

Weaver Union School District



Master Plan For English Learners



2021-2022

Weaver Union School District English Learner Master Plan

Vision Statement:

All English Learner (EL) students will be given the opportunity to access and participate in a twenty-first century education from preschool through eighth grade. Students will be encouraged and supported in every way in order to achieve high levels of English proficiency, mastery of grade level content standards, as well as developing an appreciation of the diverse cultures and languages that comprise the Weaver Union School District.

Mission Statement:

The Weaver Union School District affirms, welcomes, and responds to a diverse range of English learner (EL) strengths, needs and identities. WUSD further affirms that all enrolled students will have equal opportunity to reach their potential for academic, social, emotional, and physical development. Students whose primary language is other than English will have equal access to a comprehensible curriculum in order to attain the high level of achievement that is expected of all students. A curriculum that will help prepare students for a future in college, career, and civic participation in a global, diverse, and multilingual world thus ensuring a thriving future for generations to come.

English Learner Goals:

- To grow by at least one level on the ELPAC annually.
- Provide EL students with a high quality curriculum that addresses the California State Standards.
- To score at grade level on the English Language Arts (ELA) portion of the current state standardized exam (CAASPP).
- To meet the criteria for reclassification when appropriate.
- For EL students to master the use of the English language at a level similar to their native English speaking peers.

Overview

This master plan provides guidance and direction to administrators, teachers, support staff, students, and families regarding the expectations that Weaver Union School District holds for English Language Development (ELD). It serves as a practical guide for sites to ensure that consistent and coherent services are provided to every English learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Federal case law requires that the main goals of the English Learner Program be to develop English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers.

Weaver Union School District is committed to developing academic English language proficiency, a positive self-image, and reclassification to Fluent English Proficient as well as developing an appreciation of the cultural and linguistic diversity English learners bring to the community.

In order to achieve these district & federal goals, Weaver Union School District will:

- Provide all students with high quality curricular activities and lessons that address the California State Standards
- Offer programs based on student need, and research based educational pedagogy
- Provide on-going, high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

State Demographics:

More than six and one quarter million students are enrolled in California's public schools in transitional kindergarten through grade twelve. Our students come from a range of ethnic backgrounds; live in different socio-economic circumstances; are being raised in different geographic, community, and familial settings; and have different cultural experiences and histories. Some are new to California and the United States, and some are the most recent generation in a long line of Californians. California has the largest number of English learners (ELs) in the country. More than 41.5% percent of California's students in kindergarten through grade twelve are designated as ELs or fluent English speakers, with over 75 language groups represented (*CDE CalEdFacts 2019; ELA/ELD Framework 2014*).

District Demographics:

The Weaver Union School District is located in the outer boundaries of Merced, CA. WUSD is comprised of two preschools, two TK-5 elementary schools, and one 6-8 middle school. The student body enrollment is approximately 2,948 students. There are approximately 82.7% socioeconomically disadvantaged students, and 41.8% English Learners.

Diversity and Characteristics of English Learners:

Students who are learning English as an additional language come to California schools from all over the world, and many were born in California. English learners (ELs) are defined by the CDE as follows:

“...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 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” (CDE Language Census R30-LC). Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady and even accelerated progress in their English language development.

English learners come to school with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as their interactions in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through the implementation of the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards. Some of the key factors teachers should consider include:

Age: It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, who are learning how print works for the first time while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is on increasingly rigorous disciplinary content and complex literary and informational texts. English learners entering U.S. schools in kindergarten, for example, will benefit from participating in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student needs. English learners who enter U.S.

schools for the first time in high school, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks. Regardless of their schooling background and exposure to English, all ELs should have full access to the same high quality, intellectually challenging, and content rich instruction and instructional materials as their non-EL peers, along with appropriate levels of scaffolding to ensure success.

Primary language and literacy background: English learners have varying levels of knowledge, skills, and abilities in primary language and literacy. Older ELs may also have considerable content knowledge in core disciplines, such as science or math. Many ELs continue to develop primary language and literacy in both formal bilingual programs or less formally at home. English learners can draw upon their primary language and literacy skills and knowledge and also the content knowledge they have developed in their primary language to inform their English language learning and content knowledge development. Rather than leaving this cross-linguistic transfer up to chance, teachers should approach transfer intentionally and strategically. Other ELs may have very limited schooling backgrounds and may have gaps in literacy skills (e.g., decoding, comprehension) and so will require substantial support in particular aspects of literacy instruction. Even with strong primary language foundations, however, some EL adolescents may struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.

Time in the U.S.: Many ELs were born in the U.S. or began their U.S. schooling in kindergarten. English learners who were born in the U.S. or who have been in U.S. schools for a number of years are fluent in conversational, or everyday English (although there may be gaps in some ELs' knowledge of everyday English), and need to develop academic English in an accelerated manner. Other ELs enter U.S. schools with limited exposure to American culture or to English. Newcomer EL students, students who have been in U.S. schools for less than one year, should be provided specialized support to ensure their accelerated development of English, as well as their social integration into their schools. Primary language assessments should be used, when available, with older students who are newcomers to English in order to determine an appropriate instructional program. Especially important to note is that students with strong backgrounds in formal schooling, those who may be performing at grade level in their primary language but who are new to English, will require different specialized instruction than students with less formal schooling.

Progress in ELD: Regardless of their age, primary language and literacy backgrounds, and time in U.S. schools, all ELs should make steady progress in developing English, particularly the types of academic English needed for school success. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as long-term English learners (LTELs) because they have been schooled in the U.S. for

six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status.

Long-term English Learners: 2013 California Education Code 313.1. a & b defines a long-term English learner as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California Education Code identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

The ELA/ELD Framework was adopted by the California State Board of Education on July 9, 2014. ©2014 by the CDE (Chapter 9, p. 13-16)

Initial Identification and Assessment:

Every student who is enrolled in the Weaver Union School District must be formally identified as either an English Only (EO) speaker, an English Learner (EL), an Initially Fluent English Proficient (I-FEP) speaker, or a Reclassified Fluent English Proficient (R-FEP) speaker.

California Education Code, Section 52164.1 (a)

The following procedures are used to determine a student's official English proficiency status:

1. The very first time a parent or guardian enrolls their child in a California school a Home Language Survey form must be completed as required by state and federal law. The purpose of the HLS is to determine if a language other than English is spoken by the student or in the student's home.
 - a. The HLS consists of the following four questions:
 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 parent/guardian) most frequently use when speaking with your child?
 4. Which language is most often spoken by adults in the home?
2. The answers to the questions are then used to determine a student's home language status as follows:

English Only - If the answers to the first three questions on the HLS are "English," the child is classified as English Only and no further information is needed.

Possible English Learner - If the answers to any of the first three questions on the HLS indicate a language other than English or a combination of English and another language, and the HLS is the first one completed for the student then the student will be given a language status of "To Be Determined (TBD)" and must be administered an initial ELPAC assessment within 30 days of enrollment to determine the child's language status.
3. If a student has been attending a California school then a HLS does not need to be filled out but a District Home Language Checklist (DHLCL) must be filled out in order to assist the school sites in determining a student's language fluency until a cum can be requested and the original HLS can be verified.

4. A search on Calpads will be conducted by the office secretary to verify that the language information provided on the checklist matches what has been entered into Calpads as the student's language fluency.

If a discrepancy is found between what the parent/guardian indicates on the DHLCL and the child's original HLS (typically found in the cum file), and no initial fluent or reclassified documentation is found, then the language status indicated on the original HLS supersedes any and all forms, including Calpads language information.

5. If an initial ELPAC assessment is administered to a child then the results of that assessment will determine a child's language status.

Parent Notification of Initial ELPAC Testing:

Transitional Kindergarten, Kindergarten, or first time California students taking the initial ELPAC will have their assessment results used to determine their language status.

Notification of assessment results and student program placement will be provided to parents within thirty (30) calendar days of new student enrollment by the English Language Coordinator or a designee.

Teachers of I-FEP kindergarteners will monitor progress and refer to the English Language Coordinator any I-FEP student who is not making adequate progress due to language acquisition variables. The English Language Coordinator will oversee identification and monitoring of I-FEP students.

Annual Parent Notification:

In accordance with 20 United States Code [U.S.C.] Section 6312, all LEAs who accept Title III funds are required to notify parents of English learners annually of their child's placement in an English learner program. Annual notification will be provided by the District EL Coordinator or designee.

Notification of annual ELPAC scores will be mailed home by the EL Coordinator or designee within thirty (30) days of receiving the results.

All communications sent home will be translated for language groups consisting of 15% or greater of the student population.

Each year the district must submit annual language data. This report will include the number of students who are classified as English Language Learners (ELL) as well as students who have been reclassified, known as Reclassified Fluent English Proficient or R-FEP students.

Programs:

Weaver Union School District's instructional program options for English Learners include:

Structured English Immersion (SEI)

Structured English Immersion is a program designed to promote language acquisition in which nearly all classroom instruction is given in English, but with the curriculum and presentation designed for children who are learning the language. (*EC* § 306.)

The program goal is to develop English language proficiency as quickly and effectively as possible while providing developmental access to the core curriculum by utilizing specially designed instructional practices in English such as SDAIE strategies to make instruction comprehensible to English Learners with less than reasonable fluency. It may also include primary language support if needed.

Designated English Language Development (ELD)

A daily 45 minute period in which English learners receive language support and instruction at their current language proficiency level, with a curriculum designed using the California English Language Development standards.

Newcomer Support

A daily period of time used to provide language instruction and support to students who are new to the United States and California schools. Students typically receive newcomer support for up to two years.

Alternative Program

California law governing programs for English learners requires that all EL students be placed in English language classrooms. A parent/guardian may request a waiver to allow his/her child to participate in an alternative program following local district waiver procedures. Individual schools in which 20 pupils or more of a given grade level that receive a waiver shall be offered an alternative classroom setting in which EL students are not taught primarily in English but in the native language of the students who have been granted waivers. If an alternative program is not available pupils shall be allowed to transfer to a public school in which such a class is offered (*EC* § 310)The final decision to grant or deny the waiver request lies with the school principal and educational staff. (5 CCR § 11309 (b)(4))

2012 CA ELD Proficiency Level Descriptors:

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development. English learners are expected to progress through these stages as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at each of the three proficiency levels: Emerging, Expanding, and Bridging. These descriptors are intended to be used as a guide to provide ELs with targeted instruction in English as well as differentiated instruction in academic content areas. However, ELs at all levels of English language proficiency must fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Emerging

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

2014 California ELA/ELD Framework:

The purpose of the ELA/ELD Framework is to provide instructional guidance and lesson ideas for TK-12 teachers. It also guides curriculum development, program design, school leadership, and professional development. The ELA/ELD Framework integrates these two sets of standards and discusses them in terms of the five key themes pictured and listed below (ELA/ELD Framework, Ch. 2, p.4).

CA ELA/ELD Framework Graphic (Fig.2.1)

Center

The CA CCSS for ELA/Literacy and the CA ELD Standards with reading, writing, speaking & listening, and language in all disciplines

Circling the Standards

Key themes of the standards:

1. Meaning Making
2. Language Development
3. Effective Expression
4. Content Knowledge
5. Foundational Skills



Integrated and Designated ELD Instruction:

According to the ELA/ELD Framework, “ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.” (Ch. 2, p. 97)

Integrated ELD

Integrated ELD will occur throughout the day and across the disciplines. All teachers with ELs in their classrooms will use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress. EL learners will engage in activities in which they listen to, read, analyze, interpret,

discuss, and create a variety of literary and informational text types. Through these experiences, they will develop an understanding of how language is a complex and dynamic resource for making meaning, and they will develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English.

All EL students in K-8 grade are instructed by teachers who have earned teaching credentials that certify they have received instruction and training through their course work, to teach EL students. In addition, WUSD will ensure all teachers engage in ongoing professional development in designing rigorous content-based CCSS aligned units and lessons which adhere to the principles of effective instructional experiences as outlined in the framework.

Designated ELD

“Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English... an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.” (CA ELA/ELD Framework, Ch.2, p.91)

All EL students in K-8 grade are provided with 45 minutes of designated ELD instruction daily. During this time designated ELD teachers use the California ELD standards to guide their instruction in supporting and building language skills.

EL students are initially placed into designated ELD groups based on their prior year’s summative ELPAC assessment. Movement within designated ELD groups can be made based on the recommendation of the designated ELD and homeroom teacher.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)

On-Going Assessments:

EL and R-FEP students will be assessed and monitored routinely using benchmarks associated with the current district English Language Arts (ELA) and English Language Development (ELD) curriculum. Currently, those assessments and benchmarks are embedded within the following programs:

McGraw-Hill Wonders (ELA and Designated ELD) K- 5

McGraw-Hill Reading Plus (ELA and Designated ELD) 6-8

Other assessments include the results of annual state assessments (i.e., ELPAC), district benchmarks, and teacher input. The results of assessments are used to determine or reevaluate program placement; to monitor student and program performance; and to factor into decisions regarding grading, promotion, intervention, or retention.

Monitoring and Supporting:

Assessments: All students are monitored for understanding using the following tools:

- Curriculum embedded assessments
- District benchmarks- iReady/Reading Plus
- Interim Assessments from CAASPP
- Computer based programs (i.e. iReady.)
- One on one or small group tutoring
- Parent/Teacher Conferences
- Special Education IEP
- State Assessment - CAASPP
- Whooo's
- Report cards
- Accelerated Reader
- Meetings (i.e. SST, FST)
- Support periods
- Teacher observation
- Intervention (i.e. Tier II, Tier III)

In addition, EL students are monitored further using the following tool:

- ELPAC

Monitoring of student progress is the responsibility of the classroom teachers, EL coordinator, academic coaches, support teams, and administration. Meanwhile, support and remediation is provided through small group and individual tutoring in after school programs, or by certificated teachers and classroom instructional aides during the course of the day. Modified instructional placement may also be employed for the purpose of support and remediation.

Student Reclassification:

The following criteria and process will be used to determine when an English Language Learner has acquired English language skills comparable to those of an average native English speaker and can participate equally with average native English speakers in the school's regular instructional program. When an EL student meets the reclassification criteria the process will begin to reclassify the student as Reclassified Fluent English Proficient or R-FEP.

The EL Coordinator will oversee the reclassification process. All EL students in the Weaver District may be considered for reclassification. The following steps will be followed in order to reclassify an EL student:

Step 1: A student must reach an overall proficiency level of Well Developed (level 4).

Step 2: Using the District's benchmark for K-5, a student must score within one year of a student's current grade level on the iReady ELA assessment. Using the District's benchmark for 6-8, a student must score within one year of a student's current grade level on the ReadingPlus ELA assessment.

Step 3: Teacher input must be solicited and weighed by the EL Coordinator or designee.

Step 4: Parents must be given an opportunity to comment prior to reclassification.

Step 5: Parents must be notified and provide a signature on reclassification and program change.

Special Education Reclassification Process:

Under current state law, students who are English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (R-FEP). This means all students, including those with disabilities. The reclassification process in public schools is based on guidelines approved by the State Board of Education and is based on California EC Section 313(d). Weaver Union School District also utilizes the **Meeting the Needs of English Learners with Disabilities Resource Book**, by Jarice Butterfield from the Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. Pupil Services and the EL Services Department will use Butterfield's resource book, as well as the ELPAC Information Guide, to provide additional professional development for EL Site Contacts and Individualized Education Program (IEP) team members to better support dual-identified English learners (ELs with disabilities).

Weaver Union School District is equipped to provide dual-identified ELs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. WUSD utilizes multiple measures and multiple criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each dual-identified English learner, the IEP team will determine the following:

- Appropriate measures of English language proficiency (ELP)
- Appropriate measures of performance in basic skills
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.
- Student's disability must be reviewed and how it impacts the student's ability to make progress within their educational program.

In accordance with federal and state law, the IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with district reclassification criteria:

Criterion 1: Assessment of English Language Proficiency using an objective assessment instrument

- Including, but not limited to the ELPAC
- An alternate assessment may be used to measure the student's ELP on any or all domains in which the student cannot be assessed using the ELPAC

- IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes

Criterion 2: Teacher Evaluation

- Use the student's language abilities in the classroom (Gen. Ed & SpEd) to offer input on the student's performance.

Criterion 3: Parental Opinion and Consultation

- The parent or guardian is a participant on the IEP team

Criterion 4: Student's Score on an Assessment of Basic Skills

- The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g. the California Alternate Assessment)
- Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native speakers of English with similar disabilities

Using this information the IEP team, including the parent(s) and the district EL Coordinator, will decide whether or not to reclassify a student with disabilities. Other criteria may be used to supplement the four required criteria listed above to ensure the most appropriate decision is made for each student.

Qualified Staff:

All EL students will be placed in programs led by instructors holding English language certification (i.e.: BCLAD, CLAD, LDS, SDAIE). Teachers who do not possess an appropriate certification will not service EL students in either integrated or designated EL courses including K-6 homeroom classes.

Professional Development:

Staff will be provided with English Language Development (ELD) training in order to ensure high quality instruction with the goal of increasing student achievement as measured by standardized tests. In addition, a district EL Coordinator is available to provide support and answer questions regarding EL students.

Funding:

The Director of Fiscal Services and District administration oversee the annual allocation of categorical funding to the school sites. Guidance is given to the sites to ensure that categorical funds are integrated into providing supplemental services and materials. All sites, through their School Site Council (SSC) and assisted by their English Learner Advisory Committee (ELAC), submit a budget plan as part of the budget development and program improvement process. Funding directly related to enhancing EL performance includes Title III and LCAP (Local Control Accountability Plan), Supplemental and Concentration Grant. Meanwhile, services for EL students may be further supported through the use of other funds such as Title I, general funds, lottery, etc.

Parent Advisory Committees:

As required by law, each school site has an English Learner Advisory Committees (ELAC) and the district has a functioning District English Learner Advisory Committee (DELAC).

The goal of this section is to assist schools in the development of a strong interactive parent component. The school's responsibility is to help parents clearly understand the educational process and school system so that they can positively interact with the school and thus become advocates for the education of their children.

A. English Learner Advisory Committee (ELAC):

ELAC Formation:

- * Whenever twenty-one (21) or more English learners are enrolled at a school, the site has a functioning English Learners Advisory Committee. ELAC is to provide opportunities for parents to give advice and assist the school in the decision making process concerning programs for English Learners.
- * Parent membership percentages of the ELAC shall reflect the EL percentages at each school site.
- * Parent membership percentages on the ELAC shall reflect the language diversity percentages at each school site.
- * Parents must be trained in the roles and responsibilities of the ELAC. District specialist and/or principals may provide training.
- * The site administrator will conduct an election for members of the ELAC in which all parents of EL students have an opportunity to vote.
- * A letter is sent home informing parents on the purpose and functions of the ELAC and a request to solicit nominations for committee members.
- * Once nominations are collected ballots are printed in English and other languages appropriate for each school site (translations will be provided for populations that exceed 15% of the student population).
- * Ballots are sent to all parents of EL students.
- * The principal will notify, in writing, those who are elected.
- * Each school principal will keep a current list of ELAC officers and other members as well as documentation verifying an election was held.

ELAC Responsibilities:

The ELAC has four main responsibilities as outlined by the California Department of Education.

- a. Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- b. Assisting in the development of the schoolwide needs assessment.
- c. Ways to make parents aware of the importance of regular school attendance.
- d. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

B. District English Learner Advisory Committee (DELAC):

DELAC Formation:

- * When there are fifty-one (51) or more ELs in a district, a DELAC will be formed.
- * Membership is comprised of ELAC representatives from the K-8 schools throughout the district.
- * Each school sends at least one ELAC representative.
- * All notifications will be posted and/or sent home. Translated notifications will be provided for populations that equal or exceed 15% of the student population.
- * DELAC will be coordinated and conducted by a district administrator.
- * Parents must be trained in the roles and responsibilities of the DELAC. District specialists and /or a district administrator may provide training.

DELAC Responsibilities

Advises the governing board regarding:

- a. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- b. Conducting of a district wide needs assessment on a school-by-school basis.
- c. Establishment of district programs, goals, and objectives for programs and services for English learners.
- d. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide Requirements.

- f. Review and comment on the school district reclassification procedures.
- g. Review and comment on the written notifications required to be sent to parents and guardians.
- h. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan(LCAP).

Glossary of Terms:

BCLAD: Bilingual Cross-cultural Language and Academic Development

CAASPP: California Assessment of Student Performance and Progress

CALPADS: California Longitudinal Pupil Achievement Data System

CLAD: Cross-cultural Language and Academic Development

DELAC: District English Learner Advisory Committee

DHLCL: District Home Language Checklist

EL: English Learner

ELA: English Language Arts

ELAS: English Language Acquisition Status

ELAC: English Learner Advisory Committee

ELD: English Language Development

ELM: English Language Mainstream

ELPAC: English Language Proficiency Assessments for California

HLS: Home Language Survey

IEP: Individual Education Plan

I-FEP: Initially Fluent English Proficient

LCAP: Local Control Accountability Plan

LEA: Local Educational Agency

LDS: Language Development Survey

LTEL: Long-term English Learner

PLD: Proficiency Level Descriptors

R-FEP: Reclassified Fluent English Proficient

RTI: Response to Intervention

SDAIE: Specially Designed Academic Instruction in English

SEI: Structured English Immersion

SSC: School Site Council

SST: Student Success Team

TBD: To Be Determined

TK: Transitional Kindergarten

WUSD: Weaver Union School District