



TURLOCK UNIFIED SCHOOL DISTRICT'S EL MASTER PLAN

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Language is the road map of a culture. It tells you where its people come from and where they are going.

Rita Mae Brown



Students feel empowered and engaged in their academic experience when they feel that their ideas are considered and their voices are heard.

Kerry Dunne and Janelle Ridley

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TUSD Goals For English Learners

- Welcome and respond to a diverse range of English learners strengths and needs
- Access and participate in a 21st century education
- Attain high levels of English proficiency
- Master grade level standards
- Provide opportunities for Biliteracy
- Prepare graduates with the linguistic, academic, social skills, and competency they require for college, career, and civic participation in a global, diverse, multi-lingual world



INTRODUCTION/LAWS

Proposition 58, placed on the ballot by the state Legislature, was approved by voters with a 73.5 percent majority on November 8, 2016. The proposition implements the California Multilingual Education Act of 2016, which was introduced in the Legislature by Sen. Ricardo Lara, D-Bell Gardens.

The California Multilingual Education Act will give California public schools more control over dual language acquisition programs. [Proposition 58](#) effectively repeals the English-only requirement of Proposition 227 — the initiative approved by voters in 1998 that requires English learners to be taught in English immersion classrooms. Under the new law, students can learn English through multiple programs outside of English immersion classes. Proposition 227 required parents to sign waivers to enroll their children in bilingual or dual immersion programs; the new law does not.

CRAFTING THE EL MASTER PLAN: A TEAM EFFORT

This EL Master plan is an evolving resource document that details TUSD's commitment of supporting all ELs in developing competencies in their language, academics, and social skills in order to graduate college and career ready while being productive 21st century community members. The plan includes our legal obligations, and our vision of instructional programs which value the cultural and linguistic assets of our diverse student population. Our programs are guided by CCSS, NGSS, ELD Standards, SLA, ELA/ELD Framework, and the TUSD's Roadmap for EL Achievement. The following are TUSD's five goals which are also embedded in the plan.

- #1 Curriculum & Instruction
- #2 Academic Achievement
- #3 Parent Involvement
- #4 Safety & Security
- #5 Social/Emotional Supports

In a collaborative team effort and utilizing the [EL Roadmap Policy](#), instructional coaches, teachers, principals, and ELD experts collaborated in the articulation and the contents of this document.

This EL Master Plan is an important milestone in our continued efforts towards equity and the success of our EL student population.

Opening Doors for More

CRAFTING THE EL MASTER PLAN: A TEAM EFFORT, continued

As we have crafted the TUSD EL Master Plan during the 2017-18 school year, we have reached out for and received generous feedback and input from principals, teachers, content area leaders, and departments. Multiple public engagements with parents, teachers, principals and other stakeholders have allowed us to vet the document with a wide audience.

We wish to specifically thank some of the many who supported this process:

District Leadership

Dana Trevethan, Superintendent

Heidi Lawler, Assistant Superintendent, Educational Services

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THE FIVE ESSENTIAL PRACTICES FOR EL ACHIEVEMENT: OUR THEORY OF ACTION

The five Essential Practices for EL Achievement organize and focus our support of ELs in TUSD, and they are woven throughout the TUSD EL Master Plan. The practices are guided and informed by the research-based Six Key Principles for ELD Instruction from Understanding Language at Stanford University.

If we work collectively and relentlessly to enact these practices, then ELs in TUSD will graduate college, career, and community ready.



1. ACCESS & RIGOR: Ensure all English Learners have full access to and engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California's 2012 English Language Development Standards.



2. DESIGNATED and INTEGRATED ELD: Ensure ELs receive daily Designated ELD and Integrated ELD in every content area.



3. DATA-DRIVEN DECISIONS: Make programmatic, placement, and instructional decisions for English Learners that are grounded in regular analysis of evidence.



4. ASSET-BASED APPROACH: Leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.



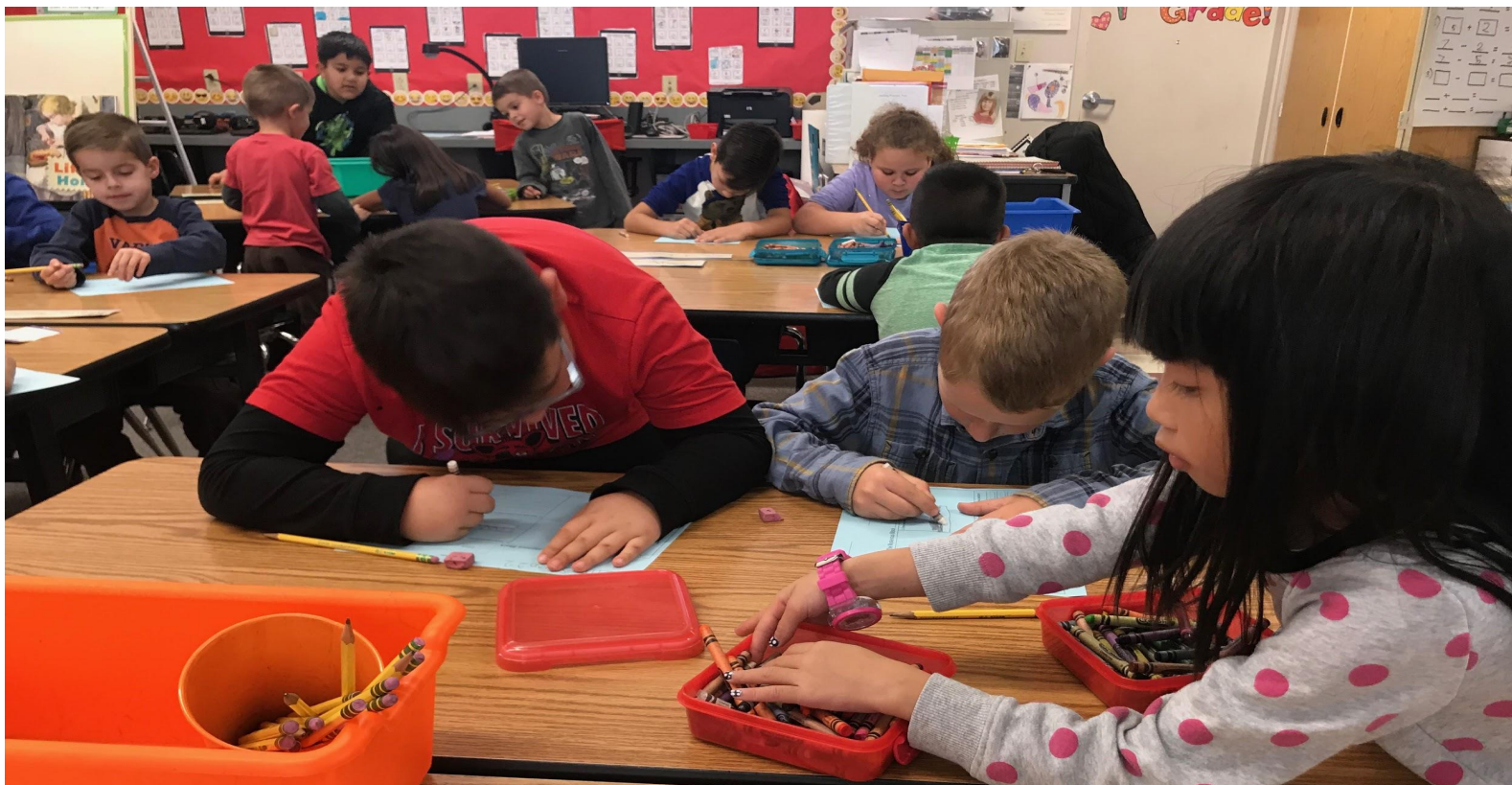
5. WHOLE CHILD: Leverage family and community supports. Activate resources to address the unmet, nonacademic needs that hinder ELs' ability to thrive in school.

HOW TO USE THIS EL MASTER PLAN

This document has a dual purpose: 1) it serves as a **quick reference guide** to help sites and the District efficiently locate the required laws, policies, and expectations 2) it serves as a **resource for deeper dives on best practices for ELs**.

To use the TUSD EL Master Plan as a **quick reference guide**, the following two tools will be useful for sites, teachers and other stakeholders:

- The **Table of Contents** leads the reader directly to each chapter, section and subsection.
- Chapters 1 through 5 begin with a bulleted box entitled “**WHAT DO SITES NEED TO DO?**” This box provides a summary of the most critical information contained in the chapter from the point of view of the school site.



CHAPTER 1: CURRICULUM & INSTRUCTION (LCAP 1 & 2 & 7)

INTRODUCTION

Turlock Unified School District's (TUSD's) instructional programs for English Learners (ELs) are at the core of our mission which is to ensure ELs are college, career, and community ready. The purpose of our instructional programs is to teach ELs to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high quality education, and the opportunity to achieve their full academic potential. TUSD instructional programs for ELs are:

- Research based.
- Aligned with the rigor of the [Common Core State Standards](#), [Next Generation Science Standards](#), [California ELD Standards](#) and [California ELA/ELD Framework](#), [Spanish Language Arts](#)
- Driven by the theory of action laid out in our EL Master Plan
- Designed to address the needs of our EL subgroups (e.g., long-term EL, newcomer, and Dual Immersion)
- Strongly supported and resourced at the site and district office level
- Monitored through PLC collaboration, Educational Rounds, and summative testing on the [ELPAC](#).

WHAT DO SCHOOL SITES NEED TO DO?

Support proper and timely identification, placement and reclassification of ELs, sites:

1. Provide instructional programs that address the needs of EL subgroups present at the site.
2. Implement the chosen instructional program(s) at the site with fidelity.
3. Provide robust Integrated ELD across the content areas aligned with the CA ELA/ELD Framework.
4. Provide 30 minutes of Designated ELD to ELs until they reclassify.
5. Provide ongoing professional learning on best practices in EL instruction supported by the district office.
6. Monitor EL progress and effectiveness of instruction with both formative and summative assessments and using performance indicators.
7. Use MTSS to ensure robust support of ELs at the site.

INTRODUCTION, continued

In this chapter we will:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD.
- Provide guidance for the scheduling and implementation of Designated and Integrated ELD as well as providing all students with access to full curriculum
- Describe the programmatic choices/instructional programs that are available for our EL subgroups while encouraging student's use of their home language in order to accelerate learning .
- Articulate minimum progress expectations for students enrolled in the instructional programs.
- Explain how we use the MTSS framework to monitor and support ELs who are not meeting minimum progress expectations.
- Provide guidance on using an EL's primary language as a learning resource.
- Outline the professional development that supports effective instruction for ELs and builds capacity.



OVERVIEW

Once EL students have been identified using the Initial English Language Proficiency Assessments for California (ELPAC), TUSD will determine appropriate services and language program placement.

Students may choose to participate in the traditional educational program where they will receive instruction from teachers who are trained in providing Strategically Designed Academic Instruction in English (SDAIE) for their heterogeneous populations of learners who come to school with a variety of language and educational backgrounds.

In some cases, students and their families may choose to participate in TUSD's Dual Language Immersion Spanish/English Program, where the students enter into a bilingual program in kindergarten and remain in program until 8th grade. By program's end, they will have achieved high levels of biliteracy in their heritage language. Many of these TUSD scholars go on to earn the prestigious “ [Seal of Biliteracy](#)”.

OVERVIEW, continued

Students who are “newly” arrived from their home country, “newcomers” require a specialized program for the first 1-2 years as they acclimate to their new culture. For these students, TUSD is designing a “Newcomer Pathway” at the secondary level. The elementary school sites utilize and coordinate services of ELD teachers and instructional coaches to meet these unique newcomer needs. All content area teachers and elementary school teachers will continue to receive the necessary support to meet the needs of their English learner population.

Special Education Services will also be provided, as needed, to ELs who have been identified as needing these services. It is critical that teacher practitioners and other school officials utilize our district’s Multi-Tiered System of Support (MTSS) to prevent inaccurate placement and possible [overidentification of ELs into special education](#).

INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (2.A, B, D, G)

THE FRAMEWORK:

The 2012 California ELD Standards and the 2014 CA ELA/ELD Framework are thoroughly grounded in research that supports the idea that language learning is best achieved through meaningful activities that engage learners with content they are interested in. This concept is the premise for an emphasis on **Integrated and Designated ELD** instruction which allows instruction to maintain a laser like focus on the **content area curriculum** (not on some extraneous supplemental materials). This is in keeping with the intent behind the **CCSS** goal of linking ELD with meaningful, engaging, and **intellectually rich** learning opportunities. Furthermore, TUSD will ensure that EL students receive a minimum of 30 minutes **daily of Designated ELD along with** Integrated ELD instruction in **every** content area classroom.

Teachers can incorporate culturally responsive instruction by building on background knowledge and experiences gained in the home and community to promote the development of academic English, as well as to promote a positive self-image in students and respect for different cultures and languages.
2014 ELA/ELD Framework

INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT, continued

A high quality Integrated and Designated ELD program shall address the following:

- Provide a minimum 30 minutes a day of Designated ELD
- Target EL proficiency levels with fluid groupings based on language needs.
- Align to the 2012 California ELD Standards.
- Articulate, instruct, and assess content- language objectives.
- Focus on communicative purposes, not on discrete grammar instruction.
- Address speaking, listening, reading and writing while requiring ample oral and written production of language



INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT, continued

A high quality Integrated and Designated ELD program shall:

- Provide students with appropriate levels of [language-focused scaffolds](#) in content area instruction.
- Embed explicitly connected grade-level content or topics.
- Develop students' academic language and literacies specific to that discipline (language of math, science, history, etc.)
- Incorporate [academic discourse](#).
- Incorporate designated instruction to help students understand how English language works in meaningful contexts in TK-12.
- Include systematic development of academic vocabulary.
- Require students in TK-12 to be engaged in developing the [four domains of language](#) with an emphasis on oral and written language production.

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

TUSD ensures that all programs that serve ELs are designed to strengthen grade-level instruction *while students are in the process of developing their English*.

TUSD believes that it is imperative for educators to provide content area instruction that is based on grade level standards while simultaneously providing scaffolded instruction that supports the EL student on his/her educational journey. Integrated ELD is provided in the content area classroom as instruction takes place.

TUSD provides teachers with the skills they need to “scaffold up” the instruction. TUSD addresses the unique needs of its EL student population by providing trainings and resources that show teachers how to design their content instruction effectively, so that they can augment the core curriculum in their content area instruction.

In order to provide an equitable and responsive education teachers will need to adapt their instruction to serve the needs of EL students in their classrooms. The [2014 ELD Framework](#) sets forth clear guidelines on how to accomplish this.

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT, continued

Integrated ELD Defined:

The practice of developing important academic language and providing students access to, engagement with and mastery of the core academic program. The focal standards for Integrated ELD are the content standards (CCSS, NGSS, etc.)

Integrated ELD Example:

During my Interactive Read Aloud with Accountable Talk I provided Integrated ELD by using partner talk and targeted re-reading anchored in a clear purpose for reading, a matching language pattern and a content-language objective.

Third Grade Teacher



DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Integrated and Designated ELD work together to provide comprehensible, high quality instructional delivery that supports content knowledge acquisition **while** developing specific knowledge about how the English language works. **An EL student requires additional information about how English works, that an English only student does not.**

Designated ELD is provided to foster ever deepening levels of English language development, and the curriculum for this designated time needs to be derived from the content area classroom lessons (integration is a key principle).

This Designated Time needs to take place “**in addition**” to the core instruction- and TUSD is committed to providing quality instructional time as a way to provide EL students with differentiated instruction tailored to meet their specific needs which are based on a variety of factors but specifically at their level of language proficiency.

TUSD recognizes that all of its school sites and staff members need to be provided with the skills and resources needed to effectively deliver instruction. **(2.E, G)**

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT, continued



Designated ELD:

A protected 30 minutes each day when students receive instruction focused on the ELD Standards at a student's language proficiency level. This instruction moves into and from core content instruction, making the language learning meaningful, lasting and transferable.

Designated ELD Example:

They decide that instead of simplifying the language for their EL students, they should delve into the language so that their EL students can begin to understand it better... The teachers decide to model for students how to “unpack” the dense sentences that characterize their science texts.

ELD Teacher

INTELLECTUALLY RICH, STANDARDS-BASED CURRICULUM (2. D, F)

TUSD's English Learners will have **full access** to a rigorous standards-based curriculum which includes engagement in the academic demands of Common Core State Standards, Next Generation Science Standards, and California's 2012 English Language Development Proficiency Standards. Additionally, TUSD offers students the option of participating in STEM pathway, CTE pathways, Two-Way Bilingual Immersion, GATE, AP coursework, and Honors classes.

Additionally, TUSD will:

- Ensure instruction for all ELs is aligned to grade-level standards in all content areas.
- Provide complex texts and tasks for ELs in all content areas that engage ELs in all four levels of [Depths of Knowledge \(DOK\)](#).
- Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.
- Ensure ELs receive **both** English Language Arts and English Language Development.
- Minimize isolation of ELs; maximize inclusion in mixed fluency-level settings and groupings.
- Provide high-quality instructional and support services to ELs with disabilities in alignment with their 504 Plans or IEPs.
- Communicate frequently that postsecondary success is attainable for every EL by engaging ELs in first-hand experiences that make the path to college and career tangible and achievable.

INTELLECTUALLY RICH, STANDARDS-BASED CURRICULUM, continued

TUSD is committed to providing EL students with appropriate and [comprehensive curriculum](#). This task is complex due to the diverse nature of its EL population.

EL students enter the TUSD school system with a variety of experiential, cultural, linguistic and literacy backgrounds.

TUSD's network of PLCs collaborate to address the trends and patterns that arise through perusal of formative and summative assessment data and levels of its EL population of students.

The CA CCSS for ELA/Literacy and the CA ELD Standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply, and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning.

2014 ELA/ELD Framework

ACCESS TO FULL CURRICULUM

EL students in high school should have the opportunity to be competitive in meeting college entrance requirements, at the same level as their English only (EO) counterparts. An additional 5th year may be approved for an EL student to complete the a-g college entrance requirements. Therefore, TUSD will work closely with site administrators to try to ensure that there are no structural barriers within the design of its academic program that prevent EL students who enter high school with beginner-level English proficiency from graduating on time with the prerequisites to enter college.

Furthermore, both the U.S. Department of Education and the U.S. Department of [Civil Rights](#), contend that an effective EL program should provide all EL students with *equal access* to participation in the standard instructional program. EL services and programs must also meet civil right requirements and ensure that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time.

ACCESS TO FULL CURRICULUM, continued

These considerations factor heavily into decisions regarding student scheduling and program placement. Close monitoring and flexible groupings are a mainstay of this type of program. This is why the implementation of Integrated ELD needs to take place in mainstream content area classrooms that serve EL students' needs and why Designated ELD instruction needs to be provided in addition to the core curriculum, rather than instead of it.

TUSD will offer appropriate EL Services until ELs are proficient in English and can participate meaningfully in educational programs without ELD support. This includes providing services to ELs who are at the highest levels of English proficiency until they have exited from EL services and programs through the Reclassification Process explained in Chapter 3.

RIGOROUS INSTRUCTIONAL MATERIAL

Curricular Resources:

- Wonders/Adelante TK-5
- iStation
- Springboard 6-8
- ERWC- 12th
- Academic Vocabulary Toolkit (Kate Kinsella)
- Socratic Seminar
- Best Practices
- Academic Discourse
- BeGLAD - “Guided Language Acquisition and Design
- Rosetta Stone



SPECIFIC CONSIDERATIONS FOR LTELs

Curriculum Considerations:

1. Relevant, grade-level, appropriate, real-life application
2. Whole books- complex, elegant language
3. Focus on oral and written language production/engagement
4. Curriculum to teach essentials: grammar, vocabulary, genres, high interest, text structure, etc.
5. Materials must align to core
6. Smaller class size
7. Fluid pacing guide
8. Fluid placement protocol
9. Maximize Graduation credits (a-g)
10. Dedicated LTEL class
11. Same teacher teaches the ELA class

“Most educators concur with the *Reparable Harm* recommendation that it is important to have one dedicated Long Term English Learners class, just for Long Term English Learners, which focuses on this group’s needs. Because the basic recommendation is that the students be placed in regular grade-level mainstream academic classes for all other academic courses, this course becomes the one setting in which the students’ unique needs can be targeted head-on.”

PROFESSIONAL LEARNING

Professional Learning shall include:

- Integrated *and* designated ELD, that: incorporate research-based instructional practices that fully engage EL's while learning the complex and challenging CCSS, while accelerating academic language development.
- Development of a safe and inclusive learning environment that recognize and respect the languages and cultures of students.
 - Raise awareness on how diverse ELs are experiencing school.
- Understanding on how to develop a safe and inclusive learning environment that recognize and respect the languages and culture of students.
- Building teachers' capacity to increase student interaction, engagement, and collaboration and to leverage students' cultural and linguistic assets.
 - Ground practice in regular analysis of data at all levels of the system through a collection of accessible, timely reports and tools to support cycles of inquiry; communicate progress with students and families.
 - ELPAC professional development

PROGRAMMATIC CHOICE : PROGRAM COMPONENTS

The purpose of our instructional programs is to provide ELs with equitable access to a guaranteed and viable curriculum. ELs learn to understand and use academic English proficiently and effectively while at the same time ensuring they have meaningful access to a high-quality education. TUSD's mission is to ensure ELs have the opportunity to achieve their full academic potential, so they will be college and career ready upon completion of high school.

TUSD has the following instructional programs:

1. Newcomer Support -Intensive support in language & content learning, cultural knowledge, intended for those students who are in U.S. 3 years or less
2. Long-Term English Learner Support- Targeted support in academic language and literacy, Students classified as ELs >6 years
3. Two-Way Bilingual Immersion Program- All students in program become fully biliterate, special staffing and training, comprised of EL, EO, IFEP and RFEP students



ENGLISH LANGUAGE DEVELOPMENT

All sites and classrooms that serve ELs strengthen grade-level instruction by including Integrated and Designated ELD

TWO-WAY DUAL LANGUAGE (DL) PROGRAM

All students in program become fully biliterate

- Integrated and Designated Language Development in BOTH English and Target Language
- Special staffing and training
- Chosen by families of ELL, EO, IFEP and RFEP students

NEWCOMER PATHWAYS SUPPORT

- Intensive support in language & content learning, cultural knowledge building, & social emotional learning
- Includes both universal supports and intensive Newcomer Program versions
- Students in U.S. 3 years or less

LONG-TERM ENGLISH LEARNER SUPPORT

- Targeted and intensive support in academic language and literacy
- Students classified as ELLs > 6 years

STAFFING OF INSTRUCTIONAL PROGRAMS FOR ELs

Effective provision of Designated and Integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELs in their classrooms, TK-12:

- Must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.
- Must be skilled at providing content-embedded Designated ELD when they teach this period or course.
- Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

2. The District and School Sites shall:

- Ensure effective Integrated ELD is provided in all elementary and secondary classrooms.
- Provide ongoing professional development that allows ALL teachers TK-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.



CHAPTER 2: PARENT INVOLVEMENT (LCAP 3)

INTRODUCTION

Schools and classrooms are most productive when family and community stakeholders actively influence and contribute to the District mission of college, career, and community readiness. TUSD provides parents of ELs with opportunities to be active participants in assisting their children to achieve academically.

English Learner (EL) families and community leaders participation is particularly important because it helps immigrant, refugee, and EL families experience ownership in an educational system that may be unfamiliar.

WHAT DO SCHOOL SITES NEED TO DO? Provide strong family and community engagement for EL families, sites:

1. Work with TUSD Translation Services to ensure parents and guardians are afforded the translation services needed to understand important communications and participate in meetings and events at the site.
2. Ensure the formation and authentic function of an English Learner Advisory Committee (ELAC).
3. Ensure robust parent participation in school governance through EL parent and guardian participation in the SSC and ELAC, DELAC, and LCAP.
4. Ensure that the site is a safe and welcoming place for EL families, and support EL parents to effectively navigate school procedures and contribute to the school culture so that they can fully support their child's academic success.
5. Work with the Office of English Learners, Assessment, and Special Programs, as well as the Office of Curriculum and Instruction to support EL parent and guardian engagement and knowledge building at the site.

FAMILY/SCHOOL PARTNERSHIPS: Parent Advisory Committees/LCAP

The California Local Control Funding Formula (LCFF) requires Districts to create a [Local Control Accountability Plan \(LCAP\) \(English\) \(Spanish\)](#) for compliant spending of State funding. The LCAP must be supported by parent input and advisement, including the creation of a dedicated EL parent advisory committee if a district has 15% or more EL students.

The district sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.

The district informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

- a) Attain English proficiency
- b) Achieve at high levels in core academic subjects
- c) Meet state academic standards expected of all students.

In order to meet these requirements and support EL parent capacity building and decision-making regarding LCAP expenditures, the District has established two connected structures:

- The District English Language Advisory Committee (DELAC)
- The Site English Learner Advisory Committee (ELAC)

FAMILY/SCHOOL PARTNERSHIPS: District English Language Advisory Committee (DELAC)

At the district level, a functioning DELAC committee is required when 51 or more ELs are enrolled in the district. The DELAC meets all of the following legal requirements.

Has had the opportunity to advise the governing board regarding:

- a) Establish goals for English learners
- b) Review and comment on the school district reclassification procedures
- c) Conduct a school needs assessment
- d) Review and comment on a District English Learner Master Plan

FAMILY/SCHOOL PARTNERSHIPS: District English Language Advisory Committee (DELAC)

At the district level, a functioning DELAC committee is required when 51 or more ELs are enrolled in the district. The DELAC meets all of the following legal requirements.

- Has a majority membership of parents of ELs not employed by the district
- Has received training materials and training developed in consultation with the committee to appropriately assist parent members in carrying out their responsibilities

DELAC meetings are conducted by the DELAC president. DELAC meetings are coordinated by the Director of English Learners, Assessment, and Special Programs, and conducted by the DELAC representatives with the assistance of the Director.



FAMILY/SCHOOL PARTNERSHIPS: English Language Advisory Committee (ELAC)

At the school level, an [English Learner Advisory Committee \(ELAC\)](#) is required when 21 or more ELs are enrolled in a school. The ELAC must meet all of the following legal requirements:

- Has a membership of parents of ELs in at least the same percentage as that of ELs at that school if an existing school site committee is used for this purpose.
- Has had an election of members in which all parents of ELs have had an opportunity to vote.
- Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.

Parents are elected annually to be officers of ELAC and conduct such committee meetings. The ELAC may vote to delegate its duties and responsibilities to the School Site Council or may decide to become a subcommittee of an existing advisory committee. The president or other elected officer of the ELAC becomes the designee to the District English Learner Advisory Committee (DELAC). Each school site conducts the elections for ELAC officers as outlined in its by-laws. Where indicated, an ELAC representative becomes a member of the SSC.

FAMILY/SCHOOL PARTNERSHIPS: English Language Advisory Committee (ELAC)

At the school level, the [English Learner Advisory Committee \(ELAC\)](#) advises the principal, staff, and when necessary the School Site Council (SSC) of:

- a) The development of the Single Plan for Student Achievement (SPSA) submitted to the governing board.
- b) The conducting of the school's needs assessment.
- c) The administration of the school's language census.
- d) Efforts to make parents aware of the importance of regular school attendance.



FAMILY/SCHOOL PARTNERSHIPS: Supporting EL parent participation at the site level

The school site is the foundation of parental involvement.

Translation and Interpretation

Communication with all parents of ELs in their primary language is essential to support parents of ELs and ensure their full involvement and engagement. The recommendations that follow are aligned to the TUSD translation and interpretation policy.

Under federal law a school must ensure that all parents receive meaningful access to important information. Important written information such as IEPs must be translated. When families are not literate in their native language, oral communication must be provided in the parent's primary language.

Families with limited English proficiency must be provided opportunities to participate equally in District and school programs and activities, and have full access to and understanding of the education process to the fullest extent possible.
CA Department of Education

COMMUNICATION: Initial Parent Notification Letter

Within 30 days of completing the ELPAC Initial assessment, the school will inform parents via the Initial Parent Notification Letter of their child's test results and their initial placement in one of the following programs based on those test results:

- For students classified as ELs: 30 minutes minimum daily Designated ELD, and Integrated ELD across all subject areas throughout the day.
- For students classified as IFEPs or EOs: The general education mainstream.

For greater detail, see instructional program descriptions in [Chapter 1: Instructional Programs for ELs](#).

COMMUNICATION: Initial Parent Notification Letter, continued

The Annual Parent Notification Letter will be in English and in the parent's primary language and will also include:

- Information of program options and goals for English Learners
- The reasons for the child's assessment
- The child's assessment scores
- Descriptions of the instructional programs and how they will help the student become fully proficient in English
- Information about parents' rights to participate in school and District advisory committees
- Procedures for exiting the instructional program

Communication: Ongoing Parent Notification Letter

In the spring, parents will receive an Annual Parent Notification Letter which is an updated version of the Initial Parent Notification Letter. The purpose of the Annual Parent Notification Letter is to:

- Alert parents of their child's instructional program placement for the coming year.
- Give parents an opportunity to request an alternate instructional program, including a *Two Way Dual Language* instructional program.
- Give sites and the district time to adjust programs and program placements depending on demand.

[2017-18 Annual Notification of Student Rights](#)
[2017-18 Annual Notification of Student Rights \(Spanish\)](#)



CHAPTER 3: ACADEMIC ACHIEVEMENT: EL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION (LCAP 4,5,8)

INTRODUCTION

In this chapter, we describe the protocols and procedures for Academic Achievement of English Learners (ELs) in TUSD. We also describe the process for reclassifying ELs as Fluent English Proficient (RFEP). To begin, we clarify the language group definitions for ELs that will be referred to throughout this EL Master Plan.



WHAT DO SCHOOL SITES NEED TO DO?

Support proper and timely identification, placement and reclassification of ELs, sites:

1. Work with the office staff to place students accurately and promptly based on the assignment in the Parent Notification Letter.
2. Follow the procedures and timeline for reclassifying students.
3. Ensure proper testing of all ELs, including annual language proficiency testing (ELPAC) and assessments related to reclassification.

LANGUAGE GROUP DEFINITIONS

These brief definitions of language groups are critical to understanding all the chapters of the TUSD EL Master Plan. Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

ENGLISH LEARNER (EL): Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

Newcomer: A newcomer, also referred to as immigrant or refugee student. A newcomer student is not born in the U.S. and has been in the U.S. for 3 years or less. Newcomer students should receive the most intensive support and receive specific Newcomer Program services.

Recently Enrolled EL: English Learner who has been enrolled in U.S. schools for 3 years or less and may or may not be a newcomer student. For example *all* kindergarten ELs are recently enrolled ELs, but relatively few are newcomers.

LANGUAGE GROUP DEFINITIONS, continued

These brief definitions of language groups are critical to understanding all the chapters of the TUSD EL Master Plan. Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

Developing EL: An English Learner who has been enrolled in US Schools at least 3 years but not more than 6 years and is demonstrating adequate progress in language development.

EL at Risk of Becoming an LTEL: An EL who has been enrolled in US Schools at least 3 years but not more than 6 years and is **not** demonstrating adequate progress in the reclassification criteria.

Long-Term EL (LTEL): A student who has been classified as an EL for more than 6 years.

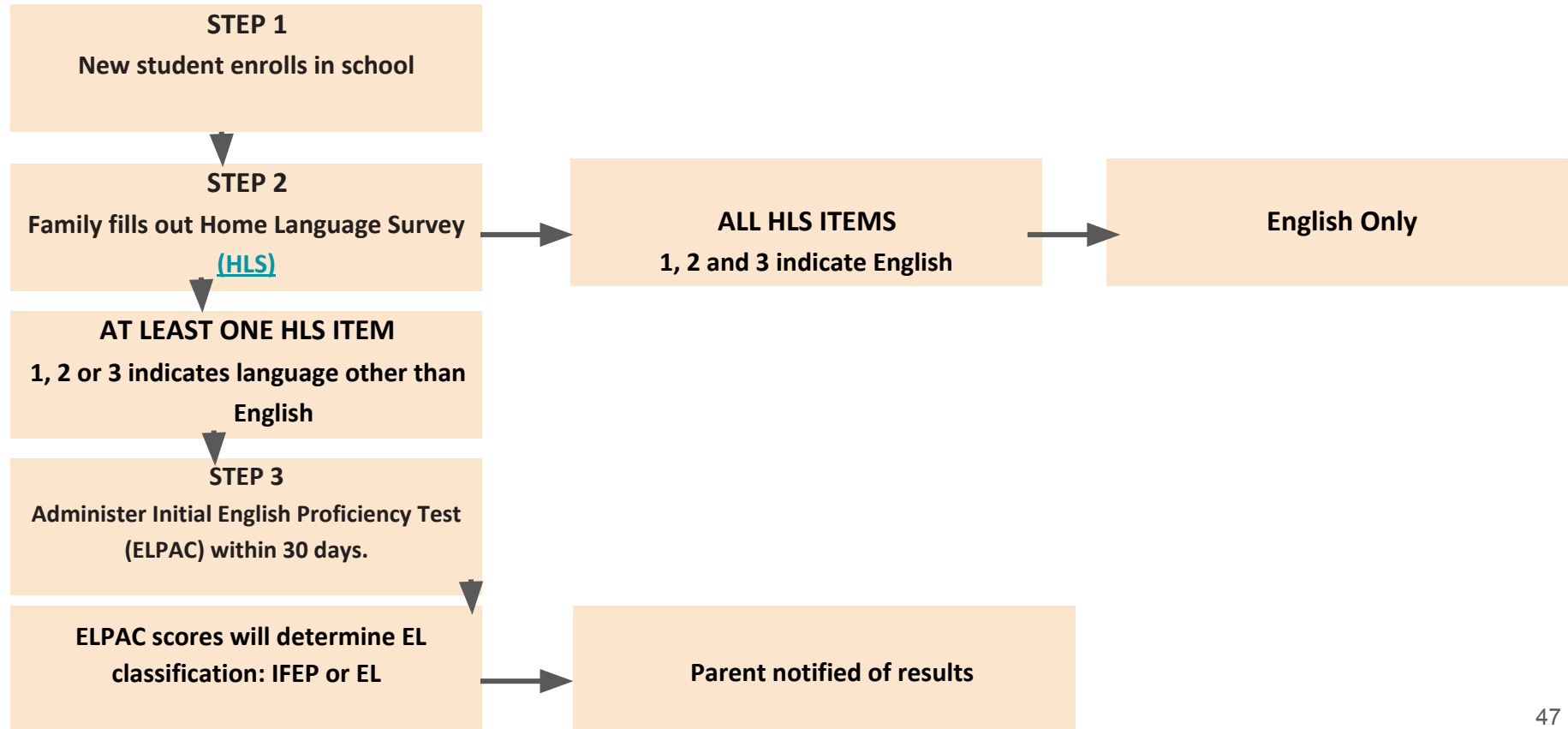
INITIALLY FLUENT ENGLISH PROFICIENT (IFEP): A student who, upon enrollment in U.S. schools, is assessed as proficient in English along with another language identified in their Home Language Survey.

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP): An EL student who has met the criteria to be “reclassified” as fluent English proficient.

ENGLISH ONLY (EO):

A student whose only home language is English according to the Home Language Survey.

GRAPHIC OVERVIEW: TUSD EL Intake, Assessment & Placement



DETAILED TIMELINE: INITIAL INTAKE AND THE HOME LANGUAGE SURVEY

Upon entry to the District, students report with family members to the office of the schools, where they fill out a [Registration Form](#). As part of the Registration Form, parents complete the Home Language Survey (HLS) to determine the primary language of the entering student. Currently, the four questions on the current Home Language Survey are as follows:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently use at home?
3. Which language do you (the parents or guardians) most frequently use to speak to your child?
4. Which language is most often spoken by the adults at home (parents, guardians, grandparents, or any other adults)?

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 1 through 3, the student must have his or her language proficiency assessed.

***NOTE: The first HLS filled out by a parent supersedes any HLS filled out at a later date.**

ASSESSMENT & PROGRESS MONITORING, continued

If a school's data indicates a need for greater oversight in order to achieve successful outcomes for ELs, resources and direction from the District office increases.

Turlock Unified (Stanislaus County)

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator Reporting Year: 2017 (Fall) View School Five-by-Five Report View Detailed Data

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	None (None)	Green (None)	Red (None)	Red (None)	Red (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green + English Learners	Red (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

[Turlock Unified Dashboard](#)

RECLASSIFICATION OF ELs

To be reclassified as fluent English proficient, students must meet the following criteria:

- ELPAC
- Teacher recommendation/report card grades of 3 or above for all core subject areas K-6 or C or above for grade 7-12
- Parent completion of recommendation to reclassify form
- CAASPP reading proficiency 2 or higher or at grade-level expectations.
- For K-1 STAR Lexile 190 or above
- Grade 2 STAR Lexile of 230 or above/Grade 3 STAR Lexile of 360 or above
- Grade 10 STAR Lexile of 920 or above and for Grade 11 STAR Lexile of 940 or above

Alternate language assessments for students with disabilities may be used for initial identification, assessment, program placement, and reclassification.

Students' records are reviewed for reclassification in the fall. Parents of students reclassified as proficient will be notified via written communication in the fall as well. Parents will be offered the opportunity to learn about what reclassification means for their child in a meeting scheduled by the school site.

RECLASSIFICATION OF ELs, continued

English Language Proficiency Assessment (ELPAC)



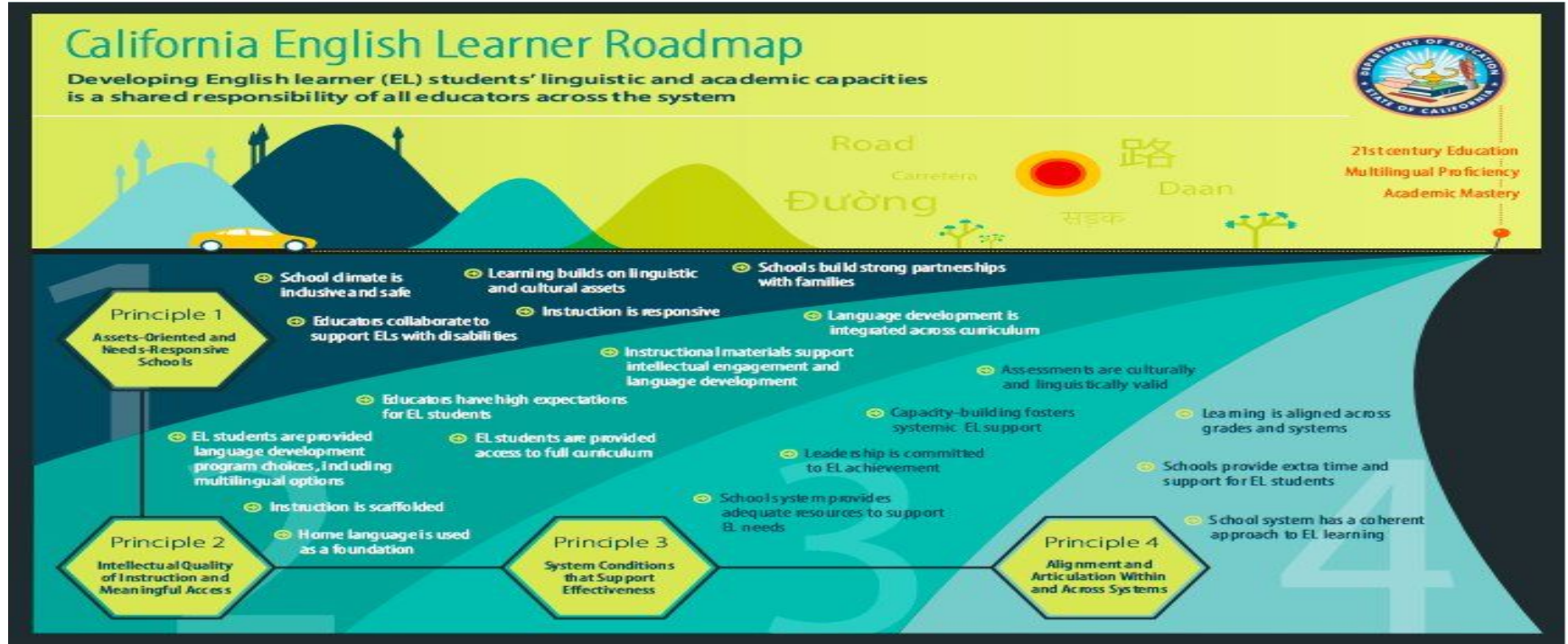
The Summative ELPAC is operational, so local educational agencies (LEAs) **will use these results to determine whether or not a student has met the English language proficiency assessment criterion** in addition to the existing reclassification criteria. The threshold scores at this time are preliminary; therefore, the LEAs may locally determine their own ELPAC threshold scores in combination with the general performance level descriptors provided at

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>.

The SBE will approve the final threshold scores in fall 2018, and the CDE will provide new reclassification guidance for the 2018–19 school year and beyond.

TUSD will update the EL Master Plan reclassification guidelines upon receiving the updated information from SBE and CDE.

ASSESSMENT & PROGRESS MONITORING



[Principles Overview](#)

[Principle One](#)

[Principle Two](#)

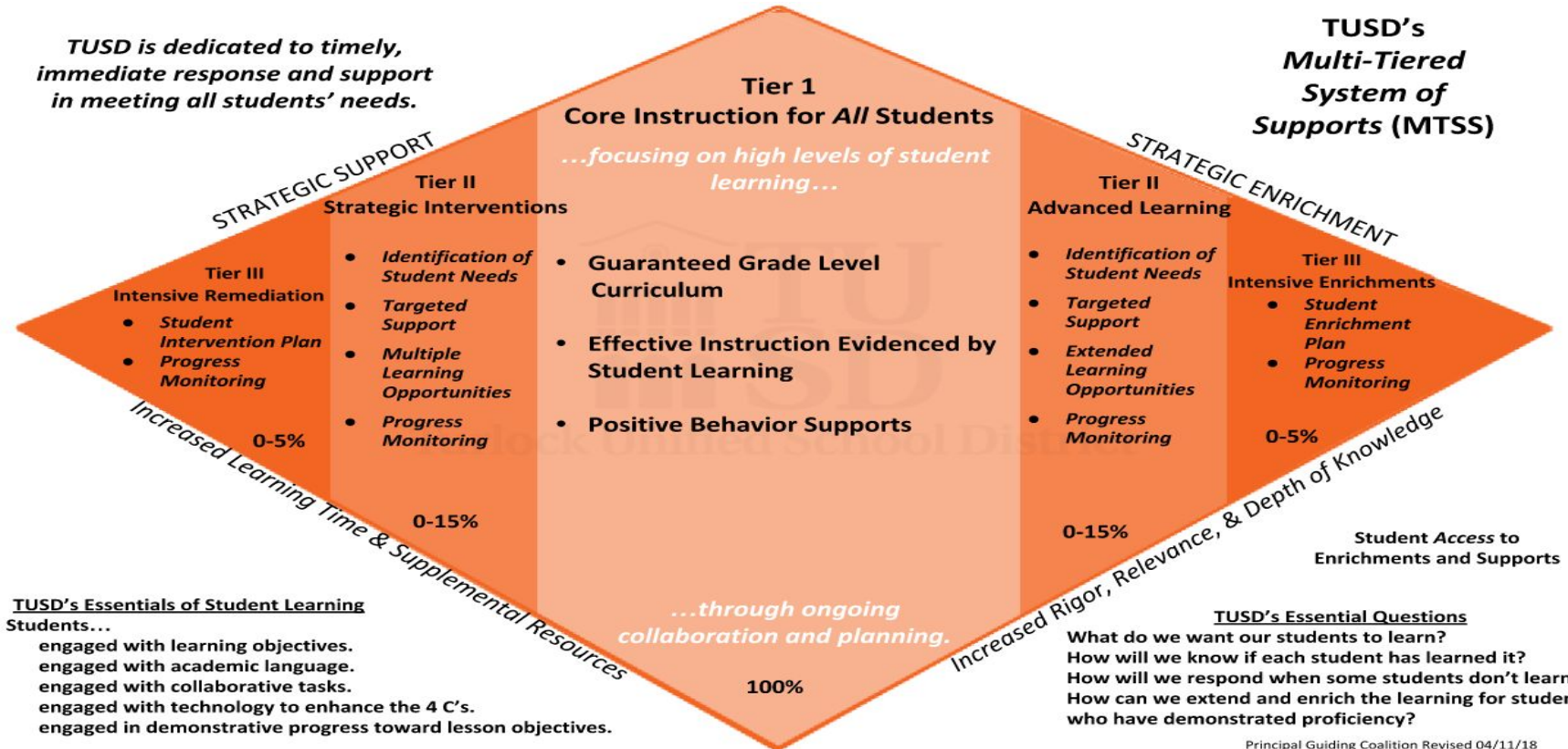
[Principle Three](#)

[Principle Four:](#)

TUSD MULTI-TIERED SYSTEM of SUPPORT

TUSD is dedicated to timely, immediate response and support in meeting all students' needs.

TUSD's Multi-Tiered System of Supports (MTSS)



STRUCTURES FOR REFLECTION AND IMPROVEMENT

Rather than existing in isolation, these structures work together to enhance data collection, reflection, planning and improved implementation to support our improvement of services to ELs:

EL Progress Monitoring: provides critical data

- Yearly
 - [EL Roadmap Rubric](#)
 - District selects or site self-selects
 - Facilitated by Administrators/teachers/ELD teachers/paraprofessionals
- Goal: improvement of EL services at the site and across the District***

The Single Plan for Student Achievement (SPSA):

- Once a year with several revisions
 - Essential Practices for EL Achievement provide lens to ensure robust EL services
- Goal: create a site plan that strongly supports all students, including ALL ELs subgroups at the site***

STRUCTURES FOR REFLECTION AND IMPROVEMENT

EL Task Force:

- monitors and evaluates ELs progress

Goal: improvement of EL services across the District

District EL Review:

- collects and analyzes data points
- Once a year, including annual report

Goal: improvement of ELs achievement and services across the District

Professional Learning Communities (PLCs)

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they do not learn?
- What will we do if they already know it?

Goal: improvement of ELs achievement at the school sites



CHAPTER 4: SCHOOL CLIMATE, SAFETY AND SECURITY

(LCAP 6)

INTRODUCTION

TUSD has safe and welcoming schools that create a positive environment where students are respected and treat one another with respect which minimizes student misconduct and promotes a healthy environment for learning. Site administrators are responsible for the effective and safe operation of their schools, so they must take appropriate measures to address student conduct that threatens the ability of their school site to operate in such a manner.

School discipline is a necessary component of school administration, and acts of violence and crime must be addressed quickly and with sufficient severity to ensure the safety of students and school personnel. However, the majority of instances involving school discipline relate to minor misbehavior, and a school's response to any student misconduct must be aligned with the obligation to protect Turlock Unified School District students' rights of due process.

[Guide to Safe and Welcoming Schools](#)

WHAT DO SCHOOL SITES NEED TO DO?

Provide an equitable and safe school climate, sites:

1. Implement AB 699 which prohibits collecting information or documents regarding citizenship or immigration status.
2. Create positive school environments
3. Follow school safety plan - updated annually

LAWS/REGULATIONS

What Does AB 699 Do & How Does It Help Students?

The United States Supreme Court held in *Plyler v. Doe* (457 U.S. 202), that under the United States Constitution all children have a **right to attend our public schools regardless of their immigration status**.

The Plyler Court found that the harms imposed on society at large from denying these students an education far outweighed any resources that might be saved from excluding undocumented children from our public schools. However, anti-immigrant sentiment and increased ICE enforcement activity continues to threaten the right of immigrant children to attend school with many families currently living in fear and hesitation to send their children to school.

In response, AB 699 provides critical protections for immigrant students including: prohibiting the collection of information regarding immigration status; requiring the adoption of model policies to prevent immigration enforcement on school grounds; and prohibiting discrimination based on immigration status.

*AB 699 took effect on January 1, 2018.

LAWS/REGULATIONS: AB 699

Existing law prohibits discrimination on the basis of specific characteristics in educational activities conducted by school districts that receive state financial assistance. Some of these protected characteristics include disability, gender, religion, race and nationality. AB 699 expressly adds “immigration status” to the list of protected characteristics.

- School districts must adopt or amend their current policies to prohibit discrimination, harassment, intimidation, and bullying based on a student’s actual or perceived immigration status.
- All districts must have a process in place to receive and investigate complaints for discrimination, harassment, intimidation, and bullying based on protected characteristics. These processes must be amended to include complaints for discrimination based on immigration status.
- All Superintendents must report to their governing boards any requests for information or access to a school site by law enforcement for the purpose of enforcing immigration laws. These reports must be done in a timely manner.

LAWS/REGULATIONS: AB 699

- School personnel are prohibited from collecting information or documents regarding the citizenship or immigration status of students or their family members. The federal Departments of Justice and Education have stated that “Immigration or citizenship status is not relevant to establishing residency in the district, and inquiring about it . . . may have a chilling or a discouraging effect on student enrollment.”
- School boards must inform parents regarding the rights of their children to a free public education, regardless of their immigration status or religious beliefs. This information must also include the “know your rights” [immigration enforcement policy](#) that is to be drafted by the Attorney General. [Family Checklist](#)
- School boards are required to educate students about the negative impact of bullying other students based on actual or perceived immigration status or religious beliefs.
- All local educational agencies, which include all school districts, county offices of education and charter schools, must adopt the Attorney General’s model policies or equivalent policies by July 1, 2018.

LAWS/REGULATIONS: VISITORS TO THE SCHOOLS

Parents/guardians and other patrons of the district are welcome and encouraged to visit the schools. Visitors to the schools must respect the learning environment and maintain proper behavior and decorum. (EC 51512) Signs are posted at all school entrances that show regular school hours and inform visitors that they must report to the school office.

To help ensure school safety and security, the principal/designee needs a visible means of identifying visitors while they are on the school grounds. This identification is required for all visitors, including parents (or guardians), and can be picked up at the school office. (Upon reporting to the school office, visitors may be required to furnish the principal/designee identification and any other information considered pertinent.)





CHAPTER 5: SOCIAL/ EMOTIONAL SUPPORTS (LCAP 6)

INTRODUCTION

ELs come from many different backgrounds and have their own stories. The social-emotional well-being of our students is of extreme importance. Social-emotional needs must be met for students to be able to make progress in learning English. Creating an environment where ELs feel safe and supported is the responsibility of Turlock Unified School District and its stakeholders.



WHAT DO SCHOOL SITES NEED TO DO? Provide social emotional supports for ELs, sites:

- Engage in instructional strategies that develop classroom cultures that enrich relationships across cultural and language differences strengthens all four domains of language daily: listening, speaking, reading, and writing
- Create environments that support the social-emotional well being of ELs: help students understand and manage emotions, set and achieve positive goals, feel and show empathy, establish and maintain positive relationships and make responsible decisions.
- Implement social and emotional skills in classrooms utilizing TUSD's Character Traits: (Ambition, Consideration, Cooperation, Honesty, Innovation, Patience, Self-Confidence, Kindness, Respectfulness, Generosity).

LANGUAGE AND CULTURE ASSETS: PBIS STANDARDS



Develop a plan in partnership with Social Emotional Learning and Leadership to support the social and emotional learning needs of all EL students:

- Student responsibilities
- Parent/caregiver responsibilities
- Teacher responsibilities
- Administrator responsibilities
- District responsibilities

Engage staff in understanding how diverse ELs are experiencing classroom instruction, school culture and support services in order to build a strong awareness of EL needs.

LANGUAGE AND CULTURE AS ASSETS: CHARACTER EDUCATION

Turlock Unified School District identified character traits which reflect core community values. One of the character traits is promoted each month and students are recognized at school assemblies and during Board of Education meetings throughout the school year for demonstrating outstanding character at their school or in the community.



LANGUAGE AND CULTURE AS ASSETS: CONSULTATION/SUPPORT TO TEACHERS/FAMILIES

- Reduce student stress that interferes with learning
- Facilitate and acknowledge positive attendance, behavior and achievement
- Foster supporting, caring relationships among student and with adults
- Leverage Positive Behavior and Intervention Support (PBIS) to build a culturally responsive and positively reinforcing school culture

LANGUAGE AND CULTURE AS ASSETS: FIVE CORE COMPETENCIES

Self-Awareness - The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-Management - The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Social Awareness - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.



LANGUAGE AND CULTURE AS ASSETS: FIVE CORE COMPETENCIES, continued

Relationship Skills - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible Decision-Making - The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.



Language and culture cannot be separated. Language is vital to understanding our unique cultural perspectives. Language is a tool that is used to explore and experience our cultures and the perspectives that are embedded in our cultures.

Buffy Sainte-Marie

