



Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

English Learner Master Plan 2025-2026



Introduction/Superintendent’s Message	2
--	---

EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

Component #1 – Commitment and Purpose	3
Component #2 – Responding to Diverse Learners	4
Component #3 – Program Options	14
Component #4 – Staffing	15

EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

Component #5 – Access to Core Curriculum	17
Component #6 – English Language Development	19
Component #7 – Professional Learning	21

FAMILY-COMMUNITY ENGAGEMENT

Component #8 – Family-School Partnerships	23
---	----

ACCOUNTABILITY

Component #9 – Assessment and Student Monitoring	25
Component #10 – Program Monitoring and Evaluation	27

Superintendent's Message

Dear Vallecitos School Community,

At Vallecitos School District, we believe that every student, regardless of language background deserves access to a high-quality, inclusive, and empowering education. Our English learners bring a wealth of cultural and linguistic assets to our classrooms, and we are committed to ensuring that these students thrive academically, socially, and emotionally.

With great pride, we introduce the district's English Learner Master Plan, a comprehensive guide that outlines our vision, policies, and practices for supporting English learners. This plan reflects our strong commitment to equity and excellence and serves as a roadmap for meeting the diverse needs of our EL students across all grade levels.

The development and implementation of this plan are firmly aligned with the California English Learner Roadmap, as well as federal requirements under the Every Student Succeeds Act (ESSA) and all applicable state and local education agency (LEA) initiatives. Through this alignment, we ensure that our efforts are not only compliant but also strategic, responsive, and student-centered.

We are dedicated to creating system-wide conditions that foster meaningful access to instruction, high expectations for academic achievement, and recognition of the rich cultural and linguistic heritage our students bring to the learning environment. Professional learning, parent engagement, and data-driven support systems are central to our approach.

As Superintendent, I reaffirm my unwavering support for this work and my commitment to ensuring that every English learner in Vallecitos has the opportunity to succeed and flourish. Together—with our educators, families, and community—we will continue to build a school district where all students are empowered, valued, and prepared for the future.

With gratitude and commitment,

Meliton Sanchez



Superintendent
Vallecitos Elementary School District

EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

COMPONENT #1 – COMMITMENT AND PURPOSE

Rationale for the English Learner Master Plan

The Vallecitos School District is committed to fostering an inclusive, equitable, and high-achieving educational environment for all students, including English learners (ELs). In alignment with the **California English Learner Roadmap**, the district's English Learner Master Plan is designed to ensure that EL students are provided with the necessary linguistic, academic, and socio-emotional supports to thrive in school and beyond.

The English Learner Roadmap outlines a clear vision for educating English learners through its four principles, which guide the development and implementation of our Master Plan:

1. Assets-Oriented and Needs-Responsive Schools

Vallecitos affirms and builds upon the linguistic and cultural assets of our English learners. We recognize the diversity within our student population as a strength and aim to create culturally responsive environments that address students' individual needs. Our programs are designed to ensure ELs are valued contributors to our school community.

2. Intellectual Quality of Instruction and Meaningful Access

The Master Plan prioritizes rigorous, standards-based instruction that is both accessible and meaningful for English learners. Instructional strategies support language development while providing equitable access to core content, ensuring that ELs are challenged intellectually and prepared for college, career, and civic life.

3. System Conditions that Support Effectiveness

The district is committed to investing in the necessary infrastructure to support EL success, including professional development for educators, data-informed decision-making, and coordinated systems of support. Leadership at all levels is aligned around shared responsibility for English learner outcomes.

4. Alignment and Articulation Within and Across Systems

Our Master Plan establishes clear policies and practices for identification, placement, instruction, reclassification, and monitoring of English learners. Collaboration among teachers, administrators, families, and community partners ensures continuity and coherence across grade levels and programs.

In adopting this Master Plan, Vallecitos School District reaffirms its dedication to educational equity and excellence. We aim to empower English learners to reach their full potential as multilingual, culturally competent individuals prepared to participate fully in a global society

COMPONENT #2 – RESPONDING TO DIVERSE LEARNERS

LEA’s Vision, Mission, Values and Beliefs Inclusive of English Learners

At Vallecitos School District, we believe that every student regardless of language background, cultural identity, or life circumstances deserves equitable access to a high-quality education. Our commitment to English learners is rooted in the belief that multilingualism is an asset, and that students thrive when instruction is inclusive, personalized, and affirming of their unique strengths.

We embrace the following principles to support our mission:

Beliefs and Values

- **High Expectations for All:** We hold high expectations for every student, including English learners, and for every staff member who supports them. We design focused learning goals that honor the diverse strengths and needs of our students, ensuring they have the tools and opportunities to meet and exceed academic standards.
- **Equity-Driven Instruction:** We use ongoing assessments and data to monitor student learning and guide responsive instruction. This approach ensures that English learners receive timely support that accelerates both language development and academic growth, narrowing opportunity gaps.
- **Inclusive and Safe Learning Environments:** We foster a safe, welcoming, and inclusive school culture that values linguistic and cultural diversity. All students, especially English learners, must feel respected, supported, and empowered to fully engage in their learning.
- **Collaborative Culture:** We promote school-wide collaboration among educators, support staff, and specialists to ensure coordinated efforts in supporting English learners. We recognize that equitable outcomes require shared responsibility and professional growth.
- **Family and Community Partnerships:** We actively build meaningful relationships with families of English learners by honoring their voices, engaging them in their child’s education, and providing accessible communication and resources in home languages.
- **Future-Ready Learners:** We equip all students, including English learners, with the academic knowledge, critical thinking skills, and language proficiency they need to become confident, compassionate, and productive citizens in a diverse society.

LEA's Overview of Its Diverse Populations

Vallecitos School District is a small, rural, and close-knit K–8 district located in northern San Diego County. As a single-school district, Vallecitos Elementary serves approximately 180 students across all elementary and middle grade levels. The school community is characterized by strong relationships, a supportive atmosphere, and a shared commitment to equity and academic excellence.

The student body is predominantly Hispanic (90.5%), and socioeconomically disadvantaged (82.2%). The district serves a significant population of English Learners (44%), who receive targeted language development support through the district's comprehensive Structured English Immersion program.

- Of the total student population, 25% are Reclassified Fluent English Proficient (RFEP) students, who have met criteria demonstrating English language proficiency and academic readiness.
- Among current English Learners, 13.33% are newcomers, which are students who have arrived in the United States within the past three years.
- 11.1% of current English Learners are classified as Long-Term English Learners (LTELs), meaning they have been enrolled in U.S. schools for six or more years without having met the criteria demonstrating English language proficiency..

The district also serves a large number of students experiencing additional educational challenges:

- 22.7% of students are identified as migrant, reflecting the mobility of families working in agriculture and related industries.
- 13.33% of students are classified as "doubled-up", a designation under the McKinney-Vento Homeless Assistance Act referring to students who live in shared housing due to economic hardship.
- 23% of students are identified as Students with Disabilities (SWD), and notably, a significant portion of those students are dually identified as both English Learners and students with Individualized Education Programs (IEPs), requiring specially designed instruction that addresses both language development and learning needs.

Vallecitos Elementary implements a Structured English Immersion (SEI) model as its primary language acquisition program. Structured English Immersion is a program in which nearly all instruction is provided in English. The curriculum and teaching strategies are specifically designed to support English Learners in developing English language proficiency while simultaneously accessing grade-level academic content. SEI includes Designated ELD, which is explicit instruction focused on English language skills and Integrated ELD, in which language

development is embedded across all academic subjects.

Despite the challenges of serving a high-need population, Vallecitos School District remains deeply committed to creating a culturally responsive and inclusive learning environment where every student—regardless of background, language, or ability—has the opportunity to grow, achieve, and thrive.

Federal and State Requirements for Services to English Learners

Vallecitos School District’s English Learner Master Plan is designed to guide our commitment to providing equitable, high-quality education for all English Learners (ELs), in alignment with key policies and legal requirements. This plan reflects the mandates of the California English Learner Roadmap Policy, the Local Control and Accountability Plan (LCAP), and the LCAP Federal Addendum, which collectively ensure that ELs receive appropriate language development services, access to rigorous academic content, and culturally responsive supports.

The Master Plan was developed through a collaborative, inclusive process engaging district educators, administrators, parents, and community stakeholders. We gratefully acknowledge the valuable contributions of our teachers, site leaders, EL program coordinators, families, and community partners who participated in meetings, surveys, and planning sessions to shape a plan that truly reflects our shared vision and the needs of our EL students.

Through ongoing collaboration and commitment, Vallecitos School District strives to implement best practices in English Language Development and to continuously improve outcomes for our ELs, preparing them for academic success and meaningful participation in our diverse society.

Initial Identification Assessment Criteria

Vallecitos School District’s initial identification process for English Learners reflects our commitment to honoring the rich linguistic and cultural diversity of our students while meeting all legal requirements. By accurately identifying students’ language needs, we ensure that all English Learners have equitable access to appropriate language development programs and rigorous academic instruction.

This process is grounded in an aspirational vision that values each student’s unique background as an asset, and it seeks to provide timely, transparent communication with families regarding program options and rights. Ultimately, this ensures every EL student receives targeted support necessary to thrive academically and participate fully in school life.

Initial Identification Assessment Tool and Procedures

The process for initial identification and placement of students into an appropriate instructional program is shown in Figure 1 and is explained in detail below. Student enrollment and assessment takes place with a staff member meeting with parents whenever possible.

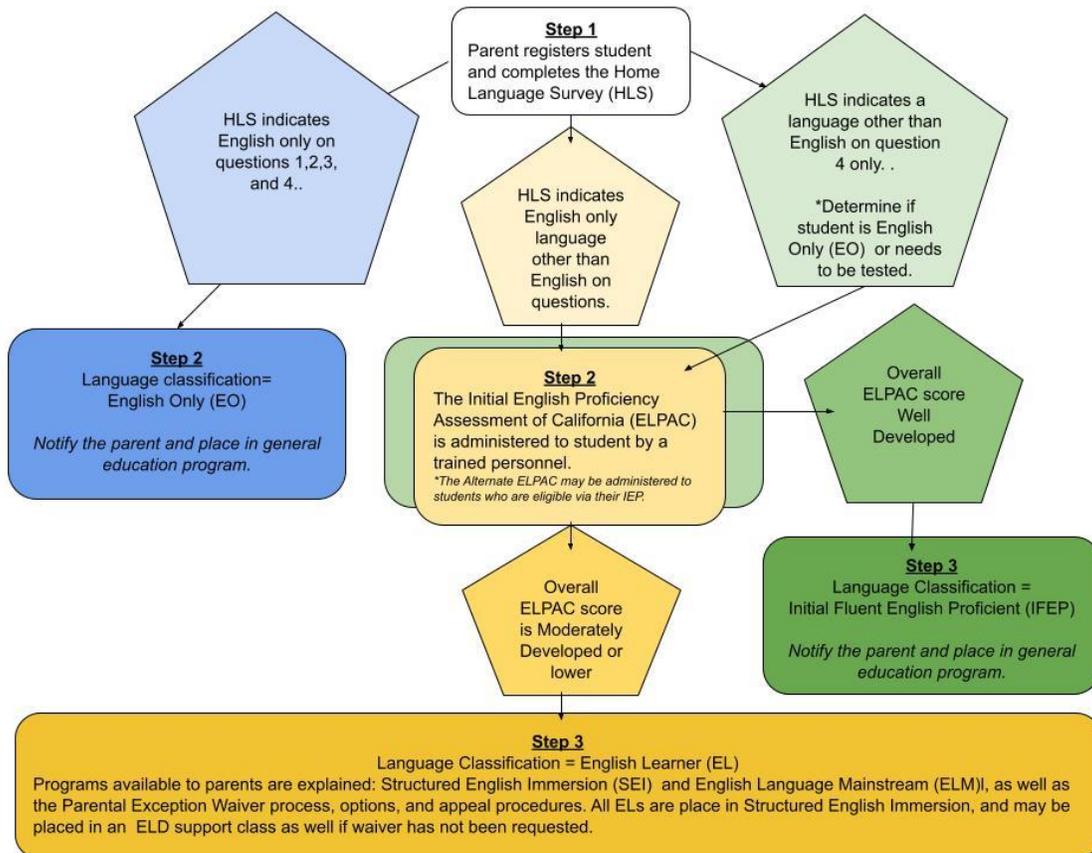


Figure 1: Initial Language Proficiency Assessment, Identification, and Placement Process

STEP 1: Registration, including completion of the Home Language Survey When parents/guardians enroll their child in school, they complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the student in the district, and the results are maintained thereafter.

- If the answers to Items 1, 2, 3, and 4 are “English” on the HLS, the student is classified as English Only (EO).
- If Item 1, 2 or 3 on the HLS is answered with a language other than English, the student is tested for English proficiency. (Continue to Step 2)
- If only item 4 on the HLS is answered with a language other than English, the school must determine whether to continue with the assessment of English (go to step 2), or to identify the student as Initially Fluent English Proficient (IFEP). The parent or guardian of

the student will be interviewed by the person enrolling the student to determine whether the student continues with the assessment or not.

STEP 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used, the student's English language proficiency must be assessed within 30 calendar days of initial enrollment. Students' English language proficiency is assessed as part of the enrollment process by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and students.

The assessment used to determine initial English proficiency is the Initial English Language Proficiency Assessments for California (ELPAC). The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey.

If a student has been identified as having significant cognitive disabilities via This assessment is administered to students with an HLS that lists a language other than English as the primary language within 30 days of when the student enrolls in a California public school for the first time. Eligible students must have an IEP designating the use of alternate assessments.

STEP 3: Parent Notification of Assessment Results and Program Options

Upon completion of the testing, parents are notified of the assessment results and are given a description of the program placement (see step 5). This information is also provided to parents in writing in a language designed to be readily understandable to the parent. Once the program options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver. This information is also provided in writing, using language and materials designed to be readily understandable to the parent. If after the programs have been explained, a parent elects to have their English learner, who is "less than reasonably fluent," placed in the English Language general education program, a Parental Exception Waiver is necessary and the district will honor the parent's informed request. The parent may be asked to sign and date a written request to document that a request was made if the request was not made in writing.

A copy of all Parental Exception Waivers, and requests to be placed in an English Language general education program, are placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage of the approval, denial, or request.

STEP 4: Program Placement

On the basis of the English language assessment, students are classified as either Initially Fluent in English Proficiency (IFEP) or English learner (EL). The parents of IFEP students are informed of the results and given the same program options as those given EO (English Only) students. Placement is made on the same basis as for EOs. (See Step 1).

ELPAC scores for English learners will indicate whether the student has moderately developed,

somewhat developed or minimally developed listening, speaking, reading and writing skills.

Students grades 1-8 with minimally developed skills are placed into an English Language Development (ELD) level 1 course with the English Learner Coordinator. Students grade 1-8 scoring between somewhat and minimally developed are placed into an ELD level 2 course. Students scoring between moderately developed and somewhat developed are placed into an ELD level 3 course. The ELD leveled courses are designed specifically to improve the students listening, speaking, reading and writing skills.

Students scoring moderately developed but not well developed are not required to be enrolled in an ELD course, but receive ELD instruction in their classroom throughout the day.

English learners take general education courses using a structured English immersion format. Support for English learners in their general education course may include one or more of the following:

- Content instruction using SDAIE techniques
- Tutoring
- Participation in strategic interventions
- Before and/or after school intervention programs
- Primary language support
- Migrant Education support
- Other appropriate services

Transfer Students

Transfers from other California schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, RFEP, IFEP, and EL). These students do not need to go through the Vallecitos initial

identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results.

Records are obtained from the previous school/district, and entered into the district's record keeping system. The district of origin is required by education code to provide English Learner identification and assessment information. Vallecitos staff will take all initiative necessary to obtain this information. If these records or information cannot be acquired within ten days of enrollment, English and primary language assessments precede and the identification/notification placement process is implemented per the above description.

Transfers from out of state or from other countries

The language assessment, classification and placement process shown in Figure 1, will be followed for students entering Vallecitos who are new to the state or from another country. The date the student is enrolled in the district is entered into the student's

records and the student database system and is used as the date they first enrolled in a California school and (when appropriate) the date they first enrolled in a US school. The English Learner Specialist assigns students to an appropriate English language program based on the assessment data.

Parental Rights, Notification, Program Options and Selection Processes

ANNUAL NOTIFICATION

Each year EL parents will receive:

- Their student's annual assessment results;
- Information regarding all the district program options;
- An opportunity to review the Parental Exception Waiver processes and submit such a waiver.

Parental Exception Waiver Procedures

EL students in the Vallecitos School District are placed in one of the following programs:

1. Structured English Immersion (SEI), in which the language acquisition process, curriculum and instruction are designed for students who are learning the language
2. English Language Mainstream (ELM), classrooms in which the students are either native English language speakers or already have acquired reasonable fluency in English.

English learners who do not meet the LEA criteria (reasonable fluency) for participation in an ELM program are placed in an ELM program at any time during the school year, if the parent or guardian so requests. English Learners in Special Education whose Individualized Educational Program (IEP) requires primary language services are not subject to the waiver process. The IEP acts as the waiver.

Waiver Approval Process

Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of SEI, ELM, and alternative programs, and all educational opportunities offered by the school district and available to the student. All parental exception waivers shall be acted upon by the school within 30 instructional days of submission to the school administrator. If a waiver is denied, parents and guardians must be informed in writing of the reason(s) for denial.

The Superintendent or designee will monitor the school to ensure compliance with the procedures and related policies and laws described above. The Superintendent or designee will make recommendations to the Vallecitos Board of Trustees regarding any necessary enhancements to the implementation of this plan.

PARENT ADVISORY COMMITTEE

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC). 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 a district wide needs assessment.
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. Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

The school will annually elect DELAC members. Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

The school district shall 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.

ACTIVITIES TO HELP PARENTS EFFECTIVELY ASSIST THEIR STUDENT TOWARD EDUCATIONAL SUCCESS AND ADVOCATE FOR THEIR STUDENT WITHIN THE SCHOOLS AND COMMUNITY

The following goal has been established: Parents of English Learners in Vallecitos School District will participate meaningfully in the education of their students. The following types of activities may be carried out to further this goal.

- School Site Council
- DELAC
- Parent Teacher Organization (PTO) events
- Other community outreach events in Home Language
- Communication in the Home Language

Interpreters are made available for all meetings. The district website has a dropdown language menu that allows web content to be translated into different languages. The Local Control and Accountability Plan (LCAP) Annual Parent Survey is provided in English, and any other Home Language as needed, to ensure all parents' voices are heard prior to LCAP development.

Reclassification Criteria and Processes

The reclassification decision is a team decision made after considering the evidence regarding the student’s performance . The membership of the Reclassification Team includes the EL Coordinator, classroom teacher, administrator, parent, and any other relevant specialists.

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Vallecitos School District exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Vallecitos School District Criteria
English Language Proficiency Assessment	Summative ELPAC Overall Performance Level 4 OR Summative Alternate ELPAC Performance Level 3
Teacher Evaluation	Using the Observation Protocol Tool for Teachers of English Learners (OPTEL), the teacher must be in agreement that the student routinely demonstrated fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.
Parental Opinion and Consultation	Parents are consulted with, and their opinion is documented on the OPTEL Parent Consultation Form
Comparison of Performance in Basic Skills	A score of at least ‘Early On Grade Level’ on the iReady Diagnostic Assessment OR a score of at least a 3 ‘Standard Met’ on the CAASPP (grades 3-8 only).

Figure 2: Vallecitos School District Reclassification Criteria

After the team has made a decision to reclassify, the following steps are taken:

- The EL Coordinator or designee fills out the district Reclassification Form;
- The EL Coordinator places digital copies of the ELPAC Score Report, the OPTEL, iReady or CAASPP ELA Score Report, and Reclassification Form in the Vallecitos EL Program Google Drive Folder.

- A copy of the Reclassification Form is given to the parent and another copy of the same form is placed in the student's EL folder in their cumulative files;
- The student's record is then coded as reclassified in the district student information system;
- The MTSS team monitors the reclassified students academic progress for four years from the reclassification date.

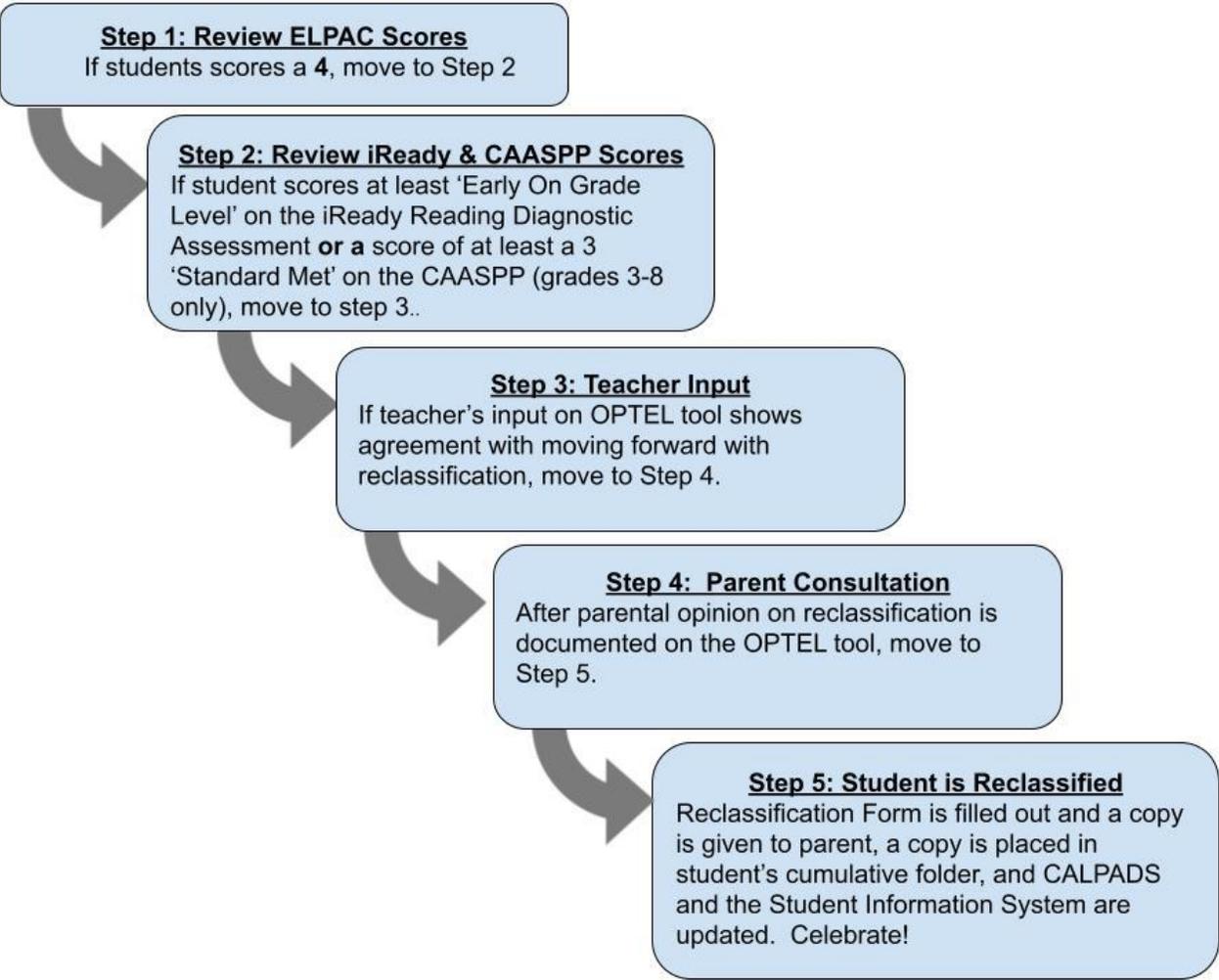


Figure 3: Reclassification Process

PROVISION FOR SPECIAL EDUCATION STUDENTS

If a special education student is not making adequate progress, then the IEP team will review appropriate goals, modifications, and accommodations. The team may consider reclassification via the Alternate ELPAC if student qualifies.

Considerations for Diverse Learners, including Dually-Identified Students

- Include processes taken to support all diverse learners in the LEA

COMPONENT #3 – PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs. The [Global California 2030](#) initiative aspires to ensure students are ready to live and compete in a diverse, multilingual world; Dual language programs serve to prepare students to achieve this vision.

CONTENT OVERVIEW

Description of programs being offered to English learners
 Benefits and alignment to typologies for each program being offered
 Dual language program models available for multilingual learners
 Expected progress through each program/modeled
 Parent rights, options and selection processes

The Program Options component is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency

Description of Programs Being Offered to English Learners

- Describe all EL language acquisition programs in detail.

Benefits and Alignment to Typologies for Each Program Being Offered

- Include a rationale for the offerings, together with what benefits or services each program affords students.
- Include expected progress through each program/modeled
- Include parent rights, options and selection processes

COMPONENT #4 – STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

<p>CONTENT OVERVIEW</p> <p>Options for staffing EL programs, including recruitment and retention plans</p> <p>Rationale for staffing based on state requirements</p> <p>LEA’s prioritization process for assigning qualified personnel</p>

The staffing component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>3A. Leadership</p> <p>3B. Adequate Resources</p> <p>3D. Capacity Building</p> <p>4A. Alignment and Articulation</p> <p>4C. Coherency</p>

Options for Staffing EL programs, including Recruitment and Retention Plans

- Describe staffing for English Learner program options.
- Describe the process for recruiting qualified/certificated staff to meet the needs of ELs.
- Include possible processes for growing paraeducators into credentialed/EL or Bilingually authorized teachers.

Rationale for Staffing Based on State Requirements

- Provide rationale based on state requirements for staffing (teacher/paraeducator), including EL or Bilingual Authorization.

LEA's Prioritization Process for Assigning Qualified Personnel

- Describe the LEA's system of prioritization to assign EL qualified/certified staff to programs/schools.

EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

COMPONENT #5 – ACCESS TO CORE CURRICULUM

Rationale: An LEA’s vision and mission for equity and excellence in English Learner education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement , honors, or gifted courses. An appraisal of a LEA’s daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA’s aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

<p style="margin: 0;">CONTENT OVERVIEW</p> <ul style="list-style-type: none"> Rationale for access to the core curriculum Expectations for rigorous standards-based instruction Integrated ELD’s role in accessing the core curriculum Role of primary language ELs’ access to advanced placement, honors, gifted and talented, college and career, etc.
--

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students’ Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency</p>

Rationale for Access to the Core Curriculum

- Define rationale for access to the core curriculum and how this is supported by research.

Expectations for Rigorous Standards-Based Instruction

- Clearly stipulate the expectation for quality, standards-based, rigorous curriculum and instruction being offered to ELs in all content areas.

Integrated ELD's Role in Accessing the Core Curriculum

- Define Integrated ELD as a requirement to access the core curriculum.
- Describe Integrated ELD instructional strategies for all grade levels, TK-12, and ELP levels.

Role of Primary Language

- Highlight how primary language use and support are ways to access the core curriculum.

ELs' Access to Advanced Placement, Honors, Gifted and Talented, College and Career, etc.

- Detail ELs access to Advanced Placement courses, enrichment classes, and Gifted and Talented, college and career programs.

COMPONENT #6 – ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (d-ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students’ English language proficiency levels, and their English language learning needs. It includes developing English learners’ oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. LEAs need to provide clear guidelines and expectations for d-ELD to provide EL student opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

<p style="margin: 0;">CONTENT OVERVIEW</p> <ul style="list-style-type: none"> Purpose of ELD Expectations for ELD instruction and minimum number of daily minutes Strategies and practices for ELD, including district prioritized strategies/practices Expected ELD progress and monitoring

The ELD component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency</p>

Purpose of ELD

- State the purpose for a comprehensive English Language Development program (Integrated and Designated ELD) and how it is supported by research/reports (e.g., California ELA/ELD Framework).

Expectations for ELD Instruction and Minimum Number of Daily Minutes

- Clearly describe designated ELD for ELs, with expectations for daily minimum number of minutes (local decision) across grade levels.
- Provide a detailed description of secondary designated ELD course sequences and placement criteria.

Strategies and Practices for ELD, including LEA Prioritized Strategies/Practices

- Describe evidence-based practices and pedagogies to implement designated ELD.

Expected ELD Progress and Monitoring

- State commitment to and describe process for monitoring student language proficiency, including students who have reclassified as fluent English proficient (e.g. Language Appraisal Team).

COMPONENT #7 – PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants and others in varied professions participate in professional learning to keep abreast of: current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality PD to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for professional learning to build and sustain the capacity of English learners
- Foundational knowledge expectations for teachers of ELs
- Clarity around responsibilities of LEA and site for coherent and aligned professional learning
- Connectedness between professional learning for EL educators and LEA’s educational plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

Rationale for Professional Learning to Build and Sustain the Capacity of English Learners

- Provide examples and definitions of professional learning to build and sustain educators' capabilities for educating ELs.

Foundational Knowledge Expectations for Teachers of ELs

- Describe expectation for foundational knowledge and skills for all teachers of English learners and new hires.

Clarity Around Responsibilities of LEA and Site for Coherent and Aligned Professional learning

- Describe defined responsibilities and characteristics of a coherent and aligned LEA-wide/school site professional learning to ensure rigorous, responsive, and quality learning for ELs.

Connectedness between Professional Learning for EL Educators and LEA's Educational Plans

- Define how professional learning for educators of ELs is connected to the LEA's strategic, instructional and professional development plans.

FAMILY-COMMUNITY ENGAGEMENT

COMPONENT #8 – FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels.” Hattie’s meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year’s growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are an LEA’s partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of families in the education of ELs
- Expectations and systems for EL families, including students, to engage in LEA activities/education
- Forms and purpose of communicating with families
- Primary language communication/translation
- Role of advisory committees.
- Rights of parents/families
- Capacity building for families and community

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

Role of Families in the Education of ELs

- Detail a commitment to the role of families as partners and assets in the

education and success of their English learners.

Expectations and Systems for EL Families, including Students, to Engage in LEA Activities/Education

- Describe the expectations and types of engagement of English Learner families that align with the LEA's standards for family and student engagement.

Forms and Purpose of Communicating with Families

- Include forms used to communicate with parents about: program options, student progress towards ELD, student progress in core classes, reclassification, access to enrichment-intervention-supplemental programs, college readiness, etc. that are aligned with the LEA's strategic plan/instructional plan.

Primary Language Communication/Translation

- Delineate the LEA's responsibilities and commitment for communicating with parents in their primary language & providing translation.

Role of Advisory Committees

- Communicate the rationale, role and responsibilities of family and community in federal, state and LEA advisory committees.

Rights of Parents/Families

- Explicitly describe how the family, parent or guardian rights and processes to advocate for their English learners align with federal, state and LEA mandates.

Capacity Building for Families and Community

- Include details of the LEA and schools' roles and responsibilities in building family and community capacity on: ELD, assessment, core instructional programs and services for English learners.

ACCOUNTABILITY

COMPONENT #9 – ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the ELD and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

<p>CONTENT OVERVIEW</p> <ul style="list-style-type: none"> Comprehensive assessment program Purpose/time for each assessment ELD assessments to measure progress in speaking, listening, reading and writing Structures and systems to intervene based on student progress

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency</p>

Comprehensive Assessment Program

- Include a comprehensive assessment program for monitoring: 1) ELD progress monitoring, 2) core curriculum progress monitoring, and 3) reclassification.
- Describe how the comprehensive assessment program includes: 1) standardized state language assessments, 2) standardized state core curriculum assessments, 3) common formative LEA assessments for ELD and core, and/or 4) curriculum/publisher's assessments for language and content, and/or 5) teacher developed assessments.

Purpose/Time for Each Assessment

- Include a timeline or recommended periods for testing based on federal, state, and LEA mandates/guidelines.

ELD Assessments to Measure Progress in Speaking, Listening, Reading and Writing

- Describe how the ELD assessments measure progress of English learners in speaking, listening, reading, and writing.
- Clearly identify the intent and usage for each assessment.

Structures and Systems to Intervene Based on Student Progress

- Include structures (e.g., Language Appraisal Team), systems, appropriate timelines and processes for convening and intervening when English learners, based on typology, are not making adequate progress.
 - Structures include teams of knowledgeable educators and parents such as: principal, bilingual coordinator, EL teacher, parent, counselor, special education specialist, etc.
 - The processes for convening and intervening clearly delineate what data, artifacts and evidence needs to be considered in the decision-making process.

COMPONENT #10 – PROGRAM MONITORING AND EVALUATION

Rationale: LEA and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

<p>CONTENT OVERVIEW</p> <ul style="list-style-type: none"> Plan for English Learner program evaluation Federal, state and LEA requirements and evaluation processes Success criteria for ELs linguistic and academic outcomes Core base program vs. supplemental supports Evaluation of base/supplemental funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California [EL Roadmap](#) (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency</p>

Plan for English Learner Program Evaluation

- Include English Learner program evaluation questions and criteria to support continuous monitoring and improvement processes.

Federal, State and LEA Requirements and Evaluation Processes

- Include requirements and evaluation processes to gauge compliance with federal, state and LEA guidelines.

Success Criteria for ELs Linguistic and Academic Outcomes

- Identify measures (e.g., qualitative and quantitative data) and criteria to determine the effectiveness of the plan as it pertains to English learner linguistic and academic outcomes.

Core Base Program vs. Supplemental Supports

- Define the difference between base programs and differentiated or supplemental supports for English learners.

Evaluation of Base/Supplemental Funding

- Describe how the LEA equitably allocates resources as required by the Local Control Funding Formula, the Local Control and Accountability Plan, and the LCAP Federal Addendum.