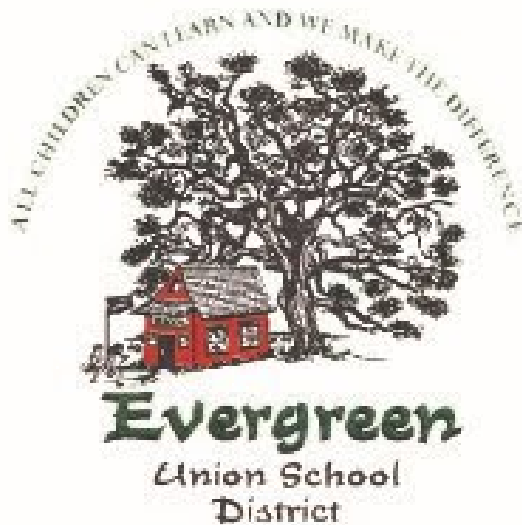


Evergreen Union School District



Master Plan for English Learners Grades K-12

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Section 1 - Introduction

United States Department of Education

United States Department of Education - Vision for ELs

English learners (ELs) have been among the fastest growing sub-population in our nation's schools over the past several decades and comprise nearly 10 percent of the student population. This percentage, in many schools, local educational agencies (LEAs), and states, is at an even higher rate.

English learners are a diverse group of students who bring with them valuable cultural and linguistic assets. Yet, historical data alludes to the fact that ELs face significant opportunity and academic achievement gaps compared to their non-EL peers. With effective, research-based supports and access to excellent educators, ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

United States Department of Education - Every Student Succeeds Act - Title I and Title III Amendments (December 10, 2015)

Under the ESSA (Every Student Succeeds Act), some supports for English learners have been moved from Title III to Title I in alignment with the ideal that ELs are a critical part of Title I funded programs, and thus, these activities are an allowable use of Title I funds. Other supports still remain in Title III so that supplemental services aimed to improve the English language proficiency and academic achievement of ELs, including the provision of language instruction education programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs, are provided. The ESSA calls for states to strengthen their efforts to improve educational outcomes for ELs and immigrant children and youth; connect LEAs and schools with promising practices and helpful resources; and promote effective LEIPs for all ELs.

United States Department of Education - ESSA Guidance (September 23, 2016)

The overarching goal of the ESSA - and the guidance given to that end - is to assist States, LEAs, and schools to support ELs in achieving college and career readiness, participating in our schools and society, and maintaining their bilingualism as an asset.

California Department of Education

California Department of Education - Vision for ELs

It is the vision of the California Department of Education (CDE) that English learners fully and meaningfully access and participate in a 21st Century education from early childhood through grade twelve that results in their attainment of a high level of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. Their vision is in direct alignment with the ESSA - Title I and III for ELs.

California Department of Education - *English Learner Roadmap* (July 12, 2017)

The *California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (CA EL Roadmap)* is intended to assist the California Department of Education in providing guidance to LEAs in order to welcome, understand, and educate the diverse population of students who are ELs attending California public schools. It articulates a common vision and mission for educating ELs and supports LEAs as they implement the State Board policy.

Tehama County Department of Education

Tehama County Department of Education - Title III Consortium

The Tehama County Department of Education has formed a Title III Consortium. The Evergreen Union School District is a part of this Consortium and participates in quarterly meetings whereby they receive guidance regarding State and Federal program requirements. The Consortium ensures we are in compliance, and it also provides Professional Development opportunities directly and indirectly through Title III funding sources for teachers and paraprofessionals of ELs.

Evergreen Union School District

Evergreen Union School District - Vision for ELs

The vision of the Evergreen Union School District (EUSD) is aligned with the US Department of Education vision for ELs under the ESSA and the CA Department of Education vision for ELs under the *CA English Learner Roadmap*.

English learners of the Evergreen Union School District fully and meaningfully access and participate in a 21st Century education from early childhood through grade twelve that results in their attainment of a high level of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Evergreen Union School District - Mission for ELs

In accordance with the *CA English Learner Roadmap*, EUSD affirms, welcomes, and responds to a diverse range of EL strengths, needs, and identities.

Evergreen Union School District prepares students with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Evergreen Union School District - Goals for the EL Program

The EUSD goals for the EL Program comes from the four principles that are the foundation of the *CA English Learner Roadmap*:

Goal #1 : Assets-Oriented and Needs-Responsive Schools

EUSD is responsive to different EL's strengths, needs, and identities and support the socio-emotional health and development of ELs. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Goal #2: Intellectual Quality of Instruction and Meaningful Access

EUSD ELs engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. ELs have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Goal #3: System Conditions that Support Effectiveness

Each level of the EUSD system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths

and meet the needs of ELs.

Goal #4: Alignment and Articulation Within and Across Systems

ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments in the EUSD system, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Evergreen Union School District - Master Plan for English Learners

The ESSA, *CA English Learner Roadmap*, EUSD Vision, Mission and Goals for the EL Program, and the EUSD Board Policy and Administrative Regulation 6174 - Education for English Learners - was used to bring voice to this English Learner Master Plan. The Master Plan, approved by the EUSD School Board, should direct all administrators, teachers, paraprofessionals, and students regarding the expectations the District holds for each school and classroom in the District. It offers a practical guide on policies, programs, and instructional practices to ensure that consistent, coherent services are provided to every EL.

SECTION 2

Initial Identification and Assessment

Home Language Survey

1. Administer Home Language Survey

Upon enrollment in the Evergreen Union School District, parents/legal guardians new to California complete a Home Language Survey (HLS). This survey is required of all California Public Schools to identify whether the primary or native language of their student is a language other than English. The Home Language Survey is available in English and current languages spoken in the District. The Home Language Survey will remain on file in the students' cumulative folder and will only be administered once. (*EdCode 52164.1; 5 CCR 11307*)

*Students who arrive from another California public school with records of a HLS and initial language classification will not go through the initial identification process. The EUSD ELPAC Coordinator will review the California Longitudinal Pupil Achievement Data System (CALPADS) data and request the HLS and

assessment results from the previous district. This data will be entered in Aeries.

2. Determine Primary Language

The student's primary language and need for assessment shall be determined by the HLS. This information will be entered in the district's Student Information System (Aeries) as well as CALPADS.

A. The HLS has four questions:

- a. Which language did your child learn when he/she first began to talk?
- b. Which language does your child most frequently speak at home?
- c. Which language do you (parent/guardian) most frequently use when speaking with your child?
- d. Which language is most often spoken by adults in the home?

B. Primary Language will be determined by responses:

- a. *English Only (EO)* - If all four initial questions on the HLS are "English", the student will be classified as English Only.
- b. *Possible English Learner (EL)* If any of the first three questions on the HLS indicate another language, or English and another language, the student will be assessed for English language proficiency. When a language other than English is entered for Question 4 only, testing is optional.

Parents should be notified that the Initial ELPAC will occur and a copy of this letter will be retained in the cumulative file.

English Language Proficiency Assessments for California

1. Assess the Student Using the ELPAC - Initial Assessment

Any student who is identified as having a primary language other than English as determined by the HLS, and who has not previously been identified as an English learner by a CA public school or for who there is no record of results from an administration of an EL proficiency test, shall be initially assessed for English proficiency until the English Language Proficiency Assessments for California (ELPAC). English language proficiency is assessed in listening, speaking, reading, and writing on the Initial ELPAC. (*EdCode 313, 52164.1; 5 CCR 11511*)

The overall performance level on the Initial ELPAC will classify the student as:

- Level 1 -Novice (Classified as EL)
- Level 2 - Intermediate (Classified as EL)
- Level 3- Initially Fluent in English (IFEP)

*Any student with a disability who is identified as an English learner shall be allowed to take the assessment with accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's Individualized Education Program (IEP) or Section 504 Plan (Use the ELPAC Matrix 4 provided by the CDE to determine appropriate tools, designated supports, and/or accommodations on the ELPAC in compliance with what is stated in their IEP/504 with regards to testing). When a student's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25) When a student's IEP team determines that the student has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed as specified in the student's IEP. (5 CCR Section 11518.30)

2. Assess the Student Using the ELPAC - Summative Assessment

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1st as determined by the California Department of Education (CDE). (*EdCode 313*)

Parent Notification of Assessment Results and Program Placement

1. Notify Parents of Assessment Results

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contactor. A copy of this notification and the assessment results should be placed into the cumulative file. (*EdCode 52164.1; 5 CCR 11515.5*)

These letters are also sent to families of new IFEP students to notify them of initial assessment results and language classifications.

2. Notify Parents of Program Placement

In addition to information about assessment results, parents should be notified within 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program about the program placement (*Types of programs at EUSD are described in Section 2.*) and a copy of this notification should be placed into the student's cumulative file. (*EdCode 313.2, 440; 20 USC 6312*)

The notification must include all of the following:

1. The reason for the identification as an EL and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student will be participating, including:
 - a. methods of instruction
 - b. manner in which it will meet educational needs of student
 - c. manner in which it will help the student develop his/her English proficiency and meet academic standards, and
 - d. the expected rate of transition from the program into classes not tailored for ELs.

*Special education students should receive information about the manner in which the program meets the requirements of the IEP.

4. The identification of a student as a long-term English learner or at risk of becoming a long-term English learner and the manner in which the program will meet his/her educational needs.
5. Information about the parents'/guardians' rights to:
 - a. decline to enroll the student in the program or choose another program, if available
 - b. choose the program that best fits their child's needs, if available
 - c. remove their child from a program at their request

*Schools in which the parents or legal guardians of 30 pupils or more per school or the parents of 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. (*5 CCR 11311*)
Protocols noted in AR 6174 would be followed and added to the EUSD EL Master Plan should our subgroup increase in size and this request is made.

Maintaining Records

1. EL Folder

All sites will maintain an EL folder (green in color) to be placed into the cumulative file. The following items should be placed into the EL Folder - Table of Contents page should be checked off as additional items are added over the years.

- Home Language Survey
- Parent Notifications of Initial Assessment and Summative Assessments
- Parent Notification of Initial Assessment Results and Program Placement
- Parent Notification of Summative Assessment Results
- Assessment Results (Initial and Annual Summative)
- Reclassification Form - if appropriate (with Reclassification Recommendation Meeting Invitation)
- Reclassification Follow-Up
- At Risk of Becoming LTEL Monitoring and Plan Form - if appropriate
- LTEL Monitoring and Plan Form - if appropriate

SECTION 3 - Instructional Programs for English learners

EUSD Instructional Programs

EUSD offers a research-based language acquisition program that is designed to ensure English language acquisition as rapidly and as effectively as possible and that provides instruction to students on the state-adopted content standards, including the English language development standards (*EdCode 306; 5 CCR 11300*)

This program uses the CA English Language Development Standards and the CA ELA/ELD Framework to give specific guidance to the teacher.

1. Structured English Immersion - This program offers both Designated and Integrated English language development. Nearly all instruction is provided in English, but with the curriculum and presentation designed for students who are learning English. Clarification, explanation, and support in the primary language may be provided, if necessary, by the teacher or paraprofessional.

ELD Standards

The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as ELs engage in rigorous academic content. The CA ELD Standards

provide a foundation for ELs in kindergarten through grade 12 in California schools so that each EL is able to gain access to academic subjects, engage with them, and meet the state’s subject matter standards for college and career readiness.

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade- level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA CCSS for ELA/Literacy and the CA ELD standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st Century living and learning.

Key Instructional Components

The CA ELA/ELD Framework provides guidance for implementing the ELD standards for designated and integrated ELD instruction.

Integrated ELD	All teachers with ELs in their classrooms use the CA ELD standards in tandem with the focal CA CCS for ELA/Literacy and other content standards.
Designated ELD	A 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.

Three Interrelated Areas of Comprehensive ELD



Theoretical Foundations and the Research Base of the CA ELD Standards

The CA ELD standards were developed using an extensive review of theories, research, and other resources relevant to English Learners (EL). This guidance was to ensure that the CA ELD standards highlight and amplify the language demands in the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) necessary for the development of advanced English and academic success across disciplines.

Sociolinguistic, sociocultural, and sociocognitive theories informed the development of the CA ELD standards. These theories emphasize the social aspect of learning and how language is a social action and it is also a resource for accomplishing tasks. The research also highlights the importance of activating students' prior knowledge to facilitate making connections, fostering new learning, and allowing students to build conceptual networks. This supports metacognitive knowledge, thinking about their thinking, and metalinguistic knowledge, or language use. (Christe 2012; Duke et al. 2011; Halliday 1993; Hess et al. 2009; Palinscar and Brown 1984; Pearson 2011; Schleppegrell 2004). Linguistic and Cognitive development are improved through language use and interactions. Instruction that is structured specifically to intellectually and linguistically challenge students promotes learning. (Bruner 1983; Cazden 1986; Vygotsky 1978; Walqui and van Lier 2010).

Key Instructional Experiences for ELs

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

Interacting in Meaningful Ways

English learners interact with intellectually challenging content through collaborative oral discussions with peers and in small groups. Teachers structure collaborative learning experiences that promote small-group discussions in all academic content areas. This encourages comprehension, vocabulary acquisition, and grammatical structures. Teachers provide strategic support for students to interact in meaningful ways by establishing routines, questioning to elicit students to infer or explain something they are familiar with. Linguistic supports such as sentence frames allow students to adopt specific academic discourse and practice academic language that literate students use in school.

Scaffolding

Scaffolding is a temporary support to students for a skill that they will be able to perform on their own in the future. (Bruner 1983; Cazden 1986; Celce-Murcia 2001; Mariani 1997) refer to ways in which these temporary supportive scaffolds can be applied. Vygotsky's (1978) idea of the "zone of proximal development (ZPD)" calls attention to the need to support students in 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 strategically planned for each individual student's needs. The specific scaffolds needed depend on the task and the student's background knowledge as well as the language proficiency.



Section 4 -Reclassification and Academic Progress Monitoring

Reclassification Procedure

EUSD provides additional and appropriate educational services to ELs for the purposes of language barriers. Annually, or more often if needed, the Language Appraisal Team (LAT) reviews EL student progress and considers which students may be ready for reclassification.

Students are reclassified as Reclassified Fluent English Proficient (RFEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (*EdCode 52164.6*)

The LAT uses the EUSD Reclassification Form and EUSD Reclassification Resource Guide to make recommendations for ELs and all are stored in the student's EL Folder. Students are either identified as RFEP or remain classified as ELs at the close of the reclassification review process and the changes are noted in CALPADS and Aeries. ELs can be considered for the reclassification process at a later date as the year progresses and their skill level increases.

EUSD will reclassify students from EL to proficient in English by using the following process outlined below and includes, but is not limited to: (*EdCode 313, 52164.6, 5 CCR 11303*):

1. Assessment of English language proficiency.
2. Participation by the classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student. This includes an evaluation of a students' academic performance and curriculum mastery.
3. Invitation of the parent/guardian opinion and consultation, in writing and a copy retained for the EL Folder. The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process.
4. Comparison of student performance in basic skills against an empirically established range of performance of English proficient students of the same age
 - a. California Assessment of Student Performance and Progress
 - b. District Benchmark Assessments

Academic Progress Monitoring

Academic progress is monitored for at least four years following reclassification to determine whether the student needs any additional academic support. The LAT reviews progress at 6 months, 1 year, 2 year, 3 year and 4 years. (*5 CCR Section 11304*) Additionally, RFEP students are monitored by their classroom teacher and can notify the LAT if they have any concerns outside of the larger review process.

Teachers use formative assessment to monitor growth each day during the course of lessons in all subject areas to determine the degree to which students understand the lesson objectives and the grade level content being taught. This progress monitoring is often referred to as formative assessments or assessments for learning because the teacher is adjusting his/her teaching based on how students are learning the content.

Students also take curriculum embedded assessments upon completion of chapters, units of study, and the end of grading periods to determine their overall understanding and retention of the content delivered. These are often referred to as summative assessments or assessments of learning because they are administered after the lesson sequence is completed. The instructional materials and curriculum in all of the content areas have state content standards aligned with summative assessments. In addition to the curriculum embedded assessments, EUSD teachers administer common assessments to students (including English learners and reclassified students) at all grade levels K-12 to monitor their general achievement in English Language Arts and Mathematics three to four times a year depending on the grade level. These are also

considered summative assessments because they are administered after the content has been delivered.

Support/Intervention for RFEP Students

RFEP students who are identified as needing additional supports/interventions are provided such supports through the Multi-Tiered System of Support (MTSS). According to the National Assessment of Education Progress (NAEP), “educators must be knowledgeable in best practices to help English language learners achieve their academic goals”. It is vital to address student needs on an individual basis in order to improve the outcomes of struggling students. Research shows that this model provides successful interventions for ELs who struggle with reading (Linan-Thompson, Vaughn, Prater, & Cirino, 2006; Vaughn, Cirino, Linan-Thompson, et al., 2006; Vaughn, Linan-Thompson, Mathes, et al., 2006). Core classroom instruction is modified to address specific student needs if they are not making progress prior to moving to the next tier (Vaughn & Fuchs, 2003).

EUSD has developed a comprehensive plan of intervention strategies for teachers to use with students that will allow them to better individualize instruction for these students.

Additionally, EUSD systemically embedded literacy (and knowledge of ELA/ELD) into all content area instruction. Professional Learning Community (PLC) time is structured for teachers to collaborate and share solutions as they clarify standards and learning targets, determine proficiency indicators, discuss interventions, as well as extension and enrichment activities.

Special Education

The procedures and services for all special education students also apply to special education English Learners. Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements. Progress of these students would be reviewed based upon the Alternative Assessments Guidelines and Accommodations for the English Language Proficiency Assessments for California and discussed at the student’s Individual Educational Plan (IEP) meeting. (AR 6174 h) (California Education Code Section 313 (f))

Long Term English Learners

2013 California Education Code 313.1 a & b defines a long-term English learner (LTEL) as “an EL 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 (ELPAC). In addition, the same California Education Code identifies English learners at risk of becoming LTELs as those ELs 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 (ELPAC) and the fourth year at the below basic or far below basic level on the English Language Arts standards-based achievement test (CAASPP).

Students at risk of becoming LTELs will be monitored after three years in the US if the EL student has remained at the same ELPAC proficiency level for two or more years. Students will be evaluated based on their ELPAC level and progress, CAASPP scores, and grades in ELA. Students that are not meeting the benchmark criteria will be provided additional supports/interventions utilizing the Multi-Tiered System of Supports (MTSS). The Action Plan will be documented on the At Risk of Becoming LTEL Monitoring and Plan Form or the LTEL Monitoring and Plan Form.

SECTION 4 - Staffing and Professional Development

Teacher Certification

EUSD ensures under BP and AR 4112.24 that all teachers assigned to provide ELD instruction to ELs are highly-qualified with the proper authorization from the CA Commission on Teacher Credentialing (CTC).

Classified Support

EUSD retains classified instructional aides who provide additional language supports for students in primary classrooms as well as our Learning Center for upper grade students who receive school-based services there. In addition, there are instructional aides who are available to translate information from administrators and teachers to Spanish-speaking parents/guardians over the phone and in person.

Professional Development

EUSD is dedicated to providing multiple professional development opportunities to all teachers assigned to instruct ELs. There are two fundamental objectives of the professional development opportunities:

1. Deepen educators content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards; preparing educators to use various types of assessments appropriately and additionally, the district-wide adopted curriculum and the components that can support EL students.
2. Prepare educators to address the sociocultural needs of ELs.

EUSD understands that all of our students are language learners and is in the process of structuring additional professional development to staff with an emphasis on literacy (reading and writing strategies, including ELD strategies) to increase the language skills of all students.

EUSD recognizes that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. In order to ensure that our English learners are provided with the highest level of instruction, EUSD has a mentor program for our newest teachers. These teachers receive continual support from their mentor, who attends mentor workgroup trainings, in order to attend to the unique needs of their ELs and other sub groups.

Other professional development in the EUSD, as mentioned above, and which supports all students, including ELs, is most often offered during Professional Learning Community (PLC) time which has been structured for teachers to collaborate and share solutions as they clarify standards and learning targets, determine proficiency indicators, discuss interventions, as well as extension and enrichment activities.

SECTION 5 - Family and Community Engagement

Parent Advisory Committee

EUSD 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 an English Learner Advisory Committee (ELAC) at the Evergreen Elementary School site (Each School with twenty (20) or more ELs must establish a functioning ELAC). At this time, due to student numbers, we do not have any other ELAC Committees and also do not have a District English Learner Advisory Committee for that same reason (Each District with fifty-one (50) or more ELs must establish a functioning DELAC). (*EdCode 52176; 5 CCR 11308*)

English Learner Advisory Committee (ELAC)

According to the California Education Code, the ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision making council nor does it approve expenditures from any funding source. However, it does provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. (*5 CCR 111308*)

The Evergreen Elementary School ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets.

Communication with Parents and Community

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff to ensure that parents have full access to communication about their students' learning and progress, as much as possible. Translators are provided for Parent Conferences, Student Study Teams (SST), and IEPs.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). Although EUSD does not meet this threshold, we try, as much as possible to provide language supports for our parents and community.

SECTION 6 - Program Monitoring, Evaluation, and Accountability

EL Program Monitoring

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

1. Monitor implementation of instructional program and principles as defined in the EUSD Master Plan for English Learners.
2. Determine effectiveness of the program in accelerating English for ELs.
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system.
4. Support continuous improvement in the implementation of instruction, learning and program design and identify needed modifications.

Evaluation and Accountability

The district administrative team in collaboration with the Assistant Superintendent of Educational Services work together to identify consistent and inconsistent implementation of program methods and principles. Site administration regularly does walk-throughs during ELD instruction and provides teachers with direct feedback. In addition, administrators provide direct feedback during formal observations; district mentors provide guidance to teachers teachers in support of EL students who are working to become more proficient with English.

Student learning is monitored and assessed at the end of every quarter. Benchmark

assessments are administered to all students, and the data for ELs is reviewed to ensure students are making sufficient academic growth.

In addition, on an annual basis, EUSD will monitor the EL program as a whole using reclassification data, ELPAC data as well as CAASPP to ensure that the program is meeting the needs of EL students in addition to increasing EL student achievement. This review will take place through the LCAP process and will include feedback from parents as well as students and teachers.

Appendices

1. Home Language Surveys
2. Parent Notification of Initial Assessment of ELPAC Testing
3. ELPAC Accessibility Supports
4. Parent Notification of Initially Fluent Identification from ELPAC Assessment Results
5. Parent Notification of English Learner Identification and Program Placement from ELPAC Assessment Results
6. Parent Notification of Summative Assessment ELPAC Testing
7. Parent Notification of Summative Assessment ELPAC Results
8. Annual Parent Notification of English Learner Status
9. English Learner Folder - Table of Contents
10. Parent Notification of Reclassification Meeting
11. Reclassification Form
12. Reclassification Follow-Up Form
13. At Risk of Becoming a LTEL Monitoring and Plan Form
14. LTEL Monitoring and Plan Form
15. Application Form - ELAC
16. ELAC Activities Calendar