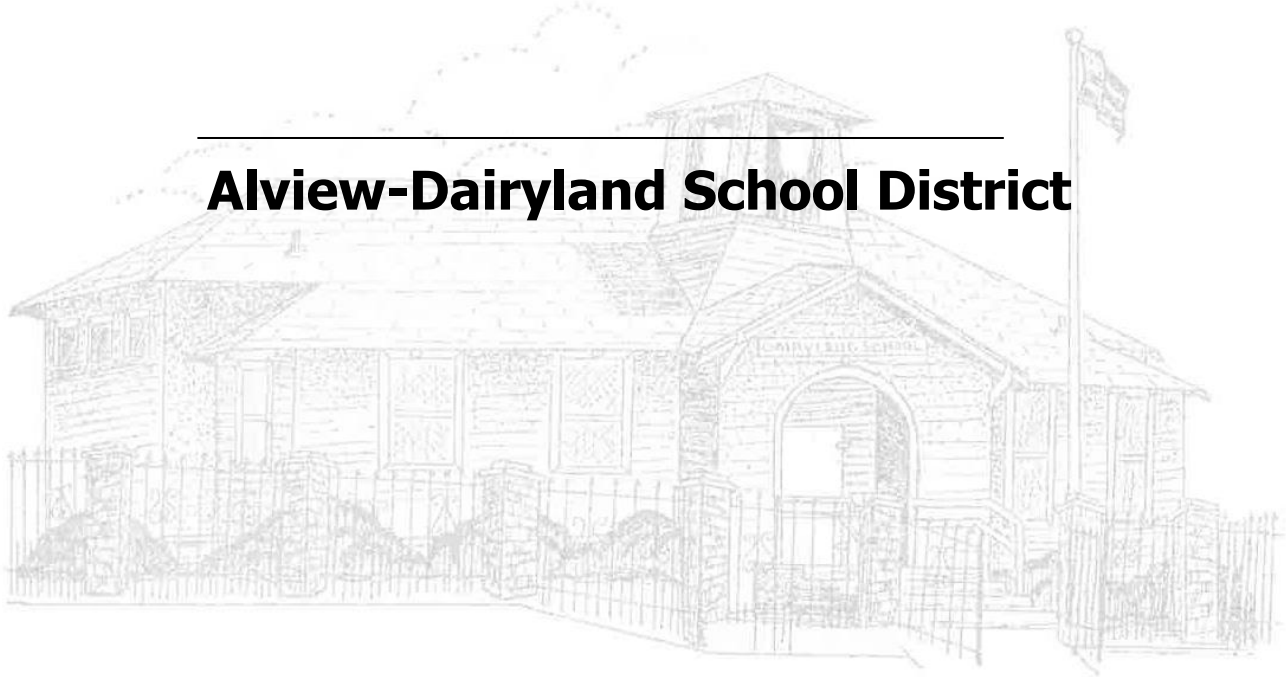


MASTER PLAN FOR
ENGLISH LEARNERS
2019-20

Alview-Dairyland School District



June 25, 2019

(Date Board Approved)

June 19, 2019

(Date Revised)

ALVIEW-DAIRYLAND SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

ALVIEW-DAIRYLAND SCHOOL DISTRICT		
	English Learners	RFEP
2014-2015	144	13
2015-2016	136	15
2016-2017	144	7
2017-2018	163	0
2018-2019	152	10

The Alview Dairyland School District has diverse student populations. In 2018-19, more than 38% (or 152) of the students were English Learners. The primary language spoken at home for most of these students was Spanish. In the last five years, there have been forty-five students that have been reclassified, based on results of the California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC), and other local requirements.

DISTRICT MISSION

The Alview-Dairyland School District's mission is to provide an exceptional setting for students to learn. We strive to maintain high academic standards within a positive, nurturing environment. We plan to build active learners that are challenged to their maximum potential. We want our students to become productive citizens with high moral character. We also believe that a strong line of communication between students, staff, parents, and community is imperative for children to reach their goals. We are committed to prepare students with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

MCSOS VISION

The vision of the Alview-Dairyland School District is to develop literacy in all students. Our goal is to help develop our students to be successful and responsible citizens in our society. We believe our vision is possible through the teaching of California Content Standards along with differentiated teaching to reach individualized student needs.

For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement

- Multi-cultural and inter-generational activities are taught and shared to expand understanding of ethnicity and historical life experiences of past generations

The Alview-Dairyland School District is dedicated to extending this vision and mission to its English Learners (ELs). We recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

POSITION STATEMENT

The purpose of Alview-Dairyland School District’s English Learner (EL) program for students enrolled is to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English
2. Enhance students’ self-esteem
3. Promote cross-cultural understanding
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support
4. Alignment and articulation within and across systems

The Alview-Dairyland School District’s EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English, make progress based upon their individual needs, through academic instruction, and experience success. The fundamental goal of the program is that students will function successfully in the English language and be college and career ready equipped with

21st century skills.

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment:

Upon entering Alview-Dairyland School District, the state mandated Home Language Survey (HLS) is completed. The HLS is to be completed by a parent or guardian when the student initially enrolls in a California school. If available, Alview-Dairyland School District staff collects the HLS and assessment information from the student's previous program. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the California English Language Development Test (CELDT)/ELPAC
 - a. Student does not already have an ELAS of EL (English learner), IFEP (initial fluent English proficient), or RFEP (reclassified as fluent English proficient) in CALPADS.
 - b. Student has no scores for the CELDT in CALPADS and in the LST for Initial ELPAC scores.
 - c. Student's cumulative file does not contain CELDT/ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their English language proficiency status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education program.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org> or the CDE Initial Assessment Fact Sheet at

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Alview-Dairyland School District Initial ELPAC Assessment Process:

Upon a student's first enrollment in Alview-Dairyland School District, students will:

1. Conduct a home language survey (HLS). If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial (ELPAC) - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English learner (EL) or initial fluent English proficient (IFEP) into AERIES, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

Alview-Dairyland School District Summative ELPAC Assessment Process:

The English Language Proficiency Assessments for California (ELPAC) is California's assessment

system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education program.

The Summative ELPAC is a paper-pencil test administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Summative ELPAC Level Descriptions:

Level 1

English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English learners at this level have moderately developed oral (listening and speaking) and written

(reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELDStandards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders:

A red EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- Assessment results from all initial and annual CELDT/ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- Student Score Reports (SSR) for each assessment
- At the time of reclassification, the reclassification form

PART II: PLACEMENT OF STUDENTS

All Alview-Dairyland School District EL students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other SBE adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. English Learners with less than reasonable fluency are placed in a Structured English Immersion (SEI) program classroom unless a Parental Exception Waiver has been granted for an Alternative Education (AE) Program or the parent has requested another program. (AE was known as a “Bilingual Classroom” prior to the passage of Proposition 227.)

English Learner Mainstream Program:

English Learners with reasonable fluency are placed in an English Learner Mainstream classroom. English learners in a mainstream program will receive curriculum made comprehensible through the use of specially designed academic instruction (SDAIE) strategies. Instruction is provided only in English and is based on grade-level state standards. Students receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).

A parent may request to have a student moved into an English Language Mainstream classroom at any time, regardless of language proficiency level.

Structured English Immersion (SEI) Program:

All Alview-Dairyland School District EL students will in a Structured English Immersion (SEI) Program. An SEI program provides instruction primarily in English, includes a sequential ELD program and sheltered English content (SDAIE) strategies. Primary language support is provided as needed.

Transfer of Students:

When students transfer in or out of Alview-Dairyland School District:

- All relevant data regarding the student’s English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by the counseling staff or site principal to check for any relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification:

Parents receive a written explanation, in English and the primary language, of the district programs for English Learners, (Structured English Immersion (SEI), English Learner mainstream, and Alternative Bilingual Education) along with the parent notification and assessment results.

PART III: INSTRUCTIONAL PROGRAMS

Alview-Dairyland School District provides services to EL students to ensure that they are acquiring English language proficiency and academic achievement at grade level in the core curriculum. Alview-Dairyland School District offers several programs to meet the needs of students designated as English Learners. These programs are in accordance with state and federal laws. Parents have the opportunity to select a program for their child.

Instructional Program (K-8)

Structured English Immersion Program (SEI):

- The Structured English Immersion program may be multi-graded if necessary and may be a multi-year placement. SEI provides a language acquisition process for children in which classroom instruction is in English but the curriculum and presentation of content is designed for children learning English as a second language.
- The goal of structured immersion is to make curriculum content accessible to students acquiring English and to ensure achievement in academic subjects is commensurate with the student's academic ability and grade level. Content is introduced in a way that can be understood by students.
- Effective immersion is characterized by high levels of comprehensibility, low anxiety and a supportive environment, content appropriate to student's developmental level, a primary focus on meaning as opposed to only grammatical correctness, lessons that reflect student's needs, interests, and prior experiences.
- The Structured English Immersion program provides instruction in English while providing support in the child's native language. Subject areas are taught using Specially Designed Academic Instruction in English (SDAIE) strategies.
- Students are exited from the Structured English Immersion Program once they reach a reasonable level of English Language proficiency as measured by district criteria.

English Language Mainstream Program:

- The English Language Mainstream program is an educational approach intended to develop English literacy and academic skills at grade level. It is designed for students that are either native English speakers or have already acquired reasonable fluency in English. The program uses District adopted materials in English, and all subjects are taught in English. The district provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits (ELD), which may have been incurred in other areas of the core curriculum
- English Language Development standards are used to ensure that students are meeting appropriate English language fluency expectations.
- ELD will focus on developing speaking, listening, reading, and writing skills for EL students who are acquiring English.
- Tutors and/or bilingual paraprofessionals will be provided when necessary to ensure access to the core curriculum.

- EL students with academic deficiencies may qualify for the district’s Title I and/or LCAP funded intervention program. Intervention services are provided by certificated staff and/or paraprofessionals. Monitoring will be done on a quarterly basis. EL students with academic deficiencies will demonstrate achievement on a par with their English only counterparts within two years.

English Language Development Curriculum:

The California ELD Standards (2012) guide the English Language Development curriculum for English Learners. Based on the ELD standards Alview-Dairyland School District will provide the current state adopted curriculum materials in ELD. In addition, the District purchases supplemental materials with other site funds to support standards-based ELD instruction.

Alview-Dairyland School District provides ELs with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Recouping Academic Deficits:

The State and Federal regulations require that an intervention plan must be implemented to assist English Learners while they are acquiring English. The District-developed intervention plan must be implemented to assist English Learners to recoup academic deficits incurred while learning English. Schools must utilize a variety of extended learning opportunities to provide additional support.

Extended learning opportunities may include one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Progress Monitoring for English Learners:

Teachers monitor EL students’ classroom work in a variety of ways depending on the teacher’s instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing
- Smarter Balanced formative assessments
- Classroom performance-based assessments
- Grades
- Teacher observation
- Other measures

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing:

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services, including ELD, SDAIE, and primary language services.

Professional Learning:

In addition to providing appropriately certificated teachers, Alview-Dairyland School District will provide learning opportunities that result in further developing the skills of personnel to provide

appropriate instructional services to English Learners.

Administrators, teachers, and others will be provided on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding
- English language development teaching methodology (ELD)
- Specially designed academic instruction in English (SDAIE)
- Bilingual cross-cultural teaching methodology

PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

Existing Reclassification Criteria:

The reclassification criteria set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. The Alview-Dairyland School District will use Level 3 (Standard Met) on the SBAC ELA exam for this reclassification criteria; *and*
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; *and*
3. Parent opinion and consultation; *and*
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The Alview-Dairyland School District will use of ELPAC Overall Performance Level (PL) 4 for this reclassification criteria.

PART VI: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The Alview-Dairyland School District will establish a district-level English Learner Advisory Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English learner programs and services.

Responsibilities:

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.

7. The Alview-Dairyland School District DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Trainings:

The Alview-Dairyland School District will provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References:

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

PART VII: SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.