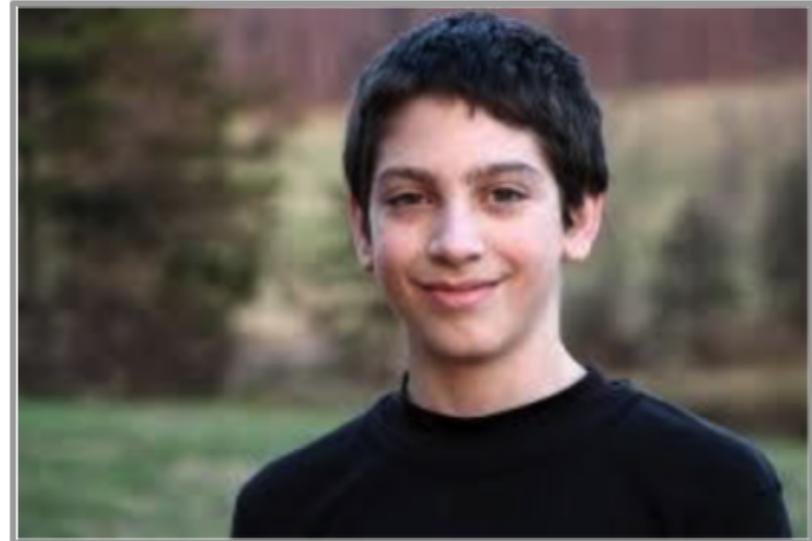


# English Learner Master Plan



## Cajon Valley

Union School District  
750 E. Main St. El Cajon, CA 92020



**Equity - Innovation - Choice**

# English Learner Master Plan

## Cajon Valley Union School District

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# English Learner Master Plan

## ACKNOWLEDGEMENTS

The Cajon Valley Union School District English Learner Master Plan was developed through the dedicated efforts and collaboration between the English Learner Program Office, District English Learner Advisory Committee (DELAC), English Learner Program Facilitators, district teachers, administrators, parent liaisons, support staff, community members, and parents.

We are grateful for the passion and dedication of all of those who provided guidance, insight, support and valuable time in developing a plan that supports all English learners.

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Our school district gratefully acknowledges guidance and material development from several California school districts: Oakland Unified, Milpitas Unified, and Los Angeles Unified.

The Cajon Valley Union School District English Learner Master Plan is the guiding document for improving the delivery, implementation, and evaluation of programs for our English learners.

# English Learner Master Plan

## INTRODUCTION

We recognize and value the importance of all students becoming proficient in English. Students with a home language other than English will have access to the core curriculum through the use of appropriate teaching strategies and materials. Utilizing trained staff that value cultural diversity, English learners will develop self-esteem and high expectations, encompassing feelings of pride in their languages and their cultures.

All district staff is accountable for ensuring that programs for English learners are optimally effective and are expected to follow the procedures specified in this plan. The EL Master Plan serves as an operational guide for all district personnel and provides parents with information as the district implements outstanding programs for all students. This plan describes how Cajon Valley Union School District identifies, serves and supports English learners to ensure access to the core curriculum and acquisition of the English language.

The Cajon Valley English Learner Mission Statement is for all ELs to be happy, healthy, and prepared to be full contributors and participants in the multilingual and multicultural society of the 21<sup>st</sup> century, with a focus on equity, innovation, and choice.

The English Learner Program Goals are:

- Offer research-supported program options to parents and students.
- Provide daily instruction in English Language Development for all English learners.
- Use California's ELD Standards in concert with California's Common Core State Standards to enrich the student experience.
- Provide access to adaptive technology to support students in language acquisition and standards mastery.
- Integrate a variety of assessments to inform instruction.
- Engage in data analysis to inform instructional decision making.
- Involve parents in the school and classroom via home-language communication.
- Provide professional development for support staff, teachers, and school leaders to maximize language acquisition and achievement of English learners.

This EL Master Plan serves as an operational guide for all district personnel and provides parents with information as we implement outstanding programs for all students. The plan describes how Cajon Valley Union School District identifies, serves and supports English learners to ensure access to the core curriculum and acquisition of the English language. This plan is based on state and federal laws, district board policies, research, and input from stakeholders who worked to ensure that the very best pedagogy, practice and procedures are used.

# English Learner Master Plan

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# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### I. Language Group Definition

#### **English Language Learner (EL):**

Student whose first language is not English and who is in the process of acquiring fluency in social and academic English.

**EL at Risk of Becoming (LTEL):** An EL who has been enrolled in U.S. school at least 3 years, but not more than 6 years, and who is not demonstrating adequate progress.

**Long-Term EL (LTEL):** A student who has been classified as an EL for more than 6 years and is not making adequate progress.

**Newcomer:** Newcomers are students who were not born in the U.S. and they have been in U.S. schools for 3 full school years or less. Newcomers should receive the most intensive support in years 1 and 2, and should receive targeted instruction from their classroom teachers.

#### **Initially Fluent English Proficient (IFEP):**

A student who, upon enrollment in U.S. schools, has demonstrated proficiency on an English Language Proficiency Assessment.

#### **Reclassified Fluent English Proficient (RFEP):**

A former EL student who has met established criteria to be “reclassified” as fluent English proficient.

#### **Recently Proficient RFEP:**

An RFEP who has reclassified within the past 4 years. RFEPs are monitored on a trimester basis to ensure they continue to maintain grade level achievement.

#### **English Only (EO):**

A student whose primary home language is English.

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### II. Intake, Assessment, Identification and Program Options

In this section, we describe the stakeholders responsible and the time-bound steps of intake, assessment, identification, and placement. ***These procedures are mandated by Federal law, and designed to ensure that ELL services are available to all qualifying students.***

#### A. Initial Intake and the Home Language Survey

Upon entry to the District, parents fill out an enrollment packet. As part of the enrollment packet, parents complete the [Home Language Survey \(HLS\)](#) to determine the primary language of the entering student. Currently, the four questions on the 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 speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

If the Parents or Guardians of a student lists a language other than English on any of the Home Language questions 1-3, the student must have his or her English language proficiency assessed.

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 **English language** proficiency assessed.

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

**EXAMPLE:** Parents filled out the HLS form for their child when the child enrolled in the L.A. Unified School District in the 2016-17 school year. The form indicated the student had a home language other than English, and the English language proficiency assessment resulted in a classification of EL. Upon arrival at CVUSD during the 2018-19 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The original HLS from L.A. Unified supersedes the HLS filled out in CVUSD. The EL classification stands until the student meets the criteria for reclassification.

#### B. Correcting Errors in the Home Language Survey

In cases where families fill out the HLS incorrectly, resulting in an inappropriate administration of the Initial ELPAC and resulting designation as EL, a parent may, between the time of the Initial ELPAC and the Summative ELPAC (beginning in February and ongoing through May), petition the English Learner Program Office to have the EL designation changed.

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### II. Intake, Assessment, Identification and Program Options

In cases where an HLS has indicated a student is English Only (EO) but district staff have collected evidence that the student needs EL services, the EL Program staff will follow a protocol of collaboration with the site and the parent to modify the HLS to reflect that a language other than English is spoken at home and the student will take the Initial ELPAC to determine English proficiency.

The EL Program Office staff will take into account the information provided by the parent regarding language use in the home, the Initial ELPAC, and the results of any literacy assessment taken by the student that might demonstrate the student's language proficiency level. If, based on evidence, the EL Program Office determines the classification of EL versus the original classification of EO is appropriate, the EL Program Office will coordinate the change in the district's student information system.

#### **C. Informing Parents and Guardians of Language Acquisition Program Options**

Parents are informed of the instructional program options available to their students and they may choose a language acquisition program that best suits their child.

CVUSD provides a structured English immersion (SEI) program for English Learners. In addition, the district offers a Dual Immersion Program and a Developmental Bilingual Program.

As part of the enrollment packet all parents receive an explanation of the language acquisition programs available in the district and again as part of the Initial and Annual Parent Notification process for English Learners.

#### **D. Process for Choosing a Language Acquisition Program**

All parents (EO and EL) may request a language acquisition program. If, during the last three years, a total of 20 parents of students at the same grade level or 30 in the school have requested a particular language program, the district must follow a time-bound process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site.

Dual Immersion and Developmental Bilingual programs are offered at several sites throughout the district. Parents who want to choose one of these language acquisition programs must visit the school site and request a transfer (if the program is not offered at their school of attendance).

#### **E. Initial Assessment and Classification of Students**

If the parents or guardians of a student list a language other than English on any of questions 1-3 on the Home Language Survey, the students will be given the Initial English Language Proficiency Assessments of California (Initial ELPAC) to

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### II. Intake, Assessment, Identification and Program Options

determine English language proficiency. This assessment is administered within 30 days of the student's start date.

Prior to the administration of the Initial ELPAC the parent or guardian is informed in writing of the upcoming assessment.

The assessment is administered by a trained district employee. Assessment will take into account the needs of students with learning disabilities, including the California [English Language Proficiency Assessment for California Accessibility Resources, Matrix 4](#).

Scores are entered into the Cajon Valley Union Student Information System. Classification of students as EL or not EL is based on the following cut points established by the state of California:

Student Classified as EL	Student Not Classified as EL
Novice or Intermediate Level	Initial Fluent English Proficient Level
Scale Score: 0-439	Scale Score 440-999

#### F. Initial Parent Notification Letter

Within 30 calendar days after the student's initial date of California enrollment, the student's English language proficiency is assessed, and the parents are notified of their child's results and language acquisition program options via

the [Initial Parent Notification Letter](#). Based on ELPAC test results, students are classified as EL or IFEP.

- For students classified as EL: English Learner Program with daily Designated ELD and Integrated ELD across all subject areas throughout the day is provided.
- For students classified as Initial Fluent English Proficient (IFEP) or English Only (EO): The general education mainstream program without daily Designated ELD is provided.

The [Initial Parent Notification Letter](#) is in English, Spanish, and Arabic, and includes:

- The reasons for the student's assessment
- The student's assessment scores
- A description of the language acquisition programs available in the district and how they will help the student become fully proficient in English
- Information about parents' rights to request language acquisition programs, and to opt out of certain services for ELs, and
- Reclassification criteria to exit from the EL program.

#### G. Annual Parent Notification Letter

Within 30 calendar days of the first day of school, parents receive an [Annual Parent Notification Letter](#). The **Annual Parent Notification Letter** provides the same information as the **Initial Parent Notification Letter**, with the addition of the

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### II. Intake, Assessment, Identification and Program Options

most recent English Language Proficiency Assessment (ELPAC) results and academic achievement scores.

#### H. Annual (Summative) ELPAC

To measure progress towards English proficiency, assist in informing instructional placement, and to determine if a student may be ready to reclassify, the Summative ELPAC is administered during the Summative ELPAC testing window (Feb 1 -May 31).

Students who are classified as ELs must continue to take the Annual Language Proficiency Assessment (Summative ELPAC) every year in the spring until reclassifying as Reclassified English Fluent Proficient (RFEP). Parents may not opt students out of ELPAC testing.

Parents are notified of test results within 30 days of receipt from the testing publisher through the district's Parent Portal and again through the Annual Parent Notification Letter.

The Summative ELPAC is administered by trained staff, typically at the school site. Staff follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in this document: [English Language Proficiency Assessment for California Accessibility Resources, Matrix 4](#). ELs with IEP and 504 Plans must also take the Summative ELPAC, unless the IEP team designates an alternate English language proficiency assessment for students with significant cognitive disabilities.

#### I. Parent's Right to Opt Out of Instructional Programs

##### Opting out of EL Services

Parents have the right to opt their children out of daily Designated ELD. However, "opting out" runs counter to best practice and parents are counseled against this option. If a family opts out of Designated ELD, schools remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all EL students.
- Careful monitoring of EL progress in the acquisition of English.
- Alerting the parents and providing additional support if the student is not meeting minimum progress expectations.

EL students must continue to take the Summative ELPAC annually until reclassifying as RFEP. Parents may not opt students out of ELPAC testing.

All of these features are part of the baseline EL Program that all teachers and sites must provide.

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### III. Reclassification of EL's

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

- ELPAC: Overall 4
- Reading proficiency near or at-grade level expectations (per district assessment (K-2) or CAASPP (gr 3-8) results in English language arts).
- Teacher Evaluation – based on district writing assessment
- Parent Opinion and Consultation

Students' test results are reviewed for reclassification by the EL Program Office during the following time periods:

- Gr. 6-8: August/September
- Gr. 4-5: October
- Gr. 2-3: November
- Gr. K-1: December/January

Sites receive a list of potential reclassification candidates who then go through a standardized teacher evaluation process (district writing assessment). If the student meets all criteria to reclassify, parents are notified in writing of an opportunity to learn about what reclassification means for their child at a meeting scheduled by the school site.

#### **A. Reclassification of English Learners with Disabilities**

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code for reclassification of English learners. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

#### **B. Monitoring of Reclassified English Learners**

Students who are reclassified are monitored for a period of at least four years following reclassification, on a trimester basis. For RFEP students not meeting grade level expectations (in any content areas) the site EL Facilitator meets with the classroom teacher to discuss possible interventions.

# English Learner Master Plan

## CHAPTER 1: ASSESSMENT, EL IDENTIFICATION, PROGRAM OPTIONS AND RECLASSIFICATION

### III. Reclassification of EL's

Interventions follow a three-step process:

1. Classroom teacher modifies instruction based on assessment data. Teacher provides differentiated instruction, uses SDAIE methods to increase access to the core, and provides individualized assistance.
2. If in-class modifications have not resulted in increased student performance, the teacher refers the student to the principal/principal designee for an appropriately designed intervention. Students are grouped by grade and skill need, based on assessment data.
3. If a student fails to demonstrate adequate progress in the school's intervention program, the student is referred to the SST for additional recommendations. In addition, the SST consults with the parent.

Students with disabilities who have been reclassified through an IEP team decision, will also be monitored every trimester for a period of at least four years. The focus of their monitoring is the progress they are making towards IEP goals.



# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### I. Introduction

Cajon Valley Union’s instructional programs for English Learners (ELs) are the core of our mission to ensure that ELs are college, career and community ready. The purpose of our instructional programs are 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, with opportunities to achieve their full potential. CVUSD’s instructional programs for ELs are:

- Clearly defined;
- Research based;
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards and the California ELA/ELD Framework;
- Designed to address the needs of each EL subgroup;
- Effectively monitored;

In this chapter we:

- Describe the framework for EL instructional known as Integrated ELD and Designated ELD;
- Provide guidance for the scheduling and implementation of Designated ELD;
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups;
- Provide guidance on using an ELs primary language as a learning resource.

#### **WHAT DO SCHOOL SITES NEED TO DO? In order to provide effective instructional programs for ELs, sites:**

- Provide instructional programs that address the needs of all EL subgroups present at the site.
- Implement the chosen instructional program(s) at the site with fidelity.
- Provide robust Integrated ELD across content areas aligned with the CA ELA/ELD Framework.
- Provide daily Designated ELD to all ELs until they reclassify.
- Provide ongoing professional development on best practices in EL instruction.
- Monitor EL progress and effectiveness of instruction with both formative and summative assessments.

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### II. Designated and Integrated ELD: A Framework for EL Instruction

ENGLISH LEARNER PROGRAM
Base program for all sites and classrooms serving EL's Strengthens grade-level instruction for ELs and ALL students Includes Integrated and Designated ELD ALL sites and staff must have the skills and resources to deliver and effective English Learner Program

#### DUAL LANGUAGE PROGRAMS

English Learner Program, plus:

All students in program become fully biliterate

Integrated and Designated Language Development in BOTH English and Spanish

Chosen by families of ELL, EO, IFEP and RFEP students

#### DEVELOPMENTAL BILINGUAL PROGRAM

English Learner Program, plus:

All students in program become fully biliterate

Integrated and Designated Language Development in BOTH English and Spanish

Designed for students who are native Spanish speakers.

#### NEWCOMER SUPPORT

English Learner Program plus:

Intensive support in language and content learning, cultural knowledge building, and social emotional learning

Students in U.S for 3 years or less

#### LONG-TERM ENGLISH LEARNER SUPPORT

English Learner Program plus:

Targeted and intensive support in academic language and literacy for LTELs and students at risk of becoming LTELs.

# English Learner Master Plan

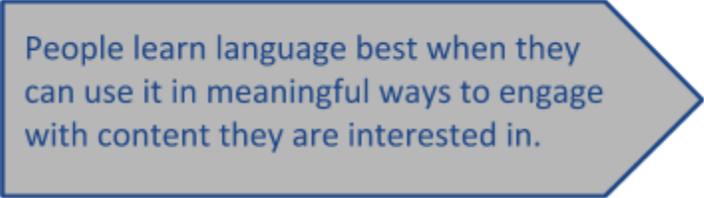
## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### II. Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the [California ELD Standards](#) and the [California ELA/ELD Framework](#) is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning. In order to deliver quality Designated and Integrated ELD to all Cajon Valley ELs, schools with ELs must:

#### A. Provide Daily Designated English Language Development that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels
- Is aligned to [California ELD Standards](#)
- Focuses on communicative purposes, not on discrete grammar instruction
- Addresses speaking, listening, reading, and writing
- Is embedded in or explicitly connected to grade-level content or topics
- Includes systematic development of academic vocabulary
- Requires teachers to spend a bulk of their instruction and focused opportunities for students to actively engage in oral and written language
- At the middle school level:  
Includes at least one period of Designated ELD



People learn language best when they can use it in meaningful ways to engage with content they are interested in.

#### B. Provide Integrated ELD across content areas in which:

- Students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application.
- There is clear instruction based on California Common Core Standards as the focal standards, with [California ELD Standards](#).
- Students effectively access language resources and other scaffolds to support their understanding.
- Students develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students' academic language and literacies specific to each discipline (language of math, science, history, etc.).
- There is ample oral and written production of language.

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### II. Designated and Integrated ELD: A Framework for EL Instruction

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

#### **All teachers with ELs in their classroom, TK-8:**

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

#### **The District and School Sites shall:**

- Ensure effective Integrated ELD is provided in all elementary and middle school classrooms.
- Provide ongoing professional development that allows ALL teachers to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
- Ensure all EL's receive at least 30 minutes per day (elementary) or one period per day (middle school) of Designated ELD until they reclassify.

*All teachers with EL's in their classrooms must be skilled at providing Designated and Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.*

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### III. Scheduling Designated English Language Development (ELD)

#### A. Scheduling Designated ELD in Elementary

A protected daily minimum 30-minutes-a day Designated ELD time needs to be set aside for all EL students at the elementary level (all ELPAC levels, including ELs with disabilities).

The district adopted ELA/ELD curriculum is utilized to provide sequential, intentional, explicit instruction that is based on California's ELD standards for daily Designated ELD. This core curriculum for ELD is:

- **Elementary** – *Reach for Reading* (National Geographic); and **Wonders** (McGraw-Hill) for the dual language and developmental bilingual classes.
- **Middle School** – *StudySync* (McGraw-Hill)

#### B. Scheduling Designated ELD in Middle School

For as long as a student is classified as an EL, he/she must receive daily Designated ELD. At the middle school level this means that at least one course in a student's day must be a Designated ELD course.

In all Designated ELD settings, students are in heterogeneous groups, based on ELPAC levels. In each group there cannot be more than two levels of proficiency in the group in order to effectively meet the specific language needs of each EL in the group. For example: Level 1 and Level 2 students could be in an instructional group, or Level 2 and Level 3 students; however, there cannot be a group of Level 1 students with Level 3 students or Level 2 students with Level 4 students.

#### C. A Designated ELD Instruction Model

To provide a routine for teachers that focuses on ELD standards, ELPAC task types, and the productive aspects of language acquisition, the district designed a 5-day cycle for Designated ELD instruction. The **Key Components of an Effective ELD Lesson** (aka 5-Day Cycle), is built on the 5 Key Themes of ELA/Literacy and ELD Instruction, which include:

1. Meaning making
2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills

The focus for each day of the 5-day cycle is on productive language and giving English learners an opportunity to engage in meaningful conversations. Each day is structured around a central instructional point that provides intentional opportunities for academic discourse and collaborative conversations. The five days are:

1. Retell a Story
2. Learning the rhythm of the language through vocabulary instruction, songs and poetry.
3. Explicit instruction on how English works
4. Collaborative language themes
5. Presentation Literacy

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

Specific professional learning (in person and through digital badges) is offered to all EL teachers centered around the 5-Day Cycle of effective ELD instruction.

This section describes each of the instructional programs available to ELs in CVUSD. The programs are: **English Learner**, **LTEL Support**, **Dual Language**, and **Developmental Bilingual**. The Dual Language Program is also open for English Only (EO) students.

#### A. English Learner Program

##### ENGLISH LEARNER PROGRAM

- Base program for all sites and classrooms serving ELs
- Strengthens grade-level instruction for ELs
- Includes Integrated ELD and Designated ELD
- All sites and staff must have the skills and resources to effectively deliver a comprehensive English language development program

Because every site and nearly every classroom in CVUSD will serve ELs at some point during the year, all sites and teachers must be equipped to provide the required base program for ELs. The EL Program provides Designated ELD to ELs and Integrated ELD to ALL students in any class that includes ELs.

English learners in middle school have full access to the standard instructional program, which consists of:

- Core curriculum courses (reading/language arts, mathematics, science, and history/social science, as well as a Designated ELD period).

However, at some sites, English learners who are recent arrivals to the United States are participating in a program to meet the academic and transitional needs of newly arrived immigrant students that have a primary objective of English language proficiency.

The EL program benefits all students because of its focus on building interdisciplinary language and general academic language. The other supporting instructional programs for ELs are special versions of the base EL Program that provide additional benefits and/or more targeted instruction for certain groups of students.

Students who are not meeting grade level expectations (with English proficiency levels in mind), go through a three-step process for intervention:

1. Classroom room teacher modifies instruction based on assessment data. Teacher provides differentiated instruction, uses SDAIE methods to increase access to the core, and provides individualized and small group assistance.
2. If in-class modifications have not resulted in increased student performance, the teacher refers the student to the principal/principal designee for an appropriately

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

designed intervention. Students are grouped by grade and skill need, based on assessment data.

3. If the student fails to demonstrate sufficient progress in the school's intervention program, the student is referred to the SST for additional recommendations. In addition, the SST consults with the parent.

Types of interventions can include, but are not limited to the following:

- Differentiation by academic performance level
- Targeted, focused instruction addressing literacy/language gaps
- Tutoring
- Before/After school programs
- Trimester goal-setting and progress checks

Students exit intervention programs when they demonstrate progress towards academic and linguistic proficiency.

Instructional strategies and materials in the standard instructional program are designed to support the linguistic, academic and literacy needs of English Learners at different proficiency levels.

The use of SDAIE strategies are prevalent in subject-area courses with a strong emphasis on GLAD (Guiding Language Acquisition and Design) strategies. The California ELA/ELD framework calls for Integrated ELD instruction that "...includes an abundance of collaborative discussion about content,

meaning interaction with complex texts, and engaging and intellectually rich tasks." This focus of building language while presenting grade-level subject matter in the standard instructional program is a key focus in Cajon Valley's professional learning.

#### **Program Features of the English Learner Program**

1. The program serves ELs of all proficiency levels (ELPAC Levels 1-4). EOs, IFEPs and RFEPs enrolled in a classroom with English learners will also receive the support provided by the Integrated ELD in the EL program model.
2. Once ELs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other support provided in the EL program, including robust Integrated ELD.
3. Parents are fully informed of the option to request the Dual Language Program or the Developmental Bilingual Program in lieu of the base EL Program.

#### **Program Components**

1. For Designated ELD:
  - For elementary, a minimum of 30 minutes a day is provided with a focus on developing English language proficiency. For middle school, at least two periods are recommended for Newcomer ELLs. For all other ELs, one designated ELD period a day is required.

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

#### 2. Both Integrated and Designated ELD feature:

- Standards-based instruction with differentiation and language development strategies in all content areas including:
  - High expectations for both content and language mastery and use
  - Use of complex text and fostering interaction
  - SDAIE, GLAD and other strategies for making content instruction understandable
  - Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students
  - Partner and group work to foster content and language learning, social emotional learning and cultural competence
  - Use of core curriculum
  - Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement
  - Monitoring of ELs to ensure progress towards reclassification within 6 years
  - Intensive monitoring of newcomers, LTELs and ELs at-risk of becoming LTELs, including trimester data analysis and goal setting. For ELs with IEPs, clear articulation and consistent implementation of linguistically appropriate goals.

- 3. Family engagement activities, bilingual support staff and strong community partnerships support the educational experience of ELs.

#### **Staffing, Credentialing and Professional Development**

- Appropriate Multiple-Subject or Single-Subject Credential with CLAD or BCLAD certification.
- Ongoing district-sponsored professional development in Designated and Integrated ELD, and effective practices for newcomers, LTELs and ELs at-risk of becoming LTELs.
- For ELs with disabilities, a special education teacher should provide consultation to the Designated ELD teacher.

#### **B. Program Features of Newcomer Support**

Newcomer programs are located at specific middle school sites in CVUSD. They include the English Learner instructional program, but they also provide deeper and more intensive support in:

- Early level of language acquisition
- Carefully scaffolded content learning
- Cultural knowledge
- Social emotional learning and support

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

#### Program Components in Grades 6-8

In addition to the program components in the English Learner Program, the Newcomer Supports include these components:

1. A newcomer intake process conducted by community liaisons from the Family and Community Engagement Office (FACE)
2. Specialized Designated and Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.
3. When possible, primary language is leveraged:
  - To develop content knowledge and aid in the comprehension of English texts and classroom discussions.
  - To provide content area instruction in the primary language when resources are available, predominately at sites with the **Dual Language** or **Developmental Bilingual** programs.
4. Increased targeted scaffolding and differentiation including additional small group work, plus the use of language partners.
5. Counseling and other services to support newcomer students and families in the case of newcomer students who have experienced trauma.
6. Family engagement activities conducted by the FACE Office, and bilingual support staff to provide extra support.
7. Refugee students have an opportunity to participate in the CAL New and Refugee School Impact grant programs which provide after school programs for language development, counseling, ESL classes for parents, and physical well-being (through sports).

#### C. Features of Support for Long-Term English Learners (LTEL) and ELs At-Risk of Becoming LTELs

In addition to the English Learner Program, students At-Risk of becoming Long-Term English Learners and Long-Term English Learners also receive additional support to help them become reclassified as fluent English proficient.

1. Timely identification of At-Risk of Becoming a Long-Term English Learner or Long-Term EL status so that classroom teachers can provide targeted instruction to meet the unique needs of these students. Targeted strategies during ELD instruction include:
  - Focus on accelerating progress towards English proficiency with enriched English language development and literacy development instruction to address the language and literacy gaps that impede academic success for LTELs.

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## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

- Increased opportunities for active engagement, with a focus on oral and written language development.
2. Trimester meetings with key personnel (e.g., English Learner Facilitators, school counselors, classroom teachers, etc.) to set language acquisition and academic goals for improvement.
  3. Emphasis on student engagement that is encouraged through consistent instructional routines that hone in on structured speaking opportunities.
  4. Small group tutoring on the essential components of reading, spelling, grammar and academic vocabulary to create a broader understanding of the English language.

#### **D. Dual Language Two-Way Immersion Program**

The goal of the Dual Language Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, English Only (EO) students, Initial Fluent English Proficient (IFEP) students and reclassified ELs (RFEPs). Though this model is open to students of all language backgrounds, students who enroll in a Dual Language Program after first grade need to demonstrate a minimum level of competency in the target language to ensure they are successful with this model of instruction. Classes are composed of a balance of EOs, ELs/RFEPs and bilingual students. Content learning in both languages

facilitates language learning among the students as they engage in collaboration that values both languages equally.

The Dual Language Two-Way Immersion model offered in CVUSD is:

90-10 – 90% instruction in the target language, 10% in English, in kindergarten. Each year increases, reaching 50% in the target language and 50% in English by 5<sup>th</sup> grade. This model is offered in Gr TK-8<sup>th</sup> grade.

#### **Program Features of Dual Language Two-Way Immersion Program**

##### **Students Served and Exit Information**

1. ELs of any proficiency level, including newcomers and students with disabilities, EO, IFEP, and RFEP students may participate in the program. Note that for students with certain disabilities, such as language processing disabilities, special support may be necessary in order for the **Dual Language Program** to be successful.
2. After the end of first grade, students who enroll in a **Dual Language Program** should demonstrate a minimum level of competency in the target language.
3. Since the **Dual Language Program** is built out through elementary and middle school, there is no “exit” apart from promotion. In the event that a family chooses to

# English Learner Master Plan

## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

discontinue their child's participation in the **Dual Language** instructional program, parents must be informed of the possible negative effects of a change in language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the English Learner Program.

4. Ideally, each class has a balance of ELs and non-ELs (approximately 50 percent of each group).
5. A clearly articulated TK-8<sup>th</sup> grade Dual Language Pathway with an opportunity to receive Pathway to Biliteracy awards is provided.
6. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) instruction is provided for all students.
7. Purposeful and strategic use of language and intentional leveraging of each language to support the development of both languages is highly-valued.

#### Staffing, Credentialing and Professional Development

In addition to the Staffing, Credentialing and Professional Development bullets for the **English Learner Program**, the **Dual Language Two-Way Immersion Model** should include these features:

- Appropriate Multiple Subject or Single Subject Credential with BCLAD certification (or CLAD certification when a teacher is instructing in English only)

- Ongoing district-sponsored professional development in Dual Language instruction.
- For students with disabilities, a special education teacher provides consultation to the Designated ELD and SLD teachers.

#### Family Information

- EL students are placed in the **English Learner Program** unless a family chooses **Dual Language** and students are then placed through the enrollment process in a **Dual Language** instructional program.

### E. Developmental Bilingual Program

The goal of the **Developmental Bilingual Program** is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for English learners who are native Spanish speakers to engage in collaboration that values both languages equally.

The **Developmental Bilingual Program** offered in CVUSD starts with 90% instruction in Spanish, 10% in English, in kindergarten. Each year the percentage of Spanish decreases and the percentage of English increases, reaching 50% in Spanish and 50% in English by 5<sup>th</sup> grade. This model is currently offered through 5<sup>th</sup> grade at two elementary sites.

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## CHAPTER 2: LANGUAGE ACQUISITION PROGRAMS

### IV. Instructional Programs Serving ELs

#### Students Served and Exit Information

- ELs of any proficiency level, including newcomers and students with disabilities may participate in the ***Developmental Bilingual*** program.
- After the end of first grade, students who enroll in a ***Developmental Bilingual Program*** should demonstrate a minimum level of competency in Spanish.
- Since the *Developmental Bilingual Program* is built out through elementary there is no “exit” apart from promotion. In the event that a family chooses to discontinue their child’s participation in the *Developmental Bilingual* instructional program, parents must be informed of the possible negative effects of a change in language programs from one year to the next, and ELs should be monitored to ensure their academic success during their transition to the English Learner Program.
- Each class has a balance of ELLs and non-ELLs (ideally 50 percent of each group).

#### Program Components

In addition to the Program Components of the English Learner Program, the ***Developmental Bilingual Program*** includes these features:

1. An articulated TK-8<sup>th</sup> gr Bilingual/Biliteracy pathway

2. Designated and Integrated ELD
3. Daily study focused on language development for all students in BOTH languages (amount of time in each language is dictated by grade level).

#### Staffing, Credentialing and Professional Development

In addition to the Staff, Credentialing and Professional Development from the English Learner Program, the ***Developmental Bilingual Program*** includes these features:

- Appropriate Multiple Subject or Single Subject Credential with BCLAD certification
- Ongoing District-sponsored or approved professional development in bilingual instruction

#### Family Information

- EL students who are native Spanish-speakers are placed in the English Learner Program unless a family chooses this instructional program and students are then placed through the enrollment process in a ***Developmental Bilingual Program***.
- Families meet with the teacher during parent conferences and use various data sources to:
  - Review program placement and progress
  - Set goals for meeting reclassification criteria and academic progress in both languages.



# English Learner Master Plan

## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### I. Introduction

Cajon Valley Union School District (CVUSD) is committed to promoting strong parent, family and community support for our programs. We strive to actively promote the development of parent and community leaders who can learn more about our educational system, become involved in the education of their children, and advocate effectively for English learners.

Our schools and classrooms are most effective when family and community stakeholders actively influence and contribute to the District mission of happy, healthy kids who are prepared to be full contributors and participants in the multilingual and multicultural society of the 21<sup>st</sup> century. In the case of English learner families and community leaders, this involvement is of particular importance because it helps immigrant and EL families experience ownership in an educational system that might be unfamiliar.

#### **A. Support Services for Parents**

Our staff fosters ongoing relationships with our parents. We provide resources and information in order to involve and engage parents in their students' education. Since Spanish, Arabic, and Chaldean are our dominant second languages, our support services staff provides highly competent bilingual/bicultural oral and written services, and interpretations and translations. In order to promote parents' better understanding of the educational system and the many ways to support their children's academic efforts, the District English Learner Advisory Committee (DELAC) at the district

level and English Learner Advisory Committee (ELAC) at the school site, district staff and Parent Liaisons present and facilitate committees and meetings that support parents.

Parents have access to various parenting educational programs and parent forums.

Examples include:

- Orientations are held to support 5th grade students transitioning to middle school and 8th grade students transitioning to high school
- Parent leadership skills development at ELAC and DELAC meetings

In alignment with Cajon Valley's Office of Family and Community Engagement (FACE), structures and practices to support EL family and community participation is:

- Clearly defined and well-advertised in a parent-friendly format, at both the site and district level
- Welcoming and culturally and linguistically responsive
- Proactive in providing a space for parents and families to both learn and contribute to:
  - the specific needs of ELS including all EL subgroups
  - the educational needs of all Cajon Valley students and subgroups
- Fully engage parents representing all EL subgroups in site-level and district-level governance structures, particularly within the School Site Council (SSC), District

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### **I. Introduction**

English Learner Advisory Committee (DELAC), site English Learner Advisory Committees (ELAC) and the district's LCAP committee.

- Ensure clear communication and connection between the parent governance structures at the site level and the parent governance structures at the district level.
- Be supported by dedicated family liaisons and resources at the site and District levels.



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## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### **II. District English Learner Advisory Committee (DELAC)**

The District English Learner Advisory Committee (DELAC) is composed of representatives from each site ELAC (English Learner Advisory Committee).

DELAC members meet on a regular basis during the school year to:

- Study best practices for EL education.
- Investigate and learn about topics related to best practices in EL education.
- Collect the concerns and feedback from site ELAC members.
- Keep the Site ELAC committees informed of EL-related issues and opportunities in order to positively impact EL education and EL-related expenditures in Cajon Valley Union.
- Advise the school district governing board on all of the following tasks:
  - Development of an LEA master plan, including policies including consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
  - Conducting a District-wide needs assessment on a school-by-school basis.
  - Establishment of district program, goals, and objectives for programs and services for ELs.
  - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Under the local control funding formula, Cajon Valley's DELAC must carry out specific responsibilities related to the LCAP and shall also review and comment on the development or annual update of the LCAP.
- The district provides training materials and training, planned in full consultations with committee members, to assist members in carrying out their legal advisory responsibilities.
- The consolidated application includes certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

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## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### III. Site English Learner Advisory Committee (ELAC)

California Education Code requires sites with more than 20 ELs to have a committee to ensure the input of EL families and guardians and to advise the School Site Council (SCC), particularly on EL matters relating to the School Plan for Student Achievement (SPSA). In CVUSD, this committee is known as the ELAC.

- A majority of the ELAC committee members must be parents/guardians of ELs or RFEPs and the percentage of EL parents/guardians shall be equal to or greater than the percentage of ELs at the site.
- Members are elected by parents/guardians of ELs present at the first meeting of the ELAC which must be advertised and convened by the site administrator by October 31st.
- The structure, roles and procedures of the ELACs are determined by the members of the ELACs with the assistance of the principal and SSC Chair.
- The ELAC is required to meet on a regular basis throughout the school year.
- All ELACs advertise their meetings to their school community. They provide agendas and meeting notes to attendees and members of the ELAC, SSC and Instructional Leadership.
- The ELAC is responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- The ELAC advises the principal and staff in the development of a site plan for ELs and submits the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
- The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

# English Learner Master Plan

## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### **IV. Family and Community Engagement Office (FACE)**

**FACE Office Mission:** The mission of the FACE Office is to provide opportunities for Cajon Valley schools and families to build meaningful and productive partnerships committed to student learning.

Their work is guided by the ***Dual-Capacity Building Framework for Family-School Partnerships***. This Framework provides a roadmap for conceptualizing, designing, and implementing all of their initiatives.

Five core values lie at the heart of everything the FACE Office focuses on. They believe:

- Every child has great potential.
- Every family wants the best for their children.
- Society is enriched by cultural diversity.
- Participation in our activities is always voluntary.
- Parents should be co-designers of our work because the problems in our community can and should be addressed using



# English Learner Master Plan

## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### V. Parent Involvement

There are many ways that parents/guardians are involved in their child's education. These six areas have proven to be successful:

1. **Parenting:** Families are the foundation for a child. They provide basic support for their health, growth and development. Schools assist by providing information to aid parents in better supporting developmental ages and stages from preschool through high school. Some district/school sponsored events that distribute information are:
  - Back-to-School and Open House Nights
  - District & Site sponsored parent trainings and workshops
  - School Site Councils
  - District & site English Learner Advisory Committees
  - Adult Education courses
  - District & site family events
  - Bi-monthly School Board meetings
2. **Communication:** Two-way communication is crucial for student success. Communication from the school or district to parents and from parents to the school and or district. Providing the communication in primary languages when 15% or more of a school's student population speaks the same language is required of all of our school sites.
3. **Volunteering:** Both the district and sites provide opportunities for parents and the community to volunteer. Some activities are:
  - Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)
  - School-wide functions
  - Classroom volunteering
  - Event planning
4. **Learning at Home:** Parents provide the time and a location for students to focus on their learning. Districts provide guidance and materials needed for learning. Parents monitor the learning and provide feedback to their child or classroom teacher. Activities that encourage learning at home:
  - Homework/reading logs
  - Family Literacy, Math & Science Nights
  - Student led parent-teacher conferences
5. **Decision Making and Advocacy:** Educators and parents work as a team when developing educational opportunities for the students of the district. Educational decision making occurs in many ways, but formally in committees such as: LCAP, DELAC, ELAC, SSC and other specific committees.

# English Learner Master Plan

## CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

### **V. Parent Involvement**

#### **6. Relationship Building/Collaborating with the Community:**

Establishing a welcoming school environment, celebration events and activities create positive relationships among and between families and school staff, as well as our community. Cajon Valley Union continues to build strong collaborative relationships with its families and the community at large.

# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

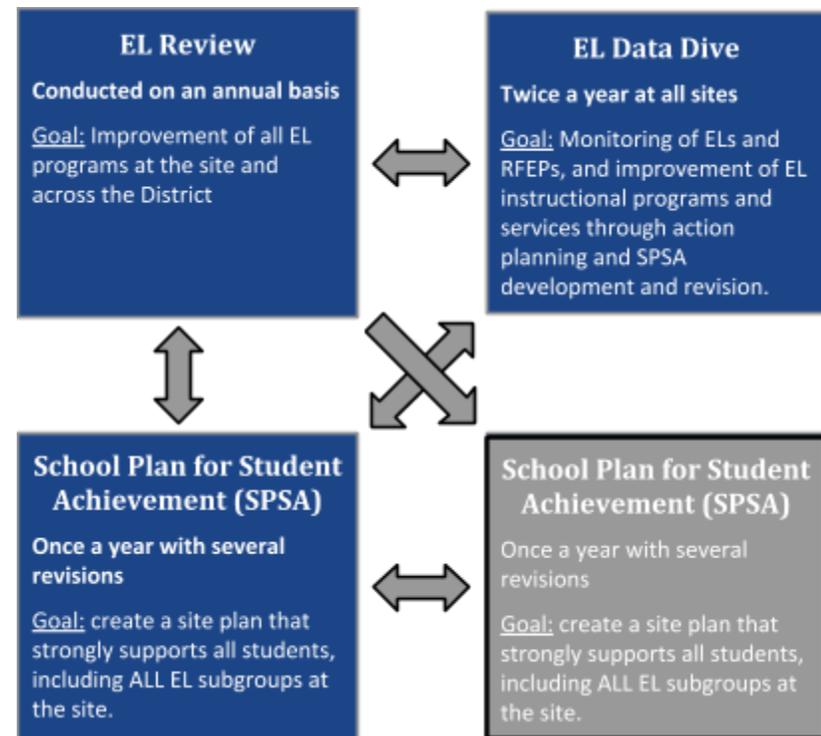
### I. Four Structures for Reflection and Improvement

Four main structures support our continuous improvement of services to ELs:

1. EL Review
2. EL Data Dive
3. School Plan for Student Achievement (SPSA)
4. District EL Review

Rather than existing in isolation, these four structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the EL Review and the EL Data Dive, provide critical recommendations that allow the third, the SPSA, to fully support robust and effective EL services at the site level. The fourth structure, the District EL Review, collects and analyzes data, including recommendations from the site EL Reviews, EL Data Dives and SPSAs, and synthesizes them into an annual report to drive improvements in EL programs and services.

It is important to note that while these structures are tied to the district level, the first three occur at the site level. We believe that the best outcomes for ELs occur at the site level with support from the district level.



# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

### I. Four Structures for Reflection and Improvement

#### A. The EL Review

The EL review is a site-based process facilitated by the site Principal to gather data about implementation of EL instruction and services at a site and create action plans based on the data. EL reviews will occur at both high EL count sites (30% or more) and lower EL count sites (less than 30%). The frequency of these reviews varies and is often part of a more sustained collaboration with the District EL Program Office.

<b>Site EL Review Goal</b>	Support improvement of EL services at the site and across the District through a process of reflection and planning facilitated by the District EL Office.
<b>EL Review Site Selection</b>	Scenario: By request of school, EL Program Office, or District Superintendent based on data analysis.
<b>Before the EL Review: Data Analysis</b>	<ul style="list-style-type: none"> <li>● Reclassification Rates</li> <li>● CA State Dashboard – English Language Progress Indicator (ELPI) results</li> <li>● SPSA data analysis</li> <li>● EL Professional Learning participation</li> <li>● EL Academic review (CAASPP, Lexile, writing assessments, etc.)</li> <li>● MS: occurrence of grades of D or F in any core subject area</li> </ul>

<b>During EL Review</b>	Data collection using selected instruments, including: <ul style="list-style-type: none"> <li>● Interviews and focus groups with students, family and staff</li> <li>● Classroom observation of Designated and Integrated ELD</li> </ul>
<b>After ELL Review</b>	<ol style="list-style-type: none"> <li>1. Presentation of data, root cause analysis, and action planning with identification of EL Program Office support and SPSA revision.</li> <li>2. Follow-up through EL Program Office.</li> </ol>
<b>Participants</b>	<ul style="list-style-type: none"> <li>● District Office EL Team</li> <li>● Site EL Team</li> <li>● SCC</li> <li>● Parents</li> <li>● Teachers</li> <li>● Students</li> </ul>

# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

### I. Four Structures for Reflection and Improvement

#### B. The EL Data Dive

The EL Data Dive is a twice-yearly analysis of key data points to monitor EL instructional programming, EL resource allocation and EL and RFEP academic progress. The EL Data Dive should result in an action plan to enhance the core instructional program for ELs. This action plan, similar to the EL Review, drives changes and refinements to the school's SPSA.

<b>EL Data Dive Goals</b>	<ul style="list-style-type: none"><li>● Ensure effective implementation of instructional programs for ELs at the site.</li><li>● Improve programs and services to ELs and RFEPs at the site.</li><li>● Ensure that the SPSA explicitly reflects the needs of ELs and RFEPs.</li></ul>
<b>Specific Activities related to the EL Data Dive</b>	<ul style="list-style-type: none"><li>● Monitor progress of all ELs, with special attention to Newcomers, LTELs and students who are at risk of becoming LTELs.</li><li>● Monitor progress of RFEPs for four years following reclassification.</li><li>● Monitor core instructional program implementation (e.g. English Learner Program, Dual Immersion, etc.) and it's efficacy for ELs and make recommendations for changes and refinements to the site's SPSA.</li><li>● Provide information from points 1-4 to the ELAC and School Site Council.</li></ul>
<b>Participants</b>	The team should have at least four members and must include the following: <ul style="list-style-type: none"><li>● Site administrator</li><li>● At least one teacher with a high EL count class roster</li><li>● Site EL Facilitator</li></ul>
<b>High Value Data Sources</b>	<ul style="list-style-type: none"><li>● Reclassification Rates</li><li>● CA State Dashboard - English Language Progress Indicator (ELPI) results</li><li>● SPSA data analysis</li><li>● EL Academic review (CAASPP, Lexile, writing assessments, etc.)</li><li>● MS: occurrence of grades of D or F in any core subject area</li></ul>
<b>Frequency</b>	At least a year to inform the review, drafting and revision of the SPSA. More frequent EL Data Dives are a powerful tool to help monitor progress and inform programs and instruction.

# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

### I. Four Structures for Reflection and Improvement

#### C. The School Plan for Student Achievement (SPSA)

ELs attend every school in the district. Since the SPSA is the plan for the school as a whole it must include specific attention to the needs of ELs and all EL subgroups. In the following table, the SPSA process is outlined with steps on the left and specific questions to consider with an EL lens, along with relevant data sources and key stakeholders.

Note that the review of the SPSA should happen multiple times during the year, with support from district-level leadership and including meaningful input from ELACs. An Ed Services Director will review and confirm that the SPSA review process incorporates the needs of ELs and that the SPSA was revised according to the EL site review and in alignment with the District EL Review

SPSA Step	Inquiry Questions to Bring an EL Lens to each Step
<p><b>Begin with key data sources. Work with the SSC, ELAC, and other school stakeholders to identify areas of growth and areas where goals were not met. Review current SPSA priorities and determine whether you should continue to focus on these areas or if you should shift to new priorities. For each of the three priorities you choose, examine current strengths, challenges, and root causes.</b></p> <p><b>For each priority, revisit your existing goal or craft a new goal. Also review the major strategies from your existing plan and identify which practice from your previous year’s plan have been implemented and which have not.</b></p> <p><b>For practices that are in place, assess how effective each practice seems to be, bearing in mind that some practices may take several years to yield measurable results. For practices that are not in place, identify the barriers that prevented their implementation (e.g., funding, staffing, change in priorities, etc.).</b></p>	<p><b>1A.</b> What does the EL data tell you, when you consider:</p> <ul style="list-style-type: none"> <li>● EL Data Dive data analysis and recommendations</li> <li>● EL-related dashboards, including:               <ul style="list-style-type: none"> <li>○ Reclassification rates</li> <li>○ CA State Dashboard ELPI results</li> <li>○ Academic performance levels</li> <li>○ Local measurements</li> </ul> </li> </ul> <p><b>1B.</b> As you look at each priority, ask what the data tells you about ELs. Do any of the priorities need revising in order to include ELs at your site in a more explicit way?</p> <p><b>1C.</b> Are the program components of the EL Program and other instructional programs at your site (e.g., Dual Language, Developmental Bilingual) being fully implemented?</p> <p><b>1D.</b> Did any of the practices address EL and EL subgroup needs in an effective way? How can practices be refined with an EL lens?</p>

# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

### I. Four Structures for Reflection and Improvement

<b>SPSA Step</b>	<b>Inquiry Questions to Bring an EL Lens to each Step</b>
<b>Determine which practices should continue into the coming year and, where necessary, identify new practices to meet your goals. If needed, identify new major improvement priorities and/or new strategies and practices.</b>	<b>2A.</b> Do any of the goals, strategies, or practices need to be revised to address the needs of ELs and EL subgroups explicitly? <b>2B.</b> What are the highest value components of the English Learner Program you might focus on?
<b>Based on your budget for the coming year, prioritize your practices and determine which you will fund. Work with your SSC to determine how Title II funds will be spent. Also work with your SSC and ELAC to identify how LCFF supplemental and concentration funds will be spent.</b>	<b>3A.</b> Do a significant number of actions and budget items specifically use LCFF unrestricted, supplemental or concentration funds to address LCAP goals that focus on ELs? <b>3B.</b> Has your ELAC committee been afforded adequate opportunities to review the SPSA budget and give feedback about how the LCFF funds are being used?

# English Learner Master Plan

## CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

### I. Four Structures for Reflection and Improvement

#### D. The District EL Review

The District EL Review is a central office annual review that analyzes data and implementation to highlight strengths and concerns and plan needed improvements in EL services and programs. The District EL Review provides reporting on LTEL and reclassification numbers, longitudinal data for EL achievement on state tests and District progress on meeting LCAP goals related to ELs.

<b>District EL Review Goals</b>	Support improvement of EL services across the District through a centrally supported analysis of a data trends and the publishing of an Annual EL Roadmap Report
<b>Data sets to be analyzed</b>	A District-level analysis of: <ul style="list-style-type: none"><li>● LCAP Goals, Strategies and Measurable Outcomes</li><li>● Trends in SPSA goals and metrics</li><li>● EL-related dashboards, including:<ul style="list-style-type: none"><li>○ Reclassification Rates</li><li>○ EL Progress Indicator (state dashboard)</li><li>○ Number of LTEL and AR-LTEL</li></ul></li></ul>
<b>Analysis</b>	<ul style="list-style-type: none"><li>● Interpretation of data, root cause analysis, and action planning with identification of centrally-provided resources to support improvement</li><li>● Presentation of data and proposed action to DELAC and Governing Board</li></ul>
<b>Frequency</b>	Once a year
<b>Participants</b>	<ol style="list-style-type: none"><li>1. District English Learner Program Office Director and EL Facilitators</li><li>2. Assistant Superintendent of Educational Services</li><li>3. Representation from area principals</li><li>4. FACE leadership and staff</li></ol>