

Central Union High School District

# English Learner Master Plan

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2019



## I. Involvement

### **EL 01: English Learner Advisory Committee (ELAC)**

CUHSD has functioning site-based English Learner Advisory Committees (ELACs) that provides information on programs and services for English learners that have met legal requirements. The parents and guardians of English learners at their respective school sites hold elections so that every EL parent/guardian has the opportunity to elect ELAC representatives to the DELAC on an annual basis. The ELACs routinely advise the principal and staff on the development of the LCAP goals and the development of the schoolwide needs assessment. The Director of Instruction and EL Programs presents the EL site plan that was developed with the input of the ELACs for consideration of inclusion in the School Plan for Student Achievement (SPSA). The ELAC will receive training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

### **EL 02: District English Learner Advisory Committee (DELAC)**

The CUHSD has a functioning District English Learner Advisory Committee (DELAC) that meets in August and May of each school year. Parents who attend the DELAC are given information on current programs and services that are provided to their students as well as opportunities to provide direction and feedback in areas including (but not limited to) the CUHSD LCAP plan. Parents participate in a survey to assess the needs of their students within their schools each year and feedback is shared with sites to assist them in SPSA planning. Parents also review program goals, objectives, and services and provide feedback to program staff. Parents also review and vote on changes to the CUHSD re-designation criteria as needed to keep policies and procedures up to date. Central Union High School District (CUHSD) notifies parents and/or guardians of English learners' program placement upon enrollment and are notified annually of student placement both in English and in their respective correspondence languages. Parents and guardians are provided with opportunities in the DELAC, ELAC, and other parent meetings to discuss, approve, or makes changes to program recommendations given by EL Program staff, site counselors, site administration, or district administration. All data, information, and notifications are provided in English and Spanish. During the 2019-2020 school year, the CUHSD EL Program will provide parents with training and materials to assist ELAC and DELAC parents in carrying out their legal advisory responsibilities. Each year the DELAC also

reviews and certifies the consolidated application after providing feedback and advice to the CUHSD.

## **II. Governance and Administration**

### **EL 03: EL Identification and Assessment**

The Initial ELPAC Assessment is given to all students who qualify based on responses to the Home Language Survey distributed at registration or upon initial enrollment, and all EL students are assessed with the Summative ELPAC Assessment annually, thereafter, during a period of time determined by the Superintendent and the state board. The annual assessments continue until the pupil is re-designated as English proficient and students are monitored for a period of four (4) years after reclassification in order to provide assistance to the reclassified student as needed. The Home Language Survey (HLS) is given to all students upon enrollment and is used to determine if a student speaks a native language that is other than English. Parents are notified upon school receipt of the HLS that their student will be given the Initial ELPAC Assessment in order to determine English language fluency. The CUHSD EL Program administers the Initial ELPAC Assessment to each student who is eligible for this assessment, produces a local score that is entered into our student management system, AERIES, and the parent is sent a written notification of student initial placement within 30 calendar days of the student's initial date of enrollment as per Ed Code. The CUHSD EL Program annually assesses all identified English language learners using the Summative ELPAC Assessment during the assessment window given to the LEA. This assessment takes place February 1-March 30 of each calendar year. When appropriate for student's special needs, the CUHSD provides designated supports or accommodations in accordance with the student's IEP or 504 plan. When a student's IEP or 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the four testing domains (listening, speaking, reading and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess them. When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. Students may also be reclassified through their IEP team if they meet criteria designated in the CUHSD Special Education Program reclassification procedures.

### **EL 04: Implementation, Monitoring, and Revision of Title III Plan**

The CUHSD annually updates, implements, and monitors a Title III plan for the use of funds in a sub-grant year. Title III funds in combination with other state and federal funding sources are used to implement effective approaches and methodologies for teacher English learner and immigrant students. Funds are used to help students to improve in their English language proficiency as well as their overall student achievement. Professional development for all EL teachers, administrators, and staff is a priority and is designed to improve the instruction and assessment of our English

learner students. Each year PD is focused in areas of greatest need based on achievement on both the Summative ELPAC as well as the CAASPP for ELA. Professional development is currently geared toward improving listening and speaking strategies used in each EL classroom across the district with a continuing focus on improving planning of strategies to meet the needs of students. Students are provided with supplemental curricula like the Pearson ELD Companion, Rosetta Stone, NewsELA Pro, and other educational platforms to help them to improve their language fluency and achievement. Tutors are also provided for students, some of whom are AVID trained. Parents in the community are encouraged to attend school events in order to improve their understanding and interaction with schools and the CUHSD EL Program overall. The CUHSD recognizes and utilizes the definition of immigrant children as provided by 20 U.S.C. Section 7011[5] for purposes of placement and services. Title III Immigrant Funds (when available) are used to provide services like technology, curricular materials, and other additional services or supplies to help students to be successful in their course work.

#### **EL 05: EL Program Inclusion in the SPSA (Schoolwide)**

The CUHSD EL Program is included in the development of the various elements of each school's Single Plan for Student Achievement (SPSA) through stakeholder feedback and input from meetings that are conducted at the site as well as ELAC meetings that are specific to each site. The development of the SPSAs includes information provided by the EL program for data on academic performance and language development of students in the program. A process is in place that evaluates and monitors implementation of the SPSA as it is tied to the LCAP goals set by the district. This process includes stakeholder meetings throughout the school year that inform revisions to goal setting based on data collected. SPSAs within the CUHSD contain goals to improve student outcomes as identified in meetings and discussions with stakeholders. Evidence-based strategies, actions, and services are embedded in the LCAP/SPSAs to help reach the goals that have been set for students. All proposed expenditures are based on projected resource allocation and availability consistent with conscientious district and site-level budgeting. SPSAs and LCAP plans are reviewed by the governing board as well as each respective site's school site council annually.

#### **EL 06: Title III Inventory**

Although we do not use Title III dollars to purchase inventory, all inventory for the CUHSD EL Program is monitored through the ESCAPE program at the district level. Technology pieces purchased are also inventoried and maintained at the IT Department level. Physical checks of inventory are done regularly to ensure usability.

### **III. Funding**

#### **EL 07: Supplement, Not Supplant with Title III**

General fund dollars are used to purchase core materials and supplies for all students and are not contingent upon Title III funding. Title III dollars are used to supplement, not supplant other funding sources that would have been used in absence of these dollars to provide for the education of EL and immigrant students for the CUHSD. Direct and indirect costs of Title III Limited English Proficient (LEP) and immigrant funds for salaries and wages are assessed at the district level and are in proportion to the allowable and identified quantity and duties of the employees of the district.

#### **EL 08- Time and Effort Requirements (Title I and Title III)**

The district provides support for the distribution of salaries and wages that are paid, in part, from Title III funding. Employees who are funded solely under Title III complete a semi-annual certification of such employment.

### **IV. Standards, Assessment, and Accountability**

#### **EL 09: Evaluation of EL Program Effectiveness**

A program evaluation is conducted by the Director of Instruction and EL Programs each year following the receipt of both ELPAC and CAASPP ELA scores to determine program effectiveness along with student grade distribution data and other data measures.

#### **EL 10: Reclassification**

Reclassification of students is currently conducted at the end of the school year upon receipt of ELPAC scores. The CUHSD EL Program Re-designation Criteria matrix is used and includes all elements of performance recommended or required by the state of California for student reclassification. All student records are maintained in hard copy in the students' cumulative file as well as in the AERIES student management system. Students who are reclassified are monitored for four (4) years after reclassification to provide support as needed.

### **V. Staffing and Professional Development**

#### **EL 11: Teacher EL Authorization**

Teachers who provide instruction to EL students have the proper authorization to provide instruction to students in this program.

#### **EL 12: Professional Development Specific to English Learners**

The CUHSD EL Program provides specific training to teachers of English learners that is specific to identified areas of needs based on data from state testing as well as

teacher observed needs. PD regularly is provided through Imperial County Office of Education.

## VI. Opportunity and Equal Educational Access

### EL 13: Language Acquisition Program Options and Parent Choice

A	B	C	D	E
<b>2019-20 ELD, ELA Support Courses and ELD/ELA Support Curricula</b>				
Course	"Ideal" Student Placement	Exit Criteria	2017-18 Curriculum	Additional Resources
<b>ELD Courses (Newcomer and Recent Arrivals)</b>				
ELD A/B	ELPAC 1 Fewer than 2 years in US schools # correct on Edge placement exam = 0-16	Successful completion of 2 semesters Rapid growth-teacher rec.	Edge Fundamentals (Red)	Edge On-line access for planning, student books and online testing Rosetta Stone
ELD C/D	ELPAC 1/2 Fewer than 2 years in US schools # correct on Edge placement exam = 17-24	Successful completion of 2 semesters Rapid growth on ELPAC-3+	Edge Level A (Orange) English 3D Course 1	Edge On-line access NewsELA Rosetta Stone
<b>Grade-level English and EL Support Courses (LTEL/At-risk of LTEL)</b>				
English 9, 10, 11 TSA	ELPAC 1-2 In ELD 2+ years or # correct on Edge Placement Exam 25+	Score ELPAC 3+	Pearson " My Perspectives"	
SAIL 9, 10, 11 (Supporting Academic Instruction and Language)	ELPAC 1-2 In ELD 2+ years # correct on Edge Placement Exams	Score ELPAC 3+	Pearson ELD Companion	
ALAS 9, 10, 11, 12 (Academic Language and Support)	ELPAC 3 Taking Regular English in the Cluster	Score ELPAC 4	Pearson " My Perspectives"	
L4-5 Advisory	ELPAC 4	Redesignation criteria met OR GPA of 3.0 or better	Homework Help/Grade Checks	
<b>EL Services Required by Law</b>				
ELPAC & LAS Links Testing	Assessment of progress in English (ELPAC) and baseline scores for Spanish proficiency (LAS Links) ELPAC Pilot			Required (online LAS Links NEW)
ELAC/DELAC	Parent Advisory meetings			Required
Parent Notifications	Student Placement, ELPAC scores, and Academic Progress, and Redesignation			Required
RFEP monitoring	Monitoring grades and academic progress of Redesignated Fluent ELs with Parent Notification			Required
<b>EL Supplementary Services</b>				
After School ELD Tutoring	Targeting ELD A/B and C/D students with 2 or more D's or F's			Supplementary and NEW
EL Tutoring In-Class	In-class tutoring for students in ELD and Bilingual/Sheltered Courses 1-4 days/wk			Supplementary and NEW
Summer Online Intervention	Targeting students who need to retake a course, students who need to increase G.P.A., students completing A-G			Supplementary and NEW
Parent/Student Orientation	Providing newcomer families with information about the U.S school system and academic success criteria			Supplementary and NEW
EL Case Studies/Pre-SSTs	Targets LTEL L1-2 students to determine whether a referral for SPED testing is appropriate			Supplementary and NEW
State Seal of Biliteracy	Promote and Process applications for the State Seal of Biliteracy for graduating Seniors			Supplementary and NEW
Summer L-3 Bridge Course	Targeting L-3 who will take regular English in the fall			Supplementary (Focus is NEW)
Academic Advising	Targeting Students making less than adequate progress, prioritizing grade 12 students			Supplementary
ELPAC Presentations	Presentations made to EL students to remind them of the importance of the ELPAC			Supplementary (Presentation NEW)
Content Area Courses (Req.)	Offered in both Bilingual and SEI versions depending on the need (see attached DW list)			
AVID	1 section of EL AVID offered at SHS			Supplementary and NEW

Three district levels of EL structured course work are offered as referenced the table above. Parents are notified of their students' program placement annually and are given the opportunity to discuss, approve, or make a different program selection than the one recommended by EL Program staff, counselors, etc. All data, information, and notifications are provided in both English and Spanish. Parents can also opt out of all EL Program services by signing a waiver that can be provided to them upon request.

## VII. Teaching and Learning

### EL 14: ELD

All English learners participate in English language development instruction that is appropriate for their identified levels of language proficiency as prescribed by law (California Education Code Section 300). English language development lessons reflect

curriculum, including instructional materials and teaching methodologies that are designed to promote EL's acquisition of listening, speaking, reading, and writing skills in English. ELD classes have standards-based assessments to evaluate ELs' academic growth. The Initial ELPAC Assessment score is used for initial placement into ELD classes. The ELD teachers are also responsible for making recommendations of an English learners' ELD placement. Curriculum for the ELD courses is continually refined. Data is compiled and analyzed on individual ELs and ELs as a group and by grade-level and years in the program to ensure that ELs are acquiring English-language proficiency. English learners who are not making adequate yearly progress are provided with interventions aimed at ensuring that they recoup academic deficits and begin to make academic gains. The English Learner Program staff assists the site administrations in compiling and analyzing data as well as providing district administration with overall data for the entire district.

### **EL 15: Access to Standard Instructional Program**

CUHSD's EL Program is based on the simultaneous model. ELs acquire English and learn grade-level academic content at the same time. The core courses reflect curricular lessons, materials, and teaching strategies that are designed for ELs and are appropriate to the ELs' English proficiency levels. Specially Designed Academic Instruction in English (SDAIE) and primary language instruction are also used to ensure that ELs are mastering grade-level core content state standards. Core courses designed for English learners have the same power standards as those courses designed for English Only students. For example, the power standards in Algebra I Bilingual, Algebra I SB, and Algebra I mainstream are the same. Required courses at a particular grade are also offered in bilingual or SEI form, or both. For example, World History is required in the sophomore year. To ensure that ELs have access to the core content in this area, it is delivered in three different modalities: bilingual, SEI (Structured English Immersion), and mainstream. All site teachers are provided with the linguistic levels of all their students including the listening, speaking, reading, and writing levels, as reported by the Summative ELPAC. Teachers then modify their lessons as they deem appropriate to ensure that the students' linguistic levels do not present a barrier to academic achievement. The site teachers and administrative staff review semester data on a course-by-course level to ensure that all students-at all different linguistic levels-are succeeding. For courses where a disproportionate amount of ELs are not succeeding, teachers work with the Director of Instruction and EL Programs and site administration to adjust teaching methodologies and materials to better suit the needs of the students.