English Learner Master Plan
Gustine Unified School District

2019-2020

Master Plan for English Learners

GUSD Governing Board Approved: November 13, 2019

District English Language Advisory Committee Reviewed: October 9, 2019

Superintendent: Bryan Ballenger

Initial Identification, Assessment and Placement

Registration and Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-- aged children. As part of the Gustine Unified School District's (GUSD) enrollment procedure, when the parent/legal guardian first enrolls their child they must complete the HLS. If the student is transferring from another district, the GUSD will recognize the initial HLS from the initial US school of enrollment. The initial HLS remains on file for each student in   the permanent cumulative record (CUM) folder. This information will assist schools in providing appropriate instruction for all students.

The four questions on the HLS are:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults at home? (parents, guardians, grandparents, or any other adults)

   Please note: The preschool HLS does not apply as the initial identification of a student.

English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 be assessed in English language proficiency skills within 30 calendar days of initial enrollment. Question 4 does not pertain to the identification of English Learners but is used as a way to gather parent information regarding language for communication from school. The current state approved assessment instrument, English Language Proficiency Assessment for California (ELPAC) is currently administered to determine English language proficiency skills. The ELPAC is a criterion-referenced test that assesses students' English language proficiency in listening, speaking, reading, and writing.

Initial and Kindergarten Registration, Assessment, and Placement

Kindergarten pre-registration begins in February or March of the school year preceding the child's entrance into Kindergarten. However, administration of the ELPAC, may not begin until July 1st. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the student will be given the ELPAC at the school site of enrollment. Parents will be notified of the test results and student placement.

Notification of Initial Assessment Results and Program Placement

As part of the testing process, the parent/legal guardian is notified of their child's initial assessment results. The purpose of notification is to explain the English proficiency results, program options, placement, and reclassification criteria. The results are provided to the child's school and teacher(s) and verified by the site's administrator or designee. The school staff prepares the English Learner Folder by placing the Home Language Survey, Local Scoring Tool if used, Initial Parent Notification Letter and the Testing Log in the folder. The English Learner Folder is then placed in the students' permanent cumulative record file (CUM).

Initial English Learner (EL) Identification

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<u>Initial</u> Identification for the student is determined in the following manner:
These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial English Language Proficiency Assessments of California (ELPAC).

1.   For a student in Transitional kindergarten through Grade 12:
        Initial Fluent English Proficient (IFEP)
Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills as a result of their score on the Initial ELPAC Assessment. They are able to use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*). Students who score as Fluent English Proficient (IFEP) on the Initial ELPAC are placed in the regular mainstream program.

2.   If a child does not have a good working knowledge in English according to the Initial ELPAC Assessment, then placement in a Structured English Immersion (SEI) program is indicated. Instruction in the SEI program is all in English. The students receive appropriate integrated and designated English Language Development (ELD) and grade level academic content through Specially Designed Academic Instruction in English (SDAIE) and other effective research based strategies.
        a. **Intermediate English Learner**
        Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.
        b. **Novice English Learner**
        Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.
        c. If the student is initially identified as not having a good working knowledge in English according to the ELPAC assessment, the student is provided daily designated English Language Development (ELD).
3.   Parental notification of assessment results and language acquisition program options are explained to the the parents of English Learners. See the description of Structured English Immersion in the next section. The benefits of each are included in the explanation.

Annual Notification of Assessment Results

English Learners are tested annually with the ELPAC until reclassification. Parents receive an Annual Parent Notification Letter informing them of their child's test results.

Assessing Students with Disabilities

Most students with disabilities are able to participate effectively on the ELPAC. For those students whose disabilities preclude them from participating in one or more domains of the ELPAC, their IEP teams may recommend accommodations, modifications, or an alternate assessment. (See EC Section 56385, CCR 11516.5 through 11516.7)

IEP team members may determine that alternate assessments are appropriate and necessary. The results of alternate assessments and/or the ELPAC are part of current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals [EC sections 56341.1(b) and 56345(b)(2)]. Due to the unique nature of individual students' disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student's IEP. Identified English learners with disabilities must take the ELPAC with any accommodations or modifications specified in their IEPs, or take appropriate alternate assessments as documented in their IEP every year until they are reclassified.

Review of IEP or Section 504 Plans

Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Prior to testing, accommodations, modifications, and/or alternate assessments must be specified in each student's IEP or Section 504 plan.

Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 plan:
- Specify in the student's IEP or Section 504 plan if the ELP assessment is specifically addressed and verify that student information is current.

Transfers from Other California Public Schools

Students who arrive from another California school with records of Home Language Survey (HLS) indicating placement in English Language Development program need not go through the Gustine USD identification process. Records are recognized and accepted from the previous school. In the event that the initial HLS differs from the survey filled out upon registration the initial information will be used for placement.

Transfers from Out of State

Students entering the district from another state will be given the HLS. If the HLS indicates a language other than English is spoken for questions 1-3, then the student will be given the initial ELPAC within 30 days of enrollment. According to the *California Code of Regulations,* a student must always be tested when enrolling in a California public school for the first time. Records from the previous district must be immediately requested and reviewed upon receipt to ensure proper placement of the student. Once the Initial ELPAC is administered, if the student is Initially Fluent English Proficient (IFEP) then the student will be placed in the mainstream program. If according to the ELPAC results, the student is determined to be an English Learner, program options will be explained to the parents/guardians of that student.

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Transfer from Other Countries or Private Schools

Students entering from another country or private school will be required to complete the HLS. If the HLS indicates language other than English is spoken for questions 1-3, then the student will be given the ELPAC. Parents will be notified of the test results and student placement.

All relevant assessment, academic progress, and placement information will be entered into the student information system including an entry signifying "year first enrolled in a California school" and "Year the student first enrolled in a U.S. school." Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private school.

II. Instructional Program Design

Education Code Section 310

Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. 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, based upon the requirements of Section 305. Gustine Unified School District must provide, as part of the required annual parent notice or upon enrollment, the parent or legal guardian of a minor pupil with information on the types of language programs available to pupils enrolled in the school district, including a description of each program.

Language Acquisition Program Options

Gustine Unified School District offers the following program options to English Learners: Structured English Immersion (SEI) which is an immersion program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. The program is designed to ensure English Learners have access to the core academic content standards, including the English language development standards, and become proficient in English. The program contains the following components:
- Well-articulated, standards-based and research-based differentiated English Language Development (ELD) instruction, specially designed for ELs.
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content, and/or Specially Designed Academic Instruction in English (SDAIE).

Structured English Immersion (SEI) Program, TK-5

Summary/Definition	Students Served	Program Components
The SEI program is taught primarily in English and is designed for all English Learners.English learners have access to the core academic content standards, including the English language development standards, and become proficient in English.	All English Learners	Daily Designated English Language Development at the assessed stage of English acquisition. TK--5: 30+ daily minutes Integrated ELD in reading, writing, math, science, and social science, delivered in English using SDAIE strategies, RTI, Tier 2, small group, cooperative groups, math manipulatives, guided reading for reading and social science, hands on activities. Use of state-approved, district-adopted, standards-based materials.

Structured English Immersion (SEI) Program, 6-12

Summary/Definition	Students Served	Program Components
The SEI program is taught primarily in English and is designed for all English Learners.English learners have access to the core academic content standards, including the English language development standards, and become proficient in English.	All English Learners	**Middle School:** ELD is a 1 period course taught by credentialed teachers. ELD receives elective credit. Integrated ELD in reading, writing, math, science, and social science, delivered in English using SDAIE, cooperative groups, math manipulatives, hands on activities in science, active instruction, and other research based strategies to deliver core content with language to support. Use of state-approved, district-adopted, standards-based materials. **High School:** ELD I, II, and III are one period classes taught by credentialed teachers. ELD receives English Credit. ESL Reading/Writing Lab is taught by credentialed teachers and receives elective credit. Integrated ELD in reading, writing, math, science, and social science, delivered in English using SDAIE, RTI, cooperative groups, active instruction, graphic organizers, and other research based strategies to deliver core content with language to support. Use of state-approved, district-adopted, standards-based materials.

K-12 Program Flexibility to Meet Student Needs

Dr. Laurie Olson has identified and published research findings on the types of English Learner typologies, their characteristics, and implications. Based on the type of typology of the student, differentiated services will be required such as: SDAIE, Scaffolding, ELD, Primary Language Support and Primary Language Instruction.

Typology	Characteristics	Implications
Newcomer	- Recent arrival to the United States 0-1 years of English instruction - Little/No English proficiency on arrival - Close to/Above grade level literacy & academic skills in L1 - Some transferable credits - Facing cultural transition to U.S.	- Newcomer classes in high school - Foreign transcript analysis - Individualized initial assessment - Nonlinguistic representations - Language development in all classes
Underschooled	- Many are from rural and impoverished communities or war devastated region - In U.S. for several years or less - Little to no English fluency - Schooling in native country interrupted, disjointed, inadequate or no schooling at all - Little to no literacy in home language	- Extended time for English language development - Intensive ELD - Summer programs, after school when available
Developing	- In U.S schools for 2-5 years - School in native country usually was good - Often highly motivated - Developing literacy skills and content knowledge with relative ease - Approaching grade level in content area skills - Progressing normally through language development stages/levels	- Differentiated instruction - Translation - SDAIE
Long Term English Learner	- In U.S. 6 years or more 6+ years of English instruction - Orally fluent in everyday English - Reading/writing below grade level - Insufficient literacy in primary language - Often struggling academically in courses - Do not meet reclassification criteria - Stuck at the same level - SDAIE - Many with habits of non--engagement, learned passivity, and invisibility in school	- Individualized instructional plans based on assessment of gaps - Content classes focus on academic language development - Mix with English Only students - Relevant texts and examples - Scaffolds (modeling, contextualization, text representation, bridging, metacognition, schema building)

English Language Development (ELD)

Designated and Integrated English Language Development (ELD) are providing services to English learners to ensure that they are acquiring English language proficiency and regain any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English learners in transitional kindergarten through grade twelve in all classroom situations. These services are provided to enable English learners to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Both integrated and designated ELD are provided to all English learners. Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The California ELD standards are used along with the Common Core State Standards (CCSS) for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Designated ELD is provided by skilled teachers during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Daily minimum time to devote to Designated ELD.

● 30 minutes per day of designated ELD in grades TK-5
● Daily block or period of designated ELD in middle and high school.

Primary Language Support

Primary Language Support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided within the Structured English Immersion by a teacher who is bilingual, a trained paraprofessional, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers, are encouraged to use various materials and resources to ensure that all primary language support tools are available to students and their families.

Using the primary language, which is a resource in its own right, enhances (rather than detracts from) their learning of English (August and Shanahan 2006; Genesee, and other 2006). ELs can transfer language and literacy skills and abilities (such as phonological awareness, decoding, writing, or comprehension skills) to English. Teachers can do many things to support ELs to develop English through strategic use of primary language resources. For example, during collaborative conversations, ELs can share ideas in their primary language with a peer as they gain proficiency and confidence in learning how to interpret and express the same ideas in English. English Learners who can read in their primary language can read texts in both their primary language and in English, allowing them to read and understand texts above their English reading level. In research activities, ELs may draw evidence from primary or secondary resources in their primary language, summarizing their findings in English. In addition to allowing the use of the primary language in classrooms, teachers can provide brief oral or written translations when appropriate and draw ELs' attention to cognates (words that are the same or similar in spelling and share the same meaning in the primary language and English).

Accessing the Core Curriculum in Content Areas

It is essential that English Learners access a well-articulated, standards-based core curriculum instruction. In the Structured English Immersion (SEI) setting, core instruction in all subjects is taught nearly all in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support may be used when appropriate to further motivate, clarify, direct, support, and explain.

SDAIE (Specially Designed Academic Instruction in English)

English Learners access the core curriculum through the use of SDAIE strategies in all content areas. 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:

- Purposeful, intentional, an explicit contextualized instruction (e.g. non--verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- Task-based instruction that 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, interactive notebooks, learning logs, etc.)
  - Grade--level content instruction in English designed for English Learners
  - Language--sensitive and cultural--sensitive content teaching
  - Implementing scaffolds into the learning environment so students are able to access the content
  - A pathway through which to teach content in English
  - Used to make learning comprehensible

Scaffolding

Scaffolding refers to particular ways in which teachers provide temporary support to students, adjusted to their particular learning needs. The term draws from Vygotsky's (1978) notion of the zone of proximal development (ZPD), the instructional space that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding. Scaffolding is temporary help that is future--oriented. In other words, scaffolding supports students to do something today that they will be able to do independently in the future. As Hammond (2006) has emphasized, scaffolding "does not just spontaneously occur" (271), but is, rather, intentionally designed for a learner's particular needs, and then systematically and strategically carried out.

The level of scaffolding a student needs depends on a variety of factors, including the nature of the task and the learner's background knowledge of relevant content, as well as the learner's proficiency with the language required to engage in and complete the task. Scaffolding does not change the intellectual challenge of the task, but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform the task independently at some future point. Scaffolding practices are intentionally selected based on the standards-based goals of the lesson, the identified learner needs, and the anticipated challenge of the task.

Text Complexity

Teachers play a crucial role in ensuring that all students engage meaningfully with and learn from challenging text. Strategically designed instruction with appropriate levels of scaffolding, based on students' needs and appropriate for the text and the task, while always working toward assisting students in achieving independence. Figures 1.0 and 1.1 provide guidance for supporting learners' engagement with complex text, along with additional considerations that are critical for meeting the needs of linguistically diverse learners, including ELs and standard English Learners.

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Figure 1.0 Text Complexity

Strategies	TIER 1 TEACHERS, SUPPORT ALL STUDENTS' UNDERSTANDING OF COMPLEX TEXT BY...	TIER 2 ADDITIONAL, AMPLIFIED, OR DIFFERENTIATED SUPPORT FOR LINGUISTICALLY DIVERSE LEARNERS MAY INCLUDE...	TIER 3 ADDITIONAL, AMPLIFIED, OR DIFFERENTIATED SUPPORT FOR STUDENTS WITH LEARNING DISABILITIES OR STUDENTS EXPERIENCING DIFFICULTIES READING MAY INCLUDE
Background Knowledge	☐Leveraging students' existing background knowledge	☐Drawing on primary language and home culture to make connections with existing ☐background knowledge	☐Providing visual supports and think-- alouds to aid in connecting new content to build background ☐engaging activities to activate prior knowledge ☐preview introductory materials
Comprehension Strategies	☐Teaching and modeling, through think aloud and explicit reference to strategies--how to make meaning from text using specific reading comprehension strategies (questioning and visualizing) ☐provide multiple opportunities employ learned comprehension strategies	☐Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English	1. Explicit modeling and discussion of strategies and opportunities for practice with guidance in meaningful contexts 2. Ensuring ample opportunities for success
Vocabulary	☐Explicit teaching vocabulary critical to understanding and developing academic vocabulary over time. ☐Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are connected.	☐Explicit teaching particular cognates and developing cognate awareness ☐Making morphological relationships between language (e.g., word endings for nouns in Sp., -dad, -ión, ía, encia) that have the English counterparts (-ty, tion/-sion, -y,-ence/-ency)	☐Integrating media as context to gain meaning to the content to illustrate, define complex vocabulary (e.g. erosion, tsunami) ☐Planning for multiple opportunities to apply key words Building from informal to formal understanding
Text Organization and Grammatical Structures	☐Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension	☐Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge ☐drawing attention to grammatical differences between primary language and English (word order)	☐Drawing attention to similarities and differences in text organization, features, and contrast text structures
Discussions	☐Engaging students in peer discussions-- both brief and extended --to promote collaborative sensemaking of text and opportunities to use newly acquired vocabulary	☐Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary	☐Strategically forming groups to best support students experiencing difficulty

Figure 1.1 Text Complexity

Strategies	TIER 1 TEACHERS, SUPPORT ALL STUDENTS' UNDERSTANDING OF COMPLEX TEXT BY...	TIER 2 ADDITIONAL, AMPLIFIED, OR DIFFERENTIATED SUPPORT FOR LINGUISTICALLY DIVERSE LEARNERS MAY INCLUDE...	TIER 3 ADDITIONAL, AMPLIFIED, OR DIFFERENTIATED SUPPORT FOR STUDENTS WITH LEARNING DISABILITIES OR STUDENTS EXPERIENCING DIFFICULTIES READING MAY INCLUDE
Sequencing	☐Systematically sequencing texts and tasks so that they build upon one another ☐Continuing to model close/analytical reading of complex texts during teacher read--alouds while also ensuring students build proficiency in reading complex texts themselves	☐Focusing on the language demands of texts, particularly those that may be especially difficult for ELs ☐Carefully sequencing tasks to build understanding and effective use of the language in them	☐Offering texts at students' readability levels that explain key ideas to build proficiency in reading in preparation for engaging students in more difficult text
Rereading	☐Rereading the text or selected passages to look for answers to questions or to clarify points of confusion	☐Reread the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) ☐Repeated exposure to the language over time, focusing on particular language (e.g., different vocabulary) during each reading	☐Strategically chunking and rereading text to maintain engagement to construct and clarify ideas and organize them and to provide opportunities for success
Tools	☐Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content	☐Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently ☐Using the tools as a scaffold for discussions or writing	☐Offering technology tools to develop outlines, charts, diagrams, or graphic organizers to summarize and synthesize content and providing opportunities to collaboratively (with the teacher and with peers) develop and use tools
Writing	☐Teaching students to return to the text as they write in response to the text and providing them with models and feedback	☐Providing opportunities for students to talk about their ideas with a peer before (or after) writing ☐Providing written language models (e.g., charts of important words or powerful sentences) ☐Providing reference frames (e.g., sentence and text organization frames), as appropriate	☐Using graphic organizers to help students organize their thoughts before writing ☐Allowing for students to express ideas with labeled drawings, diagrams, or graphic organizers

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III. Reclassification and Monitoring of Student Progress

Reclassification Definition and Purpose

DEFINITION:

An English Learner student who demonstrates English language proficiency comparable to that of average native English speakers and participates equally with average native speakers in the school's regular instructional program is eligible to be Reclassified Fluent English Proficient (RFEP).

PURPOSE:

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified they are designated as Reclassified Fluent English Proficient (RFEP) and are no longer considered English Learners.

Criteria for Reclassification

The following criteria are used to determine when an English Learner has developed the English language skills necessary to succeed in an English--only setting and should be reclassified as Reclassified Fluent English Proficient (RFEP).

Grade	1. Proficiency on ELPAC	2. Demonstration of Basic Skills		3. Teacher Evaluation	4. Parent Notification
		Assessment	Required Score		
K-5	Overall "4" on ELPAC	i-Ready Reading Diagnostic or i-Ready Growth Monitoring	No more than 1 grade level below on overall reading score	Student will automatically qualify on the teacher evaluation criterion based on performance level marks: 2+ Rubric score in Classroom Grades for English Language Art, Math, SS, and Science	Parent input and notification
6-8	Overall "4" on ELPAC	i-Ready Reading Diagnostic or i-Ready Growth Monitoring	No more than 1 grade level below on overall reading score	Students will qualify on the teacher evaluation criterion based on grades: Report card grade of "C" or better in English Language Arts or English Language Development **OR** "Teacher Evaluation" section completed on Reclassification Form to determine that the student's grade is **not** due to English Language Proficiency. (**NOTE: Incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.) Use the SOLOM.**	Parent input and notification
9-12	Overall "4" on ELPAC	i-Ready Reading Diagnostic or i-Ready Growth Monitoring	No more than 1 grade level below on overall reading score	Students will qualify on the teacher evaluation criterion based on grades: Report card grade of "C" or better in English Language Arts or English Language Development **OR** "Teacher Evaluation" section completed on Reclassification Form to determine that the student's grade is **not** due to English Language Proficiency. (**NOTE: Incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.) Use the SOLOM.**	Parent input and notification

	Reclassification Procedures
	The process of student identification for reclassification is a process that is ongoing throughout the year.
1	The site EL Coordinator generates reports to identify English Learners who have met the language and academic criteria for reclassification based on the ELPAC Assessment.
2	Sites complete a new Reclassification Form and review the information with the teacher, administrator, and parent/guardian. The site EL Coordinator fills in the academic information and indicates whether he/she is in agreement to proceed with the formal reclassification, by signing and dating the form.
3	The site then makes arrangements to notify the parent to review the student's progress and reclassification criteria. During the consultation, the student's progress is discussed as well as the recommendation to reclassify the student.
4	The site administrator and designee (if applicable) must sign, date and indicate whether they agree or disagree with the reclassification.
5	After the reclassification process is complete, the ELD Coordinator will retain the original in the English Learner folder and a copy is mailed to the parent/ legal guardian.
6	Once a student is approved for reclassification, the site ELD Coordinator reviews the documents submitted and changes the student's classification from English Learner to Reclassified Fluent English Proficient (R-FEP) in the Student Information System (SIS), AERIES.
7	The site ELD Coordinator needs to insert the Reclassification Form in the student's EL folder (green) and marks "RFEP" along with the date using an ink pen.
8	The site ELD Coordinator needs to insert the Reclassification Form in the student's EL folder (green) and marks "RFEP" along with the date using an ink pen.
RFEP Follow-Up four Years	If a student shows deficiencies at any time, an immediate and appropriate intervention must be applied. • GPA: 2.0 or above for **one** semester in the core academic subjects • Teacher input and supporting assessment data

RFEP Follow-Up Monitoring

Students who have been RFEP must be monitored for at least four years after the official reclassification date. During the 4-year span, five monitoring periods are scheduled to review student academic progress, 6 months, 12 months, 24 months, 36 months, and 48 months. After reclassification, site EL Coordinators create a spreadsheet with RFEP dates to complete RFEP Monitoring. If the RFEP student experiences difficulty engaging with academic tasks and texts, schools should rapidly provide appropriate intervention support/s, which may include, but is not limited to, the following:
   • Student/teacher/parent conference
   • Specialized instruction during the school day, based on multiple assessments
   • Extended learning opportunities (e.g., after school tutoring, zero-period classes)

Documentation and evidence of academic progress and monitoring is maintained in the EL folder and stored inside the cumulative record folder. A copy of the RFEP Follow-Up Report is put into the CUM Folder.

Reclassification of English Learners with Disabilities

English Learners with disabilities, including severe cognitive disabilities, are provided the same opportunities to be reclassified as students without disabilities. IEP teams determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the four criteria in state law (EC Section 313[f]). In accordance with federal and state law, the IEP team address the individual needs of each English Learner with a disability using multiple criteria in concert with the four--reclassification criteria in EC Section 313(f).

Monitoring of English Learner Progress

English Learner progress is monitored annually using formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. ELPAC is administered annually to English Learners to assess progress in acquiring the English language.

High School English Learner Transcript Review

By the end of the first quarter, English Learner transcripts for junior and senior high school students will be reviewed to identify struggling English Learners that may be at risk of not meeting the graduation requirement. Staff at the high school will determine the best intervention service/s for each at risk student. Intervention services may include but are not limited to:
- Credit Recovery
- Summer School enrollment

Cumulative Record Transfer Procedure and English Learner Requirements

District process and procedures have been established to maintain confidentiality and security of the cumulative records during the end of the year transfer. Board Policy (BP) 5125, states all student records shall be updated before they are transferred (5 CCR 438). The custodian of records shall be responsible for the security of student records and shall assure that access is limited to authorize persons (5 CCR 433). For this reason, the assigned administrator, Administrative Assistant or designee MUST be present during the verification and completion of the cumulative folder transfer. It is the responsibility of the releasing site to make certain that all English Learner information and compliance items are included and updated. After the verification of the transfer, any missing information will be the responsibility of the receiving site.

IV. Staffing and Professional Growth

Recruitment and Hiring for Teachers
In an effort to meet the needs of English Learners (ELs) and in compliance with State and Federal regulations, Gustine Unified School District will ensure that all teaching personnel shall hold appropriate certification to provide necessary instructional service to English learners. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-Cultural Language and Academic Development (CLAD) certificate or the equivalent.

District and Site Training
In order to provide access to the curriculum for all students and develop the language skills of all English Learners, Gustine Unified School District supports ongoing staff development and training for all staff members who work with ELs including classroom teachers, administrators, counselors, and support staff at the district and site level. Training will address:

- ELA/ELD Framework
- Curriculum and Instruction: ELD (designated and integrated), SDAIE, Effective Instructional Strategies, Effective Assessment Practices and Measures of ELs
- Effective strategies to increase the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation. (20 U.S.C. § 6825[c][2][C])
- Professional Learning Communities (PLC): Teachers receive training in PLC to ensure that all students have access to the core curriculum
- Adopted Curriculum Training
- Parent Involvement and Engagement
- Cultural Awareness and Sensitivity
- New teachers supported through teacher induction, as part of the Teacher Induction Program (TIPS) that includes an English Language Learner Strand that provides training on English Language Development and English Language Arts standards and articulation.

The goal of the training is to help all staff acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, District curriculum expectations, and cultural proficiency.

Principals and district leaders will monitor the ongoing implementation of the of the trainings to ensure that they have a positive and lasting impact on the teacher's performance in the classroom. (20 U.S.C. § 6825[c][2][D])

V. Family and Community Involvement

Gustine Unified School District believes that parents/guardians are a child's first teacher and are essential partners in the overall educational achievement of their children. Active involvement by the parents/guardians of English Learners is a high priority for the District and is important to high achievement for English Learners.

The district provides the following types of services to support and encourage parent participation:

- Interpretation and translation services are made available during parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Study Team meetings, IEP meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.
- The district has identified approved bilingual staff that provides district wide interpreting and translating support.
- Each site in the district has one district translator/interpreter to assist with parent communication.
- All notices, reports, statements, flyers, and records are sent home to parents in English and/or Spanish.
- As a part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The sites' English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) are sources of information to parents.
- Parent meetings are parent friendly; held at convenient meeting times, with childcare, refreshments, and translation services provided.
- The school encourages parent volunteerism by providing opportunities for parents to volunteer and by providing training opportunities for parents on how to effectively participate in school.

English Learner Advisory Committee (ELAC) Requirements
Each school with 21 or more English Learners must establish a functioning ELAC.

Gustine Unified School District (GUSD) recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for the ELACs at the school--site and District level. Parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

- Officers are elected by parents/guardians of English Learners
- Members receive materials and training related to carry out their legal responsibilities
- ELAC committee works collaboratively with principals and school staff to discuss topics related to English Learners

Site principals and the site ELD Coordinators meet to review ELAC implementation for each of the sites in order to ensure that all requirements are being fulfilled. Inclusively, all site documentation such as calendar, ELAC dates, agendas, and minutes must be submitted to District Curriculum and Instruction Coordinator. Copies of the documentation are also kept at each of the respective sites.

Implementation of ELAC
The site principal is responsible for establishing the ELAC meeting and providing information to the district office. Elections for ELAC are conducted at each school site in September of each year. Membership composition must reflect the percentage of English Learners.

Gustine Unified School District Master Plan for English Learners

ELAC Roles and Responsibilities
- EL Department will provide training in the establishment of ELAC to site administrators or other personnel
- The site principal and EL Coordinator assists, plans, and attends meetings
- The site principal works with ELAC chairperson to develop the agenda for the ELAC sessions
- Meetings and dates are determined and publicized
- Copies of ELAC minutes, agenda, and membership attendance must be submitted to the Coordinator of Curriculum and Instruction.
- School Site Council and ELAC should not be combined
- Childcare and refreshments are provided
- ELAC may develop and adopt bylaws and elect officers

District Learner Advisory Committee (DELAC) Requirements

Each California public school district, grades kindergarten through 12, with 51 or more English Learners must form a District-level English Learner Advisory Committee (DELAC) of an existing district-wide advisory committee.

Parents or guardians of English Learners not employed by the district must constitute a majority membership (51% or more) of the committee.

DELAC Responsibilities:
- The DELAC shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English Learners.
- The DELAC shall be responsible for advising the district's local governing board on the following tasks:
  - Development or revision of a district master plan of education programs and services for English Learners, taking into consideration the Single School Plan for Student Achievement.
  - Conducting a district-wide needs assessment on a school-by-school basis.
  - Establishment of district programs, goals, and objectives for programs and services for English Learners (e.g. funding).
  - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
  - Review and comment on the district's reclassification procedures.
  - Review Local Control and Accountability Plan

Other Parent Involvement Resource and Opportunities

English as a Second Language (ESL) Parent Classes-Gustine Adult School

Latino Family Literacy
Latino Family Literacy nights provide meaningful parent education training and workshops that help gain insight on the importance of positive parenting and student achievement.

Bilingual/Community Liaison
Bilingual/Community Liaisons provide support with truancy issues, perform home visits, maintain communication with parents and students, enforce the SARB process, assist the attendance clerks in monitoring student attendance, and reach out to parents/guardians regarding engagement opportunities. The Bilingual/Community Liaisons are available at each of the school sites.

VI. Funding

The EL Program is supported by State and Federal funds, which include Title I, Title II and Title III, as well as LCAP (Local Control and Accountability Plan) monies. District general and LCFF funds are used to fund the purchase of core materials for ELD, teacher and instructional assistant salaries, and all services regularly provided to English only students. The federal and state monies are used to supplement, not supplant, the services and materials that English Learners receive in their core programs. School Site Councils receive full disclosure of any and all District and local site funds allocated to serve English Learners.

Federal Funding-Supplemental Funding
Title I, Part A

All schools within the Gustine Unified School District are identified as School-wide. School-wide programs under Title I, Part A permit a school to use funds to raise achievement for all students and to improve the entire educational program of the school. Schools identified as School-wide can use their Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the state's challenging grade level standards.

Elementary and Secondary Education Act, Title III, Part A, English Learner and Immigrant Student Subgrant Program

Under the Elementary and Secondary Education Act (ESEA), Title III, Part A, the California Department of Education (CDE) provides formula subgrant awards to school districts for English learner (EL) and immigrant students. Title III funds are to be used to provide supplementary programs and services to EL and immigrant students. Gustine Unified School District applies for Title III - EL and Immigrant Funding based on federal criteria.

The term English Learner refers to individuals who:
English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades transitional kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

The term "immigrant children and youth" refers to individuals who:
• Are aged 3 through 21.
• Were not born in any state. "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.
• Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

LCFF State Funding

State funding is through the Local Control Funding Formula (LCFF). LCFF has supplemental and concentration grants which are used to supplement and enhance the EL program.

VII. Evaluation of Programs and Accountability

GUSD is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluate their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring will address the following purposes:

a. Evaluate to determine if English Learners are attaining English language proficiency at a comparable rate of the average native English speaker in the district and are ELs achieving and sustaining academic achievement equally to their peers who entered the district already proficient in English.(20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009–1011)
b. Evaluate the effectiveness of programs and activities that are designed to assist ELs in attaining mastery of English and the content standards
c. Describe the necessary improvements needed to better the results of Title III funded programs that support ELs and immigrant students.
d. Decide whether or not to eliminate certain EL activities that are ineffective.

The District will evaluate the following five goals related to English Learner programs and services.

Program Goal	Evaluation Questions
ENSURE STEADY PROGRESS TOWARD AND ATTAINMENT OF ACADEMIC ENGLISH LANGUAGE PROFICIENCY TARGETS AS DETERMINED BY THE CALIFORNIA DASHBOARD	● According to the CA Dashboard, do ELs meet the language objectives with regard to EL gains on ELPAC? ● What percent of ELs are making steady progress toward fluency on ELPAC for students after 4 years in school? ● What percent of ELs are reclassified as fluent English Proficient by the end of 5 years in school?

ENSURE STEADY PROGRESS TOWARD AND ATTAINMENT OF GRADE LEVEL ACADEMIC PROFICIENCY PER EXPECTED TIMEFRAMES	● Is the EL/RFEP group meeting state criteria on CAASPP for ELA and Math?
	● Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification?
	● Are ELs (and RFEPs) in high school making expected progress toward graduation?
	● Are ELs (and RFEPs) proportionally represented in the following categories?
	   • Meeting UC/CSU (A-G) course requirements at high school graduation
	   • Admission to 2 and 4-year college/university
	   • taking and passing AP Assessments in ELA

DECREASE RISKS OF LINGUISTIC AND ACADEMIC FAILURE	● Are appropriate interventions being offered to students who fail to meet expected benchmarks of achievement?
	● Are ELs (and RFEPs) overrepresented in the following categories?:
	   • Excessive absences and tardies
	   • Suspensions, expulsions, other discipline
	   • Enrolled in Alternative Programs due to deficiencies
	   • Percent Standard Not Met and Standard Nearly Met on CAASPP

	• Intensive interventions ● Is there an annual decrease in the number of ELs and RFEPs for each of the risk factors defined above?
STRENGTHEN PARENT/GUARDIAN PARTICIPATION AND ENGAGEMENT IN STUDENTS' ACADEMIC DEVELOPMENT The District and site will collect, assess, analyze, and monitor key indicators for parent/legal guardian participation and engagement in students' academic development.	● What types of orientation, trainings, and engagement opportunities are parents offered? (parent teacher conferences, classroom volunteers ● Are EL/RFEP parents as likely as English Only parents to participate in school activities (parent conferences, classroom volunteer, etc.)?
Instructional Program Evaluation	Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? To what extent has the school site aligned its program to the descriptions in the Master Plan for English Learners?

Gustine Unified School District Master Plan for English Learners