

# MERCED COUNTY OFFICE OF EDUCATION

## MASTER PLAN FOR ENGLISH LEARNERS



Merced County Office of Education  
Steven Tietjen, Ed.D., Superintendent

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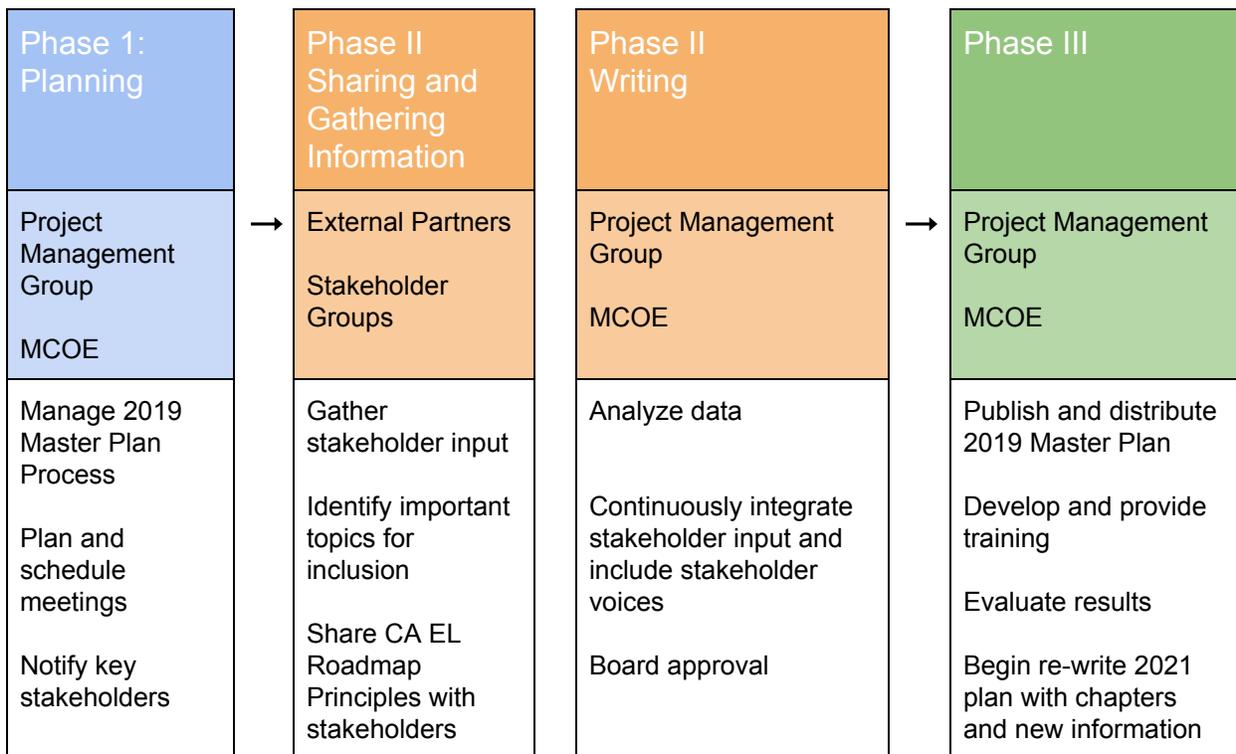
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## Master Plan Development Process

The process of the 2019 Master Plan for English Learners (ELs) rewrite was developed to incorporate stakeholder voices and allow for time to revise the draft based on stakeholder input over a series of drafts (Figure 1). The Planning Phase (Phase 1) of the 2019 Master Plan for ELs began in February 2019. Phase 2A (Information Gathering) began in January 2019 with the first meeting of the Master Plan Working Group taking place in February 2019. The rewritten plan was presented to the MCOE School Board in December 2019. Over a period in Phase 2A, feedback was gathered with all stakeholders and Empathy Interviews were conducted with students (Grades 9–12).

Figure 1: Master Plan Rewrite Phases



## INTRODUCTION

### **Purpose of the Plan**

The Merced County Office of Education (MCOE) serves a very diverse population of students within Merced County. The Educational Services Department Student Programs serves students in court and community schools as well as Merced Scholars Charter School. The Special Education program provides special education classes for students with severe disabilities. The purpose of the *Master Plan for English Learners* is to outline specific procedures the Merced County Office of Education uses to identify, serve, and monitor the progress of English Learners. These students face greater challenges more now than ever in the era of rigorous standards and accountability measures: English Learners must master the demanding academic content and demonstrate their competency in a language that is not their primary language. In addition, they must also adapt to a classroom, school, and community culture that may be quite different from the one they have left behind. The Merced County Office of Education *Master Plan for English Learners* provides the structure for program implementation and evaluation for all students with varied language backgrounds who are served in these programs.

It is the goal of the Merced County Office of Education to welcome all students, assess their learning needs, and move them as rapidly as possible from limited-English proficiency to fluent-English proficiency, and that they receive an education based on the California Standards, the English Language Development Standards, and the Next Generation Science Standards. In doing so, that they achieve academic progress equal to that of their native English-speaking peers.

Merced County Office of Education's Special Education program provides English learners with instruction that develops functional language usage in English to a level that is substantially equivalent to that of students who are the same age, are in the same program, and whose primary language is English. Students finishing their course of instruction typically receive certificates of completion rather than a high school diploma. Further, English learners are provided equal access to the core and/or special education alternate curriculum equivalent to that which is provided to native English-speakers or Fluent English Proficient students.

### **Legal Authority**

The California Department of Education derives its authority to monitor and enforce the educational rights of language minority students from four sources:

- Federal Law
- The Equal Protection Clause
- The Education Code
- Title V of the California Code of Regulations

### Office of Civil Rights

In 1970, Office of Civil Rights (OCR) issued a memorandum, "Identification of Discrimination and Denial of Services on the Basis of National Origin," which outlined the following district obligations:

- Districts must provide an equal educational opportunity to language minority students.
- Districts must take affirmative steps so language minority students can participate meaningfully in the full range of educational programs.

#### Lau v. Nichols

In a subsequent Supreme Court case, *Lau v. Nichols*, 1974, OCR's interpretation of Title VI was upheld, as delineated in the 1970 memorandum. The court ruled that placing English Learners in a regular English program, when they were unable to participate meaningfully in that program because of their limited English proficiency was discriminatory on the basis of their national origin. The case involved 1,800 San Franciscans of Chinese ancestry.

#### Equal Educational Opportunities Act: 20 U.S.C. & 1703(f)

This statute recognized the state's role in ensuring equal educational opportunity for national origin minority students: "No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

#### Castaneda v. Pickard

*Castaneda* provided a three-pronged standard for assessing districts' compliance with federal requirements. District programs for LEP students must:

1. Utilize sound educational theory.
2. Fully implement the chosen theory (and address all relevant program components: personnel, practices, procedures, resources).
3. Achieve educational results (demonstrate that the theory works) and after being employed for a period of time sufficient to give the plan a legitimate trial. If it fails then it no longer constitutes an appropriate action and must be changed.

#### California Proposition 227

The *English Language Education for Immigrant Children Act* (Proposition 227) required that:

- All children in California public schools shall be taught in English.
- All children shall be placed in English language classrooms.
- English Learners shall be educated through structured English immersion during a temporary transition period not normally exceeding one year.
- English Learners who have acquired a good working knowledge of English shall be transferred to English language mainstream classrooms.
- Current supplemental funding for English Learners shall be maintained.

## INITIAL IDENTIFICATION AND ASSESSMENT

### Home Language Survey

When a student enrolls for the first time, a Home Language Survey (HLS) is completed as required by California law and maintained as part of the student's record. Since virtually all students who enroll in the district have attended school elsewhere, every effort is made to avoid conducting a formal assessment of a student who has already been assessed in California. If records indicate a previous assessment, then the student is classified (English Only, Fluent English Proficient, or English Learner) according to the existing information and placed in classes as appropriate.

Students whose HLS indicates a language other than English on questions 1, 2, or 3, and for whom no records of prior assessment exist, will be assessed within 30 days by specially trained personnel using the Initial English Language Proficiency Assessments for California (ELPAC) or the Ventura County Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS), adapted Alternative Language Proficiency Instrument (ALPI) with Reading and Writing. The VCCALPS is used for students with severe disabilities to provide a primary language assessment in receptive and expressive language. Deaf and hard of hearing students may be informally assessed in American Sign Language (ASL) or other types of sign language as their primary language. The student's Individualized Educational Plan (IEP) indicates scores or levels in each of the assessments. The results of the ELPAC or VCCALPS are used to place students in courses and are provided to the students' teacher(s) for instructional planning.

### Initial Primary Language Proficiency Assessment

The Educational Services Department Student Programs and Special Education Programs properly identify, assess and report all students who have a primary language other than English. Identification includes the completion of the state-mandated Home Language Survey (HLS). Referring districts of students whose HLS or referral indicate English Learner are contacted for most recent assessments in English and the primary language. If referring districts do not forward the information within seven days, an English language assessment (ELPAC or ALPI) is administered. The English Language Proficiency Assessments for California (ELPAC) or Alternative Language Proficiency Instrument (ALPI) is administered to determine English proficiency within 30 school days of initial enrollment. Identified English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment in a California School (E.C. 62002). Spanish-speaking students are assessed using the Spanish IPT, administered by a trained bilingual staff member. A student whose primary language is other than Spanish and for whom no primary language instruments exist is informally evaluated by a bilingual staff member (see Appendix, Primary Language Assessment).

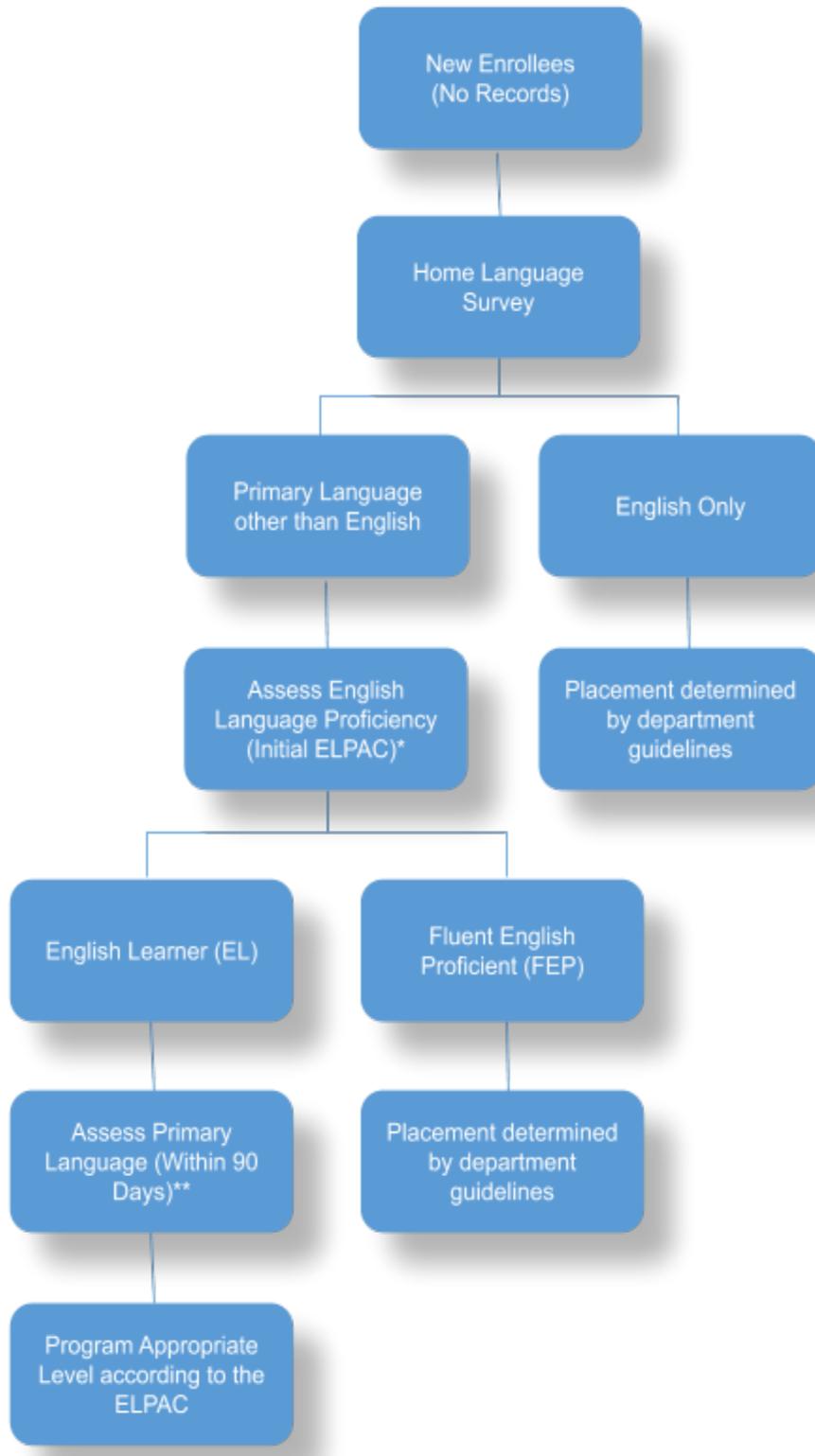
### **Notification of Results of Initial Placement**

Parents whose children speak a language other than English must be notified within 30 calendar days of the results of the student's initial assessment. The counselor sends a letter to the parents to explain the assessment results, program options, the recommended placement for the student, and the waiver process for an alternative program. Parents who wish to discuss their student's results and program placement further are encouraged to contact the counselor and/or site administrator for more information. (Note: Parents are not notified of testing results when parental education rights have been removed).

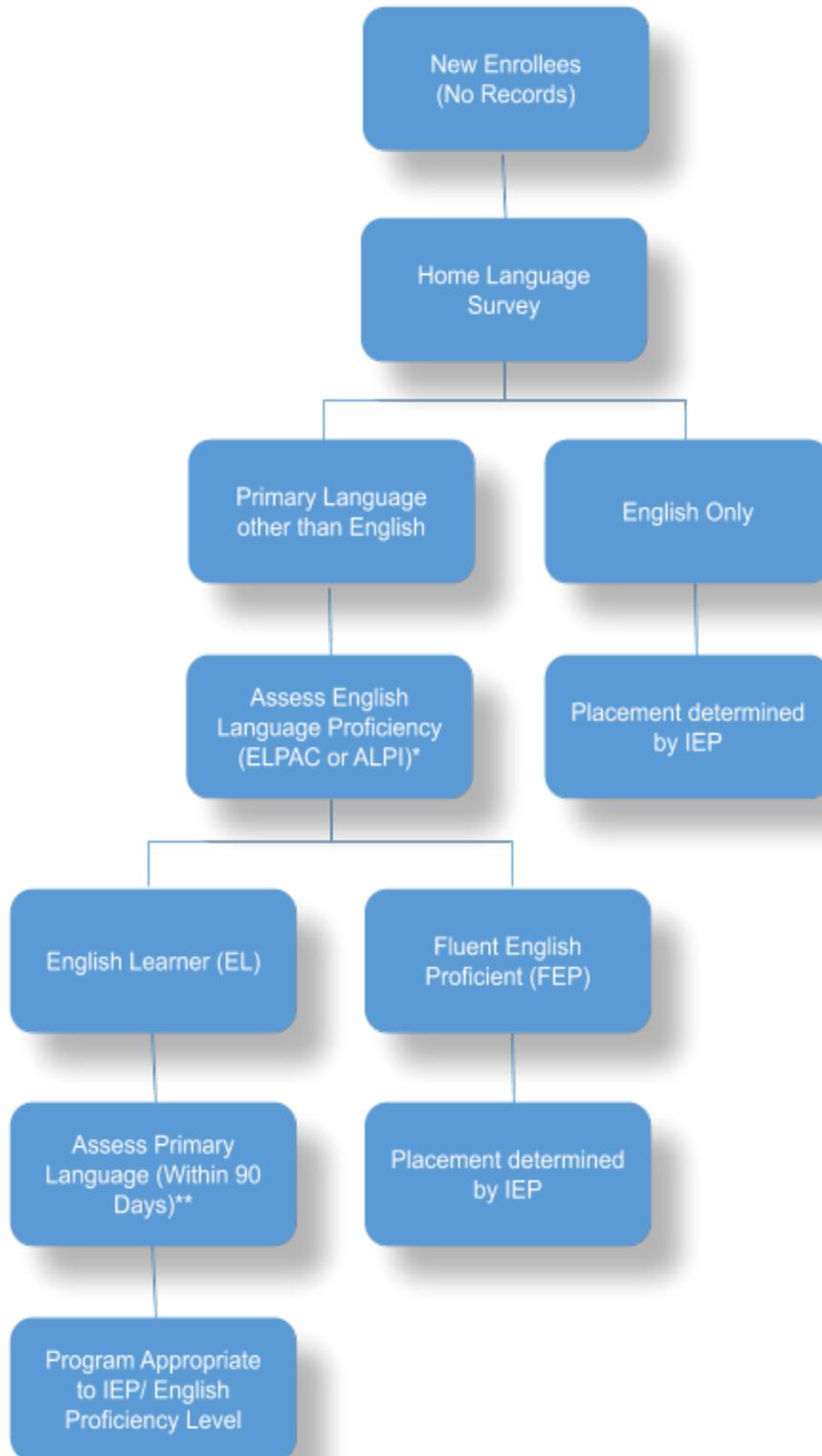
### **Transfers**

When a student transfers between schools within the district, all relevant information about the student, including assessment results, program placement, and academic progress and interventions, is forwarded to the receiving school. Counselors will ensure that the student is properly placed with as little disruption as possible.

**MERCED COUNTY OFFICE OF EDUCATION  
INITIAL IDENTIFICATION & PLACEMENT**



**MERCED COUNTY OFFICE OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
INITIAL IDENTIFICATION & PLACEMENT  
AND CASEMIS DOCUMENTATION**



- \* The counselor may temporarily enroll previously untested students who are enrolling in a California school for the first time in an appropriate English Language Development program until the student has been assessed for English language proficiency (counselor notifies testing administrator that this student is to be tested). The testing administrator assesses the English language proficiency including listening comprehension, speaking, reading, and writing of students who have a primary language other than English. The ELPAC or ALPI is used for this assessment.
- \*\* Primary language proficiency of identified English Learners is assessed in listening comprehension, speaking, reading, and writing (to the extent assessment instruments are available; e.g., the Spanish form of the IPT is used to assess primary language proficiency of Spanish-speaking students). The student's relative proficiency in English and the primary language shall be the basis for establishing supplemental support needed to assist the student in learning the curriculum. Informal interviews, additional questions included in the initial assessment process, and a writing sample will assist in determining if English Learners are competent in primary languages other than Spanish.
- \*\*\* Requires parental exception waiver.

## PLACEMENT OF STUDENTS

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are available for review in a language comprehensible to the parent (written and/or oral translation) to ensure that they have the opportunity to be active partners in placement decisions for their children. Students in county operated programs will be placed into programs as indicated by court appointment, parent request, IEP team recommendation and/or assessment results. The Educational Services Department Student Programs and Special Education Programs place students in one of two English language program options unless a parental exception waiver has been granted.

All programs for English Learners include the following:

- Standards-based English Language Development instruction, specially designed for English Learners
- Standards-based core content curriculum instruction designed to develop the academic language proficiency of English Learners
- Structured activities designed to develop multi-cultural competency and positive self-esteem

### Special Education Students

Placement of each special education student is determined by the individualized education program (IEP) team regardless of language proficiency. No provision of an

IEP requires a parental exception waiver. The IEP will state linguistically appropriate goals and objectives.

### **Structured English Immersion (ELPAC Levels 1 and 2)**

The Structured English Immersion (SEI) program is described in California Education Code Sections 300-340 (Proposition 227, passed in June 1998). This model provides instruction in English in all subjects for students with “less than reasonable fluency in English.” The curriculum and presentation are specifically designed for students who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and bilingual support staff may use the student’s primary language during instruction to motivate, clarify, direct, support, and explain content.

The goal of the SEI program is for EL students to develop a reasonable level of proficiency in English. Academic delays can be remedied through a number of interventions. Access to core content is provided through Integrated English Language Development to enable English Learners to gain access to grade level subject matter in mathematics, social studies, science, and other required academic subjects. Students at this level may be grouped for instruction in order to facilitate primary language support.

All SEI program teachers must possess an EL authorization as well as appropriate subject matter authorization. Teachers will make appropriate modifications to Board-adopted materials in order to ensure access to core content material. Supplemental resources and materials may be used in addition to Board-adopted materials.

Parents may request placement in the Mainstream option described below (see Appendix), “English Mainstream Instruction Request”

### **English Mainstream with Appropriate Support**

This model, designed for students with “reasonable fluency in English,” provides all instruction in English with additional and appropriate services as needed. The program is designed to continue the development of proficiency in English while providing content instruction in English. Integrated English Language Development (ELD) is a major feature of this program. English Mainstream program teachers provide Designated English Language Development (ELD) instruction that continues the students’ English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. In addition, teachers will use SDAIE (Specially Designed Academic Instruction in English) strategies during Integrated English Language Development (ELD) to make content knowledge comprehensible to the student. English Mainstreamed ELs are monitored on their academic progress until and after they are reclassified. English Learners at all levels require SDAIE from a properly authorized

teacher until they are reclassified. All English Mainstream program teachers must possess an EL authorization as well as appropriate subject matter authorization. Teachers will make appropriate modifications to Board-adopted materials in order to ensure access to core content material. Supplemental resources and materials may be used in addition to Board-adopted materials.

### **Alternative Program**

California law requires that every district have a waiver procedure and an alternative program design for English Learners. The waiver requirement is not required for English Only or Fluent English Proficient students, nor is it required of an English Learner whose Individual Education Plan (IEP) calls for primary language instruction or primary language support. Waivers are not required in order for students to receive primary language support within sheltered English immersion or mainstream English programs as long as the programs are provided overwhelmingly in English.

Parents must be provided with written notification of the student's placement, the educational opportunities available, and the opportunity to apply for a waiver. The English Learner Advisory and District English Learner Advisory Committees (ELAC/DELAC) receive training in the guidelines regarding Parental Exception Waivers and are given the opportunity to advise district staff concerning the program and the materials.

## **INSTRUCTIONAL PROGRAMS**

The Educational Services Department Student Programs and Special Education Programs for English Learners contain seven components:

### **Instructional Settings/Support Services**

1. Structured English Immersion
2. Alternative Program
3. Implementation of Designated and Integrated ELD by trained teachers to meet individual student needs (supplemented by other instructional staff)
4. High quality academic materials to teach English and content subjects
5. Continuous monitoring of student progress
6. Evaluation of student progress

### **Instructional Settings**

#### *Program Design Elements*

Programs for English Learners are designed to incorporate the following elements:

- Designated ELD instruction is explicit, well-articulated, standards-based, and differentiated according to the needs of the student, using district-adopted materials.
- Integrated ELD/Core content instruction is explicit, well-articulated, standards-based, and differentiated according to the needs of the student, using

district-adopted materials.

- All instruction includes structured activities designed to develop multicultural competency and promote positive self-esteem.

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction will also involve some level of reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language. (The ELA/ELD Framework was adopted by the California State Board of Education on July 9, 2014. Designated ELD page 91.)

The ELA/ELD framework uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS (Common Core State Standards) for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (The ELA/ELD Framework, July 9, 2014, Integrated ELD page 82.)

Programs are further defined according to research that demonstrates that language is comprehensible when:

- It is in context
- Has real-life purpose
- Prior background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process

- Input is comprehensible through contextualization (i.e., use of props, visuals, facial expressions, and/or gestures)
- Correction is accomplished by positive feedback and modeling

**Student Placement**

Based on assessment results, each English Learner is enrolled in one or a combination of the following until they are reclassified as Fluent English Proficient (RFEP):

***English Language Development Sequence***

ELPAC Level	Course Title	Program Description	Curriculum
Level 1 and 2	ELD	One period of English Language Development, one period of Core English, and instructional aide for core curriculum	Fuel ED <i>(English 3D supplemental)</i>
Level 3 and 4	ELD	Core English plus one period of English Language Development	Fuel ED <i>(English 3D supplemental)</i>

English Learners with severe disabilities shall be assigned an English Language Development Sequence based on the Individualized Education Program (IEP) academic goals set forth by the IEP team. When a student’s IEP team determines that a student should receive ELD in a sequence other than what is stated in the table above, the IEP team will determine the most appropriate program for the student. The program and ELD sequence will be based on the student’s abilities and language goals.

English Learners have access to core content classes. Teachers in the Educational Services Department Student Programs and Special Education Programs employ SDAIE strategies and differentiate instruction to facilitate the inclusion of every English Learner. Students in the SEI placement may be grouped together to facilitate bilingual support. Bilingual teachers and/or bilingual support staff provide assistance in the content classes based on student need. For example, an English Learner might be enrolled in ELD 2 to learn English and an English-only Algebra I class taught by an EL-authorized teacher (with language support from a bilingual support staff as needed). This flexibility assures that English Learners who have unique needs are not locked into a specific track of courses.

**Professional Development**

Teachers in the English Language Development program who are in training or who possess an authorization to provide ELD and SDAIE instruction have the opportunity to participate yearly in a variety of professional development activities related to the

education of English Learners. These activities include instruction in content standards (ELD, content area, and English Language Arts), effective instructional strategies for ELD and SDAIE, text-specific training, integration of technology into instruction, and analysis of student achievement results to improve instruction. Bilingual support staff participate in many of the same trainings or in activities to improve their understanding of course content as well as activities that ensure that they can meet qualifications required by the *Elementary and Secondary Education Act (ESEA)*.

### Materials

The materials to be used in the English Language Development program are specially selected to accomplish the rapid development of English language proficiency. In addition to adopted core texts, each school has a budget for supplemental materials. Teachers of English Learners at Educational Services Department Student Programs and Special Education Programs use high quality materials and regularly review new materials to ensure that the curriculum is updated and that materials reflect both local and state curricular developments. The Educational Services Department Student Programs and Special Education Programs also purchase primary language resource materials, primary language literature, and high interest supplemental books in English that are available to students in classrooms and school libraries at each campus.

### Monitoring

Once an English Learner's courses have been scheduled based on a thorough diagnosis, the counselor monitors his/her progress in immersion and mainstream classes throughout the year. Students' schedules are adjusted if they have academic problems due to language.

### Evaluation of Student Progress

The site administrator works with the counselor and instructional staff as well as with district administration to coordinate a variety of tasks that evaluate the progress of individual English Learners as well as the overall program for English Learners.

When individual students are not meeting expected growth targets, as measured by credit attainment and course grades, ELPAC or CAASPP results, the site administrator will work with the counselor and instructional staff to identify possible barriers to the student's achievement.

Questions to consider:

1. Is the student placed in the correct academic setting?
2. How many years has the student been in a program for English Learners?
3. Has the student been evaluated for learning disabilities when appropriate?

4. Are the teachers trained in the use of the most appropriate instructional strategies?
5. Are the teachers trained in the use of the specific materials?

Using the information gathered, appropriate interventions are recommended for students. Some examples include:

- schedule changes
- extended day support interventions (e.g., after-school tutorial)
- placement in a district alternative setting
- five-year high school plan

## PARENTAL EXCEPTION WAIVERS

English-only instruction may be waived by parental request per Sections 310 and 311 of the California Education Code (see Appendix, [Parental Exception Waiver](#)). Upon initial enrollment of the student and annually thereafter, the parent/guardian receives information regarding the Educational Services Department Student Programs and Special Education Programs for English Learners that includes a description of district programs and a description of the educational materials that will be used in each program option:

- Structured English Immersion Program
- English Language Mainstream Program
- Alternative Bilingual Program

Parent/Guardian requests for waivers from Education Code 305 shall be granted in accordance with the law and administrative regulation. If the school receives and approves a waiver for 20 or more English Learners in the same grade with the same primary language the school shall offer an Alternative program or must allow the students to transfer to a public school which offers such a class. The school must act on a waiver request within 30 school days to approve or deny the waiver. If the school denies the waiver, it must state the reason for denial. Parents may appeal the denial to the County Superintendent of Schools.

Note: Parents are not notified of the waiver process when parental education rights have been removed.

## RECLASSIFICATION

The Educational Services Department Student Programs and Special Education Programs have adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Fluent English Proficient students. English Learners shall be designated as Reclassified Fluent-English Proficient (R-FEP) when they have acquired the English language skills necessary to receive instruction and achieve academic

progress in English only, at a level equivalent to students of the same age or grade whose primary language is English.

### Reclassification Criteria

1. Assessment of English Language Proficiency in compliance with the CDE Guidelines for Reclassification of English Learners, the Merced County Office of Education will use the English Language Proficiency Assessments for California (ELPAC) as the primary criterion of English proficiency. MCOE will consider for reclassification those students whose:

- Overall Proficiency Level 4

*The IEP team can use an alternate assessment of language proficiency for reclassification purposes. (EC 56342 and 56345 (b)).*

*\*Adult English Learner students beyond age 21 do not take the ELPAC Summative assessment. These students who enroll in our schools may also be considered for reclassification by the reclassification team when reviewing the student academic performance and record.*

2. Teacher Evaluation of Student Academic Performance
  - EL student is able to participate in grade level core English class and meets or is approaching the standards for their grade level with a grade of C or better
  - An IEP team determines if a lack of or limited academic achievement in the classroom is due to other factors such as a disability or motivation.
3. Parent Consultation and Notification
  - The parent is encouraged to be actively involved and informed during the reclassification process and to express his/her observations and opinions regarding the student's readiness to be reclassified. The parent will receive the re-designation process and procedures when the reclassification process is initiated and will be consulted when the process is completed. The parent is an integral member of the IEP team and part of the reclassification process.
4. Comparison of Performance in Basic Skills
  - Basic Performance on grade level CAASPP, Interim Assessments, Star 360, or the NWEA. Basic performance for Special Education students with moderate to severe disabilities will be determined based on the recommendations of the student's IEP team.

*\*Many students enrolled in alternative education enter and leave various program placements throughout the school year providing inconsistent instruction in English fluency. These extenuating circumstances may be taken into account by the reclassification team when reviewing the student's academic performance and record.*

## **Steps to Reclassification**

Anyone may recommend a student for reclassification at any time. The counselor will gather appropriate documentation according to the following steps and make a recommendation to the designated administrative staff member based on a review of the student data.

1. The counselor, teacher, parent, and/or administrator makes a recommendation that a student be evaluated for possible reclassification at any time during the school year.
2. The counselor gathers documentation.
3. The counselor will make arrangements to consult with the parents to review the student's progress and the reclassification criteria. During the meeting, the student's progress will be discussed as well as the recommendation to designate the student to Reclassified Fluent English Proficient (R-FEP). An administrator makes the final approval.
4. If a student is reclassified, the student's designation to R-FEP will be noted in the student information system, along with the date of reclassification.
5. A reclassified student may be placed in regular courses at the time of reclassification or at the next natural break in instruction (i.e., beginning of the next semester).
6. The counselor is responsible for follow-up and monitoring the student's progress.

## **Monitoring of R-FEP Students**

Students who have been reclassified as R-FEP receive follow-up monitoring for a period of four years after reclassification. Each counselor accesses data in the student information system (AERIES) of R-FEP students for the purpose of monitoring their subsequent academic progress. Reclassified students having difficulty in the core curriculum (not meeting standards) will have access to the support services offered at the school site. Those support services are outlined in the School Site Plan and will be reviewed with parents/guardians at the time of the reclassification consultation.

If the student is not making progress in any academic class, the counselor will meet with the student and may recommend any or all of the following interventions:

- Student/teacher/parent conference
- Tutoring or other extended day academic support program
- Placement in a reading, writing or math support class
- Summer school

Site and district administration examine the progress of individual English Learners and Reclassified Fluent English Proficient students annually along with data on the progress of all students as part of the process of evaluating the overall effectiveness of the English Learner program in terms of student learning.

## PARENT ADVISORY COMMITTEES

### English Learner Advisory Committee (ELAC)

Schools with 21 or more English Learners shall establish a functioning school-level advisory committee. Parents/guardians of English Learners shall have an opportunity to elect parent members of the committee; the committee shall be constituted of membership in at least the same ratio as English Learners within the whole school enrollment. The committee shall also select one representative and one alternate to attend the District English Learner Advisory Committee (DELAC).

ELAC members shall receive training appropriate to assist members in carrying out their responsibilities. The Committee advises the principal and staff on topics relating to English Learners, including:

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
  - The school's needs assessment.
  - The school's annual language census.
  - Ways to make parents aware of the importance of regular school attendance.

### The Formation of ELAC

Members of the ELAC will serve one year and will be elected before the October DELAC meeting each year. The ELAC membership's composition must reflect the percentage of English Learners at the school.

### Election of Parent Members

Send a letter, and/or dialer message, to all parents informing them of the school's intention to form the ELAC. The message will state the purposes of ELAC and will provide contact information so that parents may nominate candidates for the ELAC elections. ELAC ballots will be sent to only the parents of English Learners. Ballots will be collected and counted. New members will be notified and their names will be added to the ELAC roster.

### Selection of Other Members

Inform all staff (certificated and classified) of the school's intention to select members for ELAC. This notification can be done by sending an email or letter to all staff members explaining the purpose of ELAC and a member's responsibilities and having staff members nominate themselves. ELAC staff members will be selected by the ELAC AP/principal's designee and their names will be added to the ELAC roster.

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

Districts with 51 or more English Learners shall establish a functioning district-level advisory committee. This committee should be composed of representative members from each school's ELAC.

DELAC members shall receive training appropriate to assist members in carrying out their responsibilities. The committee annually advises the district governing board regarding:

1. The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.
2. The DELAC shall be responsible for advising the district's local governing board on the following tasks:
  - Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
  - Conducting a district-wide needs assessment on a school-by-school basis.
  - Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
  
  - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
  - Administration of the annual language census (e.g., procedures and forms).
  - Review and comment on the district's reclassification procedures.
  - Review and comment on the written notifications required to be sent to parents and guardians.

*Note: It is recommended that ELACs meet a minimum of two times per year. Meetings should be designed to involve parents actively and should be frequent enough to maintain connection among committee members.*

*Because the district includes three separate communities, Merced County Office of Education's DELAC may choose to meet with an ELAC four times a year. If the DELAC chooses this method, the meetings will be rotated (e.g., one meeting with Merced Valley, one meeting with Atwater Valley, and one meeting with Los Banos Valley.). DELAC minutes will show that required topics are addressed and that input is gathered for the district governing board.*

## **STAFFING AND PROFESSIONAL GROWTH**

### **Staffing**

The Educational Services Department Student Programs and Special Education Programs are committed to ensuring that all teaching personnel whose assignment includes English Learner students shall hold appropriate certification to provide necessary instructional services to English Learners.

1. A proposed staffing plan for each school will be reviewed by District personnel each spring and vacancies will be posted, as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for instruction of English Learners.
2. The Educational Services Department Student Programs and Special Education Programs will actively recruit and hire teachers who are fully certified to fill teaching positions and meet English Learner needs at the site.
3. An English Learner Staffing Plan Annual Report will be completed each school year. The report will document district progress toward full certification of teachers of English Learners by representing the number of teachers who are fully certified, the numbers in training, and the results of training and hiring efforts each year.

### **Professional Growth**

The Educational Services Department Student Programs and Special Education Programs is committed to providing focused staff development to all teachers and staff to ensure that they are successful in identifying, understanding, and meeting the needs of the English Learner population. A partial list of professional development support includes:

- Teacher Induction Program
- English Learner Master Plan training for site administrators and counselors
- ELPAC administration training for assessment/accountability administrators and testing personnel
- Reclassification process training for counselors, teachers, and administrators
- Data analysis training for site administrators, teachers, and counselors
- ELAC/DELAC training for site administrators and support personnel
- Training to reinforce implementation of Designated and Integrated ELD
- Workshops to promote awareness of cultural differences and the potential impact on learning

### **FUNDING**

#### **District Fiscal Responsibility**

The base educational program for English Learners is funded by the Local Control Accountability Plan (LCAP). The provision of required services to English Learners is not contingent upon receipt of state or federal categorical aid funds.

#### **Supplemental Funds for English Learners**

Categorical funds are generated wholly or in part to meet the unique *supplemental* needs of English Learners. Funds appropriated for English Learners must supplement and not supplant local general funds or categorical funds allocated from other local or state sources in meeting the needs of EL students. Such funds include California

Economic Impact Aid (EIA) funds allocated to enrolled English Learners. Federal Title III funds are also provided to schools.

The district may use funds appropriated for English Learners for expenditures including, but not limited to, the following categories:

1. Employment of bilingual instructional aides/paraprofessionals.
2. Supplemental bilingual and language development teaching materials to augment core instructional materials.
3. After-school tutorial programs (or other extended-day opportunities) designed to address identified student academic skill deficiencies (staffing and transportation).
4. Training to develop language development/cross-cultural instructional skills of both certificated and classified staff.
5. Costs of translating written communications to parents.
6. Expenses of parent advisory groups (e.g., ELAC, DELAC).
7. Administrative expenses including, but not limited to, costs incurred for the annual language census, student assessment, and parent consultation.
8. Extra hour of instruction within the school day (worksheet must be provided to demonstrate supplemental nature of intervention).

Requests for materials or equipment, site training activities, and professional travel are submitted to the Assistant Superintendents of the Educational Services Department Student Programs and Special Education Programs for approval. Expenditures are approved according to the guidelines established in the school site plan and this master plan. All requests for EL authorization training are also submitted to the Assistant Superintendents of the Educational Services Department Student Programs and Special Education Programs for approval.

## EVALUATION AND ACCOUNTABILITY

The Educational Services Department Student Programs and Special Education Programs conducts an annual evaluation of programs and services for English Learners for purposes of planning and program improvement. Program evaluation data is communicated to the school site council, the school's ELAC, school staff, district staff, and the Board of Trustees. The evaluation criteria will be reviewed as needed to ensure that the indicators are consistent with current assessment, evaluation, and reporting practices.

The purposes of the evaluation will be to:

1. Determine the extent to which English Learners are acquiring fluency in English.
2. Determine the extent to which English Learners are learning the core curriculum.
3. Determine the extent to which language-minority students can access district programs and services, including paths to higher education and/or vocational schools.
4. Provide data to inform changes to program implementation, classroom practices.

5. Sustain overall school improvement for all students (i.e., close the achievement gap).

The school's Administrative Team members analyze EL and RFEP student data annually. The analysis of this and other district data collected about English Learners should be conducted by each school and by the district according to the following criteria:

**Purpose 1:** To what extent are ELs mastering ELD standards?

**Purpose 2:** To what extent are ELs showing expected progress in achieving grade-level standards in core content areas?

**Purpose 3:** Who are our English Learners?

- To what extent are ELs being reclassified from one grade to another (11<sup>th</sup> to 10<sup>th</sup>) in order to become English language proficient and meet graduation requirements?
- To what extent are ELs dropping out of school?
- How does the rate of suspensions/expulsions for ELs compare to that of the school's general population?
- To what extent are ELs making expected progress toward reclassification to RFEP status?

**Purpose 4:**

- To what extent is the school's EL program being implemented at the school as described in this Master Plan?
- To what extent are ELs taught by qualified staff?

**Purpose 5:**

- To what extent are ELs making progress toward high school graduation?
- To what extent are ELs progressing on CAASPP and other student assessments?
- To what extent does the school site plan address the need to develop, implement, and evaluate appropriate interventions to create a cycle of monitoring and evaluation of the program for ELs?

## APPENDIX