



Unlocking Potential, Shaping Futures – Together



English Learner Master Plan

Santa Maria Joint Union High School District

Message from the Superintendent

The Santa Maria Joint Union High School District recognizes the value of all students. As an organization, it is our goal to provide effective, comprehensive academic programs for all.

English learners are faced with the difficult challenge of gaining proficiency in the English language and at the same time developing a mastery of other core academic requirements. Our program is designed to facilitate the accomplishment of both. Goal Two of the District's Strategic Plan states, *"SMJUHSD will implement the curriculum and instructional strategies which prepare all our students to be ready for success in college and career upon graduation. To do so requires that we have: Provided support to our English Language Learners so that they meet the rigorous achievement standards established by the district."*

By leveraging the support of our stakeholders and the Local Control Accountability Plan resources, we will not rest until this goal is achieved.

Sincerely,

Dr. Mark Richardson, Superintendent



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

Board Approved

January 9, 2018

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The Santa Maria Joint Union High School District gratefully acknowledges the input of the parents/guardians of our English learner and Reclassified English learner students. Their commitment to the success of all students in our district is a testament to the resilience and potential of the school community our district serves.

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CHAPTER ONE

Introduction

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Chapter One: Introduction

Background

The Santa Maria Joint Union High School District is located in the Santa Maria Valley, home to a robust agricultural industry. The district serves approximately 8,000 students across three comprehensive high school sites and one alternative high school. The students themselves come from diverse backgrounds with rich culture and language.

The following demographics will help with understanding the English learner students we serve.

- Number and percent of English learner students
 - 21.3% or 1690 of the 7950 students in SMJUHS D are English learner students
 - ◆ Delta High School: 28.1% or 110 of the 392 students are English learners
 - ◆ Righetti High School: 13.5% or 301 of the 2,225 students are English learners
 - ◆ Pioneer Valley High School: 18.7% or 507 of the 2,713 students are English learners
 - ◆ Santa Maria High School: 29.5% or 772 of the 2,618 students are English learners
- Primary Languages Spoken by English learner students
 - Spanish is the primary language for 1,462 or 86.5% of our English learner students
 - Mixteco is the primary language for 165 or 9.8% of our English learner students
 - Other languages spoken by less than 2% of English learners include: Filipino (13), Arabic (11) and Ilocano (7)
- English learner students' birth countries
 - 67.1% were born in the United States
 - ◆ 79.4% of those born in the U.S. were born in Santa Maria, California
 - 32.9% are Foreign Born
 - ◆ 73.9% of those students were born in Mexico
 - ◆ 11.6% of those students were born in El Salvador
 - ◆ 3.2% were born in the Philippines
 - ◆ 2.4% were born in Honduras

Data Source: Aeries December 2017

With this unique demographic in mind, the English learner Master Plan was developed.

As a result of recently adopted content and language standards, instructional frameworks, a revamped state assessment and accountability systems and additional targeted funding to increase and improve services for English learner students, the Santa Maria Joint Union High School District (SMJUHS), under the direction of the Multilingual and Migrant Education Programs (MMEP) underwent a four-year English Learner Program Restructure Process aimed at creating an action plan to address the most pressing needs of English learner students.

The restructure process engaged students, parents, teachers, counselors, classified staff, administrators, board members and local elementary school district personnel in the analysis of relevant data, a study of standards and frameworks, and the review of research and best practices in relation to adolescent English learner students. The English Learner Program Restructure Committee made informed recommendations and expressed a sense of urgency for the work which heralded several important initiatives to support the changing demographic of the English learner students served by SMJUHS. Among them, an improved collaborative English learner student placement process, a new English Language Arts/English Language Development course sequence, curriculum adoption accompanied by teacher professional learning, Newcomer English Learner student cohorts at each comprehensive school site, English Learner/Migrant Summer School and increased parent engagement supported by expanded language access services in both Spanish and Mixteco.



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The immediate impact of the increased and improved services for English learners has led to significant continuous increases in Reclassification Rates, Graduation Rates and Smarter Balanced Assessment Consortia (SBAC) scores for the past three years. These gains were achieved through an ongoing improvement cycle informed by practitioners' review of quantitative and qualitative student data and supported by increased funding via the Local Control Funding Formula (LCFF).

The English Learner Master Plan has thus undergone a comprehensive update since it was last updated in January of 2009. The plan is intended to ensure compliance with state and federal laws, district board policies, research and best practices as well as to help further the work in support of English learner student achievement.

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 does the CA EL Roadmap, the SMJUHS D EL Master Plan views the rich cultural, social, and linguistic resources EL children and youth bring to school as valuable assets for student learning, indispensable components of healthy schools, and essential for the success of our state's economy and society in a multilingual and multicultural world.

The CA EL Roadmap is provided here to guide all SMJUHS D 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 below requires commitment from every level of the system, and equity for our school district's EL students will not be achieved without authentic collaboration around the four principles that enact them.



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 is 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.

This plan, as with other important educational service plans, must be updated annually in response to students' needs which are at the center of the continuous improvement cycle.





CHAPTER **TWO**

Identification, Assessment, and Program Placement

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Chapter Two: Initial Identification, Assessment, and Placement

At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. For students in homes where another language is spoken, the level of proficiency in English must be determined, and an appropriate program placement made. This chapter begins with an overview of the state and federal requirements for initial identification and placement, indicating how these requirements apply to high school districts. This is followed by 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 23. Student enrollment and assessment take place at the student's school.

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

The processes of initial identification, assessment, and program placement are conducted at each school by district-trained staff. Parent/guardian notification is conducted through the Multilingual and Migrant Education Programs (MMEP) office. It is important that all staff involved in initial identification, assessment, and placement be expert in carrying out the procedures outlined in this chapter. To this end, key site and district staff members with the required skills have been selected and are responsible for implementation of processes outlined in this chapter.

The district provides annual professional learning for administrators and staff, including special education staff, on the legal requirements and district procedures relating to the implementation of this EL Master Plan including the following:

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

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

The participants in professional learning include staff members who work with EL student records, school administrators, office staff members, 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)

- A. Parent/guardians must complete a state-mandated **Home Language Survey only once**, 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 “Yes”, 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).

- B. **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. Previously, the state-approved instrument to be used for this determination was the California English Language Development Test (CELDT). However, a new assessment, the **English Language Proficiency Assessments for California (ELPAC)**, has been developed. The *Summative ELPAC* will be fully operational beginning in spring of 2018 and the *Initial ELPAC* will be fully operational beginning in the summer of 2018. For this reason, our master plan includes references to both the CELDT and the ELPAC, which is aligned with the most current English language development standards. Statements contained in this master plan regarding use of ELPAC results are based on information currently available from the California Department of Education and the publisher. The district will use ELPAC results according to new state guidelines when those guidelines are published.

- A. **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, preferably within 10 days of the time of enrollment. English language proficiency is assessed at the school site by staff from the MMEP Department. Every effort is made to make the enrollment and initial assessment process as convenient as possible for parents/guardians and students.

Beginning with the 2018-19 testing window, 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 ELPAC. The ELPAC includes two assessments: Initial and Annual. The Initial ELPAC is used at the time of initial enrollment, and the Annual 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 initially fluent in English proficiency (I-FEP) or English learner (EL). A student is classified as I-FEP if the ELPAC overall score is Level 4 (*Well Developed*). A student scoring at Levels 1-3 is classified as an English learner (see Table 2.1).

- I-FEP Students - The student will be placed in the district's general program.
- English learners - Proceed to Language Classification and Determination of Recommended Program Placement (Step 3 below).

B. **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 initially fluent in English proficiency (I-FEP) or English learner (EL)

The Home Language Survey shows	Initial CELDT Performance	Initial ELPAC Performance	Language Classification
Answer to any question is a language other than English (e.g., Spanish, Mixteco, etc.)	<ul style="list-style-type: none"> • Level 1 <i>Beginning</i> • Level 2 <i>Early Intermediate</i> • Level 3 <i>Intermediate</i> • Level 4 <i>Early Advanced</i> with one or more subtest(s) below Intermediate 	<ul style="list-style-type: none"> • Level 1 <i>Minimally Developed</i> • Level 2 <i>Somewhat Developed</i> • Level 3 <i>Moderately Developed</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"> • Level 4 <i>Early Advanced</i> or Level 5 <i>Advanced</i>, and with no subtest below Intermediate 	<ul style="list-style-type: none"> • Level 4 <i>Well Developed</i> 	Initially Fluent English Proficient (I-FEP)

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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 Inventory and Phonics Inventory results, length of time in U.S. schools, achievement data, etc., if available) are used to determine the recommended program placement options for students. Recommended placements for English learners are shown in Table 2.2. Structured English Immersion and the general program are programs in which instruction is “almost all” in English. The recommendation will be communicated to the parent/guardian when they are notified of results (Step 4 on page 26). Parents/guardians may submit a request that their student participate in a language acquisition program that they believe would be best for their student.

Table 2.2 makes use of the concept of “reasonable fluency” as a determining factor in deciding on the appropriate placement for an English learner. California law does not provide a specific definition of this term, other than to say that a “reasonably fluent” student has a “good working knowledge” of English. The Santa Maria Joint Union High School District defines reasonable fluency in terms of performance on the state-mandated English language proficiency assessment (ELPAC). This definition and the way it relates to program placement are shown in Table 2.2. The table shows the CELDT and the ELPAC-based criteria for each program option. ELPAC criteria given in the table are based on information currently available from the State Department of Education. These criteria may be modified as more information becomes available.



Table 2.2. Criteria for Placement Recommendation for English Learners

CELDT Criteria (Summative Assessment prior to 2017-18 Initial Assessment only in 2017-18)	ELPAC Criteria (Beginning in 2018-19)	Recommended Program Placement (See Tables 3.1- 3.3 for program components)
<ul style="list-style-type: none"> CELDT Level 4 <i>Early Advanced</i> or Level 5 <i>Advanced</i> 	<ul style="list-style-type: none"> ELPAC Level 4 <i>Well Developed</i> 	District’s General Program (must receive continuing ELD until reclassified; may also receive other academic support as needed)
<ul style="list-style-type: none"> CELDT Level 1 <i>Beginning</i> – Level 3 <i>Intermediate</i> <p>AND</p> <ul style="list-style-type: none"> Student has been in U.S. schools for 25 months or more 	<ul style="list-style-type: none"> ELPAC Level 2 <i>Somewhat Developed</i> – Level 3 <i>Moderately Developed</i> <p>AND</p> <ul style="list-style-type: none"> Student has been in U.S. schools for 25 months or more 	Structured English Immersion (applies to ELD and instruction in all subject areas)
<ul style="list-style-type: none"> CELDT Level 2 <i>Early Intermediate</i> or Level 1 <i>Beginning</i> <p>AND</p> <ul style="list-style-type: none"> Student has been in U.S. schools for 24 months or less 	<ul style="list-style-type: none"> ELPAC Level 1 <i>Minimally Developed</i> or Level 2 <i>Somewhat Developed</i> <p>AND</p> <ul style="list-style-type: none"> Student has been in U.S. schools for 24 months or less 	Newcomer Program



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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 the home language. Interpretation services, when necessary in Spanish or Mixteco may be arranged in advance by contacting the MMEP department. Interpretation in other languages is provided, if available, upon request. 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.

STEP 5: Program Placement

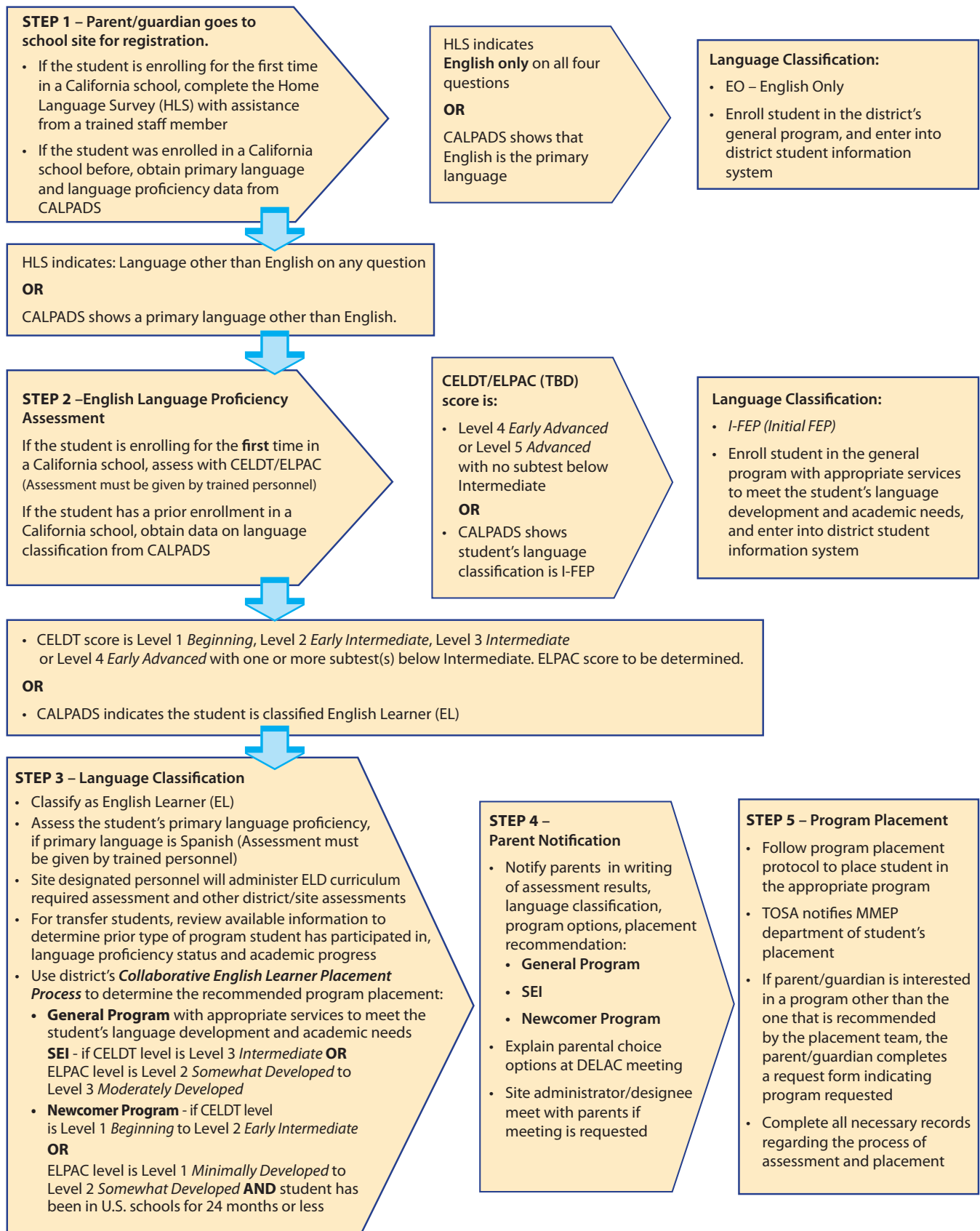
The parent/guardian has the right to informed consent. The parent/guardian may decide to request that the student be assigned to a different language acquisition program from the one recommended by school staff. If the parent/guardian selects such a program, the student will be assigned to that program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

Parents/guardians may also request that their student not receive some or all EL services by completing the appropriate district 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 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 districtwide by the MMEP Director.

Figure 1.1 Initial Assessment, Identification, and Placement Process

Using CELDT (2017-18) or ELPAC (Beginning 2018-19)



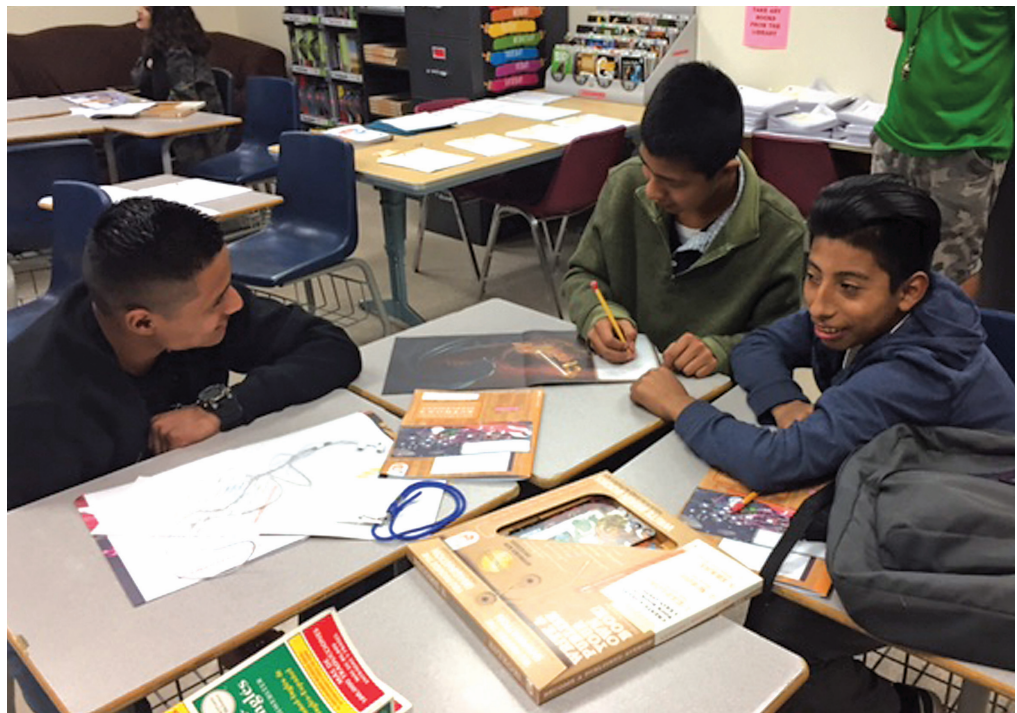
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Incoming Ninth Grade Class Registration, Assessment, and Placement

Due to the large number of incoming ninth grade students, most of whom transfer from our K-8 feeder districts, the districtwide **Collaborative English Learner Placement Process** is used by Placement Teams that include teachers, counselors, and Multilingual and Migrant Education Programs (MMEP) staff. The placement process is facilitated by each school site with a representative from the MMEP department in attendance.

Student records from the [California Longitudinal Pupil Achievement Data System \(CALPADS\)](#) and from the feeder districts are used by the Placement Teams to review the educational history and achievement of each student. Teams use the available data (including CELDT or ELPAC scores, achievement results, number of years in U.S. schools, reading level measures, etc.) to determine the type of program best suited for the student. The Team then places students in ELA/ELD Pathway courses with an eye toward achievement and acceleration.

Placement recommendations for individual students entering mid-term are made by each school's Placement Team, with informed input from the parent/guardian, following the same collaborative placement process.



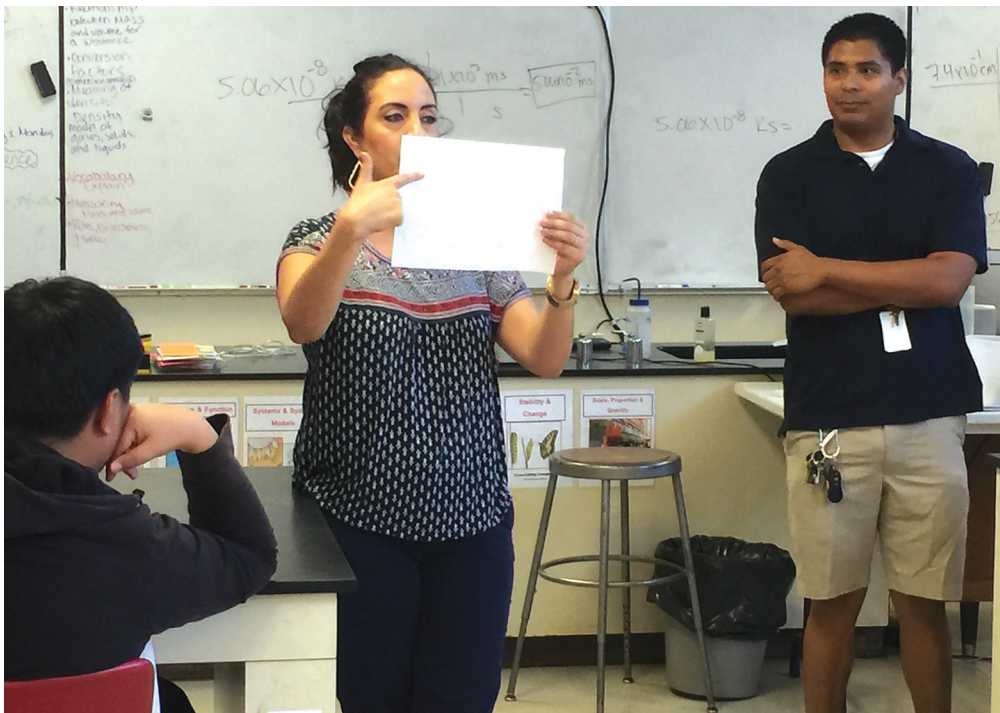
Transfer Students

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 and shared with the classroom teachers. 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.





CHAPTER **THREE**

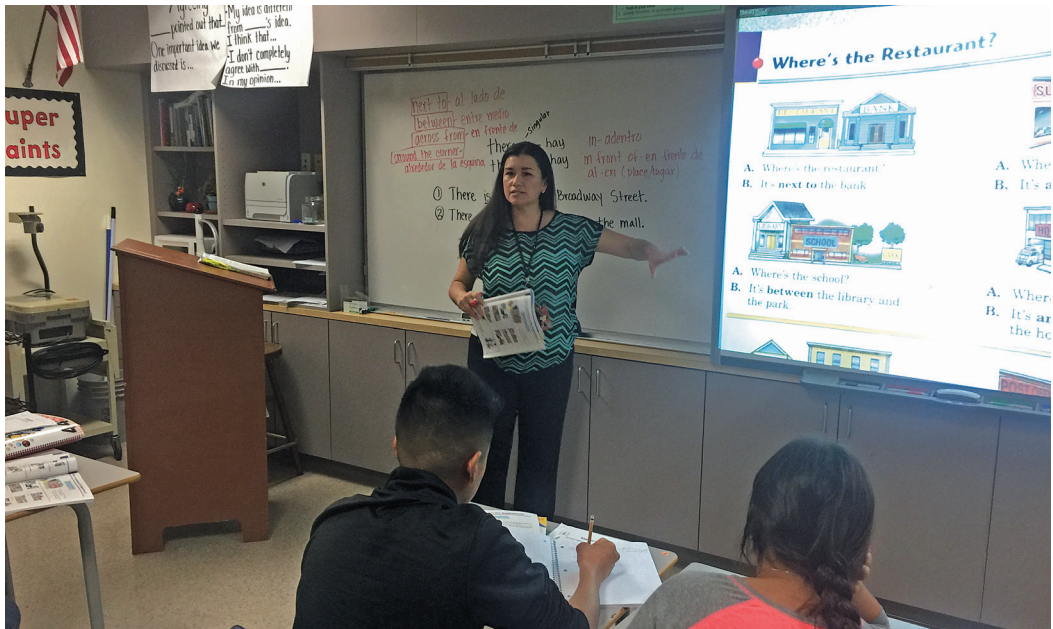
Instructional Programs

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Chapter Three: Instructional Programs

Beginning on July 1, 2017, state law requires that districts offer language acquisition programs to English learners (see p. 40). Parents/guardians may choose that their student participate in such a program. Language acquisition programs are defined in the California Education Code as “Educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the English language development standards” (California Ed Code, Sec. 306). The Santa Maria Joint Union High School District offers the following 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) a bilingual language acquisition program (Newcomer Program). A fourth program option, Dual Language Immersion (DLI) is currently in the early stages of planning. Each of these options is designed to ensure that students acquire high levels of English language proficiency and to address any needs for academic support so that students may be successful in their advanced courses, including Advanced Placement and Honors coursework, and be competitive in post-secondary education.



All options provide for teaching and learning based on guidance in the California English Language Arts/English Language Development Framework (CA ELA/ELD Framework) and include the following components:

- well-articulated, standards-based, and differentiated instruction in the core curriculum, with integrated ELD and 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;
- language proficiency;
- a culture of respect and caring designed to support positive relationships, develop cross cultural proficiency, and empower students to excel.

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



Programs for English Learners

District General Program

English learners (ELs) who score as “English proficient” (see Table 3.1 on the state-adopted English language proficiency assessment) are placed in the district’s general program, but receive additional services based on their individual needs. They are taught integrated ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Teachers are guided by the ELA/ELD Framework and instruction is almost all in English. Additional support options are provided to English learners, as needed, for them to meet the criteria for reclassification as fluent in English (R-FEP).



Table 3.1 District General Program Components

Program Recipients	Program Elements	Staffing
<p>English learners whose English proficiency level is</p> <ul style="list-style-type: none"> • ELPAC Level 4 <i>Well Developed</i> <p>OR</p> <ul style="list-style-type: none"> • CELDT Level 5 <i>Advanced</i> or Level 4 <i>Early Advanced</i> <p>English learners at any level, whose parents/guardians request a general program placement</p> <p>NOTE: This program also includes former English learners (RFEPs), initially fluent students (I-FEP) and English only (EO) students.</p>	<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 district general program • To meet grade level standards in all academic areas and achieve reclassification <p>ACADEMIC CORE</p> <ul style="list-style-type: none"> • Core instruction taught in English • Core content lessons designed according to the CA ELA/ELD Framework guidance, include integrated ELD and help students to access the core curriculum and further their English language development • Individualized EL support services based on the student’s needs (see list of support options below) <p>ENGLISH LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> • Designated ELD instruction uses the CA ELD standards as the focal standards and builds into and from content instruction to develop critical English language skills needed for content learning in English • Integrated ELD is provided in regular English classes and other core content courses (e.g. science, math, social science and electives) <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>Special support options for English learners in the district general program might include:</p> <ul style="list-style-type: none"> • Supplemental materials to support access to content instruction, as funding allows • Summer school • After school tutoring • Online credit recovery • Extracurricular enrichment supports 		

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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 nearly all in English, 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, as needed. 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, leveled ELD instruction. Access to core content is accomplished through instructional approaches such as Specially Designed Academic Instruction in English (SDAIE) 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 support options are provided to assist students in meeting the criteria for reclassification as Fluent English Proficient (FEP). (See Table 2.2)

Once a student achieves English proficiency, he/she is transferred to the district's general program, unless the parent/guardian chooses another option for the student.

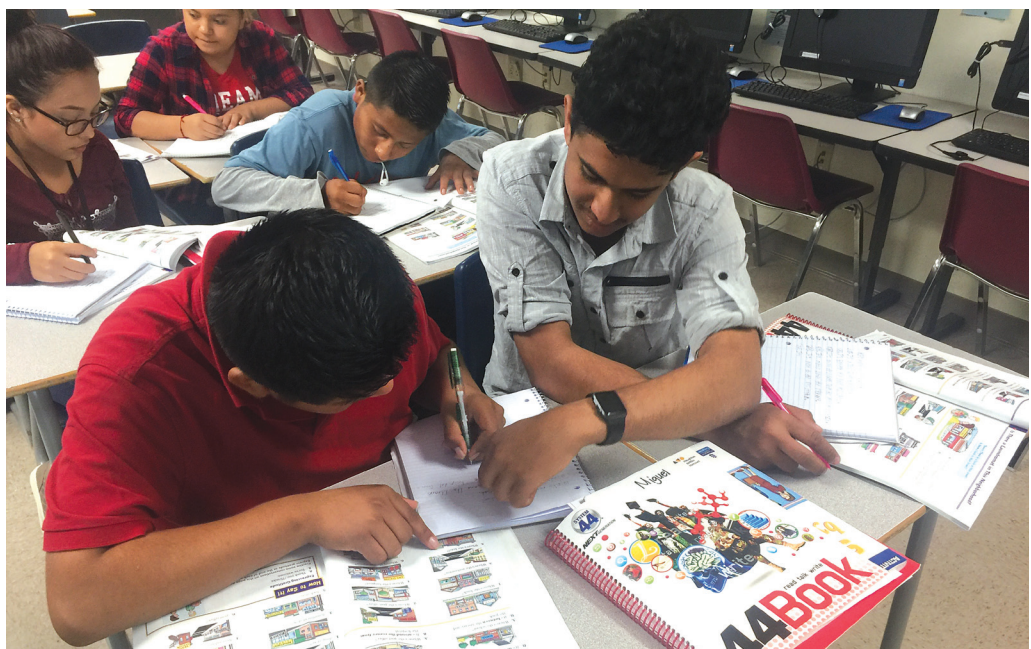


Table 3.2 Structured English Immersion (SEI) Program Components

Program Recipients	Program Elements	Staffing
<p>English learners whose English proficiency level is:</p> <ul style="list-style-type: none"> • ELPAC Level 2 <i>Somewhat Developed</i> or Level 3 <i>Moderately Developed</i> <p>OR</p> <ul style="list-style-type: none"> • CELDT Level 2 <i>Early Intermediate</i> or Level 3 <i>Intermediate</i> <p>AND</p> <ul style="list-style-type: none"> • Student has been in U.S. schools for 25 months or more <p>NOTE: This program also includes former English learners (RFEPS), initially fluent students (I-FEP) and English only (EO) students. This program is not intended to segregate students by language proficiency level in core content courses (e.g. science, math, social science and electives).</p>	<p>GOALS:</p> <hr/> <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> <hr/> <ul style="list-style-type: none"> • Core instruction taught “almost all” in English with primary language (L1) support as needed • 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 SDAIE (Specially Designed Academic Instruction in English) strategies to help students to access core curriculum • Primary language support provided as needed <p>ENGLISH LANGUAGE DEVELOPMENT</p> <hr/> <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 • Leveled designated ELD instruction provided during the school day • Designated ELD should be taught daily for a minimum of 1 period per day • Students are grouped for designated ELD by language and English literacy proficiency, preferably at the same grade level <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>Special support options for English learners in SEI programs might include:</p> <ul style="list-style-type: none"> • Student Academic Achievement Seminar (SAAS) which provides academic support for Long Term English Learners • Supplemental materials to support access to content instruction • Summer school • After school tutoring • Online credit recovery • Extracurricular enrichment supports • Primary language support (e.g., bilingual dictionaries, Spanish language instruction, parallel texts) 		

Newcomer Program

The Newcomer Program 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 leveled, designated ELD instruction. Teachers of the classes taught in English use integrated ELD strategies as well as SDAIE strategies designed to make the content maximally comprehensible for English learners at the lower levels of the English proficiency scale. Many of the students participating in this program are newly arrived immigrants. Once a student attains “reasonable fluency” in English he or she is transferred to the Structured English Immersion program, unless the parent/guardian requests a different option.



Table 3.3 Newcomer Program Components

Program Recipients	Program Elements	Staffing
<p>English learners whose English proficiency level is:</p> <ul style="list-style-type: none"> ELPAC Level 1 <i>Minimally Developed</i> or Level 2 <i>Somewhat Developed</i> <p>OR</p> <ul style="list-style-type: none"> CELDT Level 1 <i>Beginning</i> or Level 2 <i>Early Intermediate</i> <p>AND</p> <ul style="list-style-type: none"> Student has been in U.S. schools for 24 months or less <p>NOTE: A Student can exit the Newcomer Program prior to the 24 month period when that student has demonstrated ability to participate in the Structured English Immersion (SEI) Program.</p>	<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 SDAIE (Specially Designed Academic Instruction in English) strategies to help students to access the 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 Leveled designated ELD instruction provided during the school day Designated ELD should be taught daily for a minimum of one class period Students will be grouped for designated ELD by language proficiency <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>Special support options for English learners in Heritage Language/Newcomer programs MIGHT 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, translation, and interpretation Supplemental materials to support access to content instruction After school tutoring Online credit recovery Summer school Extracurricular enrichment supports Socioemotional supports provided by a bilingual mental health professional 		

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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.

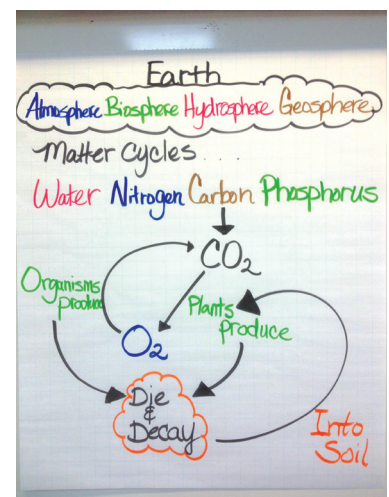
The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (*Education Code [EC] § 300(n).*) The CA Ed.G.E. Initiative amends existing EC sections 300, 305-6, 310, 320, and 335, and repeals section 311. A chart outlining the changed EC sections can be found on the California Department of Education (CDE) [California Education for a Global Economy Web page](#).

California Education Code now provides for language acquisition programs which 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 both English and another language. (*EC § 306(c).*)

Language acquisition programs may include, but are not limited to, all of the following:

- Dual-Language Immersion (DLI)
- Transitional or Developmental Bilingual
- Structured English Immersion (SEI)

(*EC § 306(c)(1), (2), (3).*)



Dual Language Immersion (DLI or DI)

If the parents/guardians of 20 or more students at a grade level in a school, or 30 or more students schoolwide, request a language acquisition program the district is required by law to offer such a program, to the extent possible.

Language acquisition programs 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 both English and another language.

The Santa Maria Joint Union High School District offers Structured English Immersion and Newcomer programs. One additional option, Dual Language Immersion, is currently in the initial planning stages. Dual Language Immersion (also known as Dual Immersion) is an enrichment program designed for linguistically diverse students at all levels of English language proficiency. In this type of program, the students consist of a balanced population of native speakers of the target language (Spanish in the case of the program being considered), native English speakers, and students whose home language is Spanish but who are fluent in English. The goals of the program are: (1) to develop bilingualism and biliteracy in English and Spanish, (2) to achieve high levels of academic proficiency in all subjects in English and Spanish, and (3) to develop cross-cultural proficiency including the knowledge, skills, beliefs and attitudes that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. Dual Immersion is a rigorous academic program in which both English and Spanish are used as the languages of instruction.

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.

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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 contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures);
- structured opportunities for speaking are provided frequently.

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 a part of the daily program for every English learner. 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,”
- 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 aligned with the ELD standards, and
- state approved English language proficiency assessments (the ELPAC initial and annual tests).

English Language Development (ELD) Materials

ELD classes use district-adopted materials. Designated ELD classes will follow district adopted course guidelines. All instruction will address current ELD standards.

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 academic and social data. Throughout the year, progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting.

Accessing the Core Curriculum in Content Areas

It is essential that English learners also have access to well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and the district's general program settings, this core instruction in all subjects is taught "overwhelmingly" or "almost all" in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Primary language support may be provided by the classroom teacher or a Bilingual Instructional Assistant (BIA). At times, English learners may be grouped together by language for primary language content support.

Students enrolled in the Newcomer program receive full access to grade level core curriculum by means of direct instruction in Spanish and in English, using SDAIE approaches, as appropriate.

Characteristics of SDAIE

English learners access the core curriculum through lessons that support the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction, with special strategies and techniques geared to help students maximize their understanding of lesson content. SDAIE includes:

- 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 modifications such as pause time, questioning, pacing, and highlighting;
- content developed through comprehensible language structures and vocabulary,

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- 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,
- integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development.

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, if age appropriate. 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 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.

Flexibility in Programming

There are at least seven groups of English learners in the Santa Maria Joint Union High School District that are in need of services to support their learning and subsequent school success. These groups are:

1. Newcomer students who have arrived in U.S. schools within the past 24 months,
2. Students with significant gaps in their schooling,
3. Migrant students,
4. Students with Disabilities,
5. Long-term English learners,
6. English learners who speak languages other than Spanish,
7. English learners who speak indigenous languages, e.g., Mixteco, Zapotec.

The district compiles data from CALPADS to monitor the size and characteristics of each of these groups.

The district will continue to monitor services to these students, including but not limited to collection of data on student enrollment and academic performance, utilizing CALPADS to the extent possible. On the basis of this type of needs assessment, the district has developed, and will continue to monitor and improve, appropriate initiatives for serving students in these groups. See Chapter 4 for a discussion of placement and monitoring procedures.



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 evaluated and monitored throughout the year by individual teachers, and a professional learning community (PLC) of ELD teachers and counselors from all school sites. The ELD PLC and counselors use data on student backgrounds and performance to identify students who are developing significant and persistent academic deficiencies and decide on interventions that will assist students to achieve English language development benchmarks and grade level standards. This review will also lead to 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 by MMEP, informing them 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 Spanish) of the District's programs for English learners are included in the information given 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 (i.e., opt out of participation in an EL program, or selected components of the program) by completing a district 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 (see Chapter 3, p. 50 for a description)

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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The 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. Because the district or school may change its suite of local assessments from year to year, they are not listed in this Master Plan. The most important of these from the point of view of monitoring the progress of English learners are the district-adopted reading assessments (Reading Inventory and Phonics Inventory), both of which are used in 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> <p>This assessment is aligned with the English language development standards. It will be fully operational throughout the state in 2018-19</p>
Core academic areas: English Language Arts, Mathematics, Science	<p><i>CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)</i> assessment system. The CAASPP assessment system encompasses the following required assessments:</p> <ul style="list-style-type: none"> • Smarter Balanced system of assessments for mathematics and English language arts/literacy, grade 11 • California Science Test (CAST) will be piloted in 2017/18. The CAST will be field tested in 2018/19 and will be fully operational in 2019. In 2017/18, all 12th grade students will take the CAST. All students will take the CAST one time in high school. • California Alternate Assessments (CAAs) in English language arts and mathematics, grade 11. CAA for science is given in grades five and eight and one time in high school.

Provisions for Students on Individualized Education Plans (IEPs)

In some circumstances, students with IEPs may be given alternative assessments in place of state mandated or district adopted assessments. The current state-approved alternatives to the CAASPP are the California Alternative Assessments (CAAs) for English language arts/literacy, mathematics and science at one grade level (pilot test in 2017-18).

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 supports. Students who meet or exceed district benchmarks for growth on these assessments are encouraged to accelerate or move to more advanced groups/classes.

Students and parents involved in the development of the EL Master Plan have requested that students be informed by teachers and counselors regarding the purpose and potential impact of the state assessments on their academic trajectory to help set expectations prior to students taking these high stakes assessments.

Ongoing Monitoring of Student Progress

A Team of EL Program Coordinators, Teachers and Counselors collaborate at least three times per year to monitor the progress of students and consider interventions, support and program movement to accelerate the progress of students.

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English Learner Catch Up Plan

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 we find that a student is not meeting expected proficiency growth in English or has developed deficits in content areas and/or accrual of credits, we implement our district Catch Up Plan.

The Santa Maria Joint Union High School District offers the following 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) a bilingual language acquisition program (Newcomer Program). A fourth program option, Dual Language Immersion (DLI) is currently in the early stages of planning.

Each of these options is designed to ensure that students acquire high levels of English language proficiency and to address any needs for academic support so that students may be successful in their advanced courses, including Advanced Placement and Honors coursework, and be competitive in post-secondary education.

All options provide for teaching and learning based on guidance in the California English Language Arts/English Language Development Framework (CA ELA/ELD Framework) and include the following components:

- well-articulated, standards-based, and differentiated instruction in the core curriculum, with integrated ELD;
- 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 empower students to excel.

Federal and State required Catch Up Plan essential elements:

1. **Systematic monitoring:** A Team of EL Program Coordinators, Teachers and Counselors collaborate at least three times per year to monitor the progress of students and consider interventions, support and program movement to accelerate student progress.
2. **Identification of students in need of Catch Up plan:** EL Program Coordinators, Teachers and Counselors use student background and performance data based on multiple measures to identify students who have significant academic and/or credit accrual deficiencies.
3. **Design of Catch Up Plan:** The team, in consultation with students and parents/guardians, designs an individualized Catch Up plan for each student that is identified. This Catch Up Plan must include interventions that will assist the student to achieve English language development benchmarks, grade level standards and accrue or recover the necessary credits in order to meet graduation requirements. These interventions may include, but are not limited to: regular classes that are complemented with independent study programs, including learning labs, online learning, and computerized modules; participation in online credit accrual and recovery programs; accepting and awarding of partial credit for work completed. Referral to community agencies in order to ensure that youths' basic needs are met, including mental health services so they can focus on school, may be included. It is recommended that parents/guardians are informed about the final Catch Up Plan, to include an oral language notification for indigenous language-speaking families (e.g. Mixteco) who cannot read Spanish.
4. **Monitoring of Interventions and Catch Up Plans:** Catch Up Plans are designed, and interventions are provided, based on individual student needs. The counselor at each school site is responsible for overseeing the implementation each Catch Up Plan. The Catch Up Plans are reviewed three times per year to ensure that they are up to date and continuing to support the individual student's success. If it is determined by the Team that additional support or modifications are needed, the Catch Up Plan is revised to maximize student success.



CHAPTER **FIVE**

Reclassification

5

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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 mandates (EC313 (f) [1-4]). 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 periodically based on changes in the state's assessment system. The state maintains a web site (<http://www.elpac.org/>) that provides updated information on the ELPAC as progress is made toward full implementation of this newly developed assessment. District administrators will monitor the development of the scoring system for the ELPAC and make changes in reclassification criteria as appropriate. In addition to this, the state is currently developing a set of reclassification guidelines for use by districts. When this work is completed, the district will adopt the state criteria.



Table 5.1. Santa Maria Joint Union High School District Reclassification Criteria for 2017/18

(Table will be revised based on California Department of Education guidelines as they are updated.)

A: Area	B: Data Gathered	C: Reclassification Criteria
English Language Proficiency	CELDT ELPAC scores	CELDT: Early Advanced (4) OR Advanced (5) overall, AND no subtest below Intermediate (3) ELPAC: based on the CDE Interim Reclassification Guidance released on January 2, 2018
Performance in Basic Skills	Reading Inventory Lexile Level OR SBAC-ELA Scaled Score	9th grade: 855 or higher 10th grade: 905 or higher 11th grade: 940 or higher 12th grade: 940 or higher 9th grade (use 8th grade score): > 2527 (midpoint of Nearly Met Standard range) 12th grade (use 11th grade score): > 2537 (midpoint of Nearly Met Standard range)
Teacher Evaluation	Teacher’s observations of student’s academic performance	C- or better in most recent English/ELD course OR ELA/ELD teacher recommendation (required for grade D or F)
Parent/Guardian Consultation and Opinion	Description and results of consultation with parent/guardian	Parent/guardian agrees that the student’s performance has been explained to him/her, and that reclassification is appropriate. Parent/guardian will be notified via mail.

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The Reclassification Process

The reclassification process will consist of the following steps.

1. The district will compile the relevant data and send a list of students eligible for reclassification to each student's current (or most recent) English teacher.
2. The site Principal, or designee, 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 MMEP office will notify the student's parent/guardian of 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 Student Information Systems staff, into the student information system. The student information system also includes: School; Student I.D. Number; results of language assessments; and results of academic performance assessments.



Monitoring of Reclassified Students

The EL Coordinator will 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 EL Coordinator will document, on district-developed forms, the decisions made and follow-up 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. In order to do this, the district hires appropriately credentialed teachers and Bilingual Instructional Assistants, and provides focused, effective and research-based professional learning experiences to all administrators, teachers, and staff. Through this effort, the district prepares and empowers educators with the instructional and leadership 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 includes English learners hold the Cross-cultural, Language, and Academic Development (CLAD) Certificate or equivalent authorization. Teachers assigned to provide English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and primary language instruction/support must be properly authorized.

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 and incorporates this information into a staffing plan. Where shortages exist, the district develops a plan to actively recruit and hire qualified teachers in order to fully implement the English learner programs at each school, as described in the district's English learner master plan.

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 program.

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 introduced to district and site staff through a carefully planned professional learning process. This process will emphasize key features of the plan and procedures to be adopted by all sites. Site administrators as well as classroom and support teachers will participate. In addition, annual professional learning on the English Learner Master Plan will be provided to staff members who have responsibility for implementing the plan (see Chapter 2, p.20). This will ensure that there will be a widespread understanding of the contents of the Master Plan and commitment to consistent and high quality implementation.

The professional learning on the Master Plan will consist of the following:

- review of Master Plan content,
- identification of critical site responsibilities for implementation of the Master Plan,
- development of action plans for implementation of the Master Plan, including goals, objectives, resources needed, potential barriers to effective implementation, solutions to those barriers, evidence of implementation, and a timeline of required tasks and duties.



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 supports four teachers on special assignment (TOSAs) to provide professional learning opportunities for classroom teachers in ELD and subject area courses who work with English learners. Through their efforts, teachers are involved in district and site level Professional Learning Days focusing on classroom instructional strategies in language development and in core content areas. Administrators and counselors are involved in professional learning related to accountability. The focus of professional learning is on the following areas:

- Designated English language development emphasizing development of fluency in English and mastery of English language skills and discourse strategies relevant to success in learning the standards-based content in courses addressing the focal standards in English language and literature, mathematics, science, and history/social science,
- Integrated English language development in content area classrooms in order to provide the language tools necessary for English learners to access the key content standards,
- Strategies for supporting English learners' access to the standards, including the classroom application of SDAIE strategies and approaches to addressing the standards that focus on developing comprehension, encouraging higher level thinking, and providing culturally appropriate learning avenues and experiences.

The plan includes but is not limited to the following priority areas for professional learning:

- continued study of ELA and ELD standards and the ELA/ELD Framework, including designated and integrated ELD,
- blueprint and unit planning and development that includes ELD as well as content area objectives,
- classroom routines that are appropriate for English learners,
- guidelines and instruments for monitoring the progress of English learners,
- academic vocabulary development,
- strategies for developing fluency.

Monitoring of Professional Development and Support

The site administrators and the district Director of Multilingual and Migrant Education Programs 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 visits to monitor teacher implementation of best practices in ELD, SDAIE and primary language instruction. This monitoring is coupled with peer coaching, and professional conversations to ensure that best practices are implemented within each instructional program (general program, SEI and HLP/Newcomer) 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 to promote 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. providing the principal and school staff with input related to meeting the needs of English Learners and submitting it to School Site Council to be considered for inclusion in the site's Single Plan for Student Achievement (SPSA),

2. 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.

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 EL's and may include school staff and others. The proportion of ELAC members who are parents/guardians of English learners must at least equal 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. 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.
4. Members will receive training on the role and purposes of ELAC and their responsibilities as ELAC members.
5. 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.
6. 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 chairperson who will lead all meetings,
 - b. a vice chairperson to conduct meetings in the absence of the chair, and
 - c. a secretary who will be responsible for the minutes.

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.
6. The principal (or designee) will meet with the ELAC chairperson 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 chairperson 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; for example: personal phone calls to parents/guardians to remind them about the meetings and encourage them to attend, social activities such as family nights, student performances, celebrations of student accomplishments, etc.
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 MMEP Director will conduct learning activities for ELAC members to assist each member to carry out his or her legally required advisory responsibilities. The district will provide ELAC professional learning materials that will be given to ELAC members during the session(s). 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 principal. 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 50 English learners enrolled, it is required to establish a functioning District English Learner Advisory Committee (DELAC). The purpose of the DELAC as required by federal law is to advise the governing board on all of the following tasks:

1. the development/revision of the district master plan including policies guiding consistent implementation of English learner programs and services, that takes into consideration the Single Plans for Student Achievement,
2. development and administration of a district-wide needs assessment on a school-by-school basis,
3. the establishment of the district goals, objectives and program for services to English learners,
4. development of a plan to ensure compliance with applicable teacher and instructional assistant requirements,
5. the district's student reclassification procedures
6. the written notifications required to be sent to parents and guardians, and
7. development of the Local Control and Accountability Plan (LCAP).

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 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 chairperson who will lead all meetings,
 - b. a vice chairperson to conduct meetings in the absence of the chair, and
 - c. a secretary who will be responsible for the minutes.
2. The DELAC will meet 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 officers 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 chairperson's absence, resignation or inability to perform the duties, the vice-chairperson will assume these duties.

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 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 as reviewed and informed by parents:

- professional learning for members of the DELAC and the site ELACs (this training is described above).
- leadership training for parents/guardians (e.g. Parents for Inclusion, Diversity and Access (PIDA));
- English learner newsletters for parents/guardians and staff;
- 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 (e.g. Social Media, Bullying, Healthy Relationships, etc.);
- Training on the use of online parent portals;
- workshops promoting understanding of college and career readiness; and
- school level meetings focused on building communication among families (e.g., Cafecito, Panther Forum).
- specific outreach to Mixteco speaking students and their families may include:
 - o special school orientation meetings (local agencies that work with Mixteco families are invited to participate);
 - o parent leadership programs conducted in Mixteco (e.g. Parents for Inclusion, Diversity and Access – PIDA facilitated in Mixteco);
 - o workshops promoting understanding of college and career readiness (e.g. PIQE Mixteco);
 - o parenting workshops (e.g. Parents on a Mission in Mixteco);,
 - o training on phone communication in how to leave voicemail messages for school personnel and;
 - o phone calls to homes with communication regarding information mailed home and not understood by Mixteco-speaking families (e.g. parent notifications, upcoming events etc.).

As advised by the district Parent/Guardian and Student members of the EL Master Plan Development Team, engagement with Parents/Guardians is strengthened through:

- careful planning of offerings in consultation with intended audience;
- childcare and snacks or meals when appropriate;
- timely notification of offerings in target languages of Spanish and Mixteco via oral phone communication and mailed notices;
- calendaring of events that account for other events held by the district or partner districts to avoid double booking; and
- Whenever possible, create opportunities for students and parents to learn together.



CHAPTER **EIGHT**

Accountability and Program Evaluation

8

8

Chapter Eight: Accountability and Program Evaluation

Program evaluation and accountability are everyone's responsibility. This includes students, parents/guardians and all personnel at the school and district levels. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

The California Department of Education (CDE) has established two interrelated systems of accountability, evaluation, and continuous improvement for California schools and districts. These are:

- a rubric for evaluating Local Control and Accountability Plans (LCAP), making use of required metrics for evaluating progress in each of the eight [State Priority Areas](#) that district LCAP plans must address, and
- an Accountability and Continuous Improvement Program (California School Dashboard) that provides an in-depth, multidimensional picture of school and district performance as well as improvement over time.

The evaluation model presented in this chapter makes use of many of the features and metrics of these systems, and can easily be adapted as these systems continue to be developed.

Evaluation Goals and Design

The district will conduct an annual evaluation of programs and services for English learners. The evaluation model is structured around seven desired student outcomes. The evaluation each year will focus on outcomes and evaluation questions selected from the list in Table 8.1, in order to address high priority areas of service to, and outcomes for, English learners. The evaluation data collection and analysis will vary from year to year based on the high priority areas that have been identified.

**Table 8.1. Evaluation Design:
Desired Student Outcomes and Evaluation Questions**

DESIRED OUTCOMES	EVALUATION QUESTIONS
<p>1. English learner programs are fully implemented as described in the Master Plan for English Learners.</p>	<p>1.1 Are English learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?</p> <p>1.2 Is the Master Plan up to date with current state requirements and policies for services to English learners?</p>
<p>2. English learners have full access to all curricula.</p>	<p>2.1 Are English learners given full access to core instruction in all subject areas and all classes?</p> <p>2.2 Are English learners receiving leveled ELD instruction in designated ELD groups?</p> <p>2.3 Are all classes implementing integrated ELD?</p>
<p>3. English learners acquire English language proficiency as efficiently and effectively as possible.</p>	<p>3.1 Are English learners making adequate progress on ELD benchmark/formative assessments?</p> <p>3.2 Do English learners meet the state’s goals with regard to English learner gains on the state-mandated English language proficiency test? (see state Dashboard: English Learner Progress)</p> <p>3.3 What percentage of English learners attains reasonable fluency on the state-mandated English proficiency test in 5 years or less? (see Dashboard and state LTEL reports)</p> <p>3.4 What percentage of English learners is reclassified within 6 years?</p>
<p>4. English learners achieve academic success comparable to EOs.</p>	<p>4.1 Are English learners making adequate progress on benchmark/formative assessments in ELA, and Math?</p> <p>4.2 Do English learners (and R-FEPs) meet the state status and change criteria in English language arts (see Dashboard: English Language Arts)?</p> <p>4.3 Do English learners (and R-FEPs) meet the state status and change criteria in mathematics (see Dashboard: Mathematics)?</p> <p>4.4 Are English learners proportionally represented in Special Education referrals?</p> <p>4.5 Is there an annual increase in the percentage of English learners (and R-FEPs) for each of the success factors listed in 4.1-4.4 (see Dashboard: ELA and Mathematics Change ratings)?</p>

**Table 8.1. Evaluation Design:
Desired Student Outcomes and Evaluation Questions**

DESIRED OUTCOMES	EVALUATION QUESTIONS
<p>5. English learners demonstrate college and career readiness.</p>	<p>5.1 Is the graduation rate for English learners (and R-FEPs) equivalent to that for EOs in the district?</p> <p>5.2 Do English learners (and R-FEPs) meet criteria for college and career readiness at a rate similar to that for EOs in the district?</p> <p>5.3 Are the rates for Items 5.1 and 5.2 increasing?</p> <p>5.4 Are all English learners on track for graduation?</p> <p>5.5 Are all English learners on track for meeting a-g requirements (specifically those who enter high school with the likelihood of reclassification)?</p>
<p>6. Parent/guardians of English learners and R-FEPs participate meaningfully in their student's education.</p>	<p>6.1 Are parents/guardians of English learners and R-FEPs as likely as parents/guardians of EOs to participate in school activities (parent/guardian-teacher conferences, volunteer in school, etc.)?</p> <p>6.2 Is the rate of parent/guardian participation increasing?</p>
<p>7. Rates for English learners and R-FEPs in categories indicating risk for school failure are no greater than those for EOs.</p>	<p>7.1 Are English learners (and R-FEPs) overrepresented in the following categories:</p> <ul style="list-style-type: none"> • Excessive absences and tardies (see Dashboard: Chronic Absenteeism) • Suspensions, expulsions and other disciplinary actions (see Dashboard: Suspension Rate) • Dropouts • Enrollment in alternative programs (continuation/county programs, etc.) • Percent not meeting standards on the state-mandated content standards tests (see Dashboard: ELA and Mathematics) • Students on IEPs and 504 plans <p>7.2 Is there an annual decrease in the percentage of English learners and R-FEPs for each of the risk factors defined in the previous bullets (see Dashboard: Change ratings)?</p>

Monitoring Program Implementation

Desired Outcome 1: Program Implementation 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 consists of the following activities:

1. **Planning for Implementation.** The site Assistant Principals and other support staff meet with the Director of Multilingual and Migrant Education Programs in the spring of each year to plan for implementation of the services to English learners set forth in the master plan. This meeting focuses especially on scheduling, materials, needs, and staffing, and will include discussion and resolution of problems encountered in providing full and effective implementation of the master plan.
2. **Document reviews.** The MMEP Director will conduct an annual review of key files and documents including evidence of the following: parent/guardian notification, placement, assessment, ELD instruction, and parental involvement. A district-developed form will be used to record the results of the school's document review. The completed form will be submitted to the Superintendent via the Director of Multilingual and Migrant Education Programs.
3. **Monitoring of classroom instruction.** The site administrators conduct periodic classroom walkthroughs focused on classroom instruction in ELD and SDAIE in all classrooms, and primary language instruction in the Newcomer Program.
4. **Annual update of the English Learner Master Plan.** Each year, the Superintendent will convene a committee to review changes in state policies and requirements regarding services to English learners, and recommend changes to the master plan that are needed in order to keep the plan up to date.

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.

Outcome 2: English Learner Access to Core Curriculum

Each site principal is responsible for ensuring that English learners have access to core curriculum. Site administrators will work closely with site staff in the development of the master schedule to ensure that classes reflect the needs of English learners. The Director of Multilingual and Migrant Education Programs will review master schedules, and will work closely with school administrators to determine appropriate placements of English learners.

Outcome 3: Mastery of English

The Director of Multilingual and Migrant Education Programs, district TOSAS, site administrators, and classroom teachers will analyze annual English language proficiency assessment results, ELD benchmarks (see Chapter 4, pp. 51-53), and student progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial CELDT or ELPAC test level, and other relevant variables.

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

Outcome 4: Academic Success

Each site principal and 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 the district office. The analyses might include cross-sectional profiles of performance by English proficiency level as well as disaggregation of data by grade level.

- Site administrators will analyze data with site staff to determine trends and areas of need, and to develop recommendations for 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.

Outcome 5: English Learners Demonstrate College and Career Readiness

The Director of Multilingual and Migrant Education Programs 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 disseminated to the sites and shared with the site ELACs and the DELAC.

Outcome 6: Parent/Guardian Engagement

The Director of Multilingual and Migrant Education Programs in conjunction with the District LCFF Coordinator will work with the DELAC and ELACs to review and solicit input on specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating parent/guardian engagement with schools and the district. This work will be guided by the district process for evaluation of parent/guardian engagement that is reported in the Dashboard. Sites will report to the district on parent/guardian activities implemented during the year, as well as parent/guardian involvement in a set of activities to be defined in a standardized way across sites. A parent/guardian participation survey will be completed each year and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent/guardian involvement in the district as a whole and will guide parental involvement practices.

Outcome 7: Indicators of Risk for School Failure

The Director of Multilingual and Migrant Education Programs will request, collect and analyze the following data regarding English learners:

- suspensions, expulsions, and other disciplinary actions,
- attendance records regarding absences, tardies and disenrollments,
- students scoring at the Not Meeting Standards level on state-mandated content standards tests in English language arts and mathematics; and
- dropout rates.

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

8

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's Single 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 is shared with DELAC members. An annual evaluation report on English learner programs and services is shared at a regular meeting of the School Board in the fall of each school year. The report focuses on the extent to which programs have been implemented, and an analysis of student performance on the indicators specified in Table 8.1. The DELAC also reports to the Board its recommendations regarding needed actions.

Table 8.2. Evaluation and Accountability: Roles and Responsibilities

ROLE	RESPONSIBILITIES
<p>Student</p>	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high achievement • Participates in school activities, including after school programs when needed • Communicates regularly with parents/guardians, teachers, and support staff • Completes class and homework assignments on time • Follows school and classroom rules • Asks the teacher for help when he/she does not understand something • Works towards meeting the graduation criteria
<p>Parent/Guardian</p>	<ul style="list-style-type: none"> • Monitors and promotes English learner’s progress in academics, homework, attendance, behavior • Supports English learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Participates in school committees—ELAC, Site Council, PTC, etc. • Encourages his/her student to do his/her best in school and on his/her homework • Provides a quiet study time and encourages good study habits • Assists his/her student’s progress by attending parent/guardian/teacher conferences, looking at schoolwork, contacting teachers, regularly checking the Aeries parent/student portal, being involved in the school and supporting classroom and school rules and policies • Ensures that his/her child participates in after school programs recommended by a teacher, counselor, and/or administrator that will assist him/her in meeting grade level standards • Maintains a balance of extracurricular activities so that the student can complete assignments
<p>Classroom Teacher</p>	<ul style="list-style-type: none"> • Implements specific English learner programs as described in the <i>Master Plan for Services to English Learners</i> and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional and explicit use of SDAIE strategies • Monitors English learners’ progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team/department/PLC meetings and informs parents/guardians of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs • Communicates about students using positive, asset minded language

Table 8.2. Evaluation and Accountability: Roles and Responsibilities

ROLE	RESPONSIBILITIES
<p>School Site Counselor</p>	<ul style="list-style-type: none"> • Performs programming and progress monitoring duties for English learners as well as other students • As part of the PLC team, reviews data on English learner students' progress, including level of language fluency, and places in appropriate classes that support language development and full access to the curriculum
<p>Assistant Principal for Special Programs</p>	<ul style="list-style-type: none"> • Oversees site level programs and services for English learners • Works with English Learner Coordinators and Specialists to deliver high quality professional learning experiences for site teachers
<p>Principal</p>	<ul style="list-style-type: none"> • Monitors all aspects of staffing for, and instruction in, English learner programs, according to the Master Plan for Services to English Learners • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English learners at the school • Monitors placement of English learners and oversees the reclassification process • Reports periodically to district administrators on implementation of English learner programs and services • Provides leadership in all aspects of the educational program
<p>English Learner Coordinator</p>	<ul style="list-style-type: none"> • Works as part of a team to plan and deliver professional learning workshops in ELD implementation to classroom designated ELD teachers • Acts as a support person to the classroom • Is part of a Professional Learning Community that evaluates student language progress and assists with programming decisions for English learners • Monitors EL and reclassified student progress
<p>English Learner Specialist</p>	<ul style="list-style-type: none"> • Works as part of a team to plan and deliver professional learning workshops in ELD implementation to classroom academic content area teachers • Acts as a support person for classroom teachers • Is part of a Professional Learning Community that evaluates student language and academic progress and assists with EL program decisions.
<p>District English Learner Advisory Committee (DELAC)</p>	<ul style="list-style-type: none"> • Reviews and provides input/advice on issues relevant to English learners in the district • Provides annual report to Board of Trustees

Table 8.2. Evaluation and Accountability: Roles and Responsibilities

ROLE	RESPONSIBILITIES
<p>School Site English Learner Advisory Committee (ELAC)</p>	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English learners (including advising in the development of the school plan) • May review site data on program effectiveness and student achievement
<p>Director of Multilingual and Migrant Education Programs</p>	<ul style="list-style-type: none"> • Supports sites in implementing the Master Plan for Services to English Learners, reviews district and site English learner data • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners • Monitors compliance and English learner procedures at the site and district levels • Works with other administrators to provide ongoing training for classroom teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with principals to ensure timely recruitment, hiring and training of teachers for English learner assignments • Coordinates DELAC meetings and activities • Works with principals, and DELAC to prepare the English learner annual evaluation report
<p>LCAP Coordinator</p>	<ul style="list-style-type: none"> • Oversees and coordinates the development/submission of the district’s LCAP using the state approved Local Control Accountability Plan and Annual Update (LCAP) Template
<p>Assistant Superintendent for Curriculum</p>	<ul style="list-style-type: none"> • Oversees the activities of the Director of Multilingual and Migrant Education programs and site principals in implementation of the Master Plan for English Learners
<p>Assistant Superintendent for Human Resources</p>	<ul style="list-style-type: none"> • Recruits and monitors placement of English learner staff in collaboration with principals
<p>Assistant Superintendent for Business Services</p>	<ul style="list-style-type: none"> • Develops annual budgets • Monitors expenditures • Ensures compliance with state/federal regulations and budget/expenditure guidelines
<p>Superintendent</p>	<ul style="list-style-type: none"> • Evaluates District’s goals relative to LCAP, including implementation of the Master Plan for Services to English Learners, student achievement, professional learning, evaluation and accountability • Works with Board and community to ensure quality implementation of programs for English learners



CHAPTER **NINE**

Planning and Funding

9

9

Chapter Nine: Planning and Funding

The most important sources of guidance and funding for schools in California are the state's Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP), and the federal Every Student Succeeds Act (ESSA). In this chapter, each of these sources is briefly described, and the Santa Maria Joint Union High School District's planning process (leading to allocation of funds to meet each goal) is explained.

California has developed a system for funding schools and districts, and for holding them accountable to the state for providing programs that address state priorities for improving student outcomes. This system consists of a Local Control Funding Formula (LCFF), combined with a Local Control and Accountability Plan (LCAP).

The Local Control Funding Formula (LCFF)

State funds are allocated to districts using a three-part funding formula.

1. Each district receives a **base grant** based on the number of students enrolled. The amount of funds per student is adjusted depending on the grade span. Thus, for example, students enrolled in K-3 are funded at a different rate from students in grades 9-12. The total amount of base funds actually allocated to the district is called the **adjusted base grant**.
2. In addition to the adjusted base grant, the district receives a **supplemental grant** based on the number of students who are English learners, foster youth, or low income. The amount allocated per student equals 20% of the adjusted base grant per-student rate.
3. Finally, if the district's enrollment of English learners, foster youth, and low income students is above 55% of its total enrollment, then the district receives still more funds in the form of a **concentration grant** in the amount of 50% of the adjusted base grant per-student rate. The concentration grant is based on the number of English learners and low income students above 55% of district enrollment.

In determining the number of students who are counted for the supplemental and concentration grants, the state uses an “unduplicated student” count. This means that a student who is both an English learner and a low income student is counted only once for the purpose of determining the funding level. The supplemental and concentration grant funds must be used to support improved or increased services for English learners, low income students and foster youth.

Because of its very high percentage of English learners, foster youth, and low income students, the Santa Maria Joint Union High School District receives substantial supplemental and concentration grants.

The Local Control and Accountability Plan (LCAP)

Each district is required to submit a three-year Local Control and Accountability Plan, and to update that plan annually. The plan must be based on a comprehensive needs analysis, and the process of development must include the engagement of parents/guardians, students and other stakeholders. In the planning process, districts are required to “solicit input on, and ...provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs...”(California Ed Code, Sec. 305).

The plan defines specific, measurable goals for students and improvements that will be made during each of the three years. It demonstrates that improved and increased services will be provided for three specific target groups identified by the state: English learners, low Income children, and foster youth. It includes a description of services that must be clearly related to the identified goals and must focus on how the services will impact student performance. Finally, it includes a budget that shows how the LCFF funds are used to support student performance and address the needs of the special student populations.

The plan must address the following state priority areas:

1. Basic Services
2. Implementation of the Common Core State Standards
3. Parent/Guardian Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to a Broad Curriculum
8. Other Student Outcomes (which may be defined by the local district)

Every Student Succeeds Act (ESSA)

This federal legislation began implementation in 2016-17, but includes a continuation of many of the provisions of the prior federal law, as well as new approaches. For planning and funding purposes, each school must develop a Single Plan for Student Achievement (SPSA) in consultation with the School Site Council and the English Learner Advisory Council must review the portions of the SPSA that have to do with services provided to English learners. In addition, each district must develop a Local Education Agency Plan (LEAP) that meets federal and state guidelines and shows how the district will support schools in implementing and reaching the goals of their SPSAs. This plan must be approved by the District Advisory Committee (DAC). The DELAC must review the plan and advise the DAC on approval.

These three plans, the SPSA, the LEAP and the LCAP should, according to state guidelines, inform each other, so that all support a single vision for program improvement in each school and in the district.

Planning and Budgeting in the Santa Maria Joint Union High School District

The district LCFF Coordinator oversees and coordinates the development of the district's LCAP and the annual updates to it. The process for this plan includes the following steps:

- STEP 1:** Gather data related to each of the eight priority areas. The information contained in the evaluation plan described in Chapter 8 produces a broad range of useful information related to English learners that will be used to inform the LCAP.
- STEP 2:** Involve stakeholder groups, including sharing of information, and eliciting input on the definition of needs, goals and improvement in services for all students. Among the groups to be involved are parents/guardians, district and school personnel, students, community organizations that serve students, families, etc. The DELAC is informed of and involved in the process.

Each school principal also forms a planning group that includes staff, parents/guardians, and community in developing a site level plan (the SPSA) that follows ESSA and LCAP guidelines. The site ELAC and School Site Council are involved in the development of the site level plan, and these plans are integrated into the district level plan.

- STEP 3:** Analyze and prioritize needs, using the data that has been gathered and the input from the stakeholder groups.
- STEP 4:** Develop goals in all 8 priority areas, both overall and for each of the following groups that are defined in the California Education Code, Section 52052:
- ethnic subgroups,
 - socioeconomically disadvantaged pupils,
 - English learners,
 - pupils with disabilities,
 - foster youth, and
 - homeless youth.
- STEP 5:** Use needs assessment data to evaluate services and devise increases and improvements in services that will enable the district to meet the defined goals. Develop activities that address the needs of students in each of the subgroups listed in Step 4.
- STEP 6:** Share the draft plan with stakeholder groups 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 SDAIE methodology.

B

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

(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 used as an alternative to the Smarter Balanced system, 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.

(CELDT) California English Language Development Test: A state assessment given to initially identify English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing. A replacement test for the CELDT is has been developed and will be fully operational by 2018-2019. This successor test is called the English Language Proficiency Assessments for California (ELPAC).

(CLAD) Cross-cultural Language and Academic Development: A credential or certificate which authorizes the holder to teach ELD and SDAIE.

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.

Developmental Bilingual Education (DBE) Program: A language acquisition program in which the goal is acquisition of academic proficiency in two languages, for example: English and Spanish, together with mastery of academic core content and cultural proficiency. Developmental bilingual programs are intended to serve English learners and former 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; (also called Limited English Proficient {LEP} student).

(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 given in set-aside time for English learners in leveled groups. Integrated ELD is instruction intentionally integrated

Glossary of Terms

into content instruction in order to address the language needs of English learners within the specific subject area.

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.

(ELM) English Language Mainstream Program: An 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 using SDAIE methodology and integrated ELD, along with daily leveled ELD to serve the needs of English learners.

(ELPAC) English Language Proficiency Assessment for California. This is the assessment developed by the state that is aligned with the state ELD standards and replaces the CELDT.

English Learner Catch-up Plan: A plan to assist English learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

(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 at the time of registration, which elicits information about the language background of the student, to determine the primary language of the student.

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 School District currently offers structured English immersion and Newcomer programs, in addition to the district’s general program, which includes appropriate modifications 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.

(LEAP) Local Educational Agency Plan. A district plan that shows how the funds received through ESSA will be used to improve the educational success of disadvantaged students, including English learners.

(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).

O

(OCR) Office for Civil Rights, U.S. Department of Education

Glossary of Terms

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 program. 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

R-30 Language Census Report: A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information regarding those providing instruction to English learners.

Reclassification (formerly called Redesignation): 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

- (SDAIE) Specially Designed Academic Instruction in English:** SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English learners.
- 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 SDAIE methodology and integrated ELD, along with daily leveled designated English language development (ELD).
- Special Day Class (SDC):** A self-contained special education class for students who have been identified as Individuals with Exceptional Needs, in which a student is enrolled for the majority of the school day.
- (SPSA) Single 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.
- (STS) Standards Test in Spanish:** a Spanish language test developed by the state that measures student attainment of the state reading/language arts and mathematics standards.

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
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To parent(s)/guardian(s): _____ School: _____ Date: _____
 Re: _____ Student ID #: _____ Grade: _____
 Date of Birth: _____
 Primary language: _____

Dear Parent(s) or Guardian(s):

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 (Minimally 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 x4311.

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])	SMJUHS D 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	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
OR	
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)

2015-16 School Year: Graduation Rate Results

Groups	2016 Cohort Number of Students	2016 Cohort Number of Graduates	2016 Cohort Graduation Rate
English Learners	633	514	81.2
All Students	1983	1770	89.3

Initial Parent Notification Letter English

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	
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	Minimally 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 (LPAC). If you are interested in a different program from those listed above, please contact Local Control Funding Formula Coordinator at (805) 922-4573 x4213 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.

Initial Parent Notification Letter Spanish

	Distrito Escolar Unificado de Escuelas Preparatorias de Santa María CARTA INICIAL DE NOTIFICACIÓN A LOS PADRES Requisitos Federales del Título I y Estatales
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Para los padres/tutores: Escuela: Fecha:
 Re: # estudiantil: Grado:
 Fecha de nacimiento:
 Idioma materno:

Estimado padre(s) o tutor(es): Cuando su estudiante se matriculó en nuestra escuela, se anotó un idioma distinto del inglés en la Encuesta de la Lengua Materna de su hijo. La ley nos obliga a evaluar el nivel de inglés de su estudiante y a notificarle a usted/es los resultados. Estamos obligados a informarle/s sobre las opciones de programas de adquisición de idiomas. Usted puede elegir la opción que mejor se adapte a su estudiante. Esta carta también explica los criterios para que un estudiante salga del programa para aprendices de inglés (Código de los Estados Unidos: Título 20 Sección 6312 [e] [3] [A]).

Resultados de Evaluación de Lenguaje

Áreas	Niveles de rendimiento* en el Examen del nivel de inglés en California (ELPAC)**
Comprensión auditiva	
Expresión oral	
Lectura	
Expresión escrita	
Total	

* Niveles del ELPAC Nivel 1 (limitadamente funcional); Nivel 2 (un poco funcional); Nivel 3 (moderadamente funcional); Nivel 4 (plenamente funcional)
 ** Una guía de puntuación, desarrollada por el contratista de exámenes, se ha utilizado para determinar estos resultados. Los padres recibirán los resultados oficiales de su estudiante en los 30 días después de que el distrito haya recibido los informes individuales del estudiante del contratista

Basándose en los resultados del Examen del nivel de inglés en California (ELPAC -por sus siglas en inglés), su estudiante ha sido identificado como **aprendiz de inglés** y se le asignará el siguiente programa:

- Programa de la lengua de herencia/estudiantes recién llegados
- Programa Inmersión estructurada en inglés

Si usted no está de acuerdo con esta asignación o desea tener una reunión para hablar sobre los programas disponibles, por favor llame a la oficina de orientación académica de su escuela

Otra información (marque si es aplicable):

- Programa de Educación Individualizado (IEP) archivado.** Para solicitar una descripción de cómo la asignación recomendada de su estudiante cumplirá con los objetivos del IEP, llame al departamento de Educación Especial del distrito al (805) 922-4573 x4311.

Requisitos para la reclasificación (salida del programa)

El objetivo del programa para los aprendices de inglés es que los estudiantes adquieran dominio del inglés y de los estándares académicos del estado tan rápidamente como sea posible. En la tabla aparecen los requisitos del distrito para la reclasificación.

Requisitos obligatorios (Código de Educación de California Sección 313[d])	Requisitos del SMJUHSD
Examen del nivel de inglés en California (ELPAC)	Siguiendo las orientaciones del Departamento de Educación de California que saldrán en el 2018
Comparación del rendimiento en las habilidades básicas en el Reading Inventory del distrito	Grados 11º & 12º: en la escala Lexile 940 o más Grado 10º: en la escala Lexile 905 o más Grado 9º: en la escala Lexile 855 o más
Puntuación en la escala del SBAC – ELA	9º (utilizar la puntuación de 8º): > 2527 (punto medio del rango Casi Consigue los Estándares) 12º (utilizar la puntuación del grado 11º): > 2537
Asesoramiento y opinión de los padres	Se invita a los padres a asistir a las reuniones, hablar sobre la reclasificación y ofrecer sus sugerencias
Evaluación del maestro/a	C- o mayor en el curso más reciente de inglés/ELD O La recomendación del maestro/a de ELA/ELD (requisito para las puntuaciones D o F)

Año escolar 2015-16: Resultados del índice de graduación

Grupos	Promoción del 2016 Número de estudiantes	Promoción del 2016 Número de graduados	Promoción del 2016 Índice de graduación
Aprendices de inglés	633	514	81.2
Todos los estudiantes	1983	1770	89.3

Initial Parent Notification Letter Spanish

Opciones de Asignación del Programa para Aprendices de Inglés

La siguiente tabla muestra todas las opciones de asignación del programa.

ELPAC Niveles de competencia en inglés		Programa recomendado*
Nivel 4	Plenamente funcional	Programa general – Casi todo en inglés con Desarrollo de la lengua inglesa (ELD) cuando sea apropiado
Nivel 3	Moderadamente funcional	Inmersión estructurada en inglés – La enseñanza se imparte sobre todo en inglés y se proporciona Desarrollo de la lengua inglesa (ELD)
Nivel 2	Un poco funcional	
Nivel 2	Un poco funcional	Programa de la lengua de herencia/estudiantes recién llegados – Diseñado para que los estudiantes que han estado en los EE.UU. durante 24 meses o menos mejoren los niveles de inglés, tengan acceso total al currículo y puedan participar con éxito en el programa Inmersión estructurada en inglés. La enseñanza se ofrece utilizando inglés y la lengua materna del estudiante.
Nivel 1	Limitadamente funcional	
		Otro entorno de instrucción basado en Plan de educación individualizado
*Los estudiantes pueden participar en otro programa de adquisición de lenguaje si así lo solicitan los padres		

Programas disponibles de adquisición de lenguaje y metas para los aprendices de inglés

Los programas de adquisición de lenguaje son programas educativos diseñados para garantizar que la adquisición de inglés ocurra lo más rápido y eficazmente posible, y para proporcionar instrucción a los aprendices de inglés basada en los estándares de contenido académico adoptados por el estado, incluyendo los estándares de Desarrollo de la lengua inglesa (ELD) (Sección 300 [c] del CE).

Todos los programas incluyen Desarrollo de la lengua inglesa (ELD) y estrategias de enseñanza diferenciadas para cada nivel de inglés del estudiante. Estas estrategias se utilizan para ayudar a cada estudiante a alcanzar competencia en inglés hablado, escrito y en lectura en inglés, y tener éxito académicamente en todas las materias básicas. En todos los programas, la instrucción ELD y otras materias básicas son impartidas por maestros autorizados usando los libros de texto adoptados por el distrito y materiales suplementarios. La instrucción está basada en los estándares de ELD y de contenido de nivel de grado.

Estamos obligados a ofrecer el programa Inmersión estructurada en inglés (SEI). Si usted elige esta opción, su hijo/a irá a una clase en la que la enseñanza se imparte casi toda en inglés (ver la descripción más abajo).

El distrito también ofrece los siguientes programas de adquisición de lenguaje

- **Inmersión en Inglés Estructurado (SEI):** Programa de adquisición de lenguaje para aprendices de inglés en el que casi todas las clases son impartidas en inglés, pero con un currículo y una presentación diseñados para estudiantes que están aprendiendo inglés. A los estudiantes se les ofrece como mínimo ELD y contenido académico a nivel de grado. Se puede proporcionar cierta ayuda en la lengua materna.
- **Programa de la lengua de herencia/estudiantes recién llegados:** Programa de adquisición de lenguaje para aprendices de inglés que ofrece instrucción utilizando inglés y la lengua materna del alumno para la alfabetización y la enseñanza académica, permitiendo así que los no hablantes de inglés o alumnos que han sido alfabetizados mínimamente en su lengua materna lleguen a dominar la lengua y alcancen los objetivos de rendimiento académico.

Los padres/tutores pueden elegir un programa de adquisición de lenguaje que mejor se adapte a su estudiante. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela, o los padres o tutores legales de 20 alumnos o más de cualquier grado, soliciten un programa de adquisición de lenguaje diseñado para proveer instrucción de idioma deberán ofrecer tal programa a la medida de lo posible (Sección 310 [a] del CE).

Los padres pueden proveer aporte sobre los programas de adquisición de lenguaje durante el desarrollo del Plan de Control Local y Rendimiento de Cuentas (LCAP). Si está interesado en un programa diferente de los mencionados anteriormente, comuníquese con el Coordinador de Fondos y Control Local de Gastos (805) 922-4573 x4213 para preguntar sobre el proceso.

Los padres de los aprendices de inglés tienen derecho a rechazar o excluir a sus hijos del programa de adquisición de lenguaje del distrito escolar o de un servicio particular de aprendices de inglés dentro de un programa de adquisición de lenguaje (20 USC Sección 6312 [e][3][A][8]). Sin embargo, las LEAs (agencia de educación local) siguen obligadas a proveer al estudiante una instrucción significativa (5 CCR Sección 11302) hasta que el estudiante sea reclasificado, informar a los padres cuando no se hace progreso y ofrecer los programas y servicios para padres para que se consideren en ese momento.

Annual Parent Notification Letter English

	Santa Maria Joint Union High School District ANNUAL PARENT NOTIFICATION LETTER Federal Title I and State Requirements
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To parent(s)/guardian(s): _____ School: _____ Date: _____
 Re: _____ Student ID #: _____ Grade: _____
 Date of Birth: _____
 Primary language: _____

Dear Parent(s) or Guardian(s):

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	

*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 (Minimally 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 x4311.

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: 2017-18 School Year

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

Annual Parent Notification Letter English

2015-16 School Year: Graduation Rate Results

Groups	2016 Cohort Number of Students	2016 Cohort Number of Graduates	2016 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	
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	Minimally 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 x4213 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 Spanish

	Distrito Escolar Unificado de Escuelas Preparatorias de Santa María CARTA ANUAL DE NOTIFICACIÓN A LOS PADRES Requisitos Federales del Título I y Estatales
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Para los padres/tutores:	Escuela:	Fecha:
Re:	# estudiantil:	Grado:
	Fecha de nacimiento:	
	Idioma materno:	

Estimado padre(s) o tutor(es): Su estudiante continúa siendo identificado como aprendiz de inglés. Cada año estamos obligados a evaluar a su estudiante y notificarle el nivel de competencia en inglés de su estudiante. También debemos describir las opciones de programas de adquisición de idiomas disponibles. Usted puede elegir la opción que mejor se adapte a su estudiante. Esta carta también explica los criterios para que un estudiante salga del programa para aprendices de inglés (Código de los Estados Unidos: Título 20 Sección 6312 [e] [3] [A]).

Resultados de Evaluación de Lenguaje

Áreas	Niveles de rendimiento* en el Examen del nivel de inglés en California (ELPAC)**
Comprensión auditiva	
Expresión oral	
Lectura	
Expresión escrita	
Total	

* Niveles del ELPAC Nivel 1 (limitadamente funcional); Nivel 2 (un poco funcional); Nivel 3 (moderadamente funcional); Nivel 4 (plenamente funcional)
 ** Una guía de puntuación, desarrollada por el contratista de exámenes, se ha utilizado para determinar estos resultados. Los padres recibirán los resultados oficiales de su estudiante en los 30 días después de que el distrito haya recibido los informes individuales del estudiante del contratista

Basándose en los resultados del Examen del nivel de inglés en California (ELPAC -por sus siglas en inglés), su estudiante ha sido identificado como **aprendiz de inglés** y se le asignará el siguiente programa:

- Programa de la lengua de herencia/estudiantes recién llegados
- Programa Inmersión estructurada en inglés

Si usted no está de acuerdo con esta asignación o desea tener una reunión para hablar sobre los programas disponibles, por favor llame a la oficina de orientación académica de su escuela

Otra información (marque si es aplicable):

- Programa de Educación Individualizado (IEP) archivado.** Para solicitar una descripción de cómo la asignación recomendada de su estudiante cumplirá con los objetivos del IEP, llame al departamento de Educación Especial del distrito al (805) 922-4573 x4311.

Requisitos para la reclasificación (salida del programa)

El objetivo del programa para los aprendices de inglés es que los estudiantes adquieran dominio del inglés y de los estándares académicos del estado tan rápidamente como sea posible. En la tabla aparecen los requisitos del distrito para la reclasificación.

Requisitos obligatorios (Código de Educación de California Sección 313[d])	Requisitos del SMJUHS
Examen del nivel de inglés en California (ELPAC)	Siguiendo las orientaciones del Departamento de Educación de California que saldrán en el 2018
Comparación del rendimiento en las habilidades básicas en el Reading Inventory del distrito	Grados 11º & 12º: en la escala Lexile 940 o más Grado 10º: en la escala Lexile 905 o más Grado 9º: en la escala Lexile 855 o más
Puntuación en la escala del SBAC – ELA	9º (utilizar la puntuación de 8º): > 2527 (punto medio del rango Casi Consigue los Estándares) 12º (utilizar la puntuación del grado 11º): > 2537
Asesoramiento y opinión de los padres	Se invita a los padres a asistir a las reuniones, hablar sobre la reclasificación y ofrecer sus sugerencias
Evaluación del maestro/a	C- o mayor en el curso más reciente de inglés/ELD <input checked="" type="radio"/> La recomendación del maestro/a de ELA/ELD (requisito para las puntuaciones D o F)

Resultados académicos de su estudiante en el año escolar 2017-18

Evaluación Smarter Balanced (SBAC) Lengua y literatura en inglés	Evaluación Smarter Balanced (SBAC) Matemáticas	Reading Inventory del distrito Puntuación en la escala Lexile

Annual Parent Notification Letter Spanish

Año escolar 2015-16: Resultados del índice de graduación

Grupos	Promoción del 2016 Número de estudiantes	Promoción del 2016 Número de graduados	Promoción del 2016 Índice de graduación
Aprendices de inglés	633	514	81.2
Todos los estudiantes	1983	1770	89.3

Opciones de Asignación del Programa para Aprendices de Inglés

La siguiente tabla muestra todas las opciones de asignación del programa.

ELPAC Niveles de competencia en inglés		Programa recomendado*
Nivel 4	Plenamente funcional	Programa general – Casi todo en inglés con Desarrollo de la lengua inglesa (ELD) cuando sea apropiado
Nivel 3	Moderadamente funcional	Inmersión estructurada en inglés – La enseñanza se imparte sobre todo en inglés y se proporciona Desarrollo de la lengua inglesa (ELD)
Nivel 2	Un poco funcional	
Nivel 2	Un poco funcional	Programa de la lengua de herencia/estudiantes recién llegados – Diseñado para que los estudiantes que han estado en los EE.UU. durante 24 meses o menos mejoren los niveles de inglés, tengan acceso total al currículo y puedan participar con éxito en el programa Inmersión estructurada en inglés. La enseñanza se ofrece utilizando inglés y la lengua materna del estudiante.
Nivel 1	Limitadamente funcional	
		Otro entorno de instrucción basado en Plan de educación individualizado

*Los estudiantes pueden participar en otro programa de adquisición de lenguaje si así lo solicitan los padres

Programas disponibles de adquisición de lenguaje y metas para los aprendices de inglés

Los programas de adquisición de lenguaje son programas educativos diseñados para garantizar que la adquisición de inglés ocurra lo más rápido y eficazmente posible, y para proporcionar instrucción a los aprendices de inglés basada en los estándares de contenido académico adoptados por el estado, incluyendo los estándares de Desarrollo de la lengua inglesa (ELD) (Sección 300 [c] del CE).

Todos los programas incluyen Desarrollo de la lengua inglesa (ELD) y estrategias de enseñanza diferenciadas para cada nivel de inglés del estudiante. Estas estrategias se utilizan para ayudar a cada estudiante a alcanzar competencia en inglés hablado, escrito y en lectura en inglés, y tener éxito académicamente en todas las materias básicas. En todos los programas, la instrucción ELD y otras materias básicas son impartidas por maestros autorizados usando los libros de texto adoptados por el distrito y materiales suplementarios. La instrucción está basada en los estándares de ELD y de contenido de nivel de grado.

Estamos obligados a ofrecer el programa Inmersión estructurada en inglés (SEI). Si usted elige esta opción, su hijo/a irá a una clase en la que la enseñanza se imparte casi toda en inglés (ver la descripción más abajo).

El distrito también ofrece los siguientes programas de adquisición de lenguaje

- **Inmersión en Inglés Estructurado (SEI):** Programa de adquisición de lenguaje para aprendices de inglés en el que casi todas las clases son impartidas en inglés, pero con un currículo y una presentación diseñados para estudiantes que están aprendiendo inglés. A los estudiantes se les ofrece como mínimo ELD y contenido académico a nivel de grado. Se puede proporcionar cierta ayuda en la lengua materna.
- **Programa de la lengua de herencia/estudiantes recién llegados:** Programa de adquisición de lenguaje para aprendices de inglés que ofrece instrucción utilizando inglés y la lengua materna del alumno para la alfabetización y la enseñanza académica, permitiendo así que los no hablantes de inglés o alumnos que han sido alfabetizados mínimamente en su lengua materna lleguen a dominar la lengua y alcancen los objetivos de rendimiento académico.

Los padres/tutores pueden elegir un programa de adquisición de lenguaje que mejor se adapte a su estudiante. Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela, o los padres o tutores legales de 20 alumnos o más de cualquier grado, soliciten un programa de adquisición de lenguaje diseñado para proveer instrucción de idioma deberán ofrecer tal programa a la medida de lo posible (Sección 310 [a] del CE).

Los padres pueden proveer aporte sobre los programas de adquisición de lenguaje durante el desarrollo del Plan de Control Local y Rendimiento de Cuentas (LCAP). Si está interesado en un programa diferente de los mencionados anteriormente, comuníquese con el Coordinador de Fondos y Control Local de Gastos (805) 922-4573 x4213 para preguntar sobre el proceso.

Los padres de los aprendices de inglés tienen derecho a rechazar o excluir a sus hijos del programa de adquisición de lenguaje del distrito escolar o de un servicio particular de aprendices de inglés dentro de un programa de adquisición de lenguaje (20 USC Sección 6312 [e][3][A][8]). Sin embargo, las LEAs (agencia de educación local) siguen obligadas a proveer al estudiante una instrucción significativa (5 CCR Sección 11302) hasta que el estudiante sea reclasificado, informar a los padres cuando no se hace progreso y ofrecer los programas y servicios para padres para que se consideren en ese momento.

Parent Opt Out Letter English



To parent(s)/guardian(s):

School:

Date:

Re:

Student ID #:

Grade:

Date of Birth:

Primary language:

Dear Parent(s) or Guardian(s):

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

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.
- I am familiar with the EL programs and services the school has available for my student.
- I have had the opportunity to discuss the available EL programs and services with the school counselor.
- I understand that the school believes its recommendation is the most academically beneficial for my child.
- I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.
- 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.
- All of this information has been presented to me 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 child.
- decline **some** of the EL programs and/or particular EL services offered to my child.

I wish to decline (*List program/services*)

Parent's Signature

Student's Name

Date

Parent Opt Out Letter Spanish

	Distrito Escolar Unificado de Escuelas Preparatorias de Santa María Formulario Para Declinar Servicios Para Aprendices De Ingles Requisitos Federales y Estatales del Título I
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Para los padres/tutores:

Escuela:

Fecha:

Re:

estudiantil:

Grado:

Fecha de nacimiento:

Idioma materno:

Estimados padres/tutores:

Entendemos que le gustaría declinar el programa para aprendices de inglés (EL) o servicios específicos para el estudiante que aparece más arriba. Los servicios para los EL están diseñados específicamente para ayudar a su estudiante a obtener competencia en el idioma inglés así como adquirir el contenido de su nivel de grado. Sin embargo, según se indicó en la conversación que usted tuvo con _____ el día _____, usted tiene el derecho legal de excluir a su hijo del programa o de algunos servicios en particular.

Si todavía desea excluir a su hijo del programa o de determinados servicios para los EL, favor de poner sus iniciales al lado de cada viñeta en la siguiente lista. Si así lo hace indicará que entiende y está de acuerdo con cada declaración. Después de poner las iniciales a lado de las declaraciones, por favor firme, ponga la fecha, y entregue el formulario en la escuela de su hijo. Este documento se mantendrá archivado declarando que usted ha declinado o no desea los servicios EL indicados para su niño.

- Estoy al tanto de la puntuación de mi hijo en la evaluación del idioma inglés y de otra información relativa a su progreso académico, y entiendo por qué fue recomendado para recibir instrucción adicional en el idioma inglés.
- Estoy familiarizado con los programas y servicios EL que la escuela tiene disponibles para mi hijo.
- He tenido la oportunidad de platicar con el consejero de la escuela sobre los programas y servicios disponibles para mi hijo.
- Entiendo que la escuela cree que su recomendación es la que ofrece un mayor beneficio académico para mi hijo.
- Entiendo que mi hijo seguirá siendo designado como “aprendiz de inglés” y que su habilidad en inglés será evaluada una vez al año hasta que ya no cumpla con la definición de lo que es un aprendiz de inglés
- Entiendo que según la legislación de los derechos civiles el distrito escolar sigue siendo responsable de atender las necesidades académicas y de aprendizaje del inglés de los estudiantes que se han salido del programa para los EL.
- Toda esta información me ha sido presentada en un idioma que entiendo completamente.

Yo, _____ (*escribe su nombre*), que comprendo completamente la información anterior, deseo:

- rechazar **todos** los programas y servicios para los EL que se le ofrecen a mi hijo/a.
- rechazar **algunos** de los programas para los EL y/o algunos de los servicios para los EL ofrecidos a mi hijo/a

Deseo rechazar (enumere el programa/ los servicios)

Firma del padre/madre/tutor

Nombre del estudiante

Fecha

RFEP Student Monitoring Form English

	Santa Maria Joint Union High School District RECLASSIFIED (RFEP) ENGLISH LEARNER MONITORING FORM Federal Title I and State Requirements
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Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student 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

First Name		Last Name		Local ID	
Testing ID #		Grade Level		School	
IEP		RFEP Date		Exited Monitoring Status	

Monitoring Questions

1. Progress in Academic Language Development			
	Seldom	At Times	Often
Listening comprehension skills are adequate for participation in classroom activities.			
Oral communication and speaking skills allow for adequate participation in classroom activities.			
Reading skills allow for adequate participation in classroom activities.			
Writing skills allow for adequate participation in classroom activities.			
2. Student's most recent performance level on SRI			
	Advanced		
	Proficient		
	Basic		
	Below Basic		
3. Student's most recent performance level on ELA CAASPP			
	Standard Exceeded		
	Standard Nearly Met		
	Standard Not Met		

Recommendation

As a classroom teacher for the student named above, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):


Select one	
	Continue - Student is making adequate progress and should continue to be monitored as an RFEP until fully exited
	Recommendation for Interventions - Student is not making adequate academic progress, site-based interventions (such as; R180, S44, English 3D, standard best practices for differentiated instruction) are recommended.

Signature

Teacher Name: _____

Subject: _____ Date _____

RFEP Student Monitoring Form Spanish

	Distrito Escolar Unificado de Escuelas Preparatorias de Santa María FORMULARIO PARA LA SUPERVISIÓN DE LOS APRENDICES DE INGLES RECLASIFICADOS (RFEP) Requisitos Federales del Título I y Estatales
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Nombre del maestro/a		Fecha límite de entrega	
Materia del maestro/a		Entregado el	

Este estudiante es un antiguo aprendiz de inglés (ELL) que ha salido del programa para los ELL. Se requiere que todos los alumnos que han sido ELL sean "supervisados" durante hasta cuatro años después de que salgan del programa. Favor de responder a las preguntas a continuación para proporcionar comentarios sobre cómo se está desempeñando académicamente este alumno.

Información sobre el estudiante

Nombre		Apellido		# de ID local	
#de ID en la prueba IEP		Nivel de grado		Escuela	
		Fecha RFEP		Sale del estatus de supervisión	

Preguntas a la supervisión

1. Progreso en el desarrollo del lenguaje académico			
	Raramente	A veces	A menudo
Las habilidades en comprensión auditiva son adecuadas para participar en las actividades de clase.			
Las habilidades en comunicación y expresión oral son adecuadas para participar en las actividades de clase.			
Las habilidades en lectura le permiten una participación adecuada en las actividades de clase.			
Las habilidades en escritura son adecuadas para participar en las actividades de clase.			
2. El nivel de rendimiento más actual del estudiante en el SRI			
<input type="checkbox"/>	Avanzado		
<input type="checkbox"/>	Proficiente		
<input type="checkbox"/>	Básico		
<input type="checkbox"/>	Por debajo del básico		
3. El nivel de rendimiento más actual del estudiante en el ELA CAASPP			
<input type="checkbox"/>	Excedió el estándar		
<input type="checkbox"/>	Casi alcanzó el estándar		
<input type="checkbox"/>	No alcanzó el estándar		

Recomendación

Como maestro/a del estudiante que se nombra más arriba, he podido supervisar su progreso académico durante el periodo indicado de tiempo y he enviado estas respuestas y comentarios. Basándome en mis observaciones, le recomiendo que (marcar la opción más abajo):

Marcar una	
	Continúe – El estudiante progresa adecuadamente y debería seguir siendo supervisado como RFEP hasta que complete
	Recomendación para la intervención – El estudiante no progresa adecuadamente y se recomiendan intervenciones en la escuela (como por ejemplo R180, S44, English 3D, las mejores prácticas para la enseñanza diferenciada).

Firma

Nombre del maestro/a: _____

Materia: _____ Fecha _____

Reclassification Form English



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

RECLASSIFICATION FORM 2017-2018

Name: _____ ID Number: _____ Date of Birth: _____ Date: _____
 School: _____ Grade: _____ Initial EL ID Date: _____

Reclassification initiated by the minimum overall score of Level 4 (Early Advanced) on the California English Language Development Test (CELDT)

A. CELDT 2016 _ 2017 _ ELPAC 2018 ____

AREA	ASSESSMENT	STANDARD	DATE	LEVEL	YES	NO
English Language Proficiency	Overall					
	Listening					
	Speaking					
	Reading					
	Writing					

B.

Area	ASSESSMENT	GRADE	STANDARD	LEVEL	YES	NO
Performance in Basic Skills	SRI	9 th	855 or above			
	SRI	10 th	905 or above			
	SRI	11 th	940 or above			
	SRI	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	LEVEL	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: _____ Phone conversation held with parent on _____
 Parent by _____ Staff signature

Approved by: _____ Date: _____
 Director of Multilingual and Migrant Education Programs

Meets Criteria (R-FEP)

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

Revised 12/27/2017

Reclassification Form Spanish



Distrito Escolar Unificado de Escuelas Preparatorias Santa María
Programas de educación para estudiantes migratorios y plurilingües
829 S. Lincoln Street, Suite 910

FORMULARIO DE RECLASIFICACIÓN

Santa María, California 93458
(805) 922-4573, ext.1601

2017-2018

página web: www.smjuhsd.k12.ca.us

Nombre:
Escuela:

Número ID:
Grado:

Fecha de nacimiento:
Fecha inicial como EL:

Date:

Reclasificación iniciada por la puntuación general mínima de nivel 4 (pre-avanzado) en la Prueba de California para determinar el nivel de inglés (CELDT)

A. CELDT 2016_2017_ ELPAC 2018_

Materia	EVALUACIÓN	ESTANDAR	FECHA	NIVEL	SÍ	NO
Nivel de inglés	General					
	Comprensión oral					
	Expresión oral					
	Lectura					
	Escritura					

B.

Materia	EVALUACIÓN	GRADO	ESTANDAR	FECHA	NIVEL	SÍ	NO
Rendimiento en las habilidades básicas	SRI	9°	855 o más				
	SRI	10°	905 o más				
	SRI	11°	940 o más				
	SRI	12°	940 o más				
	Puntuación en la escala de SBAC - ELA	9° (Usar la puntuación de 8°)	>2527 (punto medio del rango Casi Consigue los Estándares)				

C. Puntuación en inglés

Evaluación del maestro/a	Observaciones del maestro/a sobre el rendimiento académico del estudiante	ESTANDAR	FECHA	NIVEL	SÍ	NO
		C- o más * en el curso más reciente de inglés /ELD <input type="radio"/> Recomendación del maestro/a de ELA/ELD Requisito para las puntuaciones (D o F)				

*Si está por debajo de C – fundamentar la reclasificación en la sección D.

D. COMENTARIOS DEL MAESTRO/A:

E. OTRA INFORMACIÓN

F. Aprobado por: _____ Fecha: _____
Padre/madre

Conversación telefónica con los padres sobre _____
realizada por _____
Firma del miembro del personal

Aprobado por: _____ Fecha: _____
Director/a de Programas Multilingües y Educación al Migrante

Cumple los requisitos (R-FEP)

FAVOR DE COLOCAR EL ORIGINAL EN LA CARPETA ROJA DE FLUIDEZ EN EL LENGUAJE DEL ESTUDIANTE
(FORMA PARTE DE LA CARPETA CUMULATIVA DEL ESTUDIANTE)

Revisado 12/27/2017



APPENDIX

Resources

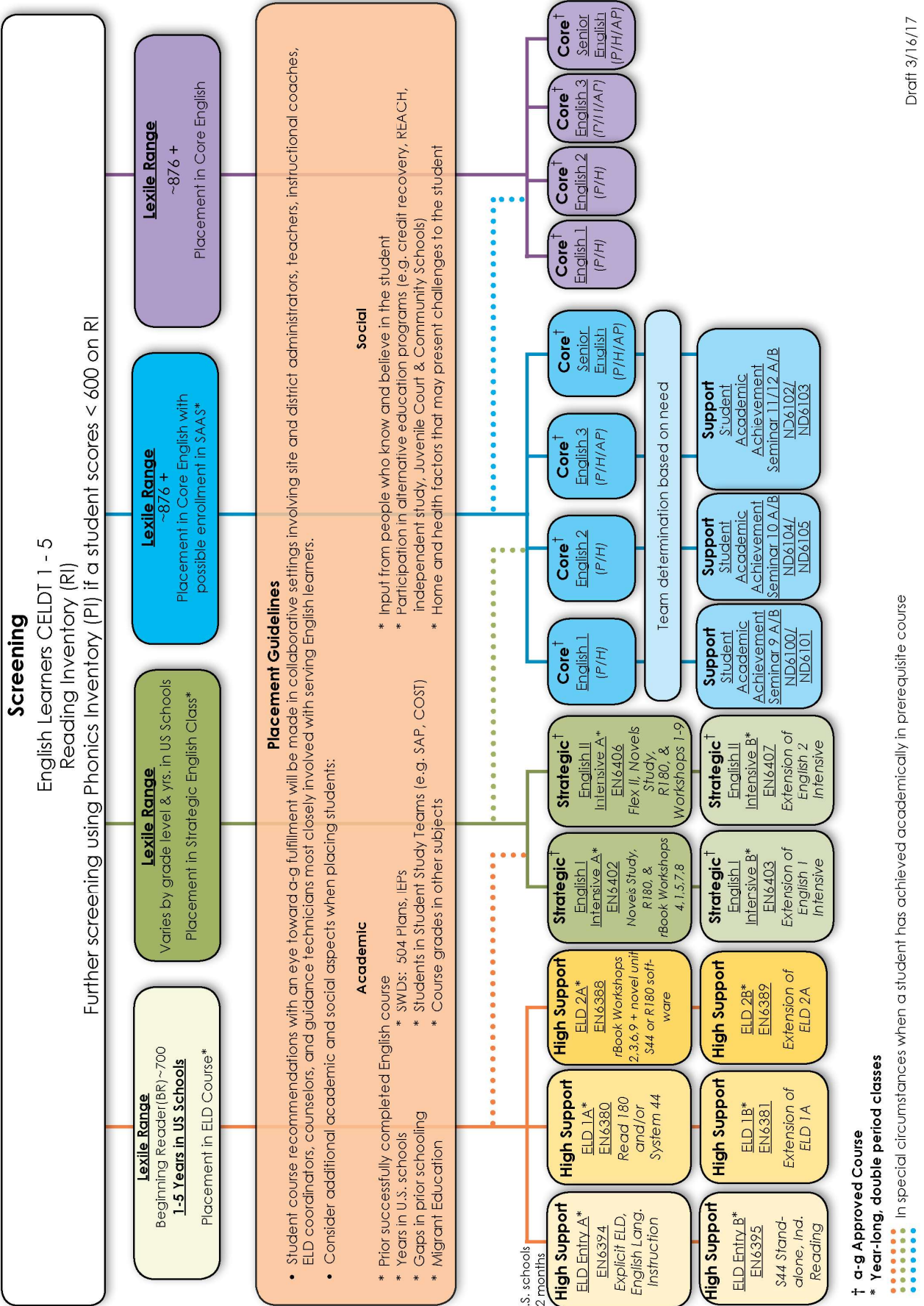




Santa Maria Joint Union High School District Multilingual & Migrant Education Programs

2017-2018

English Learner ELA/ELD Course Pathway





**Santa Maria Joint Union High School District
Multilingual & Migrant Education Programs
2017-2018
ELA/ELD Course Placement Guide**

*Credits by Grade

Grade	Fall	Spring
9th	30	60
10th	90	120
11th	150	180
12th	210	240

Grad Requirements: 220

Placement Metrics	Lexile ~300 or less	Lexile ~300 or less	Lexile ~301-700	6 yrs or more in US Schools Lexile 9th: Below 875 10th: Below 905 11th: Below 970 12th: Below 975	Incoming Freshman ~875+ Lexile	Currently in SAAS By student request only	Never in SAAS D/F in core class	Lexile 10th: 905+ 11th: 970+ 12th: 975+ AND A/B/C in core classes
Additional Criteria	*Decoding Status not a placement metric for ELD 1 A/B • Completed 1 year of ELD Entry *Case by case basis • Has not completed a full year of ELD Entry (Fall + Spring Semesters)	*Decoding Status not a placement metric for ELD 2 A/B	*Decoding Status not a placement metric for ELD 2 A/B	5 yrs or less in US Schools Lexile 9th: ~700-875 10th: ~700-905 11th: ~700-970 12th: ~700-975	• Any 9th grader enrolled in AVID, will not take SAAS	*Additional and/or alternative supports needed for students with considerable credit deficiencies (missing 20+ units in current grade).		
Course	ELD Entry	ELD 1	ELD 2	English I Intensive (English 9 Equivalent) • 9th grade section • 10-12th grade section Eng I Inten A EN6402 (English a-g credit) Eng I Inten B EN6403 (non a-g elective credit)	English II Intensive (English 10 Equivalent) • 10-12th graders only Eng II Inten A EN6406 (English a-g credit) Eng II Inten B EN6407 (non a-g elective credit)	Core English w/Student Academic Achievement Seminar (SAAS) Grade level equivalent English AND Grade level SAAS course: SAAS 9 A/B (ND6100/ND6101) SAAS 10 A/B (ND6104/ND6105) SAAS 11-12 A/B (ND6102/ND6103) *Alternative Credit Recovery Program	Core English Grade level equivalent English	
	ELD Entry A EN6394 ELD Entry B EN6395	ELD 1A EN6380 ELD 1B EN6381	ELD 2A EN6388 ELD 2B EN6389					• Improving low literacy • Comprehension to grade level
Instructional Focus	• Literacy foundations • Conversational English	• Improving low literacy • Comprehension to grade level	• Improving low literacy • Comprehension to grade level	• Scaffolded strategies for improving comprehension with grade-level texts • Access to Core English content				• Grade level core content
Curriculum & Model	• System 44 Standalone • Side by Side • 2 Rotation Model	• System 44 & Read 180 • Side by Side • 3 Rotation Model	• System 44 & Read 180 • 3 Rotation Model	• Core English content (novels) • Read 180 • 3 Rotation Model	• AVID Strategies • Non-fiction texts • College/Career exploration	• AVID Strategies • Non-fiction texts • College/Career exploration	• Grade level core content	

NOTE: •IEP team determines final placement for Special Education students

•Placement in ELA/ELD Pathway courses should not impede fulfillment of a-g requirements

You're Multilingual? How Cool!



Fun Facts

about folks who speak more than one language!

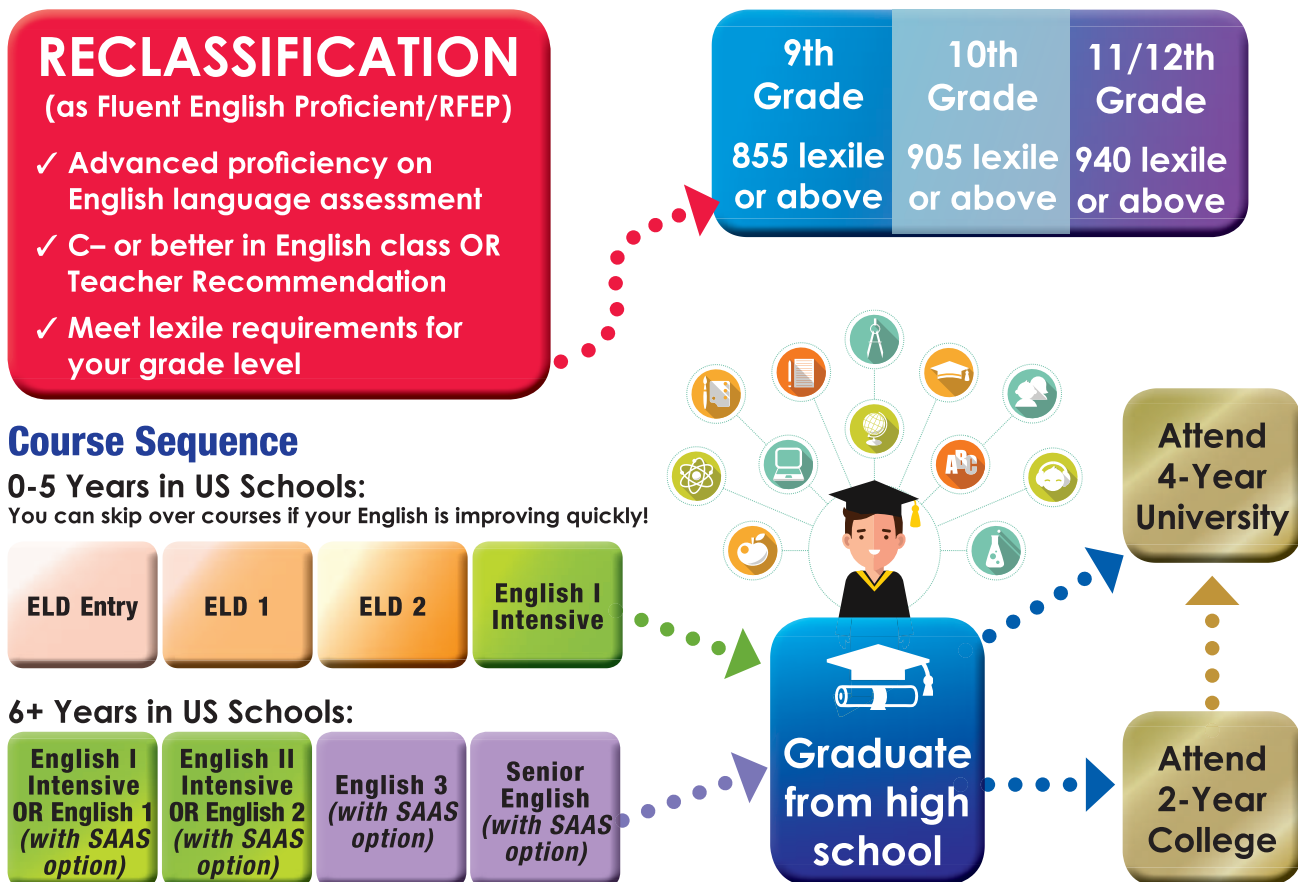
- Multilingualism actually strengthens the brain!
- The additional lifetime earnings of a multilingual worker can be as much as \$128,000!
- Multilingual students are among the highest performing student groups.

You're an English Learner:

A student who is learning English as an additional language because he/she speaks another language besides English (i.e. Spanish, Mixteco, Arabic, Tagalog, etc.).

Your Goal is Reclassification!

This means you will be re-designated as Fluent English Proficient. You will only need to take one English class per year, making room in your schedule for an additional elective of your choice!



¿Eres Multilingüe? ¡Qué Bien!



¡Datos divertidos

...sobre quienes hablan más de un idioma!



¡El ser multilingüe en realidad fortalece el cerebro!



¡El ingreso adicional durante el transcurso de vida para una persona multilingüe puede alcanzar un valor de hasta \$128,000!



Estudiantes multilingües están entre los grupos estudiantiles con mayores logros.

Tú eres aprendiz de inglés:

Un estudiante quien está aprendiendo inglés como idioma adicional, debido a que habla otro idioma aparte del inglés (ejemplo: Mixteco, Árabe, Tagalog, etc.).

¡Tu Meta es La Reclasificación!

Esto significa que serás reclasificado como estudiante con dominio del idioma inglés. Solo necesitarás tomar una clase de inglés cada año, dando lugar en tu horario para una clase electiva que tú elijas.



