



# A Design for Excellence

## **Master Plan for English Learners**

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Lau V. Nichols, 1974

## **Evergreen School District Master Plan for English Learners**

**Board Approved: Spring 2018**

**Governing Board:**

- Sylvia Alvarez
- Leila Welch
- Bonnie Mace
- Balaji Venkatraman
- Jim Zito

**Kathy Gomez, Superintendent**

**Denise Williams, Director of Instruction**

**Publishing/Design Information:**

**Content Design: Denise Williams, Julie Clark, Maribeth Rodriquez**

**Document Design: Randy Hollenkamp**

**Website: <http://www.eesd.org/ELD>**

The district gratefully acknowledges material originally developed in Fresno Unified School District, Hayward Unified School District, Newport-Mesa Unified School District, Desert Sands Unified School District, and guidance materials from the California Department of Education.

3188 Quimby Road

San Jose, CA 95148

tel 408.270.6800 fax 408.274.3894 web [www.eesd.org](http://www.eesd.org)

## **Acknowledgements**

The Evergreen School District Master Plan for English Learners was developed with the dedicated effort and collaboration of district teachers, administrators, support staff and parents. We greatly appreciate their guidance and support, we thank them for their time in reviewing and giving input for this plan. Our gratitude to Kathy Gomez for her support, and the clerical staff of the English Language Department. We greatly appreciate Norm Gold and Karen Kendall for their expert advice on this document and the encouragement throughout the entire process.

## Strategic Collaborative Cohort Members

Kathy Gomez	Ginger George	Gina Ornellas
Dan Deguara	Marilyn Goldsmith	Lea Peery
Denise Williams	Kelly Gosalvez	Alma Peralta
Ruth Stephens Radle	Mikeal Hanson	Leslie Pickering
Marcia Araujo	Hilda Keller	Mercy Pimentel
Kevin Armstrong	Sarah Lam	Guillermo Ramos
Kelly Beher	Carole MacLean	Maribeth Rodriguez
Aaron Brengard	Eva Marlow	Kyle Sanchez
Sarah Ciccarello	Maureen McClintock	Jim Sherman
Julie Clark	Ashley Morefield	Tonya Trim
Rachael Fickes	Hong Nguyen	Rachel Trowbridge
Gina Fierro	Quynh Nguyen	Brian Wheatley

## Table of Contents

	<b>Introduction</b>	
	<b>From Our Superintendent</b>	
<b>Chapter One</b>	<b>Initial Identification, Assessment and Program Placement</b>	<b>6</b>
<b>Chapter Two</b>	<b>Instructional Programs</b>	<b>10</b>
<b>Chapter Three</b>	<b>Student Progress</b>	<b>17</b>
<b>Chapter Four</b>	<b>Staffing and Professional Growth</b>	<b>21</b>
<b>Chapter Five</b>	<b>Parent and Community Involvement</b>	<b>22</b>
<b>Chapter Six</b>	<b>Evaluation and Accountability</b>	<b>25</b>
<b>Chapter Seven</b>	<b>Funding and Resources</b>	<b>32</b>
<b>Chapter Eight</b>	<b>California English Learner Roadmap</b>	<b>35</b>
<b>Chapter Nine</b>	<b>Equitable Access</b>	<b>50</b>

## Introduction

The Evergreen School District Master Plan for English Learners is a result of collaboration and commitment to meeting and exceeding the needs of our English Language Learner (ELL) students. This plan works to ensure that our students receive an exemplary education. Faithful implementation of this plan will give ELLs a solid educational foundation.

## Evaluation Goals

1. **Implementation:** Utilize adopted materials, including California English Language Development (CA ELD) Standards and the English Language Arts (ELA)/ELD Framework, to implement a coherent designated and integrated ELD program.
2. **English Proficiency:** English Learners (ELs) will make steady progress in developing academic English language proficiency.
3. **Academic Progress:** Examine assessment data that reflects the achievement of ELLs, and provide a structure that enables students to make steady growth.
4. **Professional Development:** The district's professional development plan includes ongoing training for all staff who work with ELs that is responsive, research, and practice-based.
5. **Parent Involvement:** Parents of ELs and Reclassified Fluent English Proficient (RFEPs) will be given opportunities to participate in their children's education.
6. **Assessments:** EL assessment data that identifies a student's progress in language proficiency will be provided to all stakeholders and utilized to drive instruction.
7. **Cultural Proficiency:** All students and staff will be given opportunities to develop cultural proficiency.
8. **Program Monitoring:** District and site will periodically monitor and report out the progress on goals 1-7 of our program.

## From Our Superintendent

### ***Mission Statement (updated 12/22/17)***

*Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to achieving academic and civic excellence.*

### ***Vision Statement***

*Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.*

### **Message**

Evergreen School District takes seriously its responsibility to educate all students at high levels. We are fortunate to have highly dedicated and expertly skilled teachers, administrators, and support staff. Together with parents, we provide all our students with an excellent education. This Master Plan for English Learners details how we will go about doing that for our English Learners. With approximately 33% of our student population being English Learners, it is critical that we articulate how we will meet their needs. This Master Plan does just that. It is a guide to assist all schools in providing every English Learner with an instructional program that includes daily English language development, access to the core curriculum and promotion of multicultural proficiency. The Master Plan is the outcome of a concerted effort among all stakeholders involved to effectively serve our English Learners. Many thanks to the teachers, administrators, support staff, and parents for their dedication and collaboration in inspiring our students toward academic excellence.

Respectfully,  
Kathy Gomez



# Chapter One

## Initial Identification, Assessment and Program Placement

### Step 1: Registration Including Completion of Home Language Survey (HLS)

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey as required by state law. The parent is offered a Home Language Survey in their primary language. This survey is completed the first time the parent enrolls the child in the district. The original HLS supersedes all others.

When any of the first three questions is answered as a language other than English, the language is determined to be the primary language and the English Language Proficiency Assessment of California (ELPAC) is required. The parent is given a copy of the ELPAC brochure (in their primary language) which explains that the ELPAC will be administered to the child. The Initial assessment is given within 30 calendar days of the student's enrollment. Students are tested annually until they are reclassified as English Language Proficient.

Fluent English Proficient: Student is placed in the regular school program

Limited English Proficient: Student given ELD assistance

### Step 2: English Language Proficiency Assessment of California

ELPAC Overview

#### What is the ELPAC?

ELPAC is a state mandated test that school districts are required to administer to students whose home language is not English. The parent/guardian or adult student identifies their home language in the Language Survey section of the Student Enrollment Process. If any of the first three questions are answered with a language other than English, the ELPAC test must be administered. The purpose of ELPAC is to identify students who are English Learners in Kindergarten through grade 12, to monitor their progress in learning English, and to document their English proficiency.

#### Who must take the ELPAC?

All students whose home language is not English must take the test within 30 calendar days after they are first enrolled in a California public school. The ELPAC must be given once each year to English Learners until they score proficient in English.

#### Where is the home language identified?

The parent/guardian or adult student identifies their primary language in the Language Survey section of the Student Enrollment Application. If any of the following three questions are answered with a language other than English, the ELPAC test must be administered.

1. What language did your child first learn to speak?
2. Which language does your child most frequently use at home?
3. Which language do you most frequently speak to your child?

### **What does the ELPAC cover?**

The ELPAC covers listening and speaking skills for students in Kindergarten and grade 1. The test for students in grades 2 through 12 covers listening, speaking, reading, and writing skills.

### **Who administers the ELPAC?**

A Test Examiner from your school will contact the parent/student and make arrangements to administer the test.

### **How are the ELPAC results scored?**

ELPAC General Performance Level Descriptors

**Level 4** English learners at this level have **well-developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

**Level 3** English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

**Level 2** English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

**Level 1** English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

The report for each student provides:

- \* A proficiency level for each section of the test
- \* An overall English proficiency level

### **How will the results of the ELPAC be used?**

Initial test results for newly-enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English. Annual ELPAC results are used to assess the student's progress towards English proficiency.

### **Step 3: Primary Language Assessment**

Primary language assessments will be administered by personnel fluent in the primary language of the student. Testing will take place within 90 days of enrollment. Testing is done by site personnel whenever possible. If there is not a person on site, the Instruction Department makes arrangements with the student(s) and the appropriate primary language examiner to administer the primary language assessment. If there is a group of new students (10 or more) who speak a particular language i.e. Tagalog, the Instruction Department will find a person to administer the test. Please note: this test is administered once! If a student is coming from another district, primary language information is reported from the cumulative folder on the DSP 12 and returned to the Instruction Department to be added to PowerSchool. The date the test was administered will be included.

Kindergarten – 2 grades are tested in primary oral language only.

Grades 3 – 8 grades are tested in primary oral language, reading and writing.

### **Assessments:**

Spanish: Grades K – 1: Pre-LAS Español

Grades 2 – 5: LAS I

Grades 3 – 8: LAS II

Vietnamese: Grades K – 1: VAOLP K

Grades 2 – 5: VAOLP 1

Grades 3 – 8: VAOLP 2

Other L1: Elk Grove Dominant Language Survey (i.e. Cantonese, Mandarin, Punjabi, Hindi, Tagalog, etc.)

L1 Reading: District adopted informal reading assessment

L1 Writing: District adopted writing sample

### **Step 4: Parent Notification Results and Placement**

Upon completion of initial testing, parents are notified of “preliminary scores” and placement for initial assessments. Parents are notified of annual assessments once official scores are returned. The results of the Home Language Survey and the language assessments (and in the case of transfer students the results of a review of transcripts and previous program placement noted in the registration form) are used to define the options open to students for program placement.



### **Step 5: Placement in the ELD Program**

Options for Delivery of Instruction for ELLs:

SEI: Structured English Immersion

Mainstream English

Sheltered Instruction (SI)/Specially Designed Academic Instruction in English (SDAIE)

Integrated and Designated ELD Instruction

#### **Emerging (1 and 2)**

Non English proficient student

Program includes integrated- including SDAIE- and designated ELD and limited L1 support if the student is fluent in his/her primary language.

#### **Expanding (3)**

Limited English Proficient Student

Program includes integrated- including SDAIE- and designated ELD, and limited L1 support if needed.

#### **Bridging (4)**

Advanced Limited English Proficient Student

Program includes integrated- including SDAIE- and designated ELD.

#### **Reclassification**

The EL student is reclassified to Fluent English Proficient (FEP) when district criteria are met. Student exits the ELD Program and is monitored for two years from the date the student was reclassified.

#### **Transfer Students**

When a student has a primary language other than English, the ELPAC and EL history is requested from the previous district by the ELD Assessment Specialist.

#### **Training for Staff and Administration on Initial Identification, Placement & Parental Rights**

The Instruction Department provides ongoing training for administrators and staff on procedures relating to initial identification, placement and parental rights. These terms are addressed at English Learners Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC) and training for teachers, paraeducators and administrators. In order to ensure consistency, the training emphasizes sensitivity to parents, including how to make parents feel welcome and making sure that they are truly informed. They must have the opportunity to take an active role in the process of deciding on an appropriate program for their child.

# Chapter Two

## Instructional Programs

### ELD Standards and ELD Program Goals

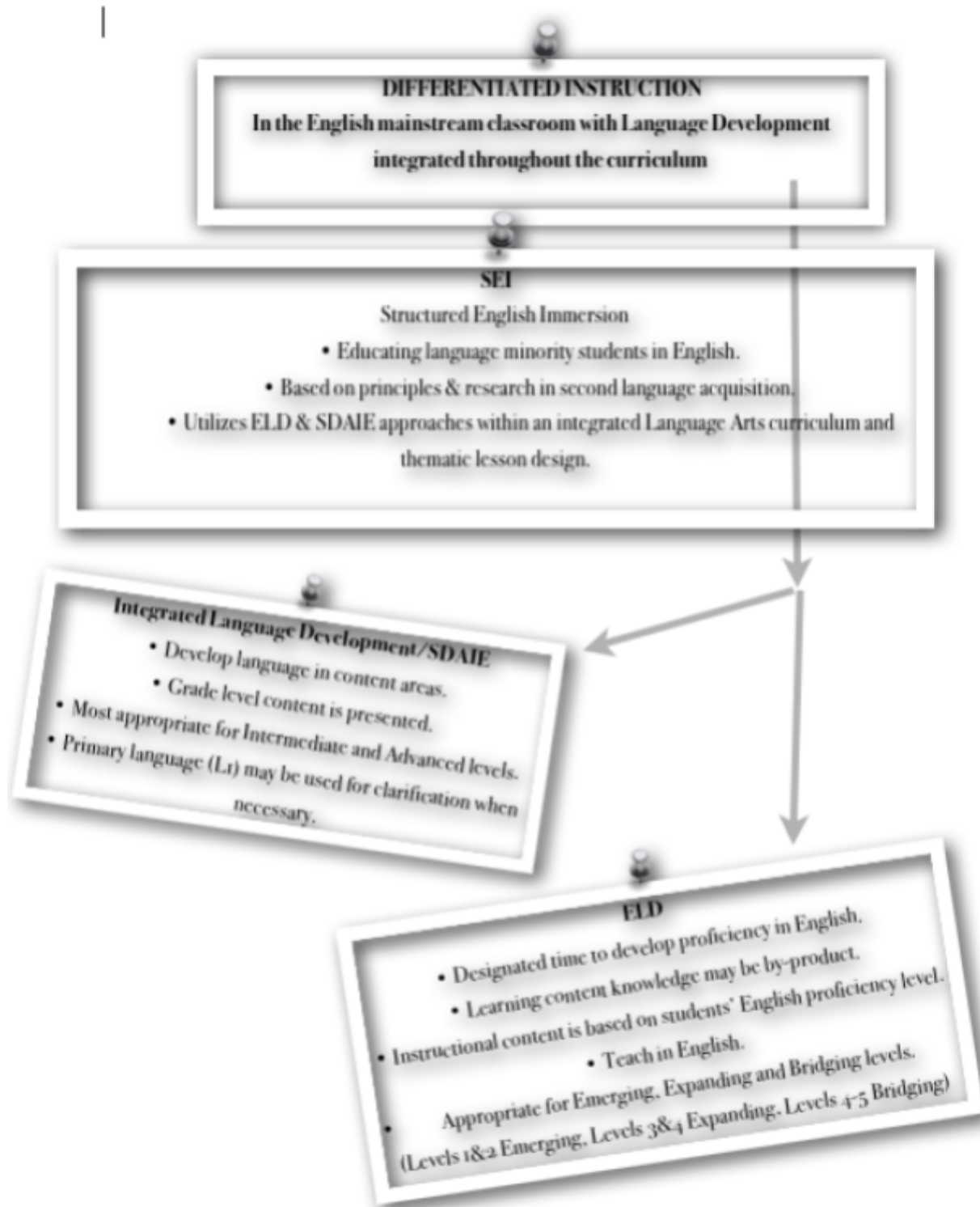
The Evergreen School District utilizes the updated CA ELD standards which align with national Common Core standards. These standards are used to measure educational progress of Evergreen's English Language Learners (ELL) and to implement research based instructional strategies to help the students reach their highest level of academic potential, performance and success.

The goals of the Evergreen School District English Language Development (ELD) program are for each English Language Learner (ELL) to benefit from the full district curriculum and to ensure access to 21st Century Skills. To this end, it is necessary that English be learned quickly and thoroughly. The primary language of the students will be used whenever possible in an instructional and educationally supportive manner in order to sustain academic achievement while the students acquire English.

Through a balanced ELD Program, students are taught appropriately in a natural and meaningful setting calling upon the integration of many aspects of the child's world. This program also supports the development in the primary language for the child, which pre-determines success in learning English.

To develop a rich and varied language foundation in English and the primary language and to develop proficiency in English as rapidly and as effectively as possible, ELLs will receive a program of instruction based on the Common Core standards and will be offered the following program options:

## The Big Picture (Program Options)



## **Program Options for Delivery of Instruction**

Evergreen School District offers three options for delivery of instruction to ELLs: Structured English Immersion (SEI), sheltered instruction, including SDAIE and mainstream English, integrated and designated ELD Instruction. The Evergreen School District currently provides the following basic instructional services to students identified as English Learners:

**Structured English Immersion or Sheltered (SEI):** K-8 EL students who have been assessed on the ELPAC and found to be at “less than reasonable levels of fluency in English” (ELPAC levels 1 – 3) receive daily Designated ELD in ELD and access to core content subjects through SDAIE instruction in the regular mainstream classroom.

### **1. Clearly defined language and content objectives:**

Lesson plan objectives reflect high content and ELD standards.

Teachers consciously integrate English language development into content instruction, e.g., science, social studies, math.

Language objectives reflect a sequential pattern for language learning that builds on and reinforces students’ emerging knowledge of English. Example: Students record observations of science experiment using short phrases and pictures before using sentences and then paragraphs for lab report. Key vocabulary is introduced, written, repeated, and highlighted for students to see.

### **2. Supplementary materials:**

Lessons are made clear and meaningful by using supplementary materials such as graphs, models, hands-on materials and visual aids.

Content of materials are adapted to students’ level of English proficiency.

Adapt texts and assignments through a variety of means to make the information accessible to EL students. Example: Dense text is graphically depicted, outlined or rewritten in more comprehensible language.

Passages are read aloud and paragraphed.

As students’ English proficiency improves, they work in pairs or in small groups to interact, discuss and understand content area text.

### **3. Scaffolding:**

Begin instruction at a level that encourages student success and provides support to move students from their current level of understanding to higher levels of understanding.

This can be verbal prompting e.g., asking questions, elaborating on students’ responses, providing students with an outline of materials.

Scaffolding is removed as students’ progress and function independently.

### **4. Interaction:**

Provide frequent opportunities for interaction and discussion between the teacher and students as well as students to students.

Provide sufficient wait time for students to respond.

Students are taught and given opportunities to practice skills for clarifying or negotiating meaning, confirming information, persuading and disagreeing.

### **5. Meaningful activities:**

SI lessons provide students with hands-on experiences that correspond to the subject area and grade level curriculum. Example: In biology students learn to do experiments, applying and practicing the new content knowledge in a way they understand.

SI activities integrate lesson knowledge and concepts with extensive opportunities for reading, writing, listening and speaking.

### **English Mainstream (EM) Regular Classroom**

K - 8th grade students who have been assessed on the ELPAC and are found to be at “reasonable levels of fluency in English” (Expanding and Bridging) receive grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies may be used in the classroom. Teachers who work with EL students possess appropriate state authorizations. ELLs receive integrated ELD and additional appropriate support services and teacher resource support including: Vocabulary Development, Reading, Writing and limited primary language support until formal reclassification to fluent English proficient.

### **Integrated and Designated ELL Instruction:**

ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.

### **Time for ELD**

ELL instructional materials must address these levels of English language proficiency at appropriate grade levels.

- Emerging
- Expanding
- Bridging

**Statement:** All EL students (K-8) who are qualifying students receive differentiated instruction to enhance the development of academic language and moving toward oral language proficiency. Depending on the grade level, student instruction can be exemplified through the following areas:

- phonemic awareness phonics
- oral reading fluency
- word recognition, spelling
- vocabulary/morphology
- grammar/usage
- sentence structure
- speaking/ writing

The above mentioned areas of instruction can be integrated into content areas (Social Studies/Science) with designated strategies.

**INSTRUCTION MUST:**

- Develop proficiency in English
- Learning content area may be a by-product
- Instruction based on proficiency level
- Appropriate for Emerging, Expanding and Bridging levels

**Components of Language Development**

Forms & Functions: Scope and sequence of language skills by level of English proficiency

This includes basic and general vocabulary, grammatical forms, and substantial practice for a wide range of functions.

Forms: Grammatical features, word usage & vocabulary

They are building blocks for discourse.

Parts of speech: Verb tenses, subject verb agreement, pronouns, conjunctions

Sentence Structure: Complex, compound, embedded, tag questions and word order

Functions: Tasks or purposes and uses of language. We use language to accomplish something. Social/engaging in personal conversation, academic/relate information, compare and contrast, identify cause and effect, draw conclusion, and summarize.

**ELD Strategies**

- Total Physical Response (TPR)
- Cooperative Learning
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction (SI)
- Frontloading
- Specially Designed Academic Instruction in English (SDAIE)
- Balanced Literacy Instruction:
  - Shared Reading
  - Guided Reading
  - Shared Writing
  - Guided Writing
  - Reader's/Writer's Workshop

**SDAIE (Specially Designed Academic Instruction in English)** classes are those classes containing Limited English Proficient (LEP) students, taught by teachers using special techniques and strategies designed to assist LEP students in both language-acquisition and subject-matter content. To understand the purpose of SDAIE (often referred to as "sheltered instruction"), the umbrella is a useful metaphor. After LEP students enter United States schools, they encounter many unfamiliar elements.

As an umbrella shelters pedestrians in a rainstorm, so SDAIE/sheltered classes offer ELL students some protection from the storm of concepts, contexts, and language, thus giving them the opportunity to progress academically as they acquire English language proficiency.

### **Commitment to Special Education Services**

English language learners have access to Special Education services just as all other students in ESD. Careful review by the Student Study Team (SST) of all referrals takes place first which includes second language surveys, SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, and a parent interview. Instructional decisions related to the student's language acquisition status must be described in the Individual Education Plan (IEP). When students qualify for Special Education, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language development as well as goals that support access to the content areas through primary language instruction and or support. The IEP must document the provision of these services.

### **Instructional Assistants and ELD/SDAIE Teachers**

The Evergreen School District English Language Development Teachers and Instructional Assistants are an integral aspect of the ELD Department. Our team of skilled instructional assistants and teachers at every school site are passionate about their work and truly have developed the whole student at heart.

## **MAJOR DUTIES AND RESPONSIBILITIES**

### **ELD/SDAIE Teachers**

- Provides direction and assistance at school sites for EL Instructional Assistants who are working with EL students, as needed.
- Works collaboratively with Instructional Assistants in district program procedures and use of district materials.
- Recommends to appropriate personnel or administrator any instructional materials, supplies or equipment appropriate for use with EL students.
- Seeks and uses new teaching techniques and materials appropriate for use with EL students.
- Provides assistance at parent conferences with parents of EL students to explain program goals or individual progress.
- Participates on the IEP for identified students when needed.

### **Instructional Assistants**

- Provides information and technical assistance to principals about the school's EL program for EL students as needed.
- Coordinates the reclassification process at the site.
- Maintains current knowledge of regulations and procedures related to programs.
- Coordinates the administration of the ELPAC and any other pertinent assessments.
- Assists in supplying and coordinating curricular resources for use with EL students.
- Provides services and performs other duties as appropriate to this position and as assigned by the Director of Instruction.

- Maintains professional competence through participation in professional development provided and supported by the district and in other professional growth activities selected by the employee.
- Assists in the identification and maintains the management program (placement testing, grouping and scheduling, etc.) for EL students at assigned schools.



# Chapter Three

## Student Progress

*"If it's not monitored, it's considered optional. Our work is not optional" - Karen Kendall*

### **Monitoring of Student Progress and Reclassification**

Student progress is monitored annually, based on a set of district-adopted assessments. These assessments are used to determine English language proficiency, evaluate students' language proficiency, and evaluate students' language growth and academic performance. Student progress is monitored with formative assessments that are given throughout the school year in listening, speaking, reading and writing.

### **District Assessments**

The district assessments are the same as those used with English Only (EO) and Initial Fluent English Proficient (IFEP) students in the mainstream program. These include the state mandated tests California Assessment Student Performance and Progress (CAASPP), California Science Tests (CAST) and California Alternate Assessment (CAA), which are taken by all students regardless of their language classification. The EL program shall also provide positive reinforcement of the self-image, promote cross-cultural understanding, and provide equal opportunity for academic achievement (Ed. Code 52161).

### **Use of Assessment Data for Instructional Planning**

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress, planning modifications in instruction and classroom interventions as appropriate. ELPAC annual data is used for instructional grouping in ELD at the elementary level, and placement in appropriate ELD courses at the middle school. Formative assessments in ELD A Developmental English Proficiency Test (ADEPT) are used by all teachers to identify areas of progress and of continuing need for all students. Instruction is modified to meet the needs that are revealed after the data analysis.

### **Annual Review of Student Progress**

Each fall, the Director of Instruction and principals at each school site collect and review the CAASPP test results, the latest official ELPAC scores, other assessment data, student grades and teachers' recommendations. On the basis of this collaboration, the ELD department will identify those students who are eligible for reclassification and continued support services.

## **The Reclassification Process**

### **Monitoring and Follow-Up on Reclassified Students**

The progress of the students is monitored yearly for two consecutive years. The teacher and principal review formative assessment results and other classroom performance to ensure reclassified

students are continuing to make growth. A Progress Monitoring Document will be attached to reclassification paperwork within the student's cum folder.

### **Retention and Promotion of English Language Learners**

The Governing Board of Evergreen School District expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Therefore, instruction must be differentiated.

### **Assessments Given To English Language Learners**

The Evergreen School District uses standard assessments and procedures to gather information on language acquisition and academic progress for English learners. The following assessment matrix details the instrument, grade level and time frame for the assessment during the school year.

### **PRIMARY LANGUAGE ASSESSMENT**

- L1 assessment is performed for LEP students whenever possible.
- The assessment is performed within 90 days of identification of EL status.
- ELD assistants request testers from the district ELD secretary to test at their site.

(See Chapter 1 for more details.)

### **Reclassification Celebration**

The Reclassification Celebration is the culminating spring event for families that acknowledges the students, their accomplishments and exiting the English Learner Program. All of the students and families are invited to this event. We have the added recognition of our Pathway Award students who are proficient in their primary language. The Governing Board and Superintendent present students with awards and multicultural performances are included in the celebration.



*An amazing performance by David Garabaldi in honor of English learners who were reclassified.*

## **RECLASSIFICATION GUIDELINES for Kindergarten through 8th Grade**

II-EL 04: 4.6 Each English Learner is annually assessed for English language development and academic progress during the annual assessment window. (5 CCR\* 11306)

### **I-FEP (Initially Fluent English Proficient) Criteria for Grades TK-8:**

- First time taking the ELPAC (English Language Proficiency Assessment for California)
- Initial ELPAC determination of IFEP

### **Reclassification Criteria for Kindergarten AND First Grade (Annuals):**

- Summative ELPAC Overall, Oral Language Score and Written Language Score of level 4 (must be well developed on Listening, Speaking, Reading and Writing subtests)
- Locally Available Assessment Results: BPST (Basic Phonics Skills Test)
- SOLOM (Student Oral Language Observation Matrix)
- Parent consultation: Parents must be consulted on the recommendation
- Teacher input

### **Reclassification Criteria for Grade 2-3 (Annuals):**

- Summative ELPAC Overall, Oral Language Score and Written Language Score of level 4 (must be well developed on Listening, Speaking, Reading and Writing subtests)
- Locally Available Assessment Results: BPST (Basic Phonics Skills Test) or AR Enterprise (Grade 2: Level 294>, Grade 3: Level 423>)
- SOLOM (Student Oral Language Observation Matrix)
- Parent consultation: Parents must be consulted on the recommendation
- Teacher input
- Fall writing sample (or a passing grade on Spring assessment)

### **Reclassification Criteria for Grades 4-8 (Annuals):**

- Summative ELPAC Overall, Oral Language Score and Written Language Score of level 4 (must be well developed on Listening, Speaking, Reading and Writing subtests)
- Locally Available Assessment Results: District Assessment or AR Enterprise (Grade 4: Level 440>, Grade 5: Level 536>, Grade 6: Level 613>, Grade 7: Level 654>, Grade 8: Level 765>)
- SOLOM (Student Oral Language Observation Matrix)
- Parent consultation: Parents must be consulted on the recommendation
- Teacher input
- Fall writing sample (or a passing grade on Spring assessment)

**\* CCR = California Code of Regulations**

# Chapter Four

## Staffing and Professional Growth

### **Collaborative Staff Development in Evergreen**

Evergreen School District provides rigorous and high quality staff development that is both dynamic and up-to-date. Our trainings are designed to enhance the teacher's skill and understanding of current, research-based practices and curriculum to improve instructional strategies and assessment for EL students.

### **Certificated**

The District ensures that all teaching personnel whose assignment includes teaching English Language Learners hold appropriate certification to provide necessary instructional services to ELLs. All teachers will be highly qualified.

### **Professional Development**

The ELL Department is a part of the Instruction Department and collaborates to bring quality professional development to the district. The professional development plan includes training for all staff who work with ELLs, including administrators, instructional assistants, counselors, teachers, district personnel and office personnel. Training will address the following:

- Master Plan policies, procedures and guidelines
- ELL program design and options
- ELD, SDAIE and other specified areas of focus
- Parent outreach to ensure their informed consent and understanding of the program options for their child
- The California English Learner Roadmap

Our classroom teachers must teach Integrated and Designated ELD using SDAIE. Each year, principals are informed regarding the need for adequate numbers of qualified teachers to fully implement the ELL programs at the school, as directed by this Master Plan. The teachers and the principal develop a schedule that will enable all students who have not been reclassified to participate in these classes and/or rotations.


### **Classified Staff**

The need for paraprofessionals in the ELL program is determined by the amount of English Learners in the district at each site. The positions are advertised and filled by the best qualified individual. Most Instructional Assistants are also bilingual which provides support for students who are learning English when needed. Instructional Assistants provide language instruction within the classroom to ELs and assist with the full spectrum of language needs outside the classroom such as the following:

1. Translation at parent-teacher conferences
2. ELPAC administration
3. Primary language testing

# Chapter Five

## Parent and Community Involvement

*Each school with 21 or more English language learners must establish a functioning English Language Learner Advisory Committee (ELAC). *

### ELAC Requirements:

Members are chosen by election. All parents/guardians of English Language Learners (ELL) have an opportunity to vote. Members receive materials and training related to carrying out their legal responsibilities. The ELAC advises the principal and staff on mandated topics related to English Language Learners such as the following:

- Master Plan for English Learners
- Parent Needs Assessment
- School Attendance
- Review Identification and Assessment (ELPAC Data) of English Learners
- Overview of Program Options for English Learners
- Reclassification Procedures

Members elect representatives to the District English Language Learner Advisory Committee (DELAC). The site administrator and Director of Instruction annually review the implementation of the ELAC in order to ensure that all requirements are met. All site ELAC documentation (calendar of ELAC dates, minutes and agendas) must be kept at the site and a copy must be sent to the director.

### Implementation of the Site ELAC

- The site principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication. The elected officers are trained to conduct and/or help facilitate the meetings.
- Elections are held by the end of September enabling the participants to be trained at the District Office by mid-October. Membership composition must reflect the percentage of English Language Learners in the school. Membership includes parents and possibly school staff. If a member must be replaced, the replacement serves for the remainder of the year.

### ELAC Roles and Responsibilities

- The ELD Department will provide training on establishment of ELAC to site administrators and site personnel in early September.
- The principal and parents should collaborate to plan the meeting to meet the needs of the site parents. Each agenda should address a mandated topic.
- The principal plans the agenda with the ELAC chairperson prior to each meeting.
- Meeting dates are determined and publicized in English and other languages.
- Child care should be provided if necessary.
- The ELAC may develop and adopt by-laws and elect officers.

### **The District English Learner Advisory Committee**

The District English Learner Advisory Committee (DELAC) was established to advise the district on a wide range of issues relating to the improvement of curriculum and instruction for the state's English learners. It is composed of elected parents from each site in the district.

#### **The DELAC advises the Board of Trustees on the following:**

- The monitoring of the district EL Master Plan considering all school site plans.
- A district wide needs assessment.
- The district program, goals and objectives for English Language Learners.
- District reclassification procedures.
- The plan to ensure compliance with applicable teacher or aide requirements.

Other DELAC implementation provisions include:

- The DELAC meets at least 5 times a year.
- The DELAC operates according to state guidelines and the Brown Act.
- The Director of Instruction or designee serves as the district liaison to the DELAC.
- The director assists with agenda preparation, meeting notices, arrangements for meetings, and all communications pertaining to DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and the Board of Trustees, and will make an annual presentation to the Superintendent, Board of Trustees and the Board Member attendees.
- The DELAC chairperson can preside or help facilitate with the Director of Instruction. The director will preside in his or her absence.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.
- DELAC minutes will be kept in the district files.

### **Literacy Alive**

The goal of Literacy Alive is to provide free adult English instruction to parents who wish to involve themselves in a communicative approach to language through meaningful conversational exchanges within a carefully structured grammatical framework. Classes for adults are held two days per week, two hours per day. Free babysitting will be offered for children ranging in age from three to twelve years of age. Children must be toilet trained to attend. Parents will be encouraged to become involved through opportunities to attend: 1) school wide functions which include Back to School Nights, ELAC (English Language Acquisition Committee) meetings, Family Literacy Night, Title I Mini Conferences, Migrant Program offerings, etc. and 2) District trainings, DELAC (District English Language Acquisition Committee) meetings and Parent University

**To help parents effectively assist their children toward educational success and advocate for their children within the schools and community, the school and district will do the following:**

- Provide translations and interpretation of school information for all dominant languages whenever possible.

- When 15% or more of the school's students are speakers of the same language, the school will provide written translations of school information whenever possible.
- Interpretations/Translations are made available for parent/teacher conferences, ELAC, DELAC, SST, suspension/expulsion and for any other pertinent communication and/or meetings.
- Parent meetings should be parent friendly; with childcare, translations, and food if necessary.

**Many district sponsored events are held during the year that promote parent involvement and parent/student collaboration**

- ELL Parent Nights
- Global Competency Classes
- Global Exchange Classes
- Site Family Nights
- Site Back To School Nights
- Family Authorship Workshops
- Title 1 Read-a-thon Month
- Parent University
- Reclassification Celebration/Pathway awards
- 21st Century Family Learning Program
- Advancing Latino/a Achievement and Success (ALAS) Conference at SJSU



# Chapter 6

## Evaluation and Accountability

### Overview

The Federal Program Monitoring requires that districts have an ongoing monitoring process. The District is accountable for ensuring that ELL programs are optimally effective. All district personnel are expected to follow the procedures specified in the Master Plan.

### Strategic Collaborative Cohort (SCC)

The Director of Instruction leads the Strategic Collaborative Cohort (SCC). It was designed so that district stakeholders had a vehicle to plan and coordinate for exemplary programs for the success of English Learners. SCC is comprised of district administrators, teachers, and specialists. The committee meets six times a year to discuss topics pertaining to the implementation of our programs for English Language Learners. The Committee is an integral part of the District Master Plan. The goals and objectives of the SCC are the foundation and structure for this Master Plan. The evaluation and accountability of the English learner program are embedded in these goals and objectives. This tool will be the ongoing monitoring document utilized to maintain a quality program at all of our sites. This plan and the evaluation and accountability goals are based on the state and federal guidelines.

### Evaluation Design

The District will conduct an annual evaluation of the program and services for English Language Learners. The programs described in earlier sections are structured around eight goals. The evaluation activities will focus on the evaluation questions listed in this section. Each year these evaluation criteria will be reviewed and may be revised in response to changes in the program or in the needs of our English Learners.

### Evaluating Program Effectiveness

The ongoing assessments utilized now are varied. Examples are: Language Arts Assessments, RESULTS Assessments and Running Records, Accelerated Reader (AR) STAR, ADEPT, and ELPAC. The District is using the “Evaluation Goals and Questions” chart below to monitor the eight program goals of the program.

## Evaluation Goals and Questions

<p><b>1. Implementation</b></p> <p>Utilize adopted materials, including CA English Language Development Standards &amp; the ELA/ELD Framework, to implement a coherent designated and integrated ELD program.</p>	<p><b>1.1</b> Are all EL students across sites receiving designated ELD with a certificated teacher?</p> <p><b>1.2</b> Do ELs at all schools have access to academically rigorous core curriculum via integrated ELD, and are integrated and designated ELD being used effectively and regularly?</p> <p><b>1.3</b> Are teachers utilizing the CA ELA/ELD Framework and ELD standards to guide instruction?</p>
<p><b>2. English Proficiency</b></p> <p>ELs will make steady progress in developing academic English language proficiency toward reclassification.</p>	<p><b>2.1</b> Do ELs meet the state's AMAO 1 (Annual Measurement Achievement Objective) with regard to progress in learning English?</p> <p><b>2.2</b> Do ELs meet the state's AMAO 2 (less than 5 years/greater than 5 years) with regard to attaining English Language proficiency?</p> <p><b>2.3</b> Are there overall proficiency gains on all subtests on the ELPAC for students 1-3 years in U.S. schools? Are there overall proficiency gains on all subtests on the ELPAC for students 4-5 years in U.S. schools? Are there overall proficiency gains on all subtests on the ELPAC for students more than 5 years in U.S. schools? What are the overall gains in the cohort group?</p> <p><b>2.4</b> Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification?</p> <p><b>2.5</b> What is the criteria for students to be reclassified? Describe each item and its effectiveness?</p>
<p><b>3. Academic Progress</b></p> <p>Examine assessment data that reflects the achievement of ELs/ Reclassified Fluent English Proficient (RFEPs), and provide a structure that enables students to make steady growth.</p>	<p><b>3.1</b> Are increasing percentages of ELs/RFEPs, making steady academic progress on CAASPP ELA?</p> <p><b>3.2</b> Is the gap between the overall percentages of English proficient students and ELs on the CAASPP ELA narrowing?</p> <p><b>3.3</b> Are increasing percentages of ELs/RFEPs, making steady academic progress on CAASPP Math?</p> <p><b>3.4</b> Is the gap between the overall % of English proficient students and ELs on the CAASPP Math narrowing?</p> <p><b>3.5</b> How are ELs/RFEPs, that are not making steady academic progress being appropriately served?</p> <p><b>3.6</b> What research-based structures are in place that support steady academic progress for both ELs and RFEP students?</p>

<p><b>4. Professional Development:</b></p> <p>The district's professional development plan includes ongoing training for all staff who work with ELs that is responsive, research, and practice-based.</p>	<p><b>4.1</b> What site-based, differentiated professional development opportunities are implemented?</p> <p><b>4.2</b> Did all staff receive responsive, research-based professional development, along with effective instructional strategies to choose from?</p> <p><b>4.3</b> How are professional development strategies supported and sustained?</p>
<p><b>5. Parent Involvement:</b></p> <p>Parents of ELs and RFEPs will be given opportunities to participate in their children's education.</p>	<p><b>5.1</b> What opportunities are available to parents of ELs and RFEP students to participate in school activities (parent-teacher conferences, volunteer in class, Family Nights, Parent University, etc.)?</p> <p><b>5.2</b> Is the rate of parent engagement increasing?</p> <p><b>5.3</b> What training do your parents receive related to the responsibilities of the ELAC or DELAC?</p> <p><b>5.4</b> How does the Migrant Program help parents participate in their child's education?</p>
<p><b>6. Assessments:</b></p> <p>EL assessment data that identifies a student's progress in language proficiency will be provided to all stakeholders and utilized to drive instruction.</p>	<p><b>6.1</b> What assessments are being utilized to monitor student progress in English language proficiency? (Ie. ELPAC, ADEPT, CAASPP, AR Star, Writing Samples, SOLOM, BPST)</p> <p><b>6.2</b> How does the Local Educational Agency (LEA) use assessment results for student placement and to guide instruction?</p> <p><b>6.3</b> When are stakeholders analyzing data and utilizing it to identify instructional practices to meet the needs of ELs? (ie. Professional Learning Communities, site professional development, ELAC)</p>
<p><b>7. Cultural Proficiency:</b></p> <p>All students and staff will be given opportunities to develop cultural proficiency.</p>	<p><b>7.1</b> Are school staff taking part in culturally relevant pedagogy?</p> <p><b>7.2</b> Are students being exposed to culturally responsive instructional practices?</p> <p><b>7.3</b> What opportunities are students being given to develop cultural proficiency such as empathy and respect for other cultures?</p>
<p><b>8. Program Monitoring:</b></p> <p>The District and sites will periodically monitor and report out the progress on goals 1-7 of our program.</p>	<p><b>8.1</b> How does the district monitor and report out progress of our EL program?</p> <p><b>8.2</b> How do schools monitor and report out site progress?</p> <p><b>8.3</b> How often is progress reported and which tools are used?</p>

## Goal Expectations

**Goal 1.** Program Implementation: Every school in the district provides access to core curriculum and ELD through integrated and designated ELD, monitored by principals and the Director of Instruction.

**Goal 2.** English Proficiency: Students are expected to gain one language level annually until they reach the English proficiency level and then maintain the level until reclassified. (See also Chapter 3)

**AMAO 1** defines progress as follows:

- Students at Emerging and Expanding overall levels, 1-3, are expected to gain one level each year.
- Students at the Bridging level 4 are expected to maintain or improve.

**Academic ELD progress will be monitored during the year by:**

- SCC will continue to identify assessments, plan and identify additional resources.
- Reports cards, and progress reports, English learner self assessments (ELSSA) and other local assessments.

AMAO II English Language proficiency attainment.

ELLs expected to reach the English proficient level (AMAO II cohort) includes the following students based on prior year ELPAC scores.

- Expanding students
- Bridging students who were not English proficient in the prior year.

**Goal 3. Steady Academic Progress:** District will determine standards-based assessments in ELA, and Mathematics. CAASPP performance data in English Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school level reports identifying students who have not made progress, will be prepared for each school site. The data will include profiles of performance by ELPAC as well as disaggregation of data by school, grade level and language. CAASPP data is reviewed at the district level in order to identify district wide priority areas for professional development. Reclassification data are collected throughout the spring semester. District staff and parents will review and analyze performance on criteria needed for reclassification for all ELs. Students are assessed throughout the year and if they are not performing on grade level, they are identified in need of academic interventions.

**Goal 4. Professional Development:**

*High-quality professional development should:*

- improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable them to become highly qualified
- be sustained, intensive, and standards-based in order to have a positive and lasting impact on classroom instruction
- be scientifically-based research demonstrated to improve student academic achievement or substantially increase the knowledge and teaching skills of teachers
- support the success of all learners
- provide training for teachers in the use of technology
- promote the use of data and assessments to improve instruction
- evaluate the effectiveness of professional development

**Goal 5. Parent Involvement:** Our district will work with the DELAC and all ELACs to develop exemplary parent groups. The committees will follow the guidelines of the state and will present their annual report to the Evergreen School District Board of Trustees. The District will also develop partnerships with the community.

**Goal 6: Assessments:** Classroom assessments can include a wide range of options - from recording anecdotal notes while observing a student to administering standardized tests. The options can be roughly divided into two categories - formative assessments and summative assessments.

**Formative assessments** are ongoing assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

**Summative assessments** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a predetermined time. The goal of summative assessments is to make a judgment of student competency -- after an instructional phase is complete. For example, in California, the CAASPP is administered once a year - it is a summative assessment to determine each student's ability at predetermined points in time. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

**An annual evaluation report on English Language Learner Programs will be shared at a regular meeting of the Evergreen Board of Trustees.**

**Goal 7. Multicultural Proficiency:** Providing opportunities in the classroom, the school site, and at district workshops, so that all students have an equal chance to achieve academic success.

- A philosophy that stresses the importance, legitimacy, and vitality of ethnic and cultural diversity in shaping the lives of individuals, and groups in the class.
- A concerted effort and process that requires long term investments of time and effort as well as carefully planned and monitored actions for students.
- An educational system that is grounded in principles of culturally and linguistically responsive instruction.

**Goal 8. Monitoring Program Implementation:** The primary goal of the monitoring and accountability systems are to ensure that every school in the district has optimally effective and compliant programs for ELLs. The monitoring will consist of;

- Document reviews
- District self-review: Sites will be reviewed for Common Core/ELD implementation each year and the reviews will result in status reports. The walk-throughs will be led by the Cabinet Members.
- Ongoing coaching and professional development support: The District will assign District Coaches. These individuals will support their site, with the building of Professional Learning Communities, document reviews, assessment implementation and have conversations around implementation of EL instructional practices.

*This process establishes high expectations for all students, promotes full involvement of all stakeholders (administrators, teachers, and parents) in all phases of planning, implementation, and evaluation and ensures that high levels of coordination between district-level and site-level improvement does exist.*

### **Evaluation and Accountability: Roles and Responsibilities**

#### **Student**

- Attends school daily and works for high achievement.
- Participates in school activities.
- Communicates regularly with parents, teachers, and support staff.
- Attends intervention programs if identified.

#### **Parent**

- Monitors/promotes ELs progress in academics, homework, attendance, behavior.
- Supports ELs in activities to promote student achievement.
- Communicates regularly regarding student progress with student, teachers and school.
- Attends parent conferences and school functions (i.e. Open House, Parent Conferences, Family Nights).
- Participates on school committees-ELAC, Site Council & etc.

#### **Classroom Teacher**

- Implements specific EL programs as described in this Master Plan and provides instruction that meets state frameworks and district and state standards.
- Ensures delivery of appropriate English Language Development Instruction.
- Monitors ELs progress. Reviews school/classroom data. Uses data to modify instruction, reviews content, ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English Learners and RFEPs.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Attends SSTs and/or IEPs when applicable, and informs parents of progress and strategies to support students in meeting standards.
- Supports the implementation of the Master Plan.

#### **Assistant Principals**

- Monitors progress of ELs toward meeting language proficiency, and academics.
- Assists with interpretation of student assessments, collaborates with teachers, District Coaches, Site Grade Level Leads in devising individual program modifications and interventions as needed.
- Supports the implementation of the Master Plan for ELs.

#### **Paraprofessionals**

- Provides support in the core subjects.
- Assist with student testing.
- Supports implementation of the Master Plan.

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

- Examines program evaluation findings on an annual basis and suggest recommendations for program improvement.

**Director of Instruction**

- Monitors implementation of Master Plan and its alignment to the Local Control Accountability Plan (LCAP) and the District Strategic Plan.
- Reviews district and site EL data.
- Monitors District Coaches, EL Committee, materials selection used in the classroom delivery of ELD and core curriculum to English learners.
- Develops work plan, supervises and works closely with ELD Instructional Assistants.
- Meets with principals and Cabinet Members to review site plans for English learners.
- Works with Strategic Collaborative Cohort members to prepare the EL Annual Evaluation Report.
- Collaborate with the Induction Coordinator about the needs of the new teachers in support of the classroom instruction for English Learners.
- Organizes all of the district wide Parent Engagement opportunities.

**Site Administrator**

- Monitors EL instruction
- Is responsible for all procedures and legal requirements pertaining to ELs at the school.
- Monitors placement of English Learners and oversees reclassification process.
- Reports to district administrators on the progress and placement of English Learners.

**Chief Financial Officer**

- Monitors budgets regarding ELs.

**Directors and Assistant Superintendent**

- The Directors of Instruction and Pupil Services along with the Assistant Superintendent collaborate in regards to student achievement.

**Director of Human Resources**

- Recruits and monitors placement of ELD staff.
- Monitors credentials of all personnel working with English Learners.

**Superintendent**

- Evaluates district goals relative to the Strategic Plan, including implementation of the Master Plan, student achievement, professional development and evaluation and accountability.

# Chapter 7

## Funding and Resources

### ELD Funding and Resources

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and district policies. LCAP and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external audit.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The district cohort of Administrators, Board Members, Cabinet Members, Community Members, Parents and Teachers brainstorm goals and objectives. They are then categorized and prioritized and placed on the implementation calendar. The committee results are approved by the board and presented to the greater community. This plan is to meet the needs of all students.
2. In regards to the English Language Learner Program, funds are based on the Consolidated Application after having collaborated with the Cabinet. The Consolidated Application is presented to the Board of Trustees for approval.
3. The principal coordinates development of the school level plan and prioritization of needs based on data. The principal meets with the School Site Council and ELAC groups before the school plan and budget is approved by the Board of Trustees. The principal assures that parents and staff are informed about funding and the site plan.
4. Site and District Advisory Committees take the following roles in monitoring the budgets:
  - The School Site Council provides input regarding school plan development/revision and approves the school plan.
  - ELAC members advise and give input on the school plan and school budget.
  - DELAC gives input on the district level plan.
5. The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food health and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that ELs have access to the core curriculum. The base program also includes District adopted ELD program materials.



### **LCAP Funds**

LCAP funds are used to supplement the core program. They are integrated with other supplemental funding sources. These funds are used for supplemental services such as:

- Employment of supplemental teachers
- Paraprofessionals
- Purchase of supplemental teaching materials
- In-service training for teachers and paraprofessionals to develop instructional skills
- Support for parent involvement activities
- Parent training
- Translation services
- Other reasonable expenses related to the program

Services provided through LCAP funds are designed to ensure that ELs develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Allocations are used for the schools who are identified with the most need based on the Consolidated Application.

### **Title 1 Part A**

School wide programs under Title 1 permit a school to use funds from Title 1 to raise achievement for all students and improve the entire educational program of the school. School-wide funds can be used to support their programs in a flexible manner. All of the reform strategies must increase the amount and quality of learning and help provide a high-quality curriculum for the students according to the comprehensive plan to help students meet the state's challenging standards.

### **Title 1 Part C (Migrant)**

Our Migrant Ed Program is monitored by the county region and all of the events and services are organized by a team from the county.

Program Opportunities include the following for students and/or parents:

- Leadership conferences for parents
- Health institute
- Additional instructional materials
- Preschool program

### **Title III/LEP (Limited English Proficiency)**

The federal Title III program is now merged with Title I program, and provides funds for supplementary programs and services for English learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows ELs to meet and exceed district and state standards.

Programs must provide staff development opportunities to school staff assigned to the ELs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities.

### **Additional EL Support Programs**

Before/After School Intervention/Enrichment: These programs are embedded in the site programs and have been determined based on School Plans and school needs.

### **Induction Program (ED code 44259(c))**

Specified teachers participate in a beginning teacher induction program, in order to obtain their Professional Clear Credential. It also provides professional development for new teachers in all curricular areas. The English Learner Department and beginning teacher induction program collaborate and work closely to obtain and maintain the most highly qualified teachers for our English Learners.

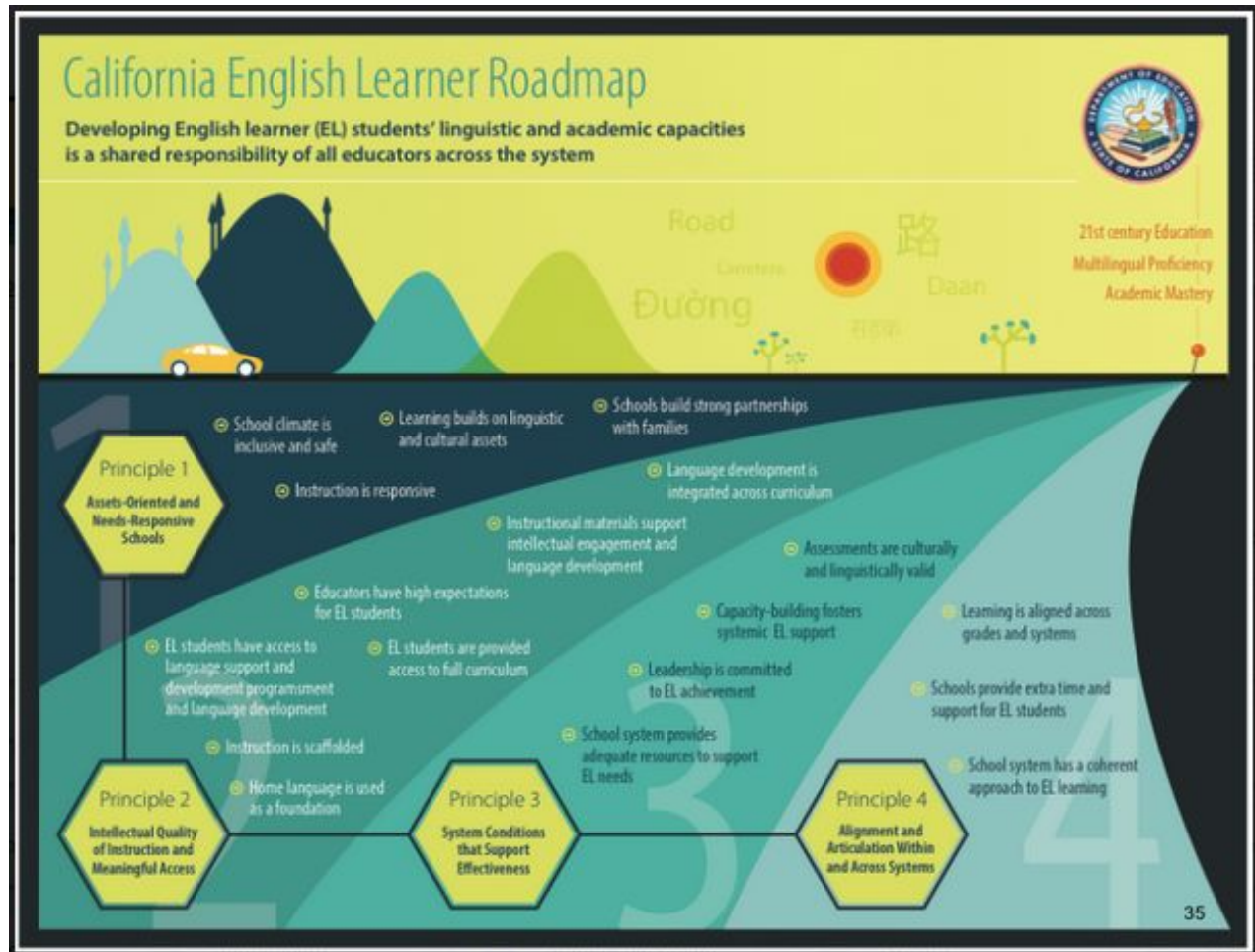
### **Before/After School Intervention/Enrichment Programs**

Site administrators are responsible for providing appropriate interventions at their sites for English Learners. The data is analyzed and the appropriate parent groups are responsible for collaboration on the completion of the School Plan and to monitor site programs.

The specified interventions are written into the Single Plan of Student Achievement (SPSA).

# Chapter 8

## California English Learner Roadmap



### CALIFORNIA ENGLISH LEARNER ROADMAP: EDUCATIONAL PROGRAMS AND SERVICES FOR ENGLISH LEARNERS

#### CALIFORNIA ENGLISH LEARNER ROADMAP

On July 12, 2017, the California State Board of Education unanimously adopted a new policy for English Learners, the California English Learner Roadmap: Educational Programs and Services for English Learners. This policy supersedes the 1998 English Learner policy which was based upon Proposition 227.

The new English Learner policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, and parent/community involvement. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The primary intended audience are Local Education Agencies (LEAs) and the county offices of education as well as other agencies that provide them with technical assistance. But every agency responsible for the education of children, including early childhood educators, institutions of higher education, credentialing bodies, and professional and advocacy organizations are also part of the intended audience. As a state whose prosperity depends on the success of immigrants and their children, we hope that each Californian can adopt this vision and our educational mission.

### **Vision**

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

### **Mission**

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates 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.

### **Four Interrelated Principles**

Four principles support the vision and provide the foundation of California English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions to Support Effectiveness
- Alignment and Articulation within and across Systems

These principles, and elements that follow, are research and values-based, and build upon the California ELA/ELD Framework, Blueprint for Great Schools 1.0 and 2.0, and other state policy and guidance documents. It is important to stress that these principles and elements are not meant to serve as a checklist. Rather, they could be thought of as the keys of an instrument, from which harmony and music is created. In that sense, districts are the musicians and ultimately must take the responsibility for choices and implementation.

**Principle #1:**

**ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS**

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. 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.

A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

B. Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.

C. School climates and campuses are affirming, inclusive and safe

D. Schools value and build strong family and school partnerships

**Principle #2:**

**INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS**

English learners 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. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other Languages.

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

**Principle #3:**

**SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous Improvement. B. The school system invests adequate resources to support the conditions required to address EL needs.

C. A system of culturally and linguistically valid and reliable assessments support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.

**Principle #4:**

**ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS**

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These

pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.

B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content,

C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

These principles and elements are not meant to serve as a checklist, but rather as a set of research- and practice-based considerations that can be useful to local districts as they develop strategy and modify their plans in the process of continuous improvement. For example, as a guide, Table 1 shows a cross-walk of the principles and elements with the Local Control Funding Formula (LCFF) priorities. The more that these elements become part of the communication vehicle for systems, and the better able that we as a community of educators become to shape conversations about priorities with parents and community members as well as internally within districts, the better served our English Learner students will be.

**CALIFORNIA ENGLISH LEARNER ROADMAP:  
EDUCATIONAL PROGRAMS AND SERVICES FOR ENGLISH LEARNERS**

The new California English Learner Roadmap is intended to set a common direction for the state and to provide guidance for LEAs in local planning and improvement of programs and services for English Learners. For these purposes, it was designed to speak to the eight state priorities embedded in the Local Control Accountability Plan (LCAP). Local leadership and governing boards will find it useful to consider alignment of local goals and policies with the mission, vision and principles of the EL Roadmap, and to use the Principles as a lens for assessing strengths and needed improvements in services, programs and approaches to English Learner education.

	LCAP 1 Teachers	LCAP 2 Standards	LCAP 3 Parents	LCAP 4 Achievement	LCAP 5 Engagement	LCAP 6 Climate	LCAP 7 Access	LCAP 8 Outcomes
Principle #1: Assets-Oriented And Needs-Responsive Schools	Elements A & C	Elements A & B	Elements B & D	Element C	Elements B, C, & D	Elements A & D	Elements B & D	
Principle #2: Intellectual Quality Of Instruction And Meaningful Access	Elements A, B, & D	Elements A, B, G, & F	Element D	Elements A, B, & C	Elements E & F	Elements C & E	Elements D, E, & G	
Principle #3: System Conditions That Support Effectiveness	Elements B & D	Elements B & D	Element D	Elements A & B	Element D	Element D	Element C & D	Elements A, C, & D
Principle #4: Alignment And Articulation Within And Across Systems	Elements A, B, & C	Elements B & C	Element C	Elements B & C	Element C	Element C	Elements B & C	Elements A & C

## English Learner Roadmap Rubric

*School and district teams can use this self-reflect rubric on the following pages to assess current status in enacting the Roadmap Principles and identify areas needing attention.*

### Principle #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. 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.

Element	1 Scarcely Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive
<b>A.</b> The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused.	School shows slight focus on providing a bilingual education.	School shows moderate focus on providing a multilingual education.	School is multi-lingual focused, and dedicated to preserving the culture of all students.



<b>B.</b> Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.	Programs, curriculum, and instruction are the same for all students.	Programs, curriculum, and instruction are somewhat adaptive to suit the students.	Programs, curriculum, and instruction are fairly adaptive to the individual student.	Programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual.
<b>C.</b> School climates and campuses are affirming, inclusive and safe	School climate is questionable, and/or unwelcoming towards certain minorities.	School climate feels fairly safe, and fairly inviting towards most students and their families.	School climate feels safe, and inviting towards most students and their families.	School climate feels safe and inviting. Students and their families are treated fairly.
<b>D.</b> Schools value and build strong family and school partnerships	Parents are rarely included or rarely present in school activities.	Parents are somewhat involved and engaged in their children's learning experience.	Parents are fairly involved and engaged in their children's learning experience.	Parents are very involved and engaged in their children's learning experience.

## Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners 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. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element	1 Poor Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation
<b>A.</b> Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework)	Language development does not occur in and through content and integrated across the curriculum.	Language development occurs inconsistently in and through content and integrated across the curriculum.	Language development occurs in and through content and integrated across the curriculum.	Language development occurs consistently in and through all content and integrated across the curriculum.
<b>B.</b> Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.	Provides non standards-based, non-rigorous or non-intellectually rich curriculum with no instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and somewhat intellectually rich curriculum with unplanned instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.

<b>C.</b> Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.	Teaching and learning emphasize, disengagement, teacher-centered, non-inquiry, and passive thinking with low expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with low expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with high expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with the same high expectations for EL students as for all.
<b>D.</b> ELs are provided access to the full curriculum along with the provision of EL supports and services.	EL students are provided access to the partial curriculum with no provision of EL supports and services.	EL students are provided access to most of the curriculum with no provision of EL supports and services.	EL students are provided access to the curriculum along with provision of EL supports and services.	EL students are provided access to the full curriculum across content areas along with provision of EL supports and services.
<b>E.</b> Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	Students' home language is understood as a detriment to access curriculum content, and is not developed to high levels of literacy and proficiency along with English.	Students' home language is understood as a means to access curriculum content, as a foundation for developing English, but is not developed to high levels of literacy and proficiency along with English.	Students' home language is understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	Students' home language is understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English and other languages.

<b>F. Rigorous</b> instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and integrated language development and content learning, and provide no opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and integrated language development and content learning, and provide some opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide many opportunities for bilingual/biliterate engagement appropriate to the program model.
<b>G. English Learners</b> are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided no choices of research-based language support/development programs and are not enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided few choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	All English Learners are provided choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum in multiple languages.

### Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Element	1 Poor Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions
<b>A.</b> Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes unclear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and has no focus across the system on progress towards these goals and continuous improvement.	Leadership establishes goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and is establishing a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and expands a focus across the system on progress towards these goals and continuous improvement.
<b>B.</b> The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests no resources to support the conditions required to address EL needs.	The school system invests few resources to support the conditions required to address EL needs.	The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests extra resources to support the conditions required to address EL needs.

<b>C.</b> A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	A system of valid and reliable assessment in English support instruction, improvement, and accountability for attainment of English proficiency and academic achievement.	A system of culturally and linguistically valid and reliable assessment support instruction, improvement, and accountability for attainment of English proficiency, and academic achievement.	A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy and academic achievement.	A system of culturally and linguistically valid and reliable assessment support culturally relevant instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy and academic achievement.
<b>D.</b> Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.	Capacity building occurs at no levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.	Capacity building occurs at few levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.	Capacity building occurs at many levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.	Capacity building occurs at all levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.

<p><b>D. Capacity building</b> occurs at all levels of the system, including leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>Capacity building occurs at no levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>Capacity building occurs at few levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>Capacity building occurs at many levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>Capacity building occurs at all levels of the system, particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>
---	---	--	---	--

#### **Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS**

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career- readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.

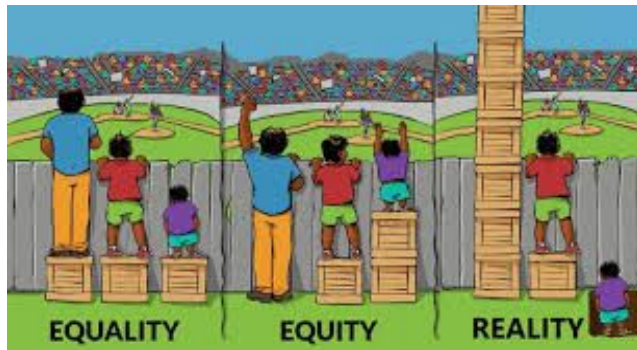
Element	1 Poor Alignment and Articulation	2 Fairly Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation
<b>A.</b> EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.	No EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Few EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a solid foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education.



<b>B.</b> Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools do not plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools somewhat plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools implement schedules and resources to provide extra time in school and build continuous partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.
<b>C.</b> EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are not designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are faultily designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are meticulously designed to be coherent across schools within districts, across initiatives, and across the state.

# Chapter Nine

## Equitable Access



### Definition

Equity is ensuring that all underserved students have what they need academically, socially, and emotionally.

In Evergreen School District, our underserved populations have historically included English Language Learners, migrant students, students of color (such as African-American, Hispanic, Native American, Pacific Islander), students with disabilities, socioeconomically disadvantaged youth, homeless, foster youth, immigrants/refugees, and lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students.

Working towards equity involves the following actions:

- Making a concerted effort to disrupt institutional oppression
- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with various social or cultural factors
- Interrupting inequitable practices, examining biases, and creating inclusive culturally responsive school environments for adults and children

### The Four Agreements of Courageous Conversations

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect and Accept Non-closure

### Introduction

We will begin with a clear vision and ask ourselves this question: *What will equity and excellence look like in the context of our schools?*

Excellence through equity will be achieved through the courageous actions of us educators. We are taking decisive steps to make this happen. We have met obstacles, but we constantly work collaboratively to circumvent the barriers so that we can move forward. We will examine data enabling us to assess the challenges. Following the English Learner Master Plan and our strategic work around the Profile of a Learner will enable us to move students towards academic excellence. The vision becomes real when it is clearly communicated, compelling, shared and creates a sense of discomfort with the status quo. We will accept nothing less than achievement of our goals as a clear sign of success and that we believe all students can be successful.

### **Examples of Equity**

- All students should receive designated ELD instruction.
- Schools receive funding to support ELD instruction based on the unduplicated students.
- Instructional coaches are at Title One schools to support instruction.

### **Examples of Equity and Equality in the Classroom**

#### **Equity**

- Teacher practicing cultural responsiveness in their classroom by using techniques such as call and response, intentional focus on highlighting students' cultural capital, and enacting student-centered learning.
- Telling stories through the My Name, My Identity Campaign.
- Instruction addresses the standards but is differentiated to meet students' individual needs.

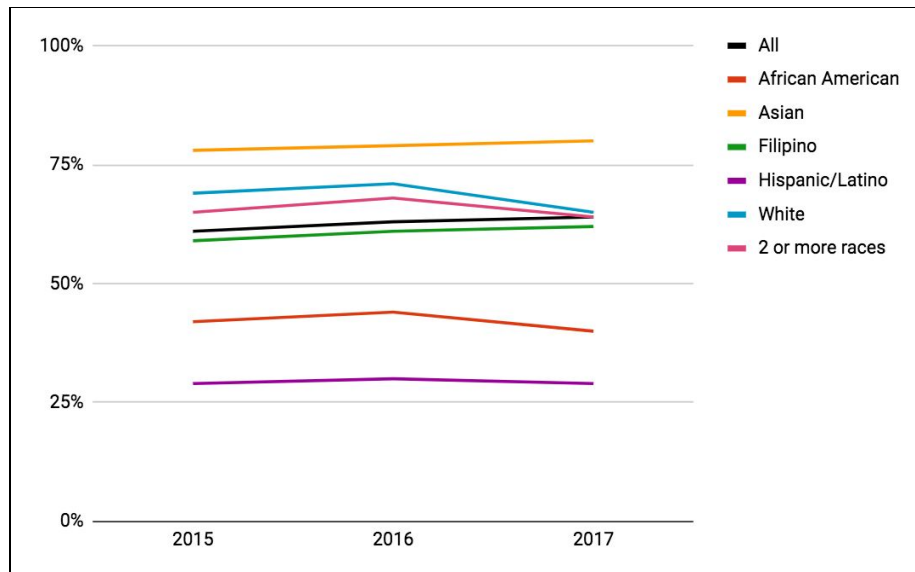
#### **Equality**

- Teacher uses the same techniques for all students.
- Recognize different cultures, but do nothing to celebrate the differences.
- All students receive the same materials/assignments.

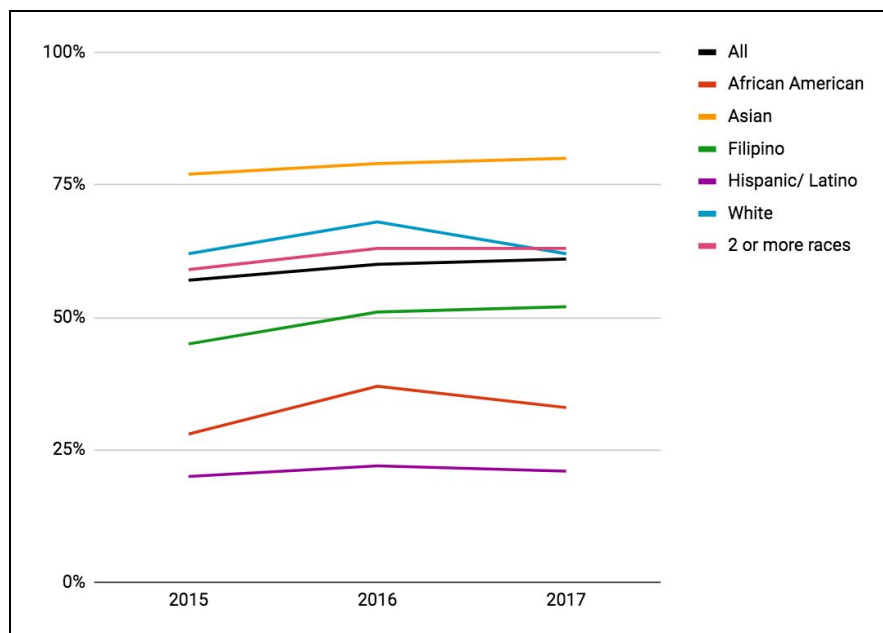
### **Key Ideas for Educational Equity**

- Closing the Academic Achievement Gap
- Equitable Access and Inclusion
  - Building Cultural and Linguistic Competence and Responsiveness
- Equitable Resources
  - Student, Staff, and Family Support
- Equitable Treatment and Opportunity to Learn
- Accountability

## English Language Arts: Percent of students who meet or exceed standards

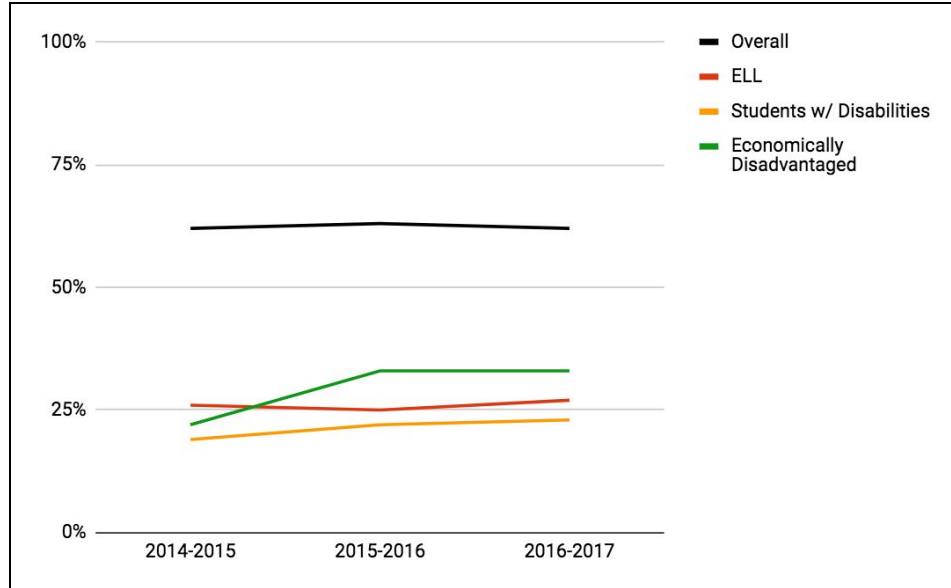


## Math: Percent of students who meet or exceed standards

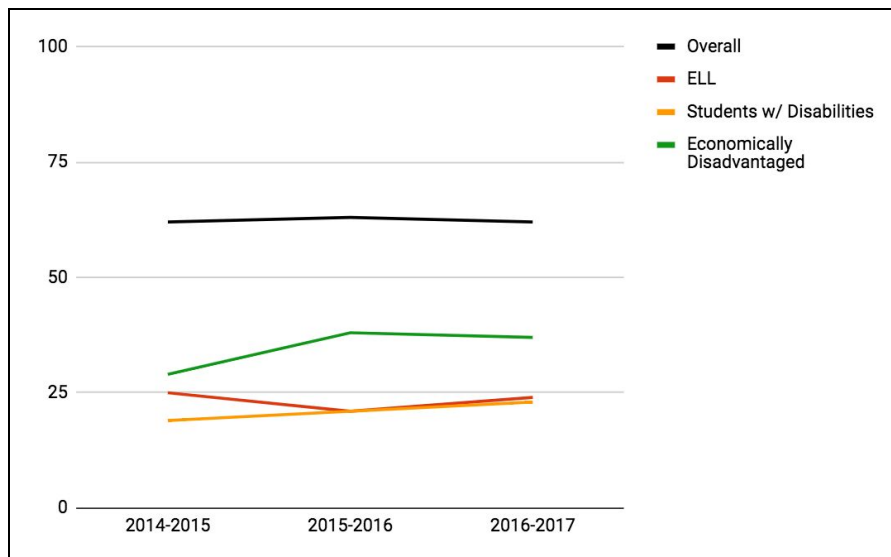


## Targeted Groups Through Supplemental Funds

### English Language Arts: Percent of students who meet or exceed standards



### Math: Percent of students who meet or exceed standards



### **Next Steps**

- Build sustainability around the equity plan within the English Learner Master Plan
- Ensure that all stakeholder groups (community, classified, certificated, Board) are represented and included
- Keeping Culturally Responsive/Equity Professional Learning Community (PLC) in place and expand work to have more people attend Culturally Responsive/Equity PLC
- Spread equity work and have courageous conversations at school sites
- 21st Century Institute and Equity Forum
- Equity work with Administrators and Cabinet (SCC)
- Equity work with parents (DELAC/DAC)
- Define and revise ADVOCATE outcome
- My Name, My Identity work in conjunction with the power of storytelling as a community
- Book Study
- Speaker to facilitate equity discussions to administrators

### **Resources**

- ACSA: Equity Leaders Academy with ESD Equity Team
- Books:
  - Cultural Proficiency: A Manual for School Leaders by Dr Kikanza J Nuri Robins, Randall B. Lindsey, and Raymond D. Terrell
  - Excellence Through Equity by Alan M. Blankstein, Pedro Noguera with Lorena Kelly