

Master Plan for English Learners

Acknowledgements

The Konocti Unified *Master Plan for English Learners* was developed through the dedicated effort and collaboration of the English Learner Programs Coordinator, Site EL Coordinators, the Education Services Division, district teachers, administrators, academic coaches, support staff, and parents.

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Introduction

The major goals of the State Program for English Learners are to “develop English Learners’ proficiency in English and in the district’s core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e. alternative program) with curriculum designed for such students.” English Learners are ultimately reclassified as Fluent English Proficient (FEP) after meeting established criteria to ensure that these students “have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district’s average native English-language speakers.”

Our *Master Plan for English Learners* is tied to and based on:

- Federal and State laws and regulations
- District policies, vision and beliefs
- District Local Control Accountability Plan
- California Common Core State Standards, the California ELD standards, and the ELA/ELD Framework
- Research-informed, proven instructional practices

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Identification, Assessment, Classification, Parent Notification and Program Placement

The district properly identifies and assesses all students who have a primary language other than English. Parents are notified of initial identification, initial placement and program options.

All English Learners are placed in English- language classrooms unless a Parental Exception Waiver has been granted for an alternative program. Based on district criteria of reasonable fluency, English Learners are placed in Structured English Immersion (SEI), in English-Language Mainstream (ELM) program settings.

Initial Identification, Assessment, Classification and Parent Notification

Home Language Survey (HLS)

At the time of initial enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign and date a [Home Language Survey](#) for each of their school-aged children as part of the District's enrollment procedure at the school site. The HLS remains on file for each of the district's students (including Migrant, Special Education, and Alternative Education enrollees). This information will assist schools in providing appropriate instruction for all students.

If the responses to the questions on the HLS are all "English," the student does not require assessment for language proficiency. The student is identified as English Only (EO) and placed in an English mainstream program. However, if the HLS indicates a language other than English on questions 1, 2, or 3 or if it is believed through observation that the student speaks another language in addition to English, the student is a potential EL (identified TBD or To Be Determined). The student must be assessed in English language skills on the CELDT within 30 calendar days of initial enrollment to determine if in fact the student is EL or Fluent English Proficient. (The 4th question on the HLS provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but it does not mandate assessment.)

Assessment

A state-approved assessment instrument, the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC), is currently administered to determine English language proficiency skills. A preliminary unofficial score will be calculated at the school site for the purposes of placement and program options. The CELDT/ELPAC results are also forwarded for official scoring by the test publisher, Educational Data Systems. These official results

override the informal scoring in those cases where the scores differ.

Initial Assessment and Parent Notification of Language Learners

Initial assessment for potential ELs will take place within 30 calendar days of enrollment, and can occur at any time during the school year. Students who score Fluent English Proficient on their initial CELDT test are classified as Initially Fluent English Proficient (I-FEP), according to the State Board of Education approved criteria. No further testing is necessary for a student identified as I-FEP. These students will be placed in the school’s mainstream English setting. Students who do not meet I-FEP criteria will be classified as English Learners (EL).

Initially Fluent English Proficient (I-FEP) Criteria			
Grades TK-1		Grades 2-12	
CATEGORY	CRITERIA	CATEGORY	CRITERIA
ELPAC Overall	Moderately developed to well developed	ELPAC Overall	Moderately developed to well developed
ELPAC Listening	Moderately developed to well developed	ELPAC Listening	Moderately developed to well developed
ELPAC Speaking	Moderately developed to well developed	ELPAC Speaking	Moderately developed to well developed
ELPAC Reading	Any score	ELPAC Reading	Moderately developed to well developed
ELPAC Writing	Any score	ELPAC Writing	Moderately developed to well developed

Parents/guardians of English Learners are notified not later than 30 days after the beginning of the school year (or within 30 days of enrollment) of their child’s initial English Language proficiency assessment results, their child’s language designation, English proficiency level, program placement, program options, exit criteria, and for English Learners on IEPs, how current program will meet objectives of IEP. All of this information is communicated in the [Initial Parent Notification Letter](#).

Program Placement

Konocti Unified School District uses different program models to serve students who are English Learners. Placements of English Learners are based upon provisions of Proposition 58. Parental involvement in decisions regarding the education of their children is required and critical to the student’s academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Choices of Instructional Programs

Upon initial enrollment, school sites place the EL in the most appropriate instructional setting based on CELDT and primary language assessment results. Written descriptions of Program Options are available for parent review. The site principal or designee can meet with the parent(s)/legal guardians to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement settings are:

I. Structured English Immersion:

This program provides instruction for all subjects in English for ELs with **less than reasonable fluency** in English. The instruction is nearly all in English. Teachers will combine specially designed academic instruction in English. A strong, structured, sequential designated English Language Development (ELD) program complement the Structured English Immersion instruction.

II. English Language Mainstream:

This program, designed for ELs with **reasonable fluency**, provides all instruction in English with additional and appropriate services as needed. This program can also complement designated ELD.

III. Alternative Program:

Under proposition 58, when 30 parents or more make a request, the district will look to take the necessary steps to implement an Alternative Program. The Alternative Program will be based on sound educational theory, implemented effectively with resources for personnel, instructional materials, and space, and proven effective

Annual Assessment and Parent Notification for Language Learners

Each English Learner is annually assessed for English language development and academic progress.

English language proficiency of all currently-enrolled English Learners is assessed by administering the annual CELDT test. The CELDT will become the ELPAC test in the spring of 2018.

Parents/guardians of English Learners are notified not later than 30 days after the beginning of the school year of their child's annual English Language proficiency assessment results and academic assessment results, their child's language designation, English proficiency level, program placement, program options, exit criteria, and for English Learners on IEPs, how current program will meet objectives of IEP. All of this information is communicated in the [Annual Parent Notification Letter](#).

Notification of Official CELDT Scores

Within 30 days of receiving official CELDT scores from the contractor, EL Coordinators will send parents a copy of their child's scores along with one of three letters, based on the student's CELDT/ELPAC score:

- ***Annual Notification of CELDT Progress for EL Students*** if the test results indicate that the child is still an English Learner.
- ***Annual Notification of CELDT Progress for R-FEP candidates*** if CELDT/ELPAC data indicate that the child is a potential candidate for reclassification
- ***Notification of CELDT proficiency for I-FEP*** if CELDT/ELPAC data indicates that the child scored Fluent English Proficient on their initial assessment of CELDT/ELPAC

Copies of all parent notifications are placed in the red EL folder in students cum files.

Summary of Roles & Responsibilities

<u>Description of Responsibilities</u>	<u>Responsible Person</u>	<u>By When?</u>
Initial Identification		
Completion of Home Language Survey (HLS) at time of initial enrollment;	Welcome Center	Upon enrollment
HLS information input in Aeries and form filed in the cum folder;	Welcome Center	Upon enrollment
EL Coordinator informed if a language other than English is indicated	Site Secretary / welcome center	Upon enrollment
Student identified as EL or TBD based on HLS	Site Secretary / welcome center	Upon enrollment
Assessment		
Initial Assessment of English Proficiency using CELDT	EL Coordinator	Within 1 st 30 days of enrollment
Classification of student as EL or I-FEP based on Initial Assessment results	Site ELD team and EL coordinator	Within 1 st 30 days of enrollment
Classification of student updated in Aeries from TBD to either EL or I-FEP	EL coordinator	Within 1 st 30 days of enrollment
Annual Assessment of English Proficiency using CELDT or ELPAC	ELD teachers, instructional coaches, CELDT trainers	Within annual testing window
Parent Notification		
Parent Notification of Initial Assessment and placement	EL Coordinator	Within 1 st 30 days of enrollment
Parent Notification of Official Scores	EL Coordinator	Within 1 st 30 days of receipt from contractor

Instructional Programs

EL- 2

Konocti Unified School District provides instructional services to English Learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum.

Instructional Programs

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I. Structured English Immersion (SEI)

The Structured English Immersion Program, for students with “less than reasonable fluency,” is described in CA Ed. Code Sections 300-340. It is an English language acquisition process in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects “overwhelmingly,” but may not be exclusively, in English. Teachers and aides may use the student’s primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the SEI Program is for EL students to develop a reasonable level of proficiency in English, while providing access to the core content. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects as required.

Setting	Eligible Students	Program Elements	Staffing
Structured English Immersion (SEI)	English Learners <ul style="list-style-type: none"> • CELDT Level I (Beginning) • CELDT Level II (Early Intermediate) • CELDT Level III (Intermediate) 	<ul style="list-style-type: none"> • Explicit Designated ELD Daily: 30 minutes or more with standards-based ELD text and materials; students are leveled by CELDT level with no more than 2 levels per group; progress through ELD Standards monitored by teacher • Integrated ELD: Language development embedded into core instruction to promote the simultaneous development of content knowledge and language • Access to core: Differentiated instruction in core classes with specially designed academic instruction in English (SDAIE) strategies and materials • Primary Language support (if available) in core content areas to motivate, clarify, direct, support, explain 	BCLAD, CLAD, or equivalent (Primary language support provided by BCLAD or bilingual instructional assistant.)

II. English Language Mainstream (ELM)

English Learners who have attained reasonable fluency, who are not participating in an alternative program or whose parents requested to move from an SEI program are to be placed in an English Language Mainstream Program. Parents of English Learners can request that their students be placed in a mainstream program at any time. The term “Mainstream” refers to the fact that these students have an instructional program that is entirely in English (Primary language support in academic areas is provided where necessary.) Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program. Mainstreamed EL students require careful monitoring and attention to their progress towards reclassification.

Setting	Eligible Students	Program Elements	Staffing
English Language Mainstream Setting (ELM)	English Learners <ul style="list-style-type: none"> • CELDT Level III (over midrange) • CELDT Level IV (Early Advanced) • CELDT Level V (Advanced) 	<ul style="list-style-type: none"> • Explicit Designated ELD Daily: 30 minutes or more with standards-based ELD text and materials; students are leveled by CELDT level with no more than 2 levels per group; progress through ELD Standards monitored by teacher • Integrated ELD: Language development embedded into core instruction to promote the simultaneous development of content knowledge and language • Access to core: Differentiated instruction in core classes with specially designed academic instruction in English(SDAIE) strategies and materials • Primary Language support minimal, as needed 	BCLAD, CLAD, or equivalent (Primary language support provided by BCLAD or bilingual instructional assistant.)

Setting	Eligible Students	Program Elements	Staffing
Foreign Language	<p>English Learners All CELDT or ELD proficiency levels</p> <p>Native Spanish speakers</p> <p>English only speakers</p>	<ul style="list-style-type: none"> • Explicit Designated ELD Daily: 30 minutes or more with standards-based ELD text and materials; students are leveled by CELDT level with no more than 2 levels per group or deployed using the Language Buddy model; progress through ELD Standards monitored by teacher • Integrated ELD: Language development embedded into core instruction in English to promote the simultaneous development of content knowledge and language • Access to core: Differentiated instruction in core classes with specially designed academic instruction in English and Spanish (SDAIE) strategies and materials • Primary Language Instruction: Instruction 30 minutes daily in their native language 	BCLAD or equivalent

Other Alternative Programs and Future World Language Programs

At any time when there are 30 or more parents, the district I will look to take the necessary steps for implement of an Alternative Program. The Alternative Program will be based on sound educational theory, implemented effectively with resources for personnel, instructional materials, and space, and proven effective.

English Language Development

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English (listening, speaking, reading and writing) as rapidly and as effectively as possible. ELD lessons are differentiated to be appropriate for ELs’ varying identified levels of language proficiency and to assist ELs in acquiring the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

ELD Standards

The [California English Language Development Standards](#) describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level, with the highest level, bridging, being aligned to the California’s Common Core State Standards for English Language Arts, Literacy in History / Social Studies, Science, and Technical Subjects (CCSS). The ELD Standards address skills ELs must acquire to enable them to become fluent English proficient. The ELD Standards are designed to be used

in tandem with the CCCSS to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the CCCSS.

The ELD Standards integrate listening, speaking, reading, and writing through three Modes of Communication:

- Collaborative (engagement in dialogue with others)
- Interpretive (comprehension and analysis of written and spoken texts)
- Productive (creation of oral presentations and written texts)

And two dimensions of Knowledge of Language:

- Metalinguistic Awareness: (The extent of language awareness and self-monitoring students have at the level)
- Accuracy of Production: (The extent of accuracy in production ELs can be expected to exhibit at the level)

Integrated ELD

ELD is a necessary component of comprehensive instructional program for English Learners that fulfills the dual responsibility to ensure that all ELs have full access to grade level curriculum while simultaneously developing English necessary for success with academic tasks. All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the California Common Core State Standards and other content standards to support ELs' linguistic and academic progress. Lesson plans and lessons reflect which ELD standards and strategies are being emphasized with the content being covered to

- ☐ Provide multiple opportunities for ELs to engage in activities where they listen to, read, analyze, interpret, discuss and create a variety of literary and informational text types.
- Support ELs to “unpack” meanings in the written and oral texts they encounter in different content areas in order to better comprehend them
- ☐ Support ELs to make informed choices about how to use oral and written English powerfully and appropriately, based on discipline, topic, purpose, audience and task. *(From Chapter 2 of the ELA/ELD Framework)*

Designated ELD

English Language Development must be a planned, explicit, systematic part of the daily program for every English Learner student; indeed, the law requires that each EL receive English Language Development instruction as part of his/her core curriculum. There is no maximum amount of time for a student's ELD. *(However, our district highly recommends that each EL receive a minimum of 30 minutes of Designated ELD per day, or at least 150 minutes per week, in addition to Integrated ELD embedded into core content instruction).*

Instructional Materials

State-adopted standard based curriculum used by K -8 ELD staff is the Pearson ELD 2010 instructional materials. The elementary use the following supplemental instructional materials:

ELD National Geographic by Cengage, 2017

Guided levelled Readers by Scholastic

ELD Collections by Pearson, 2017

High school uses Edge (9-12), all published by Hampton Brown, 2014. These materials are the ELD curriculum currently used throughout Konocti Unified. High school teachers also use the following supplemental instructional materials:

ELD *Collections* by Pearson, 2017
Side by Side, 3rd edition, levels 1, 2, 3 and 4, 2001, Pearson

Other supplementary materials include print, audio, visual, graphic, and electronic online resources, as well as teacher created SDAI specific materials.

Placement and Grouping for Designated ELD

The recommended instructional delivery model in Konocti for Designated ELD is to group ELs by their English language proficiency levels. It is recommended that students be grouped by no more than 2 proficiency levels, according to the five CELDT levels, or that students be grouped by the new ELD standards proficiency levels (Emerging, Expanding, and Bridging). Long Term ELs may be grouped together even if they span more than 2 levels, if data shows, for example, that Long Term Intermediate ELs are more like their Long Term Advanced peers than their Early Intermediate peers.

Student placement at a given ELD level or course is based on initial assessment scores on the CELDT for new students, annual CELDT, ELD assessments and other local assessments and teacher recommendations for returning students.

Designated ELD classes are flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the proficiency level standards are promoted to the next level until they meet the criteria to exit the program. Students may need to repeat a level until they meet requirements for transition to the next level. Master schedules allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester/trimester or course in order to move levels. Change in ELD classes will be based on their language development progress, classroom performance, standardized assessments, and teacher recommendation.

Accessing the Core Curriculum in Content Areas

It is essential that English Learners access well-articulated, standards-based core curriculum instruction. In Structured English Immersion and Mainstream settings, this core instruction in all subjects is taught overwhelmingly in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as appropriate to further motivate, clarify, direct, support and explain.

What is SDAIE?

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for English Learners to access the same core curriculum as that of English only students;
- Language-sensitive and culture-sensitive content instruction;
- Delivered through comprehensible language;
- Making accommodations in the learning environment so more students are able to access the content;
- An ideal place to use oral language for communication;
- Good content instruction when the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on enduring understanding;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development.
- Built on language modifications such as pause time, questioning, pacing, and highlighting;

Key Features of SDAIE

In effective SDAIE classrooms, principals and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- modeling
- scaffolding
- contextualizing
- developing metacognition
- checking for comprehension
- monitoring/assessing
- questioning
- adjusting speaking pace
- interactive student groupings

Long Term ELs

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regards to the student’s educational history, in order to determine if the student’s performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student’s number of years in U.S. schools
 - ☐ The quality and consistency of ELD instruction the student has had

- The consistency of the student’s instructional program

Newly arrived ELs

These students may or may not have had some exposure to the formal study of English. The typical placement might be in the elementary or in the high school newcomer program.

At the elementary level, students receive sheltered immersion instruction during their core class time as well as designation ELD.

- ☐ Students may further receive primary language support by the BCLAD teacher or by the bilingual instructional assistance.
- ☐ Student may further receive another designated block of time (usually 30 – 40 minutes) of targeted English language instruction.

Secondary students in both Newcomer groups will need the following:

- ☐ Year-long leveled ELD for 1 -2 blocks.
- ☐ Year-long language arts class for 1-2 blocks, with primary language support via the bilingual assistant.
- ☐ Access to Primary Language Literacy, through the Spanish for Spanish elective courses.
- ☐ Electives that are less language dependent

Provisions for Special Education Students

This Master Plan guides the teaching of all English Learners in the district, including those with Individual Education Plans. The Individualized Education Plan (IEP) team determines placement of each Special Education student, regardless of the student's language proficiency. Instructional decisions related to the student's language acquisition status must be completely individualized and described in the IEP. When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. Bilingual Instructional. English Learner students being served through a Special Day Class setting may receive ELD instruction from the Special Day Class teacher or another setting.

Monitoring Student Progress

EL-4

Konocti monitors English Learners' progress toward meeting English Language Proficiency and academic grade level standards. Interventions are provided to support students' progress toward academic success.

Monitoring English Learners' Progress

English Learners' progress through the English Language Development standards and CCCSS standards is monitored on an ongoing basis. In addition to the California English Language Development Test (CELDT), each English Learner completes regular assessments in ELD at the site level to demonstrate progress in language proficiency.

State-wide Assessment of Language Progress and Proficiency

California English Language Development Test (CELDT) or the English Language Proficiency Assessment of California (ELPAC) data is used as an annual measurement of student progress in language proficiency. English Learners' current sub-scores in listening, speaking, reading and writing, as well as longitudinal data on overall scores are provided on data reports to sites and individual teachers in the beginning of the school year, and upon receipt of official CELDT scores in the winter. Teachers may also access CELDT or ELPAC scores through the Aeries database or Datawise.

ELD Progress Monitoring

- ☐ Teachers monitor progress annually using the common district assessments, grades and teacher input.
- ☐ The classroom teacher and ELD teachers also regarding assess EL students using the tools in the core curriculum, *National Geographic, Collections, Renaissance, and Scholastic Reading Inventory*.
- ☐ The parent conferences can be used by classroom teachers to help parents and families understand the expected progress of our English learners, their student's progress toward reclassification, and the danger of becoming a long term English learner (LTEL).

Intervention for Long Term ELs or ELs at Risk of Becoming Long Term

Long Term English Learners are defined as ELs who have been enrolled in US schools for six or more years and who have not yet met the reclassification criteria. Students at risk of becoming Long Term English Learners include ELs who have not made yearly progress on CELDT for more than one year at any time during their schooling.

These English Learners who are not meeting expected proficiency growth in English, or who are sustaining deficits in content areas are identified and monitored throughout the year. They may be recommended for interventions, which are administered through our district's Response to Instruction and Intervention (RtI) model.

Monitoring and Supporting Long Term ELs

Long Term English Learners (Long Term ELs) are identified each year using queries from the Aeries data system. Spreadsheets of identified students include current CELDT or ELPAC and academic achievement data, such as CAASPP or High School entrance exam results. Teachers may also refer struggling EL students who are not identified Long Term EL for intervention.

Reclassification

EL-5

An English Learner is reclassified from English Learner to proficient in English by using a process and criteria that include, but are not limited to:

- a) Assessment of English-language proficiency on the annual state exam.
- b) Assessment of English-language development on the annual state development exam. ELAP)
- c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
- d) Opportunity for parent opinion and consultation

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English, be reclassified as Fluent English Proficient (R- FEP). Konocti Unified School District recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Readiness is determined through a variety of multiple measures including: 1) teacher evaluation of the student’s classroom performance, 2) objective assessment of the student’s English language proficiency (CELDT), 3) core content achievement as measured by the California Standards Tests (CST) and 4) Parent approval.

Reclassification Criteria

Reclassification Criteria

The State Board of Education’s Reclassification Guidelines serve as the foundation for Konocti Unified School District’s reclassification criteria. The goal is to have English Learners achieving at the level of Native English Speakers. Minimum scores required for each of the reclassification criteria are:

Grades K-2: CELDT results, district benchmark assessments, teacher evaluation, parent consultation, and other locally available assessment results.

Grades 3-12: CELDT results, CST/CMA results, district benchmarks assessments/grades, teacher evaluation, parent consultation, and other locally available assessment results.

Evaluation	CELDT/ELPAC Minimum Scores	CAASSP Min Score	Local Measure	Teacher
CELDT/ELPAC (K -12) CAASPP Teacher confirmation Local Measure	Level 4 or 5 (early advanced or advanced)	Score of 2 or higher	K -2 Probable Reader 3 – 7 Within one grade equivalent level	Teacher confirmation
CELDT/ELPAC (K -12) CAASPP Teacher confirmation Local Measure	Level 3 (scored at mid-range or higher)	Level 3 or higher	K -2 Probable Reader 3 – 7 Within one grade equivalent level	Teacher confirmation

Reclassification Process

District and school personnel follow specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

1. Students meeting the criteria are recommended for reclassification. The EL coordinator or school site may make the recommendation.
2. The person making the recommendation confirms the student met the necessary criteria.
3. Consideration is given to teacher evaluation, which may include writing samples and/or other data to justify a recommendation for or against reclassification.
4. Parent consultation is essential. When data confirms that the EL has met reclassification criteria and is thus eligible for reclassification, the EL Coordinator contacts the parents. The parents are informed that their child is eligible and are invited to discuss their child's reclassification. Translation services are available.
5. The principal verifies the reclassification.
6. The EL Coordinator is noted in the Aeries student client server.
7. Immediately after the student is reclassified, sites are notified, and a new schedule is issued.
8. R-FEPs are monitored formally by the site collaborative teams at least 2-3 times a year during the designated collaborative dates and times.

R-FEP Monitoring

EL Coordinators facilitate the completion the [R-FEP Monitoring Form](#), two times per year at the end of grading periods. The *R-FEP Monitoring Form* compiles the R-FEP's current academic data so that the EL Coordinator and classroom teachers can monitor the progress of their site's R-FEPs and intervene if the R-FEP is not succeeding academically. Each R-FEP is monitored for a minimum of 24 months following reclassification.

Provisions for Special Education

Assessment of ELP, using an objective assessment, including but not limited to the CELDT or ELPAC, is one of the four criteria in state law per EC Section 313 (f) to be used by LEAs in determining whether or not English learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purpose

The IEP team can use results from an alternative assessment or the CELDT/EPLAC with modifications in conjunction with other required criteria – teacher evaluation, parent opinion, other basic skills assessments). The modified test and/or modified criterion can be considered for reclassification.

The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification criteria that allow the student to make maximum progress given the students' capabilities.

Program Effectiveness / Evaluation and Accountability

EL-6

The district implements a process and criteria to determine the effectiveness of programs for ELs, including:

A means to evaluate how programs for ELs produce, within a reasonable period of time:

- a) English language proficiency comparable to that of average native speakers of English in the district
- b) Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

An ongoing mechanism for using the procedures above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

Evaluation Design and Goals

The district will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are structured around several goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Master Plan for English Learners	<ul style="list-style-type: none">• Are procedures and protocols consistently implemented to ensure accurate identification, assessment, and classification of students?• Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?• To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff?
2. All English Learners will master the English language as efficiently and effectively as possible.	<ul style="list-style-type: none">• Do English Learners meet the state's annual achievement and progress indicators?• Are another 5-10% of our ELs advancing each year on English language proficiency as measured by the annual state English Language Progress Metric?• Are 5% more of the ELs becoming proficient on the annual state language arts each year?
3. English Learners will have full access to the core curriculum	<ul style="list-style-type: none">• Do Master Schedules allow for full access to core instruction?• Are English Learners given full access to core instruction?• Are English Learners receiving daily leveled ELD instruction?

Program Implementation and Monitoring

In order to ensure that English Learners are receiving a program of instruction in accord with parent choice and district design, Konocti Unified School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. District staff will train all school principals in the following areas:

- ELD curriculum, monitoring, assessments and instruction
- SDAIE strategies and monitoring
- Differentiated instruction and assessing
- District designs for designated ELD, SEI, Mainstream, and Alternative Bilingual programs

School principals and/or designees perform regular observations of all classes which include English Learners. These observations are conducted with the use of a checklist to ensure that teachers: 1) daily provide ELD CCSS instruction, 2) follow the district's ELD curriculum and assessments, 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs.

Program Evaluation and Modification

California looks to improve English language instruction with the integration of the ELD standards into the language arts standards. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of state’s common core standards and through the accountability system.

Through the District's assessment program, staff carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, the District is able to determine to what degree English Learners are achieving English proficiency and meeting district academic achievement goals.

DISTRICT-WIDE ASSESSMENT		
Assessment Instrument	Target Population	Purpose
Language Arts Multiple Measures	All students, grades K-12	District Accountability
Mathematics Multiple Measures	All students, Grades K-12	District Accountability
California English Language Development Test (CELDT/ELPAC)	All English learners Gr. K-12	Articulation District Accountability Reclassification

The District's assessment practices with respect to English Learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL program option by disaggregating results for each program
- Assess academic achievement in English.
- Assess the strengths and weaknesses of each instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually to all stakeholders. This report is then analyzed to produce a set of suggested program modifications which are then shared with the local Board of Trustees, principals, district administrators, and DELAC members.

Evaluating Program Effectiveness

The district has identified benchmarks for all English Learners. These benchmarks are shown in the table below. The table lists expectations for the level of achievement that students should attain as they progress through district schools. The evaluation questions related to student outcomes are keyed to this table and to expectations for achievement set out in the state’s Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

Initial Overall CELDT score	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed	Reclassified
					6 th year
Timeline toward reclassification	1 st year	2 nd year	3 rd year	5 th year	5 th year
		1 st year	2 nd year	4 th year	4 th year
			1 st year	3 rd year	3 rd year
				2 nd year	2 nd year
				1 st year	(1 st year=I-FEP)
Expected performance on CA standards based assessments in ELA*	1	1	2	2 or 3	3
Expected performance on CA standards based assessments in Math*	1	1	2	2 or 3	3

Parent Involvement/Parent Advisory Committees

EL-7

Konocti Unified District promotes parent involvement and provides outreach to the parents of English Learners.

The district has a functioning District English Learner Advisory Committee (DELAC) and each school with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC).

Parent Involvement

Konocti Unified School District reaches out to parents of English Learners in various ways.

The district sends notice of and holds regular meetings for the purpose of formulating and responding to parents' recommendations. For parents of English Learners, this is accomplished primarily through our English Learner Advisory Committees and our District English Learner Advisory Committee.

At each school, parents receive the *Parent/Student Handbook* as well as other materials that invite them to become involved participants in their child's education. Parents of English Learners receive two formal notifications per year to advise them of their EL's progress in meeting ELD Standards. The [*Initial or Annual Parent Notification Letter*](#) in fall and the *Annual CELDT Notification* in winter provide information on their EL's language proficiency.

Additionally, parents of all students in grades K-8 participate in at least one Parent/Teacher Conference each year.

Translation and Bilingual Community Services

When fifteen percent (15%) or more of the student population at the school site speaks a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). Interpretation is also provided at school functions, such as Back to School Night, Parent/Teacher Conferences, ELAC and community forums. Finally, student-related district policies and procedures are available in English and Spanish on our district and school websites.

Bilingual Community Liaisons establish and maintain an effective relationship between school and the student's home, providing assistance to parents. They provide bilingual oral and written translation of general information as necessary. They interact with parents and promote parent involvement in our schools. They interpret for meetings, such as PTO, parent conferences, and meetings.

English Learner Advisory Committee (ELAC)

Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners.

Responsibilities:

The committee advises and assists the school as follows:

- a) The ELAC **advises** the school principal and staff on the school's program for English Learners.
- b) The ELAC **advises** the School Site Council (SSC) on the development of the Accountability Plan.
- c) The ELAC **assists** in the following:
 - I. The school's needs assessment
 - II. The school's annual language census (R-30 Report)
 - III. Efforts to make parents aware of the importance of regular school attendance

District English Learner Advisory Committee (DELAC)

Konocti Unified School District has 51 or more English Learners enrolled; therefore, the district has established a functioning District English Learner Advisory Committee (DELAC) on programs and services for English Learners.

Formation and Elections:

Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect one member and an alternate to the DELAC. Parents or guardians of English Learners not employed by the district must constitute a majority membership (25% or more) of the committee.

Responsibilities:

The purpose of the DELAC is to become trained in and advise the School Board (e.g. in person, by letters/reports) on programs and services for English Learners listed below.

1. Development or revision of a district master plan for educational programs and services for English Learners that takes into consideration the Accountability Plan.
2. Conducting of a districtwide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners, (e.g. Parental Exception Waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the Annual Language Census R-30 Report, (e.g. procedures and forms).
6. Review of and comment on the school district's reclassification procedures.
7. Review of and comment on the written notifications required to be sent to parents and guardians.

The district/school administration shall:

- Notify parents/guardians of all English Learners of the opportunity to elect ELAC members and/or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted
- Provide all relevant information, documentation, and training regarding school programs and services for English Learners, including but not limited to:
 - A draft, prior to its formal approval, of the Single Plan for Student Achievement
 - School budgets and planned expenditures which may impact English Learners
 - A draft of and results of an annual school needs assessment
 - Goals and objectives for each program offered at the school for English Learners
 - Information on the on-going achievement of program goals and objectives
 - Evaluations of each program offered at the school for English Learner

Staffing

EL-8

Teachers assigned to provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

Teacher Credentialing

All English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Primary Language Instruction (Alternative Program) is delivered by Commission on Teacher Credentialing (CTC) authorized teachers or teachers in training. All teachers who provide ELD or SDAIE must hold the CLAD or equivalent teacher certification. Primary Language Instruction teachers must hold a BCLAD or equivalent certification. For a complete CTC credential list visit <http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf>.

The District seeks CTEL, CLAD and BCLAD teachers by working closely with the Lake County Office of Education, at universities by attending job fairs and career days, and through a variety of job announcements. The District prides itself in having over 98% of its teaching staff hold CLAD or BCLAD certification.

- Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in Structured English Immersion programs who do not provide primary language instruction shall be appropriately authorized to provide core content and ELD instruction via a CLAD, SB1969, CTEL, or equivalent authorization.

Teachers not currently authorized but who are serving English learners shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The District will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

EL-9

The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- a) Designed to improve the instruction and assessment for all students, and particularly for English Learners;
- b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners.
- c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.

Professional Development to Support Instruction and Student Learning

The district provides staff development to cultivate staff and administration's knowledge and skillset around effective implementation of high-leverage strategies, particularly to English language development and to literacy.

- Annual CELDT training is provided for new and veteran test administrators
- Bi-annual clerical meetings review Identification, Home Language Survey, Language Data input for the Aeries, record keeping in the cum file and communication with EL Coordinators
- Annual instructional professional development
- Regular site and district collaboration
- Instructional coaches per site

Training on English Learner lesson design, instruction and strategies is embedded in all other curriculum and instruction based professional development. Collaborative opportunities and training efforts related to English Learners will also focus on the following components:

Instructional Skills

- Integrated and Designated English Language Development (ELD)
- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated Instruction
- Primary language instruction/support
- Instructional strategies for teaching Newcomers
- Intervention strategies for Long Term English Learners

Collaborative Skills

- Grade-level, vertical, and content area collaboration
- Cycle of Inquiry: Data analysis and evaluation; planning and implementing

Culture of Respect and Responsibility

- Cross-cultural understanding
- Parent engagement and outreach
- Study Skills
- Reading skills

Funding

EL-10

Adequate general fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English Language Development and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learners with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts in Alternative Bilingual classes, and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district.

Appropriate use of Categorical Funds

STATE Funding: LCAP

LCFF (Local Control Funding Formula) funds are utilized based on the LCAP plan. This plan is designed to give local control over this funding as well as more parent and stakeholder input

Federal Funding: Title 1, Title II, & Title III

Title 1 funding is used as compensatory funds to supplement the cost of education for students that are economically disadvantaged. Title II funds are allocated for professional development and technology. Title II funds are for supplementing the English Learner program above the regular and English Language Development core instruction. The English Learner requirements continue to remain in place and will be addressed through the use of general funds, EIA carryover, LCAPP and Federal Title I, II, and III.

The School Board approves the district EL educational plan

The cabinet approves the expenses tied to EL educational plan.

The Principal coordinates development of the school level plan prioritizes needs based on data collection, and convenes necessary approval groups (e.g. School Site Council and ELAC.) The principal also ensures that parents and staff stay informed.

SSC/ELAC/DELAC:

- School Site Council provides input about the development of and approves the Accountability Plan.
- English Learner Advisory Committee members advise and give input on the Single School Plan and school budget.
- District English Learner Advisory Committee members give input on district level plan.

The State Department of Education administers funding for categorical programs through the Consolidated Application and Reporting System (CARS). These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners.

Categorical Funding Source	TITLE III
Description	Assists English Learner students to acquire English and achieve grade-level and graduation standards. Provides for supplementary programs and services to limited-English-proficient (LEP) students (also known as ELs)
Students served	English Learners TK-12
Examples of appropriate expenditures	Funds may be used for a variety of purposes that provide for support directed to ELs, including: <ul style="list-style-type: none"> • English Language Development instruction • Enhanced instruction for ELs in core subject areas • High-quality professional development for teachers and other staff • Identifying and improving curriculum, materials and assessments • Tutorials or other intervention support to meet the language development needs of ELs • Educational technology • Providing community participation programs, including family literacy and parent outreach • Coordinating language instruction program with other programs and services (e.g., Title 1) • Administration and indirect costs (limited to 2% of the grant)
Inappropriate expenditures	Supplanting general funds

Data source: CAT Wizard

Master Plan Terminology

Access to Core: Providing access to the core curriculum means providing ELs with simultaneous access to both ELD and the core curriculum; in this type of approach, the program would use strategies such as primary language instruction, primary language support, and/or SDAIE

Alternative Program: A program that provided primary language instruction in core subjects as well as English Language Development (see Two Way Immersion Program)

BCLAD: Bilingual, Cross-cultural Language and Academic Development credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language instruction

Bilingual: Able to use two languages with native or near-native ability

Bilingual Assessment: The administration of tests in two languages in all areas of assessment needed

CDE: California Department of Education

CLAD: Cross-cultural Language and Academic Development credential or certificate which authorizes the holder to teach ELD and SDAIE (See also CTEL)

Core Content: Secondary courses such as math and science

CTC: California Commission on Teacher Credentialing

CTEL: California Teacher of English Learners authorization that allows the holder to provide specialized instruction to English Learners

DELAC: District English Learner Advisory Committee

Differentiated Instruction: Instruction using different methods or strategies designed to meet the wide range of educational needs of students

EL: English Learner (also called Limited English Proficient {LEP} student)

ELA: English Language Arts

ELAC: English Learner Advisory Committee

ELD: English Language Development. Sometimes referred to as English as a Second Language (ESL)

English Language Development: ELD is a specific curriculum that addresses the teaching of English as a second language according to the level of proficiency of each student. ELD must be part of the daily program for every English Learner

English Language Mainstream Program: In this program students are placed directly into an English instructional program usually without primary language support. ELs receive ELD instruction from the classroom teacher until they are reclassified. Core content is taught in English using SDAIE methodology.

English Learner or Limited English Proficient: EL or LEP is used to identify a student who is not currently proficient in English and whose primary language is not English; this classification is determined by a state-approved assessment

EO: English-Only student

ESL: English as a Second Language (another term for ELD, typically used outside CA)

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

Home Language Survey (HLS): Required to be completed by all students in TK-12 California public schools at registration to determine language of instruction

IEP (Individualized Education Plan): This plan specifies the goals, objectives, and programs for a special education student

I-FEP: Initially Fluent English Proficient

Language Acquisition: Language is acquired through a natural process and progresses through predictable stages

LEA: Local Education Agency

Limited English Proficient (LEP): A student who has not developed the English language skills (speaking, reading and writing) necessary to succeed in English at a level equivalent to English Only students of the same age

L1: The language that has been identified as the student's primary or home language

L2: The second language students acquire (usually refers to English)

Master Plan for English Learners: Compilation of district policies, procedures, program options, and forms used to guide the placement and progress of English Learners and to support parental involvement

Paraprofessional: A person who assists teachers in the classroom; A bilingual paraprofessional has passed the District-established assessment and is fluent in both English and another language

Primary Language (L1): The first language the student learns to speak at home or the most often spoken language

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction

R-30 Language Census Report: A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students, staffing information, students reclassified, and the services provided to them

Reclassification: When a student has met all the district criteria, s/he is reclassified from EL to Fluent English Proficient (FEP) student

R-FEP: Reclassified Fluent English Proficient

SDAIE: Specially Designed Academic Instruction in English: SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to EL students with intermediate fluency; This approach emphasizes the development of grade level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners

Structured English Immersion Program: The Structured English Immersion Program is identified as an English Language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language; Students will be taught subjects “overwhelmingly,” but not exclusively, in English

Konocti Unified Forms

Identification, Assessment, Parent Notification and Placement

- EL 1a Home Language Survey*
- EL 1b EL 1d Annual Parent Notification of CELDT progress for EL students*
- EL 1c Initial Parent Notification of CELDT progress for EL students

Reclassification

- EL 2a R-FEP Monitoring Form

LTerm English Learners

- EL 3b LTerm Monitoring Form

* All forms for parent notifications and committees are in English and Spanish

Acknowledgements

The Konocti Unified *Master Plan for English Learners* was developed through the dedicated effort and collaboration of the English Learner Programs Coordinator, Site EL Coordinators, the Education Services Division, district teachers, administrators, academic coaches, support staff, and parents.

English Learner Coordinators and ELD Teachers

Jamie Buckner-bridges
Ed Fuchs
Brendan Staski
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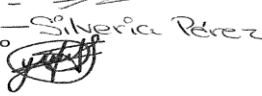
District Representation

District principals
District Coaches
District classified coordinator
Director of Curriculum and Instruction

Handwritten signatures for District Representation, including a signature for the District principals, District Coaches, District classified coordinator, and Director of Curriculum and Instruction.

District English Learner Advisory Committee (DELAC) Members

Aide Pelcastre
Silveria Perez
Yolanda Orozco

Handwritten signatures for DELAC Members, including Silveria Perez and Yolanda Orozco.

President
Vice President
Secretary