews.* All schools will conduct annual monitoring by means of review of key files and documents.
2. *In-depth Reviews,* (district-facilitated self-reviews). The yearly reviews will include a documentation check, teacher and parent interviews, and visits to selected classrooms. They will be conducted by teams to include district staff. These in-depth reviews will result in status reports that will provide the basis for individual site improvement work, and for any required monitoring

reports to the California Department of Education.

3. *Ongoing coaching and staff development support.* English Language Development Teacher(s) will help organize site staff development and assist with classroom coaching. 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.

Throughout the academic school year, principals complete sections of the English Learner Program Implementation Checklist (Appendix Figure 6.2) and EL Calendar of Events (Appendix Figure 6.3) for English Learner Program Services and submit them to the English Language Development Teacher(s). This facilitates ongoing communication with the English Language Development Teacher(s), and assists in the monitoring of consistent implementation of this Master Plan throughout the school district.

Goal 2: Parent Engagement

The English Language Development Teacher(s) and will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation survey will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Evaluating Program Effectiveness

The district has identified benchmarks for all program options for English Learners. These benchmarks are shown in Appendix Figure 6.4. These tables list expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

1) the student's initial CELDT level and

2) the number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

Goal 3: Mastery of English

- The CELDT is administered annually according to the state calendar. Results will be analyzed between January and March.
- Reclassification data are collected in the fall and spring semesters. District staff will analyze reclassification for all ELs and former ELs, disaggregating the data by number of years in the district, program placement, initial CELDT level, and other relevant variables.
- An analysis of CELDT growth, (AMAO's), by district, school, language group and program will be completed.

Goal 4: Academic Success

- *Smarter Balanced Assessment* performance data in English Language Arts and Mathematics will be analyzed each fall for transmission to the school sites. The analyses will include cross-sectional profiles of performance by CELDT level as well as

disaggregation of data by school, grade level and language group.

Goal 5: Indicators of Risk for School

Failure

- School site personnel will compile the data on suspensions, expulsions, other disciplinary actions, retentions, special education referrals, Student Study Teams, and report it to the English Language Development Teacher(s) by the end of the school year, compiling data that is standardized across schools.

- A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm used for the Elementary and Secondary Education Act reports.

Dropout data are disaggregated by language classification, grade level, and other relevant factors. High school dropout data will be analyzed as it relates to English Learner success.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels.

Site level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams, (departments at the middle and high school level), will conduct self-assessments on program implementation. Classroom observations conducted by site administrators and the English Language Development Teacher(s) will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the observation information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated

with the district plan for professional development, and should include prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school's Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to district goals for English Learners and use this information to plan for improved implementation of the English Learner programs.

The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Education in the spring of each school year.

Data from the annual evaluation will also be shared with DELAC members. The report will focus on the extent to which programs have been implemented, and an analysis of student performance on the indicators specified in Appendix Figure 6.4 *Expected Benchmarks for Structured English*

Immersion and Mainstream Programs.

Specific roles and responsibilities are stated in Appendix Figure 6.5 *Evaluation and Accountability: Roles and Responsibilities*

Chapter 7

Funding

The district is committed to allocating sufficient funds to implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The *School Board* approves the district Strategic Plan including *Strategic Priorities* and *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students.

2. The Superintendent's Cabinet identifies and prioritizes needs, based on the

Strategic Priorities and *Superintendent's Goals and Objectives* and data analysis, and allocates funds and other resources to support those needs.

3. The Principals coordinates development of the school level plan. By analyzing data, a prioritization of needs is determined and presented to the School Site Council and ELAC before they approve the school plan and budget.

4. Site and District Advisory Committees assume the following roles:

- The School Site Council develops the school site plan which is annually reviewed and updated.
- ELAC members may advise and provide input on the school level plan.
- DELAC gives input on the district level plan.

The English Learner Master Plan will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

1. Coast Unified School District Board Policies
2. District Board and Superintendent Goals
3. Title III Action Plans

4. LEA Plan

5. Single Plans for Student Achievement

8. Other relevant federal, state and local directives

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district service, as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted state approved researched based ELD program materials.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. The table on the following pages provides information on several important sources of supplemental funds. The table on Appendix Figure 7.1 information on several important sources of supplemental funds.

In the Local Control Accountability Plan, the District allocates additional funding to support the instruction of English Learner students by providing services through the purchase of additional instructors and instructional materials. Additionally, professional learning is provided to all teachers in the area of Close Reading, a research-based practice that supports the English acquisition of English Learner students across content areas.

Appendix

Glossary of Terms

Alternative Program

A program option for English Learners whose parents choose to waive the requirement to participate in a program that is almost all in English.

AMAO

Annual Measurable Academic Objective. An 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 *Smarter Balanced Assessments* and the CELDT, are established for all districts in the state. Districts receiving federal Title III funds and failing to meet these targets for two or more successive years are subject to state review.

AMO

Annual Measurable Objective. A key part of the federal school accountability system under *No Child Left Behind*. All schools and districts in the state are evaluated on 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. 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.

APS

Academic Program Survey. A self-study instrument developed by the California State Department of Education to assist schools in evaluating their effectiveness in implementing high quality instructional programs in Reading/ Language Arts and Mathematics. Focuses on nine Essential Program Components.

BCC

Bilingual Certificate of Competence. A teaching credential that certifies teachers to work with students in bilingual classrooms.

BCLAD

Bilingual, Cross-cultural, Language and Academic Development authorization.

Authorizes the holder to provide: English Language Development (ELD); Specially Designed Academic Instruction in English (SDAIE); instruction in the primary language; and instruction for primary language development.

Bilingual Alternative Program

An alternative to a mainstream or Structured English Immersion program, featuring some form of bilingual education. See reference to *Alternative Program* above.

CALPADS

California Longitudinal Pupil Achievement Data System. A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessment, staff assignments, and other data for state and federal reporting, (including data on English learners).

CABE

California Association for Bilingual Education

CDE

California Department of Education.

CELDT

California English Language Development Test. A state test required of all English Learners. Given to students when they first enter a California school (Initial administration), and annually thereafter each fall (Annual administration).

CLAD

Cross-Cultural, Language and Academic Development. A teaching credential that authorizes the holder to provide the English Learner with English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

CTEL

California Teacher of English Learners Examination. Teachers may obtain a CLAD authorization for their teaching credential through this examination as an alternative to taking the prescribed coursework.

CUSD

Coast Unified School District

DELAC

District English Learner Advisory Committee. An advisory committee that advises the district's governing board on programs and services for English Learners.

EIA/LEP

Economic Impact Aid/Limited English Proficient.

EL

English Learner. Students with a home language other than English who have not yet developed sufficient fluency in English to participate fully in an English mainstream class. Other terms are sometimes used to describe English Learners, including LEP (Limited-English-Proficient), a term still used in federal legislation, and ELL (English Language Learner).

EL Folder

A folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Record folder at the school the student attends.

ELL

English Language Learner (see EL).

ELA

English Language Arts.

ELAC

English Learner Advisory Committee.
A committee that advises the principal

and school staff on programs and services for English Learners.

ELD

English Language Development. A broad term encompassing all aspects of English Language development for English Learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels.

ELSSA

English Learner Subgroup Self Assessment.
An instrument developed by the State Department of Education for use by districts in Program Improvement status under Title III of the federal No Child Left Behind program. Title III provides funding for English Learners.

EO

English Only student. A student with no home language other than English.

ESL

English as a Second Language. Typically refers to English courses for older students and adults who are not fluent in English.

FEP

Fluent-English-Proficient. Students with a home language other than English, whose oral and written English skills approximate those of English speakers.

HLS

Home Language Survey. Given to each parent at the time of the student's initial enrollment.

IEP

Individualized Education Plan.

IFEP

Initially Fluent English Proficient.

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).

LEA

Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education.

LEP

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

LDS

Language Development Specialist certificate.

ELRT

English Learner Review Team.

Mainstream English Program

The goal for English Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provide for English Learners as needed.

Newcomer

A student who is a recent immigrant to the United States (i.e., has been in U.S. schools for less than 12 months).

OCR

Office for Civil Rights.

Parental Exception Waiver

Parents or legal guardians must apply in writing and in person, annually. The waiver application is a request that the child be

transferred to classes where they are taught in English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Primary Language (L1)

The first language the student learns to speak at home. May also be used to describe the language spoken most often.

Primary Language Support

The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English

SABE

Spanish Assessment of Basic Education. A standardized test that measures Spanish academic achievement in reading, language and math. The SST continues to meet periodically to review the student's progress.

Second Language (L2)

The second language a student learns.

SEI

Structured English Immersion. A specialize process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly

is the primary medium of instruction.

Reclassification

When a student has met all district criteria, he/she is reclassified from English Learner to Fluent-English-Proficient (RFEP) student. This change in language classification also often involves a change in the student's program.

RFEP

Reclassified Fluent-English-Proficient. A student who entered school as an English Learner, but over time has developed fluent academic English and has also met academic requirements tor reclassification.

SDAIE

Specially Designed Academic Instruction in English. A methodology used by teachers who possess the competency to make academic content comprehensible to ELs. all in English. Primary language support is used for clarification and explanation where available.

SSC

School Site Council. Advises the principal on development of the school plan, including allocation of funds. SSC has the power to approve the school plan before it is sent to the Governing Board.

SST

Student Study Team. A committee of teachers, administrators and the parent that is convened to determine whether a child is in need of and eligible for Special Education services. The SST continues to meet periodically to review the student's progress in the program

Title I

A federal program 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.

Title III

A program providing funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting state academic standards.

Figure 3.1 English Learner Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III 	<i>Initially:</i> At registration (Legal allowance —within 30 calendar days from date of registration) <i>Annually:</i> July–October	Classroom teacher, ELD teacher or trained assistant
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	K-5	<ul style="list-style-type: none"> Formative early literacy assessment for kindergarten through fifth grade to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction. 	Three times per year	Reading support staff
<i>Avenues</i>	K-5	<ul style="list-style-type: none"> Curriculum embedded ELD assessments 	According to Pacing Guide	Classroom teacher
<i>English 3D</i>	6-8	<ul style="list-style-type: none"> Curriculum embedded ELD assessments 	According to Pacing Guides	Classroom teacher
<i>English 3D</i>	9-12	<ul style="list-style-type: none"> Curriculum embedded ELD assessments 	According to Pacing Guides	Classroom teacher

Figure 3.2 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent California English Language Development Test (CELDT)	Overall level: Advanced or Early Advanced Listening: Intermediate or higher Speaking: Intermediate or higher Reading: Intermediate or higher Writing: Intermediate or higher
Academic Achievement	Most recent <i>Smarter Balanced Assessment</i> in English Language Arts (ELA)	English Language Arts Standard Met or Standard Exceeded for two years
Teacher Evaluation	Teacher's recommendation form, Student work samples and current report card	<ul style="list-style-type: none"> • Teacher completes the consultation form and attaches student work that demonstrates successful participation in grade-level academic core areas. • Report card indicates that student is at least approaching benchmark standards in all areas. • Student is approaching or meeting grade level benchmarks in English reading and writing • Performance at or above grade level • Minimum of "C" in academic areas on most current report card <p>If there are any deficits, the teacher agrees that</p> <ul style="list-style-type: none"> • The student is performing successfully in academic areas • Any deficits in motivation or performance are unrelated to English language proficiency
Parent opinion	Description and results of consultation with parent	After having reviewed the data and received an appropriate explanation, and participated in discussion (at parent option), the parent agrees that reclassification is appropriate

Figure 3.3 LEP/EL Reclassification Recommendation

LEP/EL RECLASSIFICATION RECOMMENDATION

Date: _____

Student: _____

Grade: _____

Date of Birth: _____

Enrollment Date: _____

Primary Language: _____

Teacher: _____

I recommend that the above student be considered by the Language Appraisal Team (LAT) for Reclassification.

Name: _____

Title: ELD Teacher

The following evidence shows that the student may be ready for reclassification. Check all that apply.

_____ CELDT (California English Language Development Test) Overall Proficiency Level is Early Advance (4) or higher.

_____ *Smarter Balanced Assessment* in English Language Arts

_____ Teacher recommends reclassification and has documentation of academic performance commensurate with the benchmarks listed above.

_____ Other (Please Specify) _____

The principal makes the following recommendations based upon a review of the materials supporting the reclassification recommendation:

Classification: LEP/EL (English Learner) _____ R-FEP (Reclassified Fluent English Proficient) _____

Principal

Teacher

ELD Teacher

Parent/Guardian

Teachers and principals monitor all RFEP students for two years. The principal reviews progress of RFEP students at least twice a year. Student will be monitored until _____

Original w/ supporting documentation: Student CUM File _____ ELD File _____

Figure 6.1 Evaluation Design and Goals Questions

Process Goals	Evaluation Questions
1. EL programs are fully implemented as describe in the Master Plan for English Learners	<p>1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?</p> <p>1.2 To what extent is the Master Plan for English learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff?</p>
2. Parents of ELs and RFEPs participate meaningfully in their children's education	<p>2.1 Are parents of ELs and RFEP as likely as parents of EOs to participate in activities (parent-teacher conferences, volunteer in class, etc)?</p> <p>2.2 Is the rate of parent engagement increasing?</p>
Outcome Goals	Evaluation Questions
3. All ELs will master the English language as efficiently and effectively as possible	<p>3.1 Do ELs meet the state's Annual Measurement Academic Objectives with regards to EL gains on the CELDT test?</p> <p>3.2 Are 75% or more of ELs reaching reasonable fluency on the CELDT in 5 years or less?</p> <p>3.3 Are 75% or more of ELs reclassified within 6 years?</p>
4. ELS will achieve academic success comparable to EOs.	<p>4.1 Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts?</p> <p>4.2 Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics?</p> <p>4.3 Are ELs (and RFEPs) in high school making expected progress towards graduation?</p> <p>4.4 Are ELs proportionally represented in special education?</p> <p>4.5 Are ELs proportionally represented in Alternative Education?</p> <p>4.6 Are ELs (and RFEP) proportionally represented in the following categories:</p> <ul style="list-style-type: none"> • Meeting UC/CSU requirements at high school graduation; • Being admitted to two and four-year colleges/universities
5. Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs	<p>5.1 Are ELs (and RFEPs) overrepresented in the following categories:</p> <ul style="list-style-type: none"> • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K-6 • Dropouts

Figure 6.2 English Learner Program Implementation Checklist



Coast Unified School District
English Learner Program Implementation Checklist

Key EL Program Enrollments	Key Implementation Question: Do we have a system in place to ensure that:	
	Yes	No
Initial Identification and Assessment	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
English Language Development	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Access to Core (Grade Level) Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Staffing	<input type="checkbox"/>	<input type="checkbox"/>

School: _____ Date _____
Principal: _____ Date _____
ELD Teacher: _____ Date _____

Figure 6.3 English Learner Calendar of Events

March	<ul style="list-style-type: none"> • Order CELDT materials. Window closes March 19
April	
May	<ul style="list-style-type: none"> • ELRT (English Language Review Teams) meet at each school to review English Learner Program.
June	<ul style="list-style-type: none"> • CELDT materials arrive 6/1 to 6/15 • Pre ID window 6/16 to 9/18
July	<ul style="list-style-type: none"> • Forward EL files to new school along with CUMS
August	<ul style="list-style-type: none"> • Early Administration of CELDT (CGS) • Establish EL files for new enrollees • Primary Language Assessment (w/in 90 days) • Newcomer Program (CGS) • Determine ELD program placement level.
September	<ul style="list-style-type: none"> • CELDT administration first 30 calendar days K-12 Initial/Annual Parent Notification of Program Placement (first two weeks of enrollment) • Parent Notification if AMAO (Annual Measurable Achievement Objectives) are not met
October	<ul style="list-style-type: none"> • Submit CELDT for scoring
November	<ul style="list-style-type: none"> • ELRT (English Language Review Teams) meets at CGS to review EL program and students
December	<ul style="list-style-type: none"> • Review CELDT results • Review program placement based on CELDT results (ELRT meets at SLMS and CUHS) • Enter CELDT scores in Illuminate • Copy of CELDT scores in EL files • CELDT scores ion CUMS • CELDT scores to parents (w/in 30 days of receipt)
January	<ul style="list-style-type: none"> • Review possible RFEP (site levels) • Progress monitoring RFEP (site levels)
February	<ul style="list-style-type: none"> • ELRT meets CGS • Final RFEP recommendation

*Figure 6.4 Expected Benchmarks for Structured English Immersion (SEI) and Mainstream Program**

OVERALL CELDT LEVEL AT TIME LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	LEVEL 1 Beginning	LEVEL 2 Early Intermediate	LEVEL 3 Intermediate	LEVEL 4 Early Advanced	LEVEL 4 OR 5 Early Adv. or Advanced	Redesignated
Timeline toward redesignation based on CELDT overall score at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year

*Students are expected to exit SEI after two years, with a possible continuation in the program if the student is found to continue to need this setting. After exiting Structured English Immersion, the student would normally move to Mainstream Program.

Figure 6.5 Evaluation and Accountability: Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> • Attends school daily, arrive on time and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
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, conferences) • Participates in school committees – ELAC, Site Council, etc.
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 and oversees reclassification process • Reports periodically to district administrators on implementation of EL programs and services • Provides leadership in all aspects of the educational program
English Language Development Teacher	<ul style="list-style-type: none"> • Assists the principal in administration and monitoring of programs and services to English Learners • Supports site administrator by implementing and monitoring processes and procedures for monitoring and documenting ELs' progress, including annual testing, primary language assessment and reclassification • Monitors the accuracy of ELs' data in the district computer system, including numbers of waivers applied for an approved • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Success Team, school wide student review, and English Learner Review Team • Provides input on staff development opportunities and needs for teachers of ELs • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners • Is supervised by the principal • Analyzes district and school site data • Helps organize and deliver staff development • Assists with the document review and have lead responsibility for organizing in-depth reviews and any needed follow-up • Assists with classroom coaching • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Monitors assessments used for evaluation of EL progress • Oversees data collection, provides analysis, and presents reports • Prepares annual EL evaluation report • Collaborates with district staff and parent groups on annual program evaluation • Shares results of evaluation with all stakeholders, including DELAC • Supports sites in implementing the EL Master Plan, 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 , with principals, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Meets with principal to review site plans for services to ELs • Monitors compliance and EL procedures at the site and district levels • Works with principal to prepare the EL annual evaluation report

District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of it's advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English Learners in the district • Works with other district committees
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English Learners • May review site data on program effectiveness and student achievement

Superintendent	<ul style="list-style-type: none"> • Recruits and monitors placement of EL staff in collaboration with principals and the English Language Development Teachers • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for ELs in collaboration with the English Language Development Teachers • Monitors credentials of all personnel working with English Learners • Evaluates district goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability
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Figure 7.1 Major Categorical Programs: Funding Sources and Allowable Expenditures

Funding Source	Title I	Economic Impact Aid-Limited English Proficient (EIA-LEP) within the Local Control Accountability Plan	Title III, LEP
Funding Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A state program supporting compensatory educational services for English Learners.	A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards
Students to be Served	Students who are performing poorly on the <i>Smarter Balanced Assessments</i> , including English Learners and Special Education Students	English Learners	English Learners, K–12
Inappropriate Expenditure Examples	<ul style="list-style-type: none"> • Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher 	<ul style="list-style-type: none"> • Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay 	Supplanting general funds
Support for English Language Arts, ELD, Math	<ul style="list-style-type: none"> • Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Academic interventions 	<ul style="list-style-type: none"> • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of ELs • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students 	<ul style="list-style-type: none"> • Provision of “high quality language instruction educational programs” • Provision of high quality professional learning to classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
Support Personnel	<ul style="list-style-type: none"> • Reading/Math/ELD coaches • Intervention teachers • Instructional Assistant 	<ul style="list-style-type: none"> • Reading/Math/ELD coaches • Intervention teachers • Instructional Assistant • Multilingual parent advisor • Multilingual community liaison 	<ul style="list-style-type: none"> • Instructional materials and equipment • Professional learning
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education		<ul style="list-style-type: none"> • Supplemental materials in English and the primary language • Field trips • Primary language support 	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Substitutes • Training Materials/Resources • Duplication • Conferences/Workshops that support school plan goals

			<ul style="list-style-type: none"> • Food: Reasonable costs associated with teacher professional learning that extends over a meal period
Capacity Building/ Professional Development	<ul style="list-style-type: none"> • Academic Conferences • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Duplication • Conferences/ Workshops that support school plan goals 	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional learning that extends over a meal period 	<ul style="list-style-type: none"> • Instructional materials and equipment • Professional learning
School Climate, Parent Engagement, Family Support and	<ul style="list-style-type: none"> • Set-aside 1% of Title I allocation for parent involvement activities • Food for parent meetings and trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation Support Personnel: • Attendance incentives and Home Visits • Parent Advisor/Community Liaison 	<ul style="list-style-type: none"> • Food for parent meetings and trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation Support Personnel: • Attendance incentives • Home Visits • Parent Orientations 	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher Substitutes • Training Materials/Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional learning that extends over a meal period

Amendment A
Master Plan for Services to English Learners
Coast Unified School District

In 2017-18, the State of California replaced the fall administration of the California English Language Development Testing with the spring administration of the English Language Proficiency Assessments for California (ELPAC) Summative Assessment for all English Learners. Commencing with the 2018-19 school year, English Learners will be reclassified as “Reclassified Fluent English Proficient” students based on the following reclassification criteria:

Figure 3.2 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	English Language Proficiency Assessments for California (ELPAC) Summative Assessment	Overall score of 4
Academic Achievement	Most recent <i>Smarter Balanced Assessment</i> in English Language Arts (ELA) (grades 4-9 and 12) STAR Reading Assessments (grades K-3) NWEA ELA Assessment (grades 10 and 11)	Score of 2 or higher Grade equivalent within six months of current placement on the STAR Reading Assessment 61% or higher
Teacher Evaluation in English Language Arts (ELA)	Teacher’s recommendation	
Parent Consent	Description and results of consultation with parent	After having reviewed the data, received an appropriate explanation, and participated in discussion (at parent option), the parent agrees that reclassification is appropriate

Recommended Reclassification Criteria by the District English Learner Advisory Committee to the Coast Unified School District Board of Education: October 17, 2018

Approval by the Coast Unified School District Board of Education: ~~November 8,~~ 2018