

# ENGLISH LEARNER MASTER PLAN



Superintendent Cheryl Olson

Board of Trustees

Nancy Brownell

Kim White

Suzanna George

Stephanie Kent

Tagg Neal

Rescue Union School District

2390 Bass Lake Rd, Rescue, California 95672(530) 677-4461

Board Approved 11-13-2018

Amy Bohren  
EL Coordinator

## TABLE OF CONTENTS

---

I.	<b>Family &amp; Community Engagement</b>	3
	A. Parent Advisory Committees	3
	B. English Learner Community Events	4
II.	<b>Governance and Administration</b>	4
	A. Initial Identification	4
	i. Home Language Survey	4
	B. Assessment	6
	i. Initial assessment	6
	ii. Annual assessment	7
	C. Parent Notification of Assessment Results	8
	D. Placement of Students in English Language Programs	9
	E. Curriculum	10
III.	<b>Funding</b>	10
	A. Title I	11
	B. Title III	11
IV.	<b>Reclassification</b>	12
	A. Reclassification Criteria	12
	B. Reclassification Process	13
	C. Reclassification of Students with Special Education Services	14
V.	<b>Staffing and Professional Development</b>	14
	A. Staffing	15
	B. Training	15
VI.	<b>Opportunity and Equal Educational Access</b>	16
	A. Monitoring & Evaluation of Program	16
	B. Program Goals	16
	C. English Learners and Special Education	17
	i. Special Education Eligibility	18
	ii. ELPAC	19
VII.	<b>Teaching &amp; Learning</b>	20
	A. Instructional Programs	21
	B. English Language Development	21
	C. SDAIE	23
	D. Instructional Services (K-8)	24
	E. Catch Up Plan	24
VII.	<b>Appendix/Forms</b>	26

## **Mission Statement**

Rescue Union School District (RUSD), in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

## **Program Goals**

RUSD's English Learner (EL) Program's foundation centers on our district Local Control Accountability Plan (LCAP), which supports effective, universal core instruction, while at the same time provides state of the art enrichment opportunities and targeted intervention and supports. Our EL Program shall offer services to each eligible EL enrolled in transitional kindergarten through grade eight.

The goals of the RUSD EL Program are to:

- Develop fluency in comprehending, speaking, reading, and writing English, in each student whose primary language is not English, as quickly and efficiently as possible
- Ensure access to the core concepts of the curriculum through special instructional methods and primary language when necessary and possible
- Promote positive self-concepts and cross-cultural understandings by and for all students
- Provide equal opportunity for academic achievement by offering effectively implemented programs based on sound theory that result in students' English fluency, English literacy, and opportunity to learn core curriculum
- RUSD is committed to providing for the qualification of existing and future personnel in the instructional and cross-cultural skills necessary to serve ELs.

## **Acknowledgements**

RUSD's English Learner Master Plan was developed with the dedication and collaboration of teachers, administrators, support staff and parents.

It is with great appreciation that we present this revised and updated English Learner Master Plan to our Rescue Union School District (RUSD) Board on the 13th day of November, 2018. RUSD is indebted to the families who attended the District English Learner Advisory Committee (DELAC) meeting on May 14, 2018. These participants volunteered to review our policies for their students and advise RUSD with their input. We would also like to thank participants of the July 24th, 2018 EL Master Plan Revision Work Session.

## **I. Family & Community Engagement**

### **A. Parent Advisory Committees**

As required, the district has a functioning District English Learner Advisory Committee (DELAC), and school sites which have 21 or more ELs have English Learner Advisory Committees (ELAC). Currently, Pleasant Grove Middle School, Lakeview Elementary and Green Valley Elementary sites have ELAC meetings.

RUSD strongly supports the involvement of all parents, including parents of EL, in the educational process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of students.

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

The California Department of Education requires that districts having 51 or more ELs must form a functioning advisory committee to represent all ELs. RUSD has a DELAC which meets multiple times per year. The purpose of the DELAC is to:

- Advise the district on the development of district procedures and policies for EL
- Conduct ongoing review and revision of the district Local Control and Accountability Plan (LCAP)
- Take other actions as required by the Education Code
- Elect one member from each ELAC and/or school

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

Each school site with 21 or more EL must form a functioning ELAC or subcommittee of an existing advisory committee. In order to combine ELAC with the School Site Council or existing committee, the school must have established a functioning ELAC prior to this committee. Minutes of this agreement must be kept on file for two or more years and will be kept with Federal Progress Monitoring (FPM) materials. Composition requirements, elections, major tasks, and training must meet state requirements described in the FPM manual. It is required by the state that the ELAC advises, reviews, and comments on the following:

- Development of a detailed Single Site Plan
- Development of the school's needs assessment
- Raises parent awareness of the importance of students' regular attendance
- Review of the expenditure of Title III and LCAP funds
- Review and provide feedback on the district and site EL Programs

ELAC Functions in the following manner:

- The site principal assists with the planning process for ELAC meetings, attends the ELAC meetings, and steps in for point-of-need leadership during meetings
- Each meeting has full agenda and minutes recorded
- Dates of ELAC meetings are determined and publicized in advance
- Training of members on-going per site plan

## B. English Learner Community Events

### Reclassification Ceremony

The English Language Proficiency Assessment of California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP) scores are available each summer. Upon review of these scores along with other reclassification criteria, a Reclassification Ceremony is held each year to honor our students who are graduating out of the EL Program. The event consists of a dinner where all family members are invited, awarding of certificates, and a celebration cake.

### Fall Community Parent Information Night & Banquet

We provide a family information night accompanied by a dinner for all EL families who have children in grades 4<sup>th</sup>-8<sup>th</sup>. Information is provided in both Spanish and English and child-care is provided. Community agencies are invited to come and present. Parents receive information on the EL Program, tips for high school readiness, accessing technology to support their children with grades and homework, and information on Trauma Informed Practices.

### Spring International Festival

The purpose of this annual fair is to bring our community together to celebrate the vast array of cultures we represent across all school sites in Rescue Union through the shared experiences of food, performances, music, activities, and decorations.

## II. Governance and Administration

### A. Initial Identification

The district properly identifies, assesses, and reports all students who have a primary language other than English.

#### i. Home Language Survey (HLS)

Initial registration for all students in RUSD includes the completion of the state mandated Home Language Survey as part of the enrollment process to

determine primary language. A copy of the HLS is kept in each student's cumulative file. A HLS should only be given to a student upon initial enrollment in a California public school.

The HLS consists of 4 questions to be answered, then dated and signed by the parent/guardian. When signatures cannot be obtained, alternative documentation is maintained on file. These are legal documents.

b. Process upon completion of HLS

1. **HLS indicates all English:** A copy of the HLS shall be placed in the student's cumulative file. No EL assessment or program services are needed. The student is placed in the regular academic program, unless indicated otherwise via an IEP.
2. **HLS indicates at least one response other than English on questions # 1-3:** If the answer to any of the first three questions on the HLS is other than English, the student is designated as having a primary language other than English. The student will be referred for English and primary language assessment. (EC 62002)
3. **HLS indicates a language other than English only on question #4:** Student profile will be discussed with parent to make a determination of whether the student should be given the ELPAC or deemed English Only (EO).
4. **New students to RUSD:** If a student is entering a RUSD school from another California school, the student should NOT be given a second home language survey unless it is determined that the student has never taken the HLS. A request for records will be made promptly for the following documents: ELPAC test results, Primary language testing, and verification that the student has already completed an HLS.

HLS information shall be imputed into the school database system by staff registering students and a copy of the HLS placed in the student's cumulative file. The assessment process will occur within 30 days of initial enrollment. The student is placed in either Structured English Immersion Program or the general district program based on the results of the initial ELPAC. At the time of identification and placement, an EL Student Folder shall be established by the EL coordinator and kept in the cumulative file for each EL student. Additionally, Initial Identification Results indicating classification information will be entered into the district's database (Aeries).

The following items are placed in the EL folder:

- Test results from all Initial and Summative ELPAC testing
- EL Individual Learning Plans 6-8th Grades

- Reclassification Form
- RFEP monitoring form
- Primary Language Assessment or Informal Language Survey

B. Assessment (English and Primary Language)

Students in grades TK-12 identified as having a primary language other than English are assessed using the ELPAC to determine English proficiency level. The ELPAC was designed to support various student needs. Since accuracy is a priority, tools are available to support students while they take the assessment. All students may access universal tools. If students need more support, tools identified as designated supports or accommodations are resources to address barriers to success.

The ELPAC has two parts: an Initial Assessment (IA) and a Summative Assessment (SA). Both parts of the ELPAC are structured around four different areas of the English Language. They are listening, speaking, reading, and writing. ELPAC examiners are proficient English speakers who have been fully trained in the structure of the assessment.

i. Initial Assessment

Potential ELs in grades TK-8 are assessed using *ELPAC*, for the purpose of initial proficiency and identification. Current law requires that parents will be notified prior to testing but permission to test is not required. All scoring will be done by test administrators or the EL Coordinator by utilizing the Local Scoring Tool (LST). Parents will be notified of test results and student placement will be entered into both Aries and CALPADS. Per state and federal requirements, parents may not opt out of ELPAC testing.

All Initial ELPAC testing for English proficiency will occur within 30 days of initial enrollment. In order to inform initial placement and instruction, Initial ELPAC results report three approved language proficiency level scores:

3= Well Developed, 2=Somewhat/Moderately Developed, and 1=Beginning.

Overall ELPAC Performance Level: **Initial**

ELPAC Level (TK-12)	3 Well Developed	2 Somewhat/Moderately Developed	1 Beginning
Designation	Initially Fluent English Proficient (IFEP)	Limited English Proficient (LEP) <i>Intermediate English Learner</i>	Limited English Proficient (LEP) <i>Novice English Learner</i>

Official ELPAC results, indicating LEP or IFEP status, will be placed in the student's

cumulative file and a copy will be given to the teacher.

A new feature in the IA allows for parents, administrators, and/or teachers to request a **Correction of Classification** at any time in the year prior to the beginning of the ELPAC SA. Once the SA begins, the opportunity for the Correction of Classification closes. A Correction of Classification can only be used once and is meant to determine best placement if a credentialed person, who works with the student and can speak to his or her language skills, deems an adjustment necessary. Parents may also make the request.

ii. Annual Assessment

The ELPAC also has a Summative Assessment, or the SA. That assessment is given to students who have been previously identified as LEP (Limited English Proficient). Its primary purpose is to measure the skills and growth of EL. The information gained with this assessment plays a role in determining progress and reclassification of students as English Proficient. EL students will be tested on an annual basis between January and April. This assessment will be given each year in the Spring during a specified testing window provided by the California Department of Education. Students will participate in the SA until reclassification.

Summative ELPAC results report one of four approved language proficiency level scores:

4=Well Developed, 3=Moderately Developed, 2=Somewhat Developed, 1=Minimally Developed.

**Annual Assessment**

ELPAC Level (TK-12)	4 Well Developed	3 Moderately Developed	2 Somewhat Developed	1 Minimally Developed
Designation	Reclassified Fluent English Proficient (RFEP) or LEP	LEP	LEP	LEP

*Grades TK-8 Primary Language Assessment:*

Each EL will be further assessed for primary language proficiency in listening, speaking, reading and writing within 90 (calendar) days (EC 62002) of enrollment.

When appropriate, students with Spanish as their primary language will be given the



Woodcock- Johnson Munoz to assess listening, speaking, reading, and writing skills.

For students with a primary language other than Spanish, the Quick Informal Assessment for primary language proficiency will be used. Parents and teachers will be given a copy of the assessment results.

### C. Parent Notification of Assessment Results

Parents are an integral part of the educational process and school-home-community partnership. For parents of ELs to participate, they must be well informed of all school activities, procedures, and policies which directly affect their children. It is the responsibility of each school to help parents clearly understand the educational process so they can interact with the school and become advocates for the education of their children. Parents shall be encouraged to participate on all advisory committees, especially those related to services for ELs.

#### a. Parents Notification Procedures:

1. Parents/guardians receive an annual letter providing an explanation of the district's EL Program. Parents are notified that their students are placed in the Structured English Immersion Program and of their right to choose a language acquisition program that best suits their child. Requests made by schools in which the parents or legal guardians of 30 pupils or more 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 will be considered by the district and the district shall be required to offer such a program to the extent possible (EC Section 310{a}).
2. Parents/guardians of EL students receive written notification of their child's English-language and primary-language proficiency assessment results within 30 days of enrollment for Initials and within 30 days of receipt of official score reports from the ELPAC testing contractor. Parents of IFEP students also receive results of their child's ELPAC scores.
3. Written notifications are provided to parents or guardians in English and Spanish. When necessary, written and/or oral notification to parents will be in other languages of student populations exceeding 15% of student enrollment.

### D. Placement of Students in English Language Programs

All EL shall be placed in English language classrooms unless, in accordance with Proposition 58, more than 20 parents or guardians from any one grade level or 30 parents or guardians from an entire school make a collective request for a dual language or bilingual program. In this instance, RUSD will explore the possibility of creating an alternative bilingual education program. No Alternative Bilingual Education Programs exists at present.

All placements of ELs will be based on Proposition 58 and the California Multilingual Education Act of 2016. Proposition 58 allows the public school system the right to choose the way they see as appropriate for their students to learn English more swiftly. Parents have direct input on how children will be taught. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

RUSD's Current English Language Program Option is Structured English Immersion Program (SEI). SEI is defined as: A classroom setting where ELs who have not yet acquired reasonable fluency in English, as defined by RUSD, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

Teachers use Designated and Integrated ELD as a teaching platform. These are defined as follows:

a. Designated English Language Development

Instruction is provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist ELs to develop critical English language skills necessary for academic content learning in English.

b. Integrated English Language Development

Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted content standards. Integrated ELD includes specially designed academic instruction in English.

E. Curriculum

**Mathematics:**

Grades K-5  
Houghton Mifflin Harcourt: Go Math  
Grades 6-8  
Houghton Mifflin Harcourt: Big Ideas Math  
Middle School Math Pathways

**English/Language Arts:**

Grades K-5: Benchmark  
Handwriting:  
Grades K-2: Handwriting Without Tears  
Grades 3-5: D'Nealian Handwriting  
Grades 6-8: McGraw Hill ConnectEd  
StudySync

**Science:**

Grades K-5 Scott Foresman Science  
Grades 6-8: Prentice Hall: Science Explorer

**ELD**

Rosetta Stone  
Benchmark ELD Suite  
Kate Kinsella Pedagogy

**Social Science:**

Grades K-5: Scott Foresman;  
History-Social Science for California  
Gr K - Learn and Work  
Gr 1 - Time and Place  
Gr 2 - Then and Now  
Gr 3 - Our Communities  
Gr 4 - Our California  
Gr 5 - Our Nation

Grade 6-7 Prentice Hall;  
History-Social Science  
Gr 6 - Ancient Civilizations  
Gr 7 - Medieval and Early Modern  
Times  
Grade 8: Glencoe/McGraw Hill;  
CA Discovering Our Past  
The America Journey to WW1

**III. Funding**

Adequate basic resources are available for EL services. Limited English Proficient(LEP) funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.

RUSD uses Title III funds to supplement the district's general funds in operating the EL program. RUSD follows funding mandates as prescribed by the Educational Code, state regulation, and district policies. Practices and expenditures are audited annually by the Business Office and periodic internal and external auditors.

Yearly Process

1. LCAP: The School Board establishes, with community input, the district goals and directions that ensure that the needs of all students are being met.
2. Principals coordinate the development of school level plans,

prioritize needs based on data collection, and meet regularly with RUSD Leadership Team for approval and collaboration.

3. ELAC/DELAC members advise and give input to school level and district wide level plans.

The district maintains a current list of district-adopted ELD materials and core texts schools are to use with EL. Recommended new materials are piloted prior to district adoption, and maximum opportunities for collaboration and discussion are provided.

A. **Title I** funds are used to provide a system of interventions that increase the amount and quality of learning and help provide a high-quality curriculum for all eligible children and help students meet the new Common Core State Standards, (CCSS).

B. **Title III** is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). Title III, Part A is officially known as the Language Instruction for English Learner and Immigrant Students Act. Section 3102 lists the purpose of the law. The overarching purpose is to ensure that EL's, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

The CDE provides subgrants to Local Educational Agencies (LEA's) for EL and eligible immigrant students on the basis of a formula. For the fiscal year, qualifying LEA's will receive an allocation for each eligible EL student and for each eligible immigrant student enrolled in the LEA. The amount LEA's will receive for each eligible EL student and for each eligible immigrant student varies based on the total number of qualifying students statewide and the federal funds available for each year.

EL student funds must be used to increase the English proficiency of EL students by providing language instruction educational programs and access to challenging State academic standards. These programs must also provide effective professional development to teachers, principals, administrators, and other school or community-based organizational personnel. (Title III, Section 3115)

Title III specifies required professional development activities, and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Programs must be designed to:

- Improve the instruction and assessment of ELs ;
- Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;

- Effectively increase students' English language proficiency.

The law also specifies that professional development shall not include activities, such as one-day or short-term workshops and conferences, unless they are a part of a comprehensive professional development plan that is based on an assessment of the needs of the teacher, the supervisor, and the students. (Title III, Section 3115 (c)(2).)

In Title III, Section 3111 (b)(2)(D)(iv), an LEA is to use funding to strengthen and increase parent, family, and community engagement in programs that serve ELs.

In addition to the formula subgrants that LEAs may receive for EL students under Title III, the CDE is also authorized to award subgrants to LEAs that experience a significant growth in the enrollment of eligible immigrant students in the preceding fiscal year compared with the average of the two preceding fiscal years.

If the percentage of growth, for either the number or percentage of immigrant students, is two percent or greater, the LEA is eligible to participate in the Title III Immigrant student education program. (Title III, Section 3114 [d][1]).

#### **IV. Reclassification**

Each former EL who has been reclassified as Fluent English Proficient (FEP) has demonstrated English language proficiency comparable to that of average native speakers and can participate equally with average native speakers in the school's regular instructional program.

ELs shall be reclassified Fluent English Proficient when they are able to speak, read, write and listen to English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

##### **A. Reclassification Criteria**

Students will be Reclassified Fluent English Proficient, RFEP, when the following criteria has been met:

- a. Score at Well Developed overall and on individual reading subscores on the ELPAC
- b. Teacher input regarding content understanding for meeting standards that is similar in performance to English proficient peers of the same age
- c. Consultation with the parent
- d. 3-8th grade student score of Standard Nearly Met or higher on the Smarter

Balanced Assessment Consortium (SBAC) ELA section/K-2 Students must have met 3rd Trimester benchmark on district assessment

- e. Consultation with and recommendation from the Site Administrator(s) is required

## B. Reclassification Process

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all ELs:

- a. The classroom teacher, a parent, and/or the EL Coordinator may make the recommendation that a student be assessed for possible reclassification based upon ELPAC testing in the Spring of a given school year.
- b. Student identification for reclassification may occur at any time during the school year.
- c. The EL Coordinator completes the Reclassification form with input from the teacher and site administrator and submits it to the site principal for review.
- d. After the principal's approval, parent consultation is conducted. School site personnel (e.g. teacher, EL Coordinator) will make arrangements to consult with the parents to review the student's progress and the reclassification criteria. Parents are informed that their child is eligible for reclassification and invited to discuss the reclassification of their child. Translation services are available.
- e. After the reclassification process is complete, the EL coordinator will retain a copy of the Reclassification form for his/her records and place a copy in the student's cumulative record.
- f. Immediately after a student is reclassified, the assigned office staff will change the student's designation to RFEP in the Aeries system and enter the date of reclassification and the date the parent was notified/consulted.

When a student has met criteria for reclassification as outlined in our reclassification procedures the EL Coordinator places the following in the EL folder within the cumulative file:

1. RFEP Form
2. RFEP Progress Monitoring Form: RFEP students will be monitored twice a year for four years. A copy of the form will be placed in

student's EL folder upon completion of the 4th year since reclassification.

If an RFEP student is not progressing satisfactorily a designated team will study the progress or lack of and make recommendations for assistance at any given time during the four-year monitor process.

RFEP student progress is monitored for four years using the RFEP monitoring form after reclassification to ensure that students attain appropriate level of achievement after exiting the EL program. Support should be provided if student performance declines or continuous progress of similar peers is not shown. Support can include intervention as defined by each site's multi-tiered systems of support. Student progress is reviewed twice a year.

### C. Reclassification of Students with Special Education Services

When considering the Reclassification of students with Special Education services, the *Special Education EL Reclassification Form* should be completed and placed in the student's EL folder within his/her cumulative file. Reclassifying exceptions deviating from the Reclassification guidelines listed in this document should only be considered for students who are diagnosed with a cognitive disability. These students are typically provided special education services in a separate classroom for the majority of the day. Students with an intellectual disability may not have the capacity to demonstrate growth on the ELPAC or CAASPP due to cognitive reasons; the lack of growth in these cases may not be language based.

To assist with this process, triennial testing results should also be reviewed in order to determine if a pattern exists of limited cognitive growth and ability. Samples of work should also be provided to demonstrate reading comprehension skills and the written expression skills of the student. The Special Education Reclassification Form should be used to document the process.

EL's who receive limited special education and spend the majority of their days in regular classrooms typically are able to show growth on the ELPAC and CAASPP and would not necessarily qualify for an exception to the standard guidelines.

Special Education recommendations may follow the measures on this chart or the IEP team may use the VCCALPS for moderate/severe students and/or other valid measurement tools to assess student el progress and content. If the IEP team recommends reclassification, it should be noted in the IEP.

## V. Staffing and Professional Development

The district shall ensure that all teaching personnel assigned to provide instructional

services to ELs meet State and Federal requirements.

#### A. Staffing

A teacher assigned to instruct ELs will need an authorization for instruction to ELs in addition to authorization in the content area of instruction. The authorization is based on the rights and needs of the students to an appropriate education. ELs require English language Development (ELD) and specially designed academic instruction in English (SDAIE). These must be provided by teachers authorized for such instruction until students are reclassified as English proficient. The CTC monitors credential assignments, including subject matter, grade-level special education, and EL authorization per the provisions in California *Education Code (EC)*, Section 44258.9.

#### B. Training

All teachers shall be provided with sustained training opportunities that include, but are not limited to, the following:

RUSD engages in collaboration with all departments in the district and utilizes a shared accountability approach by providing ongoing supplemental professional development for classroom teachers, principals and other school leaders, administrators, and school or community-based organizational personnel staff who are working with ELs. The professional development is ongoing and is designed to improve the instruction and assessment of ELs by ensuring that students can thrive in a safe, stable environment.

RUSD uses multiple data sources and kinds of information to guide professional learning priorities, design, and assessments. RUSD analyzes yearly CAASPP results, the California Dashboard as a whole, Summative ELPAC Assessment, district assessments, reclassification rates and progress of RFEP students, grades, summer program assessments and qualitative data in the form of teacher feedback, observation notes, and surveys.

In response to this data, it is RUSD's priority to provide all teachers and staff with training that addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups. Teachers are provided ongoing supplemental professional development on the English Language Arts program ancillary materials, which focus on designated and integrated supports for ELs and incorporating technology components to enhance student learning and language.

The district's EL Coordinator provides individual coaching, professional development at sites and model lessons in classrooms serving ELs who display lower achievement than their English Only peers. The Coordinator also discusses assessment results from both the Initial and Summative ELPAC assessments with teachers and staff.



RUSD's professional learning system enhances educators' expertise to increase students' capacity to learn and thrive in a variety of ways and centers on the use of evidence based approaches.

In addition to teachers, district bilingual aides and instructional aides serving ELs receive supplemental monthly training by the English Learner Coordinator on best practices when supporting teachers during designated and integrated ELD, how to motivate reluctant learners, and best practices for scaffolding student assignments in order to amplify students' spoken and written language.

## **VI. Opportunity and Equal Educational Access**

### **A. Monitoring and Evaluation of Program**

RUSD has established a process and criteria to determine the effectiveness of the program(s) provided to EL.

#### **a. Interim Progress and Data**

The success of our EL program is measured by the rate of students reclassified each year, scores on the Summative ELPAC, parent and student surveys and performance on the CAASPP. Use of this performance data is sufficient in evaluating activities that make up the program and data is examined at the right frequency to monitor performance and make needed adjustments. The data is of high quality.

Throughout the year, the EL Coordinator monitors student grades, progress on language goals, and obtains feedback from individual teachers. Data on each student is collected using the Individual Learning Plan (ILP) form. In the event a student is not progressing and/or needs more intervention, appropriate steps take place to address concerns. Student Study Team meetings, supplementing the student's language arts program by providing additional targeted materials, and individual consultation with the teacher and support staff are just some of the responses taken that are typically visible throughout the year.

RFEP students are monitored using the RFEP Progress Monitoring Form and program adjustments are made yearly.

### **B. Program Goals**

#### **Goal 1: Increase English language proficiency.**

Are EL students acquiring English language proficiency?

English language development data will be collected to determine:

1. The extent EL students are progressing each year
2. The percentage of students reclassified from LEP to RFEP each year.

**Goal 2: Provide equal opportunity for academic achievement.**

Are EL and reclassified students making academic achievement progress in the core curriculum?

Achievement data will be collected to determine:

1. The percentage of EL and reclassified students meeting grade level standards in language arts
2. Annual gains in the percentage of EL and reclassified students meeting grade level standards.

C. English Learners and Special Education

ELs shall be provided with fair and equal access to special services such as: Special Education, Title I, Alternative Education, and extracurricular activities.

According to Education Code Section 56026(e), pupils “whose educational needs are due primarily to unfamiliarity with the English language...or environmental, cultural or economic factors are not individuals with exceptional needs” (e.g., not disabled) and are, therefore, not eligible for special education. While it is important not to identify pupils as disabled because of Limited English Proficiency (LEP), some pupils may be both EL and also disabled. If these pupils cannot be adequately served in other programs, they are entitled to receive special education services concurrent with their participation in the ELD Program.

State and federal laws require that special education pupils be served in the least restrictive environment (LRE). Schools are required to document all attempts to educate the pupil in the general education program before referring him/her to special education for possible eligibility. Pupils identified as disabled will be served in the least restrictive environment whenever possible accessing programs and services as he/she is entitled, and shall receive specialized instruction in special education only after the general education program options have been exhausted.

Below are the steps to take in determining if EL pupils may be eligible for special education. These procedures assume that the school has already determined the

degree of the pupil's proficiency in English, that the pupil has been classified as an EL, that the pupil is receiving ELD program services, and the pupil is continuing to have difficulties.

i. Special Education Eligibility

STEP #1 Contact the site principal regarding the possibility of referral to a Student Study Team (SST).

STEP #2 Request a review by the school's Student Study Team (SST):

Develop accommodations/modifications to the pupil's current educational program.

Request the attendance of School Psychologist and/or Speech/Language Specialist and EL Coordinator as needed.

The SST should plan additional strategies for accommodating or modifying the EL Program.

There is no need to move to Step #3 and beyond if strategies for accommodating/modifying the program are successful.

STEP #3 Refer the pupil as necessary to a follow-up SST meeting:

Conduct a follow up meeting to determine if the accommodations or modifications are working. If so, the pupil should be retained in the existing program. If not, the SST may consider alternative accommodations or modifications or may proceed to Step #5.

Conduct a background assessment of cultural, linguistic, and learning factors:

The School Psychologist or S/L Specialist meet with the pupil's parents when appropriate to obtain as much information as possible about the degree of cultural/linguistic differences, the degree to which learning is mediated by language or culture, the learning abilities of the pupil in self-maintenance and adaptive behavior, and also determine if the parents have observed learning problems.

A referral for special education assessment should be made only if the SST (including the school psychologist and S/L Specialist) believes that the learning difficulties are not due primarily to unfamiliarity with the English language, and that the pupil's educational needs cannot be met with

accommodations/modifications to the regular program or by serving him/her in other categorical programs (e.g., EL Program, Title 1, etc.) to which they are entitled.

**STEP #4** Refer the pupil for a special education assessment:

The special education referral form and the special education assessment plan should be developed by the school psychologist.

Culturally and linguistically appropriate tests and procedures should be used.

The assessment should include a review of records

The assessment plan must be reviewed with the parent and written parental approval must be given before proceeding with the special education assessment.

If the parent is not English proficient, an interpreter should be present. Interpreter services may be obtained by contacting the Student Support Services office.

**STEP #5** Complete the assessment:

Whenever possible, assessment will be accomplished in the pupil's primary language.

If the evaluator is not proficient in the pupil's primary language, an interpreter may be used.

**STEP #6** Schedule and conduct the IEP meeting:

If needed by the parent, an interpreter should be present at the IEP meeting.

The IEP Team must determine if the pupil is eligible for special education. If the pupil is eligible, the IEP should indicate the extent to which the pupil will participate in general education and special education. All other required components of an IEP must be addressed. For any EL placed in special education, the IEP should include linguistically appropriate goals, objectives, programs, and services. A copy of the IEP should be available to any categorical program personnel who will be providing services to the pupil.

## ii. ELPAC

ELs with disabilities are afforded the opportunity to participate in ELPAC based on state and federal law. Although known, it must be stressed that a student's

language proficiency level cannot be used to determine if a student has a disability. School teams should consider appropriate placement and reclassification based on student need. Depending on the IEP or the recommendation of the IEP team and evidenced appropriately, students can test in the following ways:

- take the ELPAC without accommodations as documented by the IEP team;
- take the ELPAC with accommodations as documented by the IEP team and entered into the Test Operations Management System (TOMS);
- take elements of the ELPAC while leaving certain components out due to the type of disability based on IEP recommendations.
- take an alternate assessment aligned to ELD standards if the IEP team determines and documents that the student cannot participate in the regular assessment with the use of universal tools, designated supports, and/or accommodations.

The IEP team plays a critical role in determining goals and outcomes for students. Particular attention should be given to how a student will be assessed or if alternate assessments are needed based on the cognition and language ability of the student, not due to being an EL. When considering decisions for ELs with disabilities, IEP members should include, at minimum, school administration, the parents/guardians of the student, general and special education teachers who work with student or a person or persons knowledgeable about language support for the EL under consideration.

Although RUSD currently does not serve students who have moderate to severe disabilities, in the event this should change, some students may need an alternate form of assessment due to factors evidenced in their IEP. Most of these students are non-verbal or have very limited expressive and receptive language ability related to the severity of their disability and not to cultural or linguistic factors. After a review of alternate assessments for students with more involved disabilities, sites may use the Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (2017) (VCCALPS) with permission from the Ventura County Office of Education. This instrument is aligned to the most updated ELD standards and the ELPAC.

## **VII. Teaching and Learning**

Rescue Union School District uses the California Common Core State Standards for Math and Language Arts, the California English Language Development Standards, and the Next Generation Science Standards for California Public Schools as the primary guides for content standards.

## A. Instructional Programs

RUSD provides services to ELs to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have incurred in other areas of the core curriculum.

RUSD programs and services for ELs are designed and offered according to state and federal requirements and involve input from teachers, parents, and school and program administrators with regard to program development, placement, student achievement monitoring, and reclassification.

Structured English Immersion:

RUSD offers the Structured English Immersion (SEI) Program. SEI is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. Core instruction in language arts, math, science and social studies is taught “nearly all” in English with primary language (L1) support (when necessary) and SDAIE (Specially Designed Academic Instruction in English).

Alternative Programs:

Parents/Guardians may choose a language acquisition program that best suits their child. 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. Structured English Immersion, English Language Mainstream and Alternative Bilingual Education Programs can be requested. (Parents receive notice of program options on an annual basis)

## B. English Language Development

Research recognizes that no two students will develop proficiency in English at the same rate. Students may take seven to ten years to achieve academic English proficiency comparable to that of their native English-speaking peers. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

## English Language Development (defined)

ELD is a component of all instructional programs designed to serve the needs of ELs. ELD is a specific curriculum that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach second language learners to communicate (listen and speak) with high levels of understanding in English. Additionally, ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. The goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of instructional settings (e.g. self-contained classroom). There are two types of ELD: Designated and Integrated ELD.

- **Integrated English Language Development:** Integrated ELD is provided to English learners throughout the day and across all subjects by all teachers of English learners. The California English Language Development Standards are used in tandem with the California Common Core State Standards for English Language Arts/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.
- **Designated English Language Development:** Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop the critical language English learners need for content learning in English.

The implementation of the ELD curriculum is essential to the success of all ELs; English language proficiency is the first goal of bilingual education. All EL students must, by law, receive ELD instruction as part of their core curriculum

ELD curriculum takes into account the EL's current English language proficiency level and provides the appropriate instruction for each level. To facilitate the acquisition of English, research shows that ELD should be taught in settings where the language is used in authentic contexts and the atmosphere of the class is one of low anxiety. The instruction according to Alfredo Schifini, "...focuses on language input, using strategies designed to help make messages meaningful to students. Tapping prior knowledge or background helps students connect new language to familiar topics. The use of real objects, props, visuals, and facial expressions or gestures all provide contextual support, helping to make messages in the new language more comprehensible. The use of positive feedback and correction by modeling help create a low-stress environment that encourages learners to take risks and experiment with language, learning it in much the same way as they did their first language."

### C. SDAIE - Accessing the Core Curriculum in Content Areas

It is essential that ELs access well-articulated, standards-based core curriculum instruction. In Structured English Immersion, this core instruction in all subjects is taught “overwhelmingly” 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. Students enrolled in an Alternative Program receive full access to grade level core curriculum by means of direct instruction in their native language and in English, using SDAIE approaches, as appropriate to their level of English language proficiency. ELs access the core curriculum through classes that “shelter” 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 access the core curriculum.

SDAIE is:

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learner;
- Facilitating EL in accessing the same core curriculum as that of English-only students
- Language-sensitive and culture-sensitive content teaching
- Developed through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- An ideal place to use language for communication
- A natural vehicle through which to teach English
- Good language teaching when the input is made comprehensible
- Instruction encouraging the active use of language and the emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development
- Built on language modifications such as pause time, questioning, pacing, and



highlighting

#### D. Instructional Services (K-8)

RUSD programs implement integrated instructional approaches in accordance with legal requirements and educational soundness.

The key components of RUSD's EL Program are:

- Daily ELD designed for non-native language speakers
- Small group instructional approaches for core curriculum based on ELD level
- Structured approach to reading and literature
- Primary language assistance as needed for basic skills instruction

All ELs are held to the same district adopted grade level content and performance standards in the core curricular areas as all other RUSD students. All ELs participate in a program of curriculum and instruction that is aligned to the district and state standards and designed to reduce all language barriers. The program models for ELs in the district is Structured English Immersion (SEI).

The program is designed to assure that participating EL students acquire English and learn grade level academic content simultaneously and to the greatest extent possible. K-8 ELs who are not meeting grade level standards must be provided additional tiered levels of support in order to improve their academic achievement. The plan for these students is designed by a student study team and implemented by an EL authorized teacher.

#### E. Catch Up Plan

Interim Benchmarks and Additional Instructional Support for Assisting Students in Recouping Academic Deficits

ELs enter our schools at many ages and may or may not have literacy in their primary language and they may or may not have some skills in English. Since our ELs may vary in their knowledge of English, RUSD has developed a Catch Up Plan (CUP) to support students learning English while learning content.

A typical ELs English language development can take five to seven years. Researchers categorize the types of language structures students achieve while learning language called BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICS is developed in about two years. Students tend to become proficient in oral communication skills before other areas that are also important to English language development. CALP can take 5 to 7 years to develop. Staff that support ELs must keep the distinctions in mind when serving students.

Instruction designed to meet both BICS and CALP is part of the ELA/ELD Framework and state standards so that students can reach levels of English that approximate EO peers. CUPs utilize all of the elements of effective best practices and strategies along with progress monitoring to determine appropriate levels of support. Multiple Tiered System of Support, Universal Design for Learning, and additional EL supports are available to move students towards fluency. CUPs may vary at each site due to student needs and grade level compositions. CUPs support could include before or after school tutoring, use of specialized software, participation in an academic support class or other intensified instruction.

State and Federal regulations require that an intervention plan must be implemented to assist ELs while they are acquiring English. RUSD staff develop intervention plans that are implemented to assist ELs to recoup academic deficits incurred while learning English. Programs must utilize a variety of extended learning opportunities to provide additional support. Extended learning opportunities may include one or more of the following: summer programs, extended day activities, and/or intensified strategies that facilitate student mastery of the district grade level standards.

When we find that students are not meeting expected proficiency growth in English or are sustaining deficits in content areas, we institute our district site plan. Our Site Plan has the following elements:

1. **Standards:** there are clearly articulated and implemented English Language Development Standards and the rest of the district's core curriculum (e.g. language arts/English, math, science, social studies/history);
2. **Interim Benchmarks:** there are clearly defined interim benchmarks to measure expected growth toward meeting ELD and grade-level content standards.
3. **Assessments:** there is a process to objectively assess EL's progress in ELD and the rest of the district's core curriculum using multiple measures. These multiple measures are valid and reliable assessments that make it possible to determine if the interim benchmarks have been met.
4. **Interventions:** there are clearly defined interventions, implemented for EL's who are not meeting the established interim benchmarks. These interventions are provided based on Student Study Team feedback and on individual student assessments.
5. **Evaluation:** Assessments of EL progress are reviewed and used to inform decision making and LCAP revisions.

## **Conclusion**

RUSD is committed to the pursuit of educational excellence through meeting the needs of ELs who are in the process of acquiring the academic English they need to graduate and be successful members of a global society. RUSD is proud to showcase a community rich in culture, heritages, and world languages.

## **VII. APPENDIX/FORMS**

Correction of Classification Errors Form  
Reclassification Recommendation Form  
Special Education EL Reclassification Form  
RFEP Monitoring Form  
EL Individualized Learning Plan (ILP) Form  
EL Student Folder Sheet  
Annual Parent Notification Letter  
Initial Parent Notification of Intent to Test Letter  
Initial Parent Notification Letter  
District Home Language Survey (HLS)  
Informal Primary Language Survey  
Parent Notification of Spanish Language  
*ELPAC Understanding Your Student Score Report*



