



Unlocking Potential, Shaping Futures – Together

English Learner Master Plan

Santa Maria Joint Union High School District
Revised 2022

Message from the Superintendent

The Santa Maria Joint Union High School District recognizes the value of **all** students. Our district vision is that “every student succeeds and is prepared for college, career, and life.” This vision is grounded in our beliefs as reflected in our district’s Strategic Plan:

- All students are capable of meeting and exceeding the adopted state standards and graduating from our schools prepared for college or a career.
- The quality of instruction and relationships in our classrooms are the key to student learning.
- All stakeholders should work collaboratively at school and district levels to produce high quality teaching and learning.
- All stakeholders must focus on creating community-centric conditions which support student success and continuous improvement for all.
- We must provide a safe and well-maintained learning environment for our students and staff.
- Students and staff are accountable for student success and remain committed to continuous improvement.
- Effective leadership is a major contributor to student success.

Multilingual learners are faced with the challenge of language acquisition and gaining proficiency in English, all while developing mastery of other core academic content. Our program is designed to facilitate the accomplishment of both by providing equitable access to high quality, research-based instruction and support to be able to meet the rigorous state academic standards. We also do this in close partnership with our students’ parents and guardians. The resources to educate and support our multilingual learners are strategically allocated via the Local Control Accountability Plan and federal program funds.

We are committed to meeting the diverse yet unique needs of our multilingual learners. It is a team effort, and I commend our faculty, support staff, and administrators for their dedicated work to accomplish this goal.

Antonio Garcia
Superintendent



Santa Maria Joint Union High School District **English Learner Master Plan**

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CHAPTER ONE

Introduction

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Chapter One: Introduction

Background

The Santa Maria Joint Union High School District (SMJUHSD) is located in the Santa Maria Valley, home to a robust agricultural industry. The district serves approximately 8,953 students across three comprehensive high school sites and one alternative high school. Our students come from diverse backgrounds with rich cultures and languages.

The following demographics provide information about the English learners that we serve.

Number and percent of English learner students

16.3% or 1,525 of the 9,367 students in SMJUHSD are English learner students. The following are the percentages and numbers of English learners attending each school:

- Delta High School - 22.1% or 84 of the 379 students
- Righetti High School - 11.9% or 302 of the 2,535 students
- Pioneer Valley High School - 14.4% or 456 of the 3,157 students
- Santa Maria High School - 21.1% or 674 of the 3,182 students
- Career Technical Education Center & Ag Farm - 7.9% or 9 of the 114 students

Data Source: Aeries September 2021

Primary Languages Spoken by English learner students in the district in 2020-21 were:

- Spanish - 1,350 or 78.5% of our English learners
- Mixteco - 316 or 18.3% of our English learners
- Other languages spoken by less than 2% of English learners include Filipino (10), Arabic (7), Zapoteco (7), Ilocano (6), Vietnamese (3), Farsi (1), and Portuguese (1)

Data Source: DataQuest 2020-2021

Birth places of our English learner students:

- 77% were born in the United States
- 57.1% of those born in the U.S. were born in Santa Maria, California
- 23% are foreign born

Data Source: Aeries September 2021

This English learner Master Plan was developed with these unique demographics in mind.

In 2017, the California Board of Education adopted new instructional frameworks which were aligned with the state content standards that had been recently adopted. In addition, a new state accountability and continuous improvement system was implemented that included the School Dashboard. Under the direction of the Multilingual and Migrant Education Programs (MMEP), Santa Maria Joint Union High School District (SMJUHSD), implemented an English learner program restructuring process aimed at creating an action plan to improve services to English learners by addressing their most pressing needs. This restructuring process engaged students, parents, teachers, counselors, classified staff, administrators, board members and local elementary school district personnel in an analysis of relevant data, a study of standards and frameworks, and a review of research and best practices in relation to adolescent English learner students. The English Learner Program Restructure Committee was convened and made informed recommendations expressing a sense of urgency for the work. This yielded several important initiatives to address the changing needs of English learner students served by SMJUHSD. These initiatives included: an improved collaborative English learner student placement process; a new English Language Arts/English Language Development course sequence; new curriculum adoptions accompanied by teacher professional learning; identification of newcomer English learner student cohorts at each comprehensive school site; English Learner/Migrant Summer School; and increased parent engagement supported through expanded language access services in both Spanish and Mixteco.



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In 2019, due to a decline in the English Learner Progress Indicator for two consecutive years, a self-study was conducted by SMJUHSD to re-examine the outcomes for district English learners and to restructure the English Learner Pathway to maximize the success of English learner students. EL Pathway Restructuring Committees were convened at school sites and included counselors, administrators, teachers and other site staff, as needed. The committees were charged with restructuring the EL Pathway to maximize student success using the following five planning guidelines:

- maximize use of English,
- create linguistically diverse classrooms,
- support development of primary language,
- provide flexibility in course sequence, and
- assess education (linguistic and academic) levels.

Representatives from the Santa Barbara County Office of Education and the district's Multilingual and Migrant Education Programs have provided technical expertise and support to the EL Pathway Restructuring Committees during this process which is now in the third year of implementation. Committee work has included: collaborative data analyses; restructuring of the EL Pathway to align with AB 2735 requirements while ensuring the inclusion of flexibility to meet the needs of the district's diverse English learner student groups; curriculum mapping; review and revision of course descriptions; and the development of a course syllabus for each designated ELD course. Throughout the EL Pathway Restructuring process, committee work was shared with DELAC and parent input was solicited.



This EL Master Plan is intended to ensure compliance with state and federal laws, and district board policies. In addition, as we support English learner student achievement, it serves to guide and further our district's work, which is based on research and best practices.

The EL Master Plan is grounded in the California English Learner Roadmap Policy (CA EL Roadmap), adopted by the State Board of Education in 2017, which provides guidance to school districts on welcoming, understanding, and educating the diverse population of EL students. As a result, the SMJUHSD EL Master Plan views the rich cultural, social, and linguistic resources EL children and youth bring to school as assets for student learning, indispensable components of healthy schools, and valuable contributions to the success of our state's economy and society in our multilingual and multicultural world.

Key sections of the CA EL Roadmap are quoted below to guide all SMJUHSD teachers, school and district leaders, counselors, parents, support staff and community members to share the responsibility of ensuring that every EL student in our school district has an equitable opportunity to thrive in school and to achieve their full potential. The vision and mission outlined in the Roadmap requires commitment from every level of the system. Equity for our school district's EL students will not be achieved without authentic collaboration around the four interrelated principles that enact them.

California English Learner Roadmap

California's Vision of Success for English Learners

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

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Four Principles

Four principles support our vision and provide the foundation of California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support are provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

Source: CA EL Roadmap, accessible online at the California Department of Education (<https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp>)

The Santa Maria Joint Union High School District English Learner Master Plan sets the vision and direction for ensuring educational equity, access, and social justice for our school district's English learner students.

The Multilingual and Migrant Education Programs Mission describes how the delicate work of educating multilingual students must be carried out:

The mission of the Multilingual and Migrant Education Program is to promote equity and opportunity for all English learner, Immigrant, and Migrant students. Success is built on the engagement of our students, staff, parents, and community in collaborative learning experiences that lead to high levels of academic achievement and social empowerment.

As with other important educational service plans, this English Learner Master Plan will be updated as necessary in response to changing student needs, which are kept at the center of the continuous improvement cycle.





CHAPTER **TWO**

Identification, Assessment, and Program Placement

2

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Chapter Two: Identification, Assessment, and Program Placement

Overview: Initial Identification, Assessment, and Placement

When a student enrolls for the first time in a California school, the school is required to determine if a language other than English is spoken in the home. If a student is from a home in which another language is spoken, their level of English proficiency must be determined and an appropriate program placement must be recommended.

This chapter aligns with current state and federal requirements for initial identification, assessment and placement of students, indicating how these requirements apply to high school districts. It also contains a specific description of the process of initial identification, assessment and placement of students in the Santa Maria Joint Union High School District (SMJUHSD). The process is shown in figure 2.1 on page 13. Student enrollment and assessment take place at the student's school.

Professional Learning for Staff and Administrators: Initial Identification, Assessment, Placement, and Parental Rights/ Informed Consent

The processes of initial identification and assessment are conducted by the Language Assessment Team (LAT team). Program placement is handled by each site TOSA with the assistance of the EL Coordinator, as needed. Parent/guardian notification is handled by Language Assessment Team. It is important that all staff involved in initial identification, assessment, and placement be provided with professional learning related to carrying out the procedures outlined in this chapter.

The district provides annual professional learning sessions related to the legal requirements and district procedures for the implementation of this EL Master Plan, including:

- initial identification
- assessment
- placement options and procedures
- parents' /guardians' rights and informed consent
- review of forms and data entry related to services for English learners

This professional learning places a special emphasis on culturally responsive practices, including how to create linguistically inclusive spaces, thereby ensuring that parents/guardians are informed and may take an active role in the process of deciding on an appropriate program for their student.

The participants in professional learning sessions include staff members who work with EL student records, school administrators, school counselors, bilingual instructional assistants (BIAs), special education staff, and other support staff as necessary.

Initial Language Proficiency Assessment, Identification, and Placement Process (See also Figure 2.1)

STEP 1: Home Language Survey (HLS)

Parent/guardians must complete a state-mandated Home Language Survey, the **first** time they enroll their student in a California school. This survey is used to determine whether a language other than English is spoken in the home. The survey consists of four questions. If the answer to any of these questions is a language other than English, the student's level of English language proficiency **must** be assessed.

If the student is enrolling in a California school for the first time, the parent/guardian completes the Home Language Survey. The results are maintained in student records and entered by school site registrars into the California Longitudinal Pupil Achievement Data System (CALPADS).

The following criteria are used to identify students' primary language status based on the parent's/guardian's Home Language Survey responses.

- If the answers to all the items on the Home Language Survey are "English", the student is classified as English only (EO).
- If any of the four items on the Home Language Survey is answered with a language other than English, the student is tested for English proficiency (Continue to Step 2).

If the student has a prior enrollment in a California school, then the Home Language Survey results from a prior school are used to determine if the student has a primary language other than English. The student's primary language and language proficiency data may be obtained from the state's CALPADS database.

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STEP 2: English Language Proficiency Assessment

If the Home Language Survey indicates that a language other than English is used in the home, the district must determine the student's level of English proficiency.

If the student is enrolling in a California school for the first time, state regulations require that the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment if the student's Home Language Survey indicates that a language other than English is used at home. However, within the Santa Maria Joint Union High School District, the preference is to complete the assessment as soon as possible. This usually occurs within a few days of the enrollment. English language proficiency is assessed at the school site by the Language Assessment Team (LAT). Every effort is made to make the enrollment and initial assessment process as convenient as possible for parents/guardians and students.

All students who are **new** to California schools and have a home language other than English, including students with an Individual Education Plan (IEP), will be assessed with the English Language Proficiency Assessments for California (ELPAC). The ELPAC includes two assessments: Initial and Summative (annual). The Initial ELPAC is used at the time of initial enrollment, and the Summative is taken each year thereafter, to assess growth.



The ELPAC or any of its parts may be waived if the student's Individual Education Plan (IEP) provides for an alternative assessment in place of all or part of the ELPAC. The IEP Team determines if the ELPAC may be taken with modifications or accommodations.

On the basis of the English language assessment, students are classified as either Initial Fluent English Proficient (I-FEP) or English Learner (EL).

- I-FEP Students - The student will be placed in the district's general program but may receive additional services based on their individual needs.
- English learners - Proceed to Language Classification and Determination of Recommended Program Placement (Step 3 below)

An Initial Alternate ELPAC and a Summative Alternate ELPAC for Special Education students will be available for use beginning in July, 2022.

If the student has a prior enrollment in a California school, the district will obtain data on the student's language classification, English proficiency status and prior program participation from CALPADS and use that information to make an appropriate determination regarding the program to which the student will be assigned.

Table 2.1: Criteria for classifying a student as either English learner (EL) or initially fluent in English proficiency (I-FEP)

The Home Language Survey shows:	Initial ELPAC Performance Level	Language Classification
Answer to any question is a language other than English (e.g., Spanish, Mixteco, etc.)	<ul style="list-style-type: none"> • Novice English Learner <i>(minimally developed English skills)</i> • Intermediate English Learner <i>(somewhat developed to moderately developed oral and written skills in English)</i> 	English Learner (EL)
Answer to any question is a language other than English (e.g., Spanish, Mixteco, etc.)	<ul style="list-style-type: none"> • Initial Fluent English Proficient (I-FEP) <i>(well developed oral and written skills in English)</i> 	Initial Fluent English Proficient (I-FEP)

STEP 3: Language Classification and Determination of Recommended Program Placement

The results of the Home Language Survey, the English language assessment and any other information related to prior schooling, (including transcripts, reading Lexile scores, Reading and Phonics Inventory results, achievement data and length of time in U.S. schools are considered in determining the recommended program placement. Tables 2.2 and 2.3 provide district criteria for English learner placement recommendations in appropriate instructional programs. The recommendation will be communicated to the parent/guardian when they are notified of results (Step 4 on page 18). Parents/guardians may submit a request that their student participate in a language acquisition program that they believe would be best for their student.

STEP 4: Parent/Guardian Notification of Initial Results

Parents/guardians must be notified of the results of the student's initial English proficiency assessment and program placement recommendation no later than 30 days after the beginning of the school year (or, if the student has enrolled during the school year, within two weeks of the student's being placed in a program). This written notification in English and Spanish includes: assessment results and language classification; recommended program placement; the available program options, including a description of each option; and notification of their right to request that their student participate in a language acquisition program.

Parents/guardians may request a meeting in English or in their home language. Spanish and Mixteco interpretation services will be provided. A full-time Spanish interpreter is assigned to each school and three full-time Mixteco interpreters are assigned to the sites with the highest percentages of Mixteco speakers, and are on call districtwide to serve other sites, as needed. All written communication is designed to be readily understandable by the parent/guardian. The district will provide written information in home languages other than English, pursuant to *Education Code Section 48985*, if the percentage of students in a school who speak another language reaches 15% or more of the school's enrollment.

**Table 2.2. Criteria for Placement Recommendation for English Learners
4-Year Plan for English Learners in U.S. Schools 4+ Years**

Year in U.S. Schools	English		Core Departments (Science/SS/Math/ Electives)	International Language
	Integrated Heterogeneously mixed	Designated ELs only Class Cap = 25		
9th grade LTELs, ELs with IEPs	<p>English 1 (English credit)</p> <p>Curriculum – <i>Collections</i> and supplemental novels</p> <ul style="list-style-type: none"> All core classes without BIA* 	<p>Advanced ELD Lab 1 (Elective credit)</p> <p>Curriculum – Reading focus</p>	<ul style="list-style-type: none"> Instruction in English Heterogeneously mixed No BIA 	<p>Spanish speaking students enroll in Spanish course for further development of primary language.</p> <p>Course level assigned by IL department after testing.</p>
10th grade LTELs, ELs with IEPs	<p>English 2 (English credit)</p> <p>Curriculum – <i>Collections</i> and supplemental novels</p> <ul style="list-style-type: none"> All core classes without BIA 	<p>Advanced ELD Lab 2 (Elective credit)</p> <p>Curriculum – Writing focus</p>		
11th grade LTELs, ELs with IEPs	<p>English 3 or Other Options (English credit)</p> <p>Curriculum – <i>Collections</i> or ERWC and supplemental novels</p> <ul style="list-style-type: none"> All core classes without BIA 	<p>Advanced ELD Lab 3 (Elective credit)</p>		
12th grade LTELs, ELs with IEPs	<p>English 4 or Senior Option (English credit)</p> <p>Curriculum – ERWC and supplemental novels</p> <ul style="list-style-type: none"> All core classes without BIA 	<p>Advanced ELD Lab 4 (Elective credit)</p>		

* BIA - Bilingual Instructional Assistant

2

STEP 5: Program Placement

The parent/guardian has the right to informed consent. The parent/guardian may decide to request that the student be assigned to a different language acquisition program from the one recommended by school staff. If the parent/guardian selects such a program, the student will be assigned to that program if it is available.

Parents/guardians may request that their student not receive some or all EL services by completing the Opt-Out for English Learner's Services form. This request will be granted if the parent/guardian formally makes such a request. However, the district is still obligated under the law to monitor English learner programs and students' access to core content areas.

State law requires that schools implement Structured English Immersion as described earlier. Per Proposition 58, if a school site has 30 or more parent/guardian requests, or 20 or more in a grade, the district must implement a language acquisition program, to the extent possible, to serve the students. All parent/guardian requests for placement in language acquisition programs are kept on file for the school year in which they are received and are monitored by the school EL administrator.

In addition, as of July 1, 2019, AB 2735 prohibits denial of the school's standard instructional program to English learners (EC Sec.60811.8). The standard instructional program is, at minimum, core curriculum courses in the areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local graduation requirements. (EC Section 60811.8 [a] [1]; EC Section 33126[b] [6] [B] [i])

In Santa Maria Joint Union High School District, all recommended English learner student placements will meet the requirements of AB 2735.

Table 2.3. Criteria for Placement Recommendation for English Learners

4-Year Plan for English Learners in U.S. Schools 1-3 Years

**After 3 years in U.S. Schools, students will move into English Learner course sequence below at their appropriate grade level.*

Year in U.S. Schools	English		Core Departments (Science/SS/Math/ Electives)	International Language
	Integrated ELD Heterogeneously mixed • Max of 5-10 ELs per class • No BIA	Designated ELD ELs only Recommended Class Cap = 25		
Year 1 < 12 months	All core classes <i>with BIA</i> , except ELA	Intro to ELD <i>(English credit)</i> + Intro to ELD Lab <i>(Elective credit)</i> <i>BIA all year</i>	<ul style="list-style-type: none"> • Instruction in Spanish, if available • Newcomer students only • <i>With BIA</i> 	Spanish speaking students enroll in Spanish course for further development of primary language. Course level assigned by IL department after testing.
Year 2 13 - 24 months	All core classes <i>with BIA</i> , except ELA	Intermediate ELD <i>(Elective credit)</i> + Intermediate ELD Lab <i>(Elective credit)</i> <i>No BIA</i>	<ul style="list-style-type: none"> • Instruction in English • Heterogeneously mixed • <i>With BIA</i> 	
Year 3 25 -36 months	English1 <i>(English credit)</i> Recommended Class Cap = 25 Curriculum – <i>Collections</i> and supplemental novels <i>No BIA</i>	Accelerated ELD Lab 1 <i>(Elective credit)</i> <i>No BIA</i>	<ul style="list-style-type: none"> • Instruction in English • Heterogeneously mixed • <i>No BIA</i> 	

2

Placement and Assessment - Other English Learner Students ***Incoming Ninth Grade***

Student records from the California Longitudinal Pupil Achievement Data System (CALPADS) and data review from the feeder districts provide additional information regarding educational history and achievement of incoming students.

School counselors work with school site ELA/TOSAs to make student placements based on multiple measures. Placement information includes: Ren Learn Assessment tests given during registration; ELPAC and SBAC scores; assessment data received from feeder school; junior school writing assessment; and teacher recommendation. The English Learner Pathway model is used as a guide to make student placement recommendations. Placement recommendations for individual students entering mid-term are made by each school's TOSA/counselor with EL Coordinator input and informed input from the parent/guardian, following the same placement process.

Transfer Students

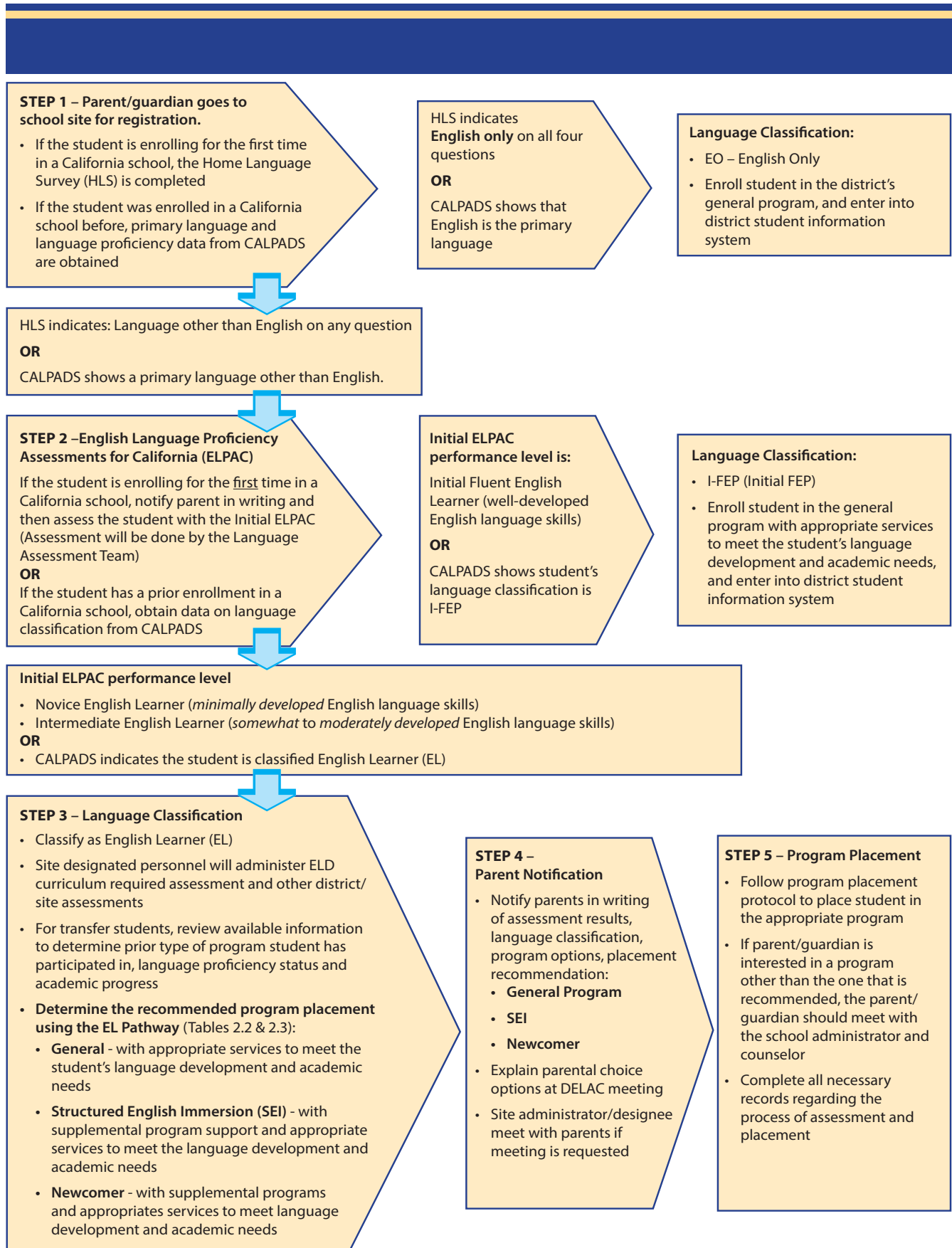
Transfers from Other California Schools

Students transferring from another district within the state often have records of a Home Language Survey, scores on the mandated assessments, and an initial language status. These students do not need to go through the district's initial identification process. The information, which should be available from CALPADS, will be entered into the district's student information system. If the student's prior records cannot be acquired from CALPADS or the prior district at the time of enrollment, English language assessment proceeds and the identification/ notification/ placement process is implemented per the above description.

Transfers From Out Of State or From Other Countries

The five-step language assessment, classification, and placement process described above and shown in Figure 2.1 will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered by site registrars into the student's records and the district's student information system. The date the student first enrolled in a U.S. school is also entered.

Figure 2.1: Initial Assessment, Identification, and Placement Process





CHAPTER **THREE**

Instructional Programs

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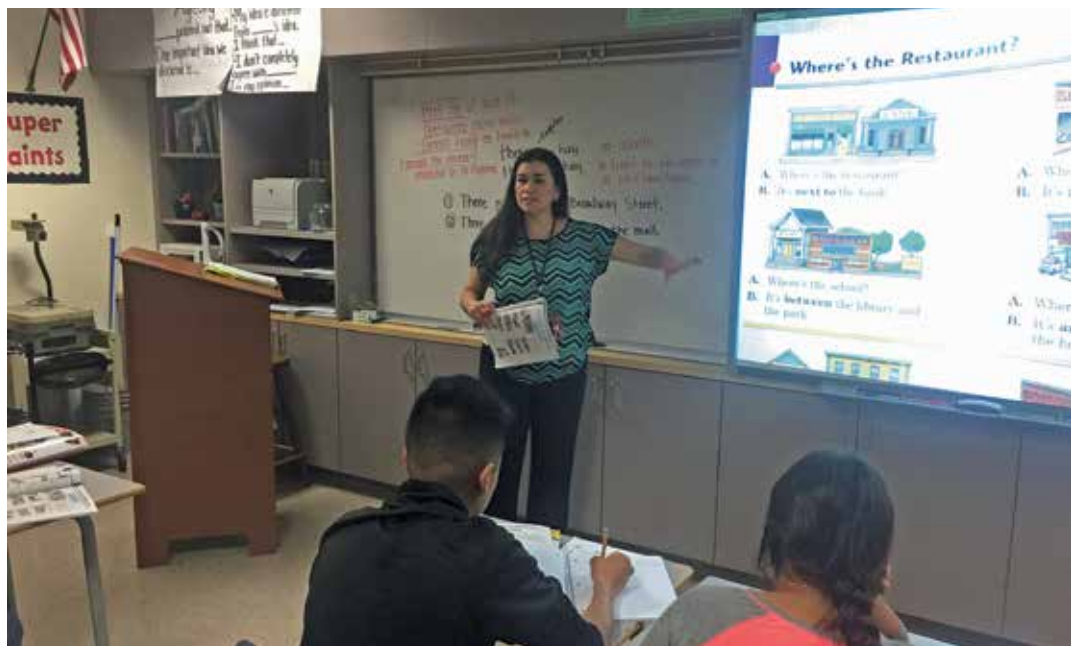
Chapter Three: Instructional Programs

The California (CA) Education for a Global Economy (Ed.G.E.) Initiative (Proposition 58)

The California (CA) Education for a Global Economy (Ed.G.E.) Initiative, otherwise known as Proposition 58, was approved by voters in November 2016 and took effect on July 1, 2017.

The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (*Education Code [EC] § 300(n).*)

California Education Code provides for language acquisition programs that are educational programs designed to ensure English is acquired as rapidly and effectively as possible, and provide instruction to pupils on the academic content standards, including the English Language Development (ELD) standards. Language acquisition programs shall be informed by research and shall lead to grade level proficiency and academic achievement in English. If the program



model also includes a language other than English, the program shall lead to proficiency in that language as well. (EC § 306(c).)

State law requires that districts offer language acquisition programs to English learners and parents/guardians may choose that their student participate in such a program.

The Santa Maria Joint Union High School District offers the following language acquisition program options to English learners: (1) the general program with individualized supports to meet the language development and academic needs of the student, (2) Structured English Immersion (SEI), and (3) Newcomer Pathway.

In order to address the needs of English learners, these program options provide for teaching and learning based on guidance in the California English Language Arts/English Language Development Framework (CA ELA/ELD Framework) and the English Learner Toolkit of Strategies published by the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents' Educational Services Association (CCSESA). Program options include the following components:

- well-articulated, standards-based, and differentiated instruction in the core curriculum, with integrated ELD, scaffolding, use of strategies from the EL Toolkit and components of Specially Designed Academic Instruction in English (SDAIE);
- well-articulated, standards-aligned designated English language development (ELD) instruction that uses the CA ELD standards as the focal standards to develop critical language needed for content learning in English and that is specifically designed for English learners;
- a culture of respect and caring designed to support positive relationships, develop cross cultural proficiency, and encourage students to excel.

All English learners, regardless of the program option in which they are enrolled, are expected to make adequate progress through the English Learner Pathway in English proficiency and in mastery of grade level content standards, as defined by state and federal accountability expectations and district annual growth benchmarks.

Program Options for English Learners

District General Program

English learners whose parents/guardians request that their student not receive EL services by completing the Opt-Out for English Learner's Services form and EL students who have not yet been reclassified but attain a Summative ELPAC performance level of 4 are placed in the district's general program. General program instruction in all subjects is provided in English by authorized teachers. English learners are provided with full access to grade level core content, with additional support services, as needed and receive integrated and designated ELD until they are reclassified.

Structured English Immersion (SEI)

The Structured English Immersion program in the Santa Maria Joint Union High School District is a language acquisition program designed for English learners who are learning English. The program goal is for English learners to attain a "well developed" level of English proficiency that enables them to be successful in the district general program. Instruction is in English (EC § 306.), but the curriculum and manner of presentation are specifically designed for students who are learning English. Assistance is provided in the primary language for clarification, explanation, motivation, and support. All lessons are designed to help students access the core curriculum according to guidance provided in the CA ELA/ELD Framework. In addition to this **integrated** English language development (ELD), students receive **designated** ELD instruction. Access to core content is accomplished through use of effective instructional strategies and approaches such as those outlined in the *English Learner Toolkit of Strategies* published by the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents' Educational Services Association (CCSESA) to enable English learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other core academic subjects. Additional supplemental support programs and options are provided to assist students in meeting the criteria for reclassification as Fluent English Proficient (FEP).

(See Table 5.1)

Once a student reaches ELPAC proficiency Level 4, he/she is placed in the district's general program, unless the parent/guardian chooses another option for the student.

Table 3.1 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
<p>English learners whose English proficiency level is:</p> <ul style="list-style-type: none"> • Intermediate EL (Initial ELPAC) <p>OR</p> <ul style="list-style-type: none"> • Level 2 or 3 (Summative ELPAC) <p>AND</p> <ul style="list-style-type: none"> • Student has been in the U.S. for 13 months or more 	<p>GOALS:</p> <ul style="list-style-type: none"> • To develop a level of proficiency in English that will enable students to be successful in all academic areas of the general program <p>ACADEMIC CORE</p> <ul style="list-style-type: none"> • Core instruction taught in English with primary language support • All lessons are designed using ELA/ELD Framework guidance, including use of integrated English language development, to help students access the core curriculum and to further their language development in English • Use of English Learner Toolkit approaches and strategies to help students to access core curriculum <p>ENGLISH LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> • Designated ELD instruction, using the CA ELD standards as the focal standards, builds into and from content instruction to develop critical English language skills needed for content learning in English • Designated ELD instruction provided during the school day and should be taught daily for a minimum of 2 periods per day • Use of the EL Pathway placement chart ensures flexibility to accelerate students through the Pathway, as appropriate <p>District-adopted, well-articulated, standards-aligned ELD and core curriculum materials will be used</p>	<ul style="list-style-type: none"> • Highly qualified, CLAD or equivalent EL certification • Ability to implement best practices in ELD and content teaching in order to ensure that EL students are able to progress toward English language proficiency and have access to core curriculum
<p>The district provides many special support options and supplemental programs for English learners in the Structured English Immersion program including:</p> <ul style="list-style-type: none"> • Supplemental materials to support access to content instruction • After-school supplemental instructional programs • Summer school • After school tutoring • Online credit recovery • Extracurricular enrichment supports • Primary language support 		

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Newcomer Pathway

The Newcomer Pathway in the Santa Maria Joint Union High School District is a language acquisition program designed for newcomer English learners who are “less than reasonably fluent” in English. The program goal is for English learners to rapidly increase their proficiency level in English to “reasonably fluent” while at the same time receiving full access to the core academic curriculum through a combination of instruction in English and in the students’ primary language. The courses taught through the medium of the primary language are designed to meet student needs and are based on the language proficiencies and subject matter qualifications of teaching staff members. Students in this program receive designated ELD instruction for two periods per day. Teachers of the classes taught in English use integrated ELD strategies as well as English Learner Toolkit approaches and strategies which are designed to make the content maximally comprehensible for English learners whose English language proficiency is at the lower levels of the ELPAC scale. Students participating in this program are newly arrived immigrants.



Table 3.2 Newcomer Pathway Components

Program Recipients	Program Elements	Staffing
<p>English learners whose English proficiency level is:</p> <ul style="list-style-type: none"> • Novice EL (Initial ELPAC) <p>OR</p> <ul style="list-style-type: none"> • Level 1 or 2 (Summative ELPAC) <p>AND</p> <ul style="list-style-type: none"> • Student has been in the U.S. for 12 months or less 	<p>GOALS:</p> <ul style="list-style-type: none"> • To develop a level of proficiency in English that will enable students to be successful in all academic areas within the Structured English Immersion (SEI) program • To provide full access to core subject matter through a combination of English and primary language instruction • To help maintain and build language proficiency in 1st language <p>ACADEMIC CORE</p> <ul style="list-style-type: none"> • Core instruction taught in a combination of English and the students' primary language • All lessons taught in English are designed using ELA/ELD Framework guidance, including use of integrated English language development, to help students access the core curriculum and to further their language development in English • Use of English Learner Toolkit approaches and strategies to help students to access core curriculum • Primary language instruction and support provided to the extent that qualified staff are available <p>ENGLISH LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> • Designated ELD instruction, using the CA ELD standards as the focal standards, builds into and from content instruction to develop critical English language skills needed for content learning in English • Designated ELD instruction provided during the school day and should be taught daily for a minimum of two class periods • Use of the EL Pathway placement chart ensures flexibility to accelerate students through the Pathway, as appropriate <p>District-adopted, well-articulated, standards-aligned ELD and core curriculum materials will be used</p>	<ul style="list-style-type: none"> • Highly qualified, BCLAD or equivalent EL certification • Ability to implement best practices in ELD and content teaching in order to ensure that EL students are able to progress toward English language proficiency and have access to core curriculum
<p>The district provides many special support options and supplemental programs for English learners in the Newcomer Pathway. Special support options for English learners in Newcomer Pathway <u>may</u> include:</p> <ul style="list-style-type: none"> • Smaller student to teacher ratios • Bilingual Instructional Assistants (BIAs) to assist certificated teacher in providing individual/small group instruction • Supplemental materials to support access to content instruction • After-school supplemental instructional programs • After school tutoring and summer school • Online credit recovery • Supplemental programs • Socioemotional supports provided by counselors 		

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Table 3.3: 4-Year Plan for Newcomers in U.S. Schools 1-3 years

*After 3 years in U.S. Schools, students will move into English Learner course sequence below at their appropriate grade level.

Year in U.S. Schools	English		Core Departments (Science/SS/Math/ Electives)	International Language
	Integrated ELD Heterogeneously mixed • Max of 5-10 ELs per class • No BIA	Designated ELD ELs only Recommended Class Cap = 25		
Year 1 < 12 months	All core classes <i>with BIA</i> , except ELA	Intro to ELD <i>(English credit)</i> + Intro to ELD Lab <i>(Elective credit)</i> <i>BIA all year</i>	<ul style="list-style-type: none"> • Instruction in Spanish, if available • Newcomer students only • <i>With BIA</i> 	Spanish speaking students enroll in Spanish course for further development of primary language. Course level assigned by IL department after testing.
Year 2 13 - 24 months	All core classes <i>with BIA</i> , except ELA	Intermediate ELD <i>(Elective credit)</i> + Intermediate ELD Lab <i>(Elective credit)</i> <i>No BIA</i>	<ul style="list-style-type: none"> • Instruction in English • Heterogeneously mixed • <i>With BIA</i> 	
Year 3 25 -36 months	English 1 <i>(English credit)</i> Recommended Class Cap = 30 Curriculum – <i>Collections</i> and supplemental novels <i>No BIA</i>	Accelerated ELD Lab 1 <i>(Elective credit)</i> <i>No BIA</i>	<ul style="list-style-type: none"> • Instruction in English • Heterogeneously mixed • <i>No BIA</i> 	

Note: BIA in academic core classes, not ELA core

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English Language Development (ELD)

Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD instruction focuses on the current ELD standards, and on the guidance provided by the state English Language Arts/English Language Development (ELA/ELD) Framework. ELD is designed to facilitate the acquisition of the linguistic and communicative competencies that native English speakers possess when they enter school and continue developing throughout life. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English learners' development of English listening, speaking, reading, and writing skills.

Research-Based Conditions Favorable to Acquiring Language

Various conditions help facilitate second language development. Language is comprehensible to the English learner when:

- it is meaningful and purposeful;
- it has real-life purpose;
- prior knowledge is activated and developed;
- the affective filter is low – students feel safe and comfortable;
- risk-taking and approximations are encouraged;
- errors are accepted as a part of the acquisition process;
- input is comprehensible through scaffolding, differentiated instruction and contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures);
- structured opportunities for speaking are provided frequently.

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Overview of English Language Development (ELD)

English language development is a key component of all instructional programs designed to serve the needs of English learners. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction in academic language competencies are necessary for this development to occur. It may take several years for ELs to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning, and educational factors.

The purpose of ELD is to teach English learners to communicate effectively in English in a variety of contexts, with special emphasis on mastery of academic English. According to the ELA/ELD Framework, ELD is part of a dual responsibility for the education of English learners.

“To ensure that all ELs have full access to the grade level curriculum in all content areas.”

“To ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas.”

ELD must be provided to every English learner during the regular school day. Each English learner must receive daily ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional, and explicit component of the total education of the English learner. Instruction in ELD should help students to learn **English** and also to learn **content** knowledge **through English**. In doing this, it should address and be structured around the following thematic areas that are also the foundation of the English Language Arts/Literacy standards:

- Foundational skills
- Content knowledge
- Language development
- Making meaning
- Effective communication

ELD instruction takes place in two contexts: Integrated ELD and Designated ELD.

Integrated ELD. According to the ELA/ELD framework, “all teachers with ELs in their classrooms should use the CA ELD Standards in addition to their CA CCSS for ELA/ Literacy and other content standards to support their ELs’ linguistic and academic progress and enable them to participate in discussions about rich content.” Lessons designed to develop academic language should be intentionally and explicitly included in all core content areas.

Designated ELD. According to the ELA/ELD framework, “designated ELD is a protected time during the regular school day where teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge and abilities needed for content learning in English.”

Designated ELD:

- addresses the language demands of the content disciplines,
- supports ELs in learning “the discourse practices, grammatical structures and vocabulary necessary for successful participation in academic tasks across the content areas,” and
- has a strong emphasis on oral language development, but also includes reading/writing tasks.



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English Language Development (ELD) Standards and Assessments

The ELD standards provide expectations and descriptions of achievement at each proficiency level for English learners. The ELD standards are systematically aligned with the ELA/Literacy standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in the ELA/literacy standards. The ELD standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English, rather than delaying the introduction of English reading.

A number of assessments are used to track students' progress through the ELD standards. These assessments include, but are not limited to, the following:

- district curriculum embedded assessments,
- teacher created formative assessments aligned with the ELD standards,
- district adopted benchmark assessments that are aligned with the ELD standards, and
- state approved English language proficiency assessments (the ELPAC initial and annual summative tests).



English Language Development (ELD) Materials

All instruction will address current ELD standards. ELD classes use adopted materials and curriculum course maps. Supplemental lessons and units that have been developed by teachers are used in the Advanced ELD courses.

Grouping for Designated English Language Development

Students will be enrolled in ELD classes based on an annual assessment of their needs using multiple measures to include their English proficiency as well as achievement data. Throughout the year, progress in ELD will be monitored and adjustments for individual students may be considered for the most optimal instructional setting.



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Accessing the Core Curriculum in Content Areas

It is essential that English learners have access to well-articulated, standards based instruction in the core curriculum. In the structured English Immersion and the district's general program, this core instruction in all subjects is taught in English with integrated ELD to ensure that students understand the English being used and grow in their mastery of academic language.

Students enrolled in the Newcomer Pathway receive full access to grade level core curriculum by means of direct instruction in English and in Spanish using strategies to integrate language growth and content understanding. This allows for acceleration of students through the EL Pathway as they demonstrate increases in content understanding.

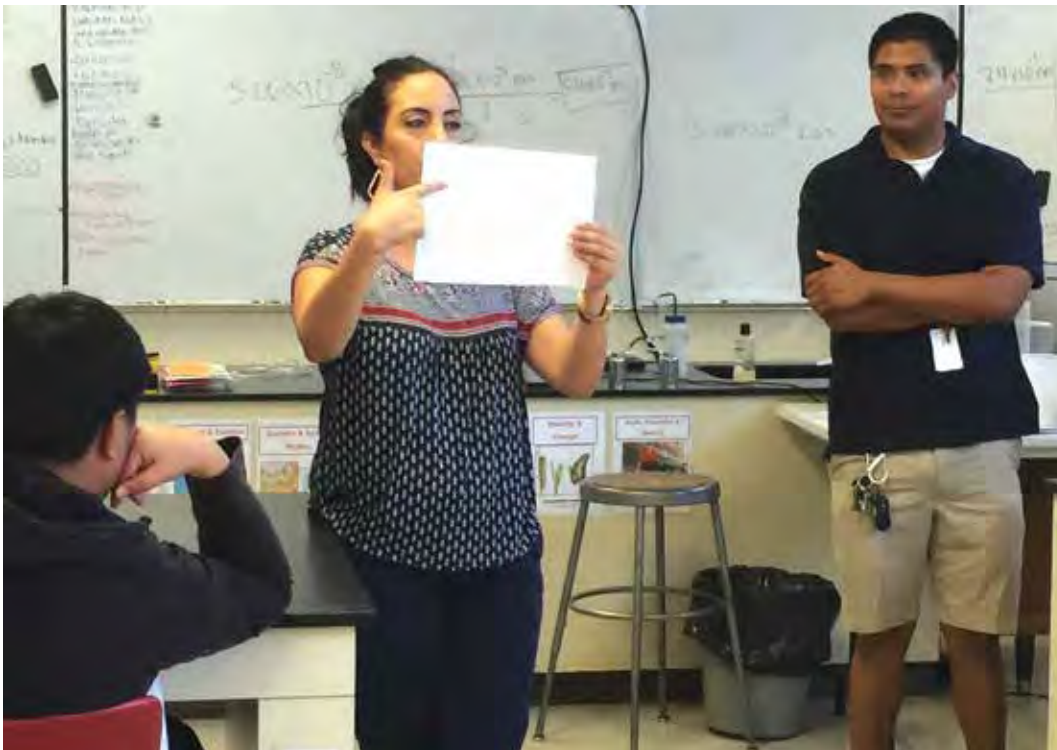
Classroom instruction in the content areas includes integrated ELD and other special strategies designed to help students maximize their understanding of lesson content, including scaffolding and differentiation of instruction. Below is a list of other examples of such strategies:

- purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification) to provide students with a variety of resources in the classroom environment that they can use to construct meaning;
- task-based instruction that allows students to work with concepts and the language of those concepts in a variety of ways;
- frontloading of content and vocabulary to ensure that students have the necessary content and language background;
- language-sensitive and culture-sensitive content teaching;
- use of language techniques such as pause time, questioning, pacing, and highlighting;
- content developed through comprehensible language structures and vocabulary;
- making accommodations in the learning environment so more students are able to access the content;
- encouraging and facilitating active student use of language for communication about content, such as frequent structured speaking opportunities with increasingly complex sentence frames;

- emphasis on the big ideas and organizing principles that underlie the content;
- instruction that allows the teacher frequently to check for understanding using interactive strategies; and
- integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development.

The English Learner Toolkit

The *English Learner Toolkit of Strategies* provides guidelines for planning and implementing instruction for English learners that addresses both ELD and content area standards, based on research and best practices in instruction for English learners. The tools in this handbook give explicit guidance for classroom teachers on how to implement proven effective practices. The Toolkit is a highly useful resource for teachers of Designated ELD as well as content area teachers who are responsible for Integrated ELD. Staff at all schools in SMJUHSD have participated in professional learning opportunities related to the use of the Toolkit as they modify units of study and develop new supplemental units.



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Commitment to Special Education Services

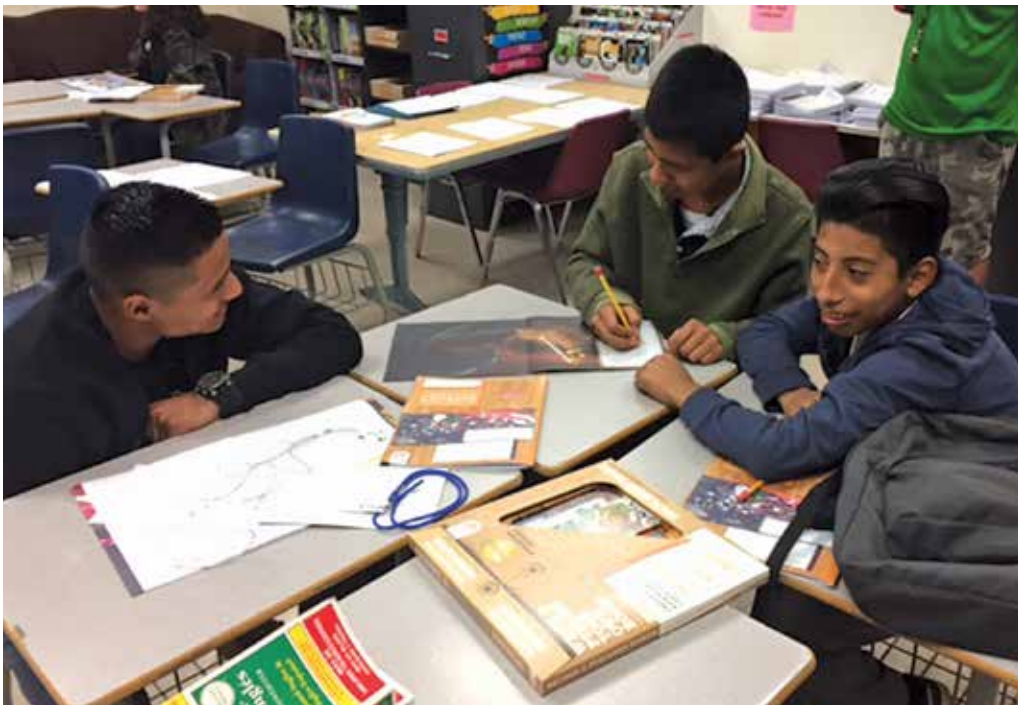
English learners have access to Special Education services just as all other students in the district. Careful review by the Student Study/Success Team (SST) of all potential referrals takes place first. This review includes SST referral forms, accommodations and interventions, review of student records, verification of current hearing and vision testing, language testing results if available, a parent/guardian interview, as well as an interview with the student. Translation is provided, unless clearly not feasible. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English learner needs to be assessed, testing will be initiated upon the parent's/guardian's written approval. When the IEP team deems that assessments are necessary, testing and other evaluation materials must be:

- selected and administered in a manner that is not racially or culturally discriminatory,
- provided and administered in the student's native language or other mode of communication, and in the form most likely to yield what the student knows and can do, unless it is clearly not feasible to do so,
- used for purposes for which the assessments or measures are valid and reliable, and
- administered by trained and knowledgeable personnel.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP includes goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP documents the provision of these services. Special Education staff will receive the same training as general education staff related to working with English learners. Parents/guardians may select alternatives to the SEI program for their student. The Special Education department and the site work together with the parent/guardian to ensure requests and educational goals are met. In addition, the Special Education department and site staff

members ensure that translations are provided during IEP meetings and that IEP documents are made available to parents/guardians in their primary language as required by state law. The student's IEP may be revised as needed if the IEP team, which includes the parents, is in agreement.

Consultants and MMEP staff (Director, EL Coordinator and EL Academic Achievement Specialist) will collaborate with the special education director, the special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate, as soon as the student is eligible, the completion of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs.





CHAPTER **FOUR**

Monitoring of Student Progress and Intervention

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Chapter Four: Monitoring of Student Progress and Intervention

Each English learner's language proficiency and academic progress are monitored and evaluated throughout the year by teachers, ELA TOSAs and the EL Coordinator. Student performance data is used to identify students who are developing significant and persistent academic deficiencies, so that interventions can be provided. This process allows for identification of students who have met, or are close to meeting, district criteria for reclassification as fluent in English (R-FEP).

Annual Notification Regarding Student Progress and Parental Choice of Program

Each year, MMEP sends a letter informing parents/guardians of English learners of their student's English proficiency level and academic performance, explaining program options, and notifying them of their right to request that their student participate in a language acquisition program. Descriptions, in English and in Spanish, of the District's programs for English learners are included in the letter. Oral and written translations are provided in other languages, as needed and feasible.

Parents/guardians may request that their student not receive some or all EL services by completing an *Annual Opt-Out for English Learner Services* form. This request will be granted if the parent/guardian formally makes such a request. However, the district is still obligated under the law to ensure that the student receives English language development and access to the core content areas from qualified teachers. In the case of the request to opt out, the best option is for the student to participate in the district's general program, with designated ELD

Assessments Used in the District

Student progress is monitored based on a set of district-adopted and state-mandated assessments. These assessments are used to determine English language proficiency and evaluate academic progress. Assessment results are maintained in the student information system. This information is used for many purposes, including but not limited to:

- initial identification and placement of English learners in an appropriate program,
- monitoring student progress towards reclassification,
- identification of students who have incurred academic deficits and are in need of additional support in order to overcome those deficits,
- monitoring student progress during the course of the year and use of results in instructional planning,
- evaluation of program effectiveness (see Chapter 8), and
- determination of whether schools and the district have met state and federal accountability criteria.



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Student progress monitoring takes place for all 9th - 11th grade students three times per year in the fall, winter and spring using the STAR English and STAR Math Assessments. An additional round of testing for intervention classes takes place in October and March.

Assessments that are used in the district include state-mandated assessments of student proficiency in English language development and core academic areas, district-adopted assessments, curriculum embedded assessments contained in textbooks and other adopted instructional materials, and teacher-created assessments. The state-mandated assessments are shown in Table 4.1. Since local school and/or district assessments may change from year to year, they are not listed in this Master Plan. The district-adopted reading assessments (Reading Inventory and Phonics Inventory), are used regularly to monitor the progress of English learners as well as assessing students' initial and annual placement in ELD classes and their readiness for reclassification.



Table 4.1. State-mandated assessments of student performance

Subject Area	Assessment
English Language Development (for English learners)	<p><i>English Language Proficiency Assessments for California (ELPAC):</i></p> <hr/> <p>This assessment is aligned with the English language development standards.</p>
Core academic areas: English Language Arts, Mathematics, Science	<p><i>California Assessment of Student Performance and Progress (CAASPP) assessment system.</i></p> <p>The CAASPP assessment system encompasses the following required assessments:</p> <hr/> <ul style="list-style-type: none"> • Smarter Balanced system of assessments for mathematics and English language arts/literacy, grade 11. • California Science Test (CAST). All students take the CAST one time during high school. • California Alternate Assessments (CAAs) in English language arts and mathematics, grade 11. Used if student’s active I.E.P designates the use of an alternate assessment . • CAA for science is given one time during high school in grade 10, 11 or 12. Used if student’s active I.E.P designates the use of an alternate assessment.

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Provisions for Students on Individualized Education Plans (IEPs)

In some circumstances, students with IEPs may be given alternate assessments in place of state mandated or district adopted assessments. The current state-approved alternatives to the Smarter Balanced Summative assessments are the California Alternative Assessments (CAAs) for English language arts/literacy, mathematics and science.

Use of Assessment Data for Instructional Planning

Teachers may use benchmark, formative and/or curriculum embedded assessments in English language development, language arts and mathematics to analyze student progress, plan for differentiated instruction and provide classroom interventions and/or enrichment as appropriate. English language proficiency assessment data (supplemented by formative, benchmark and curriculum embedded assessment results) are used for student placement in appropriate ELD courses. State-mandated core content test results (CAASPP) are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of intervention support, and assign them to appropriate instructional support services, including supplemental program services. Students who meet or exceed district benchmarks for growth on these assessments are encouraged to accelerate to more advanced groups/classes, making use of the flexibility offered by the EL Pathway.

Ongoing Monitoring of Student Progress

Ongoing monitoring of student progress at all schools is accomplished by the school counselors and ELA TOSAs who collaborate with other MMEP staff and teachers. The focus of this ongoing collaboration is the review of student data and support service interventions that identified students may need. In addition, they discuss any students that may benefit from EL Pathway movement to accelerate their progress.

English Learner Intervention Support

Santa Maria Joint Unified School District prepares all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement. We are guided by the California English Learner Roadmap and are committed to “opening rather than closing doors” for all students so that they may graduate from high school and achieve these goals. When a student is not meeting expected proficiency growth in English or has developed deficits in content areas and/or accrual of credits, the root causes are identified and intervention support services are provided.

The English Learner Intervention Support Process has the following essential elements:

The EL Coordinator collaborates frequently with teachers and counselors to monitor the progress of students and consider intervention support services and/or program movement to accelerate student progress. The EL Coordinator and ELA TOSA work with teachers and counselors to use student performance data based on multiple measures to identify students who have significant academic and/or credit accrual deficiencies. Support strategies and services are identified that will assist the students to achieve English language development benchmarks and grade level standards as well as accrue or recover the necessary credits to meet graduation requirements.





CHAPTER **FIVE**

Reclassification

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Chapter Five: Reclassification

When an English learner demonstrates that he or she has reached a level of proficiency in English that is comparable to that of an average native English speaker and can participate equally with native speakers in the school's regular instructional program, he/she will be reclassified as Fluent English Proficient (R-FEP). The district's criteria and process for making this determination are explained in this chapter.

The district criteria for reclassification are compliant with state and federal mandates (EC section 313[f] [1-4]; 5 CCR section 11303[a-d]). The legal criteria are: (a) assessment of English language proficiency; (b) student's 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; (c) teacher evaluation that includes but is not limited to student's curriculum mastery; (d) opportunities for parent/guardian opinion and consultation during the reclassification process.

Table 5.1 shows the criteria for determining whether a student should be reclassified. These criteria will be revised, as needed, based on changes in the state's reclassification guidelines and assessment system. The state maintains a web site (<http://www.elpac.org/>) that provides guidance and updated information related to the use of the ELPAC. District administrators, with school site TOSA and MMEP input, will monitor the ELPAC and reclassification processes and make changes in reclassification criteria as appropriate. In addition to this, the state is currently developing an Observation Protocol for Teachers of English learners (OPTEL) which provides additional state guidance. When this work is completed, the district will modify the reclassification criteria to align with the state guidance.

To ensure transfer of documentation, a record of the student's reclassification will be maintained in the student's permanent record and will include:

- Language and academic performance assessments;
- Participants in the reclassification process; and
- Any decisions regarding reclassification. (5 CRR Section 11305)

Table 5.1 English Learner Reclassification Criteria

	1. Assessment of English language proficiency , using an objective assessment instrument, including, but not limited to, the state test of English language development; and	2. 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; and		3. Teacher evaluation , including, but not limited to, a review of the student's curriculum mastery	4. Parent opinion and consultation
		Assessment	Recommended Score		
9th Grade	English Language Proficiency Assessments for California (ELPAC) Overall Performance Level 4 is the statewide standardized criterion	Reading Inventory /or Ren Learn	Lexile Score 855 and above / 2.0 GPA in Core Courses	ELA/ELD Teacher Recommendation required for grade of D or F	Parent Notification
10th Grade	Same As Above	Reading Inventory / or Ren Learn	Lexile Score 905 and above / 2.0 GPA in Core Courses	Same As Above	Same As Above
11th Grade	Same As Above	Reading Inventory / or Ren Learn	Lexile Score 940 and above / 2.0 GPA in Core Courses	Same As Above	Same As Above
12th Grade	Same As Above	Reading Inventory / or Ren Learn / SBAC	Lexile Score 940 and above / 2.0 GPA in Core Courses / SBAC 2527	Same As Above	Same As Above

(Revised 9-24-19, Final Version)

5

The Reclassification Process

The reclassification process will consist of the following steps.

1. The LAT team will compile the relevant data and send a list of students eligible for reclassification to each ELA TOSA. A request for teacher evaluation will be sent to the current ELA teacher.
2. The site ELA TOSA, in consultation with MMEP staff and the student's teacher(s), will determine whether the student meets reclassification criteria (see Table [5.1](#)).
3. The LAT team will consult with the student's parent/guardian about their eligibility for reclassification and give an explanation of the reclassification process and the relevant information about the student's performance.
4. The parent/guardian will sign the reclassification form, indicating agreement or disagreement with the reclassification recommendation.
5. The reclassification (program end date) will be entered, by the Language Assessment Team, into the student information system. The counselor/school site is notified of the student's reclassification status.



Monitoring of Reclassified Students

The EL Coordinator will work with school site teachers and counselors to monitor all reclassified students for a period of 4 years after Reclassification in order to ensure they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school will reevaluate the student's program and recommend appropriate interventions. The MMEP staff will work with school to complete the RFEP Monitoring form to document any interventions and the monitoring of the student's academic progress.

Reclassification Provision for Special Education Students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations.





CHAPTER **SIX**

Staffing and Professional Development

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Chapter Six: Staffing and Professional Development

The Santa Maria Joint Union High School District is committed to ensuring that all English learners are taught by highly qualified teachers who are knowledgeable about, and proficient in, implementing research-based best instructional practices for English learners. The district hires appropriately credentialed teachers and Bilingual Instructional Assistants, and provides focused, effective and research-based professional development to all administrators, teachers, and staff. Through these efforts, the district prepares educators with the instructional skills required to work effectively with English learners.



Staffing and Certification

The Santa Maria Joint Union High School District ensures that all teaching personnel whose assignment requires that they provide ELD, and/or instruction in subject matter courses in which ELs are enrolled, must have appropriate authorizations and be fluent in English. Teachers assigned to provide Designated or Integrated English Language Development, primary language instruction or primary language support must hold the appropriate credential or certificate.

Teacher hiring and placement decisions are based on student and program need, including English learner enrollment data, and other relevant factors. Each year, the district assesses the need for and supply of qualified teachers. Where shortages exist, Human Resources develops a plan to actively recruit and hire qualified teachers to fully implement the English learner programs.

Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, the district Human Resources Department staff and site administrators assign properly credentialed teachers to specific programs requiring their credentials and experience. Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. Priority is placed on recruiting and hiring fully certified CLAD or equivalent teachers for SEI and district general programs, and BCLAD or equivalent certified teachers to provide primary language instruction in the Newcomer Pathway courses.

If a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Professional Learning for All Staff Who Work with English Learners

Professional Learning Regarding Master Plan Components

The Master Plan for Services to English Learners will be reviewed with staff through the professional learning process. This process will emphasize key features of the plan and procedures to be adopted by all sites. Elements of the Master Plan will be incorporated within the professional development activities throughout the school year to ensure that there is a widespread understanding of the contents of the Master Plan and a commitment to consistent and high quality implementation.

Professional Learning to Support Instruction and Student Learning

A major focus established in our district Local Control and Accountability Plan (LCAP) is professional learning and support for staff members in the ELA/ELD Pathway, and academic content teachers who work with English learners. The district employs one ELA TOSA at each school site and an English Learner Specialist at Santa Maria High School which is the school with highest need (Pilot program in 2021-22). Also employed are a district-wide EL Coordinator and an EL Academic Support Specialist who plan, coordinate and provide professional development, assist with EL student placement, develop curriculum, and provide ongoing support to EL teachers and students. These staff members have also collaborated to create and maintain the EL Padlet that provides information related to EL TOOLKIT strategies, collaboratively developed course material, and links to additional resources that make EL TOOLKIT strategies easily accessible to staff districtwide.

Monitoring of Professional Development and Support

The site administrators, Director of Multilingual and Migrant Education Programs, EL Coordinator and ELA TOSA monitor teacher professional learning related to English learner support to ensure that all staff members working with English learners receive relevant professional learning and support opportunities.

The site administrators conduct classroom walk-throughs to monitor teacher implementation of best practices in ELD and primary language instruction. This monitoring is coupled with professional conversations with school site PLCs to ensure that best practices are implemented within each instructional program (general, SEI and Newcomer Pathway courses) in accordance with its design.





CHAPTER **SEVEN**

Parent/Guardian and Community Engagement



Chapter Seven: Parent/Guardian and Community Engagement

The Santa Maria Joint Union High School District is committed to engaging with parents/guardians of all students, including English learners. Such engagement is an important resource for promoting student success. Research shows that parent/guardian and community engagement creates a positive home-school bond and contributes to increased student achievement (California Department of Education, 2011; Henderson and Mapp, 2002).

This chapter treats three major topics in regard to the engagement of parents/guardians of English learners in their student's education. The first and second parts of the chapter address parent/guardian participation in governance of the school and district through the school-level **English Learner Advisory Committee (ELAC)** and the district-level **District English Learner Advisory Committee (DELAC)**. The final section of the chapter presents a description of activities designed to help parents/guardians support their student's school success and advocate for their children in the schools and community.

The English Learner Advisory Committee (ELAC)

Role of the ELAC

Each school with 21 or more English learners is required to establish a functioning English Learner Advisory Committee (ELAC). The ELAC is responsible for advising school officials on English learner program services. The descriptions below assume that the school has started the year with at least 21 English learners, and has a functioning ELAC during the entire year.

In this document, the term ELAC refers to the elected representatives that serve on the committee. Other persons, including other parents/guardians, may attend meetings but may not vote on action items.

The ELAC is responsible for the following:

1. assisting the school principal and staff in the development of at least the following:
 - a. the school's needs assessment,
 - b. ways to make parents/guardians aware of the importance of regular school attendance.
2. advising the principal and school staff with input related the development of a site plan for English Learners and submitting it to School Site Council to be considered for inclusion in the site's School Plan for Student Achievement (SPSA)

The ELAC will receive training materials and training, planned in full consultation with committee members to assist them in carrying out their legal responsibilities.

In carrying out its advisory responsibilities, the ELAC may engage in activities such as the following:

1. reviewing academic performance measures and results for English learners,
2. discussing ways to meet the social and academic needs of English learners,
3. making recommendations on how to effectively communicate with parents/guardians and the broader community,
4. notifying all parents/guardians of English learners of ELAC and DELAC meetings.

ELAC Membership and Election Guidelines

The school may designate an existing committee or subcommittee (such as the School Site Council) to fulfill the legal responsibilities of the ELAC, but that committee must comply with the ELAC membership guidelines as listed in items 1 and 2 below.

1. ELAC membership includes parents/guardians of ELs and may include school staff members or others. The proportion of ELAC members who are parents/guardians of English learners must be equal to or greater than the percentage of English learners enrolled in the school.

2. Parent/guardian members of the ELAC are elected by parents/guardians of English learners. All parents/guardians of English learners must be given the opportunity to vote for and to elect ELAC parent/guardian representatives.
3. Others (e.g., school staff members) may be appointed by the principal to serve on the ELAC.
4. Persons who are not ELAC members may attend meetings but may not vote.
5. The school will inform all English learner parents/guardians of their option to run for election to ELAC, to vote for official ELAC members, and to attend ELAC and DELAC meetings, even if they are not formal representatives.
6. Members will receive training on the role and purposes of ELAC and their responsibilities as ELAC members.
7. Materials for the use of the ELAC will be given to members in their home language(s), if more than 15% of the children in the school speak that language.
8. Each ELAC will elect a representative and an alternate (who are parents/guardians of English learners and not employed by the district) to the District English learner Advisory Committee (DELAC). The representative and alternate will be selected at the first ELAC meeting of the school year.

Guidelines for Implementation of the ELAC

1. The term of service for ELAC members is established in each school's ELAC bylaws.
2. If a member must be replaced during the year, the ELAC representatives will elect a replacement at their next official meeting. The replacement will serve for the remainder of the original member's term.
3. The ELAC will elect its officers:
 - a. a president who will lead all meetings,
 - b. a vice-president to conduct meetings in the absence of the chair, and
 - c. a secretary who will present minutes at each meeting.
4. The site principal (or designee) is responsible for establishing/supporting the ELAC, and for ensuring that the ELAC meets during the year according to the school's ELAC bylaws.

5. ELAC meetings will be conducted with agendas and minutes and may be held in person or virtually.
6. The principal (or designee) will meet with the ELAC president to plan the agenda prior to each ELAC meeting. The agenda will be prepared at least one week in advance of the meeting. Each agenda will include time for reports on ELAC, DELAC and School Site Council activities, and time for parent/guardian-initiated activities and discussions.
7. Meeting dates will be determined and publicized in advance, in English, Spanish and other appropriate languages. Parent/guardians should receive at least 72 hours advance notice of ELAC meetings.
8. The principal and/or designee will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year.
9. Childcare will be provided for the meetings if necessary.
10. The ELAC, in consultation with the site principal, may decide to hold parent/guardian education activities in conjunction with ELAC meetings.
11. If a parent/guardian education activity (such as a curriculum presentation) is planned, a written translation or interpreter services will be provided.
12. Various strategies may be used in an effort to increase attendance at ELAC meetings.
13. The principal or designee will ensure that documentation of ELAC meetings (including calendar, meeting announcements, agendas, minutes and sign-in sheets) is maintained at the site and submitted to the Director of Multilingual and Migrant Education Programs as requested.
14. The Director of Multilingual and Migrant Education Programs will monitor compliance with these procedures and related legal mandates, policies and guidelines.

Learning Opportunities for ELAC Members

Each year, the site administrator will conduct learning activities for ELAC members to assist each member to carry out his or her legally required advisory responsibilities. Additional materials and professional learning sessions designed to assist ELAC members in carrying out their responsibilities may be organized by the district or the site administrator. ELAC members will have a voice in selection of professional learning content.

District English Learner Advisory Committee (DELAC)

Role of the DELAC

If a district has more than 51 English learners enrolled, it is required to establish a functioning District English Learner Advisory Committee (DELAC). The majority of the DELAC membership shall be parents/guardians of EL students who are not employed by the district. The purpose of the DELAC as required by federal law is to advise the school district governing board on all of the following tasks:

1. development/revision of the district master plan including policies, per the State Board of Education EL Roadmap Policy, guiding consistent implementation of English learner programs and services, that takes into consideration the School Plans for Student Achievement;
2. conducting a district-wide needs assessment on a school-by-school basis;
3. establishment of the district program, goals and objectives for programs and for services for English learners per the SBE-adopted EL Roadmap Policy;
4. development of a plan to ensure compliance with applicable teacher and instructional assistant requirements;
5. review and comment on the district's reclassification procedures;
6. review and comment on the written notifications required to be sent to parents and guardians (5CCR Section 11308); and
7. review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) including providing input regarding the district's existing language acquisition programs and language programs and, where possible, the establishment of other such programs.

DELAC will also review and provide advice during the development of the district's consolidated application and its Local Control and Accountability Plan so that appropriate certification of involvement may be provided.

In carrying out the above duties, the DELAC will discuss topics pertaining to the implementation of district programs for English learners. It may discuss program evaluation results, provide input to the administration/board on the effectiveness of district practices/resources to implement programs for English learners, make suggestions, and take part in collaborative problem solving.

DELAC Membership Guidelines

1. The term of service for DELAC members is based on the DELAC bylaws.
2. If a member must be replaced during the year, the alternate will serve for the remainder of the year.
3. Each representative is responsible for attending all DELAC meetings and for presenting the information received at the meetings to their school's ELAC.

Guidelines for Implementation of the DELAC

1. The DELAC representatives will elect the following officers:
 - a. a president who will lead all meetings,
 - b. a vice-president to conduct meetings in the absence of the chair, and
 - c. a secretary who will present the minutes at each meeting.
2. The DELAC will meet, in person or virtually, during the year as outlined in the DELAC bylaws and will operate according to guidelines contained in federal regulations.
3. Agendas and minutes of DELAC meetings will be prepared and posted on the District's website at least one week before each meeting.
4. In the spring of the year, an annual calendar for the upcoming school year will be established. This calendar will show when each of the legal requirements listed above will be taken up by the DELAC.
5. At the beginning of each year, the DELAC members will gather information on topics of high interest to parents/guardians.
6. The Director of Multilingual and Migrant Education Programs, or designee,

will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, communications pertaining to the DELAC and meeting details (childcare, translation/interpretation services, and other necessary arrangements).

7. The DELAC president will assist with the preparation of the agenda, preside at meetings and sign all letters, reports and committee communications, with prior approval of the membership. In the president's absence, resignation or inability to perform the duties, the vice-president will assume them.
8. The DELAC will communicate its ongoing advice to the Superintendent and Governing Board via the Director of Multilingual and Migrant Education Programs.
9. For all documents and plans that require DELAC approval, copies will be provided to DELAC members at least one week prior to the meeting at which approval will be requested.
10. Documents and plans will be translated into Spanish and other languages as necessary.

Learning Opportunities for DELAC Members

Each year, the MMEP Director provides all DELAC members with appropriate learning opportunities, materials, and information to assist the members in carrying out their responsibilities and any required duties. DELAC members have input into the content of the professional learning each year. The minutes of the DELAC meetings will clearly reflect the training areas that were covered during the meeting. It is the responsibility of the DELAC representatives to share information between ELAC and DELAC. As part of the learning opportunities, DELAC members are given information on the legal requirements, the role and purposes of DELAC, member responsibilities, and copies of any forms that are used by DELAC.

Strategies for Promoting Engagement with Parent/Guardians

The district is committed to working proactively to promote positive and productive working relationships with parents/guardians. Initiatives and activities in support of this priority may include the following: professional learning for district staff members; leadership training for parents/guardians; outreach and counseling for long term English learners at risk of not attaining progress goals leading to reclassification and graduation - parents/guardians are included in these activities, parent/guardian education events at ELAC and DELAC meetings, including guest speakers and discussions of student progress, parenting workshops on relevant topics, as requested by parents, workshops promoting understanding of college and career readiness, and school level meetings focused on building communication among families.

In 2021-22, a Manager of Family and Community Engagement was hired to develop district level parent engagement opportunities. The goal is to help families to participate more effectively in improving their students' learning; and to build partnerships that will strengthen positive relations within the school, home and community.

Specific outreach to Mixteco speaking students and their families will include: the formation of a Mixteco parent advisory group, in collaboration with Mixteco Indígena Community Organizing Project (MICOP); special school orientation meetings (local agencies that work with Mixteco families are invited to participate); parent leadership programs conducted in Mixteco; workshops promoting understanding of college and career readiness, phone calls to homes with communication regarding information mailed to and possibly not understood by Mixteco-speaking families (e.g. parent notifications, upcoming events, etc.).



CHAPTER **EIGHT**

Accountability and Program Evaluation

8

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Chapter Eight: Accountability and Program Evaluation

English learner programs must be designed so that students acquire English, meet grade appropriate academic achievement standards, and make continuous progress toward graduation as they develop the skills they need to be college and career ready in our global society. In SMJUSD, student progress is systematically monitored by teachers, site administrators and district level administrators using formative and summative data related to program implementation and student performance.

Program Monitoring Goals and Design

The district conducts an annual evaluation of programs and services for English learners. The evaluation model is structured around the following seven outcome goals:

- English learner programs and professional development are implemented as described in the Master Plan for English Learners.
- English learners acquire English language proficiency as efficiently and effectively as possible.
- English learners have full access to core curricula.
- English learners and former English learners achieve academic success comparable to English Only students.
- English learners and former English learners demonstrate college and career readiness.
- Parents/guardians of English learners and former English learners participate meaningfully in their student's education.
- Rates for English learners and former English learners in categories indicating risk for school failure are no greater than those for English Only students.

Monitoring Program Implementation

Goal 1: Program Implementation and Professional Development as Described in the Master Plan for English Learners

District and site staff periodically monitor implementation of all English learner programs. The Superintendent or designee holds site administrators accountable for full implementation of the Master Plan for English Learners.

This monitoring may consist of the following activities:

- 1. Planning for Implementation.** The site Assistant Principals and other support staff meet annually with the Director of Multilingual and Migrant Education Programs to plan for implementation of the services to English learners outlined in the master plan. This meeting may focus on scheduling needs, materials, and staffing. It also will include discussion related to the challenges or successes of providing full and effective implementation of the master plan.
- 2. Document reviews.** The MMEP Director will conduct an annual review of documents including evidence of the following: parent/guardian notification, placement, assessment, ELD instruction, and parental involvement.
- 3. Monitoring of classroom instruction.** The site administrators/MMEP Director conduct periodic classroom walkthroughs focused on instruction and use of EL strategies in all classrooms, and primary language instruction in the Newcomer courses.
- 4. Update of the English Learner Master Plan.** The Director of Multilingual and Migrant Education Programs will review changes in state policies and requirements regarding services to English learners, and recommend changes to the master plan in order to keep the plan up to date.
- 5. Self-Study Instruments.** State-designed self-study instruments and reports of findings written by external monitoring and support entities (such as Federal Program Monitoring [FPM] teams) are also reviewed.

Goal 2: English Proficiency

The Director of Multilingual and Migrant Education Programs, district TOSAs, EL Coordinator, site administrators, and classroom teachers will review annual English language proficiency assessment results including movement toward meeting state targets for adequate progress and criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, ELPAC performance level, and other relevant variables.

The Director of Multilingual and Migrant Education Programs will complete analyses of student performance on the ELPAC, by district, school, language group and program placement. These analyses will make use of the state Dashboard reports, but additional analyses may be included as necessary. The findings and trends will be reported to school site administrators, who will work with site staff to continue the development of program improvement work.

Goal 3: English Learner Access to Core Curricula

Each site principal is responsible for ensuring that English learners have access to core curricula. Site administrators will work with staff in the development of the master schedule to ensure that classes meet the needs of English learners. The Director of Multilingual and Migrant Education Programs will work closely with MMEP staff, school administrators and other site staff, as appropriate, to monitor placements to ensure the needs of English learners are met.

Goal 4: Academic Achievement Comparable to English Only Students

Each principal and site department representatives will review and analyze standards test performance data in English language arts and mathematics. As noted above, Dashboard data will be utilized, but additional analyses will be conducted as necessary, with technical assistance and support from district level staff. The analyses might include performance by English proficiency level as well as disaggregation of data by grade level and years in the U.S. schools.

- Site administrators will analyze/share data with site staff to determine trends and areas of need, and to develop recommendations for the School Plan for Student Achievement (SPSA).
- In addition to reviewing data on the state-mandated tests, site administrators and teachers will analyze data from benchmark and/or formative assessments to determine progress toward implementation of SPSA objectives and will work with staff to make needed modifications.

The Director of Multilingual and Migrant Education Programs will request, collect, and analyze data on proportional representation of English learners in Special Education.

Goal 5: English Learners Demonstrate College and Career Readiness

The District EL Data Specialist will compile data from the Dashboard reports relative to high school graduation and college/career readiness, comparing English learner/R-FEPs to other groups of students. Information regarding graduation rates will be shared by MMEP staff during district and/or site professional development sessions and will also share these data with the DELAC.

Goal 6: Parent/Guardian Engagement

The Director of Student Services, who serves as the district Local Control Accountability Plan (LCAP) coordinator, will present information to the DELAC to review and solicit DELAC input on specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent/guardian engagement. This work will be guided by the district process for evaluation of parent/guardian engagement that is reported in the Dashboard. A parent/guardian participation survey will be completed each year and submitted to the district. These data will then be aggregated to develop a picture of parent/guardian involvement in the district as a whole and will guide parental involvement practices.

Goal 7: Indicators of Risk for School Failure

The Director of Student Services and Director of MMEP will collaborate to review data related to English learners in the following areas:

- suspensions, expulsions, and other disciplinary actions;
- attendance records and dropout rates;
- students scoring at the *Not Meeting Standards* level on state-mandated content standardized tests in English language arts and mathematics;
- rates of students meeting State Seal of Biliteracy requirements;
- A-G rates; and
- college and career readiness rates.

Data from the Dashboard will be used to the extent possible in conducting these analyses.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Site Level Use of Information

The self-review materials assist sites to determine strengths and areas of need in their programs, in order to make adjustments. Each site develops an action plan for professional learning that establishes needs, long-term goals and types of professional learning experiences that are recommended to improve instruction. The site plan for professional learning should be clearly articulated with the district plan for professional learning, and should include prioritization and support. Annual improvement objectives and timelines should also be established. This information will be included in the School Plan for Student Achievement.

The site should also compare student outcomes at the site level to district goals for English learners, and use this information to plan for improved implementation of English learner services. The data reviewed and conclusions reached in the process of site level planning are shared with the site ELAC members.

District Level Use of Information

At the district level, the annual analysis of program implementation information and student outcomes determines the level of effectiveness of English learner programs. Putting outcome data together with the site self-reviews enables district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This provides a foundation for program improvement planning, including professional learning priorities and plans, in future years.

Data from the annual evaluation will be shared with DELAC members and the School Board. The DELAC also reports its recommendations regarding needed actions to the Board.





CHAPTER **NINE**

Funding

9

9

Chapter Nine: Funding

Funding

Santa Maria Joint Union High School District allocates and uses funds to meet statutory requirements for allowable expenditures.

The district uses general funds, including Local Control Funding Formula (LCFF) Base grant funding, to provide each English learner with learning opportunities in an appropriate instructional program. This core instruction includes English language development (ELD) and access to the standard instructional program per AB 2735. The standard instructional program is, at minimum, core curriculum courses in the areas of reading/language arts, mathematics, science, and history/social science required to meet state and local graduation requirements. English learners receive educational materials and services, which are paid for using general funds, in at least the same proportions as native English speakers in the district. The district also receives LCFF Supplemental and Concentration funds to provide additional services to English learners, low income and foster youth.

In addition, the district receives other funds including Title III, Immigrant and Migrant Education funds. These funds provide supplemental support services and materials to meet the needs of English learners.

Funds are utilized to promote equity and opportunity for all English learners, and support the engagement of English learners and their parents/guardians in learning experiences that lead to high levels of academic achievement.

LCAP Planning in the Santa Maria Joint Union High School District

Each school has an ELAC and a School Site Council that include staff and parents/guardians. These groups provide input and/or serve in a decision-making role related to the development of the school's site level plan (SPSA). The school site plans also inform the district level plan (LCAP).

The district Director of Student Services oversees and coordinates the development of the district's LCAP and the annual updates to it. The process for this includes the following steps:

- STEP 1:** Gather data related to each of the 8 state LCFF priority areas and other information, as needed.
- STEP 2:** Involve district stakeholders including parents/guardians, district and school personnel, students, and district bargaining unit representatives in the process by sharing information and eliciting their input. Present LCAP related information to the DELAC for review and solicit members' input.
- STEP 3:** Analyze and prioritize needs, using the data that has been gathered and the input from the stakeholder groups.
- STEP 4:** Develop goals that address each of the 8 state priority areas in the aggregate.
- STEP 5:** Use needs assessment data to evaluate services and develop/revise needed actions and services in order to meet the defined goals.
- STEP 6:** Share the draft plan with stakeholders and solicit input.
- STEP 7:** Revise and finalize the plan.
- STEP 8:** Submit the plan to the Board for approval.
- STEP 9:** Submit the plan to the County Office of Education for review and approval, and then to the State Department of Education.
- STEP 10:** Revise the district and site plans each year based on needs assessment data and following the steps outlined above.



APPENDIX

Glossary of Terms



Glossary of Terms

A

Access to Core: Providing English learners with simultaneous access to both ELD and the core content in language arts, mathematics, history/social science and science, using strategies such as primary language instruction, primary language support, designated and integrated English language development and/or strategies for making content instruction in English comprehensible to ELs.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development: Credential or certificate which authorizes the holder to provide designated and integrated ELD and/or primary language instruction to English learners.

(BICS) Basic Interpersonal Communication Skills: Language used in everyday social interactions.

C

(CAASPP) California Assessment of Student Performance and Progress: A suite of assessments based on the state standards that measure the degree to which students have mastered the standards in English language arts/literacy, mathematics and science. The following are included in this suite: the Smarter Balanced system for mathematics and English language arts/literacy, the California Science Assessments for science, the California Alternate Assessments, and the Standards Test in Spanish for Spanish reading/language arts.

(CABE) California Association for Bilingual Education.

California School Dashboard: A system of metrics regarding school and district performance that is based on the eight state priorities established in California's local control and accountability legislation. The Dashboard results were first published in April 2017. For each metric, the Dashboard report includes an assessment of annual performance and, when possible, of year-to-year change on each metric. For several of the state priority areas, local school districts and/or county offices of education are responsible for developing their own reports, based on locally defined metrics.

(CALP) Cognitive Academic Language Proficiency: A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CALPADS) California Longitudinal Achievement Data System: A computerized data system developed and operated by the California State Department of Education that brings together historical and current data on students, allowing for long-term analysis of student progress. CALPADS is the centerpiece of California's education data system. It brings together data on student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment results.

(CATESOL) California Association of Teachers of English to Speakers of Other Languages.

(CDE) California Department of Education: Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CLAD) Cross-cultural Language and Academic Development: A credential or certificate which authorizes the holder to provide designated and integrated ELD, as well as other strategies that make English comprehensible, to English learners.

Content Standards: Standards adopted by the California State Board of Education which specify what all California students are expected to know and be able to do in each grade or course.

Cooperative Learning: Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum: Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, history/social science.

(CTC) California Commission on Teacher Credentialing: A commission which oversees the certification of all teachers in the state of California. SEE: www.ctc.ca.gov/

Cultural Proficiency: The knowledge, skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

D

(DELAC) District English Learner Advisory Committee: a district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English learners.

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

District General Program: A core program instructional model designed for students whose primary language is English, fluent English proficient students, and English learners with reasonable fluency in English. Core content is taught in English. The needs of English learners are met using integrated and designated ELD and other strategies to make English content comprehensible to English learners.

E

(EL) English learner: A language classification used to identify a student who is not currently proficient in English and whose primary language is not English.

(ELA) English Language Arts: A core subject area which includes instruction in English reading, writing, listening and speaking.

(ELAC) English Learner Advisory Committee: A site-level committee that advises the principal and school staff on programs and services for English learners.

(ELD) English Language Development: Specialized, standards-based instruction in the English language for students who have been identified as English Learners. All English learners must receive ELD instruction. ELD is offered in two forms: designated and integrated. Designated ELD is provided in a set-aside time for English learners. Integrated ELD is instruction intentionally integrated into content instruction time, using strategies to make the English content comprehensible for English learners within the specific subject area.

Glossary of Terms

EL Master Plan: A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English learners; to support parental involvement; and to ensure academic achievement for all English learners.

(ELPAC) English Language Proficiency Assessment for California: The state-adopted language proficiency assessment that is aligned with the state ELD standards.

English Learner Roadmap: *The CA EL Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners* is a policy approved by the State Board of Education in 2017. It is also a collection of resources and information that includes a published document, and accompanying online resources. The published document includes the history of EL education, the 4 interrelated principles and their corresponding elements, and illustrative examples from the field that demonstrate the principles in action.

English Learner TOOLKIT: A handbook for teachers that provides guidelines for planning and implementing instruction for English Learners. The TOOLKIT gives explicit guidance for classroom teachers on how to implement the effective strategies that are included.

(EO) English-Only student: A student with a primary language of English, and no other language.

(ESSA) Every Student Succeeds Act: A federal law that provides funding for services to disadvantaged students, including English learners. ESSA includes a mandate for each state to develop an accountability system for school and district performance. It also spells out requirements for the types of services that should be provided using the federal funds under the act.

F

(FEP) Fluent English Proficient: Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

(FPM) Federal Program Monitoring: A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

H

(HLS) Home Language Survey: A questionnaire, required in California public schools, to be completed by parents the first time they register their child in a California school. The HLS elicits information about the language background of the student, to determine the student's primary language.

I

(IEP) Individualized Education Plan: This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient: A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

L

Language Acquisition: A natural process, progressing through predictable stages, whereby language is acquired.

Language Acquisition Program: An educational program “designed to ensure English acquisition as rapidly and effectively as possible and that provides instruction to pupils on the state-adopted academic content standards, including the English language development standards” (California Education Code, sec. 306(c)). The California Education Code specifies the following types of language acquisition programs: (1) dual-language immersion, (2) transitional or developmental programs for English learners, and (3) structured English immersion, but allows for other such programs. The Santa Maria Joint Union High School District currently offers structured English immersion and newcomer courses, in addition to the district’s general program, which includes integrated ELD to meet the individual needs of English learners.

(LCAP) Local Control and Accountability Plan: A plan developed by the district that shows how the district will use state funds to improve student learning by addressing eight state priorities and serving all students, including English learners.

(LCFF) Local Control Funding Formula: A formula for determining the amount of state funds that will be received by a district, based on student enrollment. Supplemental and concentration funding to provide services to low income students, English learners, foster youth and other disadvantaged groups are included in the formula.

(LEA) Local Education Agency: Usually refers to a school district, but may also refer to a County Office of Education.

(LTEL) Long-Term English Learner: Students in grades 6-12, who have been classified as English learners, have attended U.S. Schools for more than six years, have remained at the same English proficiency level (or regressed to a lower level) for two or more years on the state-approved English language development assessment, and who score below standards on the state-approved standards-based English language arts proficiency test.

(L1) Primary language: The language that has been identified as the student’s native or home language.

(L2) The second language students acquire: (often refers to English for English learners).

N

(NABE) National Association for Bilingual Education.

Newcomer: A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months).

Glossary of Terms

O

(OCR) Office for Civil Rights, U.S. Department of Education: This agency oversees school compliance with federal civil rights laws in U.S.

P

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional is fluent in both English and another language.

Parental Involvement: The engagement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1): The language that has been identified as the student's native or home language.

Primary Language Instruction: The use of a student's primary language by a teacher as a primary medium of instruction of core content. In the Santa Maria Joint Union High School District, primary language instruction is utilized in the Newcomer Pathway. It may also be used to a limited extent in the Structured English Immersion program.

Primary Language Support: The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language. Primary language support may be provided as an option in any classroom serving English learners.

R

Reclassification: When a student has met all the district criteria, s/he is reclassified from EL to R-FEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

(R-FEP) Reclassified Fluent English Proficient: A classification given to students who were once identified as English learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

S

Second Language (L2): The second language students acquire (usually refers to English when speaking about English learners).

(SEI) Structured English Immersion Program: An instructional model, designed for English learners with less than reasonable fluency in English. Core content is taught in English using integrated ELD and other appropriate strategies, along with daily designated English language development (ELD).

(SPSA) School Plan for Student Achievement: A school-level plan approved by the school site council, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council: A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

Standards for English Language Development (ELD): Standards for students learning English as a second language, established by the State of California for expected learning in the four language domains (Listening, Speaking, Reading and Writing), in each grade span.

T

Title I: A federal program from ESSA that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement. Title I funds many types of service to English learners.

Title III: A federal program from ESSA which provides for improvements in the education of English learners and immigrant students by assisting them in learning English and meeting academic standards, as well as professional development for teachers of English learners.



APPENDIX

Forms



Initial Parent Notification Letter English



Santa Maria Joint Union High School District INITIAL PARENT NOTIFICATION LETTER Federal Title I and State Requirements

To parent(s)/guardian(s):

School:

Date:

Re:

Student ID #:

Grade:

Date of Birth:

Primary language:

Dear Parent/Guardian: When your student enrolled in our school, a language other than English was noted on their Home Language Survey. The law requires us to assess your student's proficiency level in English and notify you of the results. We also are required to inform you of the language acquisition program options in our district. You may choose the option that best suits your student. This letter also explains the criteria for a student to exit the English learner program (20 United States Code section 6312[e][3][A]).

Language Assessment Results

Domain	English Language Proficiency Assessments for California (ELPAC)* Performance Levels**
Listening	
Speaking	
Reading	
Writing	
Overall	
*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their student's official results within 30 days after the district has received individual student reports from the contractor.	
** ELPAC Levels are: Level 1 (Beginning Developed); Level 2 (Somewhat Developed); Level 3 (Moderately Developed); Level 4 (Well Developed)	

Based on results of the English Language Proficiency Assessments for California (ELPAC), your student has been identified as an **English learner** and will be placed in the following program:

- Newcomer/Heritage Language Program
- Structured English Immersion Program

If you do not agree with this placement or would like a parent conference to discuss other program placement options, please telephone the counseling office at your student's school.

Other information (check if applicable):

- Individualized Education Program (IEP) on file.** To request a description of how your student's recommended program placement will meet the objectives of the IEP, call the district's Special Education department at (805) 922-4573.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	SMJUHSD Criteria
English Language Proficiency Assessment (ELPAC)	Based on California Department of Education guidelines to be determined in 2018.
Comparison of Performance in Basic Skills District's Reading Inventory OR	Grades 11 & 12: Lexile score of 940 or above Grade 10: Lexile score of 905 or above Grade 9: Lexile score of 855 or above
SBAC - English Language Arts Scaled Score	9th grade (use 8th grade score): > 2527 (midpoint of Nearly Met Standard range) 12th grade (use 11th grade score): > 2537
Parental Opinion and Consultation	Parent invited to attend meeting, discuss reclassification, and provide input
Teacher Evaluation	C- or better in most recent English/ELD course OR ELA/ELD teacher recommendation (required for grade D or F)

Your Student's Academic Results: 2020-2021 School Year

Smarter Balanced Assessment (SBAC) English Language Arts	Smarter Balanced Assessment (SBAC) Mathematics	District Reading Inventory Lexile Score

Initial Parent Notification Letter English

2019-20 School Year: Graduation Rate Results

Groups	2020 Cohort Number of Students	2020 Cohort Number of Graduates	2020 Cohort Graduation Rate
English Learners	633	514	81.2
All Students	1983	1770	89.3

Program Placement Options for English Learners

The following table summarizes the various program options offered by our district.

ELPAC English Language Proficiency Levels		Recommended Program Placement*
Level 4	Well Developed	General Program - Almost all in English with English Language Development (ELD), when appropriate.
Level 3	Moderately Developed	Structured English Immersion - Instruction in this program is mostly all in English and English Language Development (ELD) is provided.
Level 2	Somewhat Developed	Newcomer/Heritage Language Program - Designed to develop the English proficiency levels of students who have been in the U.S. for 24 months or less, provide them with full access to the core curriculum, and to enable them to be successful in the Structured English Immersion program. Instruction is provided in English and students' first language.
Level 1	Beginning Developed	
		Other Instructional Setting based on IEP

*Students may participate in another language acquisition program based on parent request.

Language Acquisition Program Options and Goals for English Learners

Language acquisition programs are educational programs designed to ensure that English acquisition occurs as rapidly and effectively as possible and provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (EC Section 300[c]).

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects. In all the programs, instruction in ELD and other core subjects is provided by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

The district offers the following language acquisition programs:

- **Structured English Immersion (SEI):** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. At minimum, students are offered ELD and grade level academic content. Some assistance may be provided in the primary language.
- **Newcomer/Heritage Language Program:** A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have minimally or somewhat developed literacy skills in their native language to achieve language proficiency and meet academic achievement goals.

Parents/guardians may choose a language acquisition program that best suits their student. Schools in which the parents or legal guardians of 30 pupils or more per school, or the parents or legal guardians of 20 pupils or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (EC Section 310[a]).

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP). If you are interested in a different program from those listed above, please contact Local Control Funding Formula Coordinator at (805) 922-4573 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or out of particular English learner service(s) within a language acquisition program (20 USC Section 6312[e][3][A][8]). However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Annual Parent Notification Letter English



Santa Maria Joint Union High School District ANNUAL PARENT NOTIFICATION LETTER Federal Title I and State Requirements

To parent(s)/guardian(s):

School:

Date:

Re:

Student ID #:

Grade:

Date of Birth:

Primary language:

Dear Parent/Guardian:

Your student continues to be identified as an English learner. Each year we are required to assess your student and notify you of your student's proficiency level in English. We must also describe the available language acquisition program options. You may choose the option that best suits your student. This letter also explains the criteria for a student to exit the English learner program (20 United States Code section 6312[e][3][A]).

Language Assessment Results

Domain	English Language Proficiency Assessments for California (ELPAC)* Performance Levels**
Listening	
Speaking	
Reading	
Writing	
Overall	

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 ** ELPAC Levels are: Level 1 (Beginning Developed); Level 2 (Somewhat Developed); Level 3 (Moderately Developed); Level 4 (Well Developed)

Based on results of the English Language Proficiency Assessments for California (ELPAC), your student has been identified as an **English learner** and will be placed in the following program:

- Newcomer/Heritage Language Program
- Structured English Immersion Program

If you do not agree with this placement or would like a parent conference to discuss other program placement options, please telephone the counseling office at your student's school.

Other information (check if applicable):

- Individualized Education Program (IEP) on file.** To request a description of how your student's recommended program placement will meet the objectives of the IEP, call the district's Special Education department at (805) 922-4573.

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Revised 11/2021

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Annual Parent Notification Letter English

Your Student's Academic Results: 2020-2021 School Year

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Parent Opt Out Letter English



Santa Maria Joint Union High School District Annual Opt-Out of Services for English Learners Federal Title I and State Requirements

LAT Office Code #: _____

To the parent/guardian of:
Re:

School:
Student ID #:
Date of Birth:
Primary language:

Date:
Grade:

Dear Parent or Guardian:

We understand that you would like to decline the English Learner (EL) program or specific EL services recommended for your student. EL services help your student to obtain English language proficiency with grade-level content. However, as stated in your conversation with _____ on _____, you have the legal right to opt your student out of the program.

If you wish to opt your student out of the EL program or services, please initial next to each item below. Doing so will indicate that you understand and agree with each statement. After you have initialed next to each of the statements, please sign, date and return to your student’s counselor. This document will be kept on file stating that you have declined or do not want these indicated EL services for your student.

- I am aware of my student’s English language assessment scores (ELPAC/SBACC) and student’s academic progress. I understand why he/she was placed in a Designated English Language Development class (ELD).
- I am familiar with the EL programs and services the school has available for my student.
- I have had the opportunity to discuss EL programs and services with the school counselor.
- I understand that the school believes this recommendation to be the most beneficial for my student.
- I understand that my student will still be designated an “English Learner” and will be required to take the ELPAC exam *once* per year until he/she is reclassified as English proficient.
- I understand that my student will not be eligible to receive the State Seal of Biliteracy until he/she receives an overall score of a 4 on the ELPAC exam.
- I understand that the school district is still responsible to meet the English language and other academic needs of their opt-out EL students under the civil rights laws.
- I have been presented with this information in a language I fully understand.

I, _____ (*insert name*), with a full understanding of the above information, wish to:


- Decline **all** of the EL programs and EL services offered to my student.
- Decline **some** of the EL programs and/or EL services offered to my student. (*List program/services*)

Parent/Guardian Signature (Date)

Student's Signature (Date)

Counselor Signature (Date)

RFEP Student Monitoring Form English

	<p>Santa Maria Joint Union High School District RECLASSIFIED (RFEP) MONITORING FORM Federal Title I and State Requirements</p>
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Fall 2021 and Spring 2022

This student listed below is a former English Language Learner (ELLs) who has exited the ELL program. All former ELLs are required to be "monitored" for four years after they exit the program. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

School		Counselor				
Student Name		ID #				
Grade		SP ED				
RFEP Date		RFEP Year	1	2	3	4
Credits Completed		SBACC				

Grades

FALL 2021			SPRING 2022		
Course	Grade	Teacher	Course	Grade	Teacher

Monitoring/Recommendations

Student is in need of intervention/s	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Interventions provided/ recommendations (<i>CHECK ALL THAT APPLY</i>):			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student Parent Conference	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Recommend after school tutoring	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Referral for Credit Recovery Program	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Recommended Summer School	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Recommend Intervention Course/Class Change	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Other (specify):	
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Provided support	

School Counselor Initials (Fall 2021): _____ Date: _____

E.L. Coordinator/Academic Specialist Signature: _____ Date: _____

Director of MMEP Signature: _____ Date: _____

Revised 11/2021

Reclassification Form English



Santa Maria Joint Union High School District
 Multilingual & Migrant Education Programs
 829 S. Lincoln Street, Suite 910
 Santa Maria, CA 93458
 (805) 922-4573, ext.1601
 website:www.smjuhsd.k12.ca.us

RECLASSIFICATION FORM

2021-2022

Name:
School:

ID Number:
Grade:

Date of Birth:
Initial EL ID Date:

Reclassification initiated by the minimum overall score of Level 4 (Early Advanced) on the English Language Proficiency Assessment for California (ELPAC)

A. ELPAC (Year):

AREA	ASSESSMENT	STANDARD	DATE	LEVEL	YES	NO
English Language Proficiency	Overall					
	Oral					
	Written					

B.

Area	ASSESSMENT	GRADE	STANDARD	LEVEL	YES	NO
Performance in Basic Skills	SRI/Ren	9 th	855 or above			
	SRI/Ren	10 th	905 or above			
	SRI/Ren	11 th	940 or above			
	SRI/Ren	12 th	940 or above			
	OR SBAC - ELA Scaled Score		9 th (Use 8th grade score)	>2527 (Midpoint of Nearly Met Standard Range score)		

C. English Grade

Teacher Evaluation	Teacher's observations of student's academic performance	STANDARD	DATE	Grade	YES	NO
		C- or above* in most recent English/ELD course OR ELA/ELD teacher recommendation (Required for grade of D or F)				

*if below C-, provide rationale for reclassification in section D.

D. TEACHER COMMENT/S:

E. OTHER INFORMATION:

F. APPROVED BY: _____ Date: _____

Parent/Guardian Signature

Parent consultation held on _____ (select one): In Person By phone

by _____

SMJUHSd Staff signature

Approved by: _____ Date: _____

Director of Multilingual and Migrant Education Programs

Meets Criteria(R-FEP): x

PLEASE PLACE ORIGINAL IN STUDENT'S RED LANGUAGE FLUENCY FOLDER
 (AS PART OF THE STUDENT'S CUMULATIVE FILE)

Revised 11/2021

