



# **Master Plan for English Learners**

**Red Bluff Union  
Elementary School District**



**1755 Airport Blvd.  
Red Bluff, CA 96080**

## **SUPERINTENDENT**

Cliff Curry

## **ASSISTANT SUPERINTENDENT**

Jennie Bachmeyer

## **BOARD MEMBERS**

Steve Piffero, President

Heidi Ackley, Member

Barbara Ramey, Member

Alexis Jamerson, Member

Jack Hansen, Member

The Red Bluff Union Elementary School District revised the district's Master Plan for English Language Learners with the assistance and collaboration of teachers, administrators, support staff, and parents. We greatly appreciate their guidance, and thank them for their time in reviewing and giving input for this plan. We especially appreciate the work of our English Language Learner Coordinators and District English Learner Assistants and the support of our parents, members of ELAC and representatives of DELAC.

## District Vision

The Red Bluff Union Elementary School District (RBUESD) will be a district where a balanced approach leads to:

- Innovation
- Readiness for the future
- A belief that all children can excel at all levels

We will do this through effective governance that provides the environment and the support systems of mutual recognition necessary to foster a passion to succeed.

## District Mission

The Mission of the Red Bluff Union Elementary School District is to create and maintain an environment that ensures all students reach a high level of academic achievement as determined by state and district standards. We commit to a comprehensive system of support to assure this outcome.

The primary purpose of the Red Bluff Union Elementary School District *Master Plan for English learners* is to provide the guidance and procedures for identification, services, and progress monitoring of every RBUESD English learner. Every RBUESD staff member is expected to follow the procedures and guarantees in this *Master Plan*.

The RBUESD *Master Plan for English learners* is grounded in:

1. Federal and state laws and regulations
2. RBUESD Governing Board policy
3. The RBUESD Local Control Accountability Plan
4. Research-informed and evidence-based instructional practices
5. California policy and English learner Roadmap

- Assets—Oriented and Needs—Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions and that Support Effectiveness
- Alignment and Articulation Within and Across Systems



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## District Goals

### *Goal 1:*

**Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of the school year. We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined appropriate level.**

#### Goal Indicators:

- By third grade, all students will have grade level proficiency in foundational reading and math skills.
- By the end of eighth grade, all students will possess the prerequisite skills necessary for academic success in high school.
- All students will engage in classroom learning activities that integrate technology, art, reading, and math while developing thinking and problem solving skills.

### *Goal 2:*

**Red Bluff Union Elementary School District will provide an environment that is welcoming and engaging for students, parents, staff and the community.**

#### Goal Indicators:

- Facilities will be inviting and well maintained
- Schools will establish a positive and safe school climate
- Particular attention will be paid to social emotional development of students through involvement in leadership activities, community service and healthy habits
- Actively recruit, train, and retain exceptional personnel within the district by providing a supportive and professional environment that supports the wellbeing of all

### *Goal 3:*

**The District will strengthen the engagement between home, school and community by enhancing relationships and empowering families to be proactive in their children's education on a continuous basis.**

#### Goal Indicators:

- Promote volunteer help and support
- Encourage all families establish home environments to support children as students
- Implement effective forms of school-to-home communications
- Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

## Who are English Learners?

According to the federal law, Every Student Succeeds Act (ESSA, 2015), an English Learner (EL) is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in ) an elementary school or secondary school
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English
- Who was born in the U.S. and whose native language(s) is a language(s) other than English
- Whose difficulties in speaking, reading, writing, and understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in classes where the language of instruction is English; or the opportunity to participate fully in society.

In California, a student is classified EL if on the initial assessment in English language proficiency or ELPAC scores overall at the Novice or Intermediate level.

### Types of English Learners

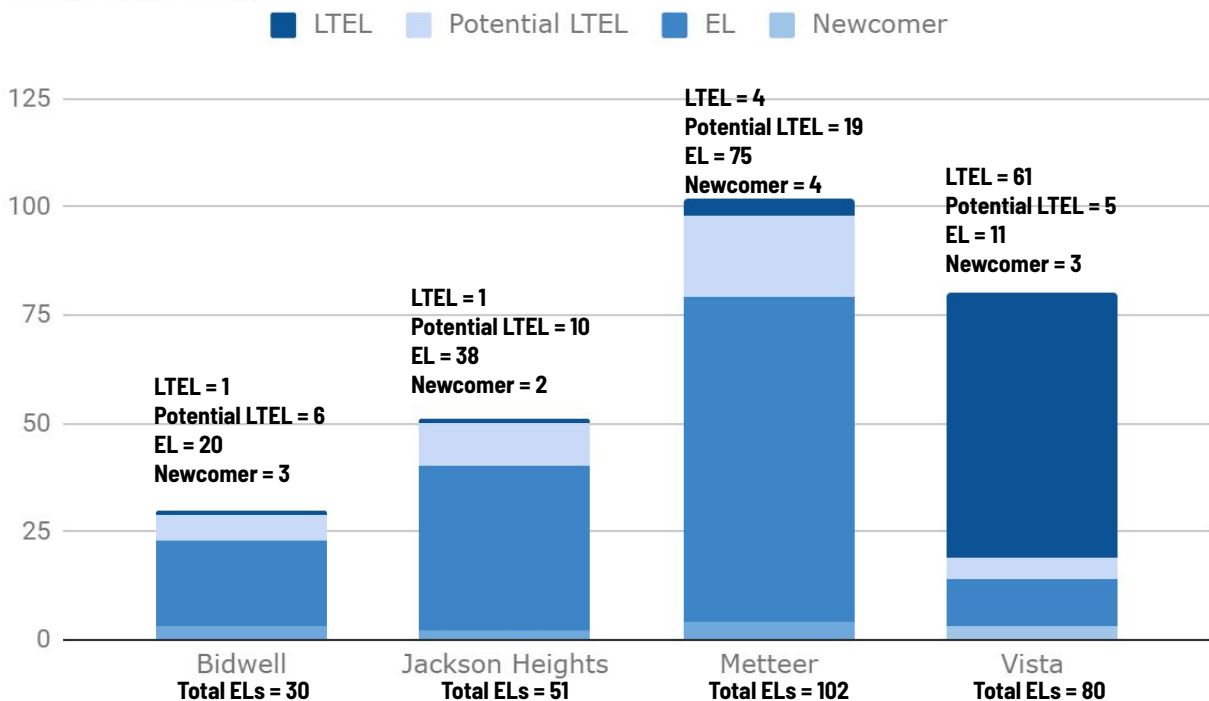
**Newcomers:** Foreign-born students enrolled in U.S. schools for less than three years.

**English Learners:** ELs enrolled in U.S. schools for less than 4 years and are meeting the minimum progress expectations

**Potential Long-Term English Learners (PLTEL):** ELs enrolled in grades 3-8 for 4 to 5.9 years

**Long-Term English Learners (LTEL):** ELs enrolled in grades 6-8 who have completed six full years in U.S. schools without meeting the criteria for reclassification.

### Site Numbers



# English Learner Identification & Assessment

## Enrollment Process

The enrollment process begins when a parent/guardian enrolls their child in Red Bluff Union Elementary School District by completing an enrollment packet and returning it to any school or the district office. *California Education Code (EC), Section 52164.1 (a)* contains legal requirements that direct schools to determine the language(s) spoken in the home of each student. The Home Language Survey (HLS) is part of the enrollment process. The HLS determines the student's primary language and whether the student will be required to take an assessment for English language proficiency known as the English Language Proficiency Assessment for California (ELPAC).

Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given orally during enrollment and written through the initial parent/guardian notification letter.

The initial HLS is the legal compliance document and takes precedence over any other information provided on subsequent surveys.

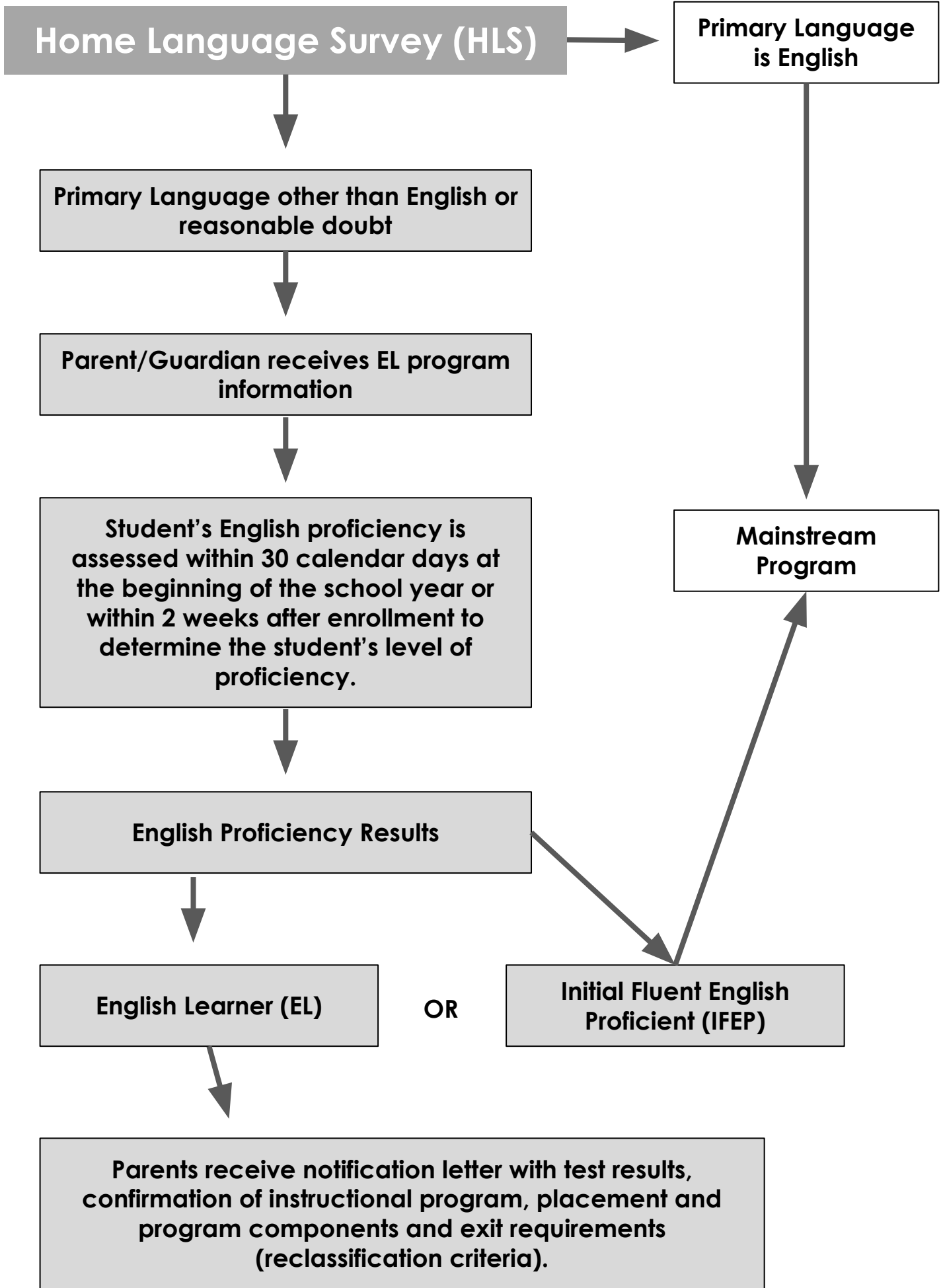
The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

If the HLS responses is any language other than English on any of the first three questions, the student must be assessed in English language proficiency. If the responses to the first three questions is English and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's EL Coordinator must research the student's home language background and consult with parents/guardians to determine if there is evidence of significant exposure to a language other than English and if the student must be administered the English language proficiency assessment. **Note: When reasonable doubt is established, the school must document on the HLS the reasons for the administration of the Initial ELPAC.**

## Amending the Home Language Survey

The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must take reasonable doubt into consideration, obtain evidence using the correction process if Initial ELPAC was given, and consult with the District Office.





## Assessments

### Initial English Language Proficiency Assessment (within 30 Days)

Identification and assessment of every English Learner is designed to appropriately designate instructional services for English learners. For students whose primary language is other than English, the initial ELPAC, is administered, by a certified test administrator, within 30 calendar days of enrollment to determine English language proficiency skills and initial identification. The test is a criterion-referenced test based on ELD Standards. A student may be identified as either Initially Fluent English Proficient (I-FEP) or as an English Learner (EL).

### Summative Annual Assessment

All English Learners will be administered the the Summative ELPAC annually during the state mandated testing window. The purpose of this test is to measure language skills and student growth in English proficiency. The results will inform the teacher, school, and district if the student is progressing and is eligible for reclassification. Students will be given the assessment until they are reclassified as English proficient.

### English Language Proficiency Assessments for English Learners with Disabilities

ELs with disabilities must be assessed with the ELPAC Initial Assessment or the ELPAC Summative Assessment. ELs with disabilities are assessed annually with the ELPAC Summative Assessment using the accessibility resources that address visual, auditory, and physical access barriers as designated in Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California issued by the California Department of Education. The IEP team must document any appropriate designated supports and/or accommodations in the student's IEP. For ELs with disabilities with a Section 504 Plan, these accommodations resources must be documented in the Section 504 Plan. There is no option for ELs with disabilities to take ELPAC assessments with modifications or for students to take an assessment that has been specifically modified. However, if the student has an IEP or Section 504 Plan, and cannot access a domain with the use of accessibility resources, the student may be exempted from the domain. Only one domain from the oral score (listening or speaking) and one from the written language score (reading and writing) may be exempted to generate an overall score. ELs with disabilities who are in an alternate curriculum may need to be assessed with an alternate language proficiency assessment. Please consult with the District Office Testing and Assessment Coordinator when considering an alternate assessment. Alternative ELPAC is decided during the IEP process and is based on disability category.

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

### Primary Language Assessment

Primary language assessments are no longer required or monitored by the state since the authority for them is no longer applicable. Although *20 United States Code USC 6312[g]* is no longer applicable, the administration of a primary language assessment might be necessary under some circumstances—the student is receiving primary language instruction, the student has limited or no comprehensible language output at the time of the administration of Initial ELPAC, or the teacher or an IEP team requests a primary language assessment.

## Assessments Continued

### English Language Proficiency Assessments

State (*California Ed Code 313 & 60810*) and federal laws (*Titles I and III*) require local educational agencies (LEAs) administer a state test of English language proficiency to (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as an annual summative assessment. ELPAC assesses the four required domains: Listening, Speaking, Reading, and Writing.

The ELPAC is aligned with California's English Language Development (ELD) Standards and is comprised of two separate assessments:

- Initial Assessment: use for the initial identification of students as ELs.
- Summative Assessment: An annual summative assessment to measure an EL's progress in learning English and to identify the student's English language proficient level.

### Initial ELPAC Performance Levels

Level	Description
<b>Initial Fluent English Proficient</b>	Students at this level have <b>well-developed</b> oral (listening and speaking) and written (reading and writing) skills.
<b>Intermediate English Learner</b>	Students at this level have <b>somewhat developed</b> to <b>moderately</b> developed oral (listening and speaking) and written (reading and writing) skills.
<b>Novice English Learner</b>	Students at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) skills.

### Summative ELPAC Performance Levels

Level	Description
Level 4	Students at this level have <b>well-developed</b> English skills.
Level 3	Students at this level have <b>moderately</b> developed English skills.
Level 2	Students at this level have <b>somewhat</b> developed English skills.
Level 1	Students at this level are at the <b>beginning stage</b> of developing English skills.

### Opting Out

Parents cannot opt their child out of ELPAC. The legal basis for requiring English language proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

## **Reclassification & Monitoring**

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California Ed Code and the State Board of Education recommendations.

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery.
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

The goal is to support students in attaining proficiency in English to succeed academically. Without the proper foundation in ELD, ELs may have difficulties in core content areas. It is the school's responsibility to ensure that the services students receive are of high quality and contribute to continued progress toward English proficiency.

Once students are reclassified, they retain the Reclassified Fluent English Proficient (RFEP) status for the remainder of the time they are enrolled as a student. The academic progress of reclassified fluent English proficient students must be monitored regularly for a minimum of four years, as required by state and federal guidelines along with the interventions provided to ensure these students reach and maintain grade level English proficiency and academic achievement. Monitoring will occur at 30 days, 6 months, 1 year, 2 years, 3 years and 4 years after reclassification. Reclassified students having difficulty in core content curriculum will have access to the support services offered at the school.

### **Reclassifying English Learners with Disabilities**

Students with disabilities have the same opportunities to be reclassified as students without disabilities. Students on an alternate curriculum, a very small percentage usually by students with significant cognitive disabilities, can be reclassified if they meet the criteria on the alternate curriculum. Additionally, if they have been receiving ELD for a number of years and are identified as a potential or LTEL or are LTEL, they can be reclassified through an IEP meeting using guidelines that account for the impact of the disability on English language proficiency or overall learning. The IEP teams should determine reclassification for students with disabilities, especially for those on an alternate curriculum or impacted by the disability to the degree that learning and language learning are impeded.

## **Parent/Guardian Notification**

Schools have an obligation to provide meaningful communication with parents/guardians in a language they can understand and to notify parents/guardians of information about language instructional programs and services. Initial placement will be made by the administrator or certificated designee trained in EL program requirements and services.

Correspondence to parents/guardians will be in English and the primary language when 15 percent or more of the student population speaks a single primary language other than English (*California EC 48985*). The school will make every effort to provide notification in the primary language regardless of school percentage.

### **Parent Notification of Initial Assessment Results**

The district will notify parents/guardians of initially identified ELs within 30 days after the beginning of the school year or within two weeks if during the school year of EL program or services provided for the student to meet Title I requirements (*Elementary and Secondary Act*). After the student completes the Initial ELPAC, parents/guardians must receive in a timely manner information about the student's English Language Proficiency, instructional program options, and of their right to opt out of an EL instructional program.

### **Parent Notification of Annual Assessment Results and Program Placement**

Parents/guardians of EL students who are administered the Summative ELPAC must receive official results within 30 days after the beginning of the school year via the District's Annual Parent Notification of Language Test Results.

### **Instructional Program Parent Withdraw Request Right**

Any parent/guardian has the right to decline or opt his or her child out of the EL programs being offered. However, if the parent/guardian decides to opt his or her child out, the student still retains his or her status as an EL and continues to receive designated and integrated ELD, and will be assessed yearly with the ELPAC until they reclassify.

## Instructional Services & Program Settings

The schools provide services to English learners to ensure that they acquire English language proficiency and learn the same rigorous grade-level academic standards expected of all students. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to the proficiency of average students in the district of the same age or grade whose native language is English. English Learners are provided with access to grade-level standards-based core curriculum presented in a manner that is comprehensible to English Learners.

### English Learner Program Settings

Type of Setting	Eligible Students	Program Elements	Staffing
Structured English Immersion (SEI)	<p>English Learners:</p> <p>Not yet at reasonably fluency as measured by state approved English language proficiency test</p>	<p><b>Designated ELD:</b> a minimum of 30 minutes daily using ELD Standards as the focal standards in ways that build onto and from content instruction.</p> <p><b>Integrated ELD:</b> differentiated core instruction using ELD Standards in tandem with the focal state academic content standards to provide ELs access to the core and simultaneously learn content through English.</p> <p>Primary language support may be provided to motivate, clarify, direct, support, explain</p>	<p>CLAD or equivalent EL certification</p> <p>BCLAD preferred</p> <p>Primary language support may be provided by BCLAD or bilingual paraprofessional</p>
Mainstream English	<p>English learners:</p> <p>Reasonably fluency as measured by state approved English language proficiency test</p>	<p><b>Designated ELD:</b> a minimum of 30 minutes daily using ELD Standards as the focal standards in ways that build onto and from content instruction.</p> <p><b>Integrated ELD:</b> differentiated core instruction using ELD Standards in tandem with the focal state academic content standards to provide ELs access to the core and simultaneously learn content through English.</p> <p>Primary language support may be provided to motivate, clarify, direct, support, explain</p>	<p>BCLAD, CLAD, or equivalent EL certification</p> <p>Primary language support may be provided by BCLAD or bilingual paraprofessional</p>
Alternative Program: Transitional Bilingual Instruction (TBI)	<p>English learners:</p> <p>Based on program</p>	<p><b>Designated ELD:</b> a minimum of 30 minutes daily using ELD Standards as the focal standards in ways that build onto and from content instruction.</p> <p>Spanish Language Arts component, comparable to ELA</p> <p>Access to core: primary language instruction and State Board of Education adopted materials in math, science, social studies</p> <p>As students gain proficiency in English, an increasing amount of content instruction will be in English until the student achieves reclassification.</p>	<p>BCLAD or equivalent</p>

## **Structured English Immersion (SEI)**

A classroom setting where English learners who have not yet acquired reasonable fluency in English, as determined by the state approved English language proficiency assessment, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

## **Mainstream English**

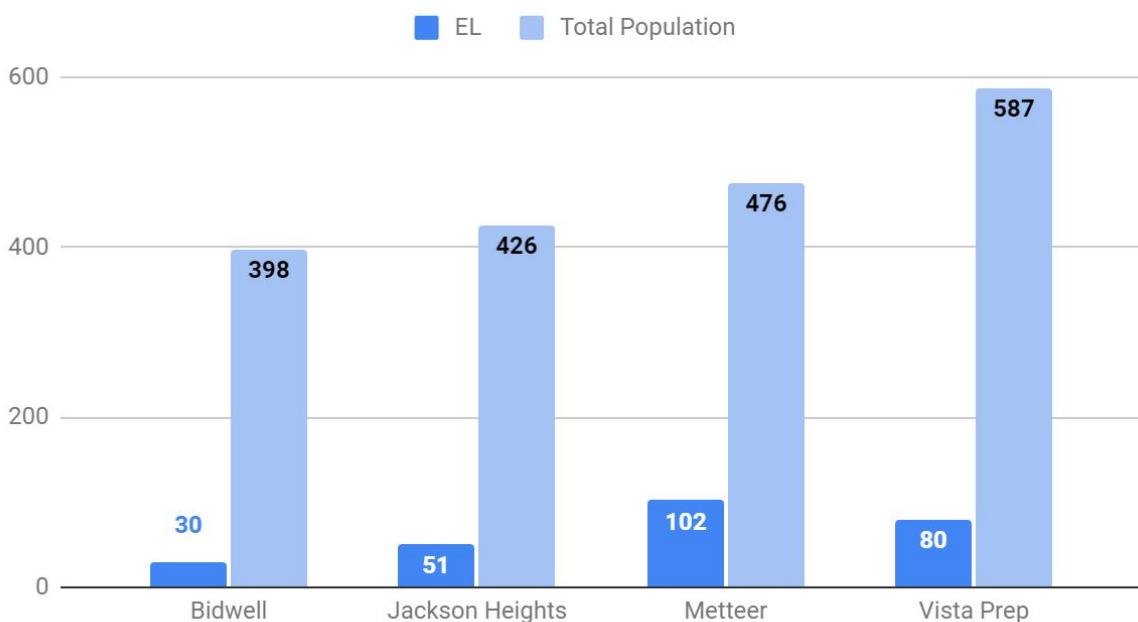
A classroom setting for English Learners who have acquired reasonable fluency in English, as determined by the state approved English language proficiency assessment. In addition, to the ELD instruction, English Learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

## **Alternative Program**

A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver. A minimum of 20 students at the same grade level requesting such a program for the Parent Exception Waiver is required for it to be honored.

Due to the small to moderate EL populations at each site, 5%-19%, program settings available in the district are limited. Given this, consideration to classroom composition and clustering EL students with experienced EL/Bilingual teachers, is taken into account.

### EL and Total Population



## Instructional Services

Planning and delivery of instruction to ELs should be intentional and inclusion of English Language Development (ELD) instruction aligned to California ELD Standards.

### Guiding Questions for Effective English Learner Services and Instruction

1. Who are our English Learners?

Consider: Ages, proficiency levels, size of population, type (i.e. newcomer)

2. What are our program options?

Consider: Program models and services available

3. How do we determine classroom composition?

Consider: Size of population, staffing, and program models

4. How do we flexibly group students for instruction?

Consider: ELD instruction (iELD and dELD) and individual student needs

5. How do we differentiate instruction to meet students' needs?

Consider: Formative assessments, ELD levels and progress

### English Language Development

*California Ed Code* requires the State Board of Education to approve standards for English Language Development (ELD) for pupils whose primary language is a language other than English. These standards shall be comparable in rigor to standards for English language arts, mathematics and science. The CA ELD Standards describe the key knowledge, skills, and abilities that ELs need to access and engage with grade-level content for academic achievement.

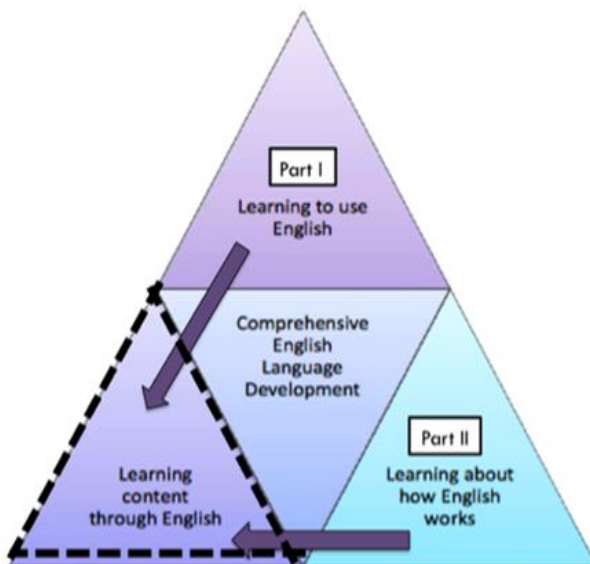
### Comprehensive Implementation of ELD Standards

The CA ELD Standards are designed to be used by all teachers to address the language learning needs of their ELs in systematic, explicit, and strategic ways to promote simultaneous development of content knowledge and highly developed English with the ultimate goal of students achieving academic success.

## Comprehensive ELD Instruction Components:

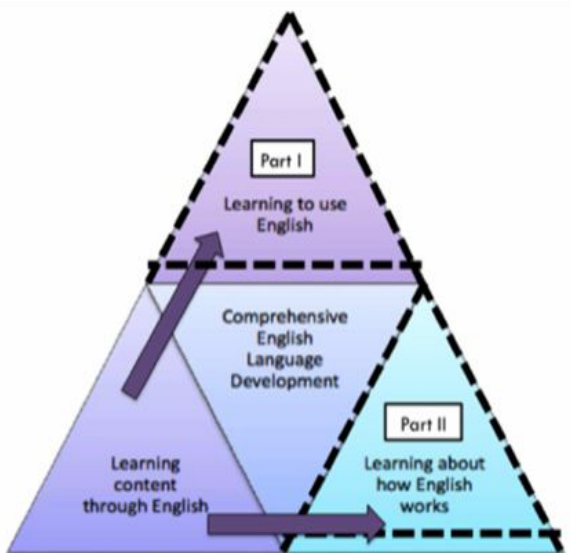
1. **Integrated ELD:** the focal standards that teachers use are the content CCSS in tandem with the CA ELD Standards.
2. **Designated ELD:** the focal standards that teachers use are the CA ELD Standards in tandem with content CCSS.

**Integrated ELD-** is academic language instruction provided throughout the instructional day and across the disciplines. Teachers use the CA ELD Standards in addition to their focal ELA and other content standards to support the linguistic and academic progress of English learners.



- ELD Standards are used in tandem with ELA and other content standards
- Provided throughout the day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English
- Activities should require students to interact in challenging and meaningful ways with texts and tasks that supports ELs linguistic and academic progress

**Designated ELD-** is a protected time during the regular school day where teachers use ELD Standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.



- ELD Standards are the focus of instruction
- Activities should be explicitly linked to the ELA Core Curriculum and/other content areas
- Instruction should focus on the linguistic features of English, the structure of English, and foundational skills needed to successfully engage in core instruction
- Qualified teachers work with EL children grouped by similar English proficiency levels.
- Content focus is derived from ELA and other content areas
- Until reclassified, all ELs receive at least Designated ELD specifically targeted to their English proficiency level



## Characteristics of high-quality ELD instruction

- “ Targets instruction to each student’s language proficiency level
- “ Incorporates varied opportunities for students to interact using English
- “ Develops students’ academic language skill
- “ Creates a supportive learning environment
- “ Recognizes the role of primary language
- “ Aligns with state ELD standards
- “ Follows a developmental scope and sequence of language instruction, including listening, speaking, reading, and writing skills
- “ Provides instruction in the semantic, syntactical, and grammatical aspects of language
- “ Assesses student progress in English proficiency on an ongoing basis

### ELD Instructional Setting

A quality ELD instructional setting is one of low anxiety where language is used in real life situations. The instructional setting may include any of the following options:

- Self-contained classes: Students are grouped flexibly according to their level of English proficiency within a classroom. Teachers are responsible for Designated and Integrated ELD instruction for all English proficiency levels included in their classrooms.
- Team Teaching: Students are grouped according to their level of English proficiency. Teachers exchange students for Designated ELD instruction based on their proficiency levels. A paraprofessional may assist in this setting.

### Flexible Grouping

Grouping should be flexible and based on the results of formative assessment; fluid and changing on an ongoing basis based on results of content and language formative assessments.

### Special Education Services

Both state and federal law require that English learners with an IEP or 504 Plan receive the same programs and services, including access to ELD instruction to address the student’s needs, including linguistically appropriate goals and objectives. It is important to accurately identify ELs for special education services, as in some cases ELs may be under identified and in other cases over identified. For EL students, it is essential to include participants who have knowledge of the student’s language needs on the IEP team, such as an EL expert, etc.

## **Professional Learning**

All students deserve equitable access to the curriculum, so they need highly qualified teachers, administrators, and specialists who value an assets-based approach and provide rigorous academics for all. The district aligns professional learning to evidence-based practices for high-quality, job-embedded learning. Job-embedded learning occurs during the workday and in the workplace, grounded in teaching practices to improve student learning. Instructional coaches at each school provide job-embedded coaching to help educators implement strategies learned, sustain and follow-up on professional development, and take action to transfer the learning to the classroom.

The district ensures teaching personnel whose assignment includes English learners are highly qualified and hold the appropriate credential to provide necessary instructional services.

## **Family and Community Engagement**

The district recognizes parents and families form an integral part of the educational process that results from the partnerships between home, school, and community. Families are the child's first teachers and assets to the overall educational success of their children. The active involvement of family and community members contributes positively and is essential to high achievement for all students.

One of the district's goals is to strengthen the engagement between home, school, and community by enhancing relationships and empowering families to be proactive in their children's education on a continuous basis. The district has identified the following as goal indicators:

1. Recruit and organize volunteer help and support
2. Provide opportunities for service
3. Helps families establish home environments to support children as students
4. Implement more effective forms of school-to-home and home-to-school communications
5. Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning
6. Include families in school decisions
7. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

### **Communication with Families**

It shall be the joint responsibility of both the school and district to help parents clearly understand the educational process so they can positively interact with the school and thus become advocates for their children's education. To encourage participation and build positive relationships with families, schools will set a tone of communication that is welcoming and respectful, so parents are treated as equal partners in the education of their children.

Communication will be provided to families in the language of preference, which may include their primary language. Staff will provide translation and interpretation services. Under state law, schools must provide written communication in the primary language of the parent/guardian when 15 percent or more of the students speak a language other than English, as indicated on the Language Census Report. A school must ensure parents/guardians receive meaningful access to important information. Important written information, such as Individualized Education Plan (IEP), must be translated even if less than 10 percent of the student population speaks the language of a parent/guardian.

## **Parent Advisory Committees**

### **English Learner Advisory Committee (ELAC)**

According to *California Ed. Code* whenever a school has more than 21 or more English learners enrolled, it shall establish a school level advisory committee or ELAC.

The purpose of ELAC is to build the capacity of parents/guardians of English learners to assist in the education of their children. ELAC is an opportunity to develop and promote parent leadership, not just inform parents.

The ELAC has six basic responsibilities. These responsibilities are as follows:

1. Advise the school staff and principal on programs and services provided to English learners;
2. Advise the School Site Council (SSC) on the development of the school plan;
3. Assist with the school or district's needs assessment;
4. Assist with the school's annual language census (report);
5. Assist with the school's efforts to make parents aware of the importance of student regular school attendance; and
6. Elect representatives to the District English Learner Advisory Committee (DELAC), if the district has 51 or more English learners.

For ELAC members to advise the principal and staff on programs and services for English learners, ELAC members need to understand: 1) current programs and services offered; 2) available fiscal and human resources; 3) academic achievement results of English learners; and 4) what options are or are not available.

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

The state requires when a district has 51 or more English learners enrolled in the district, regardless of language, who to have a functioning DELAC or subcommittee of an existing district-wide advisory committee. The main function of DELAC is to advise the district's governing board, in person or in writing, on the services and programs that the district offers to English learner. Each ELAC shall have the opportunity to elect at least one member to serve on the DELAC.

Beyond state required ELAC and DELAC committees, the district involves parents on the District Advisory Committee (DAC), which provides consultation on LCAP. Additionally, parent education workshops provide information and strategies to families to support learning at home, monitoring learning, and communication with teachers and school staff.

## Evaluation and Accountability

Program assessments, monitoring, and accountability measures are part of the evaluation process to ensure effective implementation and outcomes. The schools are committed to providing quality instructional programs for English learners and to regularly evaluating the services.

### **School Site Level Monitoring**

Teachers are at the core of providing quality instruction and student monitoring. Teachers assess ELs and adjust instruction accordingly. Together, site level personnel review and monitor outcomes and progress of ELs language and academic progress. The monitoring of all ELs, including and reclassified students, will ensure continued progress. Each site has a designated EL Coordinator to assist with monitoring.

The monitoring of ELs with disabilities takes place as part of the IEP meeting. EL designees or experts should site in and consult to ensure students receive appropriate ELD support and services both for their disability and language needs.

### **District Level Monitoring**

Schools receive support and oversight from the district. The district provides processes and tools for monitoring and professional development support. The evaluation process includes analysis of student academic achievement and language proficiency, program implementation and language instruction including use of best practices, and professional learning.

### **State Level Monitoring**

Monitoring at the school and district levels is partly in response to state requirements. All districts are required to report a score regarding the progress of ELs (and other student groups) to the California Dashboard. The Dashboard is an online tool that shows how districts and schools are performing on state and local indicators included in California's accountability system. The Dashboard measures growth and performance and evaluates equity. It raises the bar for student learning for all and focuses on equity for all students.

The Dashboard includes the following state and local indicators applicable to K-8 districts:

- Academic performance
- Suspension rate
- English Learner progress
- Chronic absenteeism

## Evaluation and Accountability

Dashboard local indicators:

1. Basic conditions (teacher qualification, building safety, student textbooks)
2. Implementation of academic standards
3. School climate surveys
4. Parent/guardian involvement and engagement

### Federal Level Monitoring

Federal requirements inform state monitoring requirements. ESSA (Every Student Succeeds Act) of 2015 is the federal education policy that provides funding for ELs and defines program goals. Under ESSA, the programmatic goals are:

1. To ensure English proficiency and develop high levels of academic achievement in English for ELs
2. To assist ELs in meeting the same challenging state academic standards as all students
3. To assist teachers and schools in establishing and sustaining effective language instruction programs to teach ELs
4. To assist teachers and school leaders in providing effective programs to prepare ELs to enter all English instructional settings
5. To promote parental and community participation in language instructional programs for parents/guardians, families, and communities of ELs

### Annual Reporting under ESSA

Under ESSA, school districts will annually report on the following requirements under Title III of the Act:

- Number and percentage of ELs making progress toward English language proficiency
- Number and percentage of ELs who attain proficiency and exit EL programs
- Number and percentage of former ELs who meet academic content standards for four years after they exit EL programs
- Number and percentage of ELs who have no exited EL programs after five years as an EL
- Number and percentage of ELs with disabilities making progress toward English language proficiency
- Number and percentage of former ELs with disabilities who meet academic content standards for four years after they exit EL programs

### State Federal Program Monitoring

Districts that receive program funding may be chosen for a review by the state. The purpose is to ensure that funding recipients utilize categorical funding and implement program requirements as required by law. Within the California Department of Education, the Federal Program Monitoring (FPM) office supervises the FPM reviews, which take place either in person or online.

## Conclusion

The ultimate goal of the district is that all students who have ever been classified EL achieve academic success and the goals set for all students in our district. The RBUESD Master Plan for English learners is grounded in the following guiding principles as outlined in the California English Learner Roadmap:

1. Assets—Oriented and Needs—Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions and that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

The district goals for all students and English Learner Master Plan can only be accomplished if all stakeholders work together to support all learners through commitment to equity, dedication to our students and collaboration with our families and community.

Our students deserve our best, our best comes from within when we have high expectations for all our learners.