

# Newman-Crows Landing Unified School District

## Master Plan for English Learners



**STUDENTS • PARENTS • EDUCATORS • COMMUNITY**

**Randy Fillpot, Superintendent**

**Kim Bettencourt, Director of Curriculum and Instruction**

**Ryan Smith, Director of Human Resources**

**Caralyn Mendoza, Chief Business Official**

**Revision Date: May 2019**

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## Acknowledgements

The Newman-Crows Landing Unified School District (NCLUSD) Plan for English Learners was developed through the dedicated effort and collaboration of the district and site administrators, support staff, community members, DELAC members and parents. We greatly appreciate the guidance, support and time dedicated to this project.

**The following stakeholders contributed to the development of this plan:**

**District Office Staff: Kim Bettencourt, Heather Vargas, Alyssa Souza**

**Orestimba High School Staff: Liliana Esquiviz, Brent Azevedo**

**Yolo Middle School Staff: Alexia Waggle, Sharon Fantazia**

**Elementary School Staff: Lupe Robles, Rocelia Arteaga, Eric Capell, Karina Cabotage, Van Felber, Anita Marroquin, Mayra Plascencia**

Principal	School
Justin Pruett	Orestimba High School
Eva Luna	Yolo Middle School
Dan Cope	Von Renner Elementary
Donna Williams	Hunt Elementary
Brandi Peterson	Bonita Elementary
Lupe Robles	Hurd Barrington Elementary
Rick Gonzalez	Westside Valley High School
Rick Gonzalez	Foothill Community Day School

## Newman-Crows Landing Unified School District Demographics

The Newman Crows Landing Unified District (NCLUSD) is a school district of students located in the cities of Newman and Crows Landing California along with the community of Diablo Grande. The district's unified structure includes:

- Governed by a five-member Board of Trustees
- Transitional Kindergarten (TK) through high school
- A long-standing tradition of close cooperation and articulation among the elementary, intermediate and instructional programs in the district.
- There are currently 3205 TK-12 students. Of those, 35.3% are classified as English Learners (EL).

	<b>English Learner Enrollment Percentage</b>
<b>District</b>	35.3%
<b>Orestimba High School</b>	25.3%
<b>Yolo Middle School</b>	36%
<b>Von Renner Elementary</b>	48.9%
<b>Hunt Elementary</b>	48.6%
<b>Bonita Elementary</b>	15.9%
<b>Hurd Barrington Elementary</b>	36%
<b>Westside Valley High School</b>	40%
<b>Foothill Community Day School</b>	50%

## **Mission Statement**

The Master Plan for English Learners is a guide to assist all schools in providing every identified student an instructional program that includes daily instructional strategies and methods, access to the core curriculum, and the promotion of multicultural proficiency. The Master Plan for English Learners demonstrates a collaborative effort and alignment TK -12 to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can devise compelling and powerful programs for our English Learners.

This plan is based on state and federal laws, district board policies, research, to ensure that the very best pedagogy, practice and procedures will be used in Newman Schools. The district demonstrates compliance with laws and policies that have been put into place to safeguard student needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Newman Crows Landing Unified School District will ensure that programs and services for English Learners will be of the highest quality.

All NCLUSD personnel at the school and district level—teachers, counselors, instructional assistants and administrators—are expected to follow the procedures specified in this Master Plan for English Learners.

We recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population.

# **Section I: Identification, Assessment and Initial Placement**

**CPM/EL II: Governance and Administration:** The LEA identifies and assesses students and notifies their parents of language assessment results and program placement.

## **Purpose**

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Newman Crows Landing Unified School District ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification, program options, and are consulted for program placement.

## **Home Language Survey**

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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 parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) (English & Spanish) for each of their school-aged children. The HLS is part of the online NCLUSD registration on InfoSnap. The HLS information will assist schools in providing appropriate instruction for all students.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed to determine their English language proficiency. The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled but does not mandate assessment. Parents are notified of the results and are given an explanation of the placement options open to the student.

If the answers to items 1, 2, 3 on the HLS are only “English”, the child is classified initially as English Only (EO). Parents are notified of the results and are given an explanation of the placement options.

## **Assessment Criteria**

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Factors considered for program placement of English Learners include: English language fluency, years of schooling, formative and summative assessment, prior program placements, primary language proficiency, documented special educational needs, and other factors.

## **Assessment for English Language Proficiency**

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### **English Language Proficiency Assessment**

For students who have a primary language other than English, the state approved assessment, the Initial English Language Proficiency Assessment California (ELPAC) is administered within 30 calendar days of enrollment. This determines English language proficiency skills and initial identification. ELPAC will be administered by certified test administrators. (The ELPAC is a criterion-referenced test based on the ELD Standards and ELD Common Core Standards, which assesses students’ English language proficiency in listening, speaking, reading, and writing. The student receives an ELPAC score for each section of the test as well as an overall score.

A student may be identified as either Initially Fluent English Proficient (IFEP) or as an English Learner (EL).

### **Transfers from Out of State, Other Countries**

The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student’s district enrollment date is entered into the student’s records and the student database system as well as the date the student first enrolled in a California or other

U.S. school. In order to ensure appropriate placement for any new student, relevant information will be gathered and entered within fifteen (15) calendar days of enrollment.

The Summative ELPAC is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window. Parents are notified of ELPAC annual assessment results (English & Spanish) within 30 days of receipt of test results from the state test contractor. For test interpretation guides go to [www.elpac.org](http://www.elpac.org). The annual ELPAC assessment results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

For additional ELPAC information and to access Fundamental video trainings, log on to [www.elpac.org/resources/videos/](http://www.elpac.org/resources/videos/)

#### Provisions for Special Education Students

If an Individual Education Plan (IEP) team has determined that a student is unable to take all parts or part of the ELPAC, the student will be given an alternative assessment (to be determined and documented by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

### **Parent Notification**

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Upon new enrollment, parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in program) of their child's initial English proficiency, and program placement recommendation. Results of initial assessments are shared with the parent(s) by the school principal and/or designee. The purpose of the communication is to inform and explain the English proficiency and primary language assessment results, program options, and recommended student placement. The notification letter will be in the primary languages of the home. Using the assessment information and program placement recommendation, the principal and/or designee will place the student in the most appropriate instructional setting with parent input. The site principal and/or designee will clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations.

The parents of IFEP students are informed of the results and given the same program options as those given to EO students.

### **Initial Program Placement**

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Students enter with varying levels of English language proficiency; therefore, it is imperative that each English Learner be placed in the instructional program that is best suited for his or her needs. We work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success.

### **Structured English Immersion**

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The default placement is the Structured English Immersion (SEI) program. In SEI, the instruction is primarily in English. Primary language support and other types of support services are provided as needed and as resources allow. The student is assigned to an appropriate program with consideration given to parent input.

### **Dual Language Immersion Program**

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NCLUSD offers a Dual Language Immersion Program at Von Renner Elementary to all students

- The program involves instruction through two languages where the non-English language is used for a significant portion (from 50% to 90%) of the students' instructional day
- The program involves periods of instruction during which only one language is used (i.e. there is no translation or language mixing)
- Approximately equal numbers of English Only and Native Spanish-speaking students are enrolled and integrated during instruction

For further information on the Dual Language Immersion Program, please see our website:

<https://www.nclUSD.org/o/newman-crows-landing-usd>

## Section II: Instructional Program

**CPM/EL VII, Teaching and Learning:** Each English Learner receives instruction in English-language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. Academic instruction for English learners is designed and implemented to ensure that students meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

## Overview of the Instructional Programs

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The district will offer the following program options to English Learners. Each of these options is designed to ensure that students acquire English language proficiency comparable to native speakers at their grade level using the same rigorous standards. All options contain the following required components: Well-articulated, ELD standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content and/or Specially Designed Academic Instruction in English (SDAIE).

### The Structured English Immersion Model (SEI)

This model provides instruction for all subjects in English for students with less than reasonable fluency in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects primarily in English. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

### Dual Language Immersion Program Model (DLI)

This model is an option designed for all students at all levels of English proficiency. NCLUSD currently offers a Dual Language Immersion Program. The goal of this program is to develop academic biliteracy in Spanish and English. The Dual Language Immersion Program is designed to teach all students the content standards in Spanish and English. NCLUSD offers the 90:10 model where the percentage of Spanish/English instruction varies by grade level:

Kindergarten:	90% Spanish	10% English
First Grade:	90% Spanish	10% English
Second Grade:	80% Spanish	20% English
Third Grade:	70% Spanish	30% English
Fourth Grade:	60% Spanish	40% English
Fifth Grade:	50% Spanish	50% English
Sixth-Eighth:	40% Spanish	60% English and/or two content classes taught in Spanish

Please reference the Dual Language Immersion Master Plan to learn more about our district's comprehensive plan.

### Gifted and Talented Education Program (GATE)

NCLUSD is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, testing and teaching methodologies in its GATE program. All students will be assessed in Grade 3 and will include students new to our district. Site administrators will inform all parents of the GATE process, testing process and GATE services.

### Newcomer Program

The Newcomers Program is a designed to make the transition easier for English Language Learners who have been in U.S. schools for one year or less and who have very limited to no English language skills. Each Site English Learner plan will outline details appropriate to the site, including but not limited to, student interviews, and primary language support. Below are some overarching goals to support this transition:

Creating a safe and nurturing environment

Immersing students in varied and rich English language experiences that provide demonstrations of the interdependence of listening, speaking, reading and writing

Developing students language abilities through the use of many different modes and technologies

- Providing multiple opportunities for students to use English to successfully interact with others as they study meaningful and challenging content across the curriculum
- Establishing ongoing communication with parents
- Collaborating with staff to promote students' academic, social, and emotional development
- Familiarizing students with their newly adopted American culture

#### Long Term English Learners (LTEL)

English Learners who have been enrolled in U.S. schools for more than six years and have not been reclassified as English proficient

English Learners who score far below basic or below basic on the state's English language arts (ELA) assessment; and English Learners who have scored at the same level on the state's English language proficiency assessment for two or more consecutive years.

Students identified as Long Term English Learners will be provided with targeted support to address their language development and academic needs. A site plan will be developed to assist LTEL and will be shared with the student and parents in the fall of each year. Instructional Supports for Long Term English Learners include, but not limited to:

- Ongoing monitoring of student progress by teachers and administrators
- School-wide focus on study skills, metacognition, and learning strategies
- Graphic organizers
- Language rich environment

## English Components of Language Development (ELD)

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### English Language Development (ELD) Standards

As stated in the California English Language Development Standards, adopted by the California State Board of Education, "The CA ELD Standards are unique in that they correspond with the rigorous California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The CA ELD Standards define the progression of language acquisition through three stages of proficiency and recognize that the student's native language plays an important role in learning English. Teachers can use the CA ELD Standards document as a tool to inform their practice, making clear relationships between the English language and the student's other language(s)."

The ELD Standards provide expectations and descriptions of achievement at the Emerging, Expanding and Bridging Levels for English Learners. ELD Standards address skills English Learners must acquire in English which supports them in becoming proficient in the English Language Arts (ELA) Standards. English learners face the unique challenge of learning English as they are also learning grade-level content through English. The California Department of Education, State Board of Education, and NCLUSD recognize that both designated and integrated ELD are an integral part of a comprehensive program for every English learner student to meet the linguistic and academic goals at their grade level.

The ELD standards are designed to compliment the ELA Standards in order to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway toward language proficiency. Multiple assessments are used to track the English Learner's progress through the ELD Standards. Assessments may include, but are not limited to, the following:

- Woodcock Munoz
- Student Oral Language Observation Matrix (SOLOM)
- Ellevation Monitoring Forms
- Benchmark ELD Checklists as Formative Assessments
- Benchmark ELD End of Unit Assessments
- English Language Proficiency Assessments for California(ELPAC)
- Dynamic Indicators of Early Literacy Skills(DIBELS) Benchmarks
- District Benchmarks
- Scholastic Reading Inventory (SRI)

### Monitor for Academic Progress

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Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year. NCLUSD uses a digital monitoring platform to monitor language acquisition and academic progress. The progress monitoring forms are based on the ELD standards and provide information on whether a student is Emerging, Expanding or Bridging. District and site administrators, along with classroom teachers and special education staff, have access to the digital monitoring platform and regularly monitor students progress. This platform provides district and site level data to support and monitor district programs, curriculum, and interventions for English Learners.

### Parent Involvement Within the Instructional Program

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NCLUSD believes parents are essential in supporting the success of English Learners. The district and sites will engage in ongoing communication with parents through meetings, conferences, and digital correspondence.

### **Staffing Requirements**

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Any teachers assigned to provide ELD, SDAIE, or primary language support to EL students, must hold the appropriate credential or certificate. EL's identified in TK-12 public schools in California are required to receive services designed to meet their linguistic and academic needs based on assessments made by the LEA. The state laws do not specify exemptions for a small or particular number of EL's in a class.

All teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services. Teachers must hold a valid California teaching credential and one of the following authorizations:

Crosscultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization  
Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)  
Bilingual Crosscultural Specialist Credential  
Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)  
Single Subject – World Language: English Language Development (ELD)  
AB1059

### **District-adopted ELD Programs**

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NCLUSD uses state and district adopted ELD/ELA Curriculum and supplemental resources to provide designated and integrated English Language Development.

## Section III: Reclassification

**CPM/EL IV, Standards, Assessment and Accountability:** The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- (a) ELPAC
- (b) SBAC – English Language Arts performance
- (c) Teacher evaluation
- (d) Opportunity for parent opinion and consultation

## **Purpose**

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The purpose of reclassification is to determine that an English Learner has met district established criteria and can demonstrate proficiency in reading, writing, listening, and speaking comparable to that of a native speaker in the same grade level.

## **Criteria for Reclassification**

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The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria for students enrolled in grades 3-12 are listed below:

1. Assessment of English Language Proficiency (ELPAC): student must perform at the overall ELPAC proficiency (level of 4)
2. Smarter Balanced Assessment (ELA): student must attain a proficiency level that is equal to the proficiency level of peers at grade level (level of 2 or 3)
3. Teacher Evaluation: multiple measures, including, but not limited to, a review of the student's academic proficiency and current writing sample
4. Parent/guardian consultation
5. Other multiple measures determined at the district and/or site level.

## **Reclassification Procedure**

NCLUSD has developed student reclassification procedures based on criteria set forth by CDE guidelines. In general, students initially identified as ELs are reclassified as fluent English proficient when they meet the district's reclassification criteria.

## **Alternative Reclassification**

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Reclassification Provision for Special Education Students

### **Alternative Reclassification Criteria**

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All students on an IEP must also meet reclassification criteria. The reclassification process is the same for students with IEP's, 504's or students without an IEP. If a student on an IEP fails to make adequate progress towards the reclassification criteria, an English Learner team member will make a referral to the IEP team, through the appropriate channels, to determine next steps.

If the IEP team determines that the primary reason the student does not meet reclassification criteria is due to a disability rather than limited English proficiency, the team agrees to recommend reclassification as RFEP, using an alternate assessment and criteria. The reclassification will be documented with a note detailing that the reclassification was due to their disability.

If it is determined through the district process that the student will be reclassified, the Special Education Case Manager and parent will be notified. The student will be noted as "Redesignated" or "Reclassified" on the front page of the subsequent IEP, and the date of district reclassification will be noted on the "Special Factors" page in the comments section under the English learner section. Once the student is reclassified, ELPAC (or alternate) testing is no longer appropriate.

## **Section IV: Program Monitoring, Evaluation and Accountability**

**CPM/EL IV, Standards, Assessment and Accountability:** The LEA determines the effectiveness of its program for English Learners and modifies the program as needed.

# English Learners Accountability System Monitoring and Evaluation Plan

## Monitoring of English Learner Progress

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### Goals and Objectives

#### 1. Monitoring of EL progress

A. Identify EL students and access relevant test scores, data, and other information using the district monitoring platform

i. Teachers use assessment data to analyze student progress for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate

B. Monitor student progress using District Monitoring Form biannually

i. District monitoring forms will be completed by classroom teachers biannually

ii. Student writing samples will be collected a minimum of one time per year and uploaded to the monitoring platform

#### 2. Annual assessment of EL Progress

A. Initial ELPAC—an initial identification of students as English learners

B. Summative ELPAC—annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

## Staff Team Roles in Program Monitoring

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All stakeholders have responsibilities in providing every identified student an instructional program that includes daily instructional strategies and methods, access to the core curriculum, and the promotion of multicultural proficiency.

### Staff Responsibilities

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#### District Office Administrator

- Monitors with site administrators, the selection of materials used in the classroom for delivery of ELD or core curriculum to English Learners
- Supports sites in implementing and monitoring the EL Master Plan; reviews district and site EL data
- Meets with principals to review site plans for English Learners
- Monitors compliance and EL procedures at the site and district level
- Works with site administrators to provide ongoing training for teachers, paraprofessionals, and other support staff (e.g. School Office Assistants).
- Assists with overseeing the District ELPAC Assessment
- Implements and monitors processes and procedures for identifying, testing, placing, and documenting EL students, including primary language assessment and reclassification
- Monitors the accuracy of EL's data through the district's digital monitoring system
- Informs staff of progress of identified students toward reclassification
- Serves as a resource for the Student Study Team
- Provides input on staff development opportunities and needs for teachers of EL students.
- Assists with data collection and surveys
- Reviews coordination of English Learner Programs and issues
- Ensures that the district adheres to the standards and procedures in the Master Plan and that all offices and departments coordinate their efforts related to programs and services for English Learners
- Coordinates DELAC meetings

#### Site Administrator

- Monitors procedures and legal requirements pertaining to ELs
- Monitors student placement of English Learners and contributes to the reclassification process
- Monitors implementation of Master Plan for English Learners by classroom teacher
- Monitors student records and the site's data collection, evaluation, and retrieval
- Prepares school plan for Board of Education approval
- Organizes school plan for providing appropriate services to EL students
- Works closely with the site English Learners Advisory Committee (ELAC). Informs parents of program results and resources to address student needs
- Meets with school and district staff to determine program effectiveness

#### Classroom Teacher

- Implements specific EL programs as described in Master Plan for English Learners and provides instruction that meets state frameworks and district and state standards
- Ensures delivery of appropriate English Language Development (ELD) instruction
- Monitors EL students' progress: Reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures, determines and implements differentiated strategies for English Learners and reclassified students
- Advocates for support services for students not meeting standards and benchmarks and may require interventions in order to reach goals
- Attends meetings and informs parents of progress and strategies to support students in meeting standards



## Review of Site EL Plan

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Each site will develop a site English Learner plan that will reflect goals for instructional programs and services for English Learners. Areas of inquiry include student demographics, instructional services and staffing, student outcomes for English Language Development, student outcomes for academic achievement; indicators of equitable access, and overall success in school. Site EL Plans should reflect the EL Roadmap Principles and the district's vision for English Learners.

Areas that will be addressed in site plans include:

1. Site English Learner Demographics
2. Designated and Integrated ELD plans
3. Strategies and site norms to improve instruction for English learners
4. Plan for Long-term English learners
5. Plan for Newcomers
6. ELPAC and Monitoring platform training and site data analysis
7. Goals to improve instruction for English Learners
8. Site professional development plan to support English learners
9. Plan to reflect culturally and linguistically responsive curriculum and instruction

## Staff Development and Support

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### Staffing & Professional Learning

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration.

On-going professional learning will:

Build a broader repertoire of effective EL instructional strategies

Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs

Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs

Identify early and appropriate interventions to support English learners

Improve student engagement strategies

Involve parents of EL students in their children's education

Understand and use assessments to improve classroom practice and student learning

Administrators, teachers, and support staff will:

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Collaborate on lesson design and instructional strategies
- Examine evidence of learning demonstrated in student work
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways to provide language support to accelerate language acquisition

## Section V: Parent Advisory Committee

**CPM/EL I, Involvement:** The LEA provides parents of English learners with opportunities to be active participants in assisting their child to achieve academically.

## **Purpose**

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The role of the ELAC is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English learner community.

## **English Learner Advisory Committee**

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A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

### **Composition Requirements**

Requirements for ELAC elections include:

Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population

Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

### **Elections**

Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.

Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

### **Training**

The district shall provide for all ELAC members:

Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities

Training planned in full consultation with ELAC members

Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training, cost, and other reasonable expenses.

## **Role and Responsibilities of the ELAC**

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The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).

The ELAC shall assist the school in the development of:

The school's needs assessment

Ways to make parents aware of the importance of regular school attendance

## **Role of the Site Administrator with ELAC**

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The ELAC Site Administrator will coordinate the ELAC meetings to ensure all members and officers are present. Site administrators will provide officers with information and data on the SPSA, School's needs assessments, attendance, and data reports.

## **Role of the District Office with ELAC**

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Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

## **District English Learner Advisory Committee**

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Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.

Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

## **Role and Responsibilities of the DELAC**

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The DELAC shall advise the school district governing board on the following tasks:

Development of a district master plan for education programs and services for English learners

Conducting of a district wide needs assessment on a school-by-school basis

Establishment of district program, goals, and objectives for programs and services for English learners

Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements

Review and comment on the school district reclassification procedures

Review and comment on the written notifications required to be sent to parents and guardians

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).

## **Role of the District Office with DELAC**

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Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

# **Section VI: Glossary of Terms/Acronyms**

## Glossary of Terms/Acronyms

- AIP** **Academic Improvement Plan:** Plan to improve the academic performance of students who are below grade level in one or more subjects. The plan is developed in consultation with parents, usually at the first parent conferences of the school year.
- ALP** **Accelerated Learning Program:**
- Access to Core:** English Learners are enrolled in the same rigorous academic program as their English Only peers and are provided with comprehensible instruction, fair and reliable assessments, appropriate and meaningful interventions and recognition of their achievements.
- Affective Filter:** refers to effect of low self-esteem, low motivation, anxiety, and other variables that impact second language acquisition. When these factors are present in a classroom, the affective filter is high and language acquisition is inhibited.
- Alternative Course of Study:**
- Benchmarks:** Periodic publisher-developed assessments administered to all students that measure how well students are mastering standards.
- BCLAD** **Bilingual Cross-cultural Language and Academic Development:** credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language content courses.
- CTC** **Commission on Teacher Credentialing:** California State Commission that authorizes teacher credentials
- Content Area Literacy:** having the abilities and skills to read, write, and think at a level necessary to function successfully in a specific subject area.
- Content-Based Instruction:** an approach that makes use of instructional materials, learning tasks, and classroom techniques from academic areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
- CLAD** **Cross-cultural Language and Academic Development:** credential or certificate which authorizes the holder to teach ELD or SDAIE content courses.
- Differentiated Instruction:** a learning program designed to meet the wide range of educational needs of students within a classroom.
- English Reading Fluency:** ability to read at a normal pace and understand most of what is read in English without relying on a dictionary and/or to have confidence, comfort, and control while reading in English.

- ELD**      **English Language Development:** a specific curriculum that addresses the teaching of English as a second language according to the level of proficiency of each student.
- EL**      **English Learner:** a student with limited proficiency in English. The term EL is preferred over Limited English Proficient (LEP) as it highlights accomplishments rather than deficits. This group includes:
- **Newly-arrived EL students with adequate formal schooling**  
These students have already acquired academic language skills in their Primary language and need only to transfer this literacy to English through a rigorous and comprehensive English Language Development program.
  - **Newly-arrived EL students with limited formal schooling**  
For these students, ELD is one component of a literacy program that provides extended time for English Language Development and also includes primary language literacy development whenever possible.
  - **Long-term EL students**  
These students have typically been in U.S. schools for seven or more years and, despite good oral fluency, demonstrate levels of literacy far below those of their English Only peers. These students need a program that will accelerate literacy in English with a consistency of approaches and strategies.
- EMC**      **English Language Mainstream Classroom:** program of instruction delivered only in English without primary language support. English Learners receive ELD instruction from the classroom teacher until they are reclassified FEP. Core content is taught in English using sheltered (SDAIE) methodology. Teachers who instruct English Learners in the English Language Mainstream classroom must possess appropriate credentials.
- EO**      **English Only:** refers to students whose only language is English.
- ESL English as a Second Language:** previous title of English Language Development (ELD) programs. ELD is now the preferred title, since English Learners may already speak more than one language.
- FEP Fluent English Proficient:** refers to English Learners who have achieved a level of English proficiency which enables them to compete academically with their English Only peers.
- I-FEP**      **Initially Fluent English Proficient:** refers to students with a home language other than English whose oral and written English skills approximate those of native English speakers.
- Informed Parental Consent:** permission or refusal of a parent/legal guardian to enroll their child in an EL program after the parent is effectively notified of the district's educational options and recommendation.
- Functional literacy:** having the level of literacy required for success on a day-to-day basis in a literate society.
- Functional literacy:** having a reading ability level of 4<sup>th</sup> grade or below.

**HLS** **Home Language Survey:** Survey required by the state of all students at time of registration to determine the student's native language and thus the proper language acquisitions program and appropriate L1 support.

**Illiterate:** refers to a person who has been introduced to print but who has not developed reading and writing skills as expected by society.

**KEEP** **KEEP:** A District designed instructional tool. It is intended to create a common instructional language that identifies several research based strategies that have been found to be most effective for English learners who are in immersion settings.

**L<sub>2</sub>** **See Second Language**

**Language Acquisition:** Process of learning a language whereby the learner progress through five predictable stages: pre-production, early production, speech emergence, intermediate fluency. Advanced fluency.

**Language Dominance:** refers to the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.

**Language Proficiency:** describes the level of language ability of a student

**LEP** **Limited English Proficient:** former term for English Learner (see English Learner.)

**Literacy:** refers to the ability to read and write at a level expected by society.

**Literate:** Having the ability to read and write at a level expected by society.

**Mainstream English:** The level of language used to instruct native English speakers.

**Monitoring Plan:** Plan to regularly monitor how well English Learners are progressing in the development of English and how well newly Redesignated students are keeping up with their academic achievement.

**Newcomer Program:** separate, relatively self-contained educational setting designed to meet the academic and transitional needs of newly-arrived immigrants. Typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ELD instruction).

**Parental Exception Waiver**

**Pre-literate:** persons who have not been introduced to print (example: infants).

- PL(LI)**      **Primary Language:** the first language a student learns to speak at home.
- PL(LI)**      **Primary Language Support:** refers to use of the students' primary Support language by a teacher or Bilingual Instructional Assistant to facilitate teaching and learning when English is the primary language of instruction.
- R-FEP**      **Reclassified Fluent English Proficient (R-FEP):** students previously identified as English Learners who have met all criteria for reclassification to Fluent English Proficient.
- Rubric:** a scale or set of criteria which delineates key features or requirements of a task.
- Scaffolding:** linguistic or cognitive support for language learners in order to facilitate understanding of academic instruction in a second language. Also referred to as Sheltered Instruction.
- Second Language (L2):** refers to the second language that a student learns to speak.
- Sheltered Instructions:** see Scaffolding
- SDAIE**      **Specially Designed Academic Instruction in English (SDAIE):** specific strategies used to scaffold or shelter academic instruction in the second language. (See Scaffolding)
- Standards:** the general expectations of what a student should be able to do as a result of participation in an instructional program.
- SEI**      **Structured English Immersion:**
- Submersion Program:** a regular English-only program with little or no primary language support services. Not to be confused with a Structured English Immersion program.
- TBE**      **Transitional Bilingual Education**