San Luis Coastal Unified School District

Master Plan
for the
English Learner Program

Revised: September 2018

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Part I
Background Information

Board Priorities

The SLCUSD 2018-2019 Board Priorities are fourfold: Academic Excellence, Equity and Program Decisions, Outreach and Support, and Fiscal Responsibility. Within Fiscal Responsibility, the Board prioritizes three things: Diablo Canyon Power Plant Closure Transition, Revenue Enhancements, and Fiscal Discipline. SLCUSD's commitment to diversity is modeled through this quote listed with the Board Priorities, "It is not diversity that is the problem. It is the unconscious handling of diversity that creates the lack of fairness in the organization. Organizations require more sophisticated leadership, conscious awareness, thought, behavior, and tools to reap the benefits of what true diversity can provide." --Laura Liswood, 2010. For more on the Board Priorities please visit http://www.slcusd.org/board-priorities.php

Historical View

SLCUSD provides support to students throughout our district's ten elementary and five secondary schools. Beginning in 2007-08, SLCUSD made a concerted effort to ensure that all teachers were EL Authorized. In 2014-2015 SLCUSD began transitioning to implementation of the new California English Language Development Standards and English language Arts-English Language Development Framework. Table A shows the growth of SLCUSD's EL population by site over the last ten years.

A Dual Language Immersion program is provided at Pacheco Elementary for grades P-6. This program began at the Kindergarten level in 1996 and, in subsequent years, each succeeding grade level was added to the immersion program. Since 2002-03, the entire school has participated in Dual Language Immersion. In 2012 dual immersion preschool was added at Pacheco. In 2015-2016, Pacheco Elementary implemented a 90-10 model starting with the Kindergarten level, with succeeding grade levels being added each subsequent year. With the passage of Proposition 58, as of July 1, 2017, parents/guardians are no longer required to sign the Parental Waiver Request when their children enroll in Pacheco.

In 2014, SLCUSD defined six focus areas, that were subsequently revised into five focus areas. These five focus areas are represented in the 2017-2020 LCAP as five strategic goals. They are:

Focus 1 - All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

Focus 2 - All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.

Focus 3 - SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

Focus 4 - SLCUSD will expand technology and promote innovation to prepare students for college and career.

Focus 5 - SLCUSD will strengthen data use to improve academic achievement.

SLCUSD continues to monitor our students' progress, as well as our methods and materials, which provide support to our EL population.

Table A: SLCUSD's English Learner Population by School Year

Academic Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
BA	60	70	79	91	71	73	66	55	42
BSF		1	2	2	1				1
BP	29	32	34	35	28	43	42	39	28
DM	95	90	92	88	74	79	76	54	49
HA	123	121	128	117	100	88	92	108	85
LR	14	18	22	19	18	24	21	24	20
MG	41	42	41	41	33	32	32	33	34
PA	216	219	219	230	238	250	240	243	229
SI	26	31	32	34	35	42	38	31	24
SM	86	88	90	99	106	100	89	104	99
TE	0	4	3	0	0	0	0	0	1
LAMS	76	85	89	84	94	72	47	46	65
LOMS	44	49	44	24	44	56	49	49	51
MBHS	65	72	69	75	76	87	48	43	45
PBHS	9	9	12	8	20	16	9	18	10
SLOHS	107	114	125	137	141	146	126	80	65
PEEP/ DePEEP/Prepare				2	0	2	1	1	1
Totals:	991	1045	1080	1086	1079	1,110	976	928	849

English Learner (EL) Program

In accordance with Board Policy, the EL program supports ELs in becoming college and career ready by providing curriculum and instruction that is necessary for developing proficiency in English language and literacy while meeting rigorous, grade-level, twenty-first century content standards.

Purpose

The purpose of the Master Plan for the EL Program is to provide clear direction to district staff regarding programs for ELs. A common understanding of goals and procedures ensures that our ELs receive consistently implemented services designed to meet their linguistic and academic needs. The Master Plan for the EL Program informs all stakeholders of their roles and responsibilities in the education of students whose primary language is other than English.

District Goals[1] for English Learners

The goal for ELs at each grade level, or grade span, is to ensure that ELs learn to interact meaningfully in English while simultaneously learning about how English works, through engagement with grade-level content and instruction that leverages and grows from students' native language, background, and strengths. With the passage of Proposition 58, the Multilingual Education Act, education for English learners has entered a new era. In addition to the goal of

[1] Based on the California ELA-ELD Framework and CA ELD Standards

learning English, we also now have a new goal of growing bilingual/biliterate students to the greatest extent possible.

Belief Statement

Within this context, we believe that high expectations should be matched by high levels of support. Support for students comes in many forms, including, but not limited to, temporary scaffolding, strategic grouping, culturally and linguistically responsive instruction, tiered interventions, and varied instructional approaches specifically designed for language development. Instruction is based on assessment information including, but not limited to, ELPAC, SBAC, and other informal data. ELs also receive support through implementation of the CA English Language Development Standards, which are designed to ensure that ELs attain the English language knowledge, skills, and abilities that will allow them to access, engage with, and achieve the CA Common Core State Standards for ELA/Literacy and all other academic content standards. Students from diverse cultural, ethnic, and racial backgrounds receive culturally responsive education that values and leverages the rich knowledge and experiences students bring to the classroom. [2]

English Learner Master Plan Team

Instructional Services Learning and Achievement staff update the Master Plan for the English Learner Program based upon input from parents, staff, site English Learners Advisory Committees (ELACs), and the District English Learners Advisory Committee (DELAC).

District English Learner Program Organizational Support

Site staff, with the support of District administration, coordinates the EL Program (Organizational Support Chart in Attachment F).

[2] California ELA-ELD Framework.

Part II
INITIAL IDENTIFICATION

Legal Requirements

San Luis Coastal Unified School District identifies**,** assesses and reports all students who have a primary language other than English per CDE guidelines. A Home Language Survey (HLS) (Attachment A) is used to determine primary language and is on file for each student in the district in grades TK-12. All parents/guardians of English Learners (EL) and Initial Fluent English Proficient (IFEP) students are notified in writing of their child's English-language and primary-language proficiency assessment results within 30 days of assessment.

Special Education Early Intervention Program Home Language Questionnaire

The Special Education Early Intervention Program Home Language Questionnaire (SEEIPHLQ) (Attachment B1) is used with some students enrolling in Early Intervention Special Education Programs, and is completed by the person with educational rights. This form is used prior to TK/K enrollment for the purpose of supporting IEP teams in allocating appropriate services and supports. This form does not change a student's classification to EL under Title III requirements, nor does it indicate if a student should be assessed for English Learner classification. Upon entering TK/K, students who have a completed (SEEIPHLQ) must still have a Home Language Survey (Attachment A) completed at the time of enrollment.

Home Language Survey (HLS)

The HLS (Attachment A) is completed by the parent or legal guardian of all new students in grades TK-12 as part of the Enrollment Procedures (Attachment D). If any one of the first three questions on the HLS is answered with a language other than English, the English language proficiency of the student may be assessed using the English Language Proficiency Assessments of California (ELPAC) Initial Assessment. Students who have a language other than English on any one of the first three questions of the HLS also participate in a home language assessment that occurs either as a questionnaire (languages other than Spanish) or a language test (Spanish). Information about US school entry date is collected on the HLS for the purpose of identifying immigrant children and youth. No information is collected about documentation status of a child or family.

Welcome Center Referrals

School secretaries/registrars assist parents/guardians when making an appointment for the Welcome Center. Parents are provided a Welcome Center Letter with appointment information and a map to the Welcome Center (Attachment C). At the Welcome Center, the student and the parent/guardian are provided an explanation about the various EL instructional programs in our school district (Reverse of Attachments H and I). Students are initially assessed at the Welcome Center.

English Assessment

Each new student's English proficiency is assessed using the Initial ELPAC within thirty days of initial enrollment. Started during the 2017-2018 school year, students who are classified EL

participated in the Summative ELPAC annually until the student is Reclassified as Fluent English Proficient (RFEP). The Initial and Summative ELPAC include assessments in the areas of listening, speaking, reading, and writing for students in grades TK-12, and report scores in a variety of ways.

The Summative ELPAC reports seven scores: Overall Composite, Oral Composite, Written Composite and each domain of Reading, Writing, Speaking, Listening. Composite scores are reported on a four point scale: 1 Minimally Developed, 2 Somewhat Developed, 3 Moderately Developed, Well Developed. Domain scores are reported on a three point scale: 1 Beginning, 2 Intermediate, 3 Well Developed.

The Initial ELPAC reports two EL levels and Initial Fluent English proficient (IFEP)

Primary Language Assessment

The primary language proficiency level of Spanish-speaking ELs is assessed at the Welcome Center, with the Spanish version of the Language Assessment Scales (LAS), within ninety days of enrollment. In the absence of a published native language assessment in other languages, the Educational Questionnaire to Determine Background and Primary Language Abilities is completed (Attachment G).

Parent Notification

The Welcome Center staff, ELD Teacher/EL Specialist, or designated personnel report Initial ELPAC results to site administration, classroom teachers, and parents/guardians. An Initial English Learner Assessment and Program Placement Notification is sent to parents/guardians (Attachment H), within the first 30 days of enrollment. A copy of the written notification is kept in the English Learner's folder (known as the pink folder) in the student's cumulative records file. When Summative ELPAC scores are received from the contractor, they are sent to the parent/guardian. A score sheet and label for each student are sent to the school site, for the student's cumulative records file.

PART III
PLACEMENT OF STUDENTS

Legal Requirements

Within the first 30 days of enrollment the Initial ELPAC results are used to determine the initial English proficiency level of each student. Students are placed in either the Structured English Immersion program or the Dual-Language Immersion program. The Summative ELPAC is administered annually, in Spring, to each EL student to assess their current English proficiency level, until the student is reclassified as fluent English proficient (RFEP). Within 30 days of the beginning of each school term, parents/guardians are notified of their student's English proficiency level and program placement (Attachments H and I).

At any time during the school year, a parent/guardian may request to have their child moved from the Structured English Immersion Program into the English Mainstream Program (Attachment N).

Transfer and Returning English Learners

For ELs who transfer in from other California public schools, SLCUSD attempts to obtain current CELDT, ELPAC, and EL status information from their previous district (Attachment E) .

ELs returning to California, who need a current assessment, are tested at their school sites with the Summative ELPAC assessment.

English Learners new to SLCUSD are placed in classes until their official assessment and transcript information is received.

Special Education Services

Special Education services are provided to an EL student with a disability when they are necessary for the student to receive benefit from the general education program. Students must meet criteria as having a disability in one of thirteen federal categories. The disability must also have a demonstrated impact on the student's educational achievement. In order to determine eligibility for special education services a team of specialists provides an assessment in the suspected area of disability. Such assessment must be culturally and linguistically appropriate. This process often begins at the Student Success Team level, where staff members knowledgeable about the student come together to discuss the student's strengths and challenges, as well as interventions that might help the student to be more successful.

PART IV
LANGUAGE ACQUISITION PROGRAMS

Legal Requirements

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]) A description of the language acquisition programs provided in the SLCUSD are listed below. SLCUSD is required to provide a **Structured English Immersion (SEI)** program option.

The San Luis Coastal Unified School District provides services to English Learners (EL) to ensure that they are acquiring English language proficiency at the same time as they are learning grade-level content. SLCUSD provides integrated and designated English Language Development (ELD) instruction to ELs in Transitional Kindergarten (TK) through grade twelve. This instruction is to support ELs in learning English while simultaneously learning grade-level content through English. With the passage of Proposition 58, it is also the goal of SLCUSD to emphasize the benefits of being bilingual and biliterate whenever possible.

Instructional Level

Data is collected and analyzed to measure EL student progress. Multiple measures of student progress are monitored using SLCUSD's Illuminate database. These measures include: historical California English Language Development Test (CELDT); California Assessment of Student Performance and Progress (CAASPP) assessments included but not limited to the English Language Proficiency Assessments of California (ELPAC) results and Smarter Balanced Assessment Consortium (SBAC) assessment results for grades 3-8 and 11; District Common Assessments results; Benchmark Assessment System (BAS) reading levels for grades K-2, and grades 3-6, as necessary; Lexile reading levels for grades 3-8; and District Report Card Grades. The ELPAC Overall, and Oral and Written Composite, proficiency scores are used as some of multiple measures used to determine a student's English proficiency level.

Each school site has a system in place for identifying ELs to teachers, and for providing a list of characteristics of the different ELPAC levels and appropriate strategies to use in instruction.

Description of Program Options and Goals for English Learners in SLCUSD

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program: Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural

understanding. This program begins in preschool and continues to sixth grade. This program is offered at Pacheco Elementary. As an extension of this program, students at the secondary level may enroll in a bilingual History Social Science program at Laguna Middle School

Parental Input

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, they can contact their school site administrator to ask about the process.

Parents of English learners have a right to decline, opt their children out of the school district's language acquisition program, or opt out of particular English learner service within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction*)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

Scope of Instruction

SLCUSD uses the California English Language Development (CA ELD) Standards, the California English Language Arts-English Language Development (CA ELA-ELD) Framework, and all other adopted CA standards and frameworks, as the guides for instruction of students learning English as an additional language. Students are instructed how to interact in meaningful ways through collaborative, interpretive, and productive modes of communication; and learn about how English works through structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas; and using foundational literacy skills.[3] SLCUSD-adopted instructional materials, including research-based ELD materials and programs are available for use in integrated and designated ELD and SDAIE lesson design.

All SLCUSD teachers have access to the CA ELD Standards, the CA ELA-ELD Framework, and pertinent standards and frameworks for their content areas. These documents provide the guidelines and blueprints for rigorous learning for all English Learners.

Monitoring and Evaluating English Learners' Progress

EL progress in ELD is monitored using language and academic assessment data which is currently held in the Illuminate databases. ELs are monitored for their own progress, as well as their progress when compared to all students. California state assessments include a suite of assessments contained within the CAASPP such as Initial and Summative ELPAC for listening,

[3] From the CA ELA-ELD Framework

speaking, reading, and writing; the Smarter Balanced Assessments (SBAs) for English Language Arts (ELA) and Mathematics, and other content area assessments. Historical CELDT results are also used during the beginning of the ELPAC implementation. SLCUSD also monitors EL achievement using district common assessments and benchmarks in ELA and Math, as well as student grades. Illuminate helps SLCUSD analyze data from these assessments. Data from these assessments supports SLCUSD administrators, classroom teachers, and specialists in crafting instruction, monitoring student growth, determining if students are making adequate progress, making decisions about interventions, and making program modifications.

State Assessments

- ***English Language Proficiency Assessments of California (ELPAC)***

  The ELPAC is a suite of assessments used to assess students' English language proficiency. The Initial ELPAC is used for potential ELs (based on responses to questions 1, 2, or 3 on the HLS (Attachment A)), who are new to CA schools and have never been assessed before with either the ELPAC or the CELDT. The Summative ELPAC is the California state assessment that school districts must administer annually to all students classified as EL. The ELPAC is aligned to the new CA ELD standards.

  The Initial ELPAC is a screener used to determine if a student is to be classified as Initially Fluent English Proficient (IFEP) or EL. The Initial ELPAC assesses students in the area of English reading, writing, speaking, and listening. The Initial ELPAC has two EL proficiency levels and IFEP. These two EL proficiency levels are Intermediate and Novice.

  The Summative ELPAC focus on yearly proficiency and growth over time. The Summative ELPAC has four levels of proficiency for each of the Overall, Oral, and Written composites, and three levels of proficiency for each of the domains of Reading, Writing, Speaking, Listening. The composite levels of proficiency are 4: Well Developed, 3: Moderately Developed, 2: Somewhat Developed, 1: Minimally Developed. The domain levels of proficiency are 3: Well Developed, 2: Intermediate, 1: Beginning.

  The purpose of the Initial and Summative ELPAC is to provide information about a student's proficiency in Listening, Speaking, Reading, and Writing in English, as well as Overall proficiency in English.

  The ELPAC is part of CAASPP

- ***California Assessment of Student Performance and Progress (CAASPP)***
  CAASPP is a suite of assessments including, but not limited to, the Smarter Balanced Assessments (SBAC) in English Language Arts and Mathematics. SBAC assessments are aligned to the Common Core State Standards and administered in grades 3-8 and 11. The purpose of the SBAC is to assess a student's achievement in ELA and math.

District Assessments

- **TK-12**
  - Language Assessment Scales Links (LAS Links): test of Spanish Language Proficiency
- Elementary
  - Reading Inventory
  - Fountas & Pinnell Benchmark Assessment System (BAS)
  - On Demand Writing Assessment

- Math Trimester Assessments Elementary
  - Secondary
- English Language Arts Common Assessment Writing Performance Task
- Mathematics District Common Assessment performance task

Site Assessments

- **Classroom-Embedded Assessments:** from core adopted instructional materials
- **Teacher-created assessments**
- **Student Portfolios:** highlighting growth over time
- **Running Records**: formative reading assessment

English Learner Achievement

District and State assessments are used to evaluate each EL student's performance in core content. Data collected from the State and District assessments is available through SLCUSD's database, Illuminate. English language development is reported to students and parents using the ELPAC. Academic achievement is reported through the CAASPP suit of assessments in core content. These assessments are used to monitor the academic growth of EL students individually, as a group, and as the group compares to the all-student population. Achievement and language development data inform program development and instruction, including areas of strength and need, as well as information about student achievement.

Informal observations by the classroom teacher, as well as other assessment data, may also be utilized to gather information about a student's language level and needs. Concerns are referred to the ELD teacher/EL Specialist, and, if necessary, site administration and the Student Success Team.

Grade Level Academic Content and English Language Development

ELs are expected to meet SLCUSD's content and performance standards for their respective grade levels in the core curricular areas. ELs are also expected to meet grade-level ELD standards appropriate to their English language proficiency levels. SLCUSD supports each student's English language acquisition as well as mastery of grade level content through integrated and designated ELD instruction.

SLCUSD provides both integrated and designated ELD that includes SDAIE. The academic instructional approach for EL students will be based on their EL proficiency level.

SLCUSD uses the California adopted content standards and frameworks (ex: Common Core State Standards and Frameworks for ELA and Math, and Next Generation Science Standards and Framework, History Social Science Framework) in tandem with CA ELD standards and ELA-ELD Framework. These standards are challenging and aim to promote college and career readiness within a twenty-first century democratic society and global economy. In reaching these standards by exit from grade twelve, all students will have deep content knowledge, developed English language skills, and the ability to apply twenty-first century collaborative and technological skills.

Content is delivered daily through both integrated and designated ELD, which includes SDAIE strategies. During integrated ELD, ELs are taught grade-level content while simultaneously focusing on language development. In essence, content drives and language is the passenger. SDAIE is used during integrated ELD to allow accessibility of grade level content, however "access" is not the goal. Instead, the learning of grade-level content and language development is the goal. Integrated ELD is delivered by trained teachers or teachers-in-training.

During designated ELD, ELs are provided language development instruction that teaches into and from the core content. During designated ELD, language drives and content is the passenger. The goal of designated ELD is to engage in language development that promotes student language proficiency that supports grade-level content learning.

Integrated and Designated ELD and SDAIE Instructional Strategies

All ELs receive daily integrated and designated ELD which includes SDAIE instructional strategies. The purpose of integrated ELD is to provide ELs with grade-level, content area instruction focused on achieving both the grade-level core curricular standards in tandem with achieving ELD standards. The purpose of designated ELD is to provide a protected time, within the school day, when language development is the focus of instruction. When students receive designated ELD instruction, the goal is to progress toward meeting the ELD standards. Students should be supported with SDAIE strategies while working to achieve the dual-goals of developing English language proficiency while concurrently learning grade-level content. The following are examples of conditions, strategies, and methods for supporting ELs:

- Leveraging and developing students' prior knowledge.
- Using an intersectional approach that recognizes and values the varied backgrounds of English Learners.
- Rigorous environment that provides high-challenge as well as high-support so that students experience a productive struggle instead of anxiety or being overwhelmed.
- Wait time for student response.
- Comprehensible input and scaffolding.
- Twenty-first century environment that integrates strategic use of technology as well as collaborative learning skills.
- Verbalization supported with gestures, cognates, realia, visuals, graphic organizer and context clues.
- Teaching Tier 1, 2, and 3 vocabulary.
- Amplification of the input for students at the very beginning of language learning (slower speech, clear enunciation, amplified vocabulary, controlled sentence length). This should phase out rapidly.
- Repetition of important concepts and terms.
- Structured, collaborative learning opportunities focused on language production and interaction with a variety of peers.
- Grouping for both homogenous (designated ELD) and heterogeneous (integrated ELD) language levels.
- Cognitive academic learning strategies as well as basic communication skills.
- Questioning strategies to confirm, clarify, and expand the communicative interaction.
- Opportunities for successful classroom experiences designed to meet standards for

emerging, expanding, and bridging levels of English language proficiency: i.e. activities that are directed at appropriate levels, realistic and challenging goals and expectations.
- Total Physical Response, which uses physical motion to promote retention of vocabulary.
- Oral and written language practice in the forms and functions of language.
- Teacher modeling of targeted skills.
- Gradual release of responsibility for learning to students.
- Sheltered Instruction Observation Protocol method.
- Providing a curriculum, including books and materials, that provide both mirrors of who our students are and windows into learning accurate information about others.
- Leveraging native-language as well as home-community resources.
- Encouraging families and teachers to share their language and culture in classroom and school projects.
- Incorporating perspectives from different groups in order to give students a global perspective in curricular areas.
- Including the contributions of individuals to their culture and to society in general. For example: literature about different cultures, literature authored by representatives from various backgrounds, historical perspectives, family structures, and monetary systems, and mathematics from a variety of cultures.
- Creating student-centered activities that allow all students to share their personal experiences and cultural practices within the classroom and school settings.
- Facilitating a school community that promotes an environment of pluralism, maintains high expectations, and opens doors of opportunity for all students.
- Providing meaningful teaching units relevant to students' developmental level as well as background experiences.
- Providing books that represent intersectional characters and subject matter.

Intervention

District-wide

SLCUSD provides support for a variety of student needs, including for students whose academic skills are not progressing as expected. ELs receive intervention supports throughout the district that are developed by school sites according to the needs of their students. SLCUSD has drafted a Response to Instruction and Intervention (RtI^2) Action Plan that addresses EL needs. ELD is a Tier 1 program, occurring at the classroom level. Tier 2 interventions include the various push-in, pull-out, before/after school programs, and other programs offered at the site level.

SLCUSD recognizes the California state requirement to identify the existence of Long-Term English Learners (LTELs), and to include them in the RtI^2 system, which is used to identify groups of students for instructional and program placement. LTELs are identified per state criteria that has yet to include ELPAC criterion but does include length of time in English language instructional programs.

Site-specific

School site interventions are provided to EL students based on language development, academic achievement, and/or other data. Such data is also used to monitor EL student progress in intervention programs.

Monitoring Mastery of Grade Level Academic Content

At the site level, report card grades, district common assessment data, and state assessments are used to monitor student academic progress. The ELD Teacher/EL Specialist, classroom teacher, counselor, and/or site administrator reviews report cards at each grading period. In addition, district common assessment data is reviewed regularly. District common assessment data, as well as elementary report card grades, are collected in Illuminate. Site administrators, ELD Teachers/EL Specialists, and classroom teachers may access Illuminate to monitor student progress.

At the district level, both individual students and specific student groups are monitored for progress using Illuminate. This instrument collects state, district, and classroom assessment data, thereby giving a more complete and accurate picture of each student's progress. Additionally, Illuminate provides comparative data to monitor the progress of English Learners throughout the district.

PART V
STAFFING AND PROFESSIONAL GROWTH

Legal Requirements

Every San Luis Coastal Unified School District (SLCUSD) English Learner (EL) receives English Language Development (ELD) instruction from a qualified teacher. Teachers who do not currently possess the appropriate EL authorization and are designated as provisionally assigned teachers are enrolled and are participating in the training component as specified in the district's EL staffing plan.

Each teacher providing Specially Designed Academic Instruction in English (SDAIE) for ELs meets one of the following specifications:

- The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing (CTC) authorizing services for ELs,
- The teacher holds an emergency EL Authorization and is required to clear that authorization within 18 months of hire either by coursework or by examination.

Each teacher providing primary language instruction must have a Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD), or comparable authorization. Teachers providing SDAIE or EL instruction must have Cross-Cultural, Language, and Academic Development credential (CLAD), or comparable authorization. Teachers who do not currently possess the BCLAD or CLAD authorization and are designated as provisionally assigned teachers are enrolled and participating in the training component as specified in the district's EL staffing plan.

Staffing Configurations

EL students are assigned to trained, or in-training, teachers for daily integrated and designated ELD.

In the Dual Immersion program, teams of bilingual teachers work together to provide instruction in Spanish and English.

Recruitment

Teachers hired by SLCUSD are required to hold either a CLAD or BCLAD. Every effort is made to hire bilingual staff when possible.

Training

Throughout the year, instructional staff are provided opportunities to participate in staff development focusing on integrated and designated ELD instruction and assessment that supports ELs. This training is facilitated and supported by the district Teacher on Special Assignment for the EL Program and occurs through both direct trainings and on-site support. In addition, the Teacher Induction Program (TIP) assists beginning teachers with structured in-services using effective strategies and methodologies for teachers of ELs.

Bilingual Instructional Aide Training and Placement

Professional development opportunities are provided for those paraprofessionals who work with ELs. Training may be offered on-site in conjunction with teacher training or as opportunities designed specifically for paraprofessionals focusing on topics such as:

- Integrated and designated ELD
- SDAIE
- Supporting ELs within twenty-first century classrooms
- Cultural proficiency, equity, and civil discourse
- Working as a partner with the classroom teacher
- Management of small groups

SLCUSD places bilingual instructional aides in schools to support ELs. The allocation is made based on both site administrator recommendations and EL enrollment. The role of the bilingual instructional aide is to assist the general education teacher in providing integrated and designated ELD.

Administrator Training

Administrator training is provided for topics including the CA ELD standards and CA ELA-ELD Framework, the EL Master Plan, program responsibilities, ELAC, DELAC**,** ELPAC, reclassification, and monitoring both student progress and the instructional programs for ELs.

PART VI
RECLASSIFICATION

Legal Requirements

San Luis Coastal Unified School District (SLCUSD) procedures for reclassification of English Learners (EL) follow California Department of Education guidelines. Reclassification is based on a four-prong criteria that includes 1. language proficiency, 2. basic skills, 3. teacher input, and 4. parent consultation. The Summative ELPAC is used as the measure of language proficiency when considering reclassification. The site reclassification team (RT) includes the principal, the classroom/English teacher, the EL Specialist/ELD Teacher, and the parent. The RT may also include other people who understand the student's language development such as the counselor, the IEP manager, or a bilingual instructional aide. The RT considers if a student should be reclassified or needs more time in a language instruction program.

Some students with disabilities may have their language development assessed with an alternate assessment to the ELPAC. SLCUSD uses the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) for the alternate assessment. Use of the VCCALPS is determined by the student's IEP team and documented in the student's IEP document. Where VCCALPS is used, the VCCALPS replaces the ELPAC as the first criterion when considering reclassification.

Some students with disabilities documented in an IEP may participate in an RFEP process that is specialized for students with disabilities who do not meet the General RFEP criteria. The RT in this case includes the IEP manager. This process is not part of the IEP process and must follow regulations as directed under Title III.

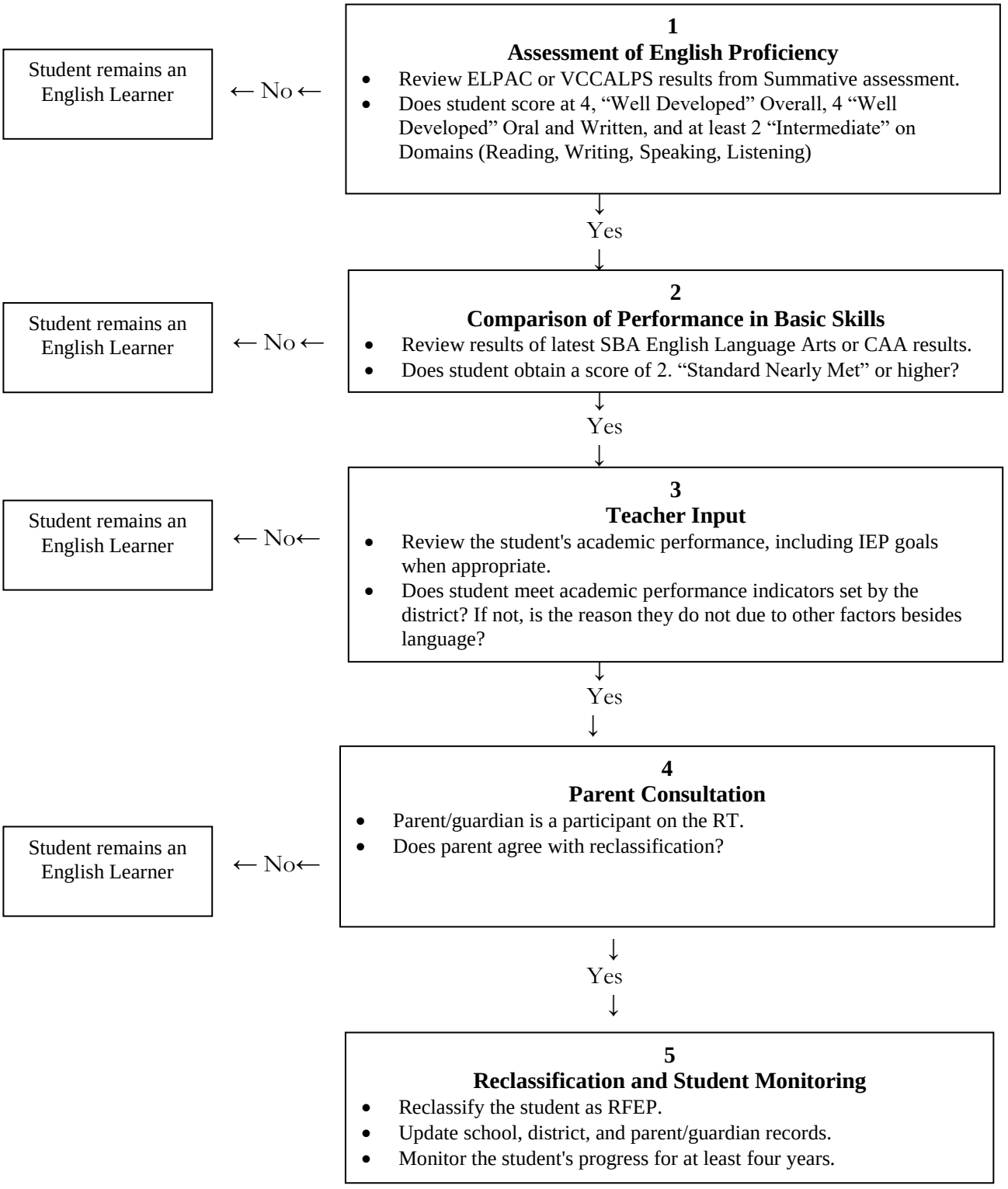
Procedures:

- The reclassification process can occur at any time during the year for students in grades 1-12.
- Reclassification is dependent on meeting four criteria:
    - 1. Language Proficiency: The ELPAC or VCCALPS (used for some students with moderate to severe disabilities as documented in an IEP) is used to determine if a student meets the Language Proficiency criteria
    - 2. Basic Skills: the Smarter Balanced Assessment (SBAC) for English Language Arts or the California Alternate Assessment (used for some students with moderate to severe disabilities as documented in an IEP), or the BAS, or the Lexile are used to determine if a student meets the Basic Skill criteria.
    - 3. Teacher Input: Teachers look at academic achievement as well as language development to determine if a student's is ready for reclassification based on the student's language proficiency and not other factors such as work or homework completion or attendance.
    - 4. Parent Input Opinion and Consultation: As part of the RT parent input is garnered.
- The RT reviews student assessment data to identify students for possible reclassification.
- Parents/guardians receive written notification if the RT decides the students is ready for reclassification. (Attachment J (1) (2) - Reclassification Letters – English and Spanish).

- If a student is reclassified, the students' EL status is changed from EL to Reclassified Fluent English Proficient (RFEP) (Attachment J (1) (2) - Reclassification Letters – English and Spanish).
- Students who are reclassified to English proficient (RFEPed) are monitored on the Reclassified RFEP Student Monitoring Form (Attachment M1 and M2) for at least four years. Teachers are provided a list of in-class interventions for RFEP students (Attachment M1 and M2), to support continued student progress.

Reclassifying a Student from EL to RFEP

Student Reclassification policy and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code Section 313d). The chart below illustrates how the four criteria are used when evaluating a student's readiness for reclassification. For more detailed explanations, refer to the following pages titled "Reclassification Criteria."



Reclassification Criteria

In the state of California there are four criteria that must be met for a student to be reclassified. Some students with disabilities may be assessed using alternate measures to these criteria. Some students may participate in an alternate process designed for students with IEPs who, because of their disability, are not able to access the general RFEP process. The purpose of allowing alternate assessment and an alternate process is to guarantee that students are neither precluded nor promoted towards reclassification based on their disability.

1. Assessment of English Language Proficiency

- The English Language Proficiency Assessments of California (ELPAC) is used to assess English proficiency in grades TK-12.
- The performance levels for meeting the Language Proficiency Criteria are:
  - Overall - 4, "Well Developed" Overall (out of a 4 point scale)
  - Oral and Written Composite each – 4, "Well Developed" (out of a 4 point scale)
  - Domains (Reading, Writing, Speaking, Listening) – No less than 2 "Intermediate" (out of a 3 point scale)
- Some students with disabilities may have their Language Development assessed with an alternate assessment to the ELPAC. SLCUSD uses the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) as the alternate assessment. Use of the VCCALPS is determined by the student's IEP team and documented in the student's IEP document. Where VCCALPS is used, the VCCALPS replaces the ELPAC as the measure of Langauge Proficiency.

2. Comparison of Performance in Basic Skills

- SBAC ELA 2 "Standard Nearly Met" or higher, or BAS at benchmark or Lexile at grade level
  - Kindergarten-Grade 2 Benchmark Assessment System (BAS) performance meeting or exceeding trimester benchmark
  - Grade 3-8, SBAC ELA 2 or higher, or BAS at or above trimester benchmark, or Lexile at grade level.
  - Grade 9 and 12 SBAC ELA 2 or higher, or Lexile at grade level.
  - Grade 10, 11 Lexile at grade level

3. Teacher Evaluation of Student Academic Performance

- Teacher comments about student's academic performance, including but not limited to the student's mastery of curriculum.

- Some students with disabilities may have their Academic Performance assessment include progress on their IEP goals.

- Students may not be denied RFEP based on factors unrelated to language development, such as homework/classwork completion or lack thereof.

4. PARENT/GUARDIAN CONSULTATION

- Parents/guardians are part of the Reclassification Team (RT)
- During this time, but not limited to this time, parents/guardians have the opportunity to review their student's performance results as related to reclassification criteria, and to participate and give input on a decision to reclassify.
- Parents/guardians will indicate, with their signature on the Reclassification Letter, if they agree that their student's designation should be changed to Reclassified Fluent English Proficient (RFEP).
- A parent/guardian signature is required for a student to be designated as RFEP.

Students with IEPs, who do not meet the general district criteria listed above, may still be considered for RFEP based on the outcomes of alternate measures. A Reclassification Team (RT) including the Parent/Guardian, makes the decision to reclassify that student based on data from alternative assessment measures.

Monitoring of students who are Reclassified

1. Reclassify the student as RFEP. Send copy of RFEP to ISLA. They will update PowerSchool.
2. Record RFEP status on front of (pink) EL folder, and file original RFEP letter in pink folder.
    a) Monitor the student's progress for 4 years:
    Monitor an RFEP student's progress for four years following reclassification by continuing to review the student's performance data and completing the RFEP Monitoring Form, which is then filed in the (pink) EL folder and a copy sent to ISLA.
    b) Notify parents of their student's progress through report cards, teacher communication, and/or parent conferences.
    c) If the child participates in an intervention this should be communicated to the parent.

3. Intervention measures that may be offered to RFEP students include:
    a) In-class and within school day interventions
    b) Outside of school day interventions
    c) Student Success Team referral
    d) Other as determined by the school site team

PART VIII
PARENT ADVISORY COMMITTEES

Legal Requirements

California state regulations require each school site with twenty-one or more English Learners (EL) enrolled to have a functioning English Learners' Advisory Committee (ELAC). In addition, each district with fifty-one or more ELs enrolled must have a functioning District English Learners' Advisory Committee (DELAC). These groups are subject to California state regulations.

San Luis Coastal Unified School District (SLCUSD) values parent/guardian involvement as crucial to the success of the educational program and has developed Guidelines for English Learners' Advisory Committees (Attachment O). Parents/guardians and community members are welcomed by the school as partners. In order for parents/guardians of ELs to participate in the education of their children, they must be well informed of school site and district activities, as well as policies and procedures which directly affect them. Parents/guardians are encouraged to participate in these, and other, committees to advise at the school and district levels.

English Learners' Advisory Committee (ELAC)

School sites with twenty-one or more English Learners have an elected committee that meets at least four times a year. This committee is comprised of parents/guardians of EL students, EL staff, and site administration. The parents/guardians of ELs form the majority of the committee membership. During the first ELAC meeting of each school year, an election is held by the committee to select a DELAC representative. The elected DELAC representative, along with an administrator and/or EL teacher leader, conducts the ELAC meetings. Each school site has a set of bylaws to govern the functions and responsibilities of the school's ELAC (Attachment P provides sample bylaws in English and Spanish). The ELAC advises the site administration and staff on the development of the school's Single Plan for Student Achievement (SPSA), the school's needs assessment, efforts to make parents aware of the importance of participating in the educational program, and the importance of regular school attendance. The school-site administration, with support from the Instructional Services Learning and Achievement department, is responsible for providing training to all ELAC members that enables them to carry out their legal responsibilities. Meetings are held throughout the year and announced at least 72 hours in advance, with notices translated and posted as required.

District English Learners' Advisory Committee (DELAC)

This district committee is comprised of parent/guardian representatives elected from the ELAC of each school site with twenty-one or more ELs. The elected President of the DELAC coordinates and conducts the DELAC meetings in collaboration with district representatives. The Elementary Director of Learning and Achievement has the responsibility to provide training materials and training to all DELAC members enabling them to carry out their legal responsibilities.

The functioning DELAC advises the Board of Education on the following: the Master Plan for the English Learner Program, the district-wide needs assessment, the goals and objectives for EL

programs, the plan to ensure compliance with teacher/aide requirements, reclassification procedures, and written notifications sent to parents/guardians. The DELAC has a set of bylaws to govern its responsibilities and functions (DELAC Bylaws - Attachment Q). Meetings are announced at least 72 hours in advance and notices are translated into Spanish. Meeting notices are posted at the District Office and at all school sites.

PART IX
FUNDING

Use of Funds

District General Funds are used to provide English Learners (EL) with learning opportunities equitable to all students. Resources provided by these funds include: appropriately credentialed teachers, textbooks, facilities, and professional development. Title III funds are used to supplement existing resources. Supplementary resources provided by these funds include: primary language and supplemental ELD materials, translation services, and professional development. A student performance database is used to assist principals and classroom teachers in monitoring their students' achievement. The chart below represents funding sources over the last ten years.

English Learner Program: Funding History

Funding Resource	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
EIA-SCE[4] and EIA-LEP[5]	487,567	472,880	54,779	575,511	626,515	27,978	0	0	0	0	0
General	153,047	162,325	190,311	162,325	203,230	367,434	165,720	163,756	222,856	206,000	215,000
Strategic Plan	366,023	505,111	451,710	450,774	377,117	346,867	789,714	892,210	930,471	781,000	906,359
Title III	67,165	78,500	95,915	110,150	126,001	87,508	116,637	103,773	105,971	91,000	97,219
Title I	18,546	24,077	20,961	16,197	29,616	23,101	29,806	54,586	57,222	53,426	37,632
School Improvement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Acquisition Program	31,432	34,629	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals:	$1,123,780	$1,277,522	$813,676	$1,314,957	$1,362,479	$852,888	$1,101,877	$1,214,325	$1,316,520	$1,131,4526	$1,256,210

[4] Economic Impact Aid – State Compensatory Education
[5] Economic Impact Aid – Limited English Proficient

PART X
EVALUATION AND ACCOUNTABILITY

PROGRAM IMPLEMENTATION

Roles and Responsibilities

The Superintendent and the Assistant Superintendent of Educational Services supervise the Site Administrators and hold them accountable for their site's English Learner (EL) Program goals and objectives in the Single Plan for Student Achievement (SPSA).

The Director of Learning and Achievement chairs the District English Learners' Advisory Committee (DELAC), plans the DELAC agenda, holds the regular meetings, and carries out the approved items of the group. The Director also works to provide qualified staffing in cooperation with the SLCUSD Personnel Office by hiring CLAD and BCLAD teachers for all schools. In addition, Instructional Services Learning and Achievement staff, with input from the DELAC, designs and implements the Master Plan for the English Learner Program.

The Teacher on Special Assignment for English Learner Programs provides individualized site training and support in implementing the English Learner instruction and programs, Initial and Summative ELPAC administration, and compliance procedures.

The Instructional Services Learning and Achievement department staff collects data (i.e., district assessment data, reclassification information, and student counts) from the schools, and integrates this information into Illuminate.

The Site Administrators modify their SPSA annually to meet the needs of their ELs, and focus on meeting their Academic Performance Index growth target, and their EL student group target. The Site Administrators are responsible for supporting and monitoring their instructional staff to ensure high quality instruction for all students. Site Administrators and their staff collect and analyze student data and design their site programs to meet the needs of their students. If a site has twenty-one or more ELs, the Site Administrator ensures that the ELAC elects a DELAC representative. In addition, site Administrators monitor the delivery of the English Language Development (ELD) standards/curriculum at their sites, and ensure that ELs are placed with appropriately authorized teachers. Site Administrators, with support from the district K-12 Teacher on Special Assignment for the English Learner Program, provide teachers with support materials for ELs which demonstrate how to align ELD standards to the ELA-Literacy and other content area standards. Site Administrators, with the support of district and site staff, are responsible for the annual administration of the State required tests for ELs. Site Administrators also recommend appropriate placement of bilingual paraprofessionals at their sites.

PROGRAM EFFECTIVENESS

Using Data to Track Progress

Teachers, staff, and administrators at the school and district level have access to ELPAC and other assessment data on an on-going basis via the Illuminate data base. Multiple measures are used to assess student progress, including the CAASPP assessments (Including but not limited to ELPAC and SBAC), district report card, and district common assessments, student content area progress, and English language development.

Site Administrators receive training from Instructional Services Department Learning and Achievement to analyze the data, assign students to appropriately authorized teachers, provide appropriate instruction, and set programs that meet the needs of the ELs. Site Administrators include objectives to meet the needs of their ELs in their site's SPSA.

Recognizing that English acquisition rates vary for individual students, and that students enter school with differing levels of home language and English proficiency, students will reach the "Well Developed" level at different times. Therefor it is critical to hone into each student's need for integrated and designated ELD and differing levels of scaffolding so that growth along the language trajectory can be maximized.

California adopted new ELD standards in 2012. These standards use new English language proficiency level descriptors: Emerging, Expanding, Bridging. The new ELPAC proficiency levels are on a four point scale: 4: Well Developed, 3: Moderately Developed, 2: Somewhat Developed, 1: Minimally Developed. Correspondence between the ELD standards proficiency level descriptors and the ELPAC proficiency levels is seen in the table below developed by Kern County Office of Education.

ELPAC Levels	Level 1 Minimally Developed	Level 2 Somewhat Developed	Level 3 Moderately Developed	Level 4 Well Developed
ELD Standards	Emerging	Expanding	Bridging	

Student Improvement Data

EL and RFEP students are monitored by the site EL team or similar team, which may include school-site administrator, the classroom teacher, EL Specialist, ELD Teacher, counselor, bilingual instructional aide and IEP manager when applicable. Teachers and administrators have access to Illuminate where English language development and academic achievement data is kept. Modes of support are determined based on student academic performance and English language development. If a student is referred to the Student Success Team, the team will decide on an intervention plan. Additionally, summer school attendance may be recommended.

Annual Program Review

Annual review of each student's progress allows each site and SLCUSD to monitor and adjust the English Learner Program to consistently improve its delivery in meeting the needs of each English Learner.

List of Attachments

A. Home Language Survey, English and Spanish

B. (1) Special Education Early Intervention Program Home Language Questionnaire
(2) Instructions for Attachment B(1) Early Home Language Program Questionnaire

C. Welcome Center Letter and Map to Welcome Center, English and Spanish

D. Enrollment Procedures: Students New to SLCUSD Who Have a Primary Language Other Than English

E. ELPAC-CELDT Request Form

F. English Learner Program District Organizational Support Chart

G. Educational Questionnaire to Determine Background and Primary Language Abilities, English and Spanish

H. Initial English Learner Assessment and Program Placement Notification, English and Spanish
(1) EL –SEI Initial English Learner Assessment and Program Placement Notification, English and Spanish
(2) EL –Dual Language Initial English Learner Assessment and Program Placement Notification, English and Spanish
(3) IFEP –Dual Language Initial English Learner Assessment and Program Placement Notification, English and Spanish
(4) IFEP – no language program Initial English Learner Assessment and Program Placement Notification, English and Spanish

I. Annual English Learner Program Placement Notification, English and Spanish
(1) Not PA Annual English Learner Program Placement Notification, English and Spanish
(2) PA Annual English Learner Program Placement Notification, English and Spanish

J. (1) Elementary Reclassification Letter, English and Spanish
(2) Secondary Reclassification Letter, English and Spanish

K. Intervention Plan for Students who do not meet Criteria for RFEP

L. (1) RFEP for Elementary Students with IEPs – Using Alternative Measures
(2) RFEP for Secondary Students with IEPs – Using Alternative Measures

M. (1) Secondary Reclassified to Fluent English (RFEP) Proficient Student Monitoring Form
(2) Elementary Reclassified to Fluent English (RFEP) Proficient Student Monitoring Form

N. Request for English Language Mainstream Program, English and Spanish

O. District Guidelines for Advisory Committees English and Spanish

P. Sample Bylaws - ELAC, English-Spanish

Q. DELAC Bylaws -- English-Spanish

SLCUSD Board Meeting Agenda

Agenda Item Details

Meeting	Nov 06, 2018 - Regular Board Meeting Agenda
Category	9. DISCUSSION/ACTION
Subject	9.06 EL Master Plan approval
Access	Public
Type	Discussion/Action
Recommended Action	Approve the Master Plan for the English Learner (EL) Program

Public Content

Prepared by: Debra Hill, Administrative Assistant
Presented by: Rick Mayfield, Director of Learning and Achievement

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Updates have been made to the Master Plan for the English Learner (EL) Program and all changes are aligned with existing laws and regulations. This EL Master Plan and is annually reviewed and approved by the Board.

18-19 EL Master Plan.pdf (579 KB)

Administrative Content

Motion & Voting

Approve the Master Plan for the English Learner (EL) Program

Motion by Jim Quesenberry, second by Ellen Sheffer.
Final Resolution: Motion Carried
Aye: Mark Buchman, Kathryn Eisendrath-Rogers, Walter Millar, Jim Quesenberry, Marilyn Rodger, Ellen Sheffer, Chris Ungar

For attachments go to https://www.boarddocs.com/ca/slcusd/Board.nsf.