



Enterprise Elementary School District



MASTER PLAN FOR ENGLISH LEARNERS

Introduction

The Enterprise Elementary School District's Master Plan for English Learners is a result of collaboration and commitment with and to all members of the school community. The plan ensures not just compliance with regulations for our English Learners but also serves as a roadmap to provide equity and opportunity for all students. It is our responsibility to meet this need and prepare our students for college and career readiness.

Mission

Our primary mission as a district is to educate the whole child – emotionally, physically, and academically.

Our Rationale

The rationale of our English Language Learner program is to accurately identify our English Language Learners and to develop proficiency in English as rapidly and effectively as possible. Additionally, this program will work to enhance students' self-esteem and promote cross-cultural understanding.

Core Strategy

To increase the achievement of all students and close the achievement gap, district employees will build meaningful student relationships and participate in data-informed collaboration to ensure the engagement of all students in a rigorous curriculum.

Master Plan for English Learners Goals

The Enterprise Elementary School District's Master Plan for English Learners is a comprehensive plan to meet the needs of the growing numbers of Limited-English Proficient (LEP) students in the district.

The Master Plan's goals are to help English Learners:

1. Achieve proficiency in all dimensions of the English language.
2. Attain academic achievement of grade level standards in all subject areas, while providing equal access to the core curriculum.
3. Develop a positive self-image.
4. Function effectively and harmoniously in a multi-cultural society.

Enterprise Elementary School District Data (from 2022-2023 data)

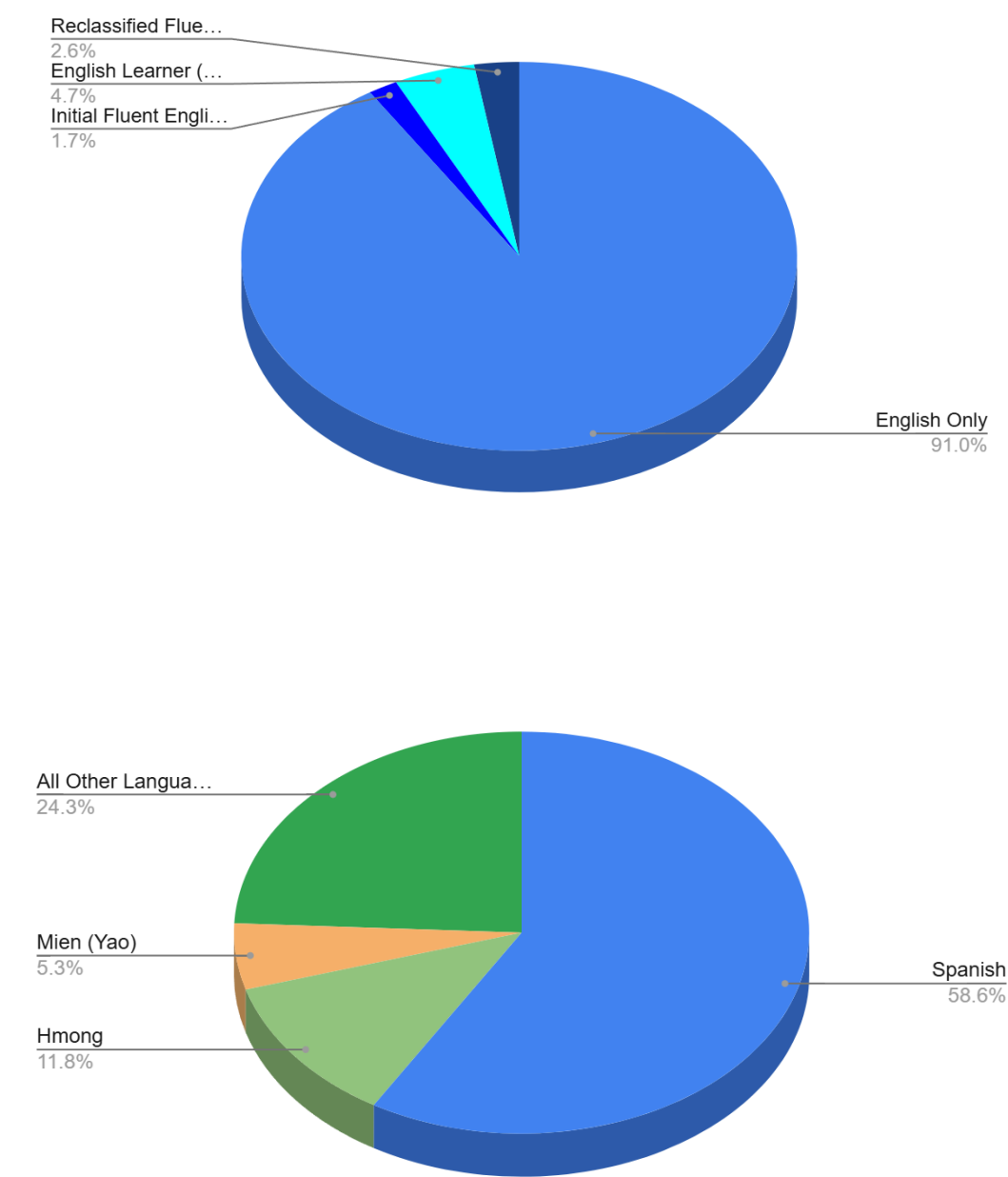


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CHAPTER one:

Identification, Assessment Notification, Program Placement And Student Records

Identification

Home Language Survey

At the time of enrollment, California public schools are required by state law to determine the language(s) spoken in the home by each student. In order to gather this information, all parents and/or legal guardians are required to complete, sign, and date a *Home Language Survey (HLS)* for each of their school aged children.

The Home Language Survey is part of the Enterprise Elementary School District registration packet. The HLS will assist schools in providing appropriate instruction for all students.

All students who’s HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English Language Proficiency. The 4th question provides information for schools to determine, on an individual basis, if a student shows evidence of limited English proficiency once enrolled, but does not mandate assessment.

If the answers to questions 1, 2, 3, and 4 on the HLS are answered “English”, the child is classified initially as English Only. The child is scheduled in a class with no further attention to language designation.

Home Language Survey Questions	
1.	What language did the student learn when they first began to talk?
2.	What language does the student use most frequently at home?
3.	What language do you (parent/guardian) use most frequently with the student?
4.	What language is most often spoken by adults living in the home?

Assessments

Initial Assessment

State regulations require that all students whose HLS indicates that a language other than English is used at home, complete the state approved English language proficiency test within 30 calendar days of initial enrollment.

The assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC). The ELPAC is a non-timed, standardized language proficiency test designed to measure the English fluency of non-native speakers. Trained district personnel will administer the ELPAC in the fall of the current school-year within the allotted assessment window.

On the basis of the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL). IFEP students will be placed in a similar fashion as the English Only (EO) students. Parents of students determined to be ELs will receive a parent notification of results and placement. The goal is to provide the initial assessment to students as soon as possible so appropriate services and placement can be provided as soon as possible.

Annual Assessment

English Learners (EL) will be assessed annually using the ELPAC or the Alternative ELPAC (for students with this support listed on their IEP) to determine progress in English language proficiency during the state's annual assessment window. The district will administer the ELPAC or Alternate ELPAC annually to evaluate the language proficiency progress made in the acquisition of English speaking, listening, reading, and writing skills by each EL until they are reclassified to Fluent English Proficient (FEP).

Initial Identification

The district properly identifies, assesses, and reports all students who have a primary language other than English.

i. Home Language Survey (HLS)

Initial registration for all students in EESD includes the completion of the state mandated Home Language Survey as part of the enrollment process to determine primary language. A copy of the HLS is kept in each student's cumulative file or digitally in the SIS system (PowerSchool).

The HLS consists of 4 questions to be answered, then dated and signed by the parent/guardian (via paper or digitally). When signatures cannot be obtained, alternative documentation is maintained on file. These are legal documents.

If items 1, 2, or 3 on the Home Language Survey are answered with a language other than English, the child is tested for the English proficiency with the English Language Proficiency Assessments for California (ELPAC), within 30 calendar days of enrollment.

Notification

Parent Notification

Parents whose students speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in a program) of their student's initial English proficiency and program placement recommendation. Parents of ELs must be notified annually, in writing, of placement of their children. An explanation of EL programs will be mailed to parents/guardians within the first 30 days of each school year or upon initial enrollment.

ELPAC Results

ELPAC results will be mailed and/or be available through PowerSchool's Parent Portal for the parents/guardians of EL students within 30 calendar days of receiving the ELPAC scores from the testing contractor.

Reclassification

Parents/guardians of EL students being considered for reclassification will be contacted by Instructional Services for their input on the reclassification of their student.

These written notifications will be mailed to the parent. A copy of written notifications are available in English and Spanish and will contain an indication that results were communicated orally to parents/guardians who are unable to understand written communication.

Transfer Students

Students transferring into the Enterprise Elementary School District from another district within the state often have records of scores on mandated assessments and a language status (EO, IFEP, EL, or RFEP). These students do not need to go through the district's initial identification process. District staff will request, by phone, fax, e-mail, or mail, records from the previous school. Once records are obtained from the previous school or district, the appropriate information is entered into the student information system and the student will be placed appropriately.

For students transferring from out of state or from other countries, the language assessment, classification, and placement process will be followed. The student's district enrollment date is entered into the student's records and the student information system as well as the date the student first enrolled in a California or other U.S. school.

Student Records

The following information must be maintained for every EL student as part of his or her cumulative record (a copy is also kept in the master EL file). This information is to be available for accountability during school site, district, state, and federal program monitoring reviews.

Documentation for all English Learners

- Initial Notification of enrollment in the Structured English Immersion (SEI) program
- Initial English proficiency (e.g., un-official results and official Initial ELPAC results)
- Parent notification of language test results and confirmation of program placement
- Annual assessment results
- Annual ELPAC Student Proficiency Level report

Documentation for Reclassified Students

- Notification of reclassification and supporting documentation
- Notification of annual progress of reclassified students, year 1
- Notification of annual progress of reclassified students, year 2
- Notification of annual progress of reclassified students, year 3
- Notification of annual progress of reclassified students, year 4

CHAPTER TWO:

Instructional Programs

Enterprise Elementary School District offers Structured English Immersion (SEI) to English Learners. This is designed and implemented to ensure that students acquire English language proficiency and that they meet the district's content performance standards for their grade level in a reasonable amount of time.

English Language Development (ELD)

English Language Development (ELD) is a component of all program options for ELs. The ELD component is based on the ELD Standards and provides a pathway to the English Language Arts (ELA) standards. Both ELA and ELD standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English as rapidly and effectively as possible.

Systematic designated and integrated ELD instruction is scheduled on each school's master calendar for all ELs. The classroom or core teacher, using ELD standards, designs ELD lessons. ELs in grades TK-12 receive daily ELD instruction based on the State adopted ELD standards, utilizing the State approved and District adopted language arts series and/or supplemental materials. Additional services, under the direction of the teacher, may be provided by bilingual paraprofessionals, when available, for preview/review of curriculum in the student's primary language while providing follow-up practice to sustain academic achievement. Supplemental materials can be purchased to support standards-based ELD instruction.

Enterprise Elementary School District programs are designed to ensure that EL students acquire English and learn grade level academic content standards simultaneously. The school sites will monitor EL student progress to prevent any academic deficits from developing. It is possible that some students will be unable to meet grade level standards in academic content areas due to the following factors:

- Student's level of literacy in the primary language
- Consistency of placement in one program model
- Consistency of enrollment at one school site/district
- Rate of absenteeism
- Student's learning style and personality
- Student's strengths and motivation

If such deficits are discovered, appropriate actions to overcome them will be taken before such deficits become irreparable. This may include, but is not limited to, small group instruction with a paraprofessional, teacher, or site literacy coach, before or after school tutoring, and/or placement in an Intensive class with appropriate curriculum.

ELD is part of the school day for every EL throughout the entire school year. The teaching of English within the program is based on the students' level of English proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development in reading and writing. It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. An EL student must receive ELD instruction, from a credentialed teacher, for the entire school year, until the student is reclassified. ELD instructional time is commensurate with other core subjects.

Legislative Restriction on Enrollment in Alternative Programs

According to California's Education Code (305, 306, 310, 311, 48985), the following types of ELL students under 10 year of age must be placed in a mainstream or SEI program for at least 30 days before a parent's request for an alternative program can be honored:

- *Students in a California school for the first time*
 - a. New kindergarten students*
 - b. Transfers from out of state*
 - c. Students entering a U.S. school for the first time*
- *Students transferring from another California school who have not completed the 30-day requirement in another school*

Structure English Immersion (SEI)

SEI is an English language acquisition process for students in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are acquiring the English language. The goal of SEI is to develop English language proficiency and provide access to the core curriculum through English using Specially Designed Academic Instruction for English (SDAIE) strategies and English Language Development (ELD). All EL students receive both Integrated and Designated ELD as part of their core program.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- Use of language modifications such as pause time, questioning, pacing, and highlighting
- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing, or mapping out the concepts, or using poetry, song, chants, letters, and diaries, etc. to express and exemplify concepts.)
- Language-sensitive and culture-sensitive content teaching
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content
- Encouraging students to actively use language
- Frequent checking for understanding
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development

SDAIE is an approach to teach academic courses to EL students in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English only students in the district. Students reported in the category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation.

Instructional Programs at the Elementary Level

Figure 2.1 Elementary Programs

	Structured English Immersion
Summary:	A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.
Students Served:	English Learners who have not yet been reclassified as Fluent English Proficient (FEP).
Program Components:	- Integrated and Designated Daily English Language Development (ELD) at the assessed stage of English acquisition - Designated ELD as required to meet student needs based on ELD levels and using state-adopted materials. No more than two consecutive level of English proficiency may be combined for ELD instruction. - Integrated ELD in reading, writing, math, science, and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, using state-approved, district adopted, and standards-based materials
Special Support Options:	- Specialized instruction - Participation in intensive interventions - Other appropriate services

Instructional Programs for Middle School (Grades 6-8)

The instructional program options for middle school are the same as the elementary schools' Structured English Immersion (SEI); however, the program looks slightly different.

In order for English Learners to be appropriately placed, the student's academic abilities in the educational setting will be identified. Factors to be considered are:

1. Proficiency in English Language Arts
2. ELPAC Proficiency Levels
3. Report cards and district assessments

Once the student abilities have been identified, every effort will be made to develop a plan that matches the student's academic ability, blending appropriate ELD classes, mainstream classes and interventions.

Figure 2.2 Middle School Programs

	Structured English Immersion
Summary:	The SEI program is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.
Students Served:	English Learners who have not yet been reclassified as Fluent English Proficient (FEP).
Program Components:	- Daily ELD that is leveled according to the students' English proficiency level, minimum one period daily - Leveled ELD is required to meet students' need based on the ELD levels - Access to grade level content area classes incorporating integrated ELD and SDAIE strategies. - Math placement according to math skill level, not English proficiency level - Accelerated or advanced classes as appropriate
Special Support Options:	- Specialized instruction - Participation in intensive interventions - Other appropriate services

Instructional Programs for High School (Grades 9-12)

The instructional program for high school is the same as the middle schools. In order for English Learners to be appropriately placed, the student's academic abilities in the educational setting will be identified. Factors to be considered are:

1. Proficiency in English Language Arts
2. ELPAC Proficiency Levels
3. Report cards and district assessments

Once the student abilities have been identified, every effort will be made to develop a plan that matches the student's academic ability, blending appropriate ELD classes, mainstream classes and interventions.

Figure 2.3 High School Programs

	Structured English Immersion
Summary:	The SEI program is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.
Students Served:	English Learners who have not yet been reclassified as Fluent English Proficient (FEP).
Program Components:	- Daily ELD that is leveled according to the students' English proficiency level, minimum one period daily - Leveled ELD is required to meet students' need based on the ELD levels - Access to grade level content area classes incorporating integrated ELD and SDAIE strategies. - Math placement according to math skill level, not English proficiency level - Accelerated or advanced classes as appropriate
Special Support Options:	- Specialized instruction - Participation in intensive interventions - Other appropriate services

CHAPTER THREE:

Long-Term English Language Learners

Students considered long-term English Learners are students who have more than six years of continuous enrollment in a school in the United States, are making inadequate progress in English Language Development, and are struggling academically. For a variety of reasons, they have not achieved the academic requirements to qualify for reclassification.

English Learner “At-Risk” of Becoming a Long-Term English Learner (At-Risk)

An English Learner student to which all of the following apply:

1. Is enrolled on Census Day in grades 3 to 12, inclusive
2. Has been enrolled in a U.S. school for four or five years
3. Has scored at the intermediate level or below on the prior year administration of the ELPAC
4. For students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA

In addition:

1. Students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”
2. The CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as outlined in the Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, so students enrolled on Census Day will not have prior year CAASPP-ELA test scores available

Long-Term English Learner (LTEL)

An English Learner (EL) student to which all of the following apply:

1. Is enrolled on Census Day in grades 6 to 12, inclusive
2. Has been enrolled in a U.S. school for six or more years continuously
3. Has remained at the same English language proficiency level for two or more consecutive prior years, inclusive, and has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

In addition:

- Students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL

Enterprise Elementary School District’s Commitment to Long-Term English Learners:

Enterprise Elementary School District (EESD) is committed to ensuring that every student is college and career ready. EL data will be monitored and disaggregated for use in planning for the individual student’s academic needs.

EESD will be responsible for:

- Designating annual benchmark indicators and expectations
- Using the data system to disaggregate achievement data (assessments, etc.) by the number of years a student is in a U.S. school and by proficiency levels
- Performing regular reviews of LTEL data to inform and trigger planning and support for students based upon typologies
- Practice consistency of placement of EL students
- Implement strategies that promote student engagement as active learners
- Engage in scaffolding instruction
- Student placement in interventions designed for ELs
- Monitor progress of LTEL students in areas of academic concern, academic support, and/or interventions

CHAPTER FOUR:

Special Education Services

Special Education Services for English Learners

English Learners have access to Special Education services just as all other students in the district. IEP teams are an integral part of determining an EL's assessment needs and program placement. EESD follows the guidelines set forth by the California Department of Education.

State Guidelines for Special Education English Learners

Due to federal ESSA, Title I and Title III, parents do not have the option of "opting out" of the English Language Proficiency Assessments for California (ELPAC) once a student has been determined to be an EL. ELs and newly enrolled students with a home language other than English, with disabilities must be tested. The IEP team cannot determine that a particular EL student with a disability should not participate in the annual assessment.

Assessments for Special Education English Learners

Any student with a disability shall take the ELPAC with the accommodations or modifications as delineated in the student's Individualized Education Plan (IEP) or Section 504 Plan that are appropriate and necessary to address the student's individual needs. If an IEP team has determined that a student is unable to take all parts or part of the ELPAC, the student will be given an alternate assessment (to be determined by the IEP team according to individual need, in accordance with California Department of Education regulations).

Alternate Assessment

Students with disabilities may take an alternate assessment if their IEP team determines that they are unable to take one or more parts of the ELPAC even with variations, accommodations, and/or support. Due to the unique nature of individual students' disabilities, the California Department of Education does not make specific recommendations as to which alternate assessment to use. However, the appropriate alternate assessment must be identified annually in a student's IEP.

Program Placement for Special Education English Learners

The IEP team determines placement of each special education student regardless of language proficiency. EL's in grades TK-8 with an IEP, continue receiving ELD and SDAIE instruction in conjunction and collaboration with the general education teachers until ELPAC scores justify reclassification. Special education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs.

Reclassification for Special Education English Learners

ELs with disabilities can be reclassified at the IEP meeting only when they have met the criteria and EL Program Administrator agrees to the recommendation.

CHAPTER FIVE:

Monitoring Student Progress and Reclassification Process

Monitoring Student Progress

Student progress is monitored annually, based on district-adopted assessment. These assessments are used to determine English Language proficiency and evaluate EL students' language growth and academic performance. Formative assessments to monitor students' ELD progress are given throughout the school year in listening/speaking, reading and writing.

District Assessments

Assessments include the state-mandated California Assessment of Student Performance and Progress (CAASPP), which is taken by all students in grades 3-8 regardless of their language classification, the annual/initial ELPAC assessment and district level diagnostic assessments in Language Arts and Mathematics.

Use of Assessment Data for Instructional Planning

The Instructional Services Department, administrators and site literacy coaches collect and disaggregate EL student assessment data in order to identify EL students in need of benchmark, strategic, intensive interventions and for tracking individual students' levels on the Multi-Tiered System of Support.

Multi-Tiered System of Support (MTSS)

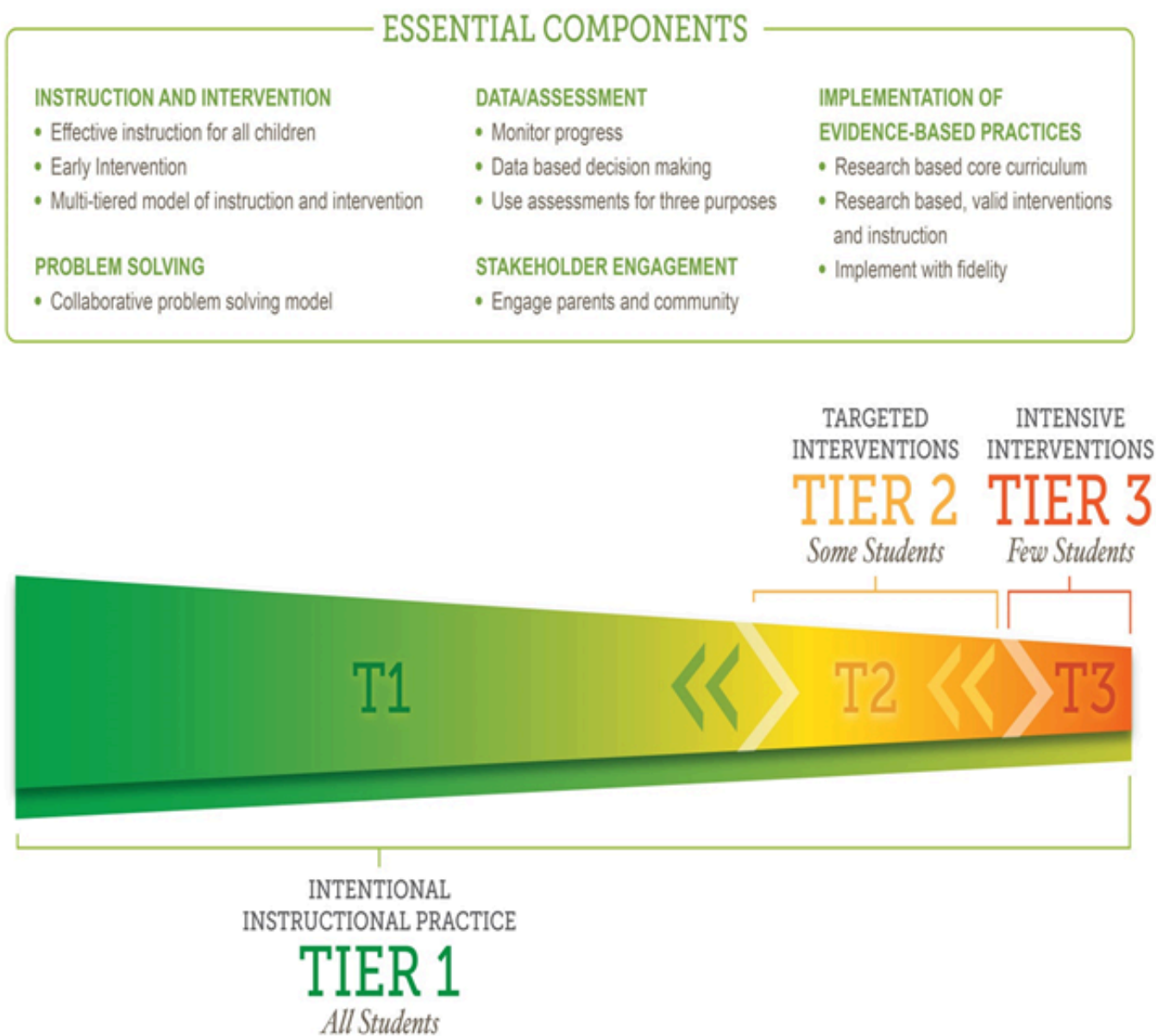
MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

Figure 5.1 Multi-Tiered System of Supports (MTSS)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS



Annual Review of Student Progress

Annually, district EL staff, administrators, and site literacy coaches review the CAASPP test results, latest ELPAC scores, and other student assessment data, student grades, and teacher recommendations for all EL students. On the basis of this review, district staff identify those students who are eligible for reclassification.

Reclassification Process

Reclassification refers to the process used to identify EL students who have demonstrated English language proficiency comparable to that of the average native English speaker. Students who meet all reclassification criteria may be reclassified and referred to as Reclassified Fluent English Proficient (RFEP). Every school year, EESD will review EL student data for reclassification. Students who have met all the reclassification criteria will be reclassified. The parents and the school sites will be notified of all reclassified students. Reclassification is the process whereby a student is reclassified from English Learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Figure 5.2 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent ELPAC Data for grades K-12	Grades K-1 - Overall Level: Level 4 Grades 2-8 - Overall Level: Level 4 Grades 9-12 - Overall Level: Level 4
Academic Achievement	- District Assessments Foundational skills for grades K-1 (i.e. Basic Phonics Skills Test, Irregular Words Test, etc.) - iReady diagnostic scores for grade 1st-8th - Most recent CAASPP scores or iReady diagnostic scores for grades 3rd-12th - STAR scores for grades 1st-12th - IXL 6th-12th	Grades K-1 - Proficient at grade-level Grade 2 - At or above grade-level Grades 3-12 - Standard Met or Exceeded in ELA
Teacher Recommendation	Teacher's recommendation and current report card	- Teacher evaluation of student grade level performance - Report card indicates that student achieves an average of 3 or higher in Language Arts domains (TK-5 grades) - Report Card indicates a C or higher in Language Arts/English (6-12 grades)

Parent Opinion	• Description and results of consultation with parent from a meeting (in person, via video chat, or phone)	• Parent agreement that reclassification is appropriate
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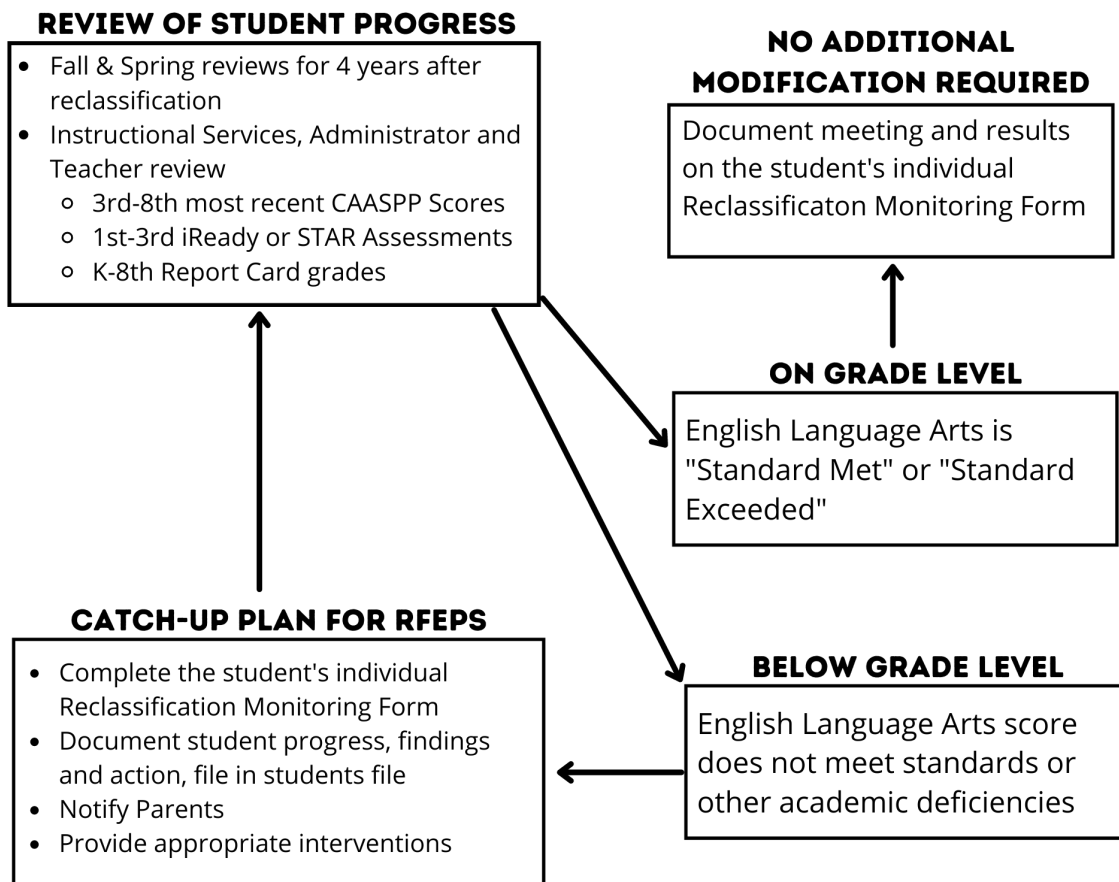
Reclassification Monitoring

Students who have been reclassified as RFEP must be monitored for 4 years after the official reclassification date. The Instructional Services Department, administrators and site literacy coaches will monitor student progress using the assessment scores in the fall and report cards in the spring.

Student’s falling below grade level progress may be provided services that include but are not limited to:

- English Language Development (ELD) instruction
- Re-entry into a Structured English Immersion (SEI) program
- Participation in benchmark, strategic or intensive interventions provided by the school

Figure 5.3 Processes for Follow-Up Monitoring of Student Progress after Reclassification



Initial Fluent English Proficient Student (IFEP)

A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (ELPAC) and from additional information when appropriate, is determined to be proficient in English.

CHAPTER SIX:

Staffing and Professional Development

Staffing

Teachers

The district ensures that all teaching personnel whose assignment includes EL students will hold the appropriate certification to provide necessary instructional services to ELs. All teachers shall hold the CLAD or equivalent teaching certification. The district actively recruits and hires teachers who are fully certified to fill open teaching positions.

Paraprofessionals

As the need for paraprofessionals and ELD aides arises, EESD will recruit, train and support paraprofessionals. Positions are advertised and filled internally before beginning external recruitment.

The Human Resources Department oversees the interview and hiring process.

Professional Development

Enterprise Elementary School District is committed to providing focused, effective, and research-based professional development to all administrators, teachers, and staff. Professional development will:

- Be designed to improve instruction and assessment of ELs
- Be designed to enhance the teacher's ability to use curricula, assessment measures, and instructional strategies for ELs
- Be based on research showing the effectiveness of such professional development on increasing EL student's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- Be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom
- Be ongoing and provided by the District

CHAPTER seven:

Parent and Community Involvement

Enterprise Elementary School District believes that family and community involvement is a fundamental component to student success and achievement. The engagement of families and community members in the education of our students creates a positive bond between home and school. EESD is dedicated to supporting the involvement and participation of parents/guardians and the community in the education of our students. Outreach to parents/guardians and community members of ELs include the following actions:

- Notification of and regular meetings held for the purpose of formulating and responding to the parent/guardian's recommendations.
- Parents/guardians are informed on how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve high levels in core academic subjects and meet state academic standards.

The district will promote parental and community involvement through EL parent education and information nights and the Latino Literacy Project Series.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on EL program services.

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English Learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

- The ELAC shall be responsible for advising the administrator and staff on programs and services for ELs and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
- The ELAC shall assist the school in the development of:
 - The school's needs assessment
 - Ways to make parents aware of the importance of regular school attendance
 - Send one member to the District English Learner Advisory Committee

Composition Requirements for ELAC Elections

- Parents of ELs comprise at least the same percentage of the ELAC membership as ELs constitute of the school's total student population. For example, if 25 percent of the students in a school are ELs, then parents/guardians of ELs must comprise 25 percent of the ELAC membership.
- Other members of the ELAC can be parents/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents are mandated.

Elections

- Parents or guardians of ELs must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
- Districts with 31 or more ELACs may use a system of proportional or regional representation.

Training

- The district shall provide appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- The district shall provide training planned in full consultation with ELAC members.
- Funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

District English Learner Advisory Committee (DELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on EL program services.

Requirement

Each California public school, grades kindergarten through 12, with 51 or more ELs must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee.

Responsibilities

- The DELAC, or subcommittee on English Learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for ELs.
- The DELAC shall be responsible for advising the district's local governing board on the following tasks:
 - A timetable for and development of a master plan of education programs including policies, per the State Board of Education EL Roadmap Policy, and services for English Learners while taking into consideration the school site plan (SPSAs) for English Learners.
 - Conducting a district-wide needs assessment on a school –by-school basis.
 - Establishment of a district program, goals, and objectives for programs and services for English Learners.
 - Development of a plan to ensure compliance with applicable teacher or aide requirements.
 - Review of and comment on the written notifications required to be sent to parents and guardians as per CCR Title 5 11303 (a)
 - Review of and comment on the district reclassification procedures.
 - DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the district's existing language acquisition programs and language programs, and/or establishing other such programs. If the DELAC acts as the ELCAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC also will review and comment on the development or annual

Composition Requirements

- Parents or guardians of ELs not employed by the district must constitute a majority membership (51 percent or more) of the committee.

Elections

- Each school's ELAC must have the opportunity to elect at least one of its members to be a site representative in the DELAC.
- If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

- The district shall provide appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- The district shall provide training planned in full consultation with DELAC members.
- District funds may be used to cover costs of training and attendance of DELAC members. This includes cost for child care, translation services, meals, and other reasonable expenses.

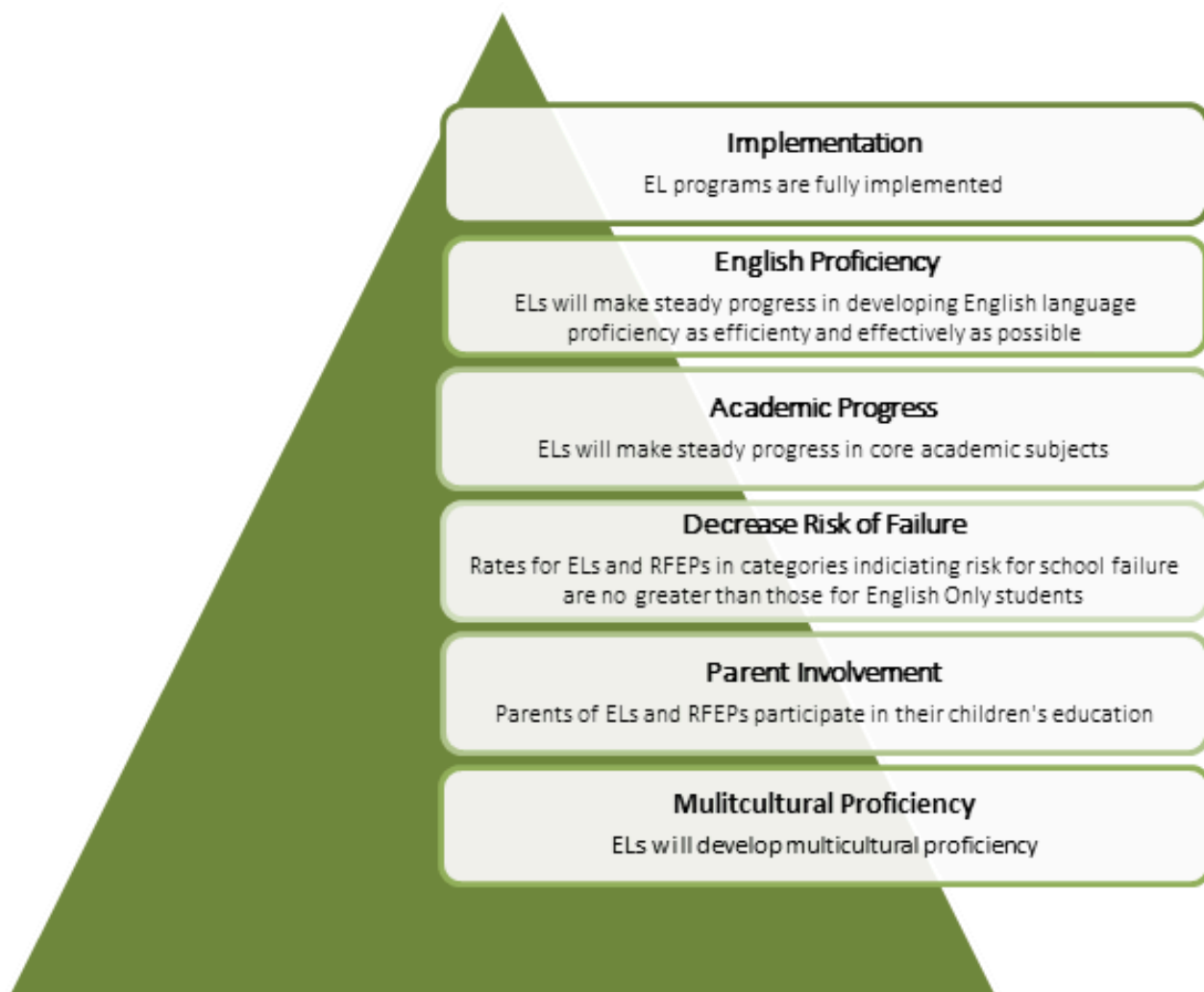
CHAPTER EIGHT:

Accountability & Evaluation

Accountability is a shared responsibility. Students, parents and all personnel at the school and district have a role. Evaluation is not just an annual assessment. Evaluation is on-going and informs instruction and program development.

The ELAC and DELAC and district staff serve as a clearinghouse for strategies, ideas, and suggestions for EL programs; evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program for ELs; and ensures communication and integration throughout the district.

Figure 8.1 Evaluation Goals



Using Program Effectiveness Information to Improve and Modify the Program

The data gathered and the analyses performed contribute to an evaluation of program implementation and outcomes, both at the district and the site level. Through collaboration, the district and sites will use the data to assist

administrators, teachers and grade level teams. The program evaluation assists staff in determining the strengths and areas in need of improvement. Adjustments will be made accordingly.

Figure 8.2 Roles and Responsibilities

Role	Responsibility
Student	• Attends school daily • Strives for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent	• Monitors/promotes EL progress in academics, homework, attendance, and behavior • Supports ELs in activities to promote student achievement • Communicates regularly regarding student progress with students' teachers and school • Attends parent conferences and school functions • Participates in school committees
Teacher	• Implements EL program and provides instruction that meets state frameworks and district and state standards • Ensures delivery of appropriate ELD instruction • Monitors ELs' progress, reviews school/classroom data, and uses data to modify instruction • Determines/implements differentiated strategies for EL and RFEP students • Advocates for support services for students not meeting standards and benchmarks, or who require interventions in order to reach goals
Paraprofessional	• Provides support in the core subjects • Assists with student testing
Site Administrator	• Monitors staffing and instruction for EL programs • Works closely with EL program staff • Monitors placement of EL students • Works with site staff to plan appropriate interventions
District Staff	• Reviews district and site EL data; disaggregates data; oversees data collection, provides analysis, writes reports, and prepares charts • Plans appropriate interventions including appropriate placement for LTEL students • Monitors/plans the selection of materials used in the classroom for delivery of ELD and core curriculum • Monitors compliance and EL procedures at the site and district level • Provides on-going training for administrators, teachers and paraprofessionals • Maintains Title III Plan and Goals • Oversees the reclassification process

CHAPTER NINE:

Funding

Funds are allocated following the funding mandates prescribed by Education Code, state regulations and district policies. Funds provided by LCFF, Title III for limited-English proficient students, and Title III Immigrant Funds (when applicable) supplement, but do not supplant, the general fund or other categorical resources provided for the site.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

As part of the LCFF, the school district is required to develop, adopt, and annually update a three-year LCAP. The district must obtain parent and public input in developing, revising, and updating LCAPs. The governing board approves the annual LCAP goals which are translated into the budget according to the prioritized needs, data analysis, and available funds and resources. The district ensures compliance with the district goals and the Consolidated Applications. In turn, the site administrators coordinate development of the SPSA based on prioritization of needs, analysis of data and input from the School Site Council (SSC) and ELAC.

LCFF English Learner Subgroup

The LCFF provides additional funds for particular student groups. Under the formula, each EL student in a district generates an additional 20 percent of the qualifying student's adjusted grade-span base rate. Under the LCFF, no time limit is placed on how long an EL student can generate supplemental and concentration funding for a district, but a student reclassified as FEP who is not also low-income will no longer generate additional funding.

Title III Plan

Title III, Part A is officially known as the Language Instruction for English Learner and Immigrant Students Act. The overarching purpose is to ensure that EL students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

The district updates the Title III Plan according to the prioritization of needs, analysis of data and input from advisory committees. The Plan is then submitted to the state for approval. Funds are distributed according to the needs of the EL students and the Title III Plan. The district must use Title III funds to supplement the EL programs designed to assist EL students' achievement goals.

CHAPTER Ten:

Title III Immigrant Student Education

Under Title III, Part A, of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, the California Department of Education (CDE) is required to set aside funds to provide subgrant awards to local educational agencies (LEAs) that meet eligibility requirements for participation in the Title III Immigrant Student Education Subgrant Program. (20 United States Code [U.S.C] § 6824.)

The term "eligible immigrant student" is defined as an individual student who (a) is aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) has not been attending any one or more schools in the United States for more than three full school years. (20 USC § 7011[5].)

Title III Immigrant Student Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

The purpose of the Title III Immigrant Student Education Program subgrants is to pay for enhanced instructional opportunities for immigrant students and their families. The district may choose from activities authorized by Title III.

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs are directly attributable to such additional basic instruction services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education;
- Activities, coordinated with community-based organizations, institutions of higher education, and families of immigrant children and youth by offering comprehensive community services;
- Recommended direct administration expenses for a fiscal year may not exceed two percent of such funds for the cost of administering this subpart;
- Program related indirect expenses cannot exceed district approved indirect cost rate; and
- Other activities that are consistent with the purpose of the program.

Using Title III Immigrant funds, Enterprise Elementary School District provides a variety of language learning materials through technology and additional supplemental teaching materials.

Eligible immigrant students will have the opportunity to receive language learning instruction in small group settings, during intervention time or through extended day tutoring and online at home.

APPENDIX:

Glossary of Terms

AMAOs: Annual Measurable Achievement Objective

“At-Risk”: English Learners at risk of becoming Long-Term English Learners (LTEL)

CAASPP: California Assessment of Student Performance and Progress

CCR: California Code of Regulations

DELAC: District English Learner Advisory Committee. A committee that advises the governing board on programs and services for English Learners. DELAC is required for schools that have 51 or more EL students.

EC: Education Code

EL: English Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL.

ELA: English Language Arts

ELL: English Language Learner. Also known as LEP (Language English Proficient).

ELAC: English Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for English Learners. ELAC is required for schools that have 21 or more EL students.

ELD: English Language Development. A broad term encompassing all aspects of English language development for English Language Learners.

ELPAC: English Language Proficiency Assessments for California.

EO: English only student

ESSA: Every Student Succeeds Act of 2015. Replaces No Child Left Behind.

FEP: Fluent English Proficient

HLS: Home Language Survey

IEP: Individualized Educational Plan

IFEP: Initially Fluent English Proficient

LCAP: Local Control Accountability Plan

LCFF: Local Control Funding Formula

LEP: Limited English Proficient

LTEL: Long-Term English Learner

MTSS: Multi-Tiered System of Support

Reclassification: When a student has met all district criteria, he/she is reclassified from ELL to a Fluent English Proficient (FEP) student.

RFEP: Reclassified Fluent English Proficient

SSC: School Site Council

SPSA: School Plan for Student Achievement

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

SEI: Structured English Immersion. A classroom setting where English Learners who have not yet acquired reasonable fluency in English receive instruction.

Forms and Letters

1. AMAO Title III Letter
2. Home Language Survey
3. Annual Parent Notification Letter
4. Initial Parent Notification Letter
5. Annual ELPAC Results Notification Letter
6. Initial ELPAC Results Notification Letter
7. Testing Notification Letter
8. Reclassification Monitoring Forms
9. Reclassification Notification Letter

Legal References

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to the following:

Federal Law

NCLB Title I, Section 1111 [b][7]

Title III, 2002

State Law

California Code of Regulations 11309

Education Code 205, 300-340, 35147, 44253.1, 44253.2, 44253.3, 44253.10, 48984, 48985, 52164.1 (a)(b)(c), 52176 (b)(c), 52168, 62002, 62002.5, 64001(a)